

SKILLS OF DISTINGUISHING RELIABLE AND UNRELIABLE MEDIA
INFORMATION IN A FAMILY EDUCATIONAL ENVIRONMENT

Arobova Shohsanam Akram qizi

Independent researcher at Andijan State Pedagogical Institute

E-mail: Arobova0107@mail.com Tel: +998 94 647-45-43

Abstract: This article lists the types of media literacy skills in the family environment, the ability to distinguish between reliable and unreliable media information, the main features of reliable information are studied, and scientific conclusions are given on the classification of information received from unreliable sites and reliable and unreliable information.

Keywords: family, child, reliable, unreliable, media information, accurate, fake, verified, uncertain, information, page, site, telegram, verification.

Аннотация: В данной статье перечислены типы навыков медиаграмотности в семейной среде, способность различать достоверную и недостоверную информацию в СМИ, изучены основные характеристики достоверной информации, а также даны научные выводы по классификации информации, полученной с недостоверных сайтов, и достоверной и недостоверной информации.

Ключевые слова: семья, ребенок, достоверная, недостоверная, информация в СМИ, точная, поддельная, проверенная, неопределенная, информация, страница, сайт, телеграмма, проверка.

Reliable information is information that is true, verified, accurate, and based on credible sources. Such information is usually not misleading and can be confirmed by other sources.

The main characteristics of reliable information are:

- ✓ 1. The source is clear - the author or organization is indicated, it is taken from an official or reputable source.
- ✓ 2. It is verified - it is confirmed in several sources, it is based on evidence, facts.
- ✓ 3. Unbiased and balanced - not only one-sided, there is no emotional pressure or manipulation.
- ✓ 4. Updated and relevant - not dated, old or out of context.
- ✓ 5. Clear and understandable - written without exaggeration, without sensationalism, the main meaning is clearly expressed.

A message provided by an official news site and confirmed by other sources is reliable information, a message from an unknown page, without evidence and cannot be verified is unreliable information. Reliable information is not just something heard or seen, but information that has been verified, confirmed and substantiated.

Unreliable information is information that is unverified, incorrect, misleading or of uncertain source. Such information can mislead a person and lead to incorrect conclusions.

The main signs of unreliable information:

✘ 1. Unknown or dubious source - no author indicated. Unknown page, fake profile or unverifiable source

✘ 2. Unverified and unsubstantiated - no facts cited. General phrases such as "I heard", "they say" are used

✘ 3. Sensational and emotional - "Shock!", "It shook everyone!" headlines like, Attempt to scare or over-excite

✘ 4. One-sided or manipulative - Presents only one point of view. Attempts to force a person to a certain opinion

✘ 5. Outdated or out of context - Presents an old story as if it were new. The image or video may be from a different situation

Unverifiable news spread on Telegram or social networks from an unknown page - unreliable information, rumors or fake news that are not confirmed by evidence - also fall into this category. Why is it dangerous? It leads people to make the wrong decisions, spreads panic or misconceptions, causes fraud and manipulation. Of course, unreliable information is information that must be verified before being believed.

In a family environment, distinguishing between reliable and unreliable media information is an important skill that teaches a child (and adults) not to get lost in the flow of information. The following clear and practical methods are effective for forming this:

1. Checking the source - usually determining where the news came from (official site, blog, unknown page), looking for information about the author or organization, asking the question "Can this source be trusted?" Reliable sources are usually open and verifiable.

2. Compare multiple sources - check the same message from at least 2-3 places, if only in one place - be careful, consider different points of view. This method helps to identify false or exaggerated information.

3. Ask critical questions - discuss the following questions with your child: who is this message written for? For what purpose is it distributed? (information, advertising, manipulation) Is there evidence or just an opinion? This method strengthens critical thinking.

4. Beware of sensational headlines - headlines like "Shock!", "Everyone was shocked!", "Watch it right away!", very emotional or frightening texts, making it look too good or too bad, often this is used to attract attention, not the truth.

5. Check images and videos - images may be edited. an old video can be presented as a new story, use the reverse image search method. What we see is not always true.

6. Check the date and context - when was the message published? Is old information being re-shared? Is the full context given or only part of it? If the context is wrong, the meaning also changes.

7. Don't be fooled by social proof (like, share) - a lot of likes or shares does not mean it is true. Information should be evaluated based on quality, not quantity.

8. Identify fake accounts - is the profile newly created? Are the pictures and names suspicious? Are they not in the same direction (just propaganda or advertising)? A lot of misinformation is spread precisely through fake pages.

9. Introduce a family "habit of verification" - check any suspicious information together, establish the rule "First verify - then believe - then share", encourage the child to independently verify

10. Constant communication and explanation - explain to the child in simple language what false information is, show through real examples, discuss without punishing for mistakes

Conclusion: The ability to distinguish between reliable and unreliable information is not formed in a day. It develops gradually in a family environment through communication, joint analysis and practical exercises. The most important principle: not "I saw - so it is true", but "I checked - so I believe."

REFERENCES:

1. Fedorov A.V. Media education and media diagram. Taganrog: Izd-vo Kuchma, 2004. 340 c

2. Akhmetova L.S. Media education and media diagram: theory, methodology, practice. Uchebnoe posobie. KazGU. 2016 g

3. L.S. Akhmetova, A.V. Verevkin, A.A. Kudabai, T.Yu. Lifanova, D.P. Shorokhov. Mediagrammotnost i mediaobrazovanie: spravochnik / sost.:– Almaty: Kazakh University, 2019. – 158 p. ISBN 978-601-04-3975-7

4. Denisov A. Psychology online.// Razvitie lichnosti, 2014,

5. Lopatina A.A. Igromania is a socio-psychological phenomenon and emotional molodeji.// Forum molodyx uchenyx, 2018,

6. Millerova E.A. Public danger pornography.// Jurist' - Pravoved', 2007

7. TOWARD MEDIA LITERACY PARENT EDUCATION: IDENTIFYING CHARACTERISTICS OF MEDIA USE AS PROXIMAL PROCESSES THROUGH THE PERSPECTIVES OF MOTHERS OF ADOLESCENTS IN CURRENT MEDIA DOMINANT BIOECOLOGICAL STRUCTURES by Alicia Haywood phd 2024 usa

8. Exploring the complexities of personal ideologies, media literacy pedagogy and media literacy practice phd 2004

9. GENERATION Z AND MEDIA LITERACY: YOUNG PEOPLE'S PERCEPTIONS OF MEDIA LITERACY EDUCATION By ALANNA EAVAN POWERS B.A. Pennsylvania State University, 2019

10. Wyers, Jessica, "Media Literacy in Public Education: A Mixed-Method Exploration" (2023). LSU Doctoral Dissertations. 6042. https://repository.lsu.edu/gradschool_dissertations/6042