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Description of Information Culture in the Youth: Examination of Foreign Countries

**The theory and practice of building a democratic society in Uzbekistan,
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ABSTRACT: The article considers the process of informatization of the first half of the 20th century and the first half of the XXI century as one of the decisive factors of the professional and daily work of people, the understanding of the modern world outlook, the ability to develop thinking and reflection, to refer to the new information space, exchange and encourage exchange.

Also, the article analyzes and concludes the international experience of the formation of information culture among young people by comparative analysis.

KEYWORDS: importance of information, mass media, media, media culture, media education, media pedagogy, media production, mediatechnics.

I. INTRODUCTION

The time of the informal process of the last quarter of the twentieth century and the first half of the 21st century was recognized as a momentous period. For that reason, the issue of informatics in all aspects of society today is almost a complete solution. No one doubts that journalism is an objective factor for the development of human civilization. Of course, the emergence and development of this process is very extensive. For this reason, scientists have undertaken a profound theoretical analysis of the entire spectrum of information processes, among which scientists of social sciences take a special place in studying the information culture of the society.

II. METHOD

Two aspects of the relevance of the formation of information culture in young people can be justified. First of all, modern conditions of information culture are one of the decisive factors of professional and daily work of people, understanding of the modern world outlook, development of thinking and thinking ability, orientation to new information space, formation and stimulation of information exchange. There is imbalance between today's society's need for information and the level of its satisfaction. It is possible to eliminate this incompatibility, to optimize the information needs of a person with the source of information, and to increase the effectiveness of interaction between them in the broadest sense of the word, if there is a scientific theory of information culture.

Secondly, the relevance of the topic is to interpret the notion of "information culture" and to create a single scientific approach to the formation and development of information culture, so there is no single scientific approach to the formation and development of the society at a later stage. This will allow for a thorough analysis of the aspects of philosophical understanding of information culture with regard to its theoretical and methodological, socio-cultural (educational, educational and cultural) and societies (creation, dissemination, consumption and development of information).

III. ORIGIN OF MEDIATION

Information culture - requires a modern man to acquire new knowledge and skills, a special thinking style, the necessary adaptation to social change, and a decent place in the information environment. Formation of information culture in the society today is an important tool for studying and adapting to the new information environment and allowing a person to become a tool for harmonizing the whole process of acquiring information. This approach is consistent with the principle of nonviolence in the level and level of information culture, and ensures the possibility of communication and communication.



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Today, a number of methods and tools are used to create culture of information culture. One of the most important tools for this is the formation of media. The process of mediatic formation began in 30-40 years of XX century. The process began with its initial stage in Western Europe, based on cinematographic and press materials. The leader of European media education was France, the country where the cinematographer was founded. In 1915 the Parliamentary Commission paid special attention to the recommendations of the Ministry of Education on the use of cinematographic materials during the study. In 1921, Paris hosted a movie theater that featured cinema education.

At the same time, many young journalists began to grow up. With the efforts of the renowned French pedagogue S.Freene, school, lyceum and university newspapers were published. In 1922, the first national conference of the regional cinema department was held in France. At one of the congresses of teachers, the proposal for the preparation of coherent teachers in the higher education system is presented. In 1936, the movement of the Cinema and Youth (Cine-Jeunes) appeared on the initiative of the French Educational League. Participants in the movement needed to develop critical thinking and artistic taste, and develop their creative skills by discussing films. The Nazi occupation in France stopped the intensive development of mediation. Since 1945, new movements have begun. The Federation of French Cinema Federation (Federation française des cine-clubs) was established. The "Education and Cinema" magazine has been published.

IV.RESULT

In 1947, thanks to the efforts of the Ministry of Youth and Sport of France, the National Institute of Youth and Public Education (IU - Institute of National Education de la jeunesse et de l'éducation populaire) was opened. The goal of this organization was to support the education of all types of young people, especially through media. In March 1949, France hosted a conference marking the next aspect of media development. It was devoted to the development of kinship network, studying history and language of the cinema, film analysis and discussion, photography and assembly workshops, assistance to the preparation of mediapedagogues (internships, etc.). Creation of special units for the provision of audiovisual equipment for educational institutions and cinemas was significant. During this period in France, theories of "practical", "aesthetic" and "protecting" of mediation were formed.

