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PEDAGOGICAL FOUNDATIONS OF THE FORMATION OF MEDIA CULTURE IN THE MINDS OF YOUNG PEOPLE

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Abstract

This article analyzes the theoretical and pedagogical foundations of the formation of media culture in the minds of young people. In the conditions of globalization and the digital information space, young people are exposed to the flow of information, their impact on their worldview and values, the role of the educator in this process and what to do. The importance of media literacy today is discussed, why it is necessary to study it, effective methods for developing media literacy, what media culture is, what characteristics a person with media culture should have, and ways to form media culture in the educational process are shown.

Keywords

media culture, media literacy, pedagogical process, information security, critical thinking, digital education, education, upbringing, information flow, media environment, problem-based education, discussion.

The issue of media culture in pedagogy is inextricably linked to the upbringing and development of the individual. In particular, Abdulla Avloni noted that the issue of upbringing is a factor determining the future of the nation [1]. In modern conditions, this educational process is carried out in direct connection with the media space. In today's era of globalization and the rapid development of digital technologies, the influence of various information flows on the minds of young people is becoming increasingly strong. The Internet, social networks and mass media directly affect the worldview, thinking and values of young people. Therefore, the issue of forming media culture is becoming one of the relevant areas of modern pedagogy.

Media culture is a complex concept that includes the ability of a person to critically analyze information, correctly perceive it, evaluate it, and consciously use it. The role of the teacher in this process is of particular importance. Because in the educational process, it is an important task not only to give students knowledge, but also to protect them from information attacks, to teach them to think independently and critically.

In this regard, a scientific analysis of the pedagogical foundations of the formation of media culture in the minds of young people, the development of effective methods and tools is one of the priority tasks of the modern education system.

The impact of the flow of information on the minds of young people

Today, young people spend most of their time on social networks. The flow of theoretical information causes problems such as an incorrect worldview, credulity of information, or virtual dependence.

Personal pedagogical methods in media literacy

- Problem-based learning technology;
- Debate and discussion method;
- Project-based learning;
- Practicing information analysis;
- Formation of information verification skills [6].

To form media literacy:

- Inclusion of media literacy elements in the curriculum;
- Purposeful use of digital platforms;
- Establishing cooperation with parents;
- The need for the teacher to increase his own media competence.

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Analysis shows that the formation of media culture develops a conscious attitude of young people to information, increases their level of critical thinking, and forms a stable position against ideological threats.

Uncontrolled information flow can lead to the following negative situations:

- Excessive trust in information;
- Susceptibility to manipulative influences;
- Virtual dependence;
- Weakness of spiritual values.

Pedagogical mechanisms for the formation of media literacy

- Developing critical thinking: teaching students the skills of analyzing information, checking sources, separating facts and opinions;
- Using interactive methods: forming media culture through debate, brainstorming, case-study project methods;
- Forming media ethics: teaching responsibility in disseminating information, Internet culture and rules of communication ethics;
- Integrative approach: Forming media literacy not as a separate discipline, but across all disciplines.

The Internet is an unlimited - borderless source of information. But how can we distinguish whether this information is true or false? Young people not only actively communicate on the Internet, but also master many skills, and they are more active than other Internet users, quickly mastering various means of communication. Some of the youth of our time have a lifestyle that is largely unrealistic, shaped by the virtual world [2].

It should also be taken into account that adolescents who are directly connected to the virtual world may become addicted to information obtained from the Internet and their ability to think independently may weaken. According to teachers, Internet games can cause them to devalue human life and become addicted to empty fantasies and dreams of a “bright future”. Also, the frequent occurrence of aggressive content and abusive comments on networks such as Tik Tok and Instagram has a serious and negative impact on the psyche of young people [7]. Statistics that some young people are reaching the point of suicide as a result of cyberbullying indicate the depth of this problem. According to the World Health Organization, twenty percent of the causes of suicide among adolescents aged fifteen to nineteen are related to negative pressure on the Internet [5].

According to researcher J. Twenge, representatives of the “digital generation” are experiencing depressive states, feelings of loneliness, and increased levels of anxiety as a result of negative self-image and social comparison [2].

Therefore, it is necessary to conduct prophylactic conversations and trainings with young people in the education system on digital safety, information culture, and emotional well-being. The following pedagogical directions are important for the formation of media literacy in the education system:

-Developing critical thinking: students should be able to compare different sources of information, determine the reliability of information, and also acquire the skills to distinguish manipulative information;

-Promoting digital culture: covering the culture of using social networks, following online ethics, cybersecurity, and protecting personal data;

-Practical exercises: stimulating creative activity through information analysis, preparing media materials, writing a blog, or creating a podcast [2].

Teachers themselves should also have sufficient knowledge and skills in media literacy. When organizing the lesson process, it is necessary to use modern types of lessons, use interactive teaching methods, and try to develop students' critical thinking skills.

Modern research interprets media culture not as a simple skill, but as a multi-component pedagogical system. This system consists of the following interrelated elements.

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- Cognitive component - the ability to perceive, analyze and evaluate information.
- Axiological component - the formation of a value-based attitude towards information.
- Proxiological component - the ability to purposefully and effectively use media.
- Reflective component - the ability to control and evaluate one's own information activities.

To achieve high efficiency, it is advisable to adhere to the following didactic principles:

- The principle of consistency and continuity - media literacy should be developed gradually, starting from preschool education.
- The principle of activity - the student should be an active subject in information analysis.
- The principle of integration - it is necessary to combine media literacy with all disciplines.
- The harmony of national and universal values, reliance on spiritual criteria in the analysis of media materials

The following are required to ensure information security in the education system:

- Teaching digital hygiene skills;
- A culture of protecting personal data;
- Adherence to Internet ethics;
- Teaching elementary knowledge of cybersecurity to all individuals.
- The role of the teacher in the formation of media culture

The teacher: - Good knowledge of the media space;

- Ability to use modern platforms for pedagogical purposes;
- Being an example for the student;
- Creating an environment of open communication.

If the teacher himself does not have media competence, the process of forming media literacy will not be effective.

A person with media literacy

- Can critically analyze information.
- Is not subject to manipulation.
- Can make independent decisions.
- Has the position of an active citizen in society.

Practical recommendations:

- Incorporating media literacy modules into educational programs;
- Effective use of methods aimed at critical thinking;
- Increasing the media competence of teachers;
- Strengthening cooperation between parents and teachers.

The above theoretical and empirical analyses show that the formation of media culture in the minds of young people is one of the priority areas of modern pedagogy. In an information society, media directly affects the worldview, value system and social activity of young people. Therefore, the formation of media literacy is not only educational, but also spiritual and social. Thus, the formation of spiritual maturity of the individual, civic position and information security. The scientifically based, continuous and systematic organization of this process in the education system is an urgent task of modern pedagogy.

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