



The Role Of Media Literacy In The Image Of A Modern Teacher

Gulbahor Azamovna Ismoilova

Doctor of Philosophy (PhD), Associate Professor,
Kokand State Pedagogical Institute, Department of Pedagogical Sciences
ismoilovag352@gmail.com

Shakhnazakhon Ulugbek qizi Karimova

1st Year Master's Student, Theory and History of Pedagogy,
Kokand State Pedagogical Institute
Shahnozkh.08@gmail.com

Abstract: This article discusses media literacy, which encompasses skills and competencies for receiving and evaluating mass media content, in the context of the rapid development of information and communication technologies.

Keywords: internet, television, cinema, radio, video, mobile phone, media education, information literacy, media literacy.

INTRODUCTION

It is well known that the information resources of any state are among the factors defining its economic and military potential. Effective utilization of these resources ensures the safety of the country and the successful formation of a democratic information society. The rapid development of information and communication technologies shortens time and distance, opening wide avenues to the knowledge of world civilization. As Eastern sages have said, "The greatest wealth is intellect and knowledge, the greatest legacy is good upbringing, and the greatest poverty is ignorance!"[1]. Therefore, acquiring modern knowledge must become an essential necessity for all of us.

Currently, there is increasing attention and focus on ensuring that our youth receive education based on the demands of the times and become knowledgeable.

MATERIALS AND METHODS

Today, we are witnessing the rapid development of numerous new information dissemination technologies, such as the internet, internet television, internet radio, email, and online video, with their audience and influence expanding continuously. Given that young people are highly interested in and extensively use these media, it is clear how significant this issue truly is.



It is essential for youth to assess the quality and reliability of information, to use information correctly, to make informed choices, and to adopt a critical approach to every piece of information they encounter. Moreover, the rapid development of communication and information dissemination tools—such as the internet, television, cinema, radio, video, mobile phones, and various visual data in slides and images—transforms our lives qualitatively and poses new challenges, such as the need to cultivate an information culture and ensure the information security of the emerging generation. In this process, media education fosters independent thinking, enhances creative activities, and teaches the skills of information acquisition, processing, generalization, and conclusion-drawing, thus laying the groundwork for the development and maturation of youth's worldview and intellectual potential.

The formation of information culture is based on the skills for working with information, searching for information, avoiding deception from various false data, differentiating necessary information, processing and organizing it, understanding the content, and sharing unbiased sources with friends while developing logical thinking. Understanding whom the information is prepared for and for what purpose holds significant importance. Every student should have a general understanding of the technical tools used in the field of communication.

The term "media" comes from the English word "mediator," meaning a medium. Media includes various tools and types for delivering information to the public and serves as a means of communication and information transmission [2]. Media cannot be simply defined in a few words; it is a vast concept. There are many speculations about when media first emerged, but from its essence, we can assert that whatever provided humanity with the first piece of information in history is media. When discussing the first manifestations of journalism in higher education institutions, there is no doubt that heralds are often cited as examples.

Over the years, media has developed and, as of today, has entered every household [3]. It is hard to find a person who does not own a phone, has a television at home, listens to the radio, or has never leafed through a newspaper at least once in their life.

When we talk about literacy, we primarily understand it as the ability to read many books, answer questions quickly, and to be a model to others through one's manners and conduct [4]. Alongside this, the concept of media literacy has



emerged, which has its own distinct definition. We define information literacy as a set of skills and competencies related to selecting, evaluating, processing, and transmitting information. Traditionally, media literacy encompassed the ability to analyze literary works and create quality texts. Today, media literacy means understanding why and for what purpose information is transmitted. A media-literate individual should be able to ask themselves questions like: Who created this information and for what purpose? Is this message necessary for me? And they should also be able to draw correct conclusions while approaching it critically. These questions should not only arise when you are watching television with family, listening to the radio in a car, or viewing online news, but also whenever receiving and evaluating any kind of information.

In understanding today's information environment, media literacy is of crucial importance. We also wish to define media literacy as a set of skills and competencies for receiving and evaluating mass media content and its activities.

Media Literacy Includes:

1. Understanding the role and functions of media in a democratic society;
2. Comprehending the conditions under which 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 in democratic processes;
5. Activating the skills necessary for creating user-generated content (including ICT skills).

