



PEDAGOGICAL CONDITIONS OF DEVELOPING MEDIACOMPETENCE IN PRESCHOOL STUDENTS IN DIGITAL EDUCATION

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Abstract

This article scientifically and theoretically analyzes the problems of forming and developing media competence in preschool students in a digital educational environment. The content of the concept of media competence, its structural components and pedagogical conditions are clarified. The study substantiates that media information based on children's literature is an effective tool for developing critical thinking, analytical approach and creative competencies in students. It also highlights the possibilities of improving the professional training of future preschool teachers by integrating media education elements into the educational process.

Keywords: Media competence, media education, digital education, preschool education, children's literature, media literacy, professional competence.

RAQAMLI TA'LIM SHAROITIDA MAKTABGACHA TA'LIM TALABALARIDA MEDIAKOMPETENTLIKNI RIVOJLANTIRISHNING PEDAGOGIK SHARTLARI

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Annotatsiya:

Mazkur maqolada raqamli ta'lim muhitida maktabgacha ta'lim yo'nalishi talabalarida mediakompetentlikni shakllantirish va rivojlantirish muammolari ilmiy-nazariy jihatdan tahlil etilgan. Mediakompetentlik tushunchasining mazmuni, uning tarkibiy komponentlari hamda pedagogik shartlari aniqlashtirilgan. Tadqiqotda bolalar adabiyoti asosidagi mediama'lumotlar talabalarda tanqidiy fikrlash, tahliliy yondashuv va ijodiy kompetensiyalarni rivojlantirishda samarali vosita ekanligi asoslab berilgan. Shuningdek, mediata'lim elementlarini o'quv jarayoniga integratsiyalash orqali bo'lajak maktabgacha ta'lim pedagoglarining kasbiy tayyorgarligini oshirish imkoniyatlari yoritilgan.

Kalit so'zlar: mediakompetentlik, mediata'lim, raqamli ta'lim, maktabgacha ta'lim, bolalar adabiyoti, mediama'lumot, kasbiy kompetensiya.

The rapid development of information and communication technologies has a significant impact on all spheres of social life, including the education system. In the conditions of digital transformation, working with media information, its critical analysis and purposeful application are emerging as one of the important competencies in the professional activities of pedagogical personnel. The level of media competence of educators is especially important for the preschool education system, since at this stage the initial information culture and cognitive skills of children are formed.

Today, the use of multimedia teaching aids, electronic resources, animation materials and digital children's literature is expanding in preschool educational organizations. Therefore, arming future preschool educators with the basics of media education and forming media competence in them is an urgent scientific and pedagogical problem.

Theoretical and pedagogical foundations of the concept of media competence
In scientific literature, media competence is interpreted as an integrative quality that includes a person's ability to understand, analyze, evaluate and create media information. Foreign researcher L. Masterman emphasizes that the main task of media education is to develop critical thinking in an individual. In his opinion, a



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media-competent person is not a passive recipient of information, but an active analyst of it.

In the concepts of media education developed by UNESCO, media literacy is recognized as one of the main competencies of the 21st century. These documents state that media education serves to ensure information security of the individual, increase social activity and develop cultural awareness.

Local pedagogical scientists directly link media literacy with the professional training of future teachers. In their studies, media literacy is interpreted as the ability of a teacher to organize the educational process on the basis of modern media resources.

Structural components of media literacy of preschool students

During the research, the following structural components of media literacy were identified:

Cognitive component - a set of theoretical knowledge about media education, media information and digital technologies.

Practical (activity) component - skills in using media resources in the educational process, analyzing media information and applying them as a didactic tool.

Reflective component - a critical approach to media information, the ability to analyze and evaluate one's own activities.

The harmonious development of these components ensures the professional media competence of future preschool educators.

Pedagogical conditions for the development of media competence

The development of media competence of preschool students in the context of digital education depends on the following pedagogical conditions:

Systematic integration of media education elements into the content of academic subjects;

Development of a methodology for working with media information based on children's literature;

Use of interactive methods (project, case, problem-based learning);

Stimulation of independent and creative activity of students;

Organization of reflexive activity in a digital educational environment.

These conditions serve to develop all structural components of media competence.



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Opportunities for the development of media competence based on children's literature

Children's literature is an important didactic tool in the process of training preschool educators. Fairy tales in digital format, audio and video materials, interactive stories develop students' skills in analyzing media information. At the same time, the media education process based on children's literature increases students' creative approach and professional motivation.

In conclusion, the development of media literacy of preschoolers in the context of digital education is an important component of the pedagogical process. Combining elements of media literacy with children's literature will bring the professional training of future teachers to a qualitatively new level. The results of the study are of practical importance in improving curricula aimed at the formation of media literacy in the system of higher pedagogical education.

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