

Use of English terminology in technical and transport universities

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Abstract. In the process of globalization, the rapid spread of information sources, the enormous increase in the amount of socially important (scientific, technological, cultural, etc.) information cannot fail to have an impact on any society. In addition to traditional information technologies based on creating, transmitting, receiving, storing, processing, multiplying, automating processes and presenting information in the form of books, newspapers, photos and movies, conditions for the emergence of new types of information technologies in production using information and communication technologies created New information technologies are not displacing traditional ones, but at the same time, the amount of information is not decreasing. In society, there is a problem of human adaptation to information or, to put it differently, adaptation to information. The emergence and development of a large number of sign systems, as a result of which a multi-component "information field" is formed, constitutes a unique world of information. In modern pedagogy, the direction called visual literacy (English visual literacy) deals with the problems of forming the skills of using visual and audiovisual information.

1 Introduction

Pedagogical aspects of mass communication are studied in the areas of education and training. In the direction of education, we can distinguish two interrelated aspects: spreading enlightenment to a wide segment of the population and using mass communications in the process of education. Educational aspects are carried out by organizing special information streams intended for the audience of learners. One of the characteristic aspects of the educational impact of mass communication on students is the transmission of moral norms and values mainly in figurative artistic form. Expanding the scope of the subject and diversifying the genre is characteristic of educational aspects. Sometimes there is a kind of "assimilation" of artistic information intended for adults, in which many works intended for adults become popular among students. Another direction has been formed in the educational practice, which is the activity of creative organizations in the field of mass communication (young correspondents, journalists and similar circles,

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clubs). Students themselves become information distributors and cooperate with the media in order to freely express their opinion and reflect the life of society, often modeling mass-communication processes [1-2].

Today, the media is a means of comprehensive (social, moral, psychological, artistic, intellectual) assimilation of the environment by man. Media culture is becoming more and more influential and spreading around the world through press, television, cinematography, video and computer channels. Studies conducted in recent years show that media texts are becoming more popular among the majority of the general audience (especially students). According to the authors of the study on the problems of media influence on the student audience, among young people, communication with examples of media culture takes one of the highest places.

Media culture can be considered from different positions:

1. Media sphere - a set of material and intellectual values;
2. The formation of media culture in the social environment is the basis of professional activity;
3. Media culture can be manifested as a system of levels of development of the professional activity of a person capable of receiving, analyzing, evaluating media text, engaging in media creation, and assimilating new knowledge in the field of media [3].

The purposeful formation of media culture (in other words, its media literacy) in the modern audience is carried out within the framework of media education in preparation for professional activities.

Media education in pedagogy means the following:

1. The process of educating a person and developing his readiness for future professional activities based on mass communication materials. The goal is to form the culture of communication with the media in the student, his creative and communicative abilities, professional and critical thinking, the ability to interpret, analyze and evaluate the media text, to express his opinion using media technology, and to teach him to use media education in his professional activities. The content of media education: information on the main areas of application of theoretical knowledge in the field of media (types and genres of media, functions of media in the social environment, media language, history of media culture, etc.)), to know and understand the functions of media materials in professional activity;
2. In the theory and practice of pedagogy, it is necessary to provide theoretical and practical knowledge in order to acquire modern mass information and communication tools, which are considered as a part of specific and autonomous fields of knowledge, and to distinguish it from the use of auxiliary tools in the teaching process of informatics and information technologies, comparative pedagogy, psychology and other subjects. [4];
3. Preparing students for their future professional activities in the information society;
4. Systematic and effective use of mass communication and information communication tools (press, film, television, video, computer technology, photography) in the process of preparing students for professional activities. Unlike traditional educational subjects, emotional-intellectual development of the student implies the practice of modeling artistic and creative activity aimed at solving problems arising in his future professional activity" [5].

