

## **SPECIFIC ASPECTS OF MEDIA EDUCATION AND ITS USE IN HIGH SCHOOLS**

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Media education qualitatively changes the content, methods and organizational forms of teaching, under certain conditions helps students to discover, maintain and develop their individual abilities, their personality traits, expand the scope of knowledge, strive for excellence. With the help of media education resources, they quickly master this or that material, are involved as active participants in the learning process.

**Keywords:** Media education, media education resources, Globalization of information space, pedagogical strategy of media education, Working with information, searching for information, distinguishing necessary, processing, organizing, understanding the content of information, separating logical relatives, film, film, video, tape recordings disks, electronic encyclopedias, educational presentation programs, educational and program materials.

## **ТАЪЛИМДА МЕДИАТАЪЛИМ ВА УНДАН ФОЙДАЛАНИШНИНГ ЎЗИГА ХОС ЖИХАТЛАРИ**

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Медиаатаълим ўқитишнинг мазмуни, усуллари ва ташкилий шакллари сифат жиҳатдан ўзгартирмоқда, маълум шартларда ўқувчиларнинг индивидуал қобилиятларини, уларнинг шахс хусусиятларини очишга, сақлашга ва ривожлантиришга, билим доирасини кенгайтиришга, мукаммалikka интилишига ёрдам бермоқда. Медиаатаълим ресурслари ёрдамида улар у ёки бу материални тезроқ ўзлаштирадilar, ўқув жараёнига фаол иштирокчилар сифатида жалб қилинадilar.

**Калит сўзлар:** Медиатаълим, медиатаълим ресурслари, Ахборот маконнинг глобаллашуви, медиатаълимнинг педагогик стратегияси, Ахборот билан ишлаш, ахборот қидириш, зарурларни ажрата билиш, қайта ишлаш, тартибга келтириш, ахборот мазмунини тушуниш мантиқий яқинларини ажратиш, диафильм, кинофильм, видеофильмлар, магнитофон ёзувлари, компакт дисклар, электрон энциклопедиялар, ўқув тақдимот дастурлари, ўқув-дастурий материаллар.

Today, it is difficult to imagine the development of almost all spheres of public life, including education, "media" (ie: television, radio, cinema, mass media, computer information systems). In the context of globalization and "openness" of the information space, the flow of new knowledge, evidence, views and concepts is growing rapidly, and there is a problem with the use of information provided through media communications.

It is becoming increasingly difficult to control the content of information, the ways and means of disseminating it through media networks. The problem of independent thinking under the influence of such a mix of information, the need to formulate a new pedagogical approach to the formation of his views, values and ideals, to direct the student to the search for ways to regulate the information world, to develop and form a system of new methods and skills requires.

The pedagogical strategy of media education is to be able to make an artistic analysis, an assessment based on its interpretation. At the heart of media education is the student, who must be taught to take into account his interests, desires, wishes, to think critically in the received media. According to pedagogical scholars of foreign countries, media education has an educational value, teaches students to think reactively in the process of learning.

Learns to work with information, search for information, distinguish what is needed, process, organize, understand the content of information, distinguish logical relatives. Based on this, an information culture is formed. The formation of media culture in students should begin with the proper organization of teaching in general secondary schools, first of all, in order to ensure the effectiveness of the use of media education in the system of continuing education.

1. In the primary grades of school (grades 1-4): teaching to differentiate the media according to the age and development of the child:

a) verbal (explaining the essence of various educational cartoons for viewing and observation, programs and television programs for small school-age children depicting natural phenomena, plants and animals;

b) information for non-verbal comprehension: interpretation of nature, elements of nature, events in it, flora and fauna, man, his role in nature, as well as the content of events in the environment;

c) audiovisual - the study of nature in accordance with the age characteristics of primary school students, audio programs designed to ensure the continuity of biological phenomena, teaching children to distinguish between each other, the information on audio discs with their voices in a clear, realistic way, etc.

