



TELEVISION'S ROLE IN CONTEMPORARY EDUCATION AND THE CURRENT DEMAND FOR EDUCATIONAL CONTENT

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Abstract

The question of how educational shows benefit viewers remains a provard. At this point, a number of questions need to be answered. How successful are these TV shows in satisfying the desires of viewers? Is the purpose of educational TV programs to replenish airtime? Have the issues of demand for educational television shows been explored? So, are the requirements and opportunities for educational demonstrations in such a situation balanced? The role and opportunities of television in education: is the concept of value important in television education? The article answers similar questions.

Keywords: Educational television, television, educational program, educational value, education, thinking, intellectual thinking.

Introduction

A number of questions come to the fore as the issues of demand for educational television shows come to the fore. If we want to have really good, quality, educational and potentially effective educational TV programs, we will have to create TV programs that create the need to watch and increase its importance in education. "Educational television is like a bridge between the media and the world of education. The production, presentation and use of the program will be a bridge through teamwork," said Henry Kassier (1). In general, according to Kassier, educational television and general television are different. Although these ideas, which were advanced almost 60 years ago, are quite outdated, I still think it is appropriate to separate them.



MATERIALS AND METHODS

Television has its own video, audio and motion capabilities, and is now a powerful, modern way of conveying information to a mass audience. Television can be used in terms of supporting education, focusing, directing, filling in gaps, communicating to the public, reducing educational problems. Accordingly, students, pupils, etc. can receive education not only in special education centers, but also in an informal environment with completely different means of education. It was a TV with all the features available in all households. “Television is a common tool in all aspects of education and training,” says Alan Hancock in his 1976 work (2). If television is recognized as an educational tool, the question naturally arises as to what the problem is.

I am a professor at Anadolu University. I would like to dwell on a number of comments by Feridun Akyurek (3).

First of all, it is necessary to determine what the problems are in current educational television. The quality of the TV program depends on the role and point of view of the expert on the topic (the author of the text) and the creator of the TV show.

When writing a screenplay for a television expert, the expert on paper puts the primary scientific aspects on paper. “Writing a textbook and a television script are not the same thing,” says expert Dr. Feridun Akyurek. In this case, the creator of the TV program is a key factor in using all the capabilities of television.

The teacher approaches the issue in order to make an effective presentation and provide more information from an educational perspective. And as TV directors work with visual and dramatic imagery, viewers are distracted, according to media researcher Henry Cassirer (1).

At the same time, the manufacturer may not be in line with the teaching directions of the teachers. The simple reason is that TV channels want to be ahead in terms of viewer ratings and thereby attract advertisers. Traditional methods may not increase the audience flow as much as they would like. That’s why they can use a lot of effects and get closer to shows than this training. Obviously, this is no longer based on an educational show, but on a show. The difference between a show and an educational show is that in the former they are not taught, in the latter they are taught. But both are among the educational content. Another Turkish media researcher, Alishan Hizal, says that the pursuit of reputation by TV channels is one of the main shortcomings in distance education.



“The biggest problem in distance education in the use of radio and television is the use of the wrong ways to gain prestige from the media. We are real people who grew up with toys, and television is one of those toys,” he says (4).

Television and its educational power are underestimated. Given the prestige of television in Uzbekistan, the most important aspect of educational television programs is its educational significance. In this case, the concepts of education and values should be included in educational television programs. The role of television in education is measured by its popularity. Although there is a theory that educational TV shows encourage passive habits, hinder the development of creativity, the role and potential of television in education cannot be denied. According to the American scholar Bronfenbrenner, television can be used as a tool to actively promote educational programs, but it can also lead to cultural transformation (5). If we rely on the above considerations, TV programs and educational aspects should not contradict each other. Scholars Sandra Calvert and Jennifer Kotler, who analyzed the 1990 U.S. Children's Television Act, discuss this issue in their book, *Lessons from Children's Television: The Impact of Children's Television Act on Children's Education*. “Preschoolers are more likely to have significant knowledge of social behavior than those who watch less television” (6). In the words of Professor Bronfenbrenner (5), television shows become “cultural mediators”. Therefore, we can say that television shows support a new style of speech and communication based mainly on the characteristics of the image. Of course, we show images as the advantage of television, but the image-based style has been applied through pictures. However, with television, associative, basic, and non-reflexive thinking takes precedence over logical thinking. The intellectual power required to read a book or even a comic is much higher than the intellectual power required to watch television. Although children do not mechanically absorb television texts, we must keep in mind that much of the knowledge conveyed tends to exploit emotions based on the potential for socialization. Spontaneous television as a learning tool is neither good nor bad, and its impact will depend on how it is used. One of the advantages of television education is that it can easily promote patriotic ideas in education. I would like to give another example from the US experience. Spanish scholars Medrano Samaniego and Cortes Pascual’s article “Teaching and Learning Values through Television” discusses an experiment conducted in the United States (7). “In a research project aimed at African, Latin American and Caucasian immigrants in the United States, which included 527 parents



with children between the ages of 2 and 17, family habits were directly related to school activities. Although there is a strong correlation between low academic achievement and more hours allocated to television per week, these relationships vary depending on whether parents watch certain special programs with their children or interfere with their understanding and interpretation, "she said. When promoting television as a source of learning, we need to consider three different dimensions:

- (a) its contents;
- (b) the vehicle itself and
- (k) language used.

Various studies in this area are beginning to force us to recalculate the role of television in our educational lives. We will look at a number of studies for this. One thing to keep in mind is that if we are to increase the role of television in education, we will have to make a number of radical changes. Not leading to negative changes in the minds of the younger generation increases their importance in society. Emphasizing that it is very important for us that there is no general depression, we can say that television is more important in Uzbek society than expected. The question arises as to whether television educational programs work equally everywhere or how effective is the quality of the work being prepared. One thing to keep in mind is that it is not possible to take full advantage of world experience.

In short, we need to re-contextualize the values that are transmitted through educational television before popularizing them. If we analyze the features of programs and their content from an educational point of view, we see that some audiovisual TV programs help to shape children's thinking, while others hinder the process. Narrative audiovisual texts create the vertical thought structure necessary for school activities. In other words, ideas are arranged in strict hierarchies, allowing them to draw conclusions and conclusions.

Conclusion:

The story language of television programs is also important in such a situation. The stories of television programs provide values and distinctive identification elements. However, some texts are by nature denarrative or non-narrative types rather than narrative. In doing so, they use a more emotional context. In this sense, Professor Dragon Boll advocated non-adherence to the linear structure of classical fairy tales and the use of visual and audio clinkers as an official source to create tension,



regardless of content, according to Spanish scholars Medrano Samaniego and Cortes Pascual (7).

Given the above importance of educational television programs, it should be noted that it is necessary to control the info-field in the concept of television educational programs. In order for educational programs to also contain immoral images or not to produce shows based on their use in the pursuit of their own ideas and interests, the government responsible for general education must first take control of the process.

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