2 Experimental part

Currently, there is no single and fully formed theoretical concept of media education in the world. However, we can conditionally distinguish the main theoretical approaches [70, 5-b; 70, pp. 149-158]:

1. The "injection" theory of media education - is based on the "injection" theory of the media (Injection theory (Hypodermic needle theory) - it determines the direct impact of the media on the audience without paying attention to the spiritual, cultural, geographical and other features) - the essence of the media text is not understood has a negative impact on the audience of passive consumers. Therefore, the main task of media education is to reduce the negative effect of excessive media exposure. Educators explain to students the difference between reality and the media, as well as the negative effects of the media on professional activity with the help of concrete examples.
2. The theory of media education as a source of "satisfaction of the needs" of the audience - the theoretical basis of the media field is the "theory of needs and satisfaction": the impact of the media on the audience is limited, and students have the opportunity to independently choose and evaluate the media text based on their needs. The main goal of media education is to help students use media in a way that is relevant to their professional activities.
3. "Practical" theory of media. The basis of the theory is an adapted theory of "needs and satisfaction" in the field of media, that is, satisfaction of interest in the field of media technology (professional activities, teaching film/video shooting, etc.). Within this approach, the impact of the media on the audience is limited, but the main goal of media education is to provide students with a detailed study of the technical equipment of media equipment and the formation of professional and practical skills through the effective use of technical equipment.
4. The theory of development of a professional-critical approach. The basis of this theory is that the media is considered as a means of spreading social values and moral models among students. The main goal of media education is to protect students from the manipulative influence of the media, to teach them to take aim at the flow of information in the current democratic society [6]. A student who does not have sufficient knowledge about the manipulative possibilities of the media, who does not have the skills to fully understand and analyze the received information, will not be able to resist the attacks of the media in his future professional activities.
5. Ideological theory. Media is able to manipulate public opinion in accordance with the interests of a certain social class. The growing young generation is the ideal audience for influencing with the help of media. The goal of media education is to create, encourage, and motivate the audience to change the mass communication system, or to make the audience think that the existing media system is the best in the world. In modern media education, this theory has been transformed and changed, instead of class priorities, national and socio-political approaches to media information came to the fore.
6. Semiotic theory of media education. Ambiguous character description of media texts is not fully taken seriously by the audience, especially students. The main goal of media education is to learn media text codes and "grammar" to understand media texts correctly and use them in professional activities.
7. Cultural studies theory of media education. The theory of cultural studies of media is taken as a theoretical basis - media means how to interpret and interpret media texts. Helping students understand how media can enrich their audience's understanding and professional knowledge is clearly a major goal of media education.
8. Aesthetic (artistic) theory of media education. In this case, the cultural theory of the media is embodied as a basis.

The main goal of media education in teaching English is to help students in understanding the basic laws and language of the artistic aspect of media information, aesthetic perception of artistic media texts, development of their ability to analyze them from the point of view of professional activity.

Analyzing the above-mentioned theories of media education in English language teaching, the following conclusions can be reached:

1. The "injection" theory of media education encourages focusing on the negative effects of the media, as well as the problems of the negative effects of violence. In this case, the media is highlighted as an "agent of cultural degradation" such as comics, advertising, and the press that distributes unreliable information.

2. Similarities with the theory of "development of professional critical thinking" can be found in many theoretical approaches:

- the ideological and ideological theory of media education, as in the theory of "development of professional and critical thinking", is based on the classification of whose interests some media information meets and what professional activity it is related to;

- there is a direct harmony between the semiotic and "professional-critical thinking" theories of media education, the manipulative possibilities of the media and the professional-critical approaches to the analysis of media texts;

- an analogy with the theory of cultural studies of media education enters the task of pedagogues, through which students are taught to evaluate and master media texts.

3. In most theories, the central place is allocated to learners, which corresponds to modern approaches to preparing students for professional activity.

4. Concepts of media education generally take into account educational, educational and creative approaches to the use of media opportunities. In the implementation of these approaches, pedagogues apply various methods in the course of educational activities [7]:

- descriptive method (retelling the general content, noting participants and events),

- a person-dependent method (depicting emotions, relationships, memories related to the media text),

- method of analysis (media text language, structure, analysis of different points of view),

- method of classification (the place of the work in the historical context),

- method of explanation, interpretation (thinking about the media text, formulating discussions),

- evaluation method (concluding, expressing conclusions about the good and superior aspects of the media text based on certain criteria, criteria).

