

DEVELOPMENT OF STUDENTS' MEDIA LITERACY IN HIGHER EDUCATION INSTITUTIONS

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ABSTRACT

Today, the issue of training qualified personnel in higher education is becoming increasingly important. In particular, it is no secret that reforms in this area have been implemented at the level of state policy. This article details the development of media literacy in higher education institutions.

KEYWORDS: *Media Literacy, Higher Education, Curriculum, Training Program, Quality Of Education, Student Psychology, Etc.*

INTRODUCTION

In recent years, our country has been working hard to create a system of higher education that meets the priorities of socio-economic development and the requirements of international standards. The establishment of new higher education institutions in the regions, the opening of modern educational directions and specialties and part-time and evening departments, the increase of quotas for admission to higher education institutions are important reforms in this area. At the same time, a number of problems remain that hinder the improvement of the quality of education in higher education institutions, the ongoing reforms in the country, the active participation of these institutions in social and economic reforms, in particular:

- first, the process of organizing teaching in the higher education system, the system of assessment of students' knowledge does not meet today's requirements;
- second, the lack of a modern system for assessing the performance, knowledge and pedagogical skills of teachers has a negative impact on the quality of education;
- third, the fact that entrance test questions do not allow to determine the logical thinking ability of the applicant creates problems in the admission of talented young people to higher education institutions;
- fourth, the lack of effective public control over the educational process in higher education institutions has led to the persistence of many problems in this area, primarily corruption;
- fifth, the participation and initiative of higher education institutions in the large-scale and systemic changes taking place in the country is not noticeable, and their activities in this area are still unsatisfactory;
- sixthly, the active participation of higher education institutions in explaining the content and essence of the radical reforms in the country to our people and the general public through the media is not established;
- Seventh, higher education institutions have not become communication centers for the exchange of ideas with innovative and technological ideas. and the conditions necessary for students to take the initiative have not been created.

Today, the ability to select and accurately evaluate information in the world media remains

relevant. Media literacy, media education, media culture, resistance to fake and propaganda information - all these key words reflect the essence of the three-day international media forum in Astana. His motto was "Strengthening stability and peace in Central Asia." It was attended by teachers, scientists, journalists, public activists and youth leaders from Kazakhstan, Uzbekistan, Kyrgyzstan, Tajikistan and Turkmenistan. Six people from Uzbekistan took part. Professor Fatima Muminova from the University of World Economy and Diplomacy and Deputy Dean FuzailMahmudov participated. The keynote speakers of the Second International Education Project (Eduton) made presentations on the following topics: "What is media literacy and why?", "Critical thinking is an important skill of modern man", "Media literacy: information and public protection from violence", "What about media and information literacy on social media and not intimidating anyone", "Remix art and digital literacy in media promotion" and others.

Any education activities are around the education target. The media education into youth education, is in line with the time development education strategy, is the new period of the party and the state's expectations of students. Second is the basic task of education in colleges and universities, colleges and universities the main teaching task is to improve the students' knowledge accumulation and the thought moral education of students at the same time, make the education of talents has certain innovation practice ability, contribute to the development of the society. And media education is also to promote the all-round development of students, the media education as students teaching task, can realize the perfection of the whole education system and update. Finally is carried out in efficient media education is the inevitable demand of the development of modern media, along with the development of multimedia technology application, information age has been widely used in our daily work life each domain. The student is now one of the most popular people contact media, is also the core force of the future development of the socialist cause, to improve college students' media literacy can effectively improve the media literacy of society as a whole. When to set media education target, must take into account the students' real media literacy levels, according to the actual situation of education to point out the emphasis in education work.

For media literacy education, first of all, can let students have a correct understanding of media, to feel the importance of media literacy in the information age, develop students' learning and innovation consciousness, forming a correct health concept of media. When the student to the media knowledge has certain master, can improve students' right of media in a variety of information screening and discrimination, learn to effectively use the media power. Because of the media information rich and colorful, students easy to indulge in the network, through the media literacy education can make students for the media have a sober understanding, promote the development of students' mental health. When students to participate in the activities of the medium, can effectively maintain the traditional virtues of the Chinese nation, enhance the students' moral accomplishment, consciously abide by relevant laws and regulations, strengthen the concept of law-abiding. Every country in the world of media education idea and the way are different. Media education content showed a trend of diversification, as a result of media education development in our country lags far behind the western countries, so copying western teaching content is difficult to obtain ideal teaching effect. On media education content design, need on the premise of the actual situation of our country and in the media literacy education concept education, ability education, psychological education, moral education and legal education, formed with characteristic of our country media education content, makes the media education in our country has a good effect. To ensure the smooth progress of media literacy education, must have a perfect method of media literacy education. Students have a high appetite for fresh things, but also for the media have a preliminary understanding. In the media literacy education, must be combined with the students' interests, can make the media literacy education to achieve good teaching effect. When the teacher in teaching, can start talking about the Internet,

from the aspects of structure, function and so on to let the students have a comprehensive understanding of the Internet. According to the use of students, Such as playing games, check information, chat, etc. to make evaluation, to teach students some skills for new Internet applications, to improve students' interest in learning at the same time, enhance the students' practical ability and the use of the Internet more ability. Education teaching do not have a fixed set of method, each teacher has their own unique teaching idea. The teacher in the teaching, can effectively combine the teaching content and students' psychological characteristics to carry out teaching activities, guides the student to the correct study practice to explore, to enhance their teaching effect.

