

THE ROLE OF MODERN PEDAGOGICAL TECHNOLOGIES IN THE
DEVELOPMENT OF MEDIA LITERACY OF PRIMARY EDUCATION STUDENTS

Khushbakov Ismail Urolmakhamatovich

Lecturer of the Department of Information

Technologies of the Denau Institute

of Entrepreneurship and Pedagogy

Email: i.xushbaqov@dpi.uz Tel: +99890 032 96 92

Abstract: This article analyzes the relevance of forming media literacy in primary education students, its pedagogical and psychological foundations, and ways to effectively develop it using modern pedagogical technologies. The article scientifically substantiates the role of such technologies as interactive methods, ICT-based learning, multimedia tools, project-based learning, blended learning, and problem-based learning in the development of media literacy. Methodological approaches aimed at the formation of practical skills in students, such as information security, media culture, and compliance with digital ethics, are also proposed.

Keywords: media literacy, media culture, digital competence, information security, modern pedagogical technologies, interactive methods, multimedia tools.

**BOSHLANG'ICH TA'LIM YO'NALISHI TALABALRINING MEDIA
SAVODXONLIGINI RIVOJLANTIRISHDA ZAMONAVIY PEDAGOGIK
TEKNOLOGIYALARNI O'RNI**

Annotatsiya: Ushbu maqolada boshlang'ich ta'lim yo'nalishi talabalari media savodxonligini shakllantirishning dolzarbligi, uning pedagogik-psixologik asoslari hamda zamonaviy pedagogik texnologiyalar yordamida samarali rivojlantirish yo'llari tahlil etiladi. Maqolada interfaol metodlar, AKTga asoslangan o'qitish, multimedia vositalari, loyiha asosida ta'lim, blended learning, muammoli ta'lim kabi texnologiyalarning media savodxonlikni rivojlantirishdagi o'rni ilmiy asoslangan holda yoritilgan. Shuningdek, talabalarda axborot xavfsizligi, mediamadaniyat, raqamli etikaga rioya qilish kabi amaliy ko'nikmalarni shakllantirishga qaratilgan metodik yondashuvlar taklif etiladi.

Kalit so'zlar: media savodxonlik, mediamadaniyat, raqamli kompetensiya, axborot xavfsizligi, zamonaviy pedagogik texnologiyalar, interfaol metodlar, multimedia vositalari.

**РОЛЬ СОВРЕМЕННЫХ ПЕДАГОГИЧЕСКИХ ТЕХНОЛОГИЙ В РАЗВИТИИ
МЕДИАГРАМОТНОСТИ СТУДЕНТОВ НАЧАЛЬНОГО ОБРАЗОВАНИЯ**

Аннотация: В данной статье анализируется актуальность формирования медиаграмотности у студентов направления начального образования, ее педагогико-психологические основы и пути эффективного развития с помощью современных педагогических технологий. В статье научно обоснована роль таких технологий, как интерактивные методы, обучение на основе ИКТ, мультимедийные средства, проектное обучение, смешанное обучение, проблемное обучение в развитии медиаграмотности. Также предлагаются методические подходы, направленные на формирование у студентов практических навыков, таких как информационная безопасность, медиакультура, соблюдение цифровой этики.



Ключевые слова: медиаграмотность, медиакультура, цифровая компетентность, информационная безопасность, современные педагогические технологии, интерактивные методы, мультимедийные средства.

In the 21st century, the rapid development of the global information and communication system, the deep penetration of digital technologies into all spheres of life have made the formation of competencies in the conscious and responsible use of media in human activity an urgent task. The sharp acceleration of the flow of information, the boundlessness of the media space, and the complete or partial inconsistency of various information disseminated on social networks have a direct impact on the thinking and decision-making of young people. Therefore, the development of media literacy in primary school students is not only an important part of professional training, but also a priority pedagogical process that forms the media culture of the future generation through them[1].

