



**THE ROLE OF E-MEDIA IN OUR LIVES: SHAPING THE MODERN
WORLD**

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Zaynobiddinova Gulbahor Bahtiyorovna

the teacher of Andijan State Institute of Foreign Languages

Odiljonova Guloyim

*the student of Andijan State Institute of Foreign Languages, 311-group – English
language and literature*

ANNOTATION

In the age of technology, electronic media, or e-media, has become an integral part of our lives. From social networking platforms to online news portals, e-media has revolutionized the way we communicate, gather information, and stay connected. This article aims to explore the role of e-media in our daily lives, focusing on its influence in various aspects, such as education, entertainment, and social interactions, while also analyzing the advantages and challenges it poses to individuals and society at large.

Key words:

Personal media, mass media, media effects, media enjoyment, communication studies, education, psychology, television, video, telephone, development process, evolution, digital, electronic commerce, entertainment, electronic medium, communication types, genres, general process, YouTube, Instagram, individual perception, World Wide Web, technologies, educational programmes, internet.

Conceptualizing E-Media:

Before understanding the role of e-media, it is essential to establish a comprehensive definition. E-media can be defined as electronic communication channels through which digital content, such as text, images, audio, and video, are disseminated. This includes the internet, social media platforms, streaming services, online gaming, and other digital platforms that allow people to interact and access information instantly.

“Conceptualizing personal media”

The digitalization and personal use of media technologies have destabilized the traditional dichotomization between mass communication and interpersonal communication, and therefore between mass media and personal media (e.g. mobile phones, email, instant messenger, blogs and photo-sharing services). As private individuals use media technologies to create and share personal



expressions through digital networks, previous characteristics of mass media as providers of generally accessible information are no longer accurate. This article may be situated within a medium-theoretical tradition, as it elucidates technical and social dimensions of personal media and revises the distinction between mass media and personal media. A two-dimensional model suggests locating personal media and mass media according to an interactional axis and an institutional/professional axis: personal media are de-institutionalized/de-professionalized and facilitate mediated interaction. The implementation of digital media technologies has important consequences for social networks and fits well within a theoretical discussion of the post-traditional self. (Marika Luders, *New media and society* 10, 683-702, 2008).

I think every user should have their own media. It is easier to use it at any time and in any situation. Because I think it is more convenient than common tools.

“Conceptualizing media enjoyment as attitude: Implications for mass media effects research”

Despite its popularity in mass media effects research, the concept of media enjoyment has yet to be clearly explicated or theoretically integrated into media effects theories. In this analysis, the authors begin to address these limitations by first reviewing terms that have been used to capture the concept of media enjoyment, considering their underlying common features. The authors then introduce a tripartite model of media enjoyment-as-attitude and examine how past research meshes with this perspective. Finally, they consider how enjoyment-as-attitude predicts volitional and spontaneous behavioral outcomes in terms of both media exposure and content-influenced action (e.g., imitation) from 3 theoretical perspectives (uses and gratifications, social cognitive theory, and cultivation). In this way, the article sheds light on how the concept of enjoyment might help to elaborate the understanding of those theoretical processes and, conversely, how extant theoretical perspectives might inform the study of media enjoyment. (Robin L Nabi, Marina Krmar, *Communication theory* 14, 288-310, 2004).

No matter how popular a media is, if the user does not have an opinion about it, its use will drop dramatically. I believe that there will be no growth if there is no positive or negative opinion about the mass media. I believe that where there is an idea, there is growth.

E-Media and Education:

E-media has revolutionized the educational landscape by providing new avenues for learning. E-learning platforms, online courses, and virtual classrooms have allowed individuals to pursue education remotely, breaking geographical barriers and expanding access to knowledge. The availability of online resources, research papers, and educational videos has further enriched the learning



experience. Additionally, social media platforms foster collaboration and information sharing among students and educators, creating virtual communities of learners worldwide.

