The Role of Information-Based Education in Developing Media Competence of Future Engineers

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Abstract: In the current era of development, the role of media literacy and media education in shaping the human mind, the ability to think critically, and the ability to perceive information consciously is undeniable. In particular, in today's information-oriented education, children who do not have media literacy are challenged to become active participants in the complex world of mass media. Therefore, this article discusses the role and importance of an informed learning environment in developing the media literacy of future engineers.

Introduction: The organization of the educational and upbringing process should be based on advanced national moral and ethical values and criteria. The upbringing of a perfect person has been and remains the main goal and important requirement of society in all eras.

As everyone knows, the socio-cultural nature of the present era is directly related to the globalization of the world economy, the rapid development of science and technology, the informatization of society, various mass media, and civil society, as well as changes in moral values.

The main part. It is not for nothing that the 21st century is called the century of global information, because today the undeniable influence of mass media on our lives can be observed in every aspect. Without a doubt, information technologies have penetrated human life to such an extent that it is impossible to take them out of the general context. It should also be emphasized that the impact of media information on its users is increasing, not only positively, but also negatively. [1, 8]

The current demand of the era requires the skills of using information technologies from each sector. It is important for specialists in the field of interest to be able to carry out their professional activities while knowing the knowledge of their professional activities, using office and graphic programs, and having media communication skills.

METHODS

Future engineers' skills in using information technologies can be developed through several methods. In particular, media literacy, i.e. the skills of using technical means and modern software products, is developed as a result of performing various tasks during practical training. In particular, given the increasing activity of students on social networks, it is also important to provide them with educational content on how to use various software products. In particular, the use of modern information and communication technologies in the daily work of highly educated future engineers at a professional level, which increases their productivity in the field in which they work, is a fact recognized by countries all over the world. [2, 56]

Media literacy is an integral quality that is manifested in a person's ability to select, critically analyze, use, evaluate, process, and transmit media texts in various forms, forms, types, and genres, and the analysis of the complex processes of the activity of mass media in society. The concept of media literacy is very narrow. Because it expresses both methods of activity, knowledge, and personal characteristics, and it operates not in one, but in several spheres. It has a specificity between scientific fields and disciplines.

Media literacy is functional, because its acquisition is a task in social, professional, and everyday life. Media literacy is based on the concepts of media literacy and media culture, developed within the framework of media education. This means that sometimes media literacy can be understood as a synonym for media literacy, for example: media literacy / media literacy is "the ability to use, evaluate, analyze and communicate with various forms of media". This understanding dominates the study of media literacy in developing countries. [2, 60]

Practical exercises play a crucial role in developing the media literacy of future engineers. Various types of exercises give engineers the opportunity to apply their acquired knowledge in practice, develop critical thinking skills, and become active participants in the media environment. Through hands-on experience, engineers will gain the necessary understanding of media literacy and be better equipped to function in the complex world of media. [3, 210]

Literature analysis

Tolmachova Iruna Georgievna (Russia) in her work on the formation of media literacy of future primary school teachers, a retrospective analysis of the media literacy of future teachers was conducted, motivation and information materials for self-development were provided to the staff, and the design of teacher-innovators for the formation of media literacy of primary school students was developed. Issues such as studying the development of communication and the production of authorial media products, and self-improvement in the educational opportunities of the mass media were analyzed.

The scientific research work of Professor Ahmed Oussef Abdelrahim of Sultan Qaboos University (UAE) on the impact of mobile social media applications on students' lives was conducted in a quantitative manner, first in a survey. Conclusions were drawn that mobile social technologies provide a channel for social communication, such as the ability to work in chat rooms, to create online groups of students collaborating on related issues, presenting new and innovative methods for creating a social learning environment. [7, 14]
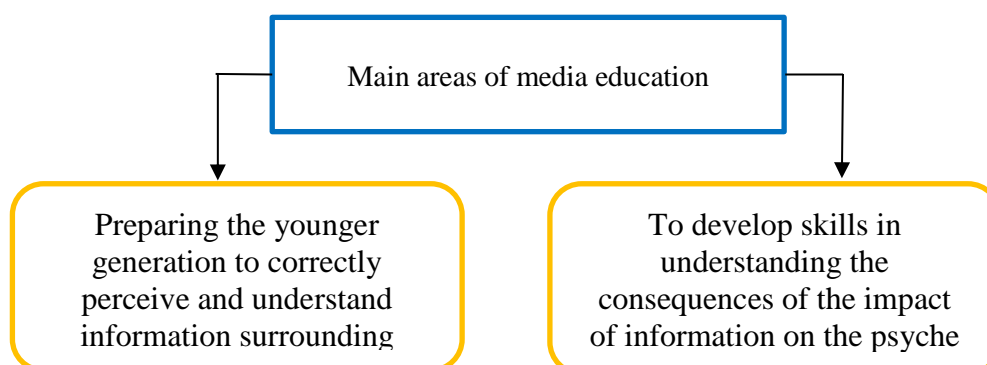
RESULTS

Incorporating practical exercises into curricula is essential to help develop media literacy among teachers and students and prepare them for active participation in an informed society. At the same time, the presence of media literacy skills and competencies in future engineers is considered a tool that facilitates the organization of professional editorial activities and creative collaboration.

