

**ORGANIZATIONAL AND PEDAGOGICAL FUNCTIONS OF EDUCATING
STUDENTS PRONE TO JUVENILE DELINQUENCY THROUGH THE MEDIA**

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ANNOTATION

The article discusses the organizational and pedagogical functions of educating students prone to crime and delinquency among minors through the media.

Keywords. Mass media, media, media pedagogy, television, press, radio, integrative, reflexive, social pedagogical, cultural-recreational

Today, the rapid development of information and communication technologies has led to the continuous flow of information in human life, the emergence of a global information system in the world. This, in turn, laid the foundation for the formation of a global information society. It is becoming a common reality that globalization has an unprecedented impact on all aspects of the life of the individual and society. In this case, the growth of endless information flows, the news of an event on one side of the world will immediately reach this side and affect social reality, which will require all societies and state institutions to re-analyze national security through the prism of globalization. Many percent of the socio-political and ideological information that is spreading rapidly through the media today is of concern in various countries around the world. The forces that seek to take over the world are trying to use information as a weapon. In other words, on the one hand, information is important as a source to expand the spiritual world of mankind, to enrich human knowledge, and on the other hand, information is becoming a "weapon" that separates man from himself, his nation, his homeland and eventually turns him into a manatee. It is no secret to anyone today. Already, many countries are forced to take special measures to protect their culture, traditions and spiritual values from the influence of foreign information. That is why it is very important to understand the content of the information coming in the course of rapid events, to interpret it correctly and draw conclusions. At a time when the process of globalization is in full swing, the most important task facing them is for any media outlet to have a place and develop in the global information space.

Analyses show that under the influence of biased information, there is an ideological gap in some students, especially among unorganized youth. One of them is the family environment, the shortcomings in the spiritual upbringing of children as a result of political, legal and ideological backwardness of some parents. It is to ignore their interests. This can be attributed to shortcomings in the design of radio and especially television programs that are appropriate for some adults, especially in cases where children and adults do not take their time into account. After all, it is desirable that adult and children's programs have their own time, depending on their age and audience. Another reason for ideological greed is that both the school and the family have a poor understanding of the importance of the media. If both parents and teachers understand the importance of the media in human education, the socio-political and cultural level of children will change in accordance with the socio-pedagogical conditions of upbringing the younger generation. Thinking about ideological education in the context of globalized information, it should be noted that in this direction, the measures to establish interaction between the media and the education system, public educational institutions and scientific and pedagogical institutions should be further improved. This is especially important in the use of educational opportunities of the media, the planning of educational processes and the achievement of concrete results. In some cases, most creative workers in the media rely on random information from the fields of pedagogy, psychology, sociology.

Due to this, the scientific-practical approach is insufficient or superficial in some media materials.

However, the attitude built on human emotions, emotion forms the process of individual approach to an event, an event, a protagonist. This situation helps to form the essence of emotions in students and encourages them to use knowledge and skills in everyday life. As a result of ignoring a number of psychological and pedagogical requirements in the preparation of materials for students in the media, non-compliance with the requirements of genre, variety of topics, many ideological materials can not meet the interests of students. Issues of interest to the general public are not taken seriously in a timely manner by most children and adolescents. For these reasons, the majority of high school students turn to media materials intended for "adults". Some also turn to foreign sources of information, social networking sites.

They, in turn, make effective use of the psychology of the student-youth audience and some of the shortcomings of our media. We believe that in order to fill this gap, it is necessary to look at the ideological materials in the media from a pedagogical point of view. In such situations, the use of media pedagogical features of television journalism is important in educating students prone to crime and delinquency through the media. The reason is that on television, sometimes the educative features of the image appear on TV screens without any commentary.

We will focus on the organizational and pedagogical functions of television, which serve to improve the morale of students prone to crime and delinquency: warning, informative, integrative, reflexive, social pedagogical, cultural and recreational needs:

The warning function - the warning function of television serves to develop the qualities of sensitivity and awareness of various events, readiness for different situations and caution in students and young people prone to crime and delinquency.

