

IMPROVEMENT OF MEDIA QUALIFICATIONS OF STUDENTS OF 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 article is devoted to a deep analysis of the theoretical and practical aspects of the development of media skills of primary education students. The study examined the structural components of media competence, including critical thinking, skills in selecting and evaluating information, and the ability to work creatively and effectively with media resources. The article also analyzes the theoretical views, pedagogical approaches, and methodological recommendations of foreign and domestic scientists on media education, and assesses their adaptation to primary education.

Keywords: primary education, media competence, media competence, pedagogical approach, critical thinking, information literacy, creative competence, media resources.

BOSHLANG'ICH TA'LIM YO'NALISHI TALABALARINING MEDIA MALAKASINI TAKOMILLASHTIRISH

Annotatsiya: Ushbu maqola boshlang'ich ta'lim yo'nalishi talabalari media malakasini rivojlantirishning nazariy va amaliy jihatlarini chuqur tahlil qilishga bag'ishlangan. Tadqiqotda mediakompetentlikning tarkibiy komponentlari, jumladan tanqidiy fikrlash, axborotni tanlash va baholash ko'nikmalari, media resurslar bilan ijodiy va samarali ishlash qobiliyati o'rganilgan. Shuningdek, maqolada xorijiy va milliy olimlarning media ta'limi bo'yicha nazariy qarashlari, pedagogik yondashuvlari va metodik tavsiyalari tahlil qilinib, ularning boshlang'ich ta'limga moslashuvi baholangan.

Kalit so'zlar: boshlang'ich ta'lim, media malaka, mediakompetentlik, pedagogik yondashuv, tanqidiy fikrlash, axborot savodxonligi, ijodiy kompetensiya, media resurslar.

СОВЕРШЕНСТВОВАНИЕ МЕДИА КВАЛИФИКАЦИЙ СТУДЕНТОВ НАЧАЛЬНОГО ОБРАЗОВАНИЯ

Аннотация: Данная статья посвящена глубокому анализу теоретических и практических аспектов развития медиа навыков у студентов направления начального образования. В исследовании изучались структурные компоненты медиакompetентности, включая критическое мышление, навыки выбора и оценки информации, умение творчески и эффективно работать с медиаресурсами. Также в статье анализируются теоретические взгляды, педагогические подходы и методические рекомендации зарубежных и отечественных ученых по медиаобразованию, оценивается их адаптация к начальному образованию.

Ключевые слова: начальное образование, медиаквалификация, медиакомпетентность, педагогический подход, критическое мышление, информационная грамотность, творческая компетентность, медиаресурсы.

ENTRANCE

The role of media resources and digital technologies in the education system and pedagogical processes of the 21st century is increasing. The rapid development of the information and media space, the widespread use of the Internet and social networks are radically changing not only the daily activities of students, but also the methods of forming their thinking, critical analysis, and creative skills. Therefore, the development of media skills for primary education students is one of the most relevant and necessary areas of the modern pedagogical process. In this process, media literacy, media competence, critical thinking, and creative activity skills are the main means of strengthening students' personal and professional competencies.

Today, the development of media competence has not only pedagogical, but also social and cultural significance. The large amount of information flow and the increase in manipulations in the digital media space force educators to develop students' skills in analyzing, selecting, evaluating, and safely using information. From this point of view, the development of media skills for primary education students is one of the most pressing tasks of modern education.

LITERATURE ANALYSIS

In the modern educational process, media literacy and media competence occupy a central place not only in the development of students' ability to receive information, but also in the formation of their critical thinking, creative, and communicative skills. The development of media skills for primary education students is considered the most relevant and socially significant area of pedagogical processes today.

Research by foreign scientists is aimed at analyzing media literacy in theoretical, cultural, and pedagogical contexts. For example, Allan Luke studies media pedagogy from the perspective of social justice and critical literacy¹. Luke views media competence not as a passive consumer, but as a set of skills that develop activity and creativity. At the same time, Sonia Livingstone, studying the digital media and social experience of young people in a pedagogical context, emphasizes the importance of forming media literacy in terms of social, cultural, and information security².

