



PRINCIPLES OF DEVELOPING STUDENTS' MEDIA LITERACY AND INFORMATION CULTURE

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Abstract

This article discusses the issues of forming and developing media literacy and information culture among students. The content of the concept of media literacy, pedagogical and psychological principles of its development, as well as its importance in strengthening the student's conscious and critical thinking skills in the modern information space are analyzed.

Keywords: Media literacy, information culture, principles, students, critical thinking, information security.

TALABALARNING MEDIASAVODXONLIK VA AXBOROT MADANIYATINI RIVOJLANTIRISH TAMOYILLARI

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Annotatsiya

Mazkur maqolada talabalar orasida mediasavodxonlik va axborot madaniyatini shakllantirish va rivojlantirish masalalari yoritilgan. Mediasavodxonlik tushunchasining mazmuni, uni rivojlantirishdagi pedagogik-psixologik tamoyillar, shuningdek, zamonaviy axborot makonida talabaning ongli va tanqidiy fikrlash qobiliyatini mustahkamlashdagi ahamiyati tahlil qilingan.

Kalit soʻzlar: mediasavodxonlik, axborot madaniyati, tamoyillar, talabalar, tanqidiy fikrlash, axborot xavfsizligi.



Introduction

In today's digital society, the increase in the flow of information, the influence of mass media, and the widespread use of social networks are emerging as important factors in shaping students' consciousness. The ideas, values, and information promoted through media texts directly affect the student's worldview, social position, and civic consciousness. Therefore, it is necessary to pay special attention to the concepts of media literacy and information culture in the modern educational process. By developing such competencies, students will mature as well-oriented, information-analyzing, and socially responsible citizens in the global information space. Media literacy includes a person's ability to correctly perceive, critically evaluate, and create media products. This concept refers not only to the ability to understand information technically, but also to the ability to analyze it in a social, cultural, and political context. UNESCO (2011) defines media literacy as a comprehensive approach to accessing, analyzing, using and creating media and information resources[6].

According to D. Buckingham (2003), media literacy protects young people against manipulation and becomes a means for them to actively participate in a democratic society. Independent thinking, comparing information sources and drawing conclusions based on evidence play an important role in this process[4]. Information literacy is not only the ability to search for and use information, but also the ability to critically analyze it, make informed decisions, and apply it in accordance with ethical and legal norms. Information literacy plays an important role in the personal, professional and social life of a student. With the help of this competency, a student learns to work effectively with modern information technologies, find direction in information flows, evaluate and protect information.

In order to master the information culture of a modern student, he must have the following skills:

Understanding his own need for information - the student can determine what information is needed in accordance with his field of knowledge and activity;

Information search skills - identifying reliable sources, effective use of scientific databases, libraries and the Internet;



Information evaluation - analyzing the relevance, accuracy, reliability, authorship and objectivity of information;

Effective use of information - reading, processing, applying in practice and integrating the information received in his activities;

Understanding information security and culture - Internet ethics, protection of personal data, compliance with copyright;

Information creation and transmission - the conscious choice and use of language, style and technological means in the expression of information.

In the formation of information culture, not only technical skills, but also an ethical and aesthetic approach are important. A student should adhere to ethical standards in social networks, blogs or official correspondence, exchange information with respect for human dignity and worth[1].

Research shows that students with information culture are distinguished by their level of critical thinking, digital culture and socially responsible behavior. They have stable protection against manipulation, fake news, cyberattacks and information violence in the digital environment[2].

Thus, information culture is the foundation for the formation of an active, conscious, cultured and responsible person in a digital society. This sets new didactic, educational and technological tasks for higher education institutions.

The following 5 principles play a key role in the formation of media literacy and information culture:

The principle of integrativity - teaching media literacy through integration into all disciplines;

The principle of developing critical thinking - forming the skills of critical evaluation of information;

The principle of conscious consumption - forming the habit of selectively consuming information for the intended purpose;

The principle of ensuring information security - providing knowledge on personal data security and Internet ethics;

The principle of interactive education - using methods that ensure the active participation of students (for example, debates, analytical tasks, project activities).



Modern pedagogical approaches serve as an important didactic basis in the development of students' media literacy and information culture. Such approaches involve organizing the educational process in a person-oriented, interactive and practical activity-based manner. Because a media literate student is an active subject who possesses not only theoretical knowledge, but also practical competencies, who thinks critically and can approach information responsibly. Therefore, the following pedagogical approaches are relevant:

1. Person-centered approach - this approach takes into account the individual needs, intellectual potential and interest in information of each student. Person-centered education increases motivation in the development of media literacy, encourages students to work independently with information and increases their social responsibility. Through this approach, the teacher takes on a more facilitator and guide role.
2. Activity-based approach - This approach focuses on guiding students to solve real-life information problems. For example, students complete tasks such as identifying fake news, creating a project on information analysis, and analyzing media ethics issues in social networks. As a result, competence is formed, not knowledge.
3. Critical pedagogy approach - this approach was put forward by Paulo Freire and other modern educators and aims to turn students into active, critical thinkers and conscious consumers of information in society. Students acquire the ability to deeply analyze various media materials, reveal the author's intention, and see hidden meanings in information.
4. Constructivist approach - According to constructivist theory, a student constructs knowledge not in a ready-made state, but in his own activities and experiences. In this process, new knowledge is created based on media analysis, comparative study, and alternative ideas. Students not only analyze media tools, but also create them themselves: infographics, videos, blog posts.
5. Information and communication technology (ICT) approach - The use of ICT tools is one of the most effective tools for forming media literacy. Online platforms, digital libraries, social media simulations, interactive tests, and multimedia textbooks help consolidate students' knowledge. In addition, virtual



classes on digital ethics also play an important role in the education of information culture.

6. Interactive approach - through methods such as “Debates”, “Brainstorming”, “Media projects”, “Role playing”, students learn to work in a group, defend their point of view, and express analytical opinions based on information. Through this process, they develop communicative, social and cultural competencies.

Reflection is an integral part of the media literacy process. Students evaluate their media activities, analyze the knowledge they have learned, and draw conclusions. Through this approach, a personal position, a conscious approach to information, and a view of life situations from the media perspective are formed[3].

These pedagogical approaches deepen and strengthen not only media literacy, but also the basic skills of information culture. They also form life competencies, responsible civic positions, and strong immunity in the global information space in students.

In conclusion, the formation of media literacy and information culture among students not only helps to increase their level of knowledge, but also helps them to mature as conscious, critical thinkers, capable of correctly perceiving information. In this direction, it is important to use modern pedagogical approaches in the educational process, to teach them a responsible attitude towards information.

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