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*Abstract: The main rules of "Media education and media literacy", the relevance and advantages of this innovative technology in working with teachers of secondary education and higher education institutions are shown.*

*Keywords. Media education, media literacy, model, innovation, informative, motivational.*

## **MEDIA EDUCATION AND MEDIA LITERACY**

### **Introduction**

The problem of introducing media education in secondary education and higher educational institutions is becoming more and more urgent. Secondary education teachers and teachers of higher educational institutions show an active interest in using media-education opportunities in their pedagogical activities, in this regard, professors-teachers realize their potential. Issues of scientific, methodical and educational-methodological provision of the output are being updated.

Speaking about the prospects for the development of local media education and trends in media education, the following main directions can be distinguished among them in the process of innovation development by teachers of secondary education and university teachers.

- first, further development of science, secondary education and higher educational institutions, scientific-methodical, methodological tools of media education;
- the second, work on improving the systems of retraining of pedagogic personnel;
- third, use of leadership experience to form legal and civil consciousness of the young generation, to organize scientific and educational centers for the implementation and popularization of socially significant media-educational projects that help to raise their intellectual and creative potential;
- fourth, secondary education, university and continuous media education of citizens of our country, ensuring continuity;

- fifth, to develop the creativity of mass media in general education, higher education and additional education institutions, to create the necessary conditions for creating their own media products.

Implementation of these directions, one of its important directions is to work with secondary education teachers and university professors on the introduction of media education and its components. The functions of the scientific-educational center "Media Education and Media Literacy" are implemented in the process of developing innovative directions of research in the field of media education and media literacy. Integrating the educational potential of the university and scientific-educational center in the field of media education means creating conditions for its integration into the international scientific-research space and cooperation with leading foreign scientific-educational centers in the field of media education and media literacy means establishing cooperative relations.

"Media education and media literacy" The main goal of working with secondary school teachers and university professors is "the sum of a person's motives, knowledge, skills, abilities (indicators , motivational, contact, informational, perceptive, interpretive evaluative, practical-activity, creative, diverse, form and genre media texts selection, use, critical analysis, evaluation, contribution to creation and transmission, analysis of complex processes. media activity") aimed at the development of media literacy.

In the justification of this model of the scientific-educational center in the field of media education, the main characteristics of media literacy are presented as follows.

1) according to the motivational indicator of media literacy: a wide range of genres, thematic, emotional, epistemological, hedonistic. Motives with intellectual, psychological, creative, moral, aesthetic, aesthetic media texts;

2) according to the contact indicator: frequent contact with various types of mass media and media texts;

3) according to the index of informative data: the most basic terms

knowledge, theories of media and media education, peculiarities of media language, conventions of the base of development of media genres, the main facts of history, development of media culture, creativity of media culture figures, etc.;

4) to the author through perception: identification with the author of the media text while preserving the main components of "primary" and "secondary"

5) evaluative (analytical) indicator according to interpretation: taking into account various factors based on highly developed critical thinking

the ability to critically analyze the process of media activity in society;

6) some indicators for practical activity: practical skills of independent selection, creation / distribution of media texts of various genres and genres, skills of active self-education in the field of media;

7) according to the creative indicator: specific level of creativity in different types of activities related to mass media (perception, game, artistic, research, etc.).

Therefore, the activities of the scientific-educational center, the media-educational activities of secondary education teachers and professors of higher educational institutions focused on its main goals and tasks are scientific-methodological and educational. solving problems related to educational provision. Based on the implementation of the "Media Education and Media Literacy" model, the main tasks of developing media literacy of teachers are implemented, and it allows media education activities to be carried out effectively in secondary education and universities.

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