

CONTENT OF STUDENT DEVELOPMENT OF MEDIA CULTURE

¹Yakubjonova Maftunaxon Islomjon qizi

¹Teacher, Kokand State Pedagogical Institute, yakubjonova91@mail.ru

Abstract

This article presents a new approach and tools for developing the media-cultural professional component of the student's personality in pedagogical science and practice to increase student mobility.

Keywords: media culture, web portfolio, media holding, media culture technology, mediator.

Introduction

Based on the suggestion that the main goal of media education is to form an adequate picture of reality in the minds of students in the modern multimedia space, it is necessary to consider the content of the development of student media culture in higher education.

Taking into account pedagogical theory and practice, modern requirements for the organization of the media space in higher education, various forms and methods of interaction of socio-cultural institutions such as media and education, media culture is becoming a priority component of professional mobility. contribute to intellectual, professional, spiritual, artistic life and development.

In this regard, the content of modern higher education is twofold. On the one hand, one of the main tasks of university graduates is to shape the culture of a society, especially its media culture in the context of rapid growth. On the other hand, there is a social order of the society to train qualified specialists capable of creating and improving media products, not only in the field of practical aspects of informatics, but also in the field of media technology.

As a result, the transition to higher education in modern programs involves the effective use of media resources and media technologies in education. Media education is based on problem-based, heuristic, playful and other effective forms of education, developing student individuality, independence of thought, direct

creative activity, comprehension, interpretation and analysis of media-text structure, media implies a methodology to stimulate his creative ability through the acquisition of knowledge about culture. At the same time, media education, which combines lectures and practical training, represents a unique type of involvement of students in the process of creating works of media culture, that is, integrates the audience into the internal laboratory of major media professions. It is also possible in the process of integration into the study sciences.

Before disclosing the content and specifics of media-cultural technologies and methods, we emphasize the need to take into account the complexity and versatility of this process in order to organize an effective process of developing the media competence of the student. This process should be based on the following principles:

Coevolutions through the organization of the teaching process at the interpersonal and mediatorial levels;

Goal-orientedness, which is achieved by creating the necessary conditions for the formation of media competence of the student and the targeted presentation of educational media material;

Systematization and consistency (systematic representation of educational media material, presentation of media knowledge in the system, consistency at work);

Modern scientific concepts, theories, doctrines based on the use of media education and other academic disciplines;

Efficiency that involves minimal time spent in the process of shaping a student's media competence;

The active attitude of students to improve their media literacy and the need for independent learning through the media.

It should be noted that the media-educational space is only a well-planned and implemented set of organizational and pedagogical conditions.

The media-educational space of higher education includes a set of "hardware and software for storage, processing, transmission, rapid access to information and the implementation of educational and scientific communications".

With the development of information and media-cultural technologies, the teacher can use multimedia resources (electronic library, audio books, electronic dictionaries, videos, electronic encyclopedias, virtual tours, TV shows, Internet, newspapers and magazines, etc.). expands the choice of applications). I.S.Yusupov analyzed the possibilities of media and cultural technologies, used print media (newspapers, magazines, brochures, booklets, etc.), screen and sound means of mass communication (cinema, television, video), new information technology tools (computer programs, Internet) offers some methodological approaches to the use of media resources in the educational process.

Let's look at some of the innovative media and cultural technologies and tools used in teaching with university students: film education and Internet television, a project using power point multimedia activities, web-portfolio, media holding, etc.

Media education, film education and internet television opportunities, and S.N. Analyzing the classification of film education functions proposed by Penzin [1], we identified the following main functions of film education and Internet television:

1) Creativity, which is manifested in the creation of a special optional, film universities;

2) normative-ideological, which consists in the promotion of cinematography;

3) Value orientation is achieved through the screening and discussion of these films, including "difficult" films;

The analysis is done by reviewing and criticizing these films;

Diagnostically, this is done using a sociological survey;

Communicative and relaxing, it is manifested in the constructive fullness of leisure time.

A.V. Fedorov [2] argues that, based on the functions of film education, S.N. Depending on the functions of the petrol - defines the basic models of film / video club movement - an amateur association of spectators to gather audiences in movie theaters according to their interests, to promote a type of school or university film faculty or screen hour. The first model focuses on the passive role of the audience, while the second and especially the third models focus on its activity.