2. In the middle grades of general secondary schools (grades 5-6):

- select the media forms and tools used in the lesson (for example, the selection and differentiation of photographs, drawings, magazine illustrations depicting the plant world, their morphology and physiology, discuss curriculum clips, videos, TV programs related to the plant world in nature);

- be able to create and identify visual text or a short plot plan (photography, video, computer graphics, etc.);

- to teach students to prepare and present their own media project (correct formation and development of individual creative activity of students);

3. Senior grades of general secondary schools (grades 7-9):

- Development of media culture in students on the basis of technology of group work: development of criteria for the use of computer technology and media materials in the formation of cognitive skills of students in the 7th grade during the study of wildlife; to teach students to use biology sites effectively while directing them to study the animal world on the Internet; virtualization of laboratory classes and the formation of step-by-step concepts until the formation of practical skills directly in the student; Consolidation of scientific knowledge related to man and his health in 8th grade, teaching to enrich additional information with scientific articles, opinions and comments published in the media; training in data sorting of Internet sites in order to study the causes that have a serious impact on human health; Proper organization and development of continuous communication with the media and the Internet in order to ensure independent discussion and effective use of information in 9th grade; to organize the collection and study of scientific information about scientists, their activities and contributions to the development of biological science in solving the problems facing biological science.

- make decisions on the use of existing media, discuss and justify their decisions;
- Prepare and organize high school students to complete and present their media project.

It is known that the use of technical means is established in every general secondary school. It is now appropriate to call them media resources. In general, it is appropriate to include in the composition of media resources in schools: filmstrips, motion pictures, videotapes, tape recorders, CDs, electronic encyclopedias, curriculum presentations, teaching materials, and so on. Also, Internet resources are now a widespread source of media resources.

The technology of application of these media resources in the educational process, as stated in many scientific studies, should be implemented at certain stages. That is, in the primary, middle and high school educational processes are distributed within the framework of the subject in accordance with the criteria of student psychophysiology. Scientific data on the introduction of media resources in the classroom and extracurricular activities are studied separately.

Before introducing the subject of media education, it is first necessary to have a full understanding of its structure, functions and significance. To date, media education in European countries has gone through a unique historical period in its developmental stages. It is appropriate to include the main elements of media education in the media, the press, modern computer technology, the Internet and other similar information flows.

It should be noted that every secondary school should have its own media library. It contains electronic materials, programs, presentation and visual aids, electronic versions of the subject, lesson plans, photo collections and similar research experiences developed by school teachers and gifted students, an effective source of independent learning, individual work of students. serves as.

The availability of copies of the work of experienced teachers, the experience of teachers in the study of young people, in their research, in improving the effectiveness of the subject will help them to be selfless in the future.

The development of media education not only increases the interest of students in modern information technology in secondary schools, but also creates the activities of media networks within the school. They should also be advised:

1. **School press (newspaper or magazine).** News of school life, creative and experimental work of students, achievements and shortcomings, plans, announcements of events and evenings, essays on the secrets of success of school

activists, information are reflected in the pages of this newspaper or magazine. Material published once or twice a month is distributed depending on the school fund. The editorial staff is mainly teachers and students, and in some cases it is advisable to involve parents. Using expert support for newspaper activities and using them with work experience gives good results.

2. **School website** - Open a page on the Internet. Keeping abreast of the global network of the Internet is especially appealing to high school students. Creating a school website and engaging students in it, teaching them how to sort information, mastering the technology of working on educational portals, sites and search engines with the help of a teacher encourages students to communicate freely in a media environment. When updating the information on the site, it is necessary to organize the activities of students in accordance with the characteristics of age.

3. **School TV studio** - Although not broadcast on a regular basis in secondary schools, the school chronicle is a factor in the presentation of holidays, events, nights and non-traditional days and the further development of students' talents and abilities. In it, students and pupils work according to a planned schedule, and in rare cases, if help is needed, it is advisable to invite a specialist.

4. **School radio** - for "special" days at school, such as the above TV studio activities, ie coverage of holiday events, announcements, quarterly results, first bell, last bell events, congratulations on the achievements of teachers and students, news and non-traditional days related to school activities it is advisable to set up for the purpose of providing information. Teachers, students and administration staff are attached to the radio station's editorial board.

Carrying out such work not only serves to keep students engaged in useful activities, but most importantly, to increase their information literacy, the emergence of professional skills, the development of spiritual and moral qualities in the process of globalization. The high level of cooperation between school administration and teachers is not only the implementation of educational work, but also the formation of knowledge and skills, but also to teach students to enter the media environment with a healthy outlook.

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