



THE ROLE OF TELEVISION IN THE SOCIALIZATION PROCESS OF YOUTH

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ABSTRACT

This article discusses the role of television in the socialization of young people. The author has studied the importance of television in raising the spiritual and cultural level of young people, in shaping their worldview.

KEYWORDS: *youth, socialization, television, spiritual and cultural level, worldview formation, mass media*

INTRODUCTION

Television is one of the most widespread means of disseminating information (political, cultural, cognitive, educational). It has great opportunities in teaching languages, due to the fact that it as a whole is a special emotionally sensitive form of human development as a whole. According to UNESCO, when a person listens, he memorizes 15% of speech information, when he looks at 25% of speech information, and when he sees and listens to 65%. Television programs are spectacular, have a high degree of aesthetic expressiveness, clarity of forms, brightness of presentation, which serves as the high popularity of television among people of all ages. In the modern world with developed mass communications, television is turning into a significant and multifunctional socio-cultural institution, actively participating in the globalization processes of our time. All over the world, it is the most popular means of mass communication, acting as an integral part of the lives of many people, which, of course, arouses research interest and requires deep understanding.

Television is an important socio-cultural phenomenon of everyday life that has an impact on the mass consciousness. It is able to form tastes, preferences, views, a system of behavior, to set the coordinates of personality development. Therefore, it is especially interesting and informative to study the influence of modern television on the everyday life of people, more specifically, of student youth as the most advanced, prestigious, socially active and dynamically developing social group of society.



A social institution is a stable set of people, groups, institutions whose activities are aimed at performing specific social functions; this activity is built on the basis of certain norms and rules.

Culture is a set of material and spiritual values created and created by a person and constituting his spiritual and social being.

Socialization is a process that allows a child to take his place in society, it is the advancement of a newborn from an asocial state to life as a full-fledged member of society. Let us cite the understanding of socialization introduced into science by the French sociological school: "socialization" is "humanization" under the influence of upbringing, it is "the influence of a generation of adults on a generation of young people" (E. Dyurheim). At the same time, for the individual, upbringing acts as pressure, coercion, the imposition of other people's ideas.

According to J. Piaget, socialization is a process of adaptation to the social environment, which means that a child, having reached a certain level of development, becomes capable of cooperation with other people. A similar understanding of this process has been introduced in domestic pedagogy.

Socialization is the development of a person throughout his life in interaction with the environment, presupposing the assimilation and reproduction of social norms and cultural values, as well as the self-development and self-realization of the individual in the society to which he belongs. This process takes place in conditions of spontaneous interaction of a person with the environment, as well as in the course of purposeful, pedagogically organized education. The essence of socialization is that it forms a person as a member of the society to which he belongs. Socialization is a two-way process that includes, on the one hand, the individual's assimilation of social experience by entering the social environment, a system of social ties; on the other hand, the process of active reproduction of the system of social ties by the individual due to his vigorous activity, active inclusion in the social environment.

The factors of socialization are the circumstances, conditions that induce a person to be active, to act.

The main factors of socialization are grouped into three groups:



factors affecting the socialization of all inhabitants of the planet or very large groups of people living in certain countries (space, planet, world, country, society, state);

Mesofactors - conditions for the socialization of large groups of people, distinguished by ethnicity (ethnos); by place and type of settlement (region, city, village, settlement); by belonging to the audience of certain mass media (radio, TV, cinema, etc.);

Micro-factors are social groups that have a direct impact on specific people (family, peer groups, micro-society, organizations in which social education is carried out - professional, social, etc.).

Considering the mass media as a factor of socialization, it should be borne in mind that the direct object of the impact of the flow of their messages is not a separate individual, but the consciousness and behavior of large groups of people that make up the audience of a particular mass media - readers of one newspaper, listeners of a particular radio station, viewers of certain TV channels. In this regard, the question of which group of socialization factors the mass media belongs to does not have an unambiguous answer.