S.N.Penzin emphasizes the peculiarities of media education in film / video clubs for university students: the age of the student body, life experience, the specifics of the motives for entering the club, education, moral qualities, art diversity in knowledge in the field, etc .; a clearer position of the audience compared to school students; identify the utilitarian significance of audiovisual material seen in conjunction with stereotyped thinking; irregular visits to the club; significant differences in the desire to continue this type of education [1].

Thus, the art of cinema relies on verbal and imaginative thinking, which helps the media create text. In the context of traditional education in schools and universities, which is common for students, the focus on the development of logical-speech thinking in the context of media education is expanding due to the acquisition of a culture of figurative understanding of media-text. Addressing the best examples of cinematography allows the teacher, and then the students, to develop their audience culture, independence and activity, which is especially important in the development of factual, illustrative understanding, mastering the material on the basis of initial preparation. At the same time, we

note that the development of media has significantly expanded these opportunities, while at the same time complicating the choice of material by increasing the responsibility of teachers in the choice of media-cultural technologies and tools in the educational process.

Apparently, the technical equipment of a modern high school certainly includes a computer class (computer center), but at the same time there is a problem of lack of software and multimedia programs and other visual aids. This has a significant impact on the quality of the learning process and the nature of students' cognitive activity.

At the same time, the effectiveness of teaching increases for the following reasons: combining the presented tools with independent work of students, figurative representation of the material, developing students' cognitive and creative abilities, adapting the presented material and its appearance to the students' abilities correctly identify the basic concept of the future. In addition, in the process of participating in the design of educational media products, students acquire the necessary skills that will help to develop media competence.

An analysis of the media-pedagogical literature showed that in the process of forming students' media competence, special attention should be paid to the study of ergonomic requirements for e-learning products. Thus, when using multimedia presentations to comprehend the material being studied in a lesson, practice shows that students' attention span increases dramatically as it is accompanied by an update of interesting slides. This is because a person receives 80% of the information about the surrounding reality through the visual organ. At the same time, color perception significantly enriches a person's cognitive abilities, while color perception clearly expresses the perceptor's emotional tone. Depending on the nature of the perception, there are several types of ergonomic requirements for the design of multimedia presentations.

The results of N.A. Sidorina's research allowed to observe the dynamics of students' attention in the perception of media information and to identify the following conditions that lead to an increase in the audience's attention to media information [3]:

Sharing Time: If a teacher's story or conversation with students is shared with a perception of any type of media, students' attention span will increase;

Switching from one type of media to another: if you switch from listening to music to perceiving visual information, or vice versa, students' ability to perceive media information will increase;

Switching to different ways of perceiving media information - acoustic, visual, etc;

Media is a meaningful addition to the text;

Active understanding of media information through critical thinking, creative task systems, and more.

Thus, in the design and educational activities of students should take into account the psychological laws of the cognitive process, as well as the ergonomic requirements for media-educational products.

Web-portfolio, e-portfolio or on-line collections of works by several authors are media-cultural technologies that reflect the learning outcomes of the student in the context of media-education in higher education. Promising future professionals understand a web-based resource used as a tool to develop media competence. The main advantage of a web-portfolio, e-portfolio or online collection of the author's works is that they allow students to think independently about the educational process, to present their media products, educational and professional knowledge and competencies.

In the process of media creativity, in particular, in the development and creation of content for web-portfolio or e-portfolio, the student is formed:

Understand the role of media texts and their impact on education and professional activities;

Basic algorithms for searching information depending on the type of request, purpose or objectives;

Ability to select, process, critically analyze, evaluate, and transmit media text in a variety of forms and shapes;

Ability to create your own media education space and personal web space; mediamahsulotni mustaqil ravishda yaratish qobiliyati;

Understanding the need for knowledge in the field of media and the integration of media education in the educational process of higher education institutions with other disciplines.

I.V. According to Grigoreva [4], since 2004 many universities have been using the "web portfolio" as a tool to develop media competence, which reflects the learning outcomes of students in future professionals.

