

ENHANCING MEDIA COMPETENCE OF PRE-SERVICE PRIMARY SCHOOL TEACHERS THROUGH THE COURSE “MEDIA LITERACY AND INFORMATION CULTURE”: A COMPETENCY-BASED APPROACH

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Abstract

The rapid development of digital technologies has significantly influenced modern education, requiring future primary school teachers to possess strong media competence. Enhancing media literacy skills has become an important component of professional teacher training in the digital era. This article examines the development of media competence of pre-service primary school teachers through the course “Media Literacy and Information Culture” based on a competency-based approach.

The study analyzes the importance of integrating media literacy education into teacher training programs and explores effective pedagogical methods for developing information culture and critical media thinking skills. Particular attention is paid to the role of practical training, interactive learning methods, and digital educational resources in improving media competence.

The research results demonstrate that systematic media education contributes to improving students’ ability to analyze information, evaluate media content critically, and use digital technologies effectively in educational activities.

Keywords

media competence, media literacy, information culture, pre-service teachers, competency-based approach, teacher education, digital pedagogy, primary education, critical thinking, educational technology.

Annotatsiya

Raqamli texnologiyalarning tezkor rivojlanishi zamonaviy ta’limga sezilarli ta’sir ko’rsatmoqda va kelajak boshlang’ich sinf o’qituvchilaridan yuqori darajadagi mediakompetentlikni talab qilmoqda. Media savodxonlik ko’nikmalarini rivojlantirish raqamli davrda pedagog kadrlar tayyorlashning muhim komponentiga aylandi. Ushbu maqolada “Media savodxonlik va axborot madaniyati” kursi orqali bo’lajak boshlang’ich sinf o’qituvchilarining

mediakompetentligini shakllantirish kompetensiya asosidagi yondashuv doirasida tahlil qilinadi.

Tadqiqot media savodxonlik ta'limini o'qituvchi tayyorlash dasturlariga integratsiyalashning ahamiyatini ko'rsatadi va axborot madaniyati hamda tanqidiy media tafakkurini rivojlantirish uchun samarali pedagogik usullarni o'rganadi. Amaliy mashg'ulotlar, interaktiv metodlar va raqamli ta'lim resurslarining mediakompetentlikni oshirishdagi ro'yi alohida ta'kidlangan.

Kalit so'zlar

mediakompetentlik, media savodxonlik, axborot madaniyati, bo'lajak o'qituvchilar, kompetensiya asosidagi yondashuv, pedagogik tayyorlash, raqamli pedagogika, boshlang'ich ta'lim, tanqidiy tafakkur, ta'lim texnologiyalari.

Аннотация

Быстрое развитие цифровых технологий значительно влияет на современное образование, требуя от будущих учителей начальных классов высокой медиакompetentности. Развитие навыков медиаграмотности стало важным компонентом подготовки педагогических кадров в цифровую эпоху. В статье рассматривается формирование медиакompetentности будущих учителей начальной школы через курс «Медиа грамотность и информационная культура» на основе компетентностного подхода.

Исследование анализирует важность интеграции медиаобразования в программы подготовки учителей и изучает эффективные педагогические методы развития информационной культуры и критического мышления в области медиа. Особое внимание уделено практическим занятиям, интерактивным методам и цифровым образовательным ресурсам, повышающим медиакompetentность.

Ключевые слова

медиакompetentность, медиаграмотность, информационная культура, будущие учителя, компетентностный подход, подготовка педагогов, цифровая педагогика, начальное образование, критическое мышление, образовательные технологии.

INTRODUCTION

The development of modern education is closely connected with digital transformation and the widespread use of information technologies. In contemporary society, teachers are required to possess not only professional pedagogical knowledge but also high levels of media competence and digital literacy. The formation of media competence among pre-service primary school

teachers has become an important direction in improving the quality of teacher education.

Media competence plays a significant role in professional teacher development, enabling educators to effectively analyze, evaluate, and use media information in educational activities. Future primary school teachers should be able to distinguish reliable information from misinformation, develop critical thinking skills, and guide students in safe information consumption in digital environments [1].

The course “Media Literacy and Information Culture” is designed to support the development of students’ media literacy skills through competency-based learning approaches. Competency-based education emphasizes the practical application of knowledge, skills, and attitudes in real professional situations. Interactive teaching methods, practical tasks, and digital learning tools are important in forming professional competencies [2].

In modern education systems, media literacy is considered an essential component of teacher professionalism. The ability to work with digital information resources, analyze media content, and apply information technologies in teaching practice contributes to improving educational outcomes. Therefore, strengthening media competence formation in teacher training programs is a relevant pedagogical task.

