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Media Education: History and Prospects of Development in Uzbekistan

**Babashev Farkhad
Aitmuratovich**

Head of the Department of Pedagogy and General Psychology of the National University of Uzbekistan named after Mirzo Ulugbek.
Candidate of Pedagogical Sciences, Associate Professor

ABSTRACT

The article discusses the relevance and importance of media education in the modern world, traces the stages of its development in Uzbekistan. And also given practical recommendations for the introduction of media education in the system of continuous education of the republic.

Keywords:

media, media education, media resources, youth, society, state, education, education system, school, universities

If the 20th century began with the practical use of radio communication by the Italian radio engineer Guglielmo Marconi, the 21st century began with the fact that Apple Computers released the Mac OS X operating system (version 10 of the Mac OS operating system), Intel introduced the new Pentium 4 processor, Microsoft released the operating system Windows XP.

All this speaks of the uninterrupted work of the human mind, directed to the future with bright intentions and with the hope of the common good throughout the world. But not everything turned out the way millions of the inhabitants of our planet would like: the development of technology, technology, in addition to the convenience of communication and notification, gave rise to many dangers and threats. Television and radio communications were also used not only for good intentions, but also for the selfish purposes of politicians, ideologists and all sorts of cheaters. An example is the media propaganda of extremist and

terrorist ideologies (fascism, racism, etc.), a network of gaming points in large cities where young people who are passionate about gambling gather.

A person of the 21st century cannot exist without media. Influencing vision, hearing, worldview, behavior, as well as the quality of practical activity and human life, it is able to change the individual's view of society and the whole world around. The result of media exposure can motivate a person both for good intentions and for inhuman acts. Therefore, the formation of the right attitude towards the media among the younger generation, critical thinking in relation to external information influence is an urgent task of modern pedagogical science.

According to psychiatrist and associate professor at the University of British Columbia Shimi Kang, "Gadget use has many other possible consequences, including cyberbullying, insomnia, poor posture, back and neck pain, sedentary lifestyle, obesity, loneliness, visual

impairment, anxiety, depression, body image disorders and various addictions. All this changes the very nature of the child, prevents the development of basic biological aspirations - to communicate with their own kind, gain independence and even produce offspring" [2, 24]. The above is enough to put an end to the normal life of one person, the future of a child, whose life was associated with many bright plans of parents and relatives.

Along with the Internet, new forms of Internet communication and mass media appear and develop: You Tube, Instagram, Twitter, WhatsApp, Snapchat... So, given the growing importance and place of media in our lives, such traditional classical factors affecting the process of personality formation, such as heredity, environment, upbringing and education, as well as independent activity, was joined by a flexible and hyperactive fifth factor - the media. In addition, recently the media is gradually getting more and more "likes" in their favor. We can say that this is one of the conclusions that we came to while studying the scientific research of scientists in a new field for us - media education.

The danger posed by social networks, the media, has forced scientists from all over the world to unite to fight against them. Indeed, for the media, in our time for the World Wide Web, there are no state borders, no nationalities, no religious affiliation. Mankind realized this common danger back in the 80s of the XX century, when the need to form a critical attitude towards the mass media among young people came to the fore.

Based on this logic, in the declaration unanimously adopted at the UNESCO International Symposium on Media Education, which took place in Grunwald (Germany) in 1982, we read the following lines: "The power of the media is undeniable, and our task is not to condemn or approve it, but, rather, in recognizing their enormous influence and penetration into all spheres of our life as a fait accompli and appreciating their significance as an element of modern world culture. Neither the role of mass media and communication in the development of society, nor the function of

"mass media" as a means of active participation of citizens in public life should be underestimated. Political and educational systems need to take on certain obligations to develop in citizens a critical approach to the phenomenon of communication" [3].

Along with the above circumstances, in Uzbekistan, as in other countries, the Law "On the protection of children from information that is harmful to their health" was adopted. Article 11 of this Law lists the powers of state educational authorities and educational institutions in the field of protecting children from information that is harmful to their health:

... participate in the development and implementation of state programs in the field of protecting children from information that is harmful to their health;

develop and implement in the activities of educational institutions programs and methods aimed at protecting children from information that is harmful to their health;

carry out measures to protect children from information harmful to their health in educational, teaching and educational institutions, etc.[4].

Senate of the Oliy Majlis of the Republic of Uzbekistanyato Decree of May 28, 2022, where about the following assessment of the activities of government agencies in introducing the basics of media literacy into the educational process and into the youth environment was sounded: ... The Ministry of Public Education and the Ministry of Higher and Secondary Specialized Education, in cooperation with interested ministries and departments, have not developed special methodological manuals for teaching children and adolescents, university students media literacy, critical thinking, manipulation of information, confidentiality of personal information on the Internet, to form their correct approach to the modern information environment, educational institutions do not pay due attention to work in this direction [5].

