

THE ESSENCE AND DIRECTIONS OF DEVELOPMENT OF MEDIA LITERACY

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Abstract. *This article analyzes the concept and essence of media literacy, its significance in modern society, and its main directions of development. Media literacy helps individuals develop skills to analyze, evaluate, and correctly interpret information disseminated through mass media. The article also discusses how the development of digital technologies has led to new forms and methods of media literacy, emphasizing the important role of the education system, mass media, and civil society institutions in this process.*

Key words: *Media literacy, information analysis, mass media, digital technologies, critical thinking, education system, civil society, information security, disinformation, information culture.*

Аннотация. *В данной статье анализируется понятие и сущность медиаграмотности, её значение в современном обществе и основные направления развития. Медиаграмотность способствует формированию у людей навыков анализа, оценки и правильной интерпретации информации, распространяемой средствами массовой информации. В статье также рассматриваются новые формы и методы медиаграмотности, возникающие в связи с развитием цифровых технологий, и подчёркивается важная роль системы образования, СМИ и институтов гражданского общества в этом процессе.*

Ключевые слова: *Медиаграмотность, анализ информации, СМИ, цифровые технологии, критическое мышление, система образования, гражданское общество, информационная безопасность, дезинформация, информационная культура.*

INTRODUCTION

The modern world in which we live cannot be imagined without mass media. Media includes print, press, television, cinematography, radio, sound recording and the Internet. In recent years, media has taken a central place in people's lives. Media are divided into non-electronic print media and electronic media. Non-electronic printed media are "periodicals, newspapers and magazines, books, comics; Electronic media are radio, movies, television, computer (SD-ROM, USB), video games, Internet, recorded music, mobile phone, e-books"[1]. Sociologists say that, on average, "a

civilized person" lives 75 years, spends about 50 years actively without sleep, and spends about 9 years watching TV"[2]. In the current era of globalization, it is impossible to sort all available information and deliver to the audience. Mass media, the Internet and its countless social sites, and the film industry constantly transmit a wide range and large amount of different information. Today, there is an extremely wide and diverse collection of information materials, content and resources, especially on the Internet, varying in accuracy, reliability and value. In addition, this information is available in various forms (text, image, statistical data, electronic or printed form) and can be obtained through online databases, portals, virtual and real libraries, document collections, databases, archives, museums, etc. The truthfulness and impartiality of the information depend on the reliability of the information source transmitting it. A source of information is usually a person or a carrier who has information of social importance (that is, of interest and need to the general public). So, which sources can be truthful and unbiased? When evaluating the source of information, first of all, it is necessary to determine the purpose for which the person receives the information. Sources of information are mainly traditional (official sources, i.e. documents, media materials, government decisions, life itself, etc.) and non-traditional (hotlines, social health centers, secondary raw materials, bottle reception, car washes and gas stations, markets and etc.) are divided into types. What type of information source is the most reliable, and which sources can be unbiased, neutral, transparent and quality-controlled? Researchers divide available sources of information into three categories: **primary**, **secondary**, and **tertiary**. **Primary sources** - original sources that do not interpret information. These may be research reports, price lists, speech texts, electronic communications, original artwork, manuscripts, photographs, diaries, personal letters, oral histories/interviews, or diplomatic documents. In most cases and in certain situations, it is recommended to use primary sources of information whenever possible. **Secondary sources** are considered as information provider. In this case, the information may be modified, analyzed or summarized (for example, in scientific books, journals, critical analysis or data interpretation). Recommended primary sources do not always contain more authoritative or unbiased information than secondary sources. Situations of subjective assessment of information can be eliminated by using verified secondary sources. A secondary source can be defined based on a specific field or a specific situation. **Tertiary sources** - sources that are organized and incorporate information from primary and secondary sources (for example, abstracts, bibliography, various manuals, encyclopedias, indexes, chronological tables, databases, etc.). It is an important skill to know how to choose the most useful for ourselves from all the information that the world offers us now and to use correctly and effectively. In this regard, the development of the current era requires any information

consumer to be a special, unique literate in terms of information. A person who wants to be literate and competent in this regard must have a good understanding of information and information literacy.

