

## THE ROLE OF MEDIA LITERACY IN THE PROFESSIONAL TRAINING OF EDUCATION TEACHERS

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**Annotation:** This article analyzes the issue of forming media literacy competence in the process of professional training of education teachers from a scientific and theoretical perspective. It also reveals the content of the concept of media literacy, its role in the formation of the teacher's personality as an active, responsible participant in the information environment. The need for integrating this competence into pedagogical training programs is substantiated..

**Keywords:** media literacy, digital culture, pedagogical competence, professional training, critical thinking, information security.

### Introduction

In today's digital society, the formation of the ability of teachers of education to approach information critically, consciously and ethically is becoming an urgent need of the time. In particular, the educational impact, which is the basis of pedagogical activity, and the ability to guide students in the information environment, requires a high level of media literacy from the teacher.

### Research methodology.

This study was conducted based on a mixed method approach. That is, qualitative and quantitative data collection and analysis methods were combined. This approach allows us to fully achieve the goals and objectives of the study.

### Analysis and discussion of results.

A modern teacher is required not only to have a deep knowledge of his subject, but also to use information technologies wisely, have critical thinking, protect the younger generation from media threats and teach them a healthy media consumption culture. Especially teachers of educational sciences directly bear this responsibility.

In a modern information society, equipping future teachers with media literacy competencies within the framework of the education system has become not only a need, but also a strategic necessity. Because every representative of the field, especially the educational teacher, must have the ability to select, analyze and use information for educational purposes in today's media environment.

In this regard, UNESCO (2011) calls media literacy "a civic competence necessary for active participation in a democratic society."

Threats and opportunities of modern media Today's media environment has the following two-faceted characteristics:

Table 3.

Opportunities	Threats
Enriching educational content	Fake news
Covering social issues	Social stereotypes and manipulative narratives
Inviting students to participate	Emotional stress, psychological pressure
Quick access to information	Information overload (infoholism)

Media literacy here means a conscious, critical and responsible attitude towards information. This competence is of primary importance in the following areas of a teacher's activity:

protecting students from the influence of the media;

forming a healthy information culture;

effective use of media in teaching processes;

creating immunity against fake news, stereotypes, information manipulation.

In this situation, media literacy comes into play in professional training as a means of ensuring sustainable decision-making, social responsibility and personal information security.

The role of media literacy as a professional competency Within the framework of the professional training of a future teacher of education, media literacy plays a decisive role in the formation of the following key competencies:

1. Information and communication literacy - mastering technical and cultural competencies in operating on media platforms, analyzing and transmitting content.

2. Critical thinking - questioning information provided through the media, distinguishing between evidence and non-evidence, and expressing a position.

3. Ethical and legal responsibility - understanding and adhering to the principles of copyright, information security, and privacy.

4. Media pedagogy - knowing how to help students analyze media content and derive educational benefits from it.

These competencies are the main foundation in both educational strategies and personal professional development. Harmonization with international and national standards The integration of media literacy into professional training is consistent with a number of international documents and national strategic documents:

UNESCO (2021) – Media and Information Literacy Curriculum for Teachers;

Resolution of the President of the Republic of Uzbekistan No. PQ-4890 (2020) – Strategy for the Development of the Information Sector;

Higher Education Standards of the Republic of Uzbekistan – Requirements for the Use of ICT in Pedagogical Activities, Critical Thinking and Information Security.

Based on these documents, higher education institutions will achieve personnel who can meet the needs of society by enriching teacher training with media competencies.

A competency model should be developed to systematically form and assess a teacher’s media literacy competence. The model proposed below shows how a teacher can form, develop and put media literacy into practice in their professional activities.

Teacher's Media Literacy Competency Model



Figure 6. Model structure [ Developed by the author ]

1. Cognitive component (Knowledge)

Theoretical knowledge of the teacher about media and information technologies:

Types of media and their impact on society

Information flows and their management

Methods for identifying false news

Media ethics, copyright basics

Source: [Buckingham, 2003], [UNESCO, 2011]

## 2. Operational component (Skills)

Practical skills for active work with information and media:

Searching, analyzing and evaluating media content

Creating video, audio, digital presentations

Organizing interactive lessons on online platforms

Teaching students media-literate approaches

Source: [Grizzle, 2012], [Ministry of Higher Education of Uzbekistan, 2021]

## 3. Motivational component (Interest and need)

Internal need to use media, professional aspiration:

Work on oneself and master modern technologies

Passion for teaching students to use information rationally

Aspiration to increase educational impact through media

Base: Internal professional motivation of the teacher and social role in education

## 4. Reflective component (Critical approach)

Ability to analyze and evaluate one's own media activities:

Identify errors in media activities

Analyze one's own effectiveness in transmitting information

Form students' opinions through critical thinking

Main criterion: An approach aimed at self-development and improvement

This model shows that media literacy competence has a complex, integrative nature. Each component, interrelatedly, determines the teacher's:

knowledge (what does he know?),

practice (what can he do?),

motivation (why does he do it?),

and reflection (how does he analyze the result?).

Conclusions and suggestions

Media literacy is of particular importance in the professional training of future teachers of education. It forms the teacher's ability not only to work with information, but also to set a personal example, to have a critical and ethical approach to information. Integrating media literacy into the content of pedagogical education increases not only the quality of the teacher, but also the level of adaptation of the entire education system to the digital era.

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