Paul Mihailidis links media literacy with democratic activity, public participation, and social responsibility. It suggests developing students' skills in critical analysis and social activity creation from media³. At the same time, Julio Cabero Almenara scientifically substantiates the formation of media education and media competence models through

¹ Luke A. *Media Pedagogy*. Melbourne: Education Media Press. – 210 p.

² Livingstone S. *Children and the Internet: Media, Risk and Safety*. London: Polity Press. – 290 p.

³ Mihailidis P. *Media Literacy and Civic Engagement*. New York: Peter Lang. – 230 p.

systematic didactic approaches and proposes effective ways of integration into the pedagogical process⁴.

Cathryn Mercier develops pedagogical strategies that combine media and information literacy. It provides for the formation of media skills through the development of skills in protecting against disinformation, selecting and filtering information. Colin Lankshear and Michele Knobel recommend the use of interactive and constructive methods in the pedagogical process, linking media competence with the digital, social, and linguistic context through the concept of new literacy. Richard Beach highlights the possibilities of deepening media analysis and applying intertextual learning to the primary education process through the integration of media and literature.

National researchers also play an important role in the development of media competence. Gulnara Shirinova develops a systematic approach to the development of media skills for primary school students using pedagogical models. Azizbek Akhmadov proposes the formation of critical thinking and information evaluation skills in students using innovative methods. At the same time, Makhliyo Turakulova shows practical ways to develop media skills in primary education by comparing national and international experience and developing methodological recommendations⁵.

CONSIDERATION

The formation of media literacy and media competence is considered the most urgent task in today's pedagogical process. The research results show that it is important to integrate theoretical knowledge, methodological approaches, and the results of empirical research in the process of developing media skills in primary school students. Analyzing the opinions of foreign and domestic scientists, three main components of media competency development are distinguished: critical thinking, creative and communicative skills, as well as safe and effective use of media resources.

Research by foreign scientists deeply analyzes media literacy in theoretical, cultural, and pedagogical contexts. For example, Allan Luke suggests developing media literacy based on critical thinking and social justice. Sonia Livingstone, studying the experience of young people in digital media in the context of social and information security, emphasizes the relevance of forming media security skills in students. At the same time, Paul Mihailidis connects media competence with democratic activity and public participation, demonstrating its importance in the development of critical and social consciousness for primary school students.

National researchers pay attention to pedagogical and methodological approaches. For example, Gulnara Shirinova develops a systematic approach to the development of media skills for primary school students using pedagogical models. Azizbek Akhmadov uses innovative methods to develop critical thinking and information evaluation skills in students. Mahliyo Turakulova shows practical ways to develop media skills in primary education by comparing national and international experience and developing methodological recommendations.

⁴ Cabero-Almenara J., & Valencia-Ortiz R. *La formación del profesorado en TIC: aportaciones desde diferentes modelos de formación. Revista Caribeña de Investigación Educativa* 2(2), 61–76.

⁵ To'raqulova M. *Mediasavodxonlikni rivojlantirish usullari*. Tashkent: National Institute of Education. – 180 p.

Analysis shows that the integration of the views of foreign and national scientists is the most effective way to form the media competence of primary school students. If the theoretical foundations define the structural and cultural components of media competence, then national methodological approaches ensure the formation of practical skills in students. Empirical studies (Demir and Akar) allow determining the effectiveness of pedagogical strategies using media competency assessment tools.

Table 1 analyzes the opinions of the scholars presented in the discussion in terms of their strengths and weaknesses, as well as their relevance to primary education:

Table 1.

Analysis of the opinions of scientists in terms of their strengths and weaknesses

