

ANALYSIS OF FOREIGN EXPERIENCE IN THE DEVELOPMENT OF MEDIA COMPETENCE OF STUDENTS

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Abstract:

This article highlights the relevance of forming students' skills in quickly finding necessary information, creative analysis, independent processing, and practical application in modern society. The stages of development of media education and international experience, in particular the media literacy system in Canada, the USA, Great Britain, and other developed countries, are analyzed. Especially in Canada, the inclusion of media literacy in the school curriculum, teaching methods, assessment criteria, and the importance of forming creative thinking in students are shown. The article describes the theoretical and practical foundations of the development of media competence in the digital age.

Keywords: Media education, media literacy, media competence, digital pedagogy, international experience, Canadian experience, student activity, assessment criteria, creative thinking, information technologies.

Introduction

TALABALARGA MEDIAKOMPETENTLIKNI RIVOJLANTIRISHDA XORIJIY TAJRIBALAR TAXLILI

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Annotatsiya:

Ushbu maqolada zamonaviy jamiyatda talabalarda kerakli ma'lumotni tez topish, uni ijodiy tahlil qilish, mustaqil qayta ishlash va amaliyotda qo'llash ko'nikmalarini shakllantirishning dolzarbligi yoritiladi. Media ta'limning

rivojlanish bosqichlari va xalqaro tajribasi, xususan Kanada, AQSH, Buyuk Britaniya va boshqa rivojlangan davlatlardagi mediasavodxonlik tizimi tahlil qilinadi. Ayniqsa, Kanadada mediasavodxonlikning maktab dasturiga kiritilishi, o'qitish metodlari, baholash mezonlari va talabalarda ijodiy fikrlashni shakllantirishdagi ahamiyati ko'rsatib beriladi. Maqolada raqamli texnologiyalar davrida mediakompetentlikni rivojlantirishning nazariy va amaliy asoslari bayon etiladi.

Kalit so'zlar: media ta'lim, mediasavodxonlik, mediakompetentlik, raqamli pedagogika, xalqaro tajriba, Kanada tajribasi, talaba faolligi, baholash mezonlari, ijodiy fikrlash, axborot texnologiyalari.

Currently, special attention is paid to the formation of a person's ability to quickly find the necessary information, creatively use its content, independently process it, and systematically apply it in practice. Such communication with the media is considered a manifestation of his social activity.

Since the 1960s, attention has been paid to media literacy education in the USA, Canada, Great Britain, Australia, and France. Since then, media education has set itself the goal of teaching adolescents to know world culture in the media, learn the language of the media, and understand the capabilities of the media. In these countries, media education has been introduced as a separate discipline and as a teaching method, along with other subjects.

For example, on March 12, 2009, an expert commission of the German Ministry of Education and Science prepared a report on the digitally influenced media pedagogical culture. From the perspective of media pedagogy, the question arises: what competencies should young people have in order to find their direction in society, their place in the professional environment, and develop their individuality? What do they need to understand about digital technologies in order to discover, master, and deepen their abilities? How should they use digital tools? What indicators of media competence can they obtain from their daily interactions with the media? What are the main requirements set by society and the professional environment for young people to adapt to labor market conditions and cultural changes? What skills and knowledge should young people have in digital technologies, taking into account general professional competence and sustainable innovation opportunities in enterprises and society? - within the

framework of these questions, issues were analyzed and prospects for the formation and development of knowledge, skills, and competencies related to the use of media were identified. This report indicates that the issue of media competence is of public concern.

Media education or the proper use of OAC materials is a topic of interest to scholars in the fields of philosophy, psychology, pedagogy, and art history. Media education is a new direction in pedagogy, studied in various countries for historical, political, ideological, and methodological reasons.

Leading countries in media education today (as rated by international experts)

№	Name of countries:	Number of experts who believe that media education in the country is at a high level:
1	Canada	17 (65,39%)
2	Great Britain	16 (61,54%)
3	Australia	11 (42,31%)
4	France	7 (26,92%)
5	USA	6 (23,07%)
6	Russia	5 (19,23%)
7	Turkey	5 (19,12%)

Studying the experience of media literacy in advanced countries of the world and conducting expert analysis of media literacy issues will serve to expand and form and develop the domestic theory of media literacy, to create theoretical and methodological foundations for the formation of media literacy of future youth, primarily in Canada, the USA and the countries of Northern Europe (Germany, Finland, Denmark, Norway, Sweden, Turkey), and we decided to analyze the level of development of media literacy in the Russian education system.

At the moment, media education in Canada is at a very high level of development. The effective work of teachers there to improve media literacy is yielding positive results, and work in this regard began early. In particular, since 1987, media education has been integrated into school education in the most populous province of Canada, Ontario. In reviewing the literature, we found that from 1989 to 2004, provincial (territorial) education departments and ministries gradually introduced media literacy into arts and English courses, and since September

1999, media literacy has become a mandatory component of the school curriculum in all regions of Canada. Thus, Canada became the first country in the world to officially recognize media literacy.

Assessment criteria were created to assess students' knowledge in the field of media education and a five-point scale was developed. Its mandatory requirements include: sincerity, adequacy, truthfulness (authenticity) and originality. They are evaluated according to the parameters of idea (content), organization, use of language tools, expression of opinion, technical execution. The lessons emphasize creative and practical tasks. During practical classes, students are given the opportunity to express their thoughts freely and openly, without adhering to a certain standard. In the absence of modern technical equipment necessary for the lesson, the teacher can use printed materials: newspapers and magazines, reproductions, photographs, etc.

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