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## THE ESSENCE OF MEDIA LITERACY IN LEARNING PROCESS

### **Annotation:**

The article discusses the effectiveness of media education methodology for conducting classes based on problematic, heuristic, game and other productive forms of training that develop the individuality of the student.

**Key words:** media education, media literacy, informatization, media text, discourse.

### **Аннотация:**

В статье рассматривается эффективность методики медиаобразования при проведении занятий на основе проблемных, эвристических, игровых и других продуктивных форм обучения, которые развивают индивидуальность студента.

**Ключевые слова:** медиаобразование, медиаграмотность, информатизация, медиатекст, дискурс.

Today the terms "media education" and "media literacy" have become widespread. Studying all possible sources of informatization of modern education, we can say that the strategy for the development of teacher education should be based on the wide use of innovative technologies of the educational process with computer support, which should not be presented discretely, but should make up the overall integrity of the system. Creating such systems, it is important to use innovative computer didactics, media literacy as the basis of teacher's media education. Today, the information society requires media

education to reflect the importance of influencing the development of the individual and the teacher, and students using the media, such as the press, radio, television, cinema, video, animation and many other sources.

What is media education? The term "media" (from lat. Media - means) is used as an analogue of the term "means of mass communication" (print, photography, radio, cinema, television, video, multimedia computer systems, the Internet).

There is no term, different scientific schools, individual scientists from different countries offer their own options for formulating such key concepts as "media education", "media culture", and "media literacy". For example, in UNESCO documents, media education is understood as teaching theory and practical skills for mastering the modern media of communication, considered as part of a specific and autonomous field in pedagogical theory and practice. Media education is considered as a process of personality development using and on the material of mass media (media) with the aim of creating a culture of communication with the media, creative, communicative abilities, critical thinking, the skills of full perception, interpretation, analysis and evaluation of media texts, learning various forms of self-expression using media technology. Media literacy can be considered as technological literacy, information literacy, as well as computer literacy.

It is very important when both students and teachers have a clear idea in using the terms: the addressee of media education, media education tasks, the key concepts of media education, critical thinking, media effects, perception of media reality, feelings and thoughts, messages of the authors from the screen, media education, media text, discourse, media language. Besides clear understanding of media education terms, the actual issues is teacher's knowledge of the types of media resources:

- multimedia presentations,
- multi-media catalog,
- slideshow,

- electronic report,
- CD business card,
- electronic magazine,
- promotional video,
- multimedia book, and others

Media education provides a methodology for conducting classes based on problematic, heuristic, game and other productive forms of training that develop the individuality of the student, the independence of his thinking, stimulate his abilities through direct involvement in creative activity, perception, interpretation and analysis of the structure of media text, assimilation of knowledge about media culture. At the same time, media education, combining lectures and practical exercises, is a kind of inclusion of students in the process of creating works of media culture, that is, it immerses the audience in the internal laboratory of the main media professions, which is possible both in stand-alone mode and in the process of integration into traditional academic subjects. Pupils and students should study not only how these or those media texts are constructed, but also how they express various political, ideological, economic, sociocultural interests.

Thus, using media resources in learning processes media educated teacher should know effective use of technological media product which created in Adobe Flash, Adobe Captivate, MS PowerPoint, OO Impress, network services, prezi.com, myebook.com and others. Besides, the media resources used should be unique and esthetic form and conformity of the form with the content. The teacher should also be confident that his students are connected to the Internet. The very factors that help media educated teacher to effectively message and create communicative environment with the learners. One of the important tasks assigned to the teacher is (1) the formation and development of media literacy of his students; (2) raise students' awareness in search engines of Yahoo, Google,

Yandex; (3) social networks and blogs such as: Twitter, Blogger, My Space, and Facebook; (4) online shopping and facilities and etc.

The effectiveness of media education can be assessed by two criteria: the ability of students to apply their critical thinking in new situations and the number of obligations and motivations expressed by them in relation to media. Media education should be considered as ‘the tool of knowledge of the environment, the tool for reconstruction of objects created by the media’.

The teacher can see media education qualitatively as system of knowledge, abilities and skills, acting in media environment, gained by the student in learning process, and also quantitatively (evaluating) – as a certain level of developing this system.

Therefore, the essence of media literacy consists in focused activities (including the combination of its forms, methods, means and results) in the media environment in order to develop and harmonize the individual. Media literacy is a necessary condition for not only an adequate perception of interactions, recognition of media manipulations and the ability to resist them, but also for the improvement of creative and professional activities in the media environment. The main role of media educated teacher is undertake activities focused on the harmonious development of students’ knowledge in media education and the conformity and interaction of all forms, resources and contents of media education to create a communicative learning environment.

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