

**THE ROLE OF MEDIA LITERACY EDUCATION IN THE DIGITAL AGE**

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**Abstract.** This article discusses the crucial role of media literacy and education aimed at it in the life of society. Media literacy is the ability of people to correctly understand, analyze and consciously use messages coming from the media. The article discusses the role of media literacy in protecting against false information and manipulation, active participation in democratic processes, and ensuring personal development and well-being, and justifies its necessity for the stability of society and reliable information exchange.

**Keywords:** Media literacy, information analysis, critical thinking, protection against false information, democratic processes, information sources, social stability, digital literacy.

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Mediasavodkhanism is an extended concept of literacy that includes the ability to access and analyze media messages, as well as create, reflect and act using the power of information and communication to change the world. Media literacy applies to a wide variety of media and is seen as essential skills for work, life and citizenship.

Douglas Kellner and Jeff Share have classified four different approaches to media education: protectionist approach, media arts education, mediationalism movement, and critical media literacy. The protectionist approach sees the media audience as vulnerable to cultural, ideological or moral influences and vulnerable to protection through education. The educational approach to Media arts focuses on the creative production of various forms of media by students. The mediasavodkhanism movement is an attempt to bring the traditional aspects of literacy out of the field of education and apply it in the media. Critical media literacy focuses on the analysis and understanding of power structures that shape media representatives, and how audiences can work to create meaning through dominant, dissenting, and negotiation-driven readings of media.

Media literacy education is a process applied to the development of mediasavodkhanism competencies, which aims to raise awareness of media influence and form an active position in relation to the consumption and creation of media [1]. Media literacy education is taught and studied in many countries around the World [2]. Finland is mentioned as one of the leading countries with a large investment in media literacy.

Media literacy education often encourages people to ask questions about what they see, hear, and read. Some examples of media covered include, but are not limited to, television, video games, photographs, and audio messages.

Media literacy education provides tools to help people develop receptive media skills for critical message analysis, provides students with opportunities to expand their media use experience, and helps develop generative media skills to enhance creative abilities in creating their own media messages [3]. Critical analysis can include identifying the author, purpose and point of view, studying construction techniques and genres, studying examples of media representatives, and identifying propaganda, censorship, and bias in programming news and Public Affairs (and the reasons for this). Media literacy education can explore how it affects the information provided, such as media ownership or its funding model.

Media literate people can skillfully create and produce media messages to show an understanding of the specifics of each medium, as well as to create media and participate as active citizens. Mediasavodkhanism can be viewed as a new kind of "texts" that contribute to an expanded concept of literacy, require analysis and evaluation of media, popular culture and digital media. By transforming the process of media consumption into an active and critical process, people become more aware of the possibilities of misinterpretation and manipulation and understand the role of media and media in shaping reality views.

Goals can include the use of all forms of communication, analysis, evaluation, creation and development of acting habits and skills. Media literacy education can be started from early childhood by thinking more critically and developing pedagogy around a deeper analysis and questioning of concepts and texts. As students reach age and adulthood, the use of media literacy learning influences the definition of moral and technical standards in the media, as well as understanding how the media relates to their cognitive, social, and emotional needs.

It is also thought that mediasavodkhanism has certain components that cannot manifest in isolation: mediasavodkhanism, mediamadanitism, and mediaong.

In times of crisis, effective communication and media literacy appear as the main factors in shaping public perception and increasing resilience. The subtle play between crisis communication, transparency, and strategic messages intersects with mediasavodkhanism to give people the opportunity to navigate the turbulent flows of uncertainty and rapidly evolving narratives [4]. In times of crisis, effective communication and media literacy appear as the main factors in shaping public perception and increasing resilience. The subtle play between crisis communication, transparency, and strategic messages intersects with mediasavodkhanism to give people the opportunity to navigate the turbulent flows of uncertainty and rapidly evolving narratives [4]. Mediasavodkhanism, the ability to critically analyze and interpret information, becomes a shield against disinformation and a catalyst for conscious decision-making in times of crisis. Transparency and clarity are necessary at the heart of crisis-related communications. Mediasavodkhanism provides the public with tools for close study of sources of information, differentiation of confirmed news and rumors. In the age of social media, where information spreads rapidly, mediasavodship becomes a decisive defense against the proliferation of unverified or sensational content and thus contributes to a more informed and rational attitude of the public [5].

In addition, mediasavodkhanism plays a decisive role in understanding the nuances of information about the crisis. Individuals with mediation skills can understand context, identify possible biases, and question the reasons for the information provided. This critical objective develops a more active and intelligent public, able to distinguish between real crisis communication and attempts to manipulate the public mood. Educational initiatives aimed at mediasavodkhanate become an integral part of the preparation for the crisis. As societies prepare for surprises, giving mediasavodkhanism skills ensures that people not only receive formal messages, but also the ability to independently search and interpret information. This proactive approach makes mediasavodkhanism an active force that forms a collective response to crises from a passive medium [6].

In conclusion, the intersection of crisis communication and mediasavodkhanism is a dynamic space, in which the ability of the public to be critical with information remains the basis for stability. Navigation requires not only effective communication strategies, but also a competent and media-aware public. Faced with the uncertainties of the 21st century, the synergy between

crisis communication and mediation as a beacon that guides societies towards conscious decision-making and collective stability in society.

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