

REQUIREMENTS FOR MEDIA COMPETENT KKA IN TRAINING HIGH
ETHICAL PERSONNEL

Alimov Zokir Chori o'g'li

Termiz State University

Teacher of the Department of Music Education.

E-mail: alimovt e rdu@gmail.com

Annotation. This article describes the current scientific and practical aspects of media education. Based on the analysis of the studies conducted on the development of media literacy of students, theoretical conclusions and methodological recommendations were put forward. Furthermore, as technology continues to advance in the digital age, the development of media competency in professional education is becoming increasingly important. This article examines the development of media competency among students in professional education, explores its importance, challenges, and potential solutions, and explores the skills students need to thrive in the evolving media landscape.

Key words: media education, media literacy, media competence, media product, information technology, information communication tools.

Introduction. It is known that the educational process is a unique complex structure. The effectiveness of education depends on the activity of the teacher and the student-pupil, the availability of educational tools, the perfection of the organizational, scientific, methodical and media products of the educational process, the need for knowledgeable, deep-thinking people in society, and several other factors. In particular, information and communication technologies are considered an important tool for improving the quality of education.

Educational technologies are always based on information, and they are closely related to the storage, transmission, and delivery of various information to users. With the development of computer technology and communication tools, we observe that teaching technologies have changed radically. Telecommunication systems provide an opportunity to transfer new editorial and information and professional knowledge in various fields in the shortest possible time.

The main part. The development of information technologies also requires the development of media literacy of students. The use of media products is an important part of the student's independent work and free time. Therefore, it is natural to integrate media education into the process of working with young people.

Media is becoming more and more important in people's life and education. This situation indicates the importance of the rapid development of media education.

The main tasks of media education are: preparing the young generation for life in modern information conditions, teaching them to perceive various information, to understand it, to understand the consequences of its influence on the human psyche, to master the methods of using non-verbal forms of communication with the help of technical means. Of course, it should not be forgotten that "participants of the educational process have equal rights".

L. Masterman, one of the most famous media editors and media theorists, justified seven reasons for the relevance and priority of media education in the modern world:

- ✓ The highest level of media use and the media saturation of modern society.
- ✓ The ideological importance of the media is that it is an industry that influences the minds of the audience.

- ✓ The rapid increase in the volume of media information, the strengthening of their management and distribution mechanisms.
- ✓ The speed of penetration of the media into the main democratic processes.
- ✓ Increasing importance of visual communication and information in all areas.
- ✓ To provide education to the students in accordance with the requirements of the future.
- ✓ Increasing national and international processes of privatization of information.

According to S. Babadjanov, who conducts important research on the development of media literacy of students, media education is a process that helps to understand basic laws, helps to learn the language of media information in simple directions, contributes to the growth and development of students' artistic potential, reception, study and competent analysis of media texts. is an educational process aimed at forming the ability to achieve. As a result of media education, media competence develops.

Media comretence is a new term entering education, and it includes meanings such as the ability to transmit and evaluate media information in various forms, learn, and communicate.

Our research shows that paying more attention to several terms under the concept of media literacy, including media culture, media promotion, media education, media information, information culture, media literacy, has a special place in raising a mature generation. The result of media education is determined by the increase in the level of media literacy of the audience.

Media literacy refers to a set of skills and competencies for receiving and evaluating media. **The sources show the following content of media literacy:**

1. Understanding the role and functions of the media in a democratic society.
2. Understanding the conditions under which media can perform their functions.
3. Critical evaluation of media content in terms of its functions.
4. Communicate through the media to express your opinion and participate in democratic processes.
5. Activating the skills (including ICT skills) needed to create user content.

Media literacy emphasizes understanding the functions of the media, evaluating the quality of the implementation of these functions, and engaging in rational cooperation with the media for self-expression and participation in social processes. Media literacy is critical and requires a broad perspective based on a developmental structure of knowledge. The level of media literacy can be increased in the process of perceiving, interpreting and analyzing cognitive, emotional, aesthetic and ethical media information throughout a person's life.

"An audience with a high level of media literacy will have a high level of understanding, management and evaluation of the media world." Media literacy helps a person "to respond to historically limited content that is relevant to his perception and understanding ." It involves reading and re-understanding media texts, asking, "Who will I become when I see this?" to answer the question provider is literacy.

Based on the analysis of research on the theory of media education, the development indicators of media literacy can be defined as follows:

1. Motivational (genre, thematic, emotional , epistemological, hedonistic, psychological, ethical, intellectual, aesthetic, therapeutic and motivations for contact with other media texts);
2. With contact (conversation speed media culture works and media texts with contact);
3. Informational (terminology, theory and history of media culture, knowledge of mass communication process);
4. Reservative (media texts perception ability to do);

5. Interpretive evaluator (media perception, critical of independence certain level based on media texts comment, analytical skills);
6. Practical presentation (creating and distributing own media texts);
7. Creative (the creative beginning of different aspects of media activity is resertive, the game artistic, research and remains).