Media literacy is the ability not only to read or consume information, but also to analyze, evaluate, reproduce, use safely, and make a conscious choice based on a critical approach. Only when future primary school teachers deeply master these skills can they form in students such skills as critical perception of information, the ability to distinguish false and manipulative information, adherence to digital ethics, and compliance with internet safety rules[2].

Modern pedagogical technologies play an important role in increasing the effectiveness of this process. In particular, the integrated use of interactive methods, digital educational platforms, multimedia resources, problem-based learning, project-based learning, and information and communication technologies develops independent thinking in students, increases creativity, and forms an analytical approach to the evaluation of media products. Also, new pedagogical approaches, such as blended learning, gamification, virtual laboratories, arouse students' interest in media activities, involving them in the educational process as active participants.

Today, primary school students are not only familiar with digital information, but in the future they will become teachers who will form the media culture, information literacy, and digital competencies of primary school students. Therefore, an important factor in the quality and effectiveness of education is increasing their level of media literacy, forming skills in the effective use of modern technologies.

Large-scale research has been conducted by international and domestic scientists on the development of media literacy, the formation of digital competencies, and the introduction of modern pedagogical technologies into the educational process. This literature covers the theoretical and methodological foundations of the formation of media literacy in students, the mechanisms of applying pedagogical technologies, and the didactic possibilities of developing media culture in primary education[3,4].

In the studies of media literacy by such scientists as A.Potter, R.Hobbs, D.Buckingham, such competencies as the influence of the media space on the individual's consciousness, the structure of media products, critical perception of information, and the ability to resist manipulation occupy a central place. Potter interprets media literacy as a multi-level model, highlighting thought processes, content evaluation criteria, and psychological factors of media consumer behavior. Hobbs develops practical methods of media education and offers innovative approaches for teachers. Buckingham, on the other hand, views media literacy as a complex process related to the cultural experience and identity of young people and considers it an integral part of school education[5,6,7].



In the field of pedagogical technologies, such scientists as J.Dewey, B.Bloom, V.Bespalko, M.Clar, A.Molenda substantiated the effectiveness of the technological approach in the educational process. Dewey's educational ideas, based on experience, demonstrate the need for active participation in the formation of media literacy, the creation of problem situations, and the use of research methods. Bloom's taxonomy contributes to the gradual development of cognitive skills related to the analysis, evaluation, and creation of media products. The modular technology developed by Bepalko serves to activate the processes of independent learning and creative thinking in students[8,9].

Scientists of our country B. Kasimov, N. Tuychiev, M. Ochilov, N. Tashpulatov, Sh. Abdullaeva, O. Khasanboeva, and others studied information and communication technologies in education, media culture, innovative teaching methods, and the development of digital competencies of teachers. The research highlights the integration of ICT into the educational process, the formation of information culture in primary school students, and the didactic advantages of using multimedia tools. In particular, Tuychiev's work substantiates the effectiveness of using interactive methods in the educational process; Hasanboyeva analyzes the pedagogical foundations of teaching media culture and information security.

In many domestic and foreign sources, the issues of the phased implementation of media education, the creation of a methodological model corresponding to the media experience of young people, and the consideration of digital competencies as a central element of the teacher training process are highlighted. Studies indicate that the level of media literacy of students has a direct impact on their ability to teach media culture to students in the future. This further increases the relevance of this topic.

The development of media literacy of primary school students is one of the most relevant areas of the modern education system. The research results show that media literacy is not only the ability to receive information, but also the ability to analyze, evaluate, process, use it safely, and make informed decisions in the information space. Only when students acquire these competencies will they be able to form a media culture in primary school students in the future.

During the discussion, it was revealed that the role of modern pedagogical technologies in the development of media literacy is extremely important. Interactive methods (cluster, brainstorming, cinquain, debates, etc.) activate the thinking process of students, strengthening their ability to analyze the content of media products, develop alternative opinions, and work independently on information. The use of multimedia resources makes it possible to convey information visually, interestingly, and quickly. In particular, video clips, infographics, animations help students to deeply understand the structure of media content.