Both media literacy and information literacy are related to the conscious development of collaborative skills among youth, irrespective of the technologies used in the media and information space. There are two scientific schools that explain these interrelated fields in various ways. Representatives of the first school view information literacy as a vast research area. The second school posits that information literacy is a component of media literacy and advocates for its broader scope. However, an international group of experts from UNESCO has identified not only the differences between media and other information services but also the points of their interconnection [5].

Media literacy teaches students critical study, reading, and reasoning skills related to all types of media they encounter, use, and create. Instead of offering predetermined interpretations, educators should ask students what they perceive, helping them develop the skills and knowledge to engage critically,



which allows everyone enabling deeper thinking. At this point, we want to draw attention to the global experience in media literacy.

In 1982, UNESCO held a symposium on media education in Grünwald, Germany. Participants emphasized that state agencies, education systems, public organizations, and parents should not overlook the role of media in personal and social development processes, as well as its tools for ensuring active civic participation in society.

As a result of the symposium, the "Grünwald Declaration on Media Education" was developed, which includes the following recommendations:

- Start, support and enhance comprehensive media education programs from preschool through university and in adult education, aimed at increasing the critical awareness of users of electronic and publishing media and developing skills for their appropriate use.
- Develop training courses for teachers to enhance knowledge and understanding of media and to prepare them with suitable teaching methods.
- Encourage research and development activities related to media education in fields such as psychology and sociology.
- Support and strengthen initiatives aimed at promoting international cooperation in media education conducted or planned by UNESCO.

Media education helps students acquire critical thinking skills. It encourages students not just to answer questions posed by teachers about media messages but also to ask their own questions. It promotes students to search for multiple sources of information and teaches them to determine which sources are most appropriate or reliable for any purpose. Students are required to support their opinions or interpretations with clear, documented evidence.

Given that media is present and relevant in all areas of our lives, media literacy cannot be confined to a single lesson. It should not be sole the responsibility of one teacher or librarian; instead, it must be integrated into the entire educational process.

Media literacy provides students and teachers with tools to work reflectively and responsibly with various forms of mass media. By teaching students how to manage the vast amounts of information available online, it helps them discern propaganda and misinformation. Teachers can also use media literacy skills to create and share educational media content designed to provoke thought and encourage critical thinking. By developing media literacy, students become



active participants rather than passive recipients of the information they consume.

CONCLUSION

In conclusion, it is essential to pay attention to several important aspects in developing media literacy among teachers. The following approaches are recommended for the effective implementation of this process:

- **Courses and Seminars:** Organize specialized training for teachers on media education to enhance their media literacy and teach modern media methods.
- **Resources and Materials:** Create multimedia resources, online platforms, and interactive programs for teachers to make lessons more engaging and effective.
- **Practical Experience:** Introduce teachers to activities such as media production, video editing, or blogging through practical exercises.
- **Collaboration:** Establish partnerships between educational institutions and media organizations for experience sharing and connecting teachers with media specialists.
- **Innovative Approaches:** Modernize the teaching process using technology and present media education in an engaging manner.
- **Evaluation of Results:** Develop monitoring and evaluation systems to assess the effectiveness of media education.

Through these approaches, it is possible to enhance teachers' knowledge and skills in media education while also assisting students in successfully navigating the modern information environment.

References

1. Address of the President of the Republic of Uzbekistan Shavkat Mirziyoyev to the Oliy Majlis. - T.: Tasvir Publishing House, 2020. - P. 12-13.
2. [Source](<https://azkurs.org/mavzu-zamonaviy-tarbiyada-media-mediasavodxonlik-va-mediatarbi.html>)
3. Hakimboyeva Yu. The specifics of information exchange in the modern media space. // Scientific progress. Volume 6. Issue 2. 2021.
4. [Source](<https://azkurs.org/mavzu-zamonaviy-tarbiyada-media-mediasavodxonlik-va-mediatarbi.html>)
5. Principles of International Journalism and International Information Exchange. – M.,



6. Ismoilova, G. A. (2022). The role of national values in the spiritual and moral education of students and youth. *International Journal of Social Science & Interdisciplinary Research*, ISSN: 2277-3630, Impact Factor: 8.036, 11(10), 194-197.
7. Ismoilova, G. A. (2022). The necessity of instilling national values in youth during globalization. *Open Access Repository*, 8(12), 512-516.
8. Ismoilova, G. A., & Sayfullayeva, S. N. Q. (2024). The contemporary significance of modern pedagogical research. *Academic Research in Educational Sciences*, (1), 49-53.