



ISSUES OF DEVELOPING MEDIA AND INFORMATION LITERACY OF THE FUTURE MUSIC TEACHER

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Abstract

This article analyzes the issues of developing media and information literacy among future music teachers from a scientific and pedagogical perspective. It examines the impact of the digital learning environment, media platforms, audiovisual resources, and modern information technologies on music education. Particular attention is paid to the role of media and information literacy in the professional competence of future music teachers, including the skills of searching for, selecting, verifying, evaluating, and using musical information for appropriate pedagogical purposes. The article also addresses copyright, academic integrity, media ethics, and pedagogical responsibility in working with digital content. Based on the analysis of international and local scholarly sources, the necessity of systematically developing media and information literacy in the process of training music teachers is substantiated, and practical recommendations for improving this area are proposed.

Keywords: Future music teacher, media literacy, information literacy, music education, digital learning environment, media competence, digital technologies, musical information, media culture, information ethics, academic integrity, pedagogical competence.

АННОТАЦИЯ

В данной статье с научно-педагогической точки зрения рассматриваются вопросы развития медийной и информационной грамотности будущего



учителя музыки. Освещается влияние цифровой образовательной среды, медиаплатформ, аудиовизуальных ресурсов и современных информационных технологий на музыкальное образование. Раскрывается роль медийной и информационной грамотности в структуре профессиональной компетентности будущего учителя музыки, в частности умение осуществлять поиск, отбор, проверку, оценку музыкальной информации и использовать её в соответствии с педагогическими целями. Особое внимание уделяется вопросам авторского права, академической добросовестности, медиаэтики и педагогической ответственности при работе с цифровым контентом. На основе анализа зарубежных и отечественных научных источников обоснована необходимость системного развития медийной и информационной грамотности в процессе подготовки учителей музыки, а также предложены практические рекомендации по совершенствованию данного направления.

Ключевые слова: будущий учитель музыки, медиаграмотность, информационная грамотность, музыкальное образование, цифровая образовательная среда, медиакомпетентность, цифровые технологии, музыкальная информация, медиакультура, информационная этика, академическая добросовестность, педагогическая компетентность.

ANNOTATSIYA

Mazkur maqolada kelajak musiqa o'qituvchisining media va axborot savodxonligini rivojlantirish masalalari ilmiy-pedagogik nuqtayi nazardan tahlil qilingan. Raqamli ta'lim muhiti, media platformalar, audiovizual resurslar va zamonaviy axborot texnologiyalarining musiqa ta'limiga ta'siri yoritilgan. Media va axborot savodxonligining kelajak musiqa o'qituvchisi kasbiy kompetentligidagi o'rni, musiqiy axborotni izlash, saralash, tekshirish, baholash va pedagogik maqsadga muvofiq qo'llash bilan bog'liq jihatlari ochib berilgan. Shuningdek, raqamli kontent bilan ishlashda mualliflik huquqi, akademik halollik, media etikasi va pedagogik mas'uliyat masalalariga e'tibor qaratilgan. Xalqaro va mahalliy ilmiy manbalar tahlili asosida musiqa pedagoglarini



tayyorlash jarayonida media va axborot savodxonligini izchil rivojlantirish zarurati asoslangan hamda ushbu yo‘nalishda amaliy takliflar ishlab chiqilgan.

Kalit so‘zlar: kelajak musiqa o‘qituvchisi, media savodxonlik, axborot savodxonligi, musiqa ta’limi, raqamli ta’lim muhiti, media kompetensiya, raqamli texnologiyalar, musiqiy axborot, media madaniyat, axborot etikasi, akademik halollik, pedagogik kompetentlik.

INTRODUCTION

The rapid integration of society into the digital information environment requires a new interpretation of the content of pedagogical activity and the professional requirements imposed on educators within the education system. Today, theoretical knowledge and methodological training within a particular subject area alone are no longer sufficient for a teacher. The ability to search for, select, and analyze information, determine its level of reliability, understand the content-related characteristics of various media materials, and use digital tools effectively for educational purposes has become one of the key indicators of professional activity. The continuous growth of information flows, the widespread use of artificial intelligence technologies, and the active integration of social networks and various digital platforms into both everyday life and the educational process are creating new requirements for the professional preparation of future music teachers. Under such conditions, a music teacher’s culture of working with information, understanding of media tools, and ability to use them appropriately from a pedagogical perspective acquire particular importance.

