METHODOLOGY FOR THE FORMATION OF INDEPENDENT ANALYSIS AND ASSESSMENT SKILLS THROUGH INFORMATION AND MEDIA

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ABSTRACT

in the context of the speed and diversity of information flow in modern society, the ability of an individual to think critically is important. This article will first look at the theoretical foundations of information and media literacy and highlight the importance of these concepts. The article describes the methodological approaches necessary to access independent analysis processes. The authors also offer effective strategies to teach readers how to evaluate and sort information. They define the main criteria that should be paid attention to when choosing media sources. In addition, among the skills discussed in the article, aspects such as logical thinking, analytical approach and argumentation occupy a special place. Methods are cited that encourage readers to perceive information critically. Also, the possibilities of self-assessment with the help of modern technologies are considered.

In general, the article provides innovative approaches aimed at the formation of independent analysis and assessment skills and provides the theoretical knowledge necessary for their practical application. This prepares the younger generation to successfully operate in the global information space.

KEYWORDS: Information, media, independent analysis, assessment skills, methodology, teaching, research, acceptance, critical thinking, source analysis, data, Competence, Course program, educational methods, innovation.

INTRODUCTION

In the era of globalization, a sharp increase in the flow of information, the coverage of social networks with a large audience, manipulations carried out in various mediamans are becoming increasingly necessary for students (and students) to acquire independent analysis and assessment skills. In modern pedagogy, in particular, in the direction of information and media literacy, methodological approaches are gaining priority, which form the ability to independently analyze and evaluate. After all, independent analysis and assessment skills protect an individual from manipulative messages, increase his level of creative and critical thinking, allow him to draw reliable conclusions, meditating deeply under the flow of information. Independent analysis and

assessment skills: its role in modern pedagogy. Independent analysis is the process by which a reader (or student) draws conclusions by in-depth study of any information or message himself, examination of evidence and grounds, assessment of the reliability of sources, consideration of reality from different points of view, comparison of opposite points as well. John Dewey, in his work" Democracy and education", described independent analysis as an individual's" active reflection on his own experience", which implies an attentive, meticulous approach to information, finding causal relationships, drawing a clear conclusion through a consistent analysis of the existing problem[1].

Assessment-determining the information the reader (student) analyzes, the degree of reliability of the message, its emotional or manipulative factors, the source and purpose of the information, and asking "Is it reasonable or unreasonable?", "is it acceptable or biased?"like a decision. In his research, Jean Piaget notes that in the process of child mental development, the "assessment" component arises by interpreting, comparing, measuring, analyzing the actions of an object, event, thought, other people in the child's environment[2]. Hence, independent analysis and evaluation – in the face of various information or media products, the individual is not content with simply "believing" or "rejecting", but with a reliance on critical and logical skills "Why is this?" , "Which evidence is cited?", "What is the degree of reliability of the source?"is the ability to make unbiased conclusions by asking questions such as. Relevance of independent analysis-assessment in the context of the information and media environment. In the digital age, social media, online platforms, media, advertising messages, blogposts, feyk news (fake news) have created a frequent environment. For this reason, a student (student) who does not own independent analysis and assessment skills will be more likely to come to a wrong conclusion or decision, succumb to information attacks, easily believing in manipulations, stereotypes, unfounded evidence. Paulo Freire, in his work" critical pedagogy of Education", states that an individual's access to critical consciousness plays an important role in an individual's independent decision-making, forming their own point of view, free from the influence of society. The development of independent analysis, assessment, inference skills through information and media is central to the modern methodological activities of the teacher. After all, no matter how literate linguistic knowledge, if a student lacks critical thinking, reliance on proof-of-proof, immunity to manipulation, he may face many problems in his future life.

The concept of information, the media environment and its role in the educational process. Information is information that is transmitted to the reader in various views (text, number, video, audio, image, infographics, statistics). The Media environment, on the other hand, is a set of platforms that disseminate this information in a public way, providing it to the reviewer and the public. Thanks to the development of Science and Technology, students:

• Face current news in online publications, blogs, social networks;

• They will be aware of various materials such as advertising, PR, political propaganda, journalistic articles, blogpost, vlog;

• Sometimes it meets an error in the message, a misinformation in the coverage, or a deliberate nonlinear information (Feik, manipulation). The didactic possibilities of this information are that the presentation of audio, video, text, infographics on various topics to readers, its independent

analysis, assessment, conclusion by the reader – this process increases critical thinking, creative approach, research activity. Most importantly, it ensures that the reader will have an independent point of view in the future in society in the face of various messages, political, social, advertising materials.