As a result of the integration of media education in English language teaching, the following actions should occur: a professional-critical approach to the knowledge acquired on the basis of media education; interpreting information, understanding the specific professional activity, the intended purpose of the information, establishing one's personal position in relation to the information, searching for the required information from various sources; systematization of information according to certain signs; being able to turn visual information into a verbal sign system and vice versa; the ability to transform information, change its size, form, sign system, carrier, etc. based on communicative interaction and especially the purpose of the audience; the ability to defend personal views based on evidence, to find errors in the information received and to make suggestions for their correction; accept alternative points of view and state their well-founded arguments for or against each of them; establishing associative and purposeful connections between information messages; being able to highlight the most important aspect of a message, etc.

3 Results and discussion

Effective use of information and communication technology tools in the development of professional knowledge, skills and qualifications of students in the process of preparing students for professional activities by ensuring the integration of natural sciences and specialized sciences in the teaching of English language is of particular importance [8].

The minimum level of education of learners based on media education should be as follows:

- understand and understand tasks in different definitions and contexts;

- searching for necessary information from various sources;
- systematization of proposed or independently selected information according to certain signs;
- collection and systematization of thematic information for a long time (during a quarter, half an academic year, a full academic year or other time);
- converting verbal information into a visual symbol system and vice versa;
- understanding the goals of communication, the direction of information flow;
- write reviews and announcements of important news;
- creating a plan of the message that meets the information requirement, offering a form of its presentation that is appropriate to the meaning of the content;
- extract data from the offered information and present it in tabular or other form;
- working with the equipment of preparation, transmission and reception of information at a primitive level [9].

As a result of the analysis of the methodology of the field of foreign media education, attention is paid to the problem of the method of interaction between the teacher and the student as follows:

- creation of a free environment, i.e. an environment of mutual trust, psychological comfort in training;
- appropriate use of polysemic (multiple meaning) description of information; abandoning the strictly programmed structure of training (principle of improvisation);
- the legitimacy of a large number of information interpretation options; recognition of the equality of all participants in training, including the teacher, in relation to information;
- taking into account the close socio-cultural environment and students' interest, future professional activity [10].

There are two equal goals of media education - development of a professional-critical approach to media texts, as well as development of communicative, professional, creative abilities of students, that is, skills of reception, creation and transmission of media texts.

Media-communicative competence (agency, awareness) is competence in perceiving, creating and transmitting messages by means of technical and semiotic systems, taking into account their limitations. It is based on a professional-critical approach, as well as the ability to engage in media communication with others based on their professional knowledge.

The whole range of problems arising due to the intensive development of the media is also defined:

- media as a "parallel direction";
- media and traditional education system;
- development of professional knowledge, skills and competences of students against the negative influence of the media;
- preparing students for professional activity in media and information society.

The problem of the impact of mass communication on the formation of values and moral norms among students has become especially important; "now it is not possible to prepare a student for professional activity without forming a reference system of values and a professional-critical attitude to the messages sent through mass communication channels" [11].

We believe that students need to engage in creative and hands-on assignments with a variety of media. All this makes it possible to develop the ability to understand, understand, evaluate, and interpret various media, and to reveal the communicative abilities of students. Here, the concept of the level of aesthetic culture of a person has a basic description in the media education model. In the field of media education, advocating ethical and aesthetic approaches, film education has also been discussed. Moreover, it was emphasized that the goal of perfecting the aesthetic perception of cinematographic works is aimed at, and

special attention is paid to the issue of bringing a well-rounded person to adulthood with the help of cinematography. Through film education, a person acquires a good aesthetic taste, the absence of stereotypes, thinking figuratively, understanding that cinema is not a mirror image of life, but art, and the need to study art; the need for serious film art, the ability to understand films in their place, visual attitude to the film product, interest in film history should have general aesthetic and special character qualities.

Based on the traditional principles of didactics, the principles of the field of media education are as follows: 1) education and all-round development in the educational process; 2) scientificity and transparency of education; 3) the systematicity of education and the connection of practice with theory; 4) student activity; 5) accuracy-clarity; 6) transition from education to independent education; 7) the connection of education with life; 8) thoroughness of educational results; 9) taking into account the positive emotional background and individual characteristics of students when taking into account the collective description of education; 10) bifunctionality of aesthetic self-education while the aesthetic feeling clarifies the ethical intuition.

