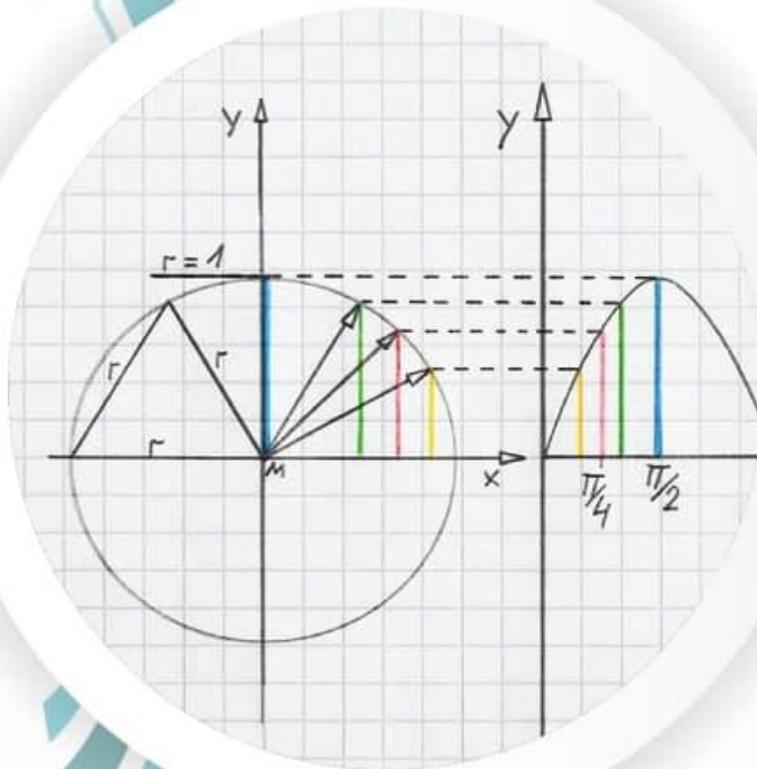


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JOURNALISTIC EDUCATION IS THE BASIS OF JOURNALISM FIELD DEVELOPMENT

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Abstract: This article tries to reveal the place of journalism education in the development of mass media industries. The importance of journalistic education in the development of qualified personnel is investigated.

Keywords: specialized pedagogy, journalistic education, practice, professional skills, qualified staff, development.

Scientific-theoretical, methodological and practical foundations of pedagogy, which was considered a branch of philosophy until recently, were created, and a set of pedagogic sciences appeared¹. Pedagogy can be compared to a huge tree. Each science, in its development, enriches its theories, improves based on its internal practical directions. In our opinion, Russian scientists V.A.Ivanova and T.V.Levina provided a comprehensive and up-to-date structural structure of the science of pedagogy. They show the structure of the subject in their electronic educational methodical collections as follows: history of pedagogy, general pedagogy, youth pedagogy, professional pedagogy, network pedagogy, social pedagogy, correctional (special) pedagogy, ethnopedagogy, comparative pedagogy, special (subject) methods, philosophy of education/education³. In particular, in the complex, networked pedagogy is defined as follows: "Networked pedagogy - studies the laws that specially prepare people for a certain type of activity (pedagogical, engineering, military, legal, etc.)."

Based on this classification, we would suggest that the subjects related to various fields, which are fed from general pedagogy, be conducted under the name of "branched pedagogy" or "specialized pedagogy". Then economy, medicine, labor, military field, as well as "journalism pedagogy (education)", which is the main object of analysis of this article, were included in this type. Journalistic education or journalism pedagogy is a field that emerged at the intersection of journalism and pedagogic sciences, which researches the issues of training journalist personnel and determining the professional-cultural identity of journalism. On the other hand, it is also a type of professional media education, designed for training specialists in journalism. The concept of journalistic education has been used by researchers under different names. In particular, the Russian scientist Fateeva uses the concepts of "journalistic education - professional media education" as mutually synonymous terms in her doctoral dissertation devoted to this topic.