The importance of media texts in the process of independent analysis and evaluation. Media text- unlike traditional text (newspaper, blogpost, social network post, advertising, video, infographics, reportage) will be enriched with emotional coloring, various interactive elements. Students are in the process of learning such texts:

• Source reliability testing: the author questions Who, the level of publication, where statistics and evidence are derived, whether there are elements of manipulation.

• Opposing opinion: they are preoccupied with comparing information with other sources, rejecting it, or seeking reasonable evidence of the opinion cited.

Debate: between different groups "which information can be trusted?" , "Which evidence is stronger?"controversy, resulting in the student's independent evaluation process being activated[3]. Therefore, various manipulative elements in media texts: title, stereotypically provocative expressions, emotional words, context-free numbers, etc.k. frequent. In the process of independent analysis and assessment, the student (student) will be able to perceive these elements, determine whether they rely on a stable or dubious source, draw conclusions.

Critical thinking and media literacy. "Media literacy" is the ability of an individual to read, analyze, assess the level of reliability of a media message, to be protected from manipulation and Feik, to verify the source of the message, and to be able to make independent decisions in cultural cooperation[4]. Independent analysis and assessment is one of the most basic components of the same media literacy, and students participate in activities such as looking at different points, comparing different sources, making evidence, consistently scrutinizing the source, listening to alternative ideas, drawing conclusions. Using such a methodology, students form a habit of" approaching any information with evidence and reasoning, not with suspicion".

Interactive methods in the development of independent analysis and assessment skills.

"Debate" method. Debate is a form of debate in which students divide into two (or more) communities to defend opposing opinions on a particular topic or question. In this case, independent analysis and assessment are manifested in the following stages:

• Each team first prepares its evidence by looking for alternative sources, statistics, expert opinions;

• At the time of the debate, the opposing group will try to refute the evidence or point out its weaknesses with the question;

• The most significant process is the separation, analysis, conclusion of sources, facts, emotional manipulations[5].

Case-study method. Keys-stadi is a real or artificially created situation, a problematic situation, especially in the field of media and information use. Readers are presented in the form of keys with a "suspicious message scattered on the social network" or "advertising role, evidence in it".
In the process of Group or individual analysis:

• The reader determines how true this message is, manipulative elements, proof-proofs, whether or not it corresponds to the official source;

• Through critical questions "Why did such a message appear?" , "What is the main goal?" , "Who benefits?"as meditations;

• At the end of the lesson, "is this message far from reality or half-truth?", "What conclusion did I draw as a reader?"such that it goes to the conclusion stage.

Fishbone: by writing the problem in the center, the causes and consequences are deposited in the "bones". Readers perform a systematic analysis of" source reliability"," supporting proof","counter-proof " by inserting them into different bones.

Brainstorming: readers develop fast-paced ideas, questions, assumptions, and then sort them out at the analysis stage to see if they are credible or unreliable, reinforced by evidence[6].

Conclusion: the development of independent analysis and assessment skills in students is one of the pressing issues of today's educational system. Because, in the digital and global context, the abundance of information, manipulations, an increase in the number of semi-truthful or feyk messages are causing an increase in the demand from the individual to think critically, to make evidence, to assess the reliability of sources.

Information and media – when used positively in the course of a modern lesson, can become a powerful tool that engages students in the process of searching for literate information, analyzing, identifying manipulative elements, drawing conclusions. The ability of students to independently analyze and evaluate improves not only linguistic skills, but also modern skills such as critical thinking, creativity, finding evidence, noticing manipulation, being able to logically justify their point of view, objectively assessing opposing opinions. This is an important factor in students ' preparation for life, making the right decisions in society as a conscious and responsible person.

Methodical approach-close to real life in classes, engaging with the practice of engaging students in research, making evidence, comparing alternative sources, inference by working with frequent situations of the student, messages on social networks, blogposts, ads, political speeches, articles, gives the expected result. Thus, the" methodology for the formation of independent analysis and assessment skills through information and media " – as one of the strategic tasks of the modern educational process, is important in the maturation of students as a competent person. This encourages the teacher to share methodological innovations, interactive pedagogical technologies, sustainable research and experience with digital platforms.

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