The emergence of second-generation web technologies (web 2.0) in the field of education has led not only to significant changes in the development of media education, but also to positive results in the creation of an open educational space. Developed Web 2.0 technologies provide a wide range of opportunities to organize the educational process at a quality level, for example: alternative ways of working for all objects of the educational space; Independent research,

acquisition, knowledge and experience of students in the process of interaction with the network community (students, pedagogical, scientific, etc.). The advantage of this type of interaction is that there are no spatial constraints, and the establishment of educational or scientific communities is very quick, and without much special organizational effort, if necessary.

The following technologies have been used effectively in education over the past decade: blogs, wikispaces, RSS, web portfolios, web and portfolio, mobile and wireless. unit technologies (M-learning); various programs and platforms for distance learning: skype, moodle, SMC (social media classroom), etc.

In modern media pedagogy, it is common to divide portfolios into subjects of activity: individually created by one student and grouped by a group of students (Table 1).

Table 1 *Types of web portfolios in higher education institutions by subject*

Activity	Individual	Grouped
Enlightenment	Web portfolio of students, researchers, university graduates	Web-portfolio of a group of students
Professional	Web-portfolio of university teachers, administrative staff	Web-portfolio of departments, faculties, specialties of higher education institutions

Within the framework of the practice of effective student activities, distinguish different types of web portfolios: problem-oriented, problem-oriented, problem-researched, thematic (Table 2), I.V. Grigoreva considers them in the

context of their design, and, proceeding from the specific characteristics of the goal, allocates "achievements web - Portfolio", "Personal Growth web-portfolio", "collector web - portfolio", "project web-portfolio" [4].

Table 2 *Types of web-portfolios in the field of practical and effective activities of students*

web portfolio type	the purpose of the web portfolio
Practice-oriented	Analysis of target-practical activities
Focused on the problem	A tool to improve the quality of problem solving
Problem-solving	Used to collect and organize abstracts, research papers, and conference papers
Thematic	The analysis of the topic is devoted to the development of various aspects

It is common in Western media pedagogy to distinguish three main types of web portfolios:

- developing web-portfolio (development web-portfolio) - consists of one type of report on the

student's activities carried out during a certain period of time in the educational process;

- perceptive web-portfolio (reflective web-portfolio) includes personal opinions about the content of the portfolio and how the development of the portfolio affects the development of its owner;
- Providing web-portfolio (reflective web-portfolio) demonstrates the educational and professional achievements of the student.

When used as a resume, such a portfolio is sometimes referred to as a career web portfolio. According to most Western media educators, these three types of web portfolios can be combined to meet the personal, educational and professional interests of the owner.

Of course, a web portfolio has its own structure and mechanisms for gathering and organizing information. Because the structure of a web portfolio is determined by its intended use, there are different portfolio structures. For example, I.L. Vasyukov and A.N. Volkov suggests dividing its structure into five components as the main parts of the portfolio [5]. The authors suggested that the first part of the portfolio be called "Introduction", which may contain a brief biographical information about the owner, the purpose of the portfolio, its structure and characteristics. The second part contains "My Achievements", which is a testament to the achievements of one's own life, education, pre-professional, professional and scientific experience, recognized by others and perceived by the owner. The third part includes the placement of materials confirming the accumulated experience of social life, interpersonal connections, contacts, hobbies, interests, etc. - "I am in the world of people". The fourth part of the portfolio, according to the authors, includes the owner's own values and ideals, self-perceptions, strengths and weaknesses, individual mission, world development trends, opportunities, risks, personal and professional plans, as well as consists of materials that include an independent assessment of the methods, means and timing of their implementation - "My ideas about life". The fifth section summarizes all of the above and the above, as well as focuses on who the portfolio is presented to - the "Summary".

An analysis of modern online publications has shown that one of the unique advantages of a

web portfolio is the ability to present the results of students' academic and professional achievements in a virtual space, which, on the one hand, shapes the student's media competence; presents. In addition, "the availability of a web-portfolio allows the prospective graduate to present himself as a competent professional, ready to live and work in a modern information society.

Thus, by introducing a web portfolio in the training of professionals in the educational process of higher education, the higher education institution will be able to meet the social demand of the society for a media-competent specialist.

