MEDIA LITERACY IN THE MODERN EDUCATION SYSTEM

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Abstract:
In an article about the fact that today there is a growing need for media literacy in order to separate the necessary information from the unnecessary. So what is media literacy? Why is its importance growing today? The rapid increase in the flow of information in recent years, as well as the increase in both positive and negative information, requires media literacy.

Keywords: media literacy, media, media education, media analysis, cybersecurity.

INTRODUCTION

Traditionally, media literacy refers to the ability of a person to analyze literary works and create high-quality texts. Today, media literacy means knowing why and where information is transmitted. A media literate person should be able to ask himself the question of who created this information and for what purpose, do I need this message, and draw the right conclusions, be critical of it. These questions should be asked not only when you and your family watch TV, listen to radio in the car or watching messages on the Internet, but also when receiving and evaluating any information [2].

LITERATURE REVIEW

Media literacy plays an important role in understanding the modern information environment. So why media literacy? First of all:

✓ understand the essence of ongoing reforms as an active citizen;

✓ develop the skills of parsing daily information transmitted and received by the media;

✓ do not allow information to manipulate the mind and make the right decisions in any situation[5];

✓ analysis of the essence of text messages transmitted through the media;

✓ it is necessary to be able to find answers to the questions of where, by whom and for what purposes information is transmitted, whose interests it reflects.

There are different opinions regarding the concept of media literacy, and the US International Encyclopedia of Society notes that "media literacy" means that a person, feeling his responsibility as a citizen in society, must be active and literate, be able to

accept, create, analyze and evaluate media literacy, understand sociocultural and political content of modern media.

According to a professor at Queen's University of London Firestone, media literacy is a movement whose main task is to encourage people to understand, create and appreciate the cultural significance of audiovisual and printed texts.

British political scientist R. Kirbira considers media literacy as the transmission, analysis and evaluation of information in various forms. AM. Gutierrez believes that multimedia literacy includes knowledge of the languages used to create multimedia documents, the use of devices and methods for processing information, knowledge and appreciation of new multimedia technologies, as well as a critical perception of media texts[4].

In our opinion, 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 transmitted information[1]. According to Pabak Sarkar, a well-known Indian photojournalist, the first step to media literacy is the ability to ask the right questions.

While the goal of media literacy is to develop skills in choosing and accepting the information they disseminate, understanding the advantages and disadvantages of each media, its main task is to limit the manipulative power of any information people consume. It should also help people understand the role of the media and citizen journalism.

METHODOLOGY &EMPIRICAL ANALYSIS

Today, information attacks on the Internet have become part of the national security strategy of every country in the world and are called cybersecurity. It is no secret to anyone that the merger of the virtual and real worlds, namely through the virtual world, gives rise to an increasing misunderstanding of the real world by young people, the spread of information by various negative forces and currents that at first glance seem positive, but, in fact, negatively affect human consciousness[6]. It is in the prevention of these negative aspects that affect the life of society that there is a growing opinion about the need to increase the media literacy of the population. Today, media literacy is taught as a separate subject in the humanities in the UK and Australia, and in Finland since 1970 it has been included in the curricula of secondary schools, and since 1977 in higher education. In the 1990s, media literacy was replaced by the concept of media education in the country. In Sweden, it has been taught as a separate subject in educational institutions since 1980. In the 1990s, attempts were made in Russia to scientifically study media education, as exemplified by the studies of O.

Baranov, S. Penzin, A. Fedorov, A. Sharikova and others. In 2005, under the auspices of UNESCO, the textbook "Media Education" was created and a website for film education and media education in Russia was launched.

RESULTS

Although the concepts that now enter our language as a result of media analysis, such as media literacy, media education, media studies, and so on, are interconnected, scientists are trying to distinguish them from each other, in essence. We believe that media literacy is an integral part of media education[3]. Today, in addition to the concept of media literacy, the concepts of media education, media research, media culture are used in the reception, selection, analysis and evaluation of media information. Are they different from each other?

Media education:
- ✓ complex, interdisciplinary study of media in the curriculum;
- ✓ analysis of the "media theme" in a particular discipline;
- ✓ a critical approach to media through practical work and analysis;
- ✓ study of the form, technology and methods of information transfer;
- ✓ study of media agencies, their social, political and cultural role;
- ✓ study of working with the media;
- ✓ research activities;
- ✓ studies the influence of media on the audience through language and art.

In turn, the study is:
- o theoretical research;
- o comparative analysis;
- o study of the conceptual structure of media;
- o analysis of media text and methods of its creation;
- o study of the relationship between mass communications, the film industry and cultural studies;

Media literacy is the study of media, which is based on the following results of media education and includes:
- ➢ understanding the influence of media on a person and society;
- ➢ understanding the process of mass communication;
- ➢ be able to understand and analyze media data;
- ➢ understanding of the media context;
- ➢ creation and analysis of media texts;
- ➢ sets tasks for evaluating and sorting media texts.

CONCLUSIONS

Today, media, that is, the mass media, cinema, theater, art forms, cultural sources, any information transmitted via the Internet, has a certain impact on a person's consciousness and changes his worldview, causes a change. The main goal of applying the above concepts and striving for media education, media literacy, media analysis and media research today is also to understand the process of creating information, its dissemination, as well as evaluate it, being aware of the nature of information disseminated in commercial, political, economic, spiritual and cultural purposes.

At present, the introduction of the basics of media education into the educational program of each educational institution makes it possible to explain to children its basics in the process of preschool education in the form of interactive, varied games, to choose the right one in the stormy information flow of the younger generation and evaluate it with a critical approach. This, in turn, will serve as a basis for further strengthening the citizenship of young people, an objective assessment of the events taking place in the world and making the right decisions.

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