

THE INFLUENCE OF MEDIA ON THE FORMATION OF PERSONALITY:
PROBLEMS AND SOLUTIONS

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Abstract: *This article explores the influence of media on the formation of personality. During the thousand-year history of mankind, grows the role of mass media on the formation of man. It is known that in parallel with the emergence of various methods of disseminating information in the media in society, appears and improves the process of propagating ideas in a more targeted and planned form. At present, the development of mass media and Internet technologies in the Republic of Uzbekistan has a great influence on the life style of people, changing thousand-year basics of the eastern educational process and training. In the educational system, especially at the stage of the secondary general education process in order to foster a diversified personality, to achieve a reduction in the negative impact of the media, it is necessary to identify tasks aimed at developing skills for choosing and evaluating, receiving and viewing information among children and adolescents. Otherwise, the young people, although they will have voluminous information through the media, but this information will be superficial, fragmented, non-systemic, even useless. As a result, the media becomes the cause of the destruction of the spiritual and intellectual world and socially important personal qualities.*

Key words: *mass media, personality, spirituality, youth, educational process.*

Introduction. Personality development in the most general sense is a process that results in certain (often substantial) changes in socially significant properties: needs are elevated, transform interests and orientations, and increase the possibilities for their realization. Throughout the history of humanity, the role of information in the development of personality gradually increased. At the same time, the process of forming propaganda was going on - the conscious, purposeful, and systematic dissemination of various kinds of ideas in society. The Austrian scientist A. Sturminger published a book that he called "3000 years of political propaganda" [1]. The ruling classes have always sought to influence by means of propaganda on the consciousness of the population not only of their own, but also of other countries. There are well-known examples of the propaganda of "pan-Hellenism" by Alexander the Great, religious propaganda in support of the crusades to the east, slogans of the French Revolution.

In the modern world, the potential of the media has significantly increased, which is due to the powerful development of modern means of production and transmission of information. But a paradoxical situation arises: the media unites and separates people, makes the processes of communication and separation more intense and polar.

Literature review. Philosophers and psychologists attribute the media to the so-called "indirect" communication, which, as compared with direct, is more generalized, abstract. Without direct personal contact, this communication is mostly one-sided, but this form is of considerable importance for expanding the space-time framework of the person is being, enriching the whole system of his relations with the world. For the harmonious development of the personality, both forms of communication (direct and indirect), their optimal ratio are important. If the media is a very significant part of the society that influences on the plan that interests personality, so the main question regards the types and models of the media. British scientist Raymond Williams advanced the theory of the "four theories of press," according to which the media system can be authoritarian, paternalistic, commercial, and democratic. An authoritarian system is considered to be such a system in which "the main task of communication is to transmit instructions, ideas and approaches of the ruling group" [2]. The paternalistic system is an authoritarian model in which the ruling group retains social responsibility, that is, values and goals that go beyond the retention of power. The commercial system differs from the first and second greater degree of internal freedom. However, as the author notes, "you can say anything you want, provided that you can afford to talk and talk at a profit" [3]. The British researcher did not manage to find a democratic model of the media in reality; therefore for him it became, rather, a system of principles that should guide his professional activity.

Research methods. Having considered the various positions of scientists on this issue, we, on the basis of the study, identified a number of generalized individual psychological characteristics of the influence of the media on personality development. Today, the education system must set itself the task of learning how to manage the impact of the media at least to some extent in order to develop a positive personality, develop a culture of perception among children and youth, teach them to watch and listen, choose and evaluate the information they received. And here a serious problem arises. Parents and educators should cultivate a bit of skepticism in children. Children should not accept the dirt that they often see on TV, with confidence and gratitude. The media can be an assistant to the individual on the difficult path of its formation and development, but at the same time it can be a "Trojan horse" that creeps into the soul of a person and betrays him. B. Khojaev gives the following facts: "The study of Internet fanatics in the United States showed that their psychology, mentality, and even external features quickly (within 1-2 years) change in the direction of the value benchmarks that the world of virtual information sets for them, and real life becomes annoying hindrance. Cartoon characters from cartoons and computer games are much closer and clearer for them than real people. The world turns into a kind of dream and dream where everything is possible" [4].

