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THE INFLUENCE OF MEDIA ON YOUNG PEOPLE IN EDUCATION AND ITS CHARACTERISTICS

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Abstract

This article comprehensively analyzes the role, opportunities, and problems of modern information technologies and media education in the education system. In the context of today's globalization, the internet, multimedia, and virtual technologies are becoming an integral part of the educational process. The article extensively covers the educational and upbringing potential of mass media, showing their positive and negative impacts. In particular, it is noted that multimedia tools facilitate the process of memorizing information in students, develop independent thinking, and stimulate creative activity. The article also highlights the role of media education within the new paradigm of 21st-century education, the possibilities of using digital educational resources, and the active participation of teachers and students in acquiring new knowledge. The article discusses not only the role of media education in schools and higher educational institutions, but also its influence on the spiritual world of students, their communicative, aesthetic, and intellectual development. In general, the article shows that scientific and methodological approaches are necessary for the effective organization of media education, and the proper management of technologies makes the educational process more effective, interesting, and creative.

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In modern society, the digital media environment has penetrated the lives of young learners so deeply that its impact cannot be separated from daily pedagogical practice. According to statistics, adolescents and young people of student age interact with digital devices for an average of 6 to 9 hours a day - this is the longest type of activity after sleep. This figure, which has doubled compared to ten years ago, is causing serious scientific discussions among educational specialists and psychologists. Therefore, the scientific study of the influence of media on young learners and its descriptive features has become an urgent methodological necessity of media education pedagogy. This paragraph examines in detail the cognitive, emotional, social, behavioral and motivational aspects of media influence and justifies their pedagogical significance in the context of engineering education.

The impact of media on attentional function. In cognitive psychology, attention - the ability to consciously focus and maintain attention on a specific object - is one of the cognitive functions most affected in the modern digital environment. The strong connection with digital media consumption - especially social networks, short video formats and mobile notifications - significantly reduces the duration of attention on one object. Involuntary attention - spontaneous attraction to unexpected, bright or novel media signals - is increasingly manifested in the digital environment, and this continuously disrupts the student's voluntary attention. In engineering education, activities such as reading long technical texts, performing laboratory work in sequence and solving deep technical problems require the stability of voluntary attention. Therefore, the media education teacher must include in his or her duties teaching students strategies for purposeful

attention management - the Pomodoro technique, mind mapping, and deep work sessions.

Effect of media on parallel processing ability. The phenomenon of "digital multitasking" is widely discussed in modern educational psychology. Educators are used to working with several media channels at the same time - listening to music, following social networks and doing homework. From the point of view of neuropsychology, the human brain is not capable of true parallel processing - i.e. performing two cognitive tasks at the same time; but the skill of "task switching" develops quickly. This skill can be more useful in an engineering career when working on multiple projects and problems at the same time. However, in situations where deep concentration on technical problems is required, the habit of multitasking plays a negative role. The media education pedagogue should teach the student to consciously manage when multitasking is appropriate and when single concentration is required.

The impact of media on creative thinking. The relationship between digital media and creative thinking has not yet been fully studied in pedagogical science, but existing research provides a number of important conclusions. Frequent interaction with creative media materials - animation, design, original video, interactive art - increases the student's desire for creative expression and expands the database for the generation of new ideas. However, passive consumption of ready-made, algorithmically recommended media materials can limit creative thinking: a person makes his brain passive and has little opportunity to use the "pot" of new ideas. In the engineering profession, creative thinking is the basis of technical innovation - the ability to come up with a new design, a new technological process, a new engineering solution. Media education activates the student's creative brain through creative media production tasks and connects this activity with engineering ingenuity.

The impact of media on emotional development. Media has a two-way impact on the emotional world of young learners. Positive impact: motivational and inspiring media materials - success stories, documentaries about human victories, examples of creative expression - evoke positive emotions in the learner and strengthen his or her mental state. Media aimed at developing emotional intelligence - films showing empathy, scenes about human relationships - increase the student's ability to understand the feelings of others. Negative impact: scary, highly stressful or violent content increases anxiety, sleep problems and worry in the student. Comparing one's life with the "perfect" images of others on social networks - social comparison - increases low self-esteem and a tendency to depression. Emotional stability is an important professional quality in engineering education: a student must develop the ability to be emotionally resilient in the face of complex technical problems, think effectively under stress, and respond constructively in team conflicts.

The impact of media on social relationships. The social relationships of young people in education have been radically transformed by digital media. On the one hand, social media facilitate communication with peers, create new friendships and professional acquaintances, and open the door to global scientific communities. On the other hand, the dominance of online communication can lead to a decline in face-to-face skills - non-verbal communication, synchronous dialogue, live interaction. Studies show that young people who use social media a lot have a narrowing circle of real-life friends, while “weak ties” - that is, superficial acquaintances - are expanding. The engineering profession requires teamwork, face-to-face communication with clients, and effective cooperation with multidisciplinary team members - these are real-life social skills that cannot be fully developed through digital channels alone. Media education should pay

special attention to maintaining this balance - the harmony between online and offline social communication.