ANALYSIS OF LITERATURE AND METHODS

The term "information" has many definitions and can mean data, knowledge gained through research, experience or learning, as well as signals or signs. Simply said, information is information that has been collected, processed, and interpreted in a user-friendly form. Another different description of information is "knowledge presented in an easy to understand form". Information is derived from the Latin language, "information" means explanation, statement. In the past, behind this concept was understood the information given by people to each other orally, in writing and in other ways. Information in a broad sense is defined in the science of cybernetics. According to its founder, Norbert Wiener, "information is a description of content from the outside world, which we adapt to it and it to our feelings"[3]. The concept of information has been given different definitions by many scientists: Information is a concept that "changes us"[4]. Information is a concept that "reaches the mind of a person and increases his knowledge"[5]. "Information is a form that is meaningful to those who receive it and has actual or potential value for current or subsequent actions or decisions"[6]. On the other hand, the term "information" is "also used in the sense of giving information, transmitting information and disseminating it"[7]. What is media? Some researchers mean the mass media mainly. Others interpret mass media as an integral part of public communication[8]. Along with the concept of mass media, there is also a term such as **Mass Media** in modern society. The word "media" itself refers to a certain tool that transforms experience into knowledge, and its plural form "media" refers to signs that give meaning to the events of everyday life and implies the existence of many sign systems. The term "media" is very general, meaning any means of communication that conveys or "mediates" meaning. The telephone, radio, film, television, print, and the human voice, along with visual arts and sculpture, are all called "media." In the second half of the 20th century, all the mass media in the world consisted of news satellites, color television, cable television, cassettes, videotapes, VCRs, laser technology, electronic high-speed printing equipment, various generating and teaching machines, databases, the Internet and other network systems united into a universal system. All these media are constantly making new connections with each other and with the old media, i.e. press, radio, film, telephone, etc. By the late 1980s, the media space was further expanded by the field of video culture. In addition to television, press, radio, and the Internet, it is also used for storage and playback devices for print, film, audio, and video data, and other means of transmitting communicative symbols. In other words, media combines mass media and mass communication tools. Many researchers believe that the main feature of the situation

in the global media space today is its unpredictability, the rapid pace of technological innovation. They believe that since the end of the 20th century, the priority among mass media has shifted to electronic mass media, that is, television and the Internet. Media, on the one hand, reflects reality, which is a product of a certain socio-cultural technological environment, on the other hand, it can seriously change it, create new standards, stereotypes, motives, behavior and lifestyle. In this sense, mass media has great potential and opportunities to influence society. The term "media" (Latin - medium, i.e. tool, mediator, method) refers to various forms of communication and information means. The concept of media includes the means of creating, copying, and distributing information, as well as technical means of information exchange between authors and mass audiences. Today, the term media is used as a synonym for media or mass media concepts. In building a democratic society and in the development of a country, ownership of information is as important as life. Citizens have the right to freedom of speech and access to social information. Media and other providers of information (library, archive, Internet, etc.) help ensure the right of every citizen to freely use information[9]. "Researchers include creativity (creativity, creativity) and innovation in the main aspects of modern media. Such a description of this term can be found at www.edu.jobsmarket.ru website[10]. "Media - mass media are communication channels that perform numerous and diverse functions aimed at distributing news, information and advertising information, recommending entertainment offers for both a wide and special audience"[11]. Media, as an important part of the communication system of any society, provides an opportunity to work together with non-media information sources, including libraries, archives, Internet providers and other information organizations, as well as citizens who create personal content.

Modern media tools perform the following tasks:

- works as an information and knowledge channel, through which citizens can communicate with each other and make decisions based on the received information;
- supports competent discussions among public figures;
- is the main source of information about the environment;
- a means by which the society can learn about itself and helps the citizen to form a sense of solidarity with the society;
- helping to establish transparency of public life and public control over the government, acting as an impartial observer of the activities of state bodies by identifying cases of corruption, irresponsible management, illegal actions of associations;
- serves as a vital driving force of the democratic process, a guarantor of fair and free elections;

- represents the representatives of one nation and inter-national culture and serves as a factor establishing cultural relations;

- appears as an independent fighter for rights and social partnership, respecting the values of pluralism.