The ability to perform practical tasks with various video applications is the ability to effectively manage and use this media. Future engineers will be trained to become skilled users of media platforms through hands-on training that includes searching for information, verifying sources, and using various media tools. [4, 101]

For example, engineers might be asked to research a specific topic using online resources, interviews, and books. This activity can help students learn how to find reliable information and differentiate between reliable sources and fake news. In addition, practical problems can develop media production and creativity skills.
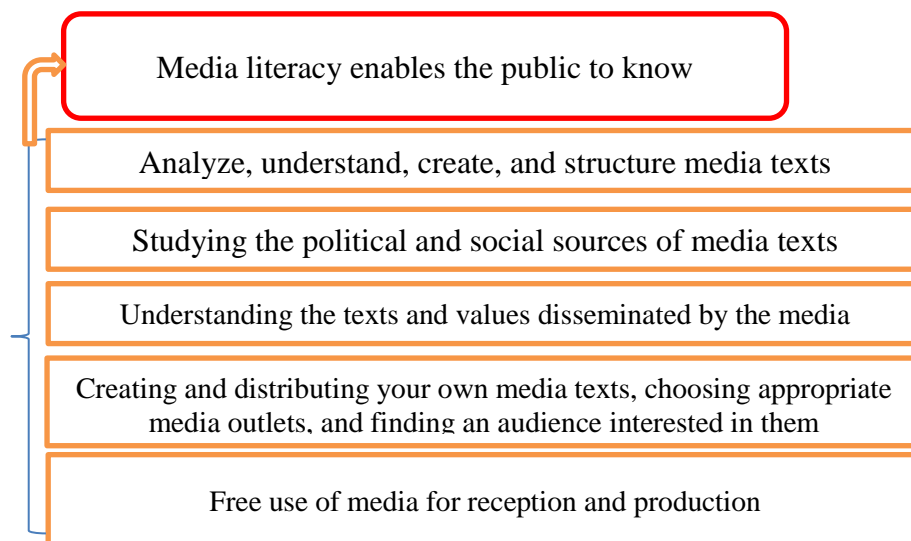
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Media studies is the main branch of editorial studies that studies the laws of mass communication. Its main scientifically defined principles are as follows:

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┌─────────────────────────────────────────┐
│        Main areas of media education      │
└─────────────────────────────────────────┘
      │                              │
┌──────────────────┐      ┌──────────────────────┐
│ Preparing the    │      │ To develop skills in │
│ younger          │      │ understanding the    │
│ generation to    │      │ consequences of the  │
│ correctly        │      │ impact              │
│ perceive and     │      │ of information on    │
│ understand       │      │ the psyche          │
│ information      │      │                      │
│ surrounding      │      │                      │
└──────────────────┘      └──────────────────────┘
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Media literacy is one of the fundamental rights of citizens of every country in the world to freely express their opinions and receive information, and is a means of supporting and strengthening democracy. It is recommended that media literacy be included in the national curricula of all countries, as well as in the system of additional, non-formal and lifelong education.

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┌────────────────────────────────────────────────┐
│      Media literacy enables the public to know  │
└────────────────────────────────────────────────┘
  ┌──────────────────────────────────────────────┐
  │   Analyze, understand, create, and structure media texts │
  └──────────────────────────────────────────────┘
  ┌──────────────────────────────────────────────┐
  │   Studying the political and social sources of media texts │
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  ┌──────────────────────────────────────────────┐
  │   Understanding the texts and values disseminated by the media │
  └──────────────────────────────────────────────┘
  ┌──────────────────────────────────────────────┐
  │   Creating and distributing your own media texts, choosing appropriate media outlets, and finding an audience interested in them │
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  ┌──────────────────────────────────────────────┐
  │   Free use of media for reception and production │
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CONCLUSION

In conclusion, it can be said that in order to develop the media literacy of future engineers, it is necessary to use the experience of developed countries, introduce disciplines that teach multimedia concepts into the curriculum, develop methodological applications, and conduct training for students and listeners, developing educational areas using multimedia tools and multimedia technologies. As technology continues to evolve in the digital age, the development of media literacy in higher education is becoming increasingly important. Media literacy can be defined as the ability to effectively access, process, evaluate, and communicate information across a variety of media formats. In today's era, it is especially important for future engineers to have these skills, because they will need to interact with and use various media throughout their careers.

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