NEGATIVE CONSCIOUSNESS OF MEDIOCRE YOUTH AS A MEANS OF PROTECTING AGAINST INFORMATION

Khusanova Orzigul Farhad qizi
Magistrant of Jizzakh State Pedagogical University

Anotation: This article discussion the role of media education in the educational process of young people, the specifications of media education and the methods and effectiveness of its organization.
Keywords: information, media, media education, information security, media literacy, media culture.

The problem of protecting young people who are now forming today from the negative effects of various information and preserving their health is one of the pressing issues of in the world. And the main sources that inform young people about the world that surrounds them include the Press, television, radio, global computer networks, etc. The consciousness of today's younger generation is influenced by a huge flow of information, which can be figuratively called the "rain of information" or the "flood of information". Unexpected images, modern, vivid images, plots and behavior in today's information space will definitely attract more young people, whose Hali consciousness is not sufficiently formed, because due to age characteristics and lack of life experience, the child is not yet ready to receive and understand a huge flow of data. It is known to all that the time spent by today's young people in front of the phone, computer and TV is much more than the time spent at school or other educational institutions. This makes it more possible for them to constantly see various perverse, contradictory programs, shows, sites that negatively affect their consciousness, affecting its subtle psyche. And they often do not understand that this can lead to various negative consequences. If we pay attention, only entertainment sites, young people who choose and see various shows almost completely deviate from the sight of educational, spiritual-cultural TV shows, social networks that are happening in our country and in the world.

According to the figurative phrase now, "a person can wrap himself in his "information hammer", isolate himself from the real world, live in an illusory information space. Based on the research results of the most influential researchers in the Media field, it can be noted that more young people are chosen by the media to be the object of manipulation, since:

• they do not perceive an important part of information, completely, because they are not ready to perceive it;
• they partially understand the meaning of messages or the fact that they can have several meanings;
• they take a passive position in relation to the media, do not know how to protect themselves from their influence and often do not understand the need for such protection. Today, Information Security and the protection of the human mind from media manipulation have become the most fundamental problem of our time, and this is now of concern to parents, doctors, psychologists and teachers. As the most effective way to solve this problem, it is proposed to be carried out through the development of mediocre education and mediocre education in schools and educational institutions. Media education, which is now rapidly developing in the world, is a direction that introduces young people to modern forms of self - defense from information attacks and communication with people and self-expression, based on the study of the laws of mass information in pedagogy. As a result of studying mediumship, a person may have the following opportunities:

• the creation of mechanisms for establishing a "psychological distance" between oneself and perceived

information, psychological protection of one's own consciousness from manipulation, acquisition of skills for critical assessment of information;

• mastering the conscious experience of audiovisual perception; comprehensive development of perceptual abilities;

• at a practical level, mastering the languages of nonverbal messages (Teletext analysis, film language, advertising language, etc.), which allows them to understand the content of information and manifest themselves.

The following areas of activity are considered important to achieve the goals of the medium:

• the inclusion of extracurricular acceptable information in the knowledge system formed at school, the use of this knowledge in the perception of information in various media and their critical understanding;

• to develop the ability to interpret information, to understand its essence, to target it, to formulate the purpose of information dissemination, its personal attitude towards hidden meanings in information; to be able to find the necessary information from various sources, to systematize them based on established criteria;

• to be able to change the volume, shape, system of signs, carrier of information based on the purpose of communicative interaction and the characteristics of the intended audience;

• be able to argue over their opinions, find flaws and meanings in the information received and make suggestions for their correction;

• being able to take different alternative perspectives in the information and provide reasonable arguments to each of them that are" in favor " and " against; • establish targeted associative and practical links between information messages; be able to distinguish the most important aspects in the information message.

Currently, cinema and video, messages on social networks and snippets of various TV shows are mainly used as an implementation of the principle of viewing. However, the didactic and educational capabilities of electronic, audiovisual, printed media aimed at young people are not sufficiently used for educational purposes, but they have a significant impact on the formation of human behavioral peculiarities. In the context of the formation of a modern Information Culture and the development of new methods for the development of information behavior traits of young people, of course, it is important to take into account the specific pedagogical potential of media education. Today's practice shows that the various educational and educational influences carried out by educators and parents can be perceived differently by young people: after a positive relationship that arises as a result of socializing with them, they think about their behavior and strive to improve and develop themselves by showing activity. It is then that such a method of upbringing really plays a decisive role in the formation of his personal positive traits. If the method of upbringing of parents, educators and educators does not establish a positive relationship between them and young people, this method does not play a positive role in the psychological development of young people and can even meet a certain resistance from them. Apparently, the student is not considered an inactive object of educational influence. In them, an internal position is formed in relation to such influences, in which they can improve (develop) themselves in relation to these influences, actively work on their own or remain passive.