The teacher's own media literacy directly affects students' study effect, our country at present most of the media literacy of university teachers strength weak, just news related to the student's media literacy education more seriously. Want to build up the professional team of media literacy education, first of all, with the help of news professional faculty, mobilize the initiative of their media literacy education, in addition to professional knowledge, to study the media literacy education for our teaching methods, combined with modern means of science and efficient to carry out the media literacy education, and will promote research results to other school. To strengthen the media literacy of the journalism teacher training, provided a basis for conducting media literacy education. In the efficient development of media literacy education, first of all must have a specialized curriculum pattern, according to the present teaching situation in our country, should not be limited to a single kind of curriculum system, and should make diversified curriculum system. Such as the economy is relatively developed city, media education courses may be offered, other teachers are not very strong area, the penetration of media literacy education in other disciplines, such as adding content of media literacy education in the ideological and moral course. Second to add the corresponding media education teaching materials, such as books, notes and related multimedia software and so on. The teaching material has a very important role in the teaching, is a bridge connection between teachers and students, is the carrier of knowledge. Under the lead in the ministry of education, organize professional good news media literacy education experts and teachers to write. Also perfect for media literacy education evaluation, reasonable evaluation mode can effectively supervise and urge the teacher students improve education quality.

Efficient media literacy education shoulder the heavy burden of improve the whole social media literacy, schools should strengthen the importance of media literacy education, through a series of reform measures to improve media literacy teaching content, improve the teaching quality of media literacy, and in turn strengthen the student's media literacy, for the improvement of the whole social media literacy to lay a good foundation. Media literacy is defined as the “ability to understand, analyze, evaluate, and create media messages”. Media literacy training increases the individuals’ doubt about the media content. After all, existence of the individuals with high media literacy leads to increase in the media quality because such individuals require more realistic messages of higher quality. Evidence shows that the interventions which have been based on the theoretical concepts are more effective in comparison to those which have been based on behavior. Moreover, considerable effectiveness of the interventions requires new methodologies and state of the art in order to repeat and develop findings. As media literacy training has not been executed in Iran up to now, this study was conducted as a pilot study, using a randomized, controlled, and educational trial design. The study participants included 198 female students in four state secondary schools in Shiraz, Iran. The students were selected through random sampling. After all, a sample of 198 students was determined for the study with 101 in the intervention and 97 in the control group. The study data were collected, using a questionnaire which was completed by both groups in three phases including before, immediately and one month after the training program. The content validity of the questionnaire was approved, using the ideas of 5 experts of the field.

The questionnaire consisted of two parts: the first including the Knowledge questions with 7 case-based, essay-types, open-ended questions which were calculated using the analytical scoring method. The overall scores ranged from 0 to 5. Twenty percent of questionnaires were randomly selected and the knowledge construct was scored by two independent raters, and 78 percent agreement was achieved between raters. In this study, knowledge implied the ability to remember the information about the effects of media messages and different possible reactions toward them, the techniques utilized in creating the media messages, surface and hidden meanings of the messages and different possible interpretations. The students' stages of change were assessed by describing a correct situation regarding appropriately and critically dealing with media messages, and posing a question about the conformity of the students' present behavior to that situation. In this way, the students who mentioned that they had not even thought about it were categorized in the "pre contemplation" group, while those who stated that they had thought about the situation but had not done anything about it were classified in the "contemplation" group. In addition, the students who said that they had talked to the informed individuals and had planned to do something were put in the "preparation" category. Finally, the students who claimed that they had acted properly for almost one month were classified in the "act" category and those who stated that they had acted properly for more than 6 months were categorized in the "maintenance" group.

R. Kibey, a British political scientist, sees media literacy as the transmission, analysis and evaluation of information in various forms. Guetterz says multimedia literacy includes knowledge of languages used to create multimedia documents, use of devices and methods to process information, knowledge and evaluation of new multimedia technologies, and critical acceptance of media texts. In our view, media literacy, in addition to the above, is a critical approach to all information transmitted through the media, an objective approach to them and a conscious approach to the selection of each piece of information transmitted. While the goal of media literacy is to develop the skills to select and accept the information they disseminate, understanding the advantages and disadvantages of each media outlet, its main task is to limit the manipulative power of any information consumed by humans. It is also to help people understand the role of the media and citizen journalism. Although the concepts that are now entering our language as a result of media analysis, such as media literacy, media education, media studies, and so on, are interrelated, scholars are trying to distinguish them from each other in essence. We believe that media literacy is an integral part of media education. At the same time, it is becoming more and more popular. Today, in addition to the concept of media literacy, the concepts of media education, media research, and media culture are used in the reception, selection, analysis and evaluation of media information. Are they different from each other? My media education (media education):

- Integrated, interdisciplinary study of media in the curriculum;
- Analysis of the "media topic" in a specific discipline;
- Critical approach to the media through practical work and analysis;
- To study its form, technology, methods of information transmission;
- To study media agencies, their social, political and cultural role;
- The student's work with the media;
- Research activities;
- Explores the impact of the media on the audience through language and art;

Explore the media (media studies) in turn:

- Theoretical study of the media;
- Comparative analysis of the media;
- Its conceptual structure;
- Analysis of media text and methods of its creation;

- The interdependence of the sciences of mass communication, cinema and cultural studies;
- Explores the interaction of the world's media;

Today, the media, that is, the media, cinema, theater, art forms, cultural sources, any information transmitted through the Internet, has a certain effect on the human mind and changes its worldview. 'is causing a change. The application of the above concepts and the pursuit of media education, media literacy, media criticism and the study of the media today are also the main purpose of creating information, understanding the process of its dissemination, for commercial, political, economic, spiritual and cultural purposes. is to be able to evaluate the information being disseminated by understanding its nature. At the same time, the introduction of the basics of media education in the curriculum of each educational institution, explaining to children the basics of preschool education in the form of interactive, various games, the need for a critical flow of information by the younger generation allows you to evaluate the case. This, in turn, will help young people to strengthen their future civic position, to be able to objectively assess world events and make the right decisions.

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