



**DEVELOPMENT OF MEDIA SECURITY OF STUDENTS PEDAGOGICAL
UNIVERSITIES THROUGH THE ACADEMIC DISCIPLINE
“INFORMATICS AND INFORMATION TECHNOLOGIES” EXPERIENCE
OF UZBEKISTAN**

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Annotation

The article discusses considering in practice of some questions of Media security and Media competence of Information technologies for education sphere.

Keywords: information technologies, media education, media security, media competence, media ability, media culture.

Introduction

Reforms are aimed for modernizing the content of education and improving the efficiency of the educational process are bearing result today. The effective use of information and communication technologies in the formation of harmoniously developed and creatively thinking personnel is one of the priority tasks facing scientists and educators.

The Strategy of further Development of the Republic of Uzbekistan defines the tasks of improving the quality of educational services, training highly qualified personnel that meet the modern needs of the labor market. Of particular importance is the development of media competence of students of pedagogical higher educational institutions.

Today, the period of special actualization of the problems the influence of media on various spheres of life, as one of the main trends in the world development, the importance of the transition to information society is particularly acute.

Unfortunately, at this time is unified interpretation of the essence of media competence, as well as a unified opinion on the levels of its formation, criteria and





components. Different scientists and educators define these concepts variously, and have different approaches to its structure. Let's consider the views of various researchers on the content and structure of media competence.

According to A.A. Morozova, "media security is the state of protection of each individual from unreliable or information that harms human health, morality and personal development". However, A.A. Peretyagina believes that takes into account "media security is the provision by the state of information security of citizens, protection of physical, mental and moral development, as well as human dignity in all audiovisual media services and electronic media". Taking into account the above prerequisites, the state, the journalistic community, civil organizations raise the issue of media security in modern society. According to scientific research, a comprehensive define of this phenomenon can be presented as follows: "Media security is the state of protection of each individual from unreliable or dangerous information that harms human health, morality and personal development". In some researches, media security is considered that as a synonym for "media competence".

Western media educators interpret the concept of "media competence" in the following way: media competence is an integrative quality of a person, manifested in readiness for selection, using, critical analysis, evaluation, creation and transmission of media texts of various types, forms and genres; analysis of complex processes of media activity in society.

"Media security" is the state of protection of each individual from unreliable or dangerous information that harms human health, morality and personal development.

"Media ability" is the process of preparing a media ability person to understand the socio-cultural, political context of the media functioning in the modern world in code and representative systems; perception, creation, analysis and evaluation of media texts.

In the course of our research, it turned out that media competence is the concerned between the media and a person. Each member of the informatized society has to one degree or another (high or low) media competence.

As part of the study, in order to determine the level of media competence, a questionnaire was conducted among students of the Physics and Metematics Faculty of the Tashkent State Pedagogical University named after Nizami, Kokand State Pedagogical Institute, as well as the Faculty of "Professional education in the field of ICT" of the Tashkent University of Information Technologies named after Muhammad Al-Khorazmi.





More than 140 first and second year students took part in the questiony. The questionnaire consisted of five questions. Let's consider some of its results.

In response to the question "Where do you get the information from?" the students named the following list of sources of information (Table 1).

No	Sources of information	Number of participants	In %
1.	The Internet	120	83.3 %
2.	Mass media (magazines, newspapers, radio, TV)	10	6.94 %
3.	Books	5	3.47 %
4.	Teachers	6	4.16 %
5.	Friends	3	2.08 %

The responses of the respondents indicate that the Internet occupies a maining place in the dissemination of information. It's no secret that there is a lot of fake information on the Internet, and if you call the things a name fake information, and the global network is increasingly becoming a means of spreading the is called "mass culture". In addition, the questions are, "Are the traditional media able to provide young people with the information which they need?" After all, only 6.94% of the interviewed youth consider newspapers, television, radio as a source of information. It turns out that it is not for nothing that it is so often said that young people do not read books enough, which even paid attention the President of the Republic of Uzbekistan Sh. Mirziyoyev.

Only 3.47% of young people (students!) they emphassized that they draw information from books. The share of information received from communication with teachers and friends is not great (4.16% and 2.08%, respectively).



Taking into account the above, it can be noted that the most acceptable way to develop the media competence of students of pedagogical higher educational institutions is to increase media competence through the academic discipline “Informatics and Information Technology”.

Based on the results of the study, we proposed the following stages of the development of media competence of students of pedagogical higher educational institutions (Fig. 1).