Analysis of the experiment. Features of the impact of the media lead to increase level of awareness of the individual, but often this is only passive knowledge. In addition, the information that young people possess, although significant enough, is fragmentary, unsystematic, and often simply useless. Information reflecting the views and attitudes of certain social groups and personalities is naturally easiest to absorb when watching TV shows, video films, listening to the radio or audio recordings, which does not contribute to developing an orientation towards self-education, self-improvement, and active self-activity. Thus, society through the media can threaten the value and intellectual world and, consequently, the development of socially significant personal qualities. As the psychologist of the University of Milan E. Barolo noted back in 1983, information entering the consciousness in the form of visible images, directly and without critical analysis, seeps

into the most secret corners of our psyche. The school inevitably faces here a double difficulty: it is unarmed in the face of new methods of influencing the intellect, and is not able to compensate for uncritical, compulsive presentation of information [5]. Now the flow of information has become much more powerful, technical means more sophisticated. Consumers of this kind of products can often develop an idea of a fairly high level of their own erudition, outlook. For example, information about sports obtained through the media does not necessarily contribute to the introduction of the individual to a particular sport. What to say about the present time, when there are round-the-clock sports channels through which you can watch anything, but you yourself may not have enough time and energy to train? Society in the face of the media, especially television, video production, means of computerization sometimes generate in the minds of the individual myths, stereotypes that do not contribute to its positive self-development. It should be noted that, obviously, one of the reasons for the negative impact of the media on the emotional and intellectual world of the individual is a narrow circle of interests, the underdevelopment of the value system of the individual, which is primarily determined by the age or educational level of the individual, the specifics of the family. Small children, illiterate or illiterate people do not feel the need for radio and television broadcasts with a certain content, not to mention reading. Television systems and the Internet have acquired a special influence in our era. The Internet is a means not only of information, but also of communication. Therefore, a person, from an early age, should be taught how to use the potential capabilities of these media and communications most wisely, with advantage and with the least damage. The educational system in solving this problem, which seems quite clear, has an increasing role. Naturally, one of the reasons for the negative impact of the media on the value world of an individual is their belonging to various individuals and groups who defend not humanistic ideals and principles, but pursue their own narrow interests, often running counter to the interests of the overwhelming majority of the population.

Conclusion. Thus, we can draw the following conclusions. On the one hand, the media (in which they are legitimate in the plan of interest to us to include mass communications, the Internet, information technologies, film and video production) create favorable opportunities for the collective creativity of people, contribute to strengthening their collective intellectual power, and are able to develop characteristics such as solidarity, collectivism. On the other hand, they create conditions for the suppression of individual creativity in a person, for the degradation of healthy interests, and often form an orientation toward passive recreation, inactive entertainment, that is, in some cases they contribute to the weakening of personality activity.

The participation of one or another media in public life is noticeable; sometimes it belongs to some powerful group. From the moment the principle of freedom of speech was enshrined in the constitutions of developed countries, the mass media became a weapon in the hands of various groups, elites in spreading beneficial information, ideas, assessments, attitudes, imposing stereotypes. The information field has become a field of ideological struggle.

At the same time, the media, in our opinion, may (and with time, even if it will not be soon, have to) become an institution that is capable of raising a person spiritually. This is their calling in the future. At the present time, the media has as their main task to impartially reflect and bring to the person the events occurring in the world on a global scale, to complement the influence of groups that include the person. The media is a conductor of spontaneous socialization, which must always be well organized and streamlined. Constructive experience of the educational system on the use of the media in order to develop a positive personality should not be forgotten.

Today, secondary school teachers, receiving only a symbolic reward for their hard noble work, for the most part do not have the capacity and means to seriously resist the spontaneous, often negative impact of the overall difficult situation in the country and the constantly increasing influence

of the media on the still not fully formed system of socially important qualities of the young person
It is quite obvious that in a society that develops predominantly spontaneously, personal development
inevitably bears a deep imprint of spontaneity.

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