



MECHANISMS FOR MODERNIZING INNOVATIVE EDUCATIONAL
APPROACHES AIMED AT DEVELOPING MEDIA COMPETENCE IN PRIMARY
EDUCATION

Khushbakov Ismail Urolmakhamatovich

Lecturer of the Department of Information Technologies of the Denau Institute of Entrepreneurship
and Pedagogy Email: i.xushbaqov@dtpi.uz Tel: +99890 032 96 92

Abstract: This study is devoted to the scientific and methodological substantiation of the mechanisms for modernizing innovative educational approaches aimed at developing the media competence of students in the primary education system. The work analyzes the theoretical interpretation of the concept of media competence, its structural components, and the dynamics of its formation. The didactic possibilities of digital pedagogy, competency-based approach, integrative education, project-based and problem-based learning technologies have been studied, and mechanisms for adapting them to the age and psychological characteristics of primary school students have been developed.

Keywords: Media competence, primary education, innovative educational approaches, digital pedagogy, media literacy, competency-based approach, modernization of education, information security, interactive methods, methodological model.

BOSHLANG'ICH TA'LIMDA MEDIAKOMPETENTLIKNI
RIVOJLANTIRISHGA QARATILGAN INNOVATSION TA'LIMIY
YONDASHUVLARNI MODERNIZATSIYA QILISH MEXANIZMLARI

Annotatsiya: Mazkur tadqiqot boshlang'ich ta'lim tizimida o'quvchilarning mediakompetentligini rivojlantirishga yo'naltirilgan innovatsion ta'limiy yondashuvlarni modernizatsiya qilish mexanizmlarini ilmiy-metodik jihatdan asoslashga bag'ishlangan. Ishda mediakompetentlik tushunchasining nazariy talqini, uning strukturaviy komponentlari hamda shakllanish dinamikasi tahlil qilinadi. Raqamli pedagogika, kompetensiyaviy yondashuv, integrativ ta'lim, loyiha va muammo asosida o'qitish texnologiyalarining didaktik imkoniyatlari o'rganilib, ularni boshlang'ich sinf o'quvchilarining yosh va psixologik xususiyatlariga moslashtirish mexanizmlari ishlab chiqilgan.

Kalit so'zlar: Mediakompetentlik, boshlang'ich ta'lim, innovatsion ta'limiy yondashuvlar, raqamli pedagogika, media savodxonlik, kompetensiyaviy yondashuv, ta'limni modernizatsiyalash, axborot xavfsizligi, interfaol metodlar, metodik model.

МЕХАНИЗМЫ МОДЕРНИЗАЦИИ ИННОВАЦИОННЫХ ОБРАЗОВАТЕЛЬНЫХ
ПОДХОДОВ К РАЗВИТИЮ МЕДИАКОМПЕТЕНТНОСТИ В НАЧАЛЬНОМ
ОБРАЗОВАНИИ

Аннотация: Данное исследование посвящено научно-методическому обоснованию механизмов модернизации инновационных образовательных



подходов, направленных на развитие медиакомпетентности учащихся в системе начального образования. В работе анализируется теоретическая интерпретация понятия медиакомпетентности, ее структурные компоненты и динамика формирования. Изучены дидактические возможности цифровой педагогики, компетентностного подхода, интегративного обучения, проектных и проблемных технологий обучения, разработаны механизмы их адаптации к возрастным и психологическим особенностям учащихся начальных классов.

Ключевые слова: *Медиакомпетентность, начальное образование, инновационные образовательные подходы, цифровая педагогика, медиаграмотность, компетентностный подход, модернизация образования, информационная безопасность, интерактивные методы, методическая модель.*

ENTRANCE

In the 21st century, the digital transformation of society, the sharp increase in information flows, and the deep penetration of mass media into public life pose completely new pedagogical tasks for the education system. Today, a person's competencies in the selection, analysis, evaluation, processing, and targeted use of information are becoming an important criterion for their intellectual, social, and professional development. Especially at the stage of primary education, the formation of a conscious attitude towards the media environment, the development of an information security culture, and the formation of skills in the effective use of digital technologies are recognized as priority tasks.

From the point of view of modern pedagogy, media competence is interpreted as an integrative quality that embodies the individual's ability to understand media information, critically analyze it, engage in communicative communication, create information products, and use them on the basis of social responsibility. This competence is an important factor in the development of students' independent thinking, creative potential, information culture, and the ability to solve life problems. Therefore, the process of forming media competence requires updating the content, methods, means, and technologies of education.

In today's educational practice, innovative educational approaches, such as digital pedagogy, integrative learning, project-based learning, interactive methods, and the use of artificial intelligence capabilities, serve to increase the effectiveness of media education. However, the issues of adapting these approaches to the primary education system, systematizing their pedagogical mechanisms, and implementing them in practice are not sufficiently scientifically substantiated. Traditional learning models often do not fully serve the activation of students' media activities, the formation of critical thinking, and the development of digital security competencies.