Information has been the most necessary of the products consumed by mankind. The need for it has always been strong. The development of information technologies, especially the emergence of the Internet, has greatly increased the speed of information preparation and delivery, and has expanded the possibilities of receiving it to an unprecedented level. Therefore, finding out whether the information transmitted in this process is correct or incorrect has become a difficult problem to solve. That is why "modern means of communication are increasingly turning into sources of information that are not verified or spread based on rumors"[12]. Such information, consisting of lies, fabrications, and fake information, received the name "fake news" in journalism and became an integral part of the modern media space. Users of modern media cannot immediately distinguish between correct information and "fake news". Because of its attractive, interesting nature, it attracts the public with its creativity, sensationalism, and attention-grabbing compared to formal, stilted, dry, factual messages. The rise of fakes, on the one hand, has a negative impact on the professionalism of the mass media, and on the other hand, the media immunity and media literacy of information consumers. As a result of the development of the Internet and social media, every consumer of information simultaneously fulfills the role of information distributor and public journalist. With the movement of a finger, a person can spread a message of dubious origin to thousands of people and unknowingly become a link in a chain of deadly disinformation. Why is it important to fight fakes? Because it is proven by facts that they can represent a real threat to stability and security. For example, it is known that the genocide in Rwanda (1993) was triggered by a false news broadcast on local radio. In 2018, 25 people were arbitrarily killed by the masses in India due to fake photos distributed through the WhatsApp messenger. In such conditions, it is the duty of every state and the duty of every citizen to correctly assess the threat posed by fakes and to be able to counter it. In this regard, it will be useful to strictly comply with the requirements of the law, to remind the informants of their responsibility in this regard once again. Because "feeling the responsibility of disseminating information, thinking about the legal consequences in this regard and not forgetting responsibility is one of the main tasks facing a modern person"[13]. It should combat fakes by creating immunity in citizens against various information attacks and promoting media literacy in cooperation with information distributors.

In general, "Fake news" is both a harm and a benefit to society. It is definitely harmful to people with low media immunity. They easily fall into the "reality of fakes". But it is difficult to mislead and deceive a person with developed media literacy. He has developed critical thinking, and therefore he rechecks all information, compares sources, analyzes and accepts opinions. That is, "fake news" increases media immunity in the representatives of this society. Factors that can combat "fake news" are "knowledge, media literacy, healthy skepticism and fact-checking"[14]. Nowadays, the million types of information and the fact that it is created and disseminated through various media, i.e. mass media, require society members to have an important feature, that is, to be literate in the use of information in the mass media. "Information literacy is a set of competencies needed to acquire, understand, evaluate, adapt, create, store and present information for decision-making and problem analysis".

- Determining, analyzing and evaluating the quality of information, that is, its reliability and truthfulness;
- Organization, storage or archiving of information;
- Effective use of information without violating the copyrights of information creators, observing ethical norms;
- Creation of new knowledge and exchange with them"[15]

An information literate person should be able to think critically, analyze information and use it to express his opinion, be able to learn independently, participate in the state activities and democratic processes in society, be a citizen who is always aware of important events and be ready to be a master of his profession. Such people should know how to collect, use, process and organize information based on ethical rules and norms. Many researches are being carried out in order to clarify the essence of media literacy, to show its place in multi-network social activity, to determine its purpose, tasks, and conceptual foundations. Special attention is paid to studying the theoretical foundations of media literacy. Why is it necessary to develop media and information literacy skills, which occupy an important place in the world news space today? The quality of received information is an important factor in the development of media literacy, and it can be distinguished from "very good" to "very bad"[16]. That is why it is one of the most important social tasks to teach everyone who has the opportunity to transmit a media product to use media materials, to analyze them impartially and correctly, to accept or not, to correctly sort and own them.