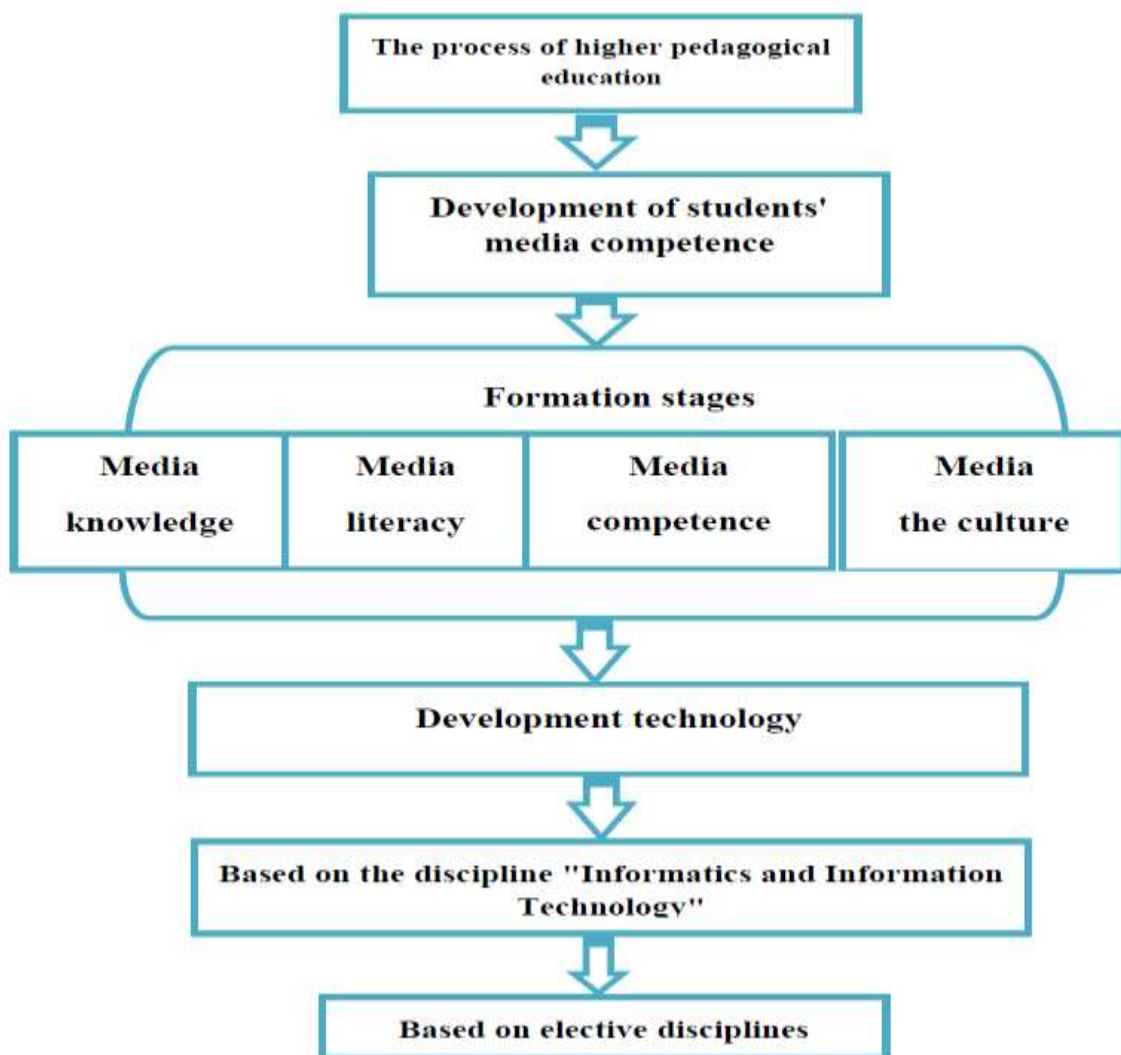


FIG. 1. DEVELOPMENT OF MEDIA COMPETENCE OF STUDENTS OF PEDAGOGICAL HIGHER EDUCATIONAL INSTITUTIONS



The academic discipline “Informatics and Information Technologies” serves to form students' worldview in the information environment, and also plays a key role in mastering the information culture by students – future specialists.

The main goal of the discipline “Informatics and Information Technologies” is the formation of the information culture of students - future teachers, the formation of their skills and ability for the effective use of modern information technologies, digital and large-format telecommunication means of communication, search, storage and processing of information using modern information and communication technologies.

Without providing young people, including students, with sufficient information in the national segment, it is impossible to protect them and the country as a whole from various threats. That is why innovators: teachers, methodologists, leading professors-teachers of pedagogical higher educational institutions, centers for advanced training and retraining of pedagogical personnel are required to develop training courses, manuals and recommendations, and post them on the Internet.

The implementation of the above measures, the introduction of active information services, undoubtedly serves to raise the media competence of all segments of the population to a new qualitative level, regardless of age and type of activity. This will be especially useful for students - future teachers who are called to carry out activities in the information educational environment.

In conclusion, I would like to emphasize the need for the development of media education to enrich the content of the academic discipline “Informatics and Information Technology” with topics and data in the field of media. Also relevant is the task of creating and bringing to students methodological and other manuals that reveal the problems of pharmacy and the development of media competence.

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