

# The Technology of Developing Media Culture in Secondary School Students

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**Abstract:** This article is written about the result of research on the development of technology for the development of media culture of students of secondary schools. The aim of the research is development of media culture of secondary school students, and the object of the research development of media culture of secondary school students. The tasks of the research are following from analysis of the condition of the technology to develop media culture in students of secondary educational institutions; defining of the educational process of developing media culture in students of secondary education institutions based on media culture development technologies employed abroad; improving the mechanism and content of media culture development in secondary school students; suggesting recommendations on expansion of pedagogical opportunities of media culture development in secondary school students. The article consists of from introduction, literature survey, methodology, recommendation, discussions, and conclusion.

**Keywords:** Media Culture, Media Education, Case Study, Media-Quest+, Web-Quest, Interactive Ways of Education.

## I. INTRODUCTION

In the educational institutions of the world, the training of future specialists using the soft skills meta-competence system has been put into practice, which allows for rapid adaptation to changing trends in the media educational environment. In the International Educational Concept until 2030, adopted by UNESCO, the task "Creating opportunities for quality education throughout life" is defined as relevant. In the national and international educational environment of the leading higher educational institutions of the world, attention is drawn to the development of active, critical and creative approaches to the assimilation of media information, the formation of media culture of students [8].

Several studies are being carried out in the world in the field of the influence of media products on the social and psychological development of individuals, ensuring the information security of children, studying media education from a social, pedagogical and psychological point of view, developing scientific and methodological foundations for media activities. These studies were brought to the attention of the International Chamber "Children and Violence on the Screen", the Global Children's Media Summit, and the UNESCO Conference "Information for All".

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The development of media culture in educational institutions through the integration of education and media, the development of media competence through the improvement of media knowledge based on an integrative approach, is gaining urgent importance.

In our republic, a fundamental reform of the system of general secondary education, the field of information technology and communications, in the field of mass media is carried out. This process indicates the need for research in the field of increasing the level of media culture of students, ensuring the integrity of the media, education, and life. The Decree "On the Strategy for the Further Development of the Republic of Uzbekistan" defines the priority task of "further improving the system of continuing education, increasing the availability of quality educational services"[14]. That involves the analysis of the state, psychological and pedagogical capabilities of media educational technologies, the development of media culture based on international experience, the improvement of technology for the development of media culture through the expansion of the pedagogical capabilities of media.

## II. METHODOLOGY

Object of study - the process of development of media culture of students of educational institutions.

The subject of the study is the content of the development of technology for the development of the media culture of students of educational institutions.

Research methods - the study of socio-philosophical, pedagogical and psychological literature on the topic, pedagogical observation, sociometric methods (questionnaires, interviews, interviews), modeling, pedagogical practice, expert assessment, mathematical statistics.

The scientific novelty of the study is as follows: pedagogical opportunities for the development of media competence and the ability to media analysis of students of secondary educational institutions based on the integration of media skills (media skills) into the levels of media literacy and media awareness have been expanded;

The interactive method "media quest +" (media + web quest + vitagenic information) has been improved based on the optimization of the development of the qualities of students' media culture, web quests (short and long-term web quests) and vitagenic technologies (vitagenic experience and vitagenic information) with personality-oriented education;

improved criteria for assessing the mechanism of development of media culture (classification, use, analysis and synthesis, assessment of the social, pedagogical and psychological impact of media information)

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based on the interference of intensive diagnosis and reflection according to Bloom's taxonomy;

scientific recommendations based on collaborative (training in collaboration, group discussions, educational design) and simulation technologies (training, debates, business games, role-playing games) innovative education in the development of media culture of students (including students with disabilities) on the creation of media resources were developed (film libraries, video libraries and audio material) in accordance with age-specific features and stages of education, mutual harmony of media, educational and professional activities.

The practical results of the study:

the content and methods of developing media culture for students of secondary schools have been improved;

recommendations aimed at the development of media culture for students of educational institutions, as well as didactic support in social sciences and humanities ("History of Uzbekistan", "World History", "Idea of National Independence and the Foundations of Spirituality", "History of World Religions") were created technological support for the development of media culture for students of secondary schools (website [www.mediateka.zn.uz](http://www.mediateka.zn.uz) on the platform ziyonet.uz);

scientific and methodological recommendations on the creation of curricula, curricula, textbooks, teaching aids in social sciences and humanities and their use in organizing theoretical and practical exercises based on the development of technology for the development of media culture of students of educational institutions are provided.

