MODERN METHODOLOGICAL SUPPORT FOR THE TEACHING OF THE SUBJECT" MEDIA LITERACY AND INFORMATION CULTURE"

Umarov Azizbek Vahobovich
Andijan state pedagogy teacher of the institute

Abstract

In this article, self-management and evaluation in the development of media literacy and information culture among students, development of media literacy and information culture in formal and non-formal education were extensively studied. Also, the pedagogical, psychological and social necessity of developing media literacy and information culture in the training of future teachers was clarified..

Keywords

media projects, media literacy and information, didactic tool, foreign practice, critical thinking.

Introduction. Scientific and educational media projects aimed at the development of media literacy and Information Culture in students are able to use the acquired knowledge in Practice, which assumes analysis and constant observation of problems in various fields in society. Topic 6, which is presented in the educational program" media literacy and Information Culture", is" information attacks and threats in social networks", scientific and educational media projects are important in mastering this topic, in the formation of practical skills in students.

The purpose of scientific and educational media projects organized in higher educational institutions is to develop students ' academic analysis, reflexive skills on the issues of the realities, future professional activities, which are carried out on a global and Republican scale. Formation of scientific and educational media projects democratic communication style from authoritarian pedagogical communication style of student relations.

The experience of foreign practice shows that in the organization of mediata education in universities, project activities are increasingly used. The scientific and educational media project methodology we offer also uses educational keys-projects made up of mediaresours. They serve as an important tool for the development of cognitive activity, creativity, and at the same time the formation of personal qualities and professional skills of students. The media project method, aimed at independent research activities of students, is aimed at mastering new knowledge and applying the acquired knowledge in practice. The organization of project activities on the basis of mediamaterials allows learners to become active participants in the educational process, and makes a huge contribution to the development of creativism, critical thinking skills.

Literature analysis: during the research, the following recommendations and guidelines for the implementation of scientific and educational media projects were developed:

1. Such projects can be applied in the form of teaching science in higher educational institutions, as well as independent education, spiritual and educational activities, during group coaching hours, extracurricular activities, as part of research activities. scientific and educational media projects develop the skills of their professional training in the training of future teachers, the use of various projects in the educational process, the development of projects. Implementation of the student into practice on the basis of an idea media planning the stages of project formation, in which it is achieved to study all aspects of this activity, to practice, on this basis, the development of an axiological attitude towards spiritual and educational activities in them.

In the formation of scientific and educational media projects .We will use the "complete Activity model" developed by Wolpert. The Model defines the implementation of complete activities in the following stages, and indicates that these stages are of a repetitive nature. The stages of the full activity model include: data collection for and work on a media project, planning, implementation, evaluation.

2. Scientific and educational media projects are based on a number of principles. Students will have to focus on these principles when developing a media project. These principles include:

Analyzes and results.

1) the principle of predictability. The stages of implementation of scientific and educational media projects by aiming at a certain result are planned in advance;

2) the principle of step-by-step. Scientific and Educational media will proceed to the stage of the project's purpose, expected result, implementation based on the nature of the project, evaluation of the project results. Within the framework of the Media project, each activity is planned, formalized, and the next is based on the result of the previous ones;

3) the principle of normalization. The scientific and Educational media Project is based on one main idea, the purpose and expected results are formed. Of course, all resources in this: the time set for the media project; the labor force involved in the media project; the number of direct and indirect participants in the media project and the possibility of functioning within the media project; the project activities are normalized based on the media project budget;

4) the principle of feedback. Media in the framework of the project, when each activity is carried out, its results are edited and the purpose of the project, its proportionality with the expected results, is checked;

5) the principle of efficiency. It is envisaged that the work of the media project at all stages planned for the implementation of the idea is impressive and aimed at the intended goal, the productivity of the media project activities, its practical significance;

6) the principle of supporting values and cultures. The idea of a Media project is an idea contrary to Universal and national values, cultures, positive-ethical norms in society, as well as focusing on these aspects when planning and implementing the stages and activities of the project;

7) the principle of obtaining scientific knowledge and acquaintance with new values. Media Project creationism, impressiveness are directed towards the acquisition of new knowledge and the study of values by individuals. Values as a special form of social consciousness will have a great influence on the development of events in society;

8) the principle of self-development. The media project developer or team's study of various district area problems and approaches to solving these problems will develop the authors of the project and lay the foundation for the development of other projects;

9) the principle of integrativity. Media projects are inextricably linked with other areas. This connection in the development and development of projects should be considered the possibility of analyzing the problem from different points of view, solving it within the framework of the project.

3. The clarification of the principles and algorithm for the formation, implementation of scientific and educational media projects of future teachers is as follows:

improving students ' knowledge of media project development culture;

in the formation and implementation of media projects, students are required to develop skills to practice in various ways (activities, propaganda, social surveys, social rollers, media corners, etc.).

4. Topics are selected for scientific and educational media projects. While the topic is a problem of scientific importance. When choosing a problem, it will be necessary to focus on three categories: the reasons for the origin of the problem, the problem itself and the consequences of the problem. "Disconnecting" the connection between the causes and consequences of the problem leads to a solution to the problem.

