



METHODOLOGY FOR DEVELOPING MEDIA LITERACY COMPETENCIES BASED ON DIGITAL PEDAGOGICAL TECHNOLOGIES

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ABSTRACT

This article analyzes the role and significance of digital pedagogical technologies in developing media literacy competencies. In particular, the methodology for developing students' critical thinking, information analysis, and media content evaluation skills based on Flipped Classroom, Project-Based Learning, and modern digital tools is highlighted.

KEYWORDS: Media literacy, digital pedagogy, flipped classroom, project-based learning, digital tools, critical thinking, information analysis, media competence, innovative education.

INTRODUCTION

As a result of globalization and the rapid development of digital technologies, humanity is witnessing an unprecedented increase in the flow of information. Today, identifying the reliability of information disseminated through the Internet, social networks, and various digital platforms, conducting its critical analysis, and consciously consuming media products is one of the important tasks of modern education. For this reason, the issue of developing media literacy competencies is considered one of the current directions of pedagogical science. Media literacy encompasses an individual's ability to search, analyze, evaluate, process, and create information obtained from various media sources. Digital pedagogical technologies possess significant didactic potential in developing these competencies. Research methodology. The study utilized methods of scientific literature analysis, comparative analysis, pedagogical observation, and generalization. The theoretical basis of the study is scientific views on media education, digital pedagogy, and the competency-based approach. Digital pedagogical technologies create a favorable environment for developing media literacy. In particular, the Flipped Classroom model allows for the activation of students' independent learning activities. In this model, theoretical material is mastered before the lesson in the form of video, podcast, and interactive presentations. Classroom sessions are aimed at analyzing information, discussing it, and performing practical tasks. As a result of using the Flipped Classroom model, students develop skills in independently analyzing information sources, identifying fake news, and evaluating media content. This serves to form media literacy competencies.

Project-Based Learning (PBL) technology is also an effective tool for developing media literacy. In this approach, students carry out project activities based on real problems. For example, projects such as identifying misinformation on social networks, creating media products, or developing an internet safety advocacy campaign develop students' practical competencies.

Through PBL technology, students acquire skills in information collection, analysis, teamwork, problem-solving, and the effective use of digital tools. This improves their media culture and critical thinking level. The use of digital tools such as Google Classroom, Padlet, Kahoot, Canva,

Quizizz, Nearpod in developing media literacy competencies gives effective results. These platforms expand opportunities to engage students in an active learning process, create interactive tasks, and analyze media materials.

Research shows that the integration of Flipped Classroom and PBL technologies allows for the comprehensive development of the cognitive, practical, and reflexive components of media literacy. In this process, students become not only recipients of information but also active subjects who create and evaluate it. The development of media literacy competencies is one of the priority tasks of modern education. The educational process, organized on the basis of Flipped Classroom, Project-Based Learning and digital tools, effectively develops students' competencies in critical thinking, information analysis, evaluation and creation of media products. Therefore, it is advisable to widely implement innovative pedagogical technologies aimed at developing media literacy in the systems of general secondary education, higher education, and professional development. The structural composition of media literacy competencies consists of several interrelated components. They include cognitive, practical, communicative, and reflexive components. While the cognitive component represents students' theoretical knowledge of media and information sources, the practical component encompasses skills in using various digital platforms and media tools. While the communicative component is associated with effective communication, information exchange, and the organization of collaborative activities in a media environment, the reflexive component reflects the ability to analyze and evaluate one's own media activities. In the educational process organized on the basis of digital pedagogical technologies, all these components are developed comprehensively. In particular, the use of interactive teaching methods increases students' activity in the educational process and encourages independent thinking. As a result, students develop skills in critically evaluating information, comparing information from various sources, and drawing objective conclusions.

Collaborative learning plays an important role in developing media literacy. In the process of working in groups, creating projects, and solving problem situations, students acquire the skills of searching, sorting, and presenting information. This serves to develop critical thinking, creativity, communication skills, and cooperation, which are important components of 21st-century competencies. Modern digital tools are emerging as effective tools for developing media literacy. For example, by creating infographics, posters, and presentations using the Canva platform, students develop the competence to present information in a visual form. Platforms such as Padlet and Jamboard expand opportunities for collaboration and exchange of ideas.

Assessment processes organized using the Kahoot and Quizizz platforms serve to monitor students' knowledge of media and information literacy. Also, the use of artificial intelligence technologies in the formation of media literacy competencies is one of the promising areas. AI-based platforms allow students to analyze large volumes of information, verify data reliability, and create individual learning trajectories. Such technologies are an important factor in the development of a student-centered model of education.

Educational practice shows that if systematic and targeted work is carried out to develop media literacy competencies, the information culture of students will significantly increase. They demonstrate a responsible approach to safely operating on the Internet, identifying manipulative information, and critically analyzing media products. This is one of the important

factors in the formation of a harmoniously developed and active citizen in the digital society. In the future, it is necessary to improve methods aimed at developing media literacy competencies, create digital educational resources, and expand scientific and practical research to enhance the media competence of educators. Research in this direction serves to improve the quality and efficiency of education.

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