### III. LITERATURE SURVEY

Research on the implementation of information and communication technologies in Uzbekistan's education, ensuring information security in the context of global informatization, and developing the creative potential of teachers was carried out by A. Abdukadyrov [1], S. Babadjanov [2], O. Davlatov [3], M. Kuranov [11], N. Rustamova [13].

As well as questions on the effective study of media production by a person, the formation of media literacy among students, the introduction of media production ideas into educational content at different stages of media education content, priority principles, and continuing education were considered by E. Muryukina [12], I. Fateeva [5], A. Fedorov [6].

The works of foreign scholars such as Eric McLuhan [4] Frank Zingrone [4], Jak Gonnet [7], Innis Harold [9], Kittler Friedrich [10], and others analyzed the organization of education based on media products, their impact on the development of personality, media materials.

### IV. THEORY AND DISCUSSION

Media culture of a personality is a necessary part of a personality's culture, the totality of its abilities to assimilate and skillfully apply theoretical knowledge of the disseminated media of information, its selection, selection, analysis and evaluation, as well as their practical and skillful use in the fields of professional, every day, cultural, spiritual and educational activities [13].

At its core, the development of the personality of media culture is not a spontaneous process but is based on its phased evolutionary development. In general, the essence of

the process of forming a personal media culture is expressed: in media literacy, media education, media skill, and media competency.

A.V. Fedorov in his monograph "Media Education: Yesterday and Today" indicates the following types of media educational models: educational-informational, moral-educational, practical, aesthetic, sociocultural [6].

And I.V. Muryukina in his study guide "Research and Training Center: "Media Culture and Media Competency: Work with School and Higher Education Teachers" highlights synthetic media educational models: aesthetic-sociocultural, informational, moral-educational, educational-informational-practical [12].

And I.A. Fateeva in the article "Types of Media Education" divides media educational models into the following types: educational-informational; almost utilitarian; aesthetic; developing; protectionist and ideological [5].

The educational-informational mechanism developed in the thesis establishes the advantage and practical significance in the development of media literacy of students from the school bench in educational institutions, their gradual achievement of media literacy, education, ability and competence in the selection, analysis, selection and use of information, which determines the practical value of the study.

As a result of studying the history of the development of media education in the countries of Europe, the USA, and Canada, it was established that they have the following priority features: thanks to the interdisciplinary integration of academic subjects, the opportunity has appeared to introduce media education; in the 1960s and 1980s, media education was based on the unity and integrity of educational programs (mother tongue, art history, social sciences, and humanities), but it was not carried out within the framework of natural sciences; By 1980, the scope of research conducted to study the prestige of media in education was expanded in connection with the advent of computer technology; in the national curricula of the countries of Denmark, Norway, and Sweden, the integration of media education with academic disciplines is not limited, but they are classified in accordance with the creation of opportunities for learning the skills necessary for the daily life of students in an informative democratic society; media education in European countries media education is taught in accordance with interdisciplinary integration based on social sciences; Media education is organized by the mediation of institutions involved in the creation, distribution, and development of educational information and communication technologies; Media education in the United States develops at the beginning of the XXI century; secondary schools in Switzerland have their own media libraries, the universities of Zurich and Lausanne - research centers for media education in terms of development, competing with higher education institutions. In Switzerland, secondary schools have access to their media, media education research centers at the University of Zurich and the University of Lausanne.