Integrated media education is defined in H.O. Joraev's dissertation research work as follows: 1) concentrated information search in new information technology tools and traditional information carriers; 2) finding the content of the received information, interpreting and critically analyzing them; 3) creating new contents, presenting them in the form of information (message) in accordance with tasks and communications.

Media education can be divided into the following main directions: 1) media education of future professionals in the world of press, radio, television, film, video and the Internet - journalists, editors, directors, producers, actors, cameramen, etc.; 2) media education of future specialists in universities and institutes; 3) school students, media education in secondary special vocational education institutions. Such education, in turn, may be integrated with traditional, vocational or specialized training; 4) media education in additional educational institutions and recreation centers (houses of culture, extracurricular work, aesthetic and artistic education centers, clubs at the place of residence); 5) media education with the help of press, television, radio, video, DVD, Internet system (where media criticism plays a huge role) in production enterprises; 6) receiving independent continuous media education (this can theoretically be done during a person's life) [12].

The development of personality, the culture of communication with the media, individual communicative abilities of professional and critical thinking, the skills of full comprehension, interpretation, analysis and evaluation of media texts, training in various forms of expressing one's opinion with the help of media technology, the future student of various types of institutions the following skills should be perfected in the preparation of specialists for media education:

- practical-creative skills (expressing one's opinion with the help of media technology, that is, creating media texts of various forms and genres);
- perceptive-creative skills (taking into account the types and genres of media texts and their connections);
- analytical skills (analysis of media texts of different types and genres);
- historical-theoretical skills (independent application of acquired knowledge on the theory and history of media, media culture);
- methodical skills (acquiring the methods and forms of media education, various technologies of expressing one's opinion using the media);
- practical-pedagogical skills (application of knowledge and skills acquired in the field of media education during pedagogical practice) [13].

Organizational forms: integrated and autonomous media education.

The methods of media education can be classified as follows: according to the sources of acquired knowledge - oral method (lecture, telling a story, conversation, discussion -

debate); clear method (illustration and demonstration of media texts); practical method (performance of various tasks of a practical nature based on media material). According to the level of activity related to knowledge: explanatory-illustrative method (providing a certain information message about the media by the pedagogue, receiving and mastering this information by the audience); problem method (problematic analysis of specific situations or media text in order to develop critical thinking); research method (organization of research activities of students). At the same time, practical and creative tasks are given the main place in training.

The main sections of the content of the media education program deal with the study of important concepts of media education, such as "media agencies", "media categories", "media technologies", "media language", "media representation" and "media audience".

In this:

- the role and importance of media and media education in the modern world, genres, language, types of media;
- the main terms, theories, important concepts, directions and models of the field of media education;
- the main stages of media education development in our country and abroad;
- problems of audience development in the field of media perception, media analysis and media culture;
- the methodology of conducting media training sessions with students (based on the following types of creative tasks: literary-imitation (imitation), pictorial-imitation and theatrical-situational, etc.).

Field of application: educational direction of pedagogy and psychology of higher educational institutions.

An overview of the model of media education for future specialists can be presented in the form of the following main blocks:

- 1) emphasizing (initial) part: recording the levels of development and perception of media education in the audience of relevant students at the initial stage of education;
- 2) practical-creative part: development of professional knowledge, skills and qualifications of students with the help of media technology (creating media texts of different looks and genres);
- 3) perceptive-creative part: development of students' readiness for professional activity on the basis of media education technologies (taking into account the types and genres of media texts, their connections with various arts);
- 4) analytical part: training students in the ability to analyze media texts of various forms and genres;
- 5) historical-theoretical part: acquisition of knowledge by students on media, theory and history of media culture;
- 6) methodological part: students study the methods and forms of media education in the audience;
- 7) practical-pedagogical part: application of knowledge and skills acquired in the field of media education in professional activity [13].

According to the structure of the educational program of the technical higher educational institutions, the undergraduate education consists of humanitarian and natural sciences, general professional sciences, specialized sciences and additional sciences.

We will consider the ways to achieve the research goal on the example of English language teaching.

