

PEDAGOGICAL CONDITIONS FOR DEVELOPING MEDIA COMPETENCE IN FUTURE PRIMARY EDUCATION TEACHERS IN THE DIGITAL LEARNING ENVIRONMENT

<https://doi.org/10.5281/zenodo.18810571>

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Abstract

The development of media competence among future primary education teachers is becoming an important task in modern digital education. The rapid growth of information technologies requires teachers to possess high levels of media literacy, critical thinking, and digital communication skills. This study examines pedagogical conditions for developing media competence of future primary school teachers in digital learning environments.

The research analyzes the effectiveness of interactive teaching methods, digital educational tools, and competency-based learning approaches in forming media competence. Experimental results show that systematic media literacy training improves students' ability to analyze information, evaluate media content, and use digital technologies in teaching practice.

Keywords

media competence, primary education teachers, digital learning environment, pedagogical conditions, media literacy, competency-based approach, digital pedagogy.

Annotatsiya

Bo'lajak boshlang'ich ta'lim o'qituvchilari orasida mediakompetentlikni rivojlantirish zamonaviy raqamli ta'limning muhim vazifalaridan biri hisoblanadi. Axborot texnologiyalarining jadal rivojlanishi o'qituvchilardan yuqori darajadagi media savodxonlik, tanqidiy fikrlash va raqamli kommunikatsiya ko'nikmalariga ega bo'lishni talab etadi. Ushbu tadqiqot raqamli ta'lim muhitida bo'lajak boshlang'ich sinf o'qituvchilarining mediakompetentligini rivojlantirishning pedagogik shartlarini o'rganadi.

Tadqiqot mediakompetentlikni shakllantirishda interaktiv o'qitish metodlari, raqamli ta'lim vositalari va kompetensiyaga asoslangan ta'lim yondashuvlarining samaradorligini tahlil qiladi. Eksperimental natijalar shuni ko'rsatdiki, tizimli media savodxonlik ta'limi talabalarining axborotni tahlil qilish, media materiallarni

baholash va pedagogik faoliyatda raqamli texnologiyalardan foydalanish ko'nikmalarini yaxshilaydi.

Kalit so'zlar

mediakompetentlik, boshlang'ich ta'lim o'qituvchilari, raqamli ta'lim muhiti, pedagogik shartlar, media savodxonlik, kompetensiyaga asoslangan yondashuv, raqamli pedagogika.

Аннотация

Развитие медиакомпетентности будущих учителей начального образования является одной из важных задач современного цифрового образования. Быстрое развитие информационных технологий требует от учителей высокого уровня медиаграмотности, критического мышления и цифровых коммуникативных навыков. В данном исследовании рассматриваются педагогические условия развития медиакомпетентности будущих учителей начальной школы в цифровой образовательной среде.

Исследование анализирует эффективность интерактивных методов обучения, цифровых образовательных инструментов и компетентностного подхода в формировании медиакомпетентности. Экспериментальные результаты показали, что систематическое обучение медиаграмотности улучшает способность студентов анализировать информацию, оценивать медиаконтент и использовать цифровые технологии в педагогической практике.

Ключевые слова

медиакомпетентность, учителя начального образования, цифровая образовательная среда, педагогические условия, медиаграмотность, компетентностный подход, цифровая педагогика.

INTRODUCTION

The rapid development of digital technologies has transformed modern education systems and increased the importance of media competence in teacher training. In the information society, future primary education teachers must be able to work effectively with digital information, analyze media content, and apply information technologies in educational practice [1].

Media competence is considered an important professional skill that helps teachers develop critical thinking and information evaluation abilities. Teachers with high media literacy can guide students in selecting reliable educational information and avoiding misinformation influence in digital environments [2].

The integration of media literacy education into teacher training programs supports professional competency development. Modern educational systems emphasize the importance of competency-based learning approaches, which focus on practical skill formation rather than only theoretical knowledge acquisition [3].

Digital learning environments provide new opportunities for improving teacher education quality. Online platforms, multimedia resources, and interactive teaching technologies play a significant role in developing professional pedagogical competence [4].

The main purpose of this study is to determine pedagogical conditions for developing media competence in future primary education teachers in digital learning environments [5].

METHODS

The research was conducted using theoretical analysis, pedagogical experiment, and comparative study methods. The competency-based approach was applied to investigate media competence formation processes among future primary education teachers.

Data collection was carried out through questionnaires, classroom observation, and practical learning task evaluation. Students participated in media literacy training sessions that included digital information analysis exercises.

Interactive learning methods such as project-based learning, problem-solving tasks, and digital resource work were used during the experiment. The effectiveness of pedagogical conditions was evaluated based on students' performance results [6].

Multimedia educational materials and online learning platforms were integrated into the learning process. Statistical analysis methods were applied to evaluate research outcomes [7].

RESULTS

The experimental results showed that the creation of favorable pedagogical conditions significantly improves media competence development.

Students demonstrated improved skills in information search, analysis, and evaluation of digital educational content. The use of interactive digital tools increased learning motivation and independent thinking ability.

Comparative analysis showed that students who participated in media literacy training achieved higher performance indicators than the control group.

Practical digital exercises helped students develop professional communication skills and information processing abilities [8].

Media literacy training contributed to strengthening critical thinking and digital pedagogical skills.

DISCUSSION

Media competence formation is an important component of modern teacher education. The results of the study confirm that competency-based digital learning significantly improves professional pedagogical development.

Interactive teaching technologies play a key role in developing media literacy skills. Project-based learning and digital educational tasks support independent learning activity.

Digital transformation in education requires strengthening teacher training programs in information culture and media literacy.

Future primary education teachers must be able to analyze media messages, distinguish reliable information, and apply digital technologies safely in educational processes [9].

The findings are consistent with previous studies showing that media literacy education improves teaching quality and professional adaptability.

Teacher education institutions should develop sustainable media competence formation models [10].

CONCLUSION

The study shows that pedagogical conditions play an important role in developing media competence of future primary education teachers in digital learning environments.

Competency-based education, interactive teaching methods, and digital learning technologies are effective tools for media competence formation.

The integration of media literacy training into teacher education programs improves professional readiness of future teachers.

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