



Functions of media education and media resources in the training of specialists

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Abstract: The article discusses ways of understanding the essential characteristics of media education in the context of training foreign language specialists, it is necessary to refer to the functions, features and types of mass media (mass media – further) and how develop of media literacy and communicative competence in English classes in non-linguistic universities.

Keywords: Media Education, Communicative, Non-Linguistic Universities

First of all, we will present the definitions of mass communication:

is a special type of communication (discourse), which is characterized as distant, retelny (send a message to the unknown and undefined number of the recipient information), and associated with the individual-collective subject (co-authorship, the common position to the reported facts) as well as mass dispersed by the addressee (Graudina and Shiryaev 2008. S. 239).

mass dissemination of information;

- a set of technical means for the dissemination of information to the masses;
- the process of communication and transmission of information through various means;
- the process of systematic dissemination of corporate-produced information to a mass heterogeneous audience with the help of mass media (Dobrosklonskaya, 2005. p. 17).

As can be seen from the definitions, mass communication is mainly understood as the dissemination of information through media, taking into account the interests of various addressees.

In the scientific literature that studies the specifics of the media, its various functions are distinguished (Graudina L. K., Shiryaev, 2008. p. 238-239; Dobrosklonskaya, p. 21-22; Krivenko, 1993, p. 49), which are summarized in Table 1.

The functions of the media

Krivenko B. V. The language of mass communication: lexica-semiotic aspect.

We can conclude that the educational function of the media is associated with cognitive, educational, commentary evaluation with interpreting and acting with the ideological function. In our opinion, the general / generalizing function can be attributed to the influencing function, since it affects the consciousness of people in terms of the unity of the nation, a certain society, etc.

Modern life is unthinkable without the use of information technologies and mass communication media, due to the constant development of ways to disseminate information, where, thanks to the world Wide Web. In the dissertation of E. A. Stolbnikova (2005), we find that the activities of more than 70% of the adult population of the world, in one way or another, are associated with the creation, processing and transmission of media texts, and about 90% of the population are active consumers of information. At the same time, according to a study by Chun-



Chun Yeh (2019), a large percentage of young people (30 %) read media information on the phone when walking, in the subway, or on the bus. At the same time, 39% of young people, at least, combine two types of activity when using a smartphone or laptop. The researcher also cites interesting data that in Taiwan universities, students spend more than 2 hours a day reading various types of media information. We can also observe these facts among the youth of Uzbekistan.

Consequently, the abundant use of information and communication technologies for educational and entertainment purposes is a daily practice. However, it should be borne in mind that due to the functioning of a huge information space or cyberspace, the boundaries of the information picture of the world are blurred and transparent. In addition, the information space is clogged with insignificant, narrowly focused, specific information, which sometimes becomes biased and unreliable. All these factors affect the perception of the world, worldview, worldview of students, distorting their picture of the world. It is not for nothing that the media is called an "information weapon" because of the destructive information-psychological and information-manipulative impact on the psyche of the younger generation. Thus, according to T. G. Dobrosklonskaya, media resources "fix a rapidly changing picture of the surrounding world like a giant mirror that reflects everything around, and the reflection changes depending on the lighting <...>. The position, the coverage, the point of view, the way of interpretation-all this determines how the world is presented in the media, while the range of media versions of the same event or phenomenon is unusually large" (2005. p. 17).

In addition, the possession of media competencies is one of the main factors that sometimes catalyze the process of dehumanization, since today media literacy is not always associated with axiological orientation (Kotlyar, 2018. p.3). So P. S. Kotlyar gives the following arguments: "The blog is a video report about personal everyday life, shot by the main character-the author in the genre of selfies. This format serves as a confirmation that a person today does not just think of himself as a professional, but increasingly levels the gap between when the event started and when he turned on the camera. It is always in the hands, always in the "action" mode: I and my life are the main information occasion in itself, I can shift the focus from myself to any event only if I think that it will be interesting for my followers to know (2018. p. 5). The time requirement to combine the student's work skills with information and networking in a new media environment actually devalues the classical pedagogical strategy, since it implied that the result of successful assimilation of the material is the acquisition of knowledge. At the moment, this claim is untenable. Formed a new way of thinking, which assigns as a necessary only that information which is some sort of a social application that is conditional "application", containing knowledge, allowing you to attach to personal cognitive space additional channel" (Kotlyar, 2018. p. 6).