This means that the ministries responsible for the educational policy of the country were not at all involved in the introduction of media education into the education system, which

does not meet modern requirements. After all, for this it is necessary to study the state of affairs in this area in as much detail and as thoroughly as possible, i.e. what has just been done in the field of media education and what needs to be done in the future. After that, to form a program of action for the future, which will provide for the introduction of elements of media education into the education system.

When did research on media education in Uzbekistan begin?

Researchers K.P. Abdurakhmanov and S.S. Becnazarova connect the history of media education in our republic with the event that marked the beginning of a new era in the history of mankind - the discovery by a group of inventors led by B.P. Grabovsky, who on July 26 and August 4 In 1928, it was possible to transmit and receive on the screen a telephoto image of a moving

Tashkent tram. But this event did not find support in the scientific and government circles of the Soviet Union. Their merit was later recognized by the allied Academy of Sciences, UNESCO, and the International Press Union [6, 20-24].

Since the 60s of the XX century, dissertation research has been conducted in the republic on the use of media in the learning process and specific recommendations have been developed. An example is the works of such scientists as E.L.B.L.Ravich, N.N. Svichinskaya, A.G. Akonyan, M. Artykov, E.G. Osipova, D.I. Abdullaev and others who have studied didactic possibilities of screen media, television courses and mass media in the process of education and upbringing [E. Dratva, 1969; B. Ravich, 1973; N. Svichinskaya, 1973; A. Hakobyan, 1973; M. Artykov, 1975; E. Osipova, 1983; D. Abdullayev, 1985].

Table 1. Breakdown of dissertation research in the field of media education in Uzbekistan*

Full name of scientists	Dissertation topic	years
Dratva E. L.	Combination of experiment and on-screen visual aids in the lessons of natural history and chemistry at school	1969
Ravich B.L.	Some Pedagogical Aspects of the Educational Television Course of the German Language for Correspondence Students	1973
Svichinskaya N.N.	Formation of artistic interests of high school students by means of television programs on art.	1973
Akonyan A. G.	The influence of television programs on the educational process of schools	1974
Artykova M.	Study of the effectiveness of the use of screen teaching aids in the lessons of botany and zoology	1974
Osipova E.G	Visualization as a leading didactic principle in a television foreign language course for part-time students	1983
Abdullaev D.I.	Moral education of difficult teenagers by means of mass media	1986
Makhmudova G.Kh.	Moral education of junior schoolchildren by means of periodicals	1990
Chartorizhskaya N.E.	Aesthetic education of high school students by means of cinema art in extracurricular activities	1991
Yanpolsky S.N.	Aesthetic education of students of language universities by means of the press	1995
Becnazarova S.S.	Theory and applied methods for developing models of the software complex of the media education system	2013
Babadzhanov S.S.	Technology for the Development of Media Competence of Students of Pedagogical Higher Educational Institutions (on	2018

	the example of teaching "Informatics and Information Technologies"	
Tailakova Sh.N.	Improving the spirituality of young students on the basis of the media (on the basis of TV shows, radio programs and Internet messages)	2018
Rustamova N.R.	Technology for the development of media culture of students of educational institutions (on the example of grades 7-9)	2019
Karshiev B.E.	Jamiyat hafsizligi va barkarorligini ta'minlashda mediata'limning ʻyri	2022
Ganikhanova M.B.	Methods of teaching English to students of technical universities based on media technologies	2022
Muminova N.S.	Development of media competence of teachers of preschool education in the process of advanced training	2022
Umarova Z.A.	Improving the methodology for organizing independent work of students based on media	2021
Valikhanov N.A.	Development of information and communication competence of primary school teachers in the process of advanced training.	2022
Urazmetova Sh.A.	Development of information competence of students based on the modeling of digital resources	2022
Shukurov B.S.	Psychological factors causing Internet addiction in students and ways to eliminate it	2022
Kulatova S.Yu.	Personal features of ensuring information and psychological safety of minors	2022
Arifkhanova S.N.	Destructive ways of influencing the youth audience on the Internet	2022
Oblokulov Zh.Zh.	Psychodiagnostics and psychocorrection of negative changes in the worldview of adolescents in the context of information globalization	2022
Zaripov O.M.	Socio-psychological features of protecting youth from information attacks	2022
Turgunov A.T.	The influence of information and communication technologies on the media culture of young people	2022

* The author does not claim to be a complete list of dissertation research in this area.