But two circumstances allow us to believe that, at least today and in the near future, Mass media are mainly a mesofactor of socialization. The first is that all-Russian mass media have specific audiences, because one or another of them prefer to read, listen, watch certain age and gender and socio-cultural groups of the population. The second is that, in any case, at present in every region, territory, republic there are radio and television stations, the audience of which in one way or another includes a large part of the population, and local newspapers have surpassed the central ones in terms of the number of subscribers. The same is indirectly evidenced by the materials of the mass survey, which show a decrease in the general level of indiscriminate consumption of information. Watching television, reading newspapers, and listening to the radio are becoming increasingly careful choices. And since the bulk of the population is primarily interested in the circumstances of its daily life, this choice is made more often in favor of regional mass media, which provide relevant information.

mass media play an important role in the life of a person of any age. Thus, 87% of families watch TV programs every day, and more than 30% of families want to have two



TVs because of the differences in programs preferred by family members. Moreover, there are obvious age and gender differences in genre and thematic preferences. Men prefer informational, journalistic and sports programs of radio and television, while women prefer television series, literary-drama and music programs. From the age of 12-13, teenagers and young people prefer rock music, sports and entertainment programs. On the whole, among television broadcasts, 72% of the audience is interested in news, 63% in serials, 39% in pop music, 33% in lotteries and quizzes, and 29% in criminal chronicles. Among the books, the most popular are detectives (36% read more than others), historical literature (24%), adventure (20%), love stories (19%).

Speaking about the influence of the mass media on a person, we must first of all note their informational and educational role, thanks to which not only "the walls of apartments are moved apart to the borders of the planet", but very diverse, contradictory, unsystematic information about the types of behavior of people and the way of life is acquired in various social strata, regions, countries.

It is especially important to keep this in mind also because the mass media are actually a system of non-formal education, enlightenment of various segments of the population. As a source of information and enlightenment, the mass media are most intensively used by people of older ages.

Mass media play an important role in human development. Although this point of view is far from indisputable. The emergence of each radically new type of communication has caused controversy about whether it is for the good or for the detriment of a person. So, even in antiquity, Plato associated the depletion of human creative abilities with the emergence of writing, which allows the assimilation of knowledge "by extraneous signs", as a result of which people will "seem to be knowledgeable, remaining mostly ignorant" and "will become imaginary instead of wise." With the advent of cinema, radio, and then television and video, the decline in interest in reading has always been associated.

This has indeed happened and still is with many people, but it is useful to keep in mind that there are huge masses of people listening to the radio, watching movies and TV shows, who would not necessarily become readers.

Some studies show that the influence of mass communication on human development, although not unambiguous, is generally positive. So, American scientists



Shram, Lyle and Parker in 1961 came to the conclusion that television viewing accelerates the development of a child by almost a whole year, especially by the time he goes to school, because it teaches him to reason, gives knowledge, broadens his horizons. Research in France has shown that television viewing has a significant impact on the perceptions and outlook of the poorly educated population.

Means of broadcasting information create conditions for human development, in particular, enrichment of vocabulary, mastery of a wide range of information. But at the same time, they objectively form the listener, the viewer, that is, the consumer (today, for example, even the vocabulary of a teenager, a young man is often formed as a vocabulary of a consumer). Whether he becomes an active subject of culture depends on many additional conditions: a person's readiness to interact with the mass media; the involvement of the mass media in its real life, from the influence of the family. So, all children watch TV, that is, they can receive the same information. However, this does not solve the problem of leveling their intellectual development. The information received through television and other channels is not assimilated by many, and even less "appropriated", because it is not passed through the intelligence filter of adult family members or group communication with peers.

In principle, the influence of mass communication on the development of a particular person is of an indirect nature. First, it is mediated by the phenomenon of a "two-step flow of information": ideas spread from the mass media to "opinion leaders", mostly informal, and from them to their less active followers. Secondly, it is mediated by the fact that, as noted by the American scientist I. Klepper, for the most part people tend to use those messages of mass communications that are consistent with their existing interests and attitudes. Consciously or unconsciously, they avoid the opposite attitude. If they come into contact with materials that are alien to this mood, then they are often not perceived at all, altered or interpreted so that they coincide with their views, or they forget more easily than what interests them.

The problem of protecting human consciousness from being manipulated by the mass media is constantly becoming more acute. Media education, integrated with humanitarian and natural science school disciplines, is designed to fulfill the unique function of preparing schoolchildren for life in the information space. In these



conditions, the very fact of ignoring the media education of children within the walls of the school can also be regarded as inhuman.

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