The distinctive nature of music education is determined by the fact that it encompasses closely interconnected processes such as sound, visual representation, performance, emotional perception, artistic interpretation, and stage expression. For this reason, the professional activity of a music teacher is becoming increasingly connected with modern media tools. Digital technologies have significantly expanded opportunities for listening to, recording, processing, and analyzing musical works, using electronic sheet music, applying virtual musical instruments, and integrating audio and video materials into the teaching process. However, the abundance of digital resources does not automatically



guarantee the quality of their use. Identifying the source, authorship, artistic value, reliability, and age appropriateness of musical, methodological, or didactic materials available on the Internet requires a certain level of information culture from the teacher. It is also necessary to consider the extent to which the selected material contributes to achieving the objectives of the lesson. These aspects make it possible to regard media and information literacy as an essential component of the professional competence of future music teachers.

Media and information literacy helps educators develop a conscious and responsible approach to working with information. Future music teachers need to understand the content of musical information circulating in the digital environment, compare information obtained from different sources, verify its reliability, and distinguish inaccurate or manipulative content. Respect for copyright, proper acknowledgement of the sources used, and adherence to the principles of academic integrity are also important aspects of this literacy. In the current context, where media products have a strong influence on students' musical tastes and artistic thinking, the teacher's responsibility for selecting appropriate content becomes even greater. Musical materials can directly influence students' aesthetic views, values, and attitudes toward art. Therefore, the technical ability to use digital tools should not be regarded as equivalent to media literacy. Media and information literacy has a broader scope and also includes critical thinking, information ethics, media culture, digital responsibility, and informed pedagogical decision-making.

LITERATURE REVIEW AND METHODOLOGY

One of the important international sources for defining the theoretical foundations of media and information literacy is the UNESCO educational and methodological guide entitled "*Media and Information Literate Citizens: Think Critically, Click Wisely! Media & Information Literacy Curriculum for Educators and Learners.*" In this guide, media and information literacy is interpreted not as a separate set of technical skills, but as an integrated system of competencies that determines an individual's activities within the information environment. In particular, the guide states that "Media and information literacy should be considered holistically and should encompass a combination of knowledge,



skills, attitudes, and values” (translation by the authors) [1; 15]. This approach is of methodological importance in determining the criteria for assessing the media and information literacy of future music teachers. Evaluating a music teacher’s digital preparedness solely through the ability to use software tools narrows the scope of the issue. A music teacher should also be able to search for musical information, identify its source, analyze content, consider copyright requirements, and assess the aesthetic and educational impact of media products. The interrelationship among knowledge, skills, attitudes, and values identified by UNESCO substantiates the need for the comprehensive development of media literacy among future music teachers.

The relationship between digital competence and media literacy in the training of music educators was directly investigated by Laura Cuervo, Carolina Bonastre, Celia Camilli, Delia Arroyo, and Desirée García in their research article entitled *“Digital Competences in Teacher Training and Music Education via Service Learning: A Mixed-Method Research Project.”* Analyzing teacher training in the field of music, the authors argue that “Future teachers can acquire musical ICT competence if they are trained in media literacy and are familiar with informal culture” (translation by the authors) [2; 2]. This conclusion indicates that studying digital competence in music education separately from media literacy does not provide sufficient results. The contemporary musical environment is continuously expanding through Spotify, YouTube, digital audio recording software, music notation editors, and social media. When using these resources, teachers should not limit themselves to understanding their functional capabilities; they should also analyze the content and potential impact of the musical material presented to students. This study provides a scientific basis for incorporating the skills of selecting digital content in accordance with pedagogical objectives, critically evaluating it, and using it responsibly into the structure of media and information literacy of future music teachers.

The preparedness of teachers for the integration of digital technologies into music education is also specifically addressed in Manish Sharma’s international conference paper entitled *“Integration and Utilization of Digital Technology in Music Education: Conceptual Case Studies Analysis.”* While analyzing the experience of music teachers in using technological tools, the author notes that



“Not all music educators possess the skills and confidence necessary to use digital tools effectively in the teaching process” [3; 119]. This statement indicates that a certain gap may exist between the availability of digital technologies in educational institutions and their effective pedagogical application. For future music teachers, the issue extends beyond mastering a particular program or technical device. Determining which tool is appropriate for explaining a specific musical topic, how the reliability of digital content should be verified, to what extent it may influence students’ musical tastes, and how a media resource contributes to achieving lesson objectives are all matters related to pedagogical decision-making. Sharma’s research demonstrates the need to develop media and information literacy from the perspective of a music teacher’s ability to make independent decisions and readiness to work effectively within a modern educational environment.