In the 70s of the XX century, there were no such concepts as "media education", "media literacy", "media pedagogy". But this does not mean that the use of technical and visual teaching aids was alien to the practice of teaching. We are more than confident that the elements of media education have long been actively used not only in the process of education, but also in the upbringing of the younger generation in Uzbekistan. In our articles, we dwelled on the works of those

Russian scientists (A. Fedorov, A. Sharikov, A. Zhurin, A. Selevko, K. Tainer), who expressed their visions on the content of the concept of "media education". They also noted that the issues of the content and development of media education and media literacy in Uzbekistan are reflected in the works of K. Abdurakhmanov, E. Ablazov, S. Beknazarova, N. Gendina, B. Karshiev, Y. Mamatova, N. Muratova, B. Namazov, S. Sulaymanova, M. Faizieva, Sh. Sharofaddinova, T.

Table 2. Topics of research in the field of media education in Uzbekistan

years	Subject	Authors
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1960-1980 years	The use of screen media and television programs in the process of education and upbringing	Dratva E.L., Ravich B.L., Svichinskaya N.N., Akonyan A.G., Artykov M., Osipova E.G. and etc.
1980-1990	Moral and aesthetic education of youth by the media	Abdullaev D.I., Makhmudova G.Kh., Chartorizhskaya N.E., Yanpolsky S.N. and etc.
2000s	Didactic issues of organizing training and education of youth, media culture and media competence of the individual	Beknazarova S.S., Babadzhanov S.S., Tailakova Sh.N., Rustamova N.R., Ganikhanova M.B., Muminova N.S. and etc.
2020s	Issues of information and psychological safety and media competence of children	Valikhanova N.A., Urazmetova Sh.A., Shukurov B.S., Kulatova S.Yu., Rakhimova F.N., Arifkhanova S.N., Oblokulov Zh.Zh., Zaripov O.M., Turgunov A.T.

If in the 60-80s of the XX century in Uzbekistan the main topic of research in this direction was the use of screen media and television programs in the process of education and upbringing, then in the second half of the 80s and in the 90s the theme of moral and aesthetic education prevailed. youth through the media. If in the 2000s, research on media education was conducted on didactic issues of organizing the education and upbringing of young people, as well as media culture and media competence of the individual, now the focus is on media psychology, more precisely, information and psychological security and media competence of children.

Today, in the new conditions, when the state is obliged to fulfill international obligations in the field of democratic values, in ensuring the civil rights of the individual, it will not be easy to influence the activities of the media, whose independence is declared in the Constitution of the Republic of Uzbekistan. Therefore, bans will not help here. They will only aggravate the situation, having a strong impact on the reputation of the state at the international level and within the country. There is only one way out - to purposefully prepare young people for an objective perception of information coming from media sources, i.e. accelerate the process of introducing media education into the system of continuous education, thereby forming the

foundations of media competence among young people. This process should cover the entire education system, from institutions preschool education and upbringing. At the same time, it is necessary to form in the minds of young people an important truth, which says: freedom of speech is the main asset of a democratic society.

What exactly needs to be done in this direction?

Firstly, it is necessary to follow the recommendations of the above-mentioned Grunwald Declaration adopted at the UNESCO International Symposium on Media Education in 1982. Therefore, initiate and support the development and implementation of comprehensive media education programs at various levels - from preschool to university. Organize retraining courses for teachers, both to deepen their knowledge of the media, and to master appropriate teaching methods that take into account at least a fragmentary acquaintance of students with the media.

Secondly, it is necessary to unite the efforts of all specialists: media educators, journalists, psychologists involved in media education, media literacy and media competence among young people. This will require the establishment of the Association of Media Education and Media Pedagogy of Uzbekistan at the National University of Uzbekistan (NUUZ), as the base university for training journalistic personnel not only in

Uzbekistan, but also in Central Asia (the faculty of journalism was opened back in 1967). In addition, traditional mechanisms for the introduction of new academic disciplines and programs in higher educational institutions have been preserved here. In addition, as a working body of the Association, to create a media education laboratory on the basis of the Department of Pedagogy and General Psychology of the University and implement scientific and practical projects in this area.

Third, It is proposed to organize a trip for a group of teachers to the Russian Association of Cinematography and Media Pedagogy (founded in 1967) in order to study and adopt experience in the development of legal documentation, as well as the methodology for introducing media education into the educational process. The main goal of activities in this direction should be the phased organization of targeted training of media educators. This implies the organization of trainings for theoretical and practical (methodological) training of first-level teacher-trainers who will train the corresponding second-level mentors, etc. This work will be carried out in all types of lifelong education - starting with preschool education and education, including advanced training and staff transfer training.

The end result of all activities to introduce media education into the system of continuous education is the formation of an objective, correct and truthful outlook on life, on information, on destructive moral ideas that affect the mind and consciousness of young people through the media, including the Internet.

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