The impact of media on personal identity. Adolescence and student age are a period when a person searches for answers about who he is, what values he has, and what he wants to become in the future. Digital media has a strong influence on this identification process. The phenomenon of "curated self" in social networks - that is, creating an online identity that shows only the best sides of himself - forms a virtual identity that differs from the person's real "self", and this difference can cause psychological conflicts. For engineering students, professional identity is an important pedagogical goal: the student needs to see himself as an engineer, feel a sense of belonging to the engineering culture, and feel a sense of belonging to the professional community. Media education purposefully shapes the student's professional identity by analyzing positive professional role models, such as an engineer-blogger, a technology innovator, and a STEM explainer.

The role of media as a mechanism for peer influence. Peer influence - the powerful influence that individuals of the same age group have on each other's behavior, values, and decisions - has always been considered one of the most important factors in education and upbringing. Digital media has taken this influence to a new dimension: peer influence now occurs not only in the local classroom or neighborhood, but also globally through online communication. The phenomenon of "viral trends" - a behavioral pattern that spreads on social networks - is the most powerful digital manifestation of peer influence. In engineering education, "viral" content with a STEM focus - for example, engineering innovations on social networks, technology startup success stories - can be used purposefully as a positive peer influence that increases student professional motivation. A media education teacher teaches students to

consciously perceive this influence - to distinguish which peer influence is constructive and which is destructive.

The role of the media in shaping career choices. The media plays an important role in the process of choosing and strengthening the career choices of young people. Young people often learn about their future professions through the media: a documentary about an engineer, news about a technology company, a YouTube channel popularizing STEM subjects - all this can arouse or reduce interest in the engineering profession in young people. How the media portrays engineering - whether as a heroic profession, as a difficult and tedious job, as a solver of global problems - these images directly shape the professional aspirations of young people. Media education in higher engineering education can also be used to strengthen career choices: media materials about great innovations in the history of engineering, the successes of Uzbek and world engineering, and the global significance of the modern engineering profession increase the student's professional motivation.

The positive impact of media on learning motivation. In educational psychology, motivation - the internal or external force that a person has to engage in an activity and continue it - is considered one of the most important determinants of academic success. Digital media positively affect this motivation in several ways. Visualization and gamification elements make the learning process interesting and fun. Real engineering problems and their presentation in a media format help the student see the practical relevance of the educational material. Global online learning communities allow the student to connect with like-minded people in their field around the world. All this strengthens intrinsic motivation - a natural interest in knowledge and a desire for professional growth. The media education pedagogue must use these positive motivational factors as targeted pedagogical tools, directing the student's media consumption to increase learning motivation.

Negative impact of media on learning motivation: time competition. The main mechanism of the negative impact of media on learning motivation is time competition. The time for studying and leisure of young people is limited, and the media - especially games, TV series, social networks - occupy a large part of this time. According to the principle of the "law of diminishing returns", after media consumption exceeds a certain level, the negative impact on learning motivation increases and learning efficiency decreases. In addition, the media often provides immediate gratification - the video is over, the game level is passed - this situation increases the tolerance for delayed gratification in the educational process - that is, the long-term benefits of knowledge and skills appear after a long time. In engineering education, long-term project work, complex formulas and many hours of laboratory work require precisely this tolerance for delayed gratification. Media education provides students with strategies for managing their media time and balancing it with long-term educational goals.

The Media Impact Balance Point: The Optimization Model. Modern educational psychology focuses not only on the negative aspects of media exposure, but also on finding its optimal level. According to the Goldilocks principle, both too little and too much media consumption reduces educational effectiveness - an acceptable average amount gives the best results. Research shows that 1-3 hours of targeted and selective media consumption per day has a positive effect on the student's academic performance, while after more than 5 hours, the negative effect increases. This optimal zone principle is also applied in media education: the student is taught to ask the question not "the less media, the better", but "how and how much media I consume, so that I get the most benefit". In engineering education, this optimization skill - managing resources with maximum efficiency - can directly become an important part of professional competence.

The impact of media on communicative competence: positive aspects. The communicative competence of young learners - communication, expression, listening and sharing skills - develops in several positive directions under the influence of digital media. First, written communication skills: extensive writing on social networks - posts, comments, messengers - constantly trains the student's ability to express themselves in writing. Second, multimodal communication: the ability to create messages in a combination of images, video, audio and text is an important element of modern professional communication.

Conclusion

Modern information technologies and media education tools are becoming an integral part of the education system today. They play an important role not only in the effective organization of the learning process, but also in the development of independent thinking, the manifestation of creative abilities, and the expansion of the worldview of young people. Multimedia, internet resources, video and virtual technologies make the learning process more lively, interactive, and interesting, while also providing students with the opportunity to understand, memorize, and apply the topic in practice.

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