Also, completing assignments through digital platforms (Google Classroom, LearningApps, Moodle, EduPage, etc.) develops students' skills in independent work with information, creating media materials, comparing and evaluating them. In the project-based learning method, students carry out practical activities in the process of creating media products, which further improves their skills in creativity, research, communication, and responsibility.

One of the problems identified during the study is that the main components of media literacy are not sufficiently formed in the majority of students. In particular, low levels of skills were observed in identifying manipulative information, distinguishing fake messages, and verifying the reliability of information sources. This indicates the need for the systematic and targeted application of modern pedagogical technologies in the process of media education.



In addition, there are cases when the digital competencies of teachers are not sufficiently developed. Some curricula are not sufficiently adapted to the formation of these competencies. Also, the insufficiency of technical means used in the educational process and the low speed of the Internet negatively affect the process of developing media literacy.

The discussion shows that for the effective development of media literacy, it is necessary to comprehensively apply pedagogical technologies, develop a methodological model corresponding to the age and psychological characteristics of students, improve the qualifications of teachers, and further improve the digital educational environment. The phased implementation of media education, the application of an approach based on the active participation of students, gives the highest result.

The results indicate that media education, organized on the basis of modern pedagogical technologies, creates a solid foundation for increasing the media culture of students, developing their critical thinking, forming a culture of information security, and effectively using it in their future professional activities.

The development of media literacy of primary education students has become one of the priority areas of the modern pedagogical process. The rapid increase in the flow of digital information, the widespread use of media in the daily life and educational activities of young people, further strengthens the need to form media culture in the education system. The conducted analysis showed that modern pedagogical technologies, interactive methods, the use of ICT, media analysis, project-based learning, the use of digital platforms serve to significantly increase students' critical thinking, skills of independent information analysis, and the level of media awareness.

In the process of developing media literacy, the role of the teacher is also important, and the teacher is required to be a specialist who has mastered modern technologies, knows the principles of media culture, and can give students the right direction in media consumption. During the study, it was established that the formation of media competencies in students requires a phased, systematic, and integrative approach. In particular, it is important to develop skills in critical reading of media texts, distinguishing facts and opinions, identifying manipulative information, and adhering to information security and digital ethics at the initial stage.

Also, the development of media literacy using modern pedagogical technologies increases activity in the educational process, strengthens students' independent research activities, creates an environment for collaborative learning, and creates an innovative educational experience for them. The analysis shows that the development of media literacy not only effectively organizes the educational process, but also ensures the responsible, conscious, and safe participation of young people in the digital space.

In general, the targeted and systematic use of modern pedagogical technologies is one of the most effective factors in increasing the level of media literacy of primary school students. This will create a solid foundation for the training of active, critical-thinking, and information-cultured pedagogical personnel in the digital society in the future.

List of used literature

1. Karimov N. Pedagogik texnologiyalar va media ta'lim asoslari. – Tashkent: Fan, 2021. – 212 b.



2. Xodjayeva G., Jo'rayev A. Raqamli pedagogika: nazariya va amaliyot. – Tashkent: Innovatsiya-Ziyo, 2022. – 185 b.
3. G'ulomova D. Boshlang'ich ta'lim metodikasi va zamonaviy yondashuvlar. – Toshkent: O'qituvchi, 2020. – 268 b.
4. Qodirova F. Media savodxonlik va tanqidiy fikrlash kompetensiyalari. – Tashkent: Sharq, 2023. – 196 b.
5. Buckingham D. Media Education: Literacy, Learning and Contemporary Culture. – London: Polity Press, 2003.
6. Potter W. Media Literacy. – Thousand Oaks: SAGE Publications, 2016.
7. Hobbs R. Digital and Media Literacy: Connecting Culture and Classroom. – Washington: Corwin Press, 2017.
8. Livingstone S. Children and the Internet: Opportunities and Risks. – Cambridge: Polity Press, 2014.
9. Anderson J., Jiang J. Teens, Social Media & Technology. – Pew Research Center, 2018.