Some researchers also use the term "professional training of journalists". Dictionaries describe higher education as a set of systematized knowledge and practical skills for the preparation of high-class specialists in a specific professional specialty, as well as in sectors such as economics, science, and culture. Journalism is a creative profession, therefore, the issue of creating appropriate optimal training in the organization of the educational process in the university in the field of journalism has always been important. Based on this, it can be said that even today, the search for an "educational model that meets the needs of society, the high standards of the university, and the personal interests of graduates" continues. Scholar I.A.Fateeva sees the journalism education system as "a direction that studies stable forms of organization and regulation of social life" and describes it as a "social institution": "Of course, journalism education is organized to fulfill goals and tasks of certain social importance. is a social institution. Like any social institution, journalism responds to the interests of a certain social group (in this case, a professional group) and serves to satisfy its interests.

In today's era of information globalization, journalism is the most important social system, or rather social institution, of society. Any social institution that exists in society, while fulfilling its tasks, strives to learn and develop itself. In doing so, it will have to be updated in accordance with the times while preserving its components, and the structures within it will have to strive to fulfill their functions in accordance with the laws of existence.

A set of knowledge - certain theories are formed for the laws of the existence of fields and structures, their functions in society, working mechanisms, components and persons working in them to enter and adapt to the system, and to form working skills. For the survival of social institutions and theories, another important resource for it - training of personnel in the field - is also considered an urgent issue. Journalism education in Uzbekistan was first established in 1949 at the Faculty of Philology of the Central Asian State University⁷. After that, journalism faculties and departments were opened in a number of regions of the country, and it can be said that by this time, a national system of personnel training was created in the field.

In Uzbekistan, at the same time, 5 higher educational institutions: UzMU, UzDJTU, UzJOKU, QSU and the branch of Webster University in Tashkent are training journalists and media communications personnel. The President of our Republic, Sh.M. Mirziyoev, emphasizes the importance of journalistic education today: "Today, more than 1,500 mass media are operating in our country. They differ according to the form of property, direction, means of information transmission. It is self-evident that all of them need highly qualified personnel. If we want to make a list of questions that reveal the whole concept of an effective system of training specialists in journalism, it is probably impossible to reach its end by today's information age: How does a member of society enter the field of journalism? What knowledge, skills and abilities are required from him? What factors are the basis for his development as a person and specialist in the society? What is the peculiarity of journalistic activity? To what extent are professional and creative activities related to



other activities in a person's life? How to achieve a certain level of journalistic skills? What are the requirements and stages of developing a qualified journalist staff? What should be the role and scope of theory and practice in this? As the signs of the information age appear in the society, the development of the field of journalism and mass communication, as well as the improvement of media activities and the quality of mass information, remains an important task due to the rapid development of information exchange and Internet technologies. One of the most important bases in the center of these issues is the problem of journalistic education development. The introduction of high-quality journalistic education in the state will lead to the future provision of mass media editorial offices with qualified personnel, which in turn will lead to the development of mass media, the stability of the free information environment in society, the acceleration of democratization processes, and the universal character of journalism, as a result, the provision of progress in all areas.

As noted by English scientists G. Berger and J. Foote, regardless of who the educators are, the main goal of journalism education is to strengthen not only journalists, but also journalism itself. In other words, the quality of journalism education is assumed to affect the quality of citizens and society. Journalism education not only educates practitioners but also the public. This goal demonstrates the important role of journalism educators in serving the interests of the media industry, which has a greater goal of serving the public, and in directly promoting media literacy. The development of new forms of journalism, such as globalization of information, online journalism, citizen journalism, has turned journalism education into one of the most urgent issues not only for a particular country, but also in the international arena. The rapid development of the Internet and satellite communications has globalized the processes of information exchange. In such conditions, the importance of space and time is reduced. As a result, in the future, international organizations will also work on projects for the development of journalism education, cooperate on various projects to improve the quality of journalism education from developed countries to developing countries, including the exchange of students and staff, the organization of training and mastery courses, the organization of joint diploma programs, etc. is becoming popular.