In the 50-60 years of the 20th century, France did not take the lead in mediation in the world. In 1952, audiovisual training courses for pedagogues began. As a result of the rapid development of television and radio, the French Film Union Regional Union was transformed into the French Union of Audiovisual Education in 1953 (Union française des œuvres laïques d'éducation par im et le par - de. In 1966 the Association "Press - Information - Youth" was established. The French Ministry of Education's 1963 documents contain roots, expressions of the aesthetic ideas of the theory of mediation. The materials that the film teachers gave to the filmmakers reflect the history, language, genres, techniques of filmmaking and the aesthetic quality of films.

One of the founders of Mediation, S.Frene, believes that cinema and photography are not merely art and educational tools, but merely a form of art thoughts and ideas. She believes that schoolchildren need to master the audiovisual media. "For example, if you do not know how to draw a picture and watch a picture, it's another issue, if you take a picture and then evaluate the work of another artist, that's fine."

In 1976, the media education was officially included in the national curriculum of secondary education institutions. During the practical sessions, short films were used to identify films and animation genres, use photography, posters, comic books to capture and educate trainees and photographers, and create realistic examples (screenwriting, photography, tricks, effects, sound and assembly) , as well as the ability to create short, silent, short movies with 2-3 minutes, learn how to record audio. In addition, popular films have been reviewed and evaluated. To accomplish such tasks, it was necessary to allocate 10% of the total duration of the study.

One of the most prominent projects in the field of media education in France is the Press Week (Semaine de la Presse dans l'école), which began in 1976. The project covers not only print publications, but also audio and television. The media week is a collaborative effort between students and professional journalists. The goal is to explain to students the features of the media.

In 1982, the well-known French mediapedagogue and researcher J.Gonnet suggested that the French Ministry of Education establish a national media center to help teachers of educational institutions to effectively implement the various types of media in the learning process. P.Vandevorda (P.Vandevoorde) has developed the center's goals. These goals and objectives are the following: the current media literacy principles.

- 1) to develop critical thinking by comparing various sources of information and to form highly active and responsible citizens;
- 2) the formation of understanding of the spirit of tolerance, the ability to listen to other people's arguments, the diversity of opinions and their relativity;



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- 3) the introduction of the pedagogical innovation at all levels of the training campus;
- 4) Release the school insolvency and establish a relationship with real life;
- 5) to take advantage of the advantages and disadvantages of print and audiovisual culture in our society.

J.Gunning's plan was not only supported by the Ministry of Education, but also supported. On April 26, 1983, the Center for Educational and Communicative Communication was officially opened in Paris.

The center is CLEMI for 30 years. The media is involved in the educational process, teaching staff, publishing newspapers, magazines and books on media issues, and collecting resources related to media issues.

In the 90's of the 20th century and early in the 21st century, France became one of the most active mediators in the world. The theory and practice of audiovisual education were systematized and analyzed for the first time in France as a result of M.Martineau's research.

V.DISCUSSION

This type of education is also used in practice in other countries, including the UK. The history of the Great Britain Medieval history dates back to several decades. As in other countries, it began to be formed as a media filmmaker, and then expanded its facilities, including press, radio, TV, and the Internet. There are several organizations in the UK that deal with mediation issues. Among them is the British Film Institute (BFI), founded in 1933. She has an education department. This section provides teachers, seminars, and conferences for researchers, publishes research papers, and publishes manuals and guidelines for teachers.

In the 1930's, the British Medieval Education (which was not used in the media, such as film, radio, and press learning), developed in the paradigm of "protective", "emitter" against the harmful effects of the media.

Under the influence of the theory of copyright, in the 60's of the 20th century, mediation was studied in the UK as the "media popular culture" and the best examples of media presented in the media. The impact of mediation in the UK has been influenced by the Canadian medieval researcher M. McLienne. From the very beginning of the 1960s, many multimedia schools began to teach media.

In the 1970s and 1980s, media courses in the UK were postponed to secondary schools. This course was in the list of students' admission exams. The semiconductor theory of the 1970s began to interpret the media in terms of structure. This route was first studied and analyzed by L.Masterman.

Starting in 1975, The Independent, Non-profit Education Organization, The English and Media Center, was opened. His activities also focused on the development of media in united kingdom. Access to videotape equipment and expansion of the TV domain have been the basis of the British mediation model. In the 80's of the 20th century, it existed only in schools where there are selfless teachers.