Thus, in recent times, the media is gaining special importance in the process of people's education. It follows from this how important it is to intensively develop media education as a special direction in pedagogy. The main quality tasks of media education for the new generation:

- preparation for receiving various media information in modern information society;
- teaching to understand media information, to understand the results of its influence on the human psyche;
- consists of teaching to master the methods of communication based on the non-verbal form of communication with the help of technical means.

In the process of preparing future engineers for professional activities in terms of quality, teaching English is one of the following main stages:

1. Perception of media culture products presented in the auditorium and the ability to understand the levels of its development;
 2. Forming and developing the ability to master the meaning of media materials through creative ability and fully understand media texts;
 3. It consists in developing a creative approach with independent mastering of media texts.
- Selection of media information, its detailed perception, interpretation, creative application is the basis for forming personal positions in relation to the media text, and the ability to independently and critically evaluate it is the basis for practical use in all aspects of production activity.

Media education methods can be divided into classes as follows:

- according to the sources of acquired knowledge: verbal (lecture, story, conversation, explanation, discussion; visual (illustration and presentation of media texts); practical (performance of various tasks of practical description in media material);
- according to the level of cognitive activity: illustrative-explanatory (presentation of specific information about media by the pedagogue, acceptance and assimilation of this information by the audience); reproductive (development and implementation of various tasks and exercises in media material by the pedagogue so that students can acquire decoding skills); problematic (analysis of specific situations and problematic situations in the media text in order to develop critical thinking); partially-exploratory or heuristic, research (creative-exploratory organization in education).

Any participant in the media system invites another individual to communicate with him. In particular, the educational media information tool shows the methods and methods that serve to popularize this information and help to achieve the necessary effect, that is, it arouses the interest of the user or viewer. Based on what has been said, we can distinguish internal and external forms of educational media information.

At this point, we tried to develop a model of English language teaching that gives an opportunity to imagine our research work in general (see figure).

The model of teaching English based on the developed media education includes the following main components: goal, content, diagnosis and outcome. Each of these components will have to solve specific problems. The diagnostic component is aimed at solving the problems of determining the level of effectiveness and development of media texts in a specific audience. The solution of tasks is carried out by means of verification methods and testing students' creative works.

The following skills are indicators of skill level for learning media texts in English:

- observation - purposeful perception of media information, grouping of facts, features and events, noticing similarities and differences between them, classification;
- explanation - to reveal the main features of the studied media text, its internal structure;
- comparison - comparing the cognitive elements of the media text for some reason in order to identify similarities and differences between them;
- identification - being able to name visible objects and events;
- associating - making connections between media text elements, connecting them according to the principle of interaction;
- to conclude - to draw a conclusion based on available information or evidence, to indirectly suggest something;

- application - working with media texts and using them in everyday situations.

The results were evaluated based on the following levels:

Low level - being able to work with common technical concepts in the English language, but the lack of narrative logic as a result of not being able to observe the connection between individual elements of the media text, the simplest events, etc.

Intermediate level - the ability to emphasize the relationship between individual elements of the media text in English, the sequence in the presentation of plot events, separate components of the media text, etc.

High level - the predominance of judgments that reflect the relationship between the elements of the media text in English, assumptions about the motives, the necessary conditions for choosing the way the main character is depicted, the existence of a complete vision of the musical accompaniment, color solution, text, etc.

The content component consists of two parts: theoretical and practical. Within the framework of the theoretical component, the following tasks should be solved:

- basic concepts and terminology of media culture,
- the history of media education in our country and abroad;
- socio-psychological aspects of educational media information and messages;
- the most used psychotechnologies and methods of psychological manipulation for educational media information;
- problems of human information and psychological security.

Practical exercises were conducted in the implementation of technologies.

If we analyze the existing and developing models of media education in Great Britain, it is impossible not to pay attention to the work of mature pedagogue L. Masterman. He understands media education as the process of researching the works of media culture. According to L. Masterman, "media education must be aimed at improving students' understanding of the features of how the media works, the use of their means of expression, the mechanism of creating reality and its understanding by the audience". He was one of the first to put forward the idea of "cultivating students to think critically about any media."