From these points, it is possible to see how complicated is the daily work of journalists who demonstrate the level of democratization and free thought in society. Training a specialist in this field is, in turn, a difficult and complex process.

Each field has its own theoretical foundations. Journalism, which was initially considered a profession, has gained its theoretical foundations over many years thanks to the work of field scientists and practicing journalists and has become a separate profession.

The importance of journalistic education can be seen in the fact that in the process of receiving such education at the university, qualified specialists acquire not only professional skills, but also knowledge about values and norms in society. In addition, they engage in scientific-practical communication and discussion with their peers who are on the verge of entering the profession, form future professional



competition and cooperation, work with information sources and interact with other editorial staff. Students develop a sense of corporate cooperation. By observing others, there will be enough time to create one's own creativity and professional style, and a sense of "we" will be formed, which unites representatives of the journalism field in society and encourages them to support each other in fulfilling their sacred duty.

A person without a journalistic education develops professional creative skills mainly through practical work. Such individuals believe that they have an innate talent for journalism and are always enthusiastic about editorial work. When journalists have discussions about their profession in gatherings, and when they talk to the interlocutor about their education and expertise during an interview, they feel uncomfortable. Moreover, they feel that society members do not accept them as full-fledged journalists. Even minor mistakes or shortcomings in their work are judged by the fact that their main specialty is not journalism. Another important aspect is that journalism faculties, while providing in-depth teachings on journalism theory, also form students' critical thinking. As a result, even in any urgent situation, even when the most necessary and valuable evidence is clearly visible, the student of journalism develops the ability to check it again, to approach each evidence with skepticism and criticism, to separate opinion and evidence based on professional and ethical students. goes

"Today, the task of training journalists, analysts and commentators with high professional skills, experts who are real masters of their profession is still relevant. Criteria such as the deep penetration of our journalists into life, the disclosure of the social and political processes in our society with their essence, importance and complexity, boldly raising the problems that stand in the way of our development, objective and truthful approach to the subject should remain the unchanging rule of our press.

In general, the role of journalism education in the development of journalism can be seen in:

1. If the media editors need a "new voice", "new image", "new views", enthusiastic staff, they look for such an employee not among other media outlets or among their part-time specialists, but from journalism faculties. Because the faculties always have a young personnel base that gives them a wide choice.

2. Universities, higher education institutions have always formed the theoretical basis of all sciences. The scientists who work in it are puzzled over different theoretical views and hypotheses. This, in turn, opens the way to new inventions in science. Inventions serve industries and contribute to their development. TV, invented in 1966 at ToshDU, later became the basis for the emergence and development of TV not only in our country, but also in the entire former Soviet Union. The project created by scientists from four universities in the USA later laid the groundwork for the emergence of the Internet and new types of media within it.

3. Media channels sometimes need an impartial expert in order to ensure their progress, find and eliminate shortcomings in their activities, and create new



directions. At such a time, they turn to scholars of journalism schools. Scientists observe and monitor their work and give necessary suggestions and recommendations. For example, associate professor K. Ismailova, candidate of philological sciences, working at the Faculty of International Journalism of UzDJTU, monitored the activities of non-state radio channels such as "Oriat-dono". In 2017, specialists of UzMU and UzDJTU evaluated the websites of all universities based on certain criteria and carried out monitoring work based on the special assignment of the Ministry of Higher and Secondary Special Education. This led to the development of necessary recommendations for the improvement of websites.

4. The most basic and crucial importance of journalistic educational institutions for journalism and mass media is to continuously provide them with personnel. It is these personnel who continue the work of mass media journalists and the industry lives on this.

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