



HOW TO LEARN PHOTOJOURNALISM THROUGH THE PHOTOJOURNALISM TRAINING GROUND

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Abstract *This article examines the key aspects of learning photojournalism at a photojournalism training ground, which provides unique opportunities for practical work and professional development. The author shares methods and approaches that will help aspiring photojournalists master the basics of visual communication, learn to tell stories through photos, and effectively communicate with their audience. Various assignment formats are described that help students develop creative thinking, technical skills, and the ability to work under time pressure. In addition, the article emphasizes the importance of critical analysis of work and the exchange of experiences between participants, which contributes to professional growth and the formation of an individual style. The author concludes with recommendations for further developing photojournalism skills and emphasizes the importance of continuous learning in this dynamic field.*

Keywords: *photojournalism, emotional, ethical, news, focus, social media, digital technology, citizen*

In today's photojournalism studies, the initial part is taught the structure, technical capabilities of the camera and genres. This is only basic knowledge. In Uzbekistan, photojournalism is often taught in a teacher-student style, and this methodology is justified. The rapid growth of today's global social networks and the increase in the exchange of information is evident in every field, including photojournalism.

Photojournalism is taught in Uzbekistan as a comprehensive discipline that combines the development of creative, technical and ethical skills. The main emphasis is not only on mastering the technique of photography, but also on telling

stories through photographs in modern media, analyzing events and working with visual information. The course includes theory, practical tasks, developing creativity and discussing ethical issues.

Theory and methodology: in the continuing education, topics such as the role of photography in the media, the basics of journalistic work with images, the conditions for the effective work of a photojournalist and ways to improve their skills are covered. The textbooks contain theoretical materials, practical recommendations, methodological guidelines, illustrations and self-assessment tests, which determine the effectiveness of visual information and reality coverage.

Practical assignments: Students regularly complete photo assignments of various genres (news, portrait, sports, photo reportage), which helps to develop professional skills. Assignments are usually given once a week, and the assessment is based on the selection and evaluation of works through the process of taking photographs and the inner world of each student. This is based on the student's level of understanding of the topic and the scope of coverage.

Ethical Considerations: Emphasis is placed on discussing ethical dilemmas related to photojournalism, analyzing controversial images, and making decisions in real life. This will focus on students' ability to distinguish between artificially arranged photos and describe details in them.¹

The current characteristics of news photography and the importance and current problems of professional news photography in the new media environment require students to clearly formulate ways to reform the teaching of photojournalism and to participate in professional practice. Ethical issues such as privacy, security breaches, and data gaps arising from the use of big data technologies, as well as ethical issues such as robot rights, algorithmic errors, and bad data arising from the use of artificial intelligence (AI technology). The perfection of ethics and knowledge integration deepens at the level of human ideology; ethics and morality regulate the

1

knowledge economy, which can serve as a guide for the harmonious and healthy development of knowledge within the framework of ethics.

During the photojournalism training in Uzbekistan, the trainer can observe the students with a camera or a phone in their hands when creating unexpected situations through simulation on the photo polygons or during training sessions in the classroom. During the staged processes, the trainer can witness to what extent each student can analyse their photos and use the possibility of taking a multi-series or single photo. It is important to understand the level of perception and connection with their captions when analyzing photos in the lessons.

The education process reviews the role of photojournalism in the implementation of the creative activities of students. The main aspects of creative activities related to photojournalism, in particular, the ability to create strong visual stories, perceive and interpret events through the camera lens, and select and process materials to create informative and emotionally rich photo reports, are considered. Teaching methods and principles help activate creative thinking in students and develop professional skills. The students discuss possibilities of using photojournalism to motivate and develop themselves, talk about the importance of adapting classical principles of didactics to the needs of the modern media space, and emphasize the individual characteristics of students.

In Uzbekistan, the traditional teaching method is mentor-student, in which active photojournalists working in other organizations join the group lessons, and the students complete the tasks set in advance, and at the end, they undergo the assessment of their level of comprehension of the topic by analyzing the photographs shot through a small comparison. The photo shooting skills can be improved by organizing an environment that can serve as a reportage concept in photo polygons, not only for official meetings but also for sporting events and others.

In Uzbekistan, photojournalism is currently taught in higher (universities) and secondary specialized (lyceums and colleges) educational institutions with a focus

on Journalism. Theoretical and practical classes held at the University of Journalism and Mass Communications of Uzbekistan improve the knowledge and skills of students in the framework of the basics of photojournalism and photo analysis. In practical processes, students are examined through artificial formal events and other methods to what extent they use photographs based on the topics covered. For example, students are focused on conveying what the content of the story is about without explanation through general shots or long shots.

By Carolynne Burkholder

Pictures are worth 1,000 words – in the newspaper business that equals about 25 inches of print. Images are one of the most powerful forms of communication, especially in journalism. One image or sound can summarize an event or person or motivate a nation; one image can upset people more than endless pages of print on the subject. Kenneth F. Irby from the Poynter Institute describes photojournalism as “the craft of employing photographic storytelling to document life: it is universal and transcends cultural and language bounds.”²

The above facts lead to the formation of internal and external competition not only in newspapers but also in today’s Internet.

When studying Photojournalism, it is expected to organize artificial situations with students, and in this case, the student should be able to anticipate and predict reality without knowing it and react through photographs.

When taking photographs, it is important to pay attention to what is important in reacting to each reality through empathy.

When organizing a photo report, it is necessary to be able to see reality completely, perceive it, and be able to indicate the title and location of the article in the section of clear plans.

² <https://cjf-fjc.ca/photojournalism-ethics/>

In Photojournalism, it is possible to learn the simplest and fastest way today by teaching photo polygons or simulations so that they understand that a chance is given once and a second chance is not given.