L. Masterman showed the following principles of media education, in particular:

- media education is a serious and important field related to many social structures of a democratic society;
- media education cannot be given without understanding that the media does not reflect reality, but presents it using a system of signs and symbols;
- media education is a lifelong process, but learners are the most important audience for media education;
- the goal of media education is professional-critical originality;
- media education consists of "practical criticism" and "professional-critical practice" and others.

The most important aspect of the field of American media education is highlighted - media education for students and future engineers. Because the effectiveness of media education depends on their level of preparation.

American media pedagogue D. Leveranz (D. Leveranz) sets a number of requirements for the knowledge and skills of students in the process of media education (specific media education standard). According to him, learners:

- can openly use print, visual and electronic media for various purposes;
- thorough mastering of the necessary terminology of media education;
- understand that all media texts contain "messages";
- to "decode" (open the code) and analyze (using "critical analysis") media texts in the historical, social and cultural context, understanding the relationship between the audience, the media text and the surrounding reality;

- should be able to create personal media texts of various descriptions based on acquired knowledge, discuss media texts created by other people, as well as exchange ideas on their own media projects.

In Canada, the field of media education is developing quite productively, and at the same time it occupies a leading position in the world. Courses on media culture and media education are taught in almost all universities. The theory of development of professional and critical thinking and the theory of cultural studies of media education are considered the conceptual foundations of Canadian media education. The Canadian system of media education is based on the following basic concepts:

- all media texts are the result of purposeful construction;
- media creates real reality;
- the audience evaluates the importance of the media text in terms of factors such as gender, race, age, life experience;
- media has a commercial meaning;
- the media consists of ideological and valuable messages;
- the media acquires a socio-political dimension;
- form and content in the media text are interrelated, each type of media has its own characteristics of language, signs and encoding of reality;
- each media text consists of a unique aesthetic form.

Analyzing the field of media education in France today, it should be noted that the media education tradition in France is based on press, film and television materials. At the first stage, media education is aimed at critical, active disclosure of the meaning of mass media (cinematography and press). Courses in cinematography and journalism are taught in almost all French universities. Since the eighties of the last century, media education in France has been supported by several French ministries at once: the project "Active young TV viewer" (Ministry of Education) covered wide sections of society - parents, teachers, organizers of youth clubs.

Center de liaison de l'enseignement et des moyens d'information (CLEMI) operated in Paris. His work was also supported by the French Ministry of Education. The main goal of the center was to improve the professional and critical thinking of students in relation to the media.

In France, while media culture is studied as an optional subject, the field of media education is mainly integrated into compulsory subjects. Special subjects in film, television, journalism and media culture are generally taught in a large number of universities.

The basic concept in French media education is the phrase "l'éducation critique aux médias". In its definition, it has a direct connection with the concept put forward by L. Masterman, aimed at improving critical thinking in relation to media texts. Learners should not only critically perceive and evaluate the meaning of media culture works, but also deeply understand how media culture takes place in the surrounding reality (media as a means of expressing one's own thoughts and cultural development), how media affects the audience.

Thus, approaches to media education widely used in the Commonwealth of Independent States and abroad allow us to draw the following conclusions:

1. The conceptual basis of media education models is the aesthetic, practical, cultural theory of media and the theory of developing critical thinking of the audience as follows:
 - training in theory and practical skills for mastering modern media, which is considered as part of the special and professional field of knowledge in pedagogy;
 - it is understood as preparing students for professional activity in the information space by strengthening the aspect of media education while learning various academic subjects.
2. According to media pedagogues, the defining goals of media education are:
 - personal development through artistic media texts;

- development of media-communicative abilities and professional-critical thinking of learners;

- to increase media literacy and competence of the audience;

- to develop the ability to analyze the role of each element of visual and audiovisual texts, to form an understanding of the uniqueness of each mass communication tool by means of a comparative analysis of media text elements, to create personal media texts.

