PEDAGOGICAL FOUNDATIONS OF MEDIA LITERACY FORMATION

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Abstract: This article analyzes the pedagogical foundations of media literacy formation from a scientific and theoretical point of view. It is substantiated that the conscious, critical, and responsible activity of a person in the modern information space is directly related to the level of media literacy. The study highlights the essence and content of the concept of media literacy, its structural components (motivational, cognitive, operational, and reflexive), as well as the mechanisms for their development in the pedagogical process.

Keywords: media literacy, media competence, media education, information culture, critical thinking, digital competence, pedagogical approach.

MEDIA SAVODXONLIKNI SHAKLLANTIRISHNING PEDAGOGIK ASOSLARI

Annotatsiya: Ushbu maqolada media savodxonlikni shakllantirishning pedagogik asoslari ilmiy-nazariy jihatdan tahlil qilingan. Zamonaviy axborot makonida shaxsning ongli, tanqidiy va mas’uliyatli faoliyat yuritishi media savodxonlik darajasiga bevosita bog‘liqligi asoslab berilgan. Tadqiqotda media savodxonlik tushunchasining mazmun-mohiyati, uning tarkibiy komponentlari (motivatsion, kognitiv, operatsion va refleksiv) hamda pedagogik jarayonda ularni rivojlantirish mexanizmlari yoritilgan.

Kalit so‘zlar: media savodxonlik, mediakompetentlik, mediata’lim, axborot madaniyati, tanqidiy fikrlash, raqamli kompetensiya, pedagogik yondashuv.

ПЕДАГОГИЧЕСКИЕ ОСНОВЫ ФОРМИРОВАНИЯ МЕДИАГРАМОТНОСТИ

Аннотация: В данной статье научно-теоретически проанализированы педагогические основы формирования медиаграмотности. Обосновано, что сознательная, критическая и ответственная деятельность личности в современном информационном пространстве напрямую связана с уровнем медиаграмотности. В исследовании освещены сущность и содержание понятия медиаграмотности, ее структурные компоненты (мотивационные, когнитивные, операционные и рефлексивные), а также механизмы их развития в педагогическом процессе.

Ключевые слова: медиаграмотность, медиакомпетентность, медиаобразование, информационная культура, критическое мышление, цифровая компетенция, педагогический подход.

In the 21st century, as a result of the acceleration of digital transformation processes, the flow of information has sharply increased in all spheres of public life. The widespread use of the Internet, social networks, and digital platforms requires a person not only to receive information, but also to analyze, evaluate, and responsibly disseminate it. In this regard, the formation of media literacy has become one of the urgent directions of pedagogy. In recent years, innovations such as artificial intelligence, digital content generation, deepfake technologies, and algorithmic information filters have exacerbated the issue of reliability and authenticity in the information space. This strengthens the need for the systematic and scientific development of media literacy in the education system.

The issue of developing media and information literacy at the international level is reflected in the Media and Information Literacy (MIL) concept put forward by UNESCO, in which the formation of citizens' competencies in searching, critically evaluating, and creating information is defined as a priority task. Also, the "Digital Education Action Plan" developed by the European Commission and recommendations within the framework of digital competencies indicate the need to integrate media literacy into the continuous education process. In these documents, media literacy is interpreted as an important factor in the stability of a democratic society, information security, and civic activity.

At the national level, normative legal acts are also being adopted aimed at developing digital education, ensuring information security, and protecting young people from the influence of harmful information. In particular, the Law "On Education," adopted by the Republic of Uzbekistan, as well as decrees and resolutions of the President of the Republic of Uzbekistan, define the creation of a digital educational environment and the development of modern competencies of pedagogical personnel as a priority area. The Strategy "Digital Uzbekistan - 2030" defines the formation of digital culture and information skills in all segments of society as a strategic task.

Today, the importance of media literacy is determined not only by improving the quality of education, but also by protecting young people from various information attacks, manipulative ideas, and destructive influences. Especially for pedagogical personnel, media literacy is becoming an integral part of professional competence. After all, the modern teacher acts not only as a knowledge provider, but also as a subject that sorts, analyzes information, and forms critical thinking in students.

Therefore, the scientific study of the pedagogical foundations of the formation of

media literacy, the definition of its content, principles, and effective methods is one of the urgent tasks of the modern education system.

Issues of media literacy and media education have been widely studied in the Russian School of Pedagogy and Communication, and a number of leading scientists have developed scientifically based concepts in this area.

First of all, Alexander Fedorov conducted fundamental research on the theory and methodology of media education. In his work "Media Education: History, Theory, and Methodology," the stages of development of media education, conceptual approaches, and mechanisms for the formation of critical thinking in students are analyzed. The scientist interpreted media literacy as a person's ability to critically perceive, analyze information, and create media products.

Irina Chelysheva, considering media education as an important factor in the socialization of the individual, substantiated pedagogical conditions aimed at developing the media culture of students. In his works, the structural components of media competence and the methodology for their formation are described in detail.

Alexander Sharikov studied the characteristics of media consumption and information perception among young people within the framework of mass communication and audience research. His scientific work showed the need to take into account age-related psychological factors in the formation of media literacy.

Sergey Penzin advocates for the development of media education based on an aesthetic and cultural approach, emphasizing the possibility of enriching an individual's artistic thinking through the analysis of media texts. He assessed media education as an integral part of general cultural competence.

Galina Mikhaleva researched the pedagogical possibilities of using information

and communication technologies in the educational process. In his opinion, the formation of media literacy is effectively carried out through interactive methods and project activities.

Elena Bondarenko studied issues of media culture and information security and developed pedagogical mechanisms for protecting young people from the influence of harmful information. In his research, he emphasized the protective function of media competence.

