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Critical Analysis of Media Texts as Condition of Developing Thinking Process

Key words: *critical, thinking, media education, media information, mediatext, information, culture.*

Annotation: *the article is about the development and formation of students critical thinking in the process of media education. In media critical thinking can be defined as a versatile analytical process enables you to select individual media perception of elements media texts, interpret the information received from the position of creators media texts.*

Critical thinking serves as one type of human thought, it seeks to identify gaps in the judgments of other people. People with this type of thinking sees only flaws, but does not offer its constructive ideas, because a short circuit to search for weaknesses in their judgments. In our view, this interpretation of critical thinking reflects only negative manifestations, completely without affecting the positive aspects of this type of thinking for people.

Most clearly and comprehensively critical thinking is considered is the ability of a person to 1) see mismatched sayings (thoughts) or another person's behavior to common belief or standards of conduct or imagination; 2) realize truth or falsity of the theory, the provisions there statements and to respond to them; 3) be able to separate the false, wrong from right, right; 4) analyze, argue or refute, evaluate the item, task, show the sample utterances, behavior, etc. (2, p. 91)].

Mediatext is a product of both individuals and entire communities. The creators of media in its activity is guided by variety of motives: the need for creative self-realization, the need to fulfil the order, following the fashion trends, etc. in connection with this, supports the need to develop the skills of critical analysis of the audience position authors of media texts.

In media critical thinking can be defined as a versatile analytical process enables you to select individual media perception of elements mediatexts, interpret the information received from the position of creators mediatexts, comparing with its own submission on the proposed facts and phenomena, and take an informed, conscious decision about what is true and what is false.

Critical analysis of mediatexts refers to us as the thought process of identifying some of the properties and characteristics of individual items, with a view to disclosing patterns of new links between elements, invisible when the perception, as well as awareness of the step logic falsehood of the information provided.

For a full critical analysis of mediatexts become the determining factor, the level of development of skills the audience in the implementation of this process. Essential skills the same time, we believe the following: watch-targeted perceive received media group, facts, properties and phenomena, notice the similarities and differences in them, classify them;

explain-disclose the significant properties of the studied mediatexta, its internal structure and relationships with other objects; compare-compare cognitive mediatext elements on a base in order to identify similarity and differences between them; to define is to be able to give a name seen subjects and phenomena; associate-mentally make the connection between elements mediatexts, connecting them on the principle of collaboration; to conclude-to draw conclusions on the basis of available information or facts that indirectly suggest the truth of something; apply-use obtained the knowledge in everyday situations of interaction with media information.

Critical thinking is directly related to the process of reflection. In the common understanding of reflection is contemplation, introspection, self-discovery. Today to talk about the three kinds of reflection: an elementary reflection, resulting in the review and analysis of knowledge and deeds, to reflect on their borders and significance; scientific reflection involving criticism and analysis of theoretical knowledge, carried out through the application of methods and techniques peculiar to a specific area of scientific research, and philosophical reflection, i.e. reflection, leading to awareness and comprehension of life and thinking of human culture as a whole.

In the process of training activities student reflexive thinking style is a property and an integral part of almost all its species. While the basic elements of critical thinking students of the university are:

- the ability to confidently navigate the presented material and evaluate the reliability of the proposed academic information, correlating it with what is known;
- openness towards non-standard solutions of both well-known and emerging challenges, the pursuit of new knowledge;
- willingness to engage in constructive dialogue with the teacher and partners, the ability to defend its own point of view, and if necessary implement different options for its revision where reviewer irrefutable submissions;
- focus on the articulation of different level of self-diagnosis skills and qualities based on comparing own results with the specified standards;
- reflection of all paragraphs of his training route in preparation for future careers, their specific destination, a sequence;
- reasonable expression and assertion of varying philosophical-ideological position (1).

A necessary condition for the development of critical thinking is match training information submitted above criteria. Naturally there is need for the development of special technologies and methodologies for the development of critical thinking.

Some scientists offer the following typology of the respective tasks and exercises:

The first type. During the discussion at the seminar lesson the teacher randomly constructs a situation where obviously incorrect assumptions by valid logical reasoning turns the conclusion clearly contrary to existing students knowledge and views. It is proposed to find the cause of this discrepancy.

The second type. Teacher specifically creates a situation where the original equitable adoption by incorrect logical operations obtained the absurd conclusion; the reason for this discrepancy is invited to identify students.

The third type. The correct result "critically" interpreted in such a way that its correctness proves dubious (critical reflection is done incorrectly). Further reasoning students are encouraged to undertake on their own. From various university teacher training courses can be picked up quite a few specific meaningful situations. Their "sources" may be a specially designed teacher chain of reasoning, in which: a) does not take into account a factor or condition is usually not detected by students themselves; b) model with a limited area of applicability is used to describe objects or processes in this area are not included; c) deliberately ignored degree of internal similarities unduly contrasting students objects; d) ignored the degree of difference wrongly identified the students objects or processes; e) an opinion intentionally done by the teacher in "isolation from an integrated whole; e) carried out a hasty generalization (small sample); f) intentionally allowed the substitution thesis in process of evidence and justification (1).

In the face of rapidly developing information and communication technologies to the development prospects of the pedagogical profession associated with humanistic system of attitudes, beliefs and ideals.

Adoption of the humanist thinking should facilitate the emergence of a new style of relations within the educational process. The informatization of education becomes an urgent need.

In the most general form of the main requirements for the identity of contemporary teachers are: professional competence, intelligence, competitiveness, spirituality. Over the last decade in the activities teachers growing use of modern information technologies. To all participants in the educational process, as teachers and students, daily hits a huge flow of information that requires skillful and competent choice it is what is necessary for both the learner and the teacher. The main problems of the teacher activities using information technologies can be distinguished: a) the formation of the future teacher readiness to work in a unified information Wednesday. This issue should be considered on the one hand, as the ability to control and understand the feature of the use of information technologies in educational process, and on the other hand, as a judicious mix of traditional and new technologies in the educational process; b) preparation and transition to teaching using information technology. This transition involves the development of information and computer support training courses, including humanitarian block within the curricula of educational institutions; c) in firmware preparation of methodical maintenance of educational process in a single information space. This requires the joint efforts of teachers, methodologists, psychologists, computer support specialists of educational process.

Thus, you can make the following conclusions: the formation of information culture Youth skill development is subject to critical analysis of media texts. Critical thinking student audience when the perception of different types and genres of media texts becomes an essential part of the system to the demands of the profession of a teacher. His professional knowledge, skills and abilities must match the binding way trends of informatization of education modern teacher must not only be prepared to accept and recycle the huge flow of information, but also to be

able to intelligently select the necessary information for yourself and the learner, as well as maximize opportunities in educational and media technology tatelnom process.

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