“Young people and the electronic media”

For many years now, studies rejecting the idea of a direct causal link between the media and children's behaviour and beliefs, have been generating insights into children's interactions with all kinds of media forms. This book is designed as an accessible introduction to these important research findings, for students of cultural and communication studies, psychology, and education; for professionals working with children and young people, and in the media industry; and for parents. 'Wired Up' comprises separate studies of a wide range of electronic media forms including television, video, computer games and the telephone, and includes coverage of a broad age-range, from pre-school children to adolescents and young adults. It provides insights into such diverse issues as the gendered nature of media consumption, the role of parental regulation and peer groups, and the significance of narrative, realism and morality. (Sue Howard, Routledge, 2005).

At the same time, if we take into account the requirements of the times, today even our every step is connected with the Internet. From young children to adults. There is a high need for the Internet among pupils and students, so I believe that if it is used in a situation that does not exceed the norm, it will be in accordance with the purpose.

“Tutored videotape instruction: a new use of electronic media in education”

Our discussion has of necessity been limited to the research process alone. However, we might have pursued the evolution of new science beyond re-search into the engineering and development processes, and cited counterparts of the same revolutionary trends and effects. Even within re-search, we haven't even alluded to whole broad areas of physics, biology, materials science, mathematics, economics and systems science from which could have been drawn other striking instances of revolutionary computer impact through enhanced mastery of complexity. Our case has been understated. (James Gibbons, WR Kincheloe, KS Down, Science 195 (4283), 1139-1146, 19770).

Mass media is equally necessary for every industry, these industries are interconnected. From ancient times we can understand that even weather phenomenon should be connected with mass media. There is every field where the human factor is not involved, and if it is not connected to the mass media, great losses can occur. The fields of nature, medicine, education, economy provide their information through mass media and use it widely for improvement. It is through this mass media that we can know the latest news of every industry. Regarding the integration of sciences, I think that the Internet is the most necessary resource for



improvement. Therefore, we should know that every field is connected with mass media.

E-Media and Entertainment:

The impact of e-media on the entertainment industry cannot be overstated. From streaming platforms like Netflix and YouTube to online gaming, e-media has democratized access to entertainment. Users can download movies, watch TV shows, listen to music, and play games at their convenience. The rise of content creators has also transformed the industry, with individuals gaining recognition and building careers through platforms like Twitch and Instagram. Furthermore, virtual reality and augmented reality technologies present new possibilities for immersive entertainment experiences.

“Electronic commerce in entertainment and media”

Preface: Electronic Commerce in Entertainment and Media Page 1 Although exploitation of commercial opportunities involving digital technologies has been the focus of a great deal of activity in many service and manufacturing industries in recent years, efforts to understand and benefit from electronic commerce in content industries have developed more slowly. This situation has arisen because many managers in entertainment and media industries have perceived digital technologies as primarily providing production benefits and they have only. (Robert Picard, Taylor/Francis 12,217-217, 2002).

I can say that at the same time, the main part of the world trade is carried out on the Internet. Many commercial companies and firms mainly advertise their products through mass media. Based on this, we can know that the main part of advertising is included in the games. This means that every game and software on the Internet earns revenue through advertising.

“Entertainment as media effect”

The primary purpose of the preponderance of today's electronic media messages is [the recreational aspect of] entertainment/provide an overview of what has been accomplished in [the] behavioral exploration of entertainment consumption and its immediate affective effects/inspect the exploration of entertainment choices and then turn to theory and research concerning the enjoyment [of] entertaining messages. (Dolf Zillmann, Jennings Bryant, Lawrence Erlbaum Associates, 1994).

I would not say that most of today's media is based on entertainment. The reason is that there are professions that are not subject to such conditions in their direction and specialization. I can say that mass media can have something to do with entertainment, but I can not say that it is the main part.

E-Media and Social Interactions:



Social media platforms have become central to our everyday lives, playing a crucial role in building and maintaining social connections. These platforms enable real-time communication, information sharing, and networking on a global scale. Friends, family, and colleagues can stay connected regardless of physical distance, fostering virtual communities and support systems. However, concerns about privacy, online harassment, and the impact of curated online personas on mental health cannot be overlooked.

