

## IMPORTANCE OF MEDIA EDUCATION IN WORKING WITH STUDENTS

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**Abstract:** This article contains information about the importance of media education in working with students and the impact of mass media on the educational process and social and political activities today.

**Key words:** media and information literacy (MAS), Plan-etis, Grunwald declaration, stereotypes

Citizens of the country today have the opportunity to receive unlimited information and information collected by the world community. The quality of the information we receive and use has a great impact on our life choices and social and political activities. Today, reforms in the information environment, cooperation with the press "correctly define the priorities of relations" and mass media (mass media) "economic mechanisms of control over the activity, the closure of information sources, as well as editorials by authorities and administrative structures aimed at eliminating a certain level of pressure. At this point, the parliament is in the process of adopting a number of laws that ensure the "openness and transparency of the activities of the executive authorities, the reforms implemented in our country, and the internal and external policies of the state."

In particular, on May 5, 2014, the law "On the openness of the activities of state authorities and management bodies" was adopted in our republic. There is no doubt that this law will serve to make the national information space more transparent, expand it, and enrich the image of Uzbekistan in the global information space, as well as the content, form and methods of national content.

The development of techniques and technologies during the last twenty years has led to an incomparable expansion of media, information sources and information suppliers (libraries, archives, the Internet, etc.), and has made it possible for citizens to use and exchange its huge volume. As a result, citizens have the opportunity to assess the reliability of this information, to fully exercise their rights to express their opinion freely. That is why the current issue of ensuring media and information literacy (MAS) of citizens is put on the agenda.

According to Article 19 of the Universal Declaration of Human Rights, "Everyone has the right to freedom of belief and its free expression; this right includes the freedom to hold one's beliefs without hindrance and to seek, receive and impart information and ideas through any media regardless of frontiers." The implementation of this right is determined by the Grunwald Declaration on media education adopted in 1982. It shows

how political and educational systems can develop citizens' understanding of the phenomenon of communication and encourage their participation in mass media and (traditional and new) communications.

Mass media play an important role in the socialization of young people, this phenomenon is becoming more and more powerful. Much of the cultural capital of Plan-etis was transferred through the many types of vehicles they were very familiar with. This means a change in the attitude of various persons accompanying children and adolescents in their development.

Such a change should allow them to master this phenomenon through self-education. What is suggested by the organization of this collection is that it aims to simultaneously educate others about media and educate oneself about media.

By offering critical thinking about communication phenomena, media education should direct students to media activities that are as conscious and participatory as possible in the relevant life situation. Mass media activity requires people to be active in any communicative situation involving mass media. This means that they discuss their importance in a particular interaction while using media. Accordingly, media education should cover not only the cognitive, but also the affective sphere, starting from the personal character of the student, taking into account his linguistic abilities.

Readers/students need to understand and feel that the mass media is intentionally stimulating the need for consumer-oriented behavior. They must understand that new types of personal and public communication expand opportunities for active participation in economic, political and cultural life. And they need to understand and experience that electronic media has a significant influence on the organization and behavior of personal leisure time. In this regard, it is necessary to address the close relationship between the leisure and entertainment industry and the mass media in order to develop habitual behavior models.

Media education should enable students to navigate an increasingly media-informed world. They need to understand that the mass media contributes greatly to their political thinking. They need to understand that the expansion of communication technology gives people more opportunities to express themselves and participate in political life through "direct" democracy at the click of a button, and at the same time, better political information. , provides better information than government agencies. Over time, they have become the means of communication by encouraging passivity, dissuading people from direct participation in political life, distracting them from political conflicts, and political manipulation by well-funded interest groups. They need to learn how to use the media to make critical judgments and thus empower themselves to act.

They need to experience that mass media create their own reality not only as mediators of imaginary worlds, but also in projecting the image of reality. However,

readers/students should understand that this controlled reality cannot be neutral in its values. They should recognize the structure, design and effects of different media such as films, transparencies, etc. and they need to understand which content is mainly carried by which media. They need to know that the same content can be presented in different ways and therefore have different effects.

Media education should raise awareness of the media's often biased and clichéd presentation of social and gender roles.

Readers/students should be sensitive to how realistically the media presents everyday life situations (e.g. relationships between women and men, between employees and bosses, between young and old, etc.) . They need to understand that social and gender roles are subject to stereotypes.

Although the mass media cannot by themselves change the perception of the distribution of roles prevailing in our society, they are important in influencing and educating the public. By reflecting specific values, they contribute to the maintenance of core value concepts and can strengthen or weaken ideas, models and visions.

Media use is an important part of spending free time for young people, especially students. Therefore, it is natural to integrate media education into the process of working with youth. Working with young people means activities aimed at educating them outside the framework of formal education. For example, in Finland, the activities of youth community centers are well established, and highly qualified specialists work in them. Young people can easily visit these centers during working hours, usually in the evenings and on weekends. They come to the centers to interact and participate in various activities.

Specialists in working with young people, as media pedagogues, know their media world and media culture well. Youth media culture can be significantly different from that of adults. For this reason, in order to eliminate the misunderstanding between youth and adults and to ensure high-quality media education, it is necessary to have clear ideas about the essence of media and youth media culture. Such knowledge is especially necessary in the process of media relations and organization of youth events.

Most students want to be perceived as tech-savvy experts and media-savvy users, but they need support from adults, especially on issues of values, choices, and ethics. The place and role of the teacher in teaching the student the safety skills of media use is incomparable. In addition, youth professionals teach them to express their unique inner world through media (for example, by creating content and expressing their opinions in media appearances), while at the same time teaching the student can be of great help in learning more about intellectual property rights and age restrictions, and in obtaining information on other legal issues. Media education is not only a means of responding to threats and using the opportunities of media, but it also helps to focus attention on topics such as cyberbullying, alienation, racism and isolation. In addition,

media education helps to expand the participation of youth in the fight against these threats through the media. Information resource centers serve as a convenient space for discussions and debates on such topics, as they are traditionally equipped with the necessary media, in particular, computers connected to the Internet and game consoles.

In addition, by implementing creative projects, student-journalists develop the skills of evaluating the information distributed in the virtual space as experts. In addition, the constant creative environment in the educational process allows a young specialist to determine and sort out the content, purpose, and even the essence of media products coming from the outside from the initial stages of training.

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