RESULTS AND DISCUSSION

While information literacy emerged from curriculum and materials designed for library users, media literacy emerged from media and citizen research. Since 1974, information literacy has been emphasized as a concept essential to acquiring, evaluating, and creating and sharing information and knowledge through a variety of tools and channels. The concept of media literacy has entered our lives with the process of using computer materials, and implies the understanding, selection, and evaluation of information as a leading distributor and processor of information, and sometimes as a creator. In addition, the concepts of information communication technology (ICT) literacy and digital literacy are informed by computer science and information technology science, and focus on the use of certain digital devices, software and infrastructure. ICT literacy is often used as an effective tool for other types of literacy. In addition, digital literacy is used along with information literacy as an ability to effectively and critically own information and evaluate information in different formats. Digital literacy is becoming a key driver of digital literacy in governance, citizenship, and economic development. Digital literacy is also closely related to media literacy, as it helps to collaborate and work safely and ethically on social media. In this way, ICT or technological literacy is linked to the skills required to manage information and media content. Since mass media are mainly used by young people, forming MAS skills in them is one of the most important tasks. According to the data, "96 percent of the world's youth communicate through social networks"[17] Because young people are more sensitive to news than other media users and often tend to blindly accept it without checking it. There are many examples of this. For example, at the end of 2016 and the beginning of 2017, "games" called "Sin'iy kit", "Razbudi menya v 4:20", "F57" caused a lot of noise and killed a lot of young people who were looking for dangerous adventures on the network. Attacks on schools in various Russian cities in 2018 are linked to the 1999 Columbine school murders in America. In this regard, the point of view was expressed through media channels that Russian schoolchildren performed their actions under the influence of the society of fans who idealized American teenagers named Eric and Dylan, who appeared on social networks at that time and became popular. "Since such tragedies have increased due to the negative ideas propagated through Internet networks, by the beginning of the 21st century, the problem of media literacy among young people began to be actively discussed by mass media experts and scientists"[18]. Therefore, in order to protect the young generation from such cyber threats, implementing MASS MEDIA in the educational system has become an important necessity at the level of state policy. It is known that since the 60s of the 20th century, in the pedagogy of the world's leading countries, a special direction of "media

education" has been formed, which helps schoolchildren and students to better adapt to the world of media culture, master the language of mass media, analyze media texts, etc. By the 1990s, media education became a compulsory component of education in all secondary schools (grades 1 to 12) in Canada and Australia. The development of this direction was also supported by UNESCO. The importance and support of media education has been mentioned several times in UNESCO decisions and recommendations (UNESCO conferences in Grunwald, 1982; Toulouse, 1990; Paris, 1997; Vienna, 1999; Seville, 2002, etc.). According to UNESCO's 2002 recommendations, "media education is part of the basic right of every citizen to freedom of speech and information, which contributes to the support of democracy. Recognizing the differences in the approaches and development of media education in different countries, it is recommended to introduce it as much as possible within the framework of national curricula, as well as within the framework of additional, non-formal education and self-education throughout a person's life. Currently, in countries such as European countries, the USA, Australia and Russia, media education is included in the education system as a compulsory subject.

Media education can be divided into the following main areas:

- 1) Media education of future professionals in the world of press, radio, television, film, video and the Internet - journalists, editors, directors, producers, actors, cameramen, etc.;
- 2) Media education in the process of professional development of future teachers at universities and pedagogical institutes, university and school teachers in media culture courses;
- 3) As a part of general education, media education can be combined with traditional or autonomous (special, optional, circle, etc.) subjects for pupils and students studying in ordinary schools, secondary special educational institutions, universities);
- 4) Media education in institutions of additional education and recreation centers (houses of culture, centers for extracurricular activities, centers for aesthetic and artistic education, clubs at the place of residence, courses, etc.);
- 5) Remote (online) media education of schoolchildren, students and adults using the press, television, radio, video, Internet system (media criticism plays a big role here);
- 6) Independent / continuous media education (theoretically, it can be carried out during a person's life).