Informant - the informative function of television is to inform students prone to crime and delinquency about various events, to provide them with information, to develop information culture among young people.

Socio-pedagogical - the socio-pedagogical function of television serves the formation of moral qualities, spiritual upbringing, adaptation to life and social development in the personality of students prone to crime and delinquency.

Cultural-recreational - the cultural-recreational function of television is to provide cultural entertainment during the program and to develop creativity and aesthetic culture in students prone to crime and delinquency.

The analysis of our experience has shown that the above-mentioned organizational and pedagogical functions in the coverage of topics aimed at educating students prone to crime and delinquency through the media are not always reflected in the content of television programs for young audiences. In particular, the pedagogical perception and analysis of events in the activities of TV journalists preparing children's and adolescents' programs is weak, as a result of which the spiritual needs, interests and personal opinions of students are ignored in the process of preparing the program. As a result of the analysis, the following shortcomings were identified in the coverage of topics for student audiences:

-Pedagogical perception and analysis of events is weak, one-sided attitude to the object, that is, looks at it from the point of view of the teleoperator; in some shows, the interviewer speaks too much about his interlocutor (reader), not allowing the interlocutor to fully express his opinion; In children's and youth shows, it is common to teach a child to speak and make him or her look like a "parrot." In some media materials, the journalist can interpret the reality on behalf of the reader, that is, in the preparation of many media products, the spiritual needs and interests of students are not taken into account.

In view of the above, it was concluded that it is necessary to increase the media pedagogical knowledge of journalists who prepare programs for student audiences. Accordingly, media pedagogical requirements have been developed to increase the effectiveness of topics aimed at developing students' spirituality in the education of students prone to crime and delinquency through the media - the spiritual needs of students, the diversity of topics, the content of educational work, the development of media literacy.

Requirements for improving the spiritual and educational effectiveness of television in the education of students prone to crime and delinquency through the media:

N:	Performance requirements and its summary
1.	Conformity to the spiritual needs - the content and structure of materials on the topic of students in the education of students prone to crime and delinquency through the media and should be based on simplicity and serve to develop the spiritual needs of the students.
2.	Variety of topics - the content of TV materials should meet the requirements of artistic, informational, educational, pedagogical, creative thinking.
3.	Harmony - the content of the materials broadcast on television should be consistent with the process of spiritual and ideological education.
4.	Development of media literacy - the content of television should develop in students the ability to analyze media materials, draw conclusions, to express their independent opinion on the ideological debates in the virtual world.
5.	Age-appropriate - media materials covering the topic of students and youth, the desires and interests of young people e, psychology, social imagination and attitudes.

Taking into account the above media pedagogical requirements, we came to the conclusion that the education of students prone to crime and delinquency through the media should be based on student-youth programs, cooperation between journalists and teachers. At the same time, the educational features of media products produced under the direct cooperation of the media and educational institutions will be further improved.

"Television doesn't give a child anything," he said. The reader should deduct the benefit from each show. To do this, the child must see something useful. TV should not deprive a child of books, lessons, leisure. To do this, parents need to talk to the child about the movies and interesting, intellectual shows, cartoons. "

As the student talks to his or her parents, grandparents, teachers, or friends about the programs he or she sees on television, it is during this period that the media-pedagogical features of the TV programs begin to affect the child. Impressions are gained in a fluid, global, diffused way. However, if we look at the issue from another angle, the number of small viewers who do not move in front of the TV has been increasing tremendously in recent times.

As a result of watching too much TV, the level of knowledge of the student may decrease, and he may fall into the trap of various petty hooliganism and delinquency. Media products broadcast on television should be used as an educational tool. To do this, there are pedagogical tips on how to mark weekly TV shows with a pen at the beginning of the week. In conclusion, parents themselves set an example for their children by what they see in front of the TV. Adult-age clips, even forbidding a child from watching militant movies to watch them, do not

work well. Maybe what did the child conclude from the TV shows, clips, movies he was watching on the screen, how did these programs affect him? It is possible to use the educational functions of media products effectively and correctly by getting answers from the child to these questions, correcting the child's opinion if necessary, and directing it to education.

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