Andrey Korochensky covered the issues of information reliability and the exposure of manipulative technologies within the framework of journalism and media ethics. The scientist linked media literacy with civic responsibility and information culture.

Evgeny Vartanova also analyzed digital media systems and their impact on society, substantiating the need to form new competencies in the context of the transformation of the media environment. His research interprets media literacy as a factor of competitiveness in the global information space.

The analyzed scientific sources show that Russian scientists have studied media literacy as a multifaceted pedagogical phenomenon, deeply illuminating its theoretical foundations, methodological mechanisms, and directions of practical application.

The research results showed that the effectiveness of the formation of media literacy is directly related to its inclusion in the pedagogical process based on a systematic, integrative, and competency-based approach. Based on theoretical analysis, the structure of media literacy, consisting of motivational, cognitive, operational, and reflexive components, was clarified, and their interrelationship was scientifically substantiated.

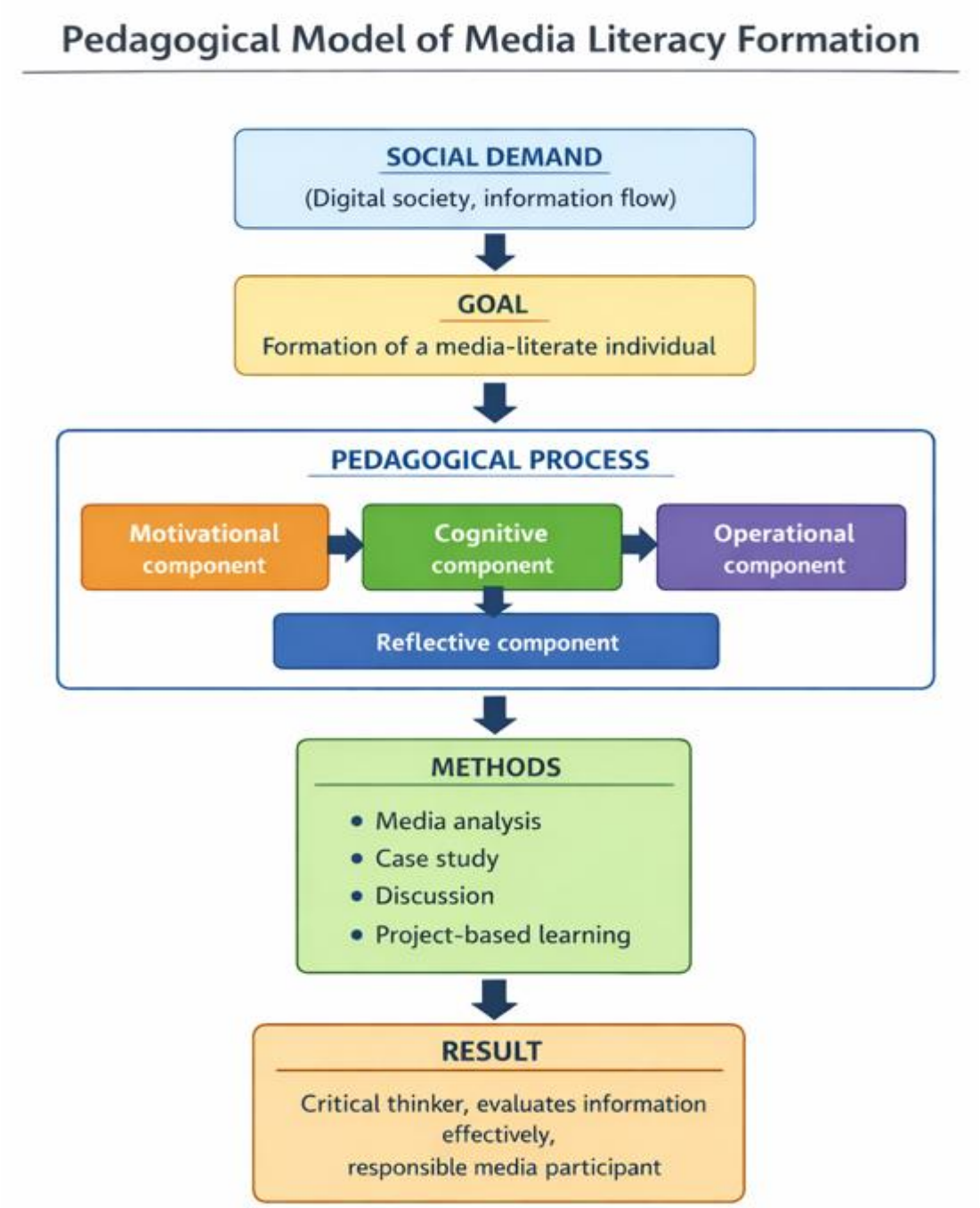


Figure 1. Pedagogical model for the formation of media literacy

Based on the concepts of Russian scientists, in particular, Alexander Fedorov and Irina Chelysheva, the methodological model for organizing media education has been improved. Figure 1 substantiates the integrated application of the stages of critical

analysis, deconstruction of media texts, development of fact-checking skills, and creation of a creative media product.

The obtained results showed that pedagogical effectiveness increases when the process of forming media literacy is organized continuously and in stages. In particular, strengthening motivational factors at the initial stage, deepening theoretical knowledge at the next stage, developing media activity skills at the practical stage, and finally establishing reflexive analysis were identified as the most optimal mechanism.

In general, the research results confirm that the pedagogical foundations of media literacy formation are an important factor in ensuring the conscious, critical, and responsible activity of the individual in the information space in the modern education system.

In conclusion, when the formation of media literacy is introduced into the educational process based on an integrative and competency-based approach, the culture of working with information, critical thinking, and social responsibility of students develop significantly. This serves to ensure their conscious, active, and secure participation in the global information space.

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