N.N. Zhelezko In his article "Youth Media Holding as a New Model of Education", argues that media holding as a media-cultural technology allows empirical data to be obtained through student research and teacher research, advertising technology and the public. allows to conduct experiments in the field of improving the organization of relations with [6]. The introduction of paid short-term training courses on specialties on the basis of Media Holding allows to raise additional funds. This means that a self-sustaining structure for PR, marketing, advertising and media services can be created on the basis of a higher education institution. Accordingly, without resorting to other commercial structures (agencies), while saving financial resources and developing students' innovative practical competencies, higher education institutions should conduct special events of an ideological and image nature through their own efforts. it is possible to develop and implement programs for the development and implementation of internal structures and various projects.

T.V. Kharlampeva In her research, develops the problem of information and psychological security of the individual and society, describes ways to help students perform the function of protection from negative information and psychological influences and develop students' critical thinking in the learning process. Among them, the author identifies methods that contribute to the critical analysis of media texts: content analysis, plot / story analysis, analysis of stereotypes that are very useful for developing students' logic and interpretation skills.

Content analysis includes quantitative and qualitative analysis of media texts: identifying media text categories, systematizing facts, drawing conclusions about story types, symbols, languages, forms, etc.; how often these or other factors appear, such as plot stereotypes.

Plot / story analysis - plot analysis, fable of media texts. Plot components of media text: type, genre of media text; introduction; linking actions; fable (plot scheme - a chain of major events); culminations, conflicts; secondary plot lines; action solution; epilog). Knowledge of plot analysis technology helps students to think critically as a means of protecting themselves from the effects of negative information, affects its operational and instrumental properties.

Analysis of media stereotypes that emerge as predominant genres, social processes / events, ideas, schematic, average, usual, stable perceptions of people in media texts intended for a mass audience, - image people, ideas in media texts, identify and analyze stereotypical depictions of events, plots, themes, and more. The use of stereotype analysis, in addition to creating conditions for the development of logic and reflection in students, allows to expand and classify the information-psychological effects, increase the level of understanding of the mechanism of stereotypes, which allows to identify negative information effects.

To develop students' reflection, L.V. Astakhova and T.V. Kharlampeva suggests the use of methods such as hero analysis; character, motives of action, ideological directions, analysis of actions / activities of heroes in media texts, autobiographical or personal analysis.

Age, race, appearance, clothing, physical condition, level of education, profession, hobbies, marital and social status, character traits, temperament, facial expressions, gestures, vocabulary, values. The mechanism of identification and reflection underlies the analysis of trends (ideological, religious, etc.), actions, methods of conflict resolution. By equating themselves with a character, students predict his thoughts, actions, and model his behavior. This method also helps to develop conditioned structural-functional features of critical thinking, which allows to understand the importance of individual-psychological and socio-psychological characteristics and the

impact of socio-cultural factors on social relations.

An autobiographical (personal) analysis involves comparing one's own life experience (personal life events, the manifestation of one's character in different social situations) with the life experiences of the protagonists in the media texts. This analytical approach is based on human associative memory (the "memory flash" effect) so that students can critically analyze the impact of media culture on human personal development.

Thus, the use of media-educational methods is effective as a means of developing students' critical thinking as a means of protecting them from negative information-psychological influences in the media-educational process of higher education institutions. demonstrates the importance of successful adaptation to community conditions.

Summarizing the above, we note that the content of pedagogical activities using multimedia technologies differs significantly from the traditional educational process. Due to the use of multimedia, the nature of educational activities, the role and functions of the teacher in the process of higher education are changing significantly. New approaches and tools are being developed in pedagogical science and practice to develop the media-cultural professional component of the student's personality in order to increase the professional mobility of the student, the main purpose of which is to ensure continuous creative renewal, development and improvement of each person throughout life.

The use of media-cultural technologies in higher education expands the opportunities of higher education teachers, but at the same time requires them to constantly improve their methods, master new technical, information-communication and media-cultural tools. Therefore, the modern high school teacher should regularly analyze the possibilities of modern technical means and software focused on education, modern trends in order to modify the content of the media-educational space of higher education institutions and the cultural should identify ways to use new means of information technology, taking into account the needs of science.

At the same time, it should be borne in mind that the use of information and media-cultural technologies in education is not a goal in itself, but only serves as a means of expanding and deepening educational opportunities in higher education.

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