DIGITAL MEDIA LITERACY AS A CORE COMPONENT OF PROFESSIONAL TRAINING FOR FUTURE PRIMARY SCHOOL TEACHERS

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INTRODUCTION

The rapid development of digital technologies has significantly influenced modern education systems. In the contemporary information society, digital media literacy has become an essential professional competency for teachers. Future primary school teachers must possess the ability to work effectively with digital information, analyze media content, and apply modern educational technologies in teaching practice.

Digital media literacy is considered a key component of professional teacher training in the twenty-first century. The integration of digital technologies into education requires teachers to develop critical thinking skills, information evaluation abilities, and digital communication competence. Primary education teachers play a crucial role in shaping students' first learning experiences, which makes media literacy education particularly important.

The expansion of digital learning environments has created new opportunities for improving teacher education quality. Online educational platforms, multimedia resources, and digital communication tools have become integral parts of modern pedagogical practice. Therefore, strengthening digital media literacy training in teacher education programs is a relevant scientific and practical task.

Theoretical Background

Digital media literacy refers to the ability to access, analyze, evaluate, and create information using digital technologies. It also includes critical understanding of media messages, ethical use of information, and responsible digital communication.

Professional training of future primary school teachers should focus on developing pedagogical, technological, and communication competencies. Competency-based education approaches emphasize practical skill formation and real-life application of knowledge.

Modern pedagogical theory highlights the importance of integrating digital literacy education into teacher training curricula. The development of media literacy skills supports professional adaptability and innovative teaching methods.

Research shows that teachers with strong digital media literacy skills demonstrate higher teaching effectiveness and better classroom management in technology-supported learning environments.

Research Methods

The study was conducted using theoretical analysis, pedagogical observation, and comparative research methods. The competency-based learning model was applied to examine digital media literacy development processes among future primary school teachers.

Data collection was carried out through questionnaire surveys, classroom observation, and practical skill assessment tasks. Students participated in digital literacy training

activities, including media content analysis, information verification exercises, and multimedia learning tasks.

Interactive teaching methods such as project-based learning, collaborative tasks, and problem-solving exercises were used to improve learning outcomes.

Results

The research results showed that digital media literacy training significantly improves professional competencies of future primary school teachers.

Students demonstrated improved ability to search for educational information, analyze digital content, and apply media resources in pedagogical activities.

The experimental group showed better performance compared to the control group in information evaluation and digital communication tasks.

Practical training exercises helped students develop independent learning skills and strengthen analytical thinking abilities.

The study confirmed that systematic digital media literacy education improves professional readiness of future teachers.

Digital transformation in education requires strengthening media literacy training in teacher education institutions. Future primary school teachers must be able to work with digital learning platforms, multimedia resources, and information technologies.

Critical thinking development is an important component of digital media literacy. Teachers should be able to distinguish reliable information from misinformation and guide students in safe information consumption.

Interactive pedagogical methods play an important role in professional competency formation. Project-based learning, digital tasks, and collaborative activities enhance student learning motivation.

The findings of this study are consistent with previous research showing that media literacy education improves teaching quality and professional adaptability.

Teacher training programs should develop sustainable digital competence formation models.

Conclusion

Digital media literacy is an essential component of professional training for future primary school teachers. The integration of digital literacy education into teacher training programs improves pedagogical competence and teaching effectiveness.

Competency-based learning approaches, interactive teaching methods, and digital educational technologies play a significant role in professional skill development.

Future teacher education programs should focus on strengthening digital pedagogy, improving media literacy training, and developing modern educational technologies.

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