MIL, i.e. full use of the benefits of media and information literacy, means that media and information literacy should be accepted as a whole and integrated in its content as competence (knowledge, skills and competences). Integrating media and information literacy

into educational processes builds problem-solving and critical thinking skills in young learners. It also teaches analysis of primary sources, evaluation of information based on certain functions of social services considered mandatory for media and libraries, archives and other information services. Students should be able to understand and analyze how media content and other information is created, how to evaluate the information provided by these services, and be able to use media and information for different purposes. In addition, students should be able to analyze diversity and pluralism in the presentation of information in different media and information systems, as well as local and global media. **In the field of media and information literacy, young people must acquire the following skills:**

- interactive skills (learns to communicate through media and try oneself in different media roles, express one's opinion and instructions);
- critical analysis skills (the ability to understand and interpret media content of various forms develops in students based on the ability to evaluate and interpret various media content and genres using analytical methods);
- aesthetic and creative skills (the student develops the ability to see, hear, understand, create and interpret media text or media content by creating media content);
- security skills (forms the ability to protect one's private territory in the virtual space, to get out of difficult situations and avoid them, to observe security and to avoid harmful content and communications).

Formation of media and information literacy requires the student to fully immerse himself in the process of media content production. Experimentation is an important learning step for media and information literacy education. It is important that learners have the opportunity to gain new experiences by trying out different roles as participants in the media production and distribution process. Therefore, ask the children, "What did I learn about the media during this exercise?" It is very important to learn to find the answer to the question. The best way to develop media and information literacy is to use a variety of media. However, in order to acquire these skills in young people, it is not enough to automatically use the media repeatedly. For this, we need a coach and mentor who can teach to fight for values, to think about the choice of a certain media resource, who can direct the reader to reliable information, and who can help with issues related to the popularity of the media. The teacher has a role in the process of media education. A teacher working with media should begin by thinking about his own relationship with media: How do I use media? How do they affect my work? A teacher doesn't need to be a technical genius or to know the degree to which media culture is formed in

the hearts of young people, but he should be able to give advice based on his life experience on issues related to network etiquette. The qualification of a media literacy teacher is based on personal media skills, experience and interest in media, willingness to discuss various aspects of media literacy, and active participation in educational activities. A media literate teacher does not debate the correctness of learners' opinions or their media tastes, but rather uses them as a starting point for discussion. A media literacy teacher values young learners' experience even it is small; it provides students with enough information and skills to learn how to protect themselves from the harmful effects of the media. In modern society, the need to communicate more competently and safely with mass media is to learn to accept them correctly, to acquire communication skills not only with traditional print and electronic media, but also with all new technologies of mass, personal and computer communication, in the "media space" requires being able to move with confidence[19]. In the modern world, media education is "the culture of communication with mass media, It is recognized as a process of personal development with the help and materials of mass media for the formation of creative, communicative abilities, critical thinking, skills of full perception, interpretation, analysis and evaluation of media texts, teaching various forms of self-expression using media techniques.

CONCLUSION

Media education is not only pedagogy and art education, but also art studies (including film studies, literature studies, theater studies), cultural studies, history (world artistic culture and art history), psychology (art psychology), artistic perception, all existing creative fields, fields of humanities and etc. is also closely related. Media education, which meets the needs of modern pedagogy in personal development, expands the methods and forms of training with students and pupils. A comprehensive study of the virtual world of the computer, which synthesizes the features of the press, film, television, video, Internet, almost all traditional media, will correct the one-sided, isolated important shortcomings of the traditional art education, literature, music or painting, analysis of a particular work visual means of expression and they help to separate the content. Media education is the conduct of classes based on problematic, heuristic, game and various other effective forms of education that develop the student's individuality, independence of thinking, direct involvement in creative activities, perception, interpretation and analysis of the structure of media text, and the acquisition of knowledge about media culture. it also opens up endless possibilities. By combining lectures and hands-on activities, media education introduces students to the process of creating media cultural works, bringing the audience into the internal laboratory of the main media professions,

which can be done both autonomously and through the inclusion of traditional academic subjects in the media process. In order for schoolchildren and students to become media literate, they should learn not only how some mass media texts are structured, but also how these texts express various political, ideological, economic, socio-cultural interests. Today, within the framework of the project "Promoting stability and peace in Central Asia" implemented with the financial support of the European Union, "Three points" - an information campaign on increasing literacy in mass media is organized and supported. Poor quality or false and misleading information creates false perceptions of the world.

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