

**ENHANCING INFORMATION LITERACY AMONG YOUTH – A NECESSITY OF OUR  
TIME**

**Ismoilova Gulbaxor Azamovna**

Associate Professor at Kokand State University,  
Doctor of Philosophy (PhD) in Pedagogical Sciences  
[ismoilovag352@gmail.com](mailto:ismoilovag352@gmail.com)

**Karimova Shaxnozaxon Ulug'bek kizi**

First-year Master's Degree Student in Theory and  
History of Pedagogy at Kokand State University

**Annotation:** This article discusses the importance of media literacy, emphasizing that information resources are among the key factors determining a nation's economic and military potential. It highlights the need for young people to be able to assess the quality and reliability of information, use it appropriately, make informed choices, and develop a critical approach to every piece of information they encounter.

**Keywords:** media, "mediator," literacy, email, online video, media education, information literacy, media literacy.

---

**INTRODUCTION:** It is well known that the information resources of any country are one of the key factors determining its economic and military potential. Effective use of these resources ensures the security of the country and the successful formation of a democratic, information-driven society. The rapid development of information and communication technologies is shortening time and distance, opening up broad access to the knowledge of world civilization. As the Eastern sages have said, "The greatest wealth is intelligence and knowledge, the greatest inheritance is good education, and the greatest poverty is ignorance!" Therefore, for all of us, mastering modern knowledge, becoming true scholars, and acquiring high culture should become an ongoing life necessity [1]. For this reason, today, the attention and focus on ensuring that our youth receive education based on the demands of the time and become knowledgeable is increasing day by day.

**DISCUSSION AND CONCLUSION**

Today, in the world of information, we are witnessing the rapid development of many new information distribution technologies such as the internet, internet television, internet radio, email, and online video, with their audience and influence expanding continuously. Given that young people show great interest in these media and use them extensively, it is not difficult to understand the immense importance of this issue.

Young people must be able to assess the quality and reliability of any information, use information correctly, make informed choices, and approach every piece of data critically. At the same time, the rapid development of communication and information transmission tools such as the internet, television, cinema, radio, video, mobile phones, and various slides and images containing information is qualitatively changing our lives, raising many new problems, such as shaping information culture and ensuring information security for the growing generation. In this process, media education helps students develop independent thinking, enhance creative activities, and teaches them how to acquire, process, generalize, and draw conclusions from information. This creates a foundation for the development and maturation of young people's worldview and intellectual potential. Young people's ability to work with information, search for information, avoid falling for false information, distinguish, process, and organize necessary information, understand the content of information, share reliable sources with friends, and think logically all

contribute to the formation of information culture. It is important to understand who the information is for and what its purpose is. Each student should have a general understanding of the technical tools used in the field of communication.

The word “Media” is derived from the English word 'mediator,' which means a means or medium. Media refers to the various means and types of communication that convey information to the public. It is a tool for communication and information transmission [2]. It is impossible to explain what media is in just a few words, as it is a very broad concept. There are many theories about when media first appeared. According to its definition, the first thing to convey information to humankind in history is considered to be media. When discussing the first form of journalism in higher education institutions, the example of town criers is undoubtedly often cited.

Media has developed over the years and, by today, it has entered every household [3]. Today, it is almost impossible to find a person who does not have a phone, a television, or a radio at home, or has never turned a newspaper page at least once in their life. When we talk about literacy, we primarily think of a person who reads many books, can quickly answer questions, and serves as a role model to others through their behavior and manners [4]. At the same time, the concept of media literacy has emerged and it has acquired its own definition. We would define information literacy as the set of skills and competencies related to selecting, evaluating, processing, and transmitting information. Traditionally, media literacy involved a person's ability to analyze literary works and create quality texts. Today, media literacy means understanding why and for what purpose information is being transmitted. A media literate person should be able to ask themselves questions such as: who created this information and for what purpose? Is this message necessary for me? They should be able to draw proper conclusions and approach the information critically. These questions should not only be asked when you are watching television with your family, listening to the radio in your car, or viewing online news, but also when receiving and evaluating any kind of information. Media literacy plays a crucial role in understanding today's information environment. At this point, we also wish to define media literacy:

Media literacy refers to the set of skills and competencies related to receiving and evaluating mass media and its activities.

**Media literacy includes:**

1. Understanding the role and functions of the media in a democratic society;
2. Understanding the conditions under which the media can perform its functions;
3. Critically evaluating media content from the perspective of its functions;
4. Expressing one's opinion through media and collaborating to participate in democratic processes;
5. Activating the necessary skills (including ICT skills) for creating user-generated content.