5. Scientific and educational media the criteria for identifying, describing the main problem for the project, describing the goals and objectives of the media project, solving the problem shown, expected results, Project innovativeness, testing the project success are the components of the project. In turn, media defines how the results of a project are formalized in a media project. This increases the practical, theoretical, scientific significance of the project. Each stage of Media projects is formalized in the form of a report, respectively.

Through media projects, students look for different problems in different areas, looking for them to analyze the causes, consequences of their origin and, most importantly, to solve the problem. The professors and teachers of the higher education institution provide advice on the effective formation of the project through such projects, directions, ideas, necessary sources of Information, various hypotheses in solving the problem.

A feature of scientific and educational media projects is that it must provide for all opinions and proposals, all decisions made must be scientifically based.

An effective result in the formation of Media projects is achieved by the formation of teams of authors, which includes representatives of organizations of different strata of society, state, non-governmental, society. It is also necessary that those who participate in the activities of the project have the level of competence necessary in the implementation of the specified changes, and the project is provided in terms of reserves. The productivity of scientific and educational media projects largely depends on the presence of the discipline of the participants in the media project, which requires that the activity is limited by the specified time, the work to be carried out is content and technological specific. The success of management depends on the completeness of the informational provision of planned work within the framework of the project, which in turn requires the acquisition of initial diagnostic, inference and other information.

While Media projects are impossible to measure results in value and quantity, like widely used economic projects, the technicality of design activities is of great importance for the transformation of actions together, taking into account all aspects of pedagogical influence, for the feeling of pedagogical responsibility. From the nature of design, it should be recognized that pedagogical projects do not have one-value decisions, while project activities are meaningful and technological multi-visibility. The development of Media projects requires comprehensive knowledge, skills and skills from future teachers. Media projects are designed for students of all stages, with the integration of knowledge gained from all disciplines, the application of their experiences observed in pedagogical practice and the development of a media project using media resources, tools.

Students are voluntarily involved in the formation and development of Media projects, and this is considered one of the earliest expressions of activism. Voluntarily, the project team is formed. Also, in the implementation of the project idea, the activity of not only the project team, but also indirect partial participants in the project is required. The main idea of the project will consist in identifying a problem, analyzing the causes and consequences of its origin, losing the connection between the lessons and the consequences.

6. The purpose of the project is formulated according to the SMART rule. SMART is the requirements for the formulation of these goals, with "Spezific" meaning clarity, "Measereble" meaning measurable, "Attinuble" meaning proportionality, "Relevant" meaning importance, and "Timed" meaning time – bounded. The correct formulation of goals will be reflected in the effective organization of project activities, the determination of its specific direction, the fact that it can be achieved using the available opportunities and resources, in itself it will fully reflect the content of the project and will be implemented at a certain time interval.

The peculiarity of the design is that it must provide for all opinions and proposals, all decisions made must be scientifically substantiated. If qualified specialists, scientists, public organizations actively participate in the discussion of the pedagogical project, its quality will be high. An effective result in the formation of Media projects is achieved by the formation of teams of authors, which includes representatives of organizations of different strata of society, state, non-governmental, society. It is also necessary for those involved in the project to have the level of authority necessary to carry out the specified changes, and the project to be secured from the point of view of reserves.

7. Stages of formation of scientific and educational media projects:

1. Preparatory work: analysis of the project idea; determination of the content and essence of the project idea; theoretical support of the project; methodological support of the project; formation of the project name, logo and lozungini, Project Working Group; time and resource supply of the project; legal supply of design; analysis of project innovativeness; identification of direct and indirect participants in the project,

2. Quality control of the project. Conducting the application of the project from a fantastic experience. To evaluate the project by an expert, to edit the project, to correct it, to recommend it for Final use.

Didactic deduction is of great importance in scientific and educational media projects. The content of the Media project is formed on the basis of scientific evidence and the necessary information for the life of society based on the target group of media organizations.

Conclusion. Media literacy and Information Culture are a multifaceted concept, constantly developing in content in harmony with the development of society. Currently, media literacy and Information Culture are mainly divided into four types: written, audial, visual and technical media literacy and Information Culture. And the media literacy and Information Culture of an individual have the following components: information activity; the ability to correctly formulate their own need for information; developed information motivation, activity, including cognitive and reading, search behavior; acquisition of information activity skills; the level of understanding of personal information needs; the ability to correctly select, understand and critically assess the information to be obtained; participation in the communication process."Media literacy and Information Culture" is

a special type of information society culture, which in the process of perception and interaction with information obtained from various sources (radio, television, newspaper, telephone, internet, oral and written communications), seeks, researches and analyzes information obtained through the media of an individual, critically evaluates it, the knowledge, feelings that are manifested in his ability to, consists of a set of attitudes and behavioral reactions. Information Culture is not an indicator of general culture, but to a greater extent of professional culture, but over time it can become one of the important factors in the development of each individual, as well as the concept of "Information Culture" characterizes one of the edges of culture associated with the informational aspect of human life. The concepts of" Information Culture "and"media literacy " are not the same, they have certain similarities as well as fundamental differences.

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