Changes in this direction were initiated by the Education Department of the British Film Institute in 1988-1989. For the first time in 1988-89, Mediatrim was included into the national curriculum of England and Wales. In this case, media has been integrated into other subjects. Medium-sized learning takes place within the basic subjects such as primary and secondary English (basic age 11-16). It is envisaged that media can also be accessed by other subjects (foreign language, history, geography, art, music, etc.). K.Bezelget (C.Bazalgette), British Film Institute's mediation work coordinator, is the main "architect" of the UK's mediation policy

In the early 90s of the 20th and early 21st Century, the media in Britain developed very effectively. In 1996, a Mediation Center was opened at the University of Southampton (The University Southampton, UK) at the Faculty of Pedagogy. It is headed by Professor E. Hart (A.Hart).

In the context of the British media, the real functions of media in society are studied by practical exercises, discussions, and research assignments. In contrast to Canada and Australia, the contribution of media to learning is insignificant. For example, studying the media only takes one or two weeks of the school year. Like in the UK, the meditation is in conjunction with English in Northern Ireland. It explores key words of media. Less training is provided for practical exercises. The history of public communications and the theory of practice take place in some higher education institutions in Northern Ireland. In Scotland, they are actively developing. Shotland medievalists have developed their own approach. Here you will also learn English lessons. In UK schools, 25,000 high school students and 8,000 college students choose a mediocre annually to pass the final exams. In addition, rapidly developing media education helps many educators develop "critical thinking" in response to the impact of the ocean-going mass culture.

In the 50's of the 20th century, medieval buds appeared in Belgium. In 1961, Professor J. M. Peters, of the Catholic University of Leven, told UNESCO that filmmaking would help to increase critical thinking, analytical skills, aesthetic education, and unconditional experience. In Belgium, the media has developed similarly to other countries. In the early 1970s, Inspection Service for Audiovisual Education appeared, and in 1975 an Audiovisual Center was opened in Leje.



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The paradigms of the British mediation are also reflected in Belgium. The keywords of my Mediation are similar to the two countries.

At the beginning of the 21st century, France and Belgium developed a program called "Educanet" to increase students' critical and independent thinking in working with the global spider web.

The issue of media education development has also been solved in Germany, with mediation history beginning with the views of the renowned pedagogue Ya.A.Komensky in the 17th century. He emphasized that newspapers would develop their linguistic abilities. The role of media in the community in the 20th century and its educational problems were widely discussed by Z.Krakauer, Rudolf Arheim, V.Benyamin and B.Brecht (Bertolt Brecht). Then during the Nazi era, in the years 1934-1945, the media became the obedient weapon of government propaganda. Media in Germany has grown very slowly. In the sixties of the 20th century, German teachers also viewed media as a technical tool. The ideas of French critics K. Metz are popular. His views are studied at Berlin Technical University and Myunstrs University courses.

In Germany, as well as in Belgium, later it was integrated into the field of mediatin science. He began teaching in social sciences, geography, art and other sciences. Many modern German mediapedagogists believe that mediation helps students develop independent thinking and develop their critical thinking. Today, 72 per cent of German teachers use media literally in their classrooms.

Medium culture is also studied in the main part of German universities. There is also a separate research institute for studying mediatina. It is the National Institute of Cinema, Science and Education (Institute of Fur Film Und Bild im Wissenschaft: FWU). German mediaphedagogy and researcher X. Niezito (Horst Niesyto) conducted research under the name "Videoculture". In this international project, potential opportunities for audiovisual productivity in cultural communication have been studied. Participants from Germany, Great Britain, the Czech Republic and Hungary participated in the study.

VI.CONCLUSION

Today, the formation and use of media education has been specifically developed in countries such as Switzerland, the United States, Finland, Norway and Sweden, and has been widely used in practice. In summary, the benefits of mediation are as follows:

- 1) Many countries of the world, including Uzbekistan, also have the ability to remotely re-train educational institutions through the use of modern ICTs by users.
- 2) Modern information, telecommunication means and databases - provide informational support to educational process, provide scientific, educational and methodical information.
- 3) The educational process provides an opportunity for a broader development of new media outlets, expanding the educational process, and accessing educational resources of the world's countries.
- 4) The introduction of the mediatina serves to the formation of aesthetic culture and aesthetic taste in young people and their moral and aesthetic education.
- 5) The use of media in education does not help the participants to prepare information in the informa- tion, but to form the skills they need according to the information society, the model of survival.

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