The purpose of this study is to examine the effectiveness of the course “Media Literacy and Information Culture” in enhancing media competence of pre-service primary school teachers based on a competency-based educational approach.

METHODS

The research was conducted using a competency-based pedagogical approach aimed at developing media competence among pre-service primary school teachers. The study focused on evaluating the effectiveness of the course “Media Literacy and Information Culture” in improving students’ ability to work with information and digital educational resources.

Pedagogical experiment, observation, and analytical comparison methods were used in the research. Students’ media literacy skills were assessed through practical tasks, information evaluation exercises, and classroom learning activities. The participants of the study were students preparing to become primary school teachers.

Data were collected through questionnaires, classroom observation, and academic performance analysis. During the training process, students completed media analysis tasks, worked with digital educational materials, and practiced information evaluation skills [3].

Interactive teaching methods were applied in the learning process. These included group discussions, project assignments, and practical digital literacy exercises. The competency-based education model was used to evaluate professional skill development [4].

The course implementation also included the use of multimedia teaching materials, online learning resources, and educational software to support media competence formation [5].

RESULTS

The experimental study showed positive changes in the development of media competence among pre-service primary school teachers after the implementation of the course "Media Literacy and Information Culture". Students demonstrated improvement in information analysis skills, digital communication abilities, and critical evaluation of media content.

At the beginning of the experiment, many students experienced difficulties in distinguishing reliable educational information from misinformation. After systematic training, students showed better understanding of media sources, information verification methods, and educational content selection.

The results of the study indicate that the use of interactive digital learning tools significantly improved students' practical media literacy skills. Practical assignments helped students develop independent information processing abilities and strengthen analytical thinking.

Comparative analysis of initial and final assessment results demonstrated significant improvement in the experimental group. Students who participated in media literacy training achieved higher performance indicators in media analysis tasks and digital educational activities [6].

The application of multimedia teaching materials contributed to increasing students' interest in learning activities. Online educational resources and digital learning platforms supported the development of professional pedagogical communication skills.

Furthermore, students became more confident in using information technologies in teaching practice. Media literacy training helped reduce information misunderstanding and improved academic performance quality.

The study also revealed that systematic media competence training supports professional readiness of future primary school teachers for modern educational environments [7].

Statistical evaluation of learning outcomes confirmed that students' media literacy level increased after experimental training. The use of competency-based

learning methods positively influenced knowledge acquisition and practical skill formation [8].

DISCUSSION

The development of media competence among pre-service primary school teachers is becoming increasingly important in modern education systems. The results of this study confirm that competency-based media literacy training contributes to improving professional pedagogical skills and information processing abilities.

Media literacy education helps future teachers develop critical thinking and analytical skills. Teachers with high media competence can effectively evaluate educational information, prevent misinformation influence, and organize safe digital learning environments.

The integration of media literacy courses into teacher training programs supports professional development and digital pedagogical competence formation. Interactive teaching methods, including project-based learning and practical digital tasks, enhance students' independent learning motivation.

Modern education is strongly influenced by digital transformation processes. The use of information and communication technologies improves learning efficiency and supports innovative teaching strategies. Teacher education institutions should strengthen digital pedagogy training programs [9].

Critical media literacy plays an important role in professional teacher preparation. Future primary school teachers must be able to analyze media messages, identify unreliable information, and guide young learners in safe information consumption [10].

The findings of this study are consistent with previous research indicating that media literacy education improves pedagogical performance in digital learning environments. Competency-based education models support practical skill development and professional adaptability [11].

The application of digital educational technologies contributes to improving teaching quality and learning effectiveness. Multimedia resources, online platforms, and interactive tasks enhance media competence formation [12].

Therefore, media competence development should be considered an important component of teacher education programs. Sustainable media literacy training models are necessary for preparing future teachers for modern information society challenges [13].

CONCLUSION

The study demonstrated that the development of media competence among pre-service primary school teachers through the course "Media Literacy and

Information Culture” is an effective approach to improving professional pedagogical skills. Competency-based media education plays an important role in preparing future teachers for modern digital educational environments.

The research results showed that systematic media literacy training improves students’ ability to analyze information, evaluate media content critically, and apply digital technologies in educational practice. Interactive teaching methods, practical tasks, and multimedia learning resources contributed to strengthening media competence formation.

The integration of media literacy education into teacher training programs supports the development of critical thinking, information processing skills, and professional communication abilities. Media competence is becoming an essential component of modern teacher professionalism in the digital era.

Future teacher education programs should focus on expanding digital pedagogy, improving media literacy training methodologies, and developing sustainable competency-based learning models. The use of modern educational technologies and innovative teaching approaches will further enhance the quality of teacher preparation.

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