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Media literacy of students based on the development trends of modern information and communication technologies improvement

Feruza Shermanova  [orcid: 0009-0000-4944-7653](https://orcid.org/0009-0000-4944-7653)
e-mail: feruzashermanova@yandex.ru

PhD, Associate professor, Department of informatics, University of Tashkent for Applied Sciences,
Gavhar street 1, Tashkent 100149, Uzbekistan

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Abstract: The article discusses the essence of media and information literacy, as well as trends in the development of media literacy of students of higher education institutions in the digital environment. Researches and achievements of scientists of Uzbekistan and foreign countries in this field are analyzed. Specific features of international cooperation on the development of media and information literacy are highlighted.

Keywords: media education, media literacy, information literacy, international cooperation, culture of receiving information, university network, expert.

1 Introduction

Today, the society, the development of science, the increasing influence of advanced technologies, especially the mass media, on the spheres of daily household and professional activity of mankind, require any specialist to create and implement effective methods and technologies for working with the flow of information.

In the national and international educational environment of the world's leading higher education institutions, importance is attached to the development of an active, critical and creative approach to the assimilation of information in the media space, and the formation of media literacy and information culture. Developing the media literacy of students of educational institutions based on the integration of education and media, improving media literacy based on an integrative approach, and developing the media competence of future specialists is of urgent importance.

In the practice of world education, research in this field began in the 60s and 70s of the last century, and a unique direction in the science of pedagogy - media education - appeared. It is expected that the new direction will help pupils and students to adapt to the world of media information, to master the language of mass media, and to be able to analyze media texts.

Currently, it is difficult to control both the content of information and the methods and ways of their distribution through mass media. Especially the popularization of the Internet made this process even more complicated. The influence of information as a commodity began to be seen in the independent thinking of students.

Students with media skills must follow the norms, rules and laws governing the use of the Internet. If the user is not familiar with the privacy standards in the media community, he may unwittingly disclose private information to the public.

Online education has a positive impact on various professional fields and contributes to economic growth. Simplicity of the process of digitization and information storage, as well as access to information through various devices, made it possible to increase information resources available to people on the Internet. As children and students are good at using various applications, they use the Internet for their own benefit and at the same time they are vulnerable to it. Just like in the real world, there are certain risks associated with using the Internet. The best

way to protect yourself from them is to teach young people how to manage such risks that arise in the process of using the Internet.

In this sense, an educational system is emerging in Uzbekistan to create ideological immunity, media and information security skills in students and children. Information-resource centres established in all educational institutions of the country, as well as certain subjects included in the educational process (Medical literacy and information culture, "Information-psychological security", "Basics of information security") provide users with practical communication skills and allows information to be distributed in the media content network.[1]

2 Materials and Methods

The concept of "media" is an English term, which is actively used in language use in Uzbekistan today.

Since the middle of the 20th century, technological factors have played a decisive role in social processes, which served to actively study the media problem by researchers, especially Western scientists. Issues related to the impact of media on individuals and society, the role of the individual in the communication processes were widely discussed in the works of Anglo-Saxon world scientists such as G. Lassuel, U. Schramm, G. Gerbner, G. Innis, M. McLuhan. At the Aunan Anglo-Saxon school, extensive and comprehensive studies were conducted on the phenomenon of "media". In the 60s of the 20th century, on the basis of the University of Toronto, a research and development center was opened, which was devoted to the influence of modern technologies on human consciousness and activity. The first group under the leadership of professor G. Innis studied communication technologies, while professor M. McLuhan studied the phenomena of mass communication and media education. Later, this research was named "Toronto School of Communication Theory".[2]