In English-speaking developed countries, the main aspects manifested in the development of media education are as follows: The Canadian government assessed change as the driving force behind its development and its ability to social flexibility with long-term sustainability; in the USA, passivity was noted for many years in organizing media education, by the beginning of the 21st century significant achievements had been achieved in the practice of media education, the state began to have its own model of media education; in the UK, a conservative approach to learning banned the introduction of media education, and most teachers did not show initiative in applying the principles of media education to the learning process, and the government in 1992-1993 tried twice to remove media literacy training from curricula. Only from the last years of the last century, this barrier has been overcome. A theoretical study of the problem indicates that extensive experience has been accumulated in the practical application of media education in foreign countries, in particular in Russia. Despite the growing role and importance of the media in the life of an individual and society, there are still no serious steps in the use of media education. The proof of this postulate is that while working with electronic media, in particular, Internet sources, we were not able to turn to sources in relation to this sphere of education. In the course of clarifying the theoretical and methodological issues of developing the media culture of students in secondary schools, the following conclusions were drawn: in school practice, a holistic approach to the development of media education of students has not yet been developed; in this regard, it is necessary to improve media education, using interactive media using media as carriers and distributors media, given the importance of the psychological and pedagogical (spiritual, educational) impact of media in the process of organizing social upbringing of the younger generation; The development of students' media culture includes the following stages: media literacy, media education, media ability, media competence; it is advisable to develop a mechanism for the development of media culture of students for the development of their media culture. As a result of studying the existing literature, studying the role of media in the dissemination of information and its importance in the social and social impact on personality formation, determining relationships, students' approaches to media based on pedagogical observation, it has been established that the following are beneficial for the student's media culture: the essence of social (macro and micro) environment; family education; the activities of educational institutions; impact of parents, teachers, decision makers and peers; personal approach to the spiritual and moral values of students; the presence of life factors affecting the personality of the student to create the opportunity for them to successfully develop media culture. A theoretical study of the research problem, the organization of experimental work, the process and preliminary conclusions on the study suggest that achieving the goal of organizing media education in general educational institutions of the republic can be achieved in the following forms: mastering new knowledge (form: mini-lecture; presentation); consolidation and formation of new ZUN (form: discussion; training; laboratory work; project;

report; case; games - intellectual and role-playing); systematization and generalization of knowledge (form: seminar; presentation; selection; test - quiz). controlling ZUN and correcting knowledge (form: case; written work; essay; presentation; exam). combined (form: round table; interview; excursion; conference; seminar; master class).

During the organization of experimental work, lectures were held on the topics "Social and educational opportunities of modern media", "Types of media and their importance in the development of the necessary information by a person", "Media - the dissemination of false, destructive ideas as an invisible weapon", "Information security and the formation of information security among students ", " Ways of effectively forming the media culture of students "; seminars on the topics "Media products: how can they be used effectively?", "The impact of global informatization on ensuring the development of a harmonious generation", "Cellular (mobile) phones. Useful and harmful sides "; round-table discussions on the topics "Media, place and role in the provision of information services", "Ways for students to develop skills of a critical and creative approach to media materials" and disputes on the topics "Media and You", "Youth and the Internet", "Attitude youth to cell (mobile) phones", "Internet: advantages and disadvantages", training "We learn the skills of proper use of cell (mobile) phones ".

During the study period, effective methods were selected that form the media culture of a hormonal personality in an informatized society: questioning, explanation, problematic situation, pedagogical observation, case studies, vitagenic technologies, and media-quest +. And also, the means of modern information technology, contributing to the expansion of information about media education.

**V. EXPERIMENTAL RESULTS AND DISCUSSION**

The level of development of the qualities of media culture in the students-respondents involved in the experimental work is evaluated by the following criteria: knowledge of the properties, categories of media products and the audience of its presentation; understanding of the "language" of media production; use of media products; analysis and synthesis of the idea of media production; assessment of social, psychological and pedagogical significance, the impact of media products on the individual.

Based on the data, the criteria for possessing students with a media culture are evaluated by the following three levels:

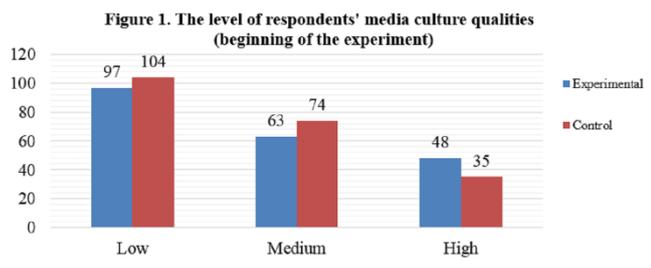
**Table I: The criterion for assessing the possession of media culture of students of educational institutions**

No	Level	Criterion
1	1 highest 86-100 points 22-25 correct answers out of 25	knows the properties, categories of media products and the audience of its presentation well
		well understands the "language"
		actively, efficiently uses products
		has the ability to analyze and synthesize media production ideas
		has the ability to correctly assess the social, psychological and pedagogical significance, the impact of media products