Among local studies, the monograph *“Improving the Methodology for Developing Media Literacy Competence of Future Doctors”* by I.Y. Yunusov, Doctor of Philosophy (PhD) in Pedagogical Sciences, is one of the important sources for understanding the pedagogical content of media literacy competence. Although the study is devoted to another professional field, the general pedagogical mechanisms of media literacy discussed in the monograph can also be applied to the training of future music teachers. Summarizing his views, the author states that “media literacy is the ability of an individual to critically and analytically evaluate any information and to make conscious decisions when selecting information” [4; 26]. The significance of this definition lies in the priority given to evaluating and selecting the quality of information rather than merely obtaining it. In music education, audio recordings, videos, sheet music, information about performers, and methodological resources obtained through the Internet do not all possess the same scientific or artistic value. Therefore, developing future music teachers’ ability to verify information sources, conduct comparative content analysis, and make pedagogically justified choices can be regarded as one of the fundamental components of media literacy.

The issue of preparing music educators for technological and innovative activity was examined by M. Abilov in the work entitled *“The Use of Interactive Methods in Improving the Effectiveness of Music Culture Lessons,”* based on the specific



characteristics of music education. The study identifies teachers' readiness to use new pedagogical and information technologies as one of the factors affecting lesson effectiveness. The author concludes that "attention should be paid to developing future teachers' skills in using advanced pedagogical technologies and applying them creatively and independently in practice" [5; 4]. Although media and information literacy is not presented as a separate scientific category in this study, the author substantiates the importance of music teachers' readiness to use technological tools creatively. From the perspective of today's digital environment, this approach needs to be expanded: along with the use of technology, the ability to verify information obtained through it, analyze media content, identify the sources and authorship of musical materials, and comply with ethical standards in the digital environment should also form part of teacher training. In this regard, the concept of technological and pedagogical preparedness proposed by Abilov serves as one of the initial theoretical foundations for further advancing the issue of developing media and information literacy among future music teachers.

DISCUSSION AND RESULTS

The analysis shows that the development of media and information literacy among future music teachers should be systematically organized as a distinct area of professional training. As the scope of digital resource use in music education expands, teachers' independence, decision-making ability, and responsibility in working with information also increase. From this perspective, the process of developing media and information literacy produces several interrelated outcomes: the ability to search for and systematize musical information, assess the quality of digital sources, select materials appropriate to educational objectives, anticipate the aesthetic and educational impact of musical content, comply with professional ethics in the digital environment, and create original media products. Such preparation reduces teachers' dependence on ready-made resources during lessons and strengthens their capacity to make independent methodological decisions. As a result, the content of music lessons also changes: instead of participating merely as listeners of ready-made musical materials, students become active subjects who analyze, compare, express their views on



the content, and creatively reinterpret it. In addition, a music teacher with well-developed media literacy can effectively integrate the opportunities offered by various digital platforms and modern technologies with the specific pedagogical objectives of the lesson. This increases the effectiveness of technology use in music education and creates a favorable didactic environment for developing students' musical thinking, independent reasoning, and creative activity.

PROPOSALS AND RECOMMENDATIONS

It is advisable to develop a system of specialized learning modules, practical sessions, and independent assignments aimed at improving media and information literacy in the training of future music teachers. In this process, students should be engaged in working with authentic media materials, conducting comparative analyses of various musical sources, verifying the reliability of digital content, discussing situations related to copyright, and creating educational audio and video products. At the same time, it is recommended to gradually integrate such formats as media analysis, digital projects, electronic portfolios, podcasts, video lessons, and interactive musical tasks into the practical sessions of music education courses. Such an approach helps connect students' theoretical knowledge with practical activity, develop their professional behavior in the information environment, and prepare them to organize their future pedagogical activities independently.

CONCLUSION

Media and information literacy of future music teachers represents an important professional quality that contributes to the sustainability and effectiveness of modern pedagogical activity. This literacy enables teachers to work consciously with musical and educational information encountered in the digital environment, make methodologically sound decisions, adapt to new pedagogical situations, and guide students toward meaningful musical activities. Therefore, the continuous and practice-oriented development of media and information literacy, closely connected with professional activity, should be regarded as an important task within the system of music teacher training. The systematic implementation of this area can contribute to improving the quality of future music education,



strengthening teachers' professional independence in the digital environment, and fostering conscious information consumption and musical culture among students.

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