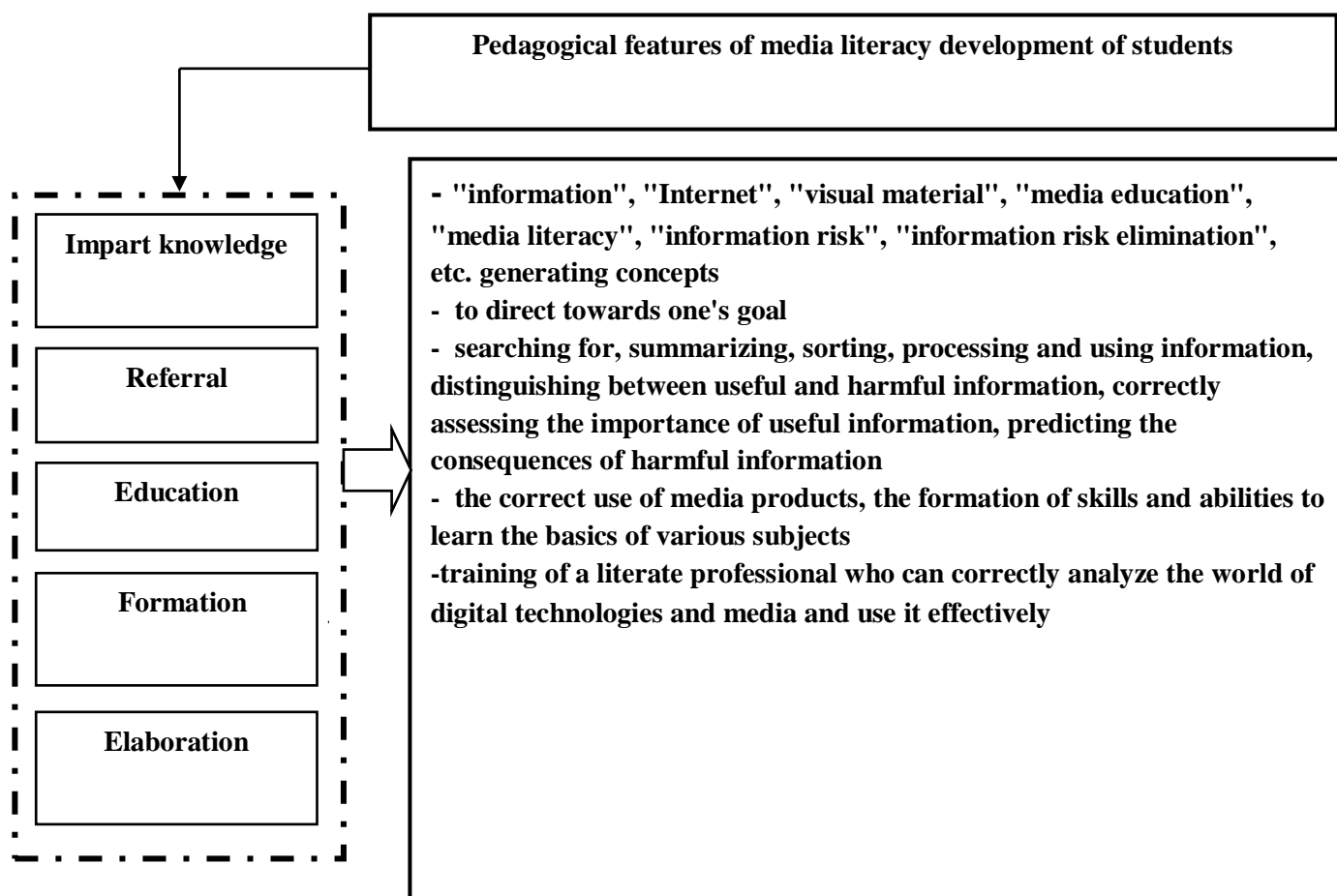
The term "media literacy" also has a strong place in the world of international science. Scientists such as Walter Benomin [3], Lawrence Engel (Germany) [4], Nicholas Negronte [5], Noam Chomsky (USA) [6], Alexander Fedorov (Russia) [7], Stuart Hall (Britain) [8] who thought about this concept in their works.

Khurshid Dostmuhammad calls media literacy "information culture" or "info ethics".[9] Regardless of what we call it, it is true that the skill of avoiding information has appeared in the conditions of globalization. "According to economist Herbert Simon, winner of the Nobel Prize, information is killing and eating its consumers (recipients)".[10] In such conditions, it is an urgent task to study the theoretical and practical foundations of media education, to conduct research on increasing the activity of the population in the formation of civil society. The goal of media education is the formation of media literacy.

If literacy means "possessing sufficient knowledge in a certain field" [11], then the concept of "media literacy" is defined as familiarity with, selection, sorting, and analysis of information distributed through the media based on a person's personal or professional interests, needs, and obligations. and possessing sufficient knowledge on evaluation" can be interpreted as serving to illuminate.

In 2012, "Pedagogical foundations of formation of media and information literacy" were developed by UNESCO and the Institute of Information Technologies in Education of this organization in the Russian Federation. Also, a teaching-methodical manual entitled "Pedagogical aspects of media and information literacy formation" was published. The manual has a unique methodical structure, in which theoretical and practical knowledge on topics is shared among people of different ages, including students, on the basis of the unit "theoretical ideas ↔ practical skills" is provided.

The use of media is an important part of the leisure time of young people, especially students. Therefore, it is natural to integrate media education into the process of working with young people. 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 young people 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.



3 Result and Discussion

An important factor in ensuring information security in the context of information communication is the human factor. Because today the concept of "information" affects human thinking in various ways and has become a powerful tool that can turn his life and destiny in a certain direction - negative or positive. This, in turn, requires strong sensitivity from each person. The reason is that young people use the media more than the older generation. But in such conditions, restricting the minds of young people from information does not provide the desired result. This situation is contrary to democratic values.

That is why forming a culture of information acquisition among young people is one of the main tasks. Therefore, in the conditions of globalization of the information space, the role of media education is extremely important and acquires social and political significance.

Despite the reforms implemented in our country and the opinions of our scientists regarding the use of media in the educational process, the issue of developing and establishing a mechanism for the development of media education among students remains urgent.

The conclusions obtained from the results of the preliminary experimental tests show that:

- lack of readiness of university graduates to demonstrate their professional potential in the global information space at a time when the labor market's need for professionals with the ability to use modern information technologies and the Internet system in a professional manner is increasing;

- today's students' activeness in watching entertaining, low-level content in the media space, their lack of understanding of such concepts as Internet addiction, ideological threat, cyber-ludomania, and their natural lack of media literacy;

- students' desire to create a media space and critical perception, consumption of mass media, lack of readiness to create media texts, media resources;

4 Conclusion

Many traditional problems of human security have undergone serious changes in the conditions of society's informatization. Events such as the expansion and renewal of the scope of information risk and new sources of risk, risk factors, protection of interests and values are taking place. Computers, various information resources of the Internet, computer games, etc. can be noted as new sources of danger. The risk factors that arise in the use of information include: various failures in computer work, low-quality software products, high electric power, electromagnetic fields, information of a pornographic nature, software games with fantasy sports content, hacker activities and frauds in the information network, etc. [12]

Teaching students to be able to act in the information environment, to find an acceptable path for themselves (that does not lead to disaster) requires a systematic, integrated approach to the process. In our opinion, the most effective way to achieve it is to further develop the media education system and ensure its implementation.

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