For editors in media education activities important was professional knowledge and of skills development indicators while defined as follows :

- 1) Motivational (motives of media educational activity: emotional, epistemological, moral, aesthetic and others);
- 2) Informational (warning degree, theoretical and editorial knowledge in the field of media education);
- 3) Methodological (methodological in the field of media education skills, editorial artistry gorge);
- 4) Active (different in a row study the quality of media-educational activity during training);
- 5) Creative (initial creative level in media education activity).

This model Yu.N. Usov by developed optimality (convenience) corresponds to k indicator (systematic about media culture of knowledge development, media texts analysis to do skill, education, development, education dialectical unit, audience communicativeness opportunities for expansion , orientation to the development of the student's personality).

Development of students' media literacy one how many comronent (composition parts) based on

The first comronent is experience. How much we have with media and reality contact installation experience blind if that's it of media literacy high will have better oppourtunities for development .

The second component is the active recruitment of skills in the media sector.

The third component is maturity independent education willingness to receive .

High and low levels of audience media literacy development indicators put forward by Dj. Rotter this about important from the data and their wide use in the professional editorial process is highly effective:

Description of a high level of media literacy development:

- Head of media text separate the idea;
- Analysis: of the media text main identify elements;
- Compare: of the media text similar and drawing unique fragment-plates;
- Evaluation of the value of the media text or its film: making a conclusion by comparison based on certain criteria;
- Summarizing: the media short, sure and describe in such a way;
- Generalization;
- Deduction: separately information use general principles to explain ;
- Induction: inferring general principles by observing particular data;
- Synthesis: reassembling individual elements into a new structure.

Media literacy the bottom of development level Description:

- "Weak intelligence" (in the ratio of problem solving and creative abilities), "everyone thing own on time to be" preference; weak memory based on retaining only the most important facts (for example, the evening before the exam);
- Thematic dependence, the most important aspects of the message understand not get to the counselor to assistant to the manual, learning the need for guidance on;

- Lack of patience and lack of trust in blind meaning in media texts;
- Non-blind categories for posts there is when weak concerted specialization, a negative reaction to new messages that do not fit into the usual categories, or the easy manipulation of media text ;
- In the rights you need to make a decision impulsivity, accuracy rich be _ The analysis of the work of media theorists and media editors shows that educational, educational and creative approaches to the use of mass media opportunities are important in media education concerts. Media is educational approaches done The main components of the increase can be divided as follows:
 - To acquire knowledge about the history, composition, language and theories of the media;
 - Development of perception of media texts, "reading" of its language, imagination, vision memory activation, development of types of thinking (critical, logical, creative, figurative, intuitive), ideas understood understanding (ethical, philosophical, formation of skills based on democratic humanistic) principles;
 - Development of creative practical skills based on media materials. Har one redagog which media education depending on the basis of the theory, the choice of a specific model and its basic components are different done increase possible

In recent writings media researchers and of editors attention media is focused on moral-democratic aspects of education. For example, modern media education of movement from the leaders one According to B. McMahon, terrorism and wars period XXI in the century of young people media education democratic of society the most important on demand turned. Foreign in studies listed concerts analysis to us of the west main concerts modern draw a conclusion about the important directions of adaptation enable gives

No doubt, one too editorial concert another of the country formed traditional education not adapted to the type without cannot be used . This is the concert politics of western media education content appropriation to the process as well related

Today's violent information exchange, technique development media products shape and content coloring , attraction expands the possibilities . That's it therefore student and multimedia in youth and information provide communications doing products choose sorting, acceptance to do mastering right of use improvement to the actual issue turning around remains. This about from reda gog researchers more swiftness, demand responsibility Demand will be done.

Research has concluded that parents who actively engage and guide their children in media content are more likely to have children with higher levels of media literacy. more.

References:

1. Babadzhanov S. Technology of media literacy development of students of higher educational institution of pedagogy. Abstract. - T., 2018.
2. Mamatova Ya., Sulaymanova S. Uzbekistan on the way to development of media education. - T.: "Extremum-ress", 2015.
3. Media education. Russian pedagogical encyclopedia. - M., 1993.
4. Fedorov AV Razvitiye mediakomretentnosti i kriticheskogo myshleniya studentov pedagogicheskogo vouza. M.: Information for all, 2007.
5. Rotter WJ Media Literacy. Thousand Oaks. London: Sage Publishing, 2001
6. Henry Jenkins. "Confronting the Challenges of Participatory Culture." Media

Education for the 21st Century, MIT Press, 6/5/2009

7. Funk, Stephen S.. "Promoting Global Competencies Through Media Literacy"
Yildiz, Melda N., IGI Global, 11/30/2017 .