From this point of view, it can be noted that these methods play a decisive role in the maturation of an individual, when they are positively influenced by parents, educators and educators to internally stimulate his activity in his work on himself. It is the following peculiarities that determine the activity and personal aspiration of the growing individual, his desire for self-improvement, ultimately his personal development. The educational and developmental importance of using media education in extracurricular activities of young people is that it is also calculated in creating additional conditions for their self-expression to them, since not all children are able to manifest themselves in the process of study. Among such reasons, problems such as leadership in young people, their various abilities and inability to master can be shown. Therefore, in the various extracurricular activities organized in educational institutions, young people are provided with a huge opportunity to realize their social motives and needs in order to develop their creative abilities. The correct choice of modern, personality-oriented approaches will help to more fully implement educational tasks. One of the most significant aspects of this process is that it is also possible for young people themselves to propose new forms of their development. Effective methodological methods in educating young people in the correct use of media can be classified on the following grounds:

1. By types of educational work (moral, patriotic, Environmental, family, etc.). This classification was given by the Finnish scientist Z. Tell explains that it is complicated by the fact that" media education are interdisciplinary and multidisciplinary in nature". For example, in order to solve the issues of moral education of schoolchildren, we expand the possibilities of aesthetic education in them by showing artistic or cartoons of the media, since we consider the work of art as a source of information.

2. The search and introduction of various opportunities to use information on opportunities provided by Global computer networks and other media allows young people to become better acquainted with the media industry and effectively solve educational problems.

Using the educational potential of the medium, effective modern methods are being developed in order to protect the youth mind from manipulation by media tools and develop their abilities in this regard, including:
- formation of the ability to independently track and use information from the library of media tools and institutions as an Information Center for students;
- finding a way out of a problem situation in several ways, teaching the modeling of the current situation, that is, putting young people in front of the task of finding the right Alternative Choice of the solution to get out of the situation;
- the choice of this method of actions will remain in the youth itself, but at the same time it will have to justify its actions;
- discussion of social networks, articles read in newspapers and magazines, TV and radio stories;
- teaching to prepare your own data using different media tools. Which of the media methods to choose is not so important in this (from a simple sheet of paper to a website on the Internet):
- because modern youth prefer to use complex technical means, that is, Cameras, Camcorders, computers, phones;
- in the use of these modern techniques, it is advisable to structure the task in such a way that it embodies the tasks of teaching and educating science;
- the use of information resources of the Internet, which allows the use of various methodological methods aimed at solving educational and educational problems at the same time.

The interest of young people in the Internet is considered to develop due to four main factors:
 • availability of access to data of different types;
• wide interactivity, the presence of constant communication;
• personal control over information about oneself, the possibility of creating a certain "image";
• anonymity of information being transmitted. From the above, it is necessary to familiarize young people with important rules for ensuring security in the process of communicating with the Internet in the process of media education: not to disclose all personal information (name, address, phone number, email address, personal data of parents); not to trust strangers in media networks: anyone on the Internet may not openly show who he is, As the main goal of mediation, the development of communicative skills and media competences by increasing the media literacy of young people, forming their media culture in them, protecting media from negative content, preventing them from falling victim to manipulation, protecting their personal data and consciously seeking, interpreting and applying information in the modern world, expanding their worldview, is to put the tasks before education.

To do this, it is advisable to introduce a step-by-step medium education in each educational institution.

LIST OF LITERATURE USED:

1. Zaznobina, L.S. Mediaobrazovanie V shkole: Kak Vijit V mire SMI [electronic resource]. - Mode dostupa: http://www.mediaeducation.ru.
2. Kharlamov, I.V. Pedagogy / I.V. Kharlamov. - Minsk. Visshaya Shkola, 2004. -195 P.
3. Tella S. Media nykypaivan koulutuksessa. // An electronic files: http://www.helsinki.fi / ~tell.