**Media literacy** and **information literacy** are both related to consciously shaping and developing the skills of collaboration in the media and information space, regardless of the technologies used by young people. There are two scientific schools that explain this interconnected field in different ways. Representatives of the first school view information literacy as a vast research area. Representatives of the second school argue that information literacy is part of media literacy and is a much broader field. However, the international expert group of UNESCO not only identified the differences between media and other information services but also highlighted the points of their interconnection [5].

**Media literacy** teaches critical learning, reading, and thinking skills related to all types of media encountered, used, and created by learners. Instead of presenting pre-defined interpretations, educators ask students what they are feeling and then help them develop the necessary skills and knowledge to pay more attention, enabling deeper thinking. At this point, we would like to focus on global experiences in media literacy.

In 1982, UNESCO held a symposium on media education in Grünwald, Federal Republic of Germany. The participating experts emphasized that government agencies, educational systems, public organizations, and parents should not overlook the role of mass media in the personal and social development process, as well as its importance in ensuring active civic participation in society.

As a result of the symposium, the **"Grünwald Declaration on Media Education"** was developed. The declaration includes the following recommendations:

- To start and support comprehensive media education programs — from preschool education to university level and adult education. The goal of these programs is to increase the critical awareness of users of electronic and print mass media and develop their skills for appropriate use.
- To help improve knowledge and understanding of mass media through the development of educational courses for teachers, and to prepare them with suitable teaching methods.
- To encourage research and development activities in fields such as psychology and sociology related to media education.
- To support and strengthen international cooperation in media education efforts undertaken or planned by UNESCO.

**Media education** helps students acquire critical thinking skills. It teaches students not only to answer questions posed by the teacher about media messages but also to ask their own questions. It encourages students to search for multiple sources of information and teaches them how to identify which sources are the most suitable or reliable for any task. Students are required to support their opinions or interpretations with clear, documented evidence.

Since media is present and relevant in all areas of our lives, media literacy cannot be limited to a single lesson. It cannot be the responsibility of just one teacher or librarian; it must be integrated into the entire educational process for the student.

**Media literacy** provides students and teachers with the tools to engage with mass media in a thoughtful and responsible way. By teaching students how to manage the vast amount of information available online, it helps them avoid propaganda and false information. Teachers can also use media literacy skills to create and share engaging, thought-provoking, and critical thinking-promoting educational media content. By developing media literacy, students become active participants in the information they consume, rather than passive recipients of data.

## **CONCLUSION**

In conclusion, it can be said that there are several important aspects that need attention when developing media literacy in teachers. To effectively implement this process, the following approaches are recommended:

- **Courses and seminars:** Organizing special training sessions on media education for teachers. This will help improve their media literacy and teach them modern media-related methods.
- **Resources and materials:** Creating multimedia resources, online platforms, and interactive programs for teachers, which will allow them to conduct lessons in a more engaging and effective manner.
- **Practical experience:** Introducing teachers to activities such as media production, video editing, or blogging through practical workshops.
- **Collaboration:** Establishing cooperation between educational institutions and media organizations, sharing experiences, and connecting teachers with experts in the media field.
- **Innovative approaches:** Modernizing the teaching process through the use of technology and presenting media education in a more engaging way for students.

- **Evaluation of results:** Developing monitoring and evaluation systems to assess the effectiveness of media education.

Through these approaches, teachers' knowledge and skills in media education can be improved, and students can be better supported in successfully navigating the modern information environment.

#### **References.**

1. O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyevning Oliy Majlisga Murojaatnomasi.- T.: Tasvir nashriyot uyi, 2020.-B.12-13.
2. <https://azkurs.org/mavzu-zamonaviy-tarbiyada-media-mediasavodxonlik-va-mediatorbi.html>
3. Hakimboyeva Yu. Zamonaviy media makonda internet va unda axborot almashinuvining o'ziga xosligi. // Scientific progress. Volume 6. Issue 2. 2021.
4. <https://azkurs.org/mavzu-zamonaviy-tarbiyada-media-mediasavodxonlik-va-mediatorbi.html>
5. Printsipy mejdunarodnoy jurnalistiki i mejdunarodnyy obmen informatsiey. –M., 1999. S.5.
6. Azamovna, I. G. (2022). The role of national values in spiritual and moral education of students-youth. International journal of social science & interdisciplinary research ISSN: 2277-3630 Impact factor: 8.036, 11(10), 194-197.
7. Azamovna, I. G. (2022). Globalization in the process the student is the national values of the youth in the spirit bring up necessity. Open Access Repository, 8(12), 512-516.
8. Ismoilova, G. A., & Sayfullayeva, S. N. Q. (2024). Zamonaviy pedagogik tadqiqotlarning bugungi kundagi ahamiyati. Academic research in educational sciences, (1), 49-53.