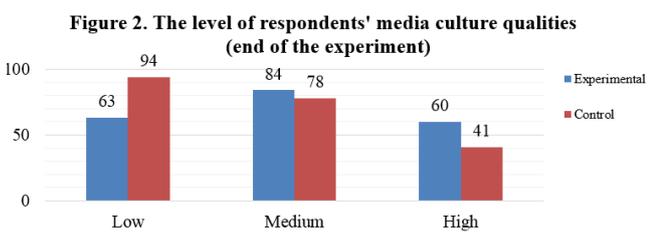
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2	average 71-85 points 18-21 correct answers out of 25	have sufficient knowledge of the properties, audience, and categories of media products
		understands the "language" at the level of requirements
		tries to use media products effectively
		as far as possible has the ability to analyze and synthesize ideas for media products
3	55-70 points 14-17 correct answers out of 25	somewhat knowledgeable about the properties, listening and media product categories
		in many cases makes mistakes, although he tries to understand the "language" of media production
		cannot use media products effectively
		lacks the ability to correctly assess the ability to analyze and synthesize ideas of media products, as well as social, psychological and pedagogical significance, the impact of media products

The level of formation of the qualities of the media culture of students, based on the pedagogical capabilities of the media during the search and validation experiments, is determined by the above criteria. For mathematical and statistical analysis, the Student and Fisher criteria are applied. This method has the possibility of an intercomparison study of the marked indicators in the experimental and control groups, this aspect is chosen for mathematical-statistical analysis. As a result, the following indicators were obtained:



Based on the chart indicators, the results of mathematical-statistical analysis carried out according to the Student-Fisher method showed the proximity of the marked indicators in the experimental and control groups at the stage of the approving experiment.



Mathematical and statistical analysis was carried out in order to assess the presence of differences in the two groups. For the mathematical-statistical analysis, the Student-Fisher criterion (method) is adopted.

**Table II: Statistical analysis sample rates**

Groups	Number of respondents	Arithmetic expression	Level indicators					
			At the beginning			In the end		
			High	Medium	Low	High	Medium	Low
Experimental	$n_i = 207$	$X_i$	48	62	97	60	84	63
Control	$n_j = 213$	$Y_j$	35	74	104	41	78	94

The results obtained in the experimental groups fully confirm the hypothesis that indicators expressing the degree of development of media culture qualities in students, relying on the pedagogical capabilities of media in general secondary schools at the final stage of a scientific and pedagogical experiment, differ significantly (positively) from the indicators of the primary stage. The results of mathematical and statistical analysis showed that the criteria for assessing the level of formation of the quality of the media culture of students between the upper and middle levels in the experimental and control groups are higher than 0. Therefore, this indicator confirms the successful organization of experimental studies aimed at developing the media culture of students in secondary schools.

## VI. RECOMMENDATION AND CONCLUSION

As a result of the conducted research on the doctoral dissertation on the theme of «The technology to develop media culture of pupils of educational institutions» the following conclusions were presented:

1. The analysis of the theory of the development of media culture of pupils of all-high educational schools has shown that improvement of technology of development of media culture of pupils of all-high educational schools in the conditions of modern globalization is one of current pedagogical problems.

2. Expeditious development of mass media, the relation, the interest of pupils given by them to information, have led to establishing multi-faceted, complex social and pedagogical activity, since the 80th years of the XX century, to introduction of media of education in school practice.

3. In the conditions of Uzbekistan still more increase in the role of media in the social life of society, strengthening of interest of pupils in acquaintance and assimilation of the transmitted data is leading to development of their media culture.

4. Development of media culture of pupils of all-high educational schools occurs under the influence of such factors as the maintenance of the social environment (the macro, middle and micro environment), family education, activity of educational institutions, influence of parents, teachers, trustees, sponsors and peers, personal approach and spiritual and moral values of pupils and also the place of media in lives of the pupil and its impact on the personality.

5. Enhancement in the technology of media culture development of pupils of all-high educational schools serves for stage-by-stage formation of media literacy, media intelligence, media skills, and media competence.

6. The estimating criterion and sedate indicators of the condition of development of media culture of pupils of secondary school students are established.

The efficiency of the technique of development of media of the culture of secondary school students in practice is defined, mutually comparing indicators of group of experience and also a group of control at the beginning and the end of skilled and experimental works.

7. Results of the mathematic-statistical analysis have shown that criteria of estimation of level of formation of qualities of media culture of pupils, leaning on pedagogical opportunities of media in secondary education institutions more unit, and criteria of estimation of level of the gained experience of formation of qualities of media culture of pupils on the basis of creative, target, continuous and consecutive use of pedagogical opportunities of media by teachers of subject matters is more than zero.

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