"Explicit and implicit structuring of genres in electronic communication: Reinforcement and change of social interaction"

In a study of how an R&D group in a Japanese firm adopted and used a new electronic medium, we identified two contrasting patterns of use: the use of community-wide communication types, or genres, deliberately shaped by the action of a small, sanctioned group of mediators; and the use of local genres tacitly shaped by members within their own research teams. We suggest that these patterns reflect the more general processes of explicit and implicit structuring, resulting in both the reinforcement and change of social interaction within communities. Explicit structuring included the planned replication, planned modification, and opportunistic modification of existing genres, while implicit structuring included the migration and variation of existing genres. We believe that these two processes provide suggestive models for understanding the initial and ongoing use of new electronic media within a community. (Joanne Yates, Wanda J Orlikowski, Kazuo Okamura. *Organization science* 10 (1), 83-103, 1999).

From the above points, we can understand that every team and enterprise has a type of internal dialogue. I think this is a very good approach, in such a situation, problems and internal disputes will be reduced in many cases. My point is that if we implement these types of plans not only in Japan, but all over the world, we will be able to prevent potential problems.

"Social interaction and co-viewing with YouTube: Blending mass communication reception and social connection"

This study examined whether motives and individual differences (social activity, interpersonal interaction, locus of control, sensation-seeking, innovativeness and YouTube affinity) predicted viewing videos on YouTube and sharing videos with others. Consistent with uses and gratifications assumptions, motives and individual differences differentially predicted viewing and sharing behaviors. Participants viewed videos for information seeking, and viewed and shared videos for entertainment, co-viewing and social interaction. Results suggest that while people watch videos on YouTube for some of the same reasons identified in studies of television viewing, there is a distinctly social aspect to YouTube use



that reflects its social networking characteristics. (Paul Haridakis, Gary Hanson. Journal of broadcasting / electronic media 53 (2), 317-335, 2009).

We all know that YouTube and Instagram applications automatically show the videos that the user is interested in and have watched a lot. I think this is a great idea, I think we will have no problem finding videos in the direction we want and need. Exceeding the user's time and megabytes is prevented, convenience is created. There will be relatively more opportunities to work on oneself.

E-Media and Information Access:

In the digital era, e-media has transformed the way we access information. Traditional media outlets face competition from online news platforms, blogs, and citizen journalism. The speed and convenience of obtaining news through digital platforms have both positive and negative consequences. On the one hand, information is readily available, and diverse perspectives can be accessed. On the other hand, the spread of misinformation and the rise of echo chambers have challenged the reliability and objectivity of online news sources.

"The use of collaborative electronic media for information sharing: an exploratory study of determinants"

This article reports an exploratory investigation of individual perceptions of factors that underlie the use of collaborative electronic media (electronic mail, World Wide Web, list serves, and other collaborative systems) for sharing information in a large state university in Australia. The model builds on the Constant et al.'s theory of information sharing. We propose that perceptions of information culture, attitudes regarding information ownership and propensity to share, as well as task and personal factors influence people's use of collaborative media. We found that task characteristics (task interdependence), perceived information usefulness and the user's computer comfort were most strongly associated with the person's use of collaborative media. Consistent with Constant et al.'s earlier findings, views of information ownership and propensity to share were significantly related to use. Interestingly, use of electronic media for sharing information and contacting people was weakly associated with a more structured, closed information culture. This implies that heavy users and sharers want more structured information flow in place, possibly due to their need to have reliable access to other individual's knowledge and information. Contrary to suggestions in the literature, a fully open, organic information culture may not always be most desirable. Implications for knowledge managers, practitioners and researchers are suggested. (S.L.Jarvenpaa, D.S.Staples, Department of Management Science and Information Systems, University of Texas at Austin, USA. 6 December 2000).

