

## Media Literacy in the Context Of Information Security

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**Annotation.** *The purpose of the article is to clarify the concept of media literacy in the context of information security. This work contains a brief review of specialized literature on the problem of ideas about “media literacy” in the country and abroad. The main research method in the article is the analysis of legal documents that contribute to the development of media literacy. This study seems highly relevant, since in the modern world media literacy can play a vital role in countering media manipulation, populism and information dysfunctions.*

**Key words:** *media manipulation, populism, information dysfunctions, media literacy, critical thinking, media education, media competence, media mentality.*

Abroad, they have been developing media literacy for mass audiences for a long time. For example, in the United States, for more than 25 years, there have been basic principles for teaching media literacy, formulated by the National Association for Media Education. This organization actively operates and deals with the development of media literacy of the population. In the country, interest in this problem also arose quite a long time ago. Its research is carried out mainly in several scientific specialties: pedagogy, philology, psychology and political sciences.

So, separate studies devoted to the study of media literacy exist in pedagogy and philology. This group of sources, as a rule, is about the principles of developing media literacy among young people, teachers and the older generation. One can note the work of A.A.Nemirich [3], which reflects the specific features of the formation of media literacy in preschool children as a result of media education.

An interesting fact is that, despite such an early age, children are already developing media literacy under the influence of those “smart” gadgets that surround the child. True, as the researcher notes, their influence very often leads to processes that are opposite to the formation of critical thinking in the perception of information, since often the child simply perceives all the information on faith and has no need for a critical assessment of what is happening. Another important result of the research is the division of media literacy depending on the levels of education:

- 1) media literacy (preschool age);
- 2) media education (grades 1 to 9)
- 3) media competence (from 10th grade to 3rd year of university)
- 4) media culture and media mentality (from the 4th year onwards until the start of professional activity).

Such a significant clarification, of course, helps to better understand the essence of what makes up the understanding of media literacy, but it makes it difficult to form a commonly used concept that would be conventionally used by everyone in everyday life. In his works, A.A.Nemirich makes references to the research of A.V.Fedorov. The latter has several significant works on media literacy and media education [2].

It is noteworthy that these two terms are not yet directly mentioned in the titles of the authors' works; the terms “critical thinking” and “dialectical thinking” are mainly used there. However, the very formulation of the meaning of the names already quite clearly formalizes the fact that science is

gradually considering critical thinking much more broadly. That the importance of this fairly simple skill in the modern world is much greater than one would expect in any other historical period. Another group of sources is research in psychology. There is a fairly extensive segment of works by both native and foreign authors.

In general, based on the work of domestic scientists regarding foreign experience in determining the definitions of media literacy and media competence, it can be noted that in different countries they approach the definition of concepts differently and in some places media literacy and media competence have very similar definitions. This entire horizon of definitions is united by such a skill as critical analysis or critical assessment, since most scientists agree that it is this that can be put at the forefront. Another, perhaps, noteworthy fact is that the type of definition of media literacy that we get at the end depends very much on the branch of science in which the scientist specializes. However, in our study we did not set out to cover all foreign ideas about media literacy; we focused directly on European studies in order, perhaps, to reveal some theoretical and practical contradictions. So, understanding media literacy as a separate phenomenon plays an important role for this article. In foreign science there are a number of definitions formulated by various authors.

We will probably start with some of the most general concepts, and then we will move on to more specific and specific ones. Quite popular is the definition presented in [4], which formulates the phenomenon of media literacy as a comprehensive concept associated with access to media materials and their critical assessment. Overall defined quite broadly and not particularly specific. But here the main element is already emphasized, which will be present in all concepts of media literacy in the future - this is a critical assessment.

The authors have not summarized all the approaches that in one way or another explore the problem of media literacy in Russia and abroad. What is important here is the fact that all of them are united, perhaps, not so much by the desire to provide any new knowledge for citizens, but by the moment of information security of a person and citizen, who find themselves helpless in the face of significant information flows of our time, implemented for manipulative purposes [1].

Media literacy acts as a complex phenomenon that allows mass audiences to protect themselves from manipulative influences and participate in the implementation of information security. Thus, in the modern world there is a certain pluralism in the understanding of media literacy as a separate phenomenon. However, the abundance of all definitions agrees that for a modern person it is becoming vitally important to navigate the information flows that exist. The ability to critically evaluate information is also becoming necessary not only at the individual, but also at the state level. All kinds of unverified or deliberately unreliable news constantly appear in the media space, and it is simply impossible to protect yourself from such information, from the point of view of an unprepared layman.

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