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"STRUCTURAL MODEL OF MEDIA COMPETENCE DEVELOPMENT IN PRE-SERVICE PRIMARY SCHOOL TEACHERS: CRITERIA, INDICATORS AND ASSESSMENT LEVELS"

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Ismoil Urolmaxamatovich Xushboqov
Denov Institute of Entrepreneurship and Pedagogy
Email: i.xushbaqov@dtpi.uz

Abstract

The rapid development of digital technologies and the expansion of the information space have significantly increased the importance of media competence in the professional training of future teachers. In modern educational conditions, primary school teachers are expected not only to possess strong pedagogical knowledge but also to effectively use media and digital technologies in the teaching process. Therefore, the development of media competence among pre-service primary school teachers has become an important task for teacher education institutions.

The purpose of this study is to develop a structural model for the formation of media competence in pre-service primary school teachers and to determine its main criteria, indicators, and assessment levels. The research is based on theoretical analysis of scientific and pedagogical literature, comparative analysis, pedagogical modeling, and observation methods. These approaches made it possible to identify the essential components of media competence and to design a systematic model for its development.

The results of the study led to the development of a structural model that includes three main components: cognitive, operational, and motivational. Based on these components, a system of criteria and indicators was proposed to assess the level of media competence among future primary school teachers. Three levels of competence development were identified: high, medium, and low. The proposed model provides a comprehensive framework for evaluating and improving media competence in teacher education programs.

The findings of the research demonstrate that the integration of media competence development into the professional training of future teachers contributes to the effective use of media technologies in the educational process and enhances the quality of primary education. The proposed model can be applied in higher education institutions to improve teacher training and to prepare educators capable of working effectively in the modern digital information environment.

Keywords

media competence, media literacy, teacher education, pre-service primary school teachers, digital technologies, media education, professional competence, structural model, assessment criteria, digital learning environment.

Introduction

In the context of rapid digital transformation, the role of media competence in the professional training of future teachers is becoming increasingly important. Modern primary school teachers are required not only to possess pedagogical knowledge but also to effectively use digital and media technologies in the educational process. Media competence enables teachers to critically analyze information, use media resources effectively, and teach students to navigate the modern information environment responsibly [1].

The formation of media competence among pre-service primary school teachers is particularly significant because primary education is the foundation for students' future learning and digital literacy. In many countries, teacher training institutions are integrating media education into their curricula to prepare teachers for the challenges of the digital era [2].

Despite the growing attention to this issue, there is still a need to develop clear structural models that define the criteria, indicators, and assessment levels of media competence among future teachers. Therefore, this study aims to develop a structural model for the development of media competence in pre-service primary school teachers and to identify its criteria, indicators, and assessment levels.

Methods

The research employed several scientific methods including theoretical analysis of pedagogical and scientific literature, comparative analysis, modeling, and pedagogical observation. These methods made it possible to identify the main components of media competence and develop a structural model for its formation.

The structural model of media competence development was designed based on three main criteria: cognitive, operational, and motivational components. Each criterion includes specific indicators that reflect the level of media competence among pre-service primary school teachers.

In order to determine the level of media competence, three assessment levels were identified: high, medium, and low. The evaluation process considered students' knowledge of media resources, their ability to use digital tools in teaching, and their critical understanding of media content [3].

Secondly, the comparative analysis method was used to examine different models of media competence formation proposed in modern educational research. This allowed the identification of key structural elements that are essential for the professional training of future primary school teachers [4].

Another important method applied in the study was pedagogical modeling. Based on the results of the theoretical analysis, a structural model for the

development of media competence in pre-service primary school teachers was designed. The model includes interconnected components that reflect the cognitive, operational, and motivational aspects of media competence.

In addition, pedagogical observation and analysis of students' learning activities were used to determine the level of media competence among teacher education students. These methods helped to identify how effectively future teachers use digital and media resources in the educational process [5].

To assess the level of media competence, specific criteria and indicators were developed. The evaluation framework includes three levels of competence development: high, medium, and low. These levels reflect students' knowledge of media technologies, their practical skills in using digital tools in teaching, and their ability to critically analyze media content

The use of these research methods made it possible to develop a comprehensive approach to analyzing and evaluating the development of media competence among pre-service primary school teachers.

Results

The research resulted in the development of a structural model for media competence development in pre-service primary school teachers. The proposed model includes three interrelated components: cognitive, operational, and motivational.

The cognitive component reflects the theoretical knowledge of future teachers about media education, digital technologies, and the role of media in the modern educational environment. It includes knowledge about media sources, information verification, and media literacy principles [7].

The operational component represents the practical skills required for the effective use of media tools in teaching. This component includes the ability to integrate multimedia resources, digital platforms, and interactive technologies into classroom activities.

The motivational component reflects teachers' attitudes toward media education and their willingness to use digital technologies in the learning process. Motivation plays an important role in encouraging future teachers to continuously improve their media competence and adapt to the rapidly changing digital environment.

Based on these components, a system of criteria and indicators was developed to assess the level of media competence. For example, the cognitive criterion includes indicators such as knowledge of media terminology, understanding of digital communication principles, and awareness of media influence on students. The operational criterion focuses on practical skills, including the use of educational platforms, multimedia presentations, and digital communication tools. The motivational criterion includes interest in media technologies and readiness to apply them in professional practice.

The assessment results show that the proposed structural model provides a clear framework for evaluating the level of media competence among pre-service primary school teachers and helps identify areas that require further development [8].

Discussion

The results of the study highlight the importance of developing media competence in the professional training of future primary school teachers. In the context of the rapidly expanding digital information environment, teachers must be able to critically analyze media content and effectively use digital tools in the educational process.

The findings of this research are consistent with the results of previous studies that emphasize the importance of integrating media education into teacher training programs [9]. Modern educational systems increasingly recognize that media competence is an essential component of teachers' professional competence.

The proposed structural model contributes to the development of a systematic approach to media competence formation. By identifying specific criteria, indicators, and assessment levels, the model provides teacher education institutions with practical tools for evaluating and improving students' media competence.

Furthermore, the integration of media competence development into teacher education curricula can significantly improve the quality of primary education. Future teachers who possess strong media competence are better prepared to guide students in navigating the digital information environment responsibly and critically [10].

Thus, the implementation of the proposed model can play an important role in modernizing teacher education and ensuring the effective use of media technologies in primary school education.

Conclusion

The development of media competence among pre-service primary school teachers is an essential requirement in the modern digital educational environment. The study confirmed that the effective formation of media competence requires a systematic and structured approach that integrates theoretical knowledge, practical skills, and motivational factors.

As a result of the research, a structural model for media competence development was designed, which includes three interconnected components: cognitive, operational, and motivational. In addition, a system of criteria, indicators, and assessment levels was developed to evaluate the level of media competence among future primary school teachers.

The proposed model provides a clear methodological framework for assessing and improving media competence in teacher education programs. Its implementation can help higher education institutions enhance the quality of

teacher training and prepare future educators to effectively use media technologies in the learning process.

Moreover, strengthening media competence among primary school teachers contributes to the development of students' critical thinking, digital literacy, and responsible media consumption. Therefore, integrating media competence development into teacher training curricula should be considered a priority for modern education systems.

Future research may focus on testing the effectiveness of the proposed model in real educational settings and exploring innovative pedagogical approaches for enhancing media competence among teacher education students.

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