Scholar	Works	Strengths	Limitations / Constraints	Relevance to Primary Education
Allan Luke	Critical Literacy in Australia; Media Pedagogy	Develops media literacy based on critical analysis and social justice; strengthens active and creative skills	Theoretical depth is strong, but adaptation for practical lessons is required	Useful for developing critical thinking and engagement in students
Sonia Livingstone	Children and the Internet	Considers media safety and social context; examines children's digital experiences	Mostly theoretical analysis; lacks strategies tailored to individual learners	Applied in teaching digital safety and media culture in primary education
Paul Mihailidis	Media Literacy and Civic Engagement	Links media literacy to democratic engagement and civic participation; based on empirical research	Some methods are difficult to adapt for primary grades	Develops students' social and communicative skills
Julio Cabero Almenara	Media Education and Competence Models	Develops media competence models through systematic didactic approaches	Some methodological models are complex and not fully adaptable to primary education	Enables systematic and methodological development of media competence
Cathryn Mercier	Integrating Media and Information Literacy	Promotes skills to combat disinformation and evaluate/filter information	Integration of theory and practice can be complex	Develops students' skills in selecting and evaluating information
Colin Lankshear & Michele Knobel	New Literacies	Connects media competence with linguistic and social context; introduces new literacies concept	Applying new literacies concepts in primary grades has some constraints	Integrates digital and social literacy for students
Richard Beach	Teaching Media Literacy through Literature	Enhances critical analysis and intertextual connections through media-literature integration	Limited to text-based work; interactive use of media tools is restricted	Useful for applying text and media analysis strategies in primary classes
Renee Hobbs	Digital and	Develops media literacy	Some methods require	Important for

	Media Literacy	with creative and critical approaches; fosters student engagement	adaptation to national context	developing creative and critical media activities in students
James W.J. Potter	Media Literacy	Identifies structural components of media literacy; links to critical thinking	Theoretical foundations require adaptation for practical lessons	Useful for adapting pedagogical strategies for primary grades
David Buckingham	Media Education	Integrates cultural and pedagogical components; develops critical thinking	Some conceptual theories are difficult to adapt to primary school context	Enables teaching media literacy in students with a cultural context

RESULTS

It was determined that the most effective approach in the process of developing media skills of primary education students consists in combining theoretical, methodological, and empirical aspects. The research results show that the formation of media literacy and media competence is based on three main components: critical thinking, creative and communicative skills, as well as safe and effective use of media resources. The views of foreign and domestic scientists allow students to combine media skills with a systematic, creative, and cultural context. At the same time, methodological recommendations and empirical tools serve to practically strengthen students' media literacy, which plays an important role in preparing them for future pedagogical activity.

Key Components of Media Literacy Development

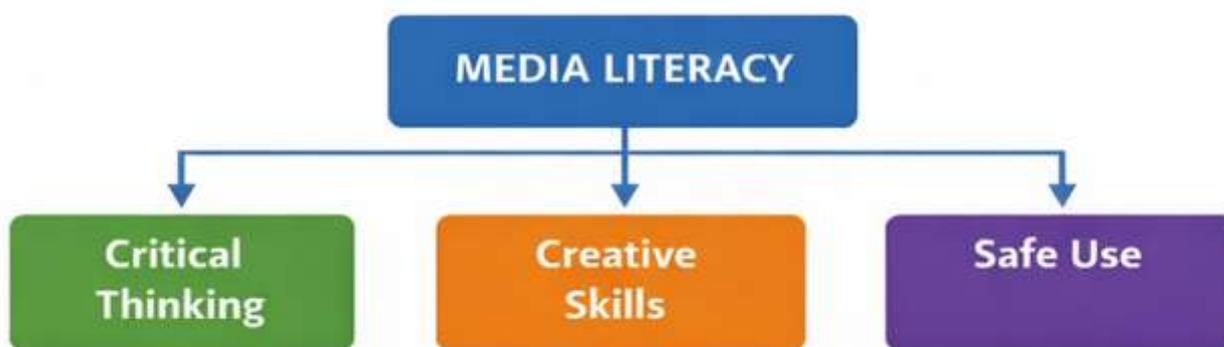


Figure 1. Main components of media competency development

CONCLUSION

The analysis and research conducted show that the most effective way to form the media competence of primary education students is to combine theoretical knowledge, methodological approaches, and empirical research. Media competence is divided into three main components: critical thinking, creative and communicative skills, and safe and effective use of media resources. When these components are used in the pedagogical process, harmonized with a systematic, cultural context, the media literacy of students is strengthened not only theoretically, but also practically, preparing them for future pedagogical activity. At the same time, the student acquires skills in critical analysis of media texts, creative processing, and responsible use of digital resources, which also ensures their social, cultural, and communicative development.

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