The reforms being carried out in the field of education in the Republic of Uzbekistan, the "Digital Uzbekistan - 2030" strategy, and state programs aimed at modernizing general secondary education put the issue of developing media competence on the agenda as a pressing scientific and practical problem. The formation of students' information culture in primary education, preparing them for safe and effective activity in the digital environment, places a great responsibility on pedagogical personnel. From this point of view, the



development of mechanisms for modernizing innovative educational approaches is an important condition for improving the quality of education.

LITERATURE ANALYSIS

The concepts of media competence and media literacy have become the central theme of modern educational and communication research, aimed at ensuring the conscious and effective functioning of the individual in the media environment. International researchers interpret media literacy as a means of developing an individual's ability to select, critically evaluate, create, and apply information in ethical norms. According to the UNESCO concept, media literacy is directly related to decision-making based on information, creative creativity, and social responsibility.

Renee Hobbs is a leading international scholar in the field of media literacy education, whose scientific works, in particular *Reading the Media: Media Literacy in High School English* and *Digital and Media Literacy: Connecting Culture and Classroom*, have created a conceptual framework for analyzing media texts and integrating media literacy into school education. Hobbs also highlighted the practical methodology for the formation of media literacy for primary school students in his book *Discovering Media Literacy: Digital Media and Popular Culture in Elementary School*¹.

James W.J. Potter linked media literacy with critical thinking and communication skills, investigating its structural components. His work *Media Literacy* serves to define the theoretical foundations and pedagogical strategies of media literacy². At the same time, Alexander V. Fedorov is known in Russia as the theoretical founder of media competence and media education. His works *Terminology of Media Education* and *Media Education in Pedagogical Universities* are considered a classic source on the terminology and pedagogical models of media education³.

David Buckingham, having studied the cultural and pedagogical components of media education, showed that media competence is inextricably linked with the pedagogy of youth. Her work *Media Education: Literacy, Learning and Contemporary Culture* perfectly illuminates the cultural and pedagogical perspective of media education. At the same time, Olena Murzina scientifically substantiated the formation of media competence through critical thinking, information selection and evaluation skills, and deeply analyzed its content in the work *Media Competence and Media Literacy: The Essence of Concepts*⁴.

In the field of empirical research, Demir and Akar (*Development of Critical Media Literacy Scale for Primary School Students*) worked on developing a tool for measuring and assessing critical media competence in primary school students. Mahliyo Turakulova, in her work "Methods of Developing Media Literacy," compared methodological approaches to the formation of media literacy with national and international experience⁵.

CONSIDERATION

The results of research conducted on the development of media competence in primary education show that media literacy of students serves not only the ability to

¹ Hobbs R. *Digital and Media Literacy: Connecting Culture and Classroom*. – Thousand Oaks, CA: Corwin, 2011. – 288 p.

² Potter J.W. *Media Literacy*. – Thousand Oaks, CA: Sage Publications, 2018. – 360 p.

³ Fedorov A.V. *Terminology of Media Education*. – Moscow: Moscow State University, 2000. – 128 p.

⁴ Murzina O. *Media Competence and Media Literacy: The Essence of Concepts*. – London: Routledge, 2021. – 214 p.

⁵ To'raqulova M. *Mediasavodxonlikni rivojlantirish usullari*. – Toshkent: Fan va Innovatsiya, 2025. – 184 b.



critically analyze information, but also the formation of communicative, creative, and information security competencies. International scholars, in particular Hobbs, Buckingham, and Potter, interpret media literacy as a means of integrating critical thinking, understanding media texts, and creative work skills in the pedagogical process. At the same time, their work creates a methodological basis for the development of media competence at the elementary school stage.

National studies, including the works of Turakulova and Fedorov, emphasize that the process of forming media competence is associated with a pedagogical approach, the use of interactive methods and digital resources. Their analysis shows that traditional teaching methods do not sufficiently serve the systematic development of media literacy, which necessitates the integration of innovative approaches.

Table 1 analyzes the views of the main scientists on media literacy and media competence:

Table 1.

Analysis of scientists' views on media literacy and media competence

Scholars	Title of Research	Main Findings and Conclusions	Relevance to Primary Education
Renee Hobbs	Digital and Media Literacy: Connecting Culture and Classroom	Integrates media literacy into school education; develops students' critical thinking and creative media activities	Provides a methodological foundation for analyzing media texts and fostering creative projects in primary schools
James W.J. Potter	Media Literacy	Identifies structural components of media literacy and links them with critical thinking and communicative skills	Useful for adapting pedagogical strategies for primary school students
Alexander V. Fedorov	Terminology of Media Education; Media Education in Pedagogical Universities	Provides theoretical foundations of media competence and media education, including pedagogical models	Establishes a terminological and theoretical base for developing media competence in primary education
David Buckingham	Media Education: Literacy, Learning and Contemporary Culture	Examines cultural and pedagogical components of media education and connects them to critical thinking	Enables teaching media literacy in primary students within a cultural context
Olena Murzina	Media Competence and Media Literacy: The Essence of Concepts	Theoretically consolidates the concepts of media competence and media literacy	Provides scientific support for pedagogical practice and methodological recommendations suitable for primary schools
Demir & Akar	Development of Critical Media Literacy Scale for Primary School Students	Develops a tool to measure and assess critical media competence in primary school students	Allows empirical verification of the effectiveness of innovative methods
Mahliyo To'raqulova	Methods for Developing Media Literacy	Compares methodological approaches for developing	Essential for designing methodological models and



media literacy using national
and international experience

practical recommendations for
primary education

The discussion shows that the works of scientists deeply illuminate the theoretical and practical aspects of the process of forming media competence.