A practice conducted in Australia reflects the convenience of today's widely used applications. Users will be able to exchange information and use each other's



information. In my opinion, this situation is useful for us, the user can use the information he has and find out other necessary information through his friends. I am confident that this study will meet the requirements of the times.

Advantages and Challenges of E-Media in Our Lives:

While e-media has undoubtedly brought numerous benefits, it also comes with its fair share of challenges. The constant exposure to information overload can lead to reduced attention spans and difficulty in prioritizing information. Additionally, the digital divide continues to exist, with marginalized communities having limited access to e-media, widening existing social inequalities. Concerns about online security, data privacy, and the negative effects of excessive screen time on physical and mental well-being must also be addressed.

"The Use of Electronic Media in Nigerian Educational System: Principles, Practice, Problems and Prescription"

Electronic media as a tool has created new options for extending and enhancing education. However, as the number of technologies of e-media in society increases rapidly, so does the rate of misuse. Even the most experienced members may be susceptible to unintentional mistakes. Maintaining professional boundaries in all forms of communication, technology-related or not, is vital to maintaining the public trust and appropriate professional relationships with students. Members must be aware of the numerous challenges and the ramifications associated with the use of electronic media. Electronic media is now used formally in primary, secondary and tertiary institutions and informally in Nigeria. However, the use comes with numerous advantages and disadvantages; moderation is therefore the key to ensure that they are not used inappropriately. In formal learning, e-media technologies should be highly maintained to ensure continuity and teachers trained on its usage as well as students. Informally, radio and television stations in Nigeria should develop more time to educational programmes. The internet on the other hand should be used to enhance learning and research and building social interaction among students, teachers, media practitioners and producers in the society. (Sarah Chinwendu Agbamuche. New media and mass communication 42, 35-41, 2015).

I am confident that this education system in Nigeria will benefit effectively in teaching. Only when the pupil and student fall into this educational environment, the development will increase. Not only but also in schools and universities, but in television and radio broadcasting as a whole, a student who takes skills in his area of expertise will do better. I believe that this is the greatest contribution that the mass media can make to education. For instance, if a student is unable to attend classes, he can learn what he needs from radio broadcasts at any time. True, this opportunity cannot be used in all fields, that is, in the field of medicine. I believe



that such support of the mass media in pedagogical fields, as opposed to the fields that should be practical, is more beneficial than usual. For this, it is necessary to implement this initiative not only in Europe, but also in our region. I think that it is possible to develop and cooperate with the necessary authorities. Namely, during the quarantine period, special channels were broadcast on television for schoolchildren, and lessons were taught on them. If we set up "Institute radio" in our institute, students will be able to get the news or science information they need right in the yard of the institute. Not only the news, but it also increases the student's interest in studying and organizational work of the institute. I would like to develop this direction in the future.

The role of mass media in the educational system

I think mass media has enough place in our education system. The reason is that it is possible to understand the 1st grade textbook by itself. Because there are situations where he has to watch a video or a cartoon on TV as part of the lesson. As the student advances to higher grades, the need for mass media increases. Not only in the English textbook, but also in other subjects. In the literature textbook, if the life and work of the writer needs to be expressed through a short film, a television or a monitor will be used, and the same situation can be observed in the science of history. I mean that the lessons should not only be tied to the textbooks we have, we teachers should also be able to use the mass media widely. In the example of the 1st grade textbook I mentioned above, I must say that it is natural that it will develop into the 11th grade. That's when it gets even more developed and complicated. In the lower class, we used mass media only in the English textbook, but in the upper class, it is natural that we have to use all subjects. Therefore, if we, today's students, aim to become perfect pedagogues, we should bring the mass media into the lesson along with the textbook.

Conclusion:

E-media has transformed our lives, revolutionizing the way we communicate, learn, entertain, and access information. It has created new opportunities, opened gateways to knowledge, and facilitated global connections. However, we must navigate the challenges it presents and ensure its ethical and responsible use. Only then can we fully harness the potential of e-media and ensure its positive impact in shaping a better future for all.

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