3. According to foreign media pedagogues, the goals of media education are as follows:

- free expression of one's opinion, development of creative abilities, initiative, professional and critical thinking;

- to explain to students what the media is, the peculiarities of how it works, the methods of creating messages as a special type of reality reconstruction, and the peculiarities of distributing such messages;

- the ability of the student to express an independently based critical attitude about media texts;

- to form a culture of interaction with the media, to develop the ability to perceive different forms of information, to analyze and interpret media text, to develop the student's professional and critical thinking, to teach different forms of expressing one's opinion using the media, to develop professional and creative abilities in the field of media;

- to create an understanding of the function of the media in the audience, to use the mechanism of creating "reality", to develop the understanding of this "reality" by the audience;

- to effectively influence the formation of the perception and worldview of a wide audience;

- promoting a healthy lifestyle, opposing dangerous stereotypes in multicultural education.

As can be seen from the listed positions, the ultimate result of media education is the training of a specialist who can act together with the media and take a professional-critical approach to the perception of various media texts.

4. General positions of media education methods are as follows:

- study the theoretical foundations of media education;

- use of media information in the educational process;

- ensuring integration with media education and compulsory subjects in the educational process.

The practical-structural part of media education methods reflects the uniqueness of descriptive theoretical concepts for this or that country. It should be noted that media pedagogues use similar technologies of media education:

- conversations with the team, problem debates, group discussions;

- photo-video shooting with a view to further analysis of the obtained results;

- development of creative assignments on reading, analyzing, and creating media information;

- role-playing games ("TV news", "Actors", "Court", "Film or TV show shooting" and others);

- operation of video clubs;

- use of media education within the framework of compulsory subjects, etc.

5. In the models implemented in practice, the following are provided as media education efficiency indicators:

1) level of development of various forms of active thinking (figurative, logical, creative, associative);

2) the level of development of communication skills of learners, skills of perception, understanding, evaluation, interpretation of various media information;

3) the ability to understand tasks in different definitions and contexts, to find required information from different sources;

6. The following are considered indicators of media education in foreign models:

- students' ability to apply their knowledge (critical ideas and principles) in new situations in their professional activities, interest and level of motivation.
 - "decoding", mastering and evaluating media texts based on the historical, social and cultural context, and at the same time understanding the relationship between media information and surrounding reality in the audience;
 - to create personal media texts of different contents based on acquired knowledge, to be able to react to one's own media projects as well as discuss media texts created by other people;
 - ability of the audience to get the right direction in the world of media, professional and critical approach to the experience and moral examples spread through the media, etc.
- In the model of media education, the ideas of aesthetic theory arose with the need to form students' understanding of the basic laws and language of the artistic aspect of media information, to develop aesthetic perception and taste, and the ability to analyze artistic media texts.
- The theory of cultural studies of media education serves to enrich the knowledge of students and expand their worldview. This process should be based on the understanding that the media offers different interpretations, and the audience tries to perceive and analyze the media texts with different opinions.

4 Conclusion

Thus, the model of media education for students on the basis of educational media data, including the above-mentioned concepts of media education, serves as a methodological basis.

Today, the field of media education in the world is at a significant stage of development. It is understandable that today only certain conceptual approaches and directions developed on the basis of media theories are formed: protective (injection), audience needs satisfaction theory, practical, critical thinking development theory, ideological, semiotic, culturological, aesthetic (artistic) theory.

The evolution of scientific and practical ideas about media education shows that the positions and points of view of scientists from different countries are getting closer. The conceptual basis of media education in various countries is the aesthetic, practical, culturological, semiotic theory of the media, the theory of satisfying the needs of the audience.

The number of media pedagogues who believe that the priority direction in the field of media education should be the formation of critical thinking of the audience in relation to media texts is increasing. Media pedagogues explain the important goals of media education as follows:

- media texts prepare students for professional activities, develop professional and critical thinking;
- development of media literacy of the audience, development of creative abilities, initiative, professional-critical thinking, the ability to independently discuss media texts with arguments, effective influence on the formation of the perception and worldview of a wide audience, and the like;
- the ability of the audience to understand how the media works, the technologies of creating and distributing various media texts, forming a culture of interaction with the media, improving the ability to perceive information in different forms, teaching different forms of expressing one's opinion using the media, against dangerous stereotypes during media culture education stand up etc.

In accordance with the priority goals of media education, the following tasks are defined, the methodological solution of which has common positions: studying the

theoretical foundations of media function, using media information in the educational process, integrating media education technologies with compulsory subjects of the educational course, etc.

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