While international studies (Hobbs, Potter, Buckingham) form the pedagogical paradigm of media literacy, scientists such as Fedorov and Murzina served to strengthen it theoretically.

Empirical studies, such as Demir and Akar, practically substantiate the effectiveness of the methods.

At the same time, national researchers (Turakulova) indicate directions for adapting methodological approaches to the context of Uzbekistan.

The discussion shows that the development of media competence should not be limited to technological means, but should be considered as a process inextricably linked with a pedagogical approach, personal development, and socio-cultural context.

The analytical table shows the theoretical and practical contribution of scientists to this process and creates the basis for the development of a comprehensive methodological approach to the systematic development of media literacy in primary education.

RESULTS

The research results show that the development of media competence in primary education requires the systematic formation of students' media literacy, critical thinking, creative and communicative skills.

Based on the research, the structural components of media competence were identified, which consist of such elements as information and media literacy, critical thinking and problem-solving, creative activity, as well as information security and ethical competence.

The information and media literacy component includes the ability to identify, analyze, and evaluate media texts, while critical thinking forms the skills of critical evaluation and decision-making of media content.

If creative activity is associated with the creation of one's own creative works using media, information security and ethical competence ensure the safe and ethical use of media.

The research results showed that project-based learning, interactive methods, and digital pedagogy tools are the most effective approaches in the process of forming media competence. These approaches activate students' media activities, develop critical thinking, and strengthen creative skills.

At the same time, it has been established that the pedagogical and digital skills of teachers are an important factor determining the effectiveness of the process of developing media competence.

Therefore, it is important to improve the qualifications of teachers and introduce methodological recommendations on media education.

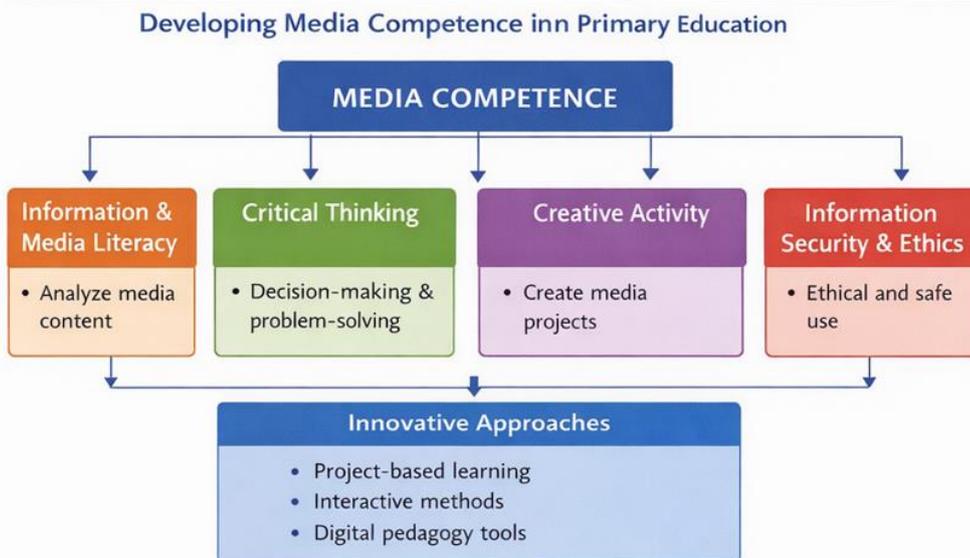


Figure 1. Development of media competence in primary education.

Thus, the research results show that the development of media competence in primary education requires an integrated, component-based system that uses innovative methods. This system serves the systematic development of students' media literacy, critical thinking, creative activity, and information security competencies.

CONCLUSION

Studies show that the formation of students' skills in working with digital media texts and visual resources increases their professional training and strengthens the ability to use information safely and effectively.

Modern pedagogical technologies, in particular interactive tools and deep learning algorithms, develop creative thinking, critical analysis, and problem-solving skills.

Foreign and national experience, as well as the results of monitoring and assessment, show the importance of effective methodological approaches in the formation of media competence, and continuous assessment increases students' communication skills, independent thinking, and the ability to choose information.

Thus, it was determined that media competence is an important tool for increasing the effectiveness of the pedagogical process and ensuring the active and safe participation of students in the digital information space.

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