After P. S. Kotlyar believe that it is necessary to strengthen the axiological component of media literacy, by means of humanization of training.

According to L. K. Graudina and E. N. Shiryaev, the most important characteristic of the media discourse is "the information space that covers a particular object of facts and events in the real world and is represented by a repertoire of topics" (2008, p. 241). This means that the authors develop this concept from the position of an axiological category that considers the concept of an information norm, which is increasingly conditioned by the ideology of society. For example, the



promotion of democracy and equality as an ideology of the Western world. We stand in solidarity with E. I. According to Passov, the content of education should be culture, because "being in the space of culture, having absorbed it, having mastered it, homo sapiens homo moralis (a spiritual person) not the one who knows and knows how to do something, but the one who has stable moral guidelines that control his life activity in any sphere" (2007. p. 14-15). Objective, as well as his idea that we should form a personality - "not homo loquens (speaking), not homo ludens (playing some roles), not homo agens (acting), not homo sapiens (knowing, competent), namely spiritual, moral". (p. 14). The evidence base for the validity of the words of E. I. Passov is also the statements of R. Hobbs (Hobbs, 2006), that the interpretation of information is associated with the artifacts that are presented in it and are associated with the cultural environment, and, thanks to this, they help to construct the concepts of society and personal perception. As a rule, they influence the formation and change of our values, opinions, attitudes, social conventions of behavior and norms.

Taking the guidelines of E. I. Passov and R. Hobbs, we consider the axiological component to be the main one in the model we are developing for the integrated development of media literacy and communicative competence. Thus, theorists and practitioners are aware of the role and place of the media in the lives of students, especially if they have a harmful influence on young people by forming a biased opinion/ vision of the problem, promoting Western democracy and a system of values, to a derogatory attitude to their culture. As a result, we sometimes face various protests and public criticism of the governing authorities. Recall the recent protests in the city of Moscow (July – August 2019), where foreign media called for a protest, etc. And we, reading and viewing the news, took this or that position, starting from our own picture of the world, but sometimes some young people had a picture of the world under the influence of "Western democracy".

In foreign countries, the science of PR is developing dynamically, which is aimed at managing public opinion (Public relations) from the perspective of 1) relations with the mass media; 2) press conferences and presentations; 3) public speech of political and public figures; 4) image promotion, for example, during elections (Pocheptsov, 1998). Public relations has its advantages, but also negative features, so state and political figures should take this into account and direct young people to create, not to destroy.

Popular media resources usually include magazines, newspapers, TV shows, radio programs, information and communication technologies, the main function of which is to inform, convince, entertain, form certain values, etc. Mass communication media also include operas, films, sports commentary, animated films, postcards, advertisements, flyers, billboards, and computer games (Antropova, 2006; Hobbs, 2006). However, this list is also supplemented by specially created media for training purposes: textbooks, textbooks, reference literature, training programs. Therefore, we have a variety of media that can become the object of training in foreign language classes in non-linguistic universities.

Here we will focus on the functions of newspapers and magazines in more detail, since they are more often read or viewed by students. Their advantage is that they are given various information, stories, photos, cartoons, letters, statistics, comics, advertising and ads, letters from readers, horoscopes and riddles, jokes and anecdotes, fashion, etc. Magazines have more of an entertainment function, while newspapers have more of an information function. They are aimed at different audiences, united by 1) common interest – Cosmopolitan, Bona, The



Sowetan, The Star, 2) professional-Business Day, New Scientist, or Getaway, 3) daily the Mail, Guardian, Sunday, Independent – longer in volume and analytical type.

In general, information in newspapers and magazines is presented in the form of a report on facts/events, their comment or assessment, i.e. a certain interpretation of the information presented in them is given, which is very important to be aware of.

There is no doubt that such materials in a particular educational situation are effective tools for the development and improvement of foreign language communicative competence of students of non-linguistic areas of the specialty, since they act not only as sources of information, but also as powerful means of teaching and educating the younger generation. Nevertheless, the main tasks of media education are to prepare students for life in the modern information space, for the perception and understanding of various information with the awareness of their influencing function, as well as to master the ways of communication through these media means (Arutyunov, 2012, p. 134).

The main problems related to the features of the media and their linguodidactic value in teaching AI will be covered in more detail in the second chapter.

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