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**RAQAMLI JAMIYAT SHAROITIDA TALABALARNING MEDIA  
KOMPETENSIYASINI RIVOJLANTIRISHGA YO‘NALTIRILGAN MEDIA TA‘LIM  
IMKONIYATLARI ILMIY-PEDAGOGIK MUAMMO SIFATIDA**

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**Annotatsiya**

Mazkur maqolada raqamli jamiyat sharoitida talabalarning media kompetensiyasini rivojlantirishga qaratilgan media ta‘lim imkoniyatlari tahlil qilinadi. Unda zamonaviy davrda asosiy muammo sifatida talabalarning media vositalaridan foydalanish va ularni qabul qilish bo‘yicha bilim va ko‘nikmalarining yetarli darajada shakllanmaganligi qayd etiladi. Shu bilan birga, talabalarda media kompetensiyani rivojlantirishga yo‘naltirilgan ilmiy tadqiqotlar dolzarb masala sifatida baholanadi.

**Kalit so‘zlar:** media ta‘lim, media matn, raqamli kelajak, deformatsiya, ambivalentlik, raqamli davr atributlari, axborot texnologiyalari, media kompetensiya.

**ВОЗМОЖНОСТИ МЕДИАОБРАЗОВАНИЯ, НАПРАВЛЕННЫЕ НА РАЗВИТИЕ  
МЕДИАКОМПЕТЕНТНОСТИ СТУДЕНТОВ В УСЛОВИЯХ ЦИФРОВОГО  
ОБЩЕСТВА, КАК НАУЧНО-ПЕДАГОГИЧЕСКАЯ ПРОБЛЕМА**

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**Аннотация**

В статье рассматриваются возможности медиаобразования, направленные на развитие медиакомпетентности студентов в условиях цифрового общества. Отмечается, что одной из ключевых проблем является недостаточный уровень сформированности у студентов навыков использования и восприятия медиа. Подчеркивается, что научные исследования, направленные на развитие медиакомпетентности студентов, являются актуальной задачей современного образования.

**Ключевые слова:** медиаобразование, медиатекст, цифровое будущее, деформация, амбивалентность, атрибуты цифровой эпохи, информационные технологии, медиакомпетентность.

**MEDIA EDUCATION OPPORTUNITIES AIMING AT DEVELOPING STUDENTS'  
MEDIA COMPETENCE IN THE CONDITIONS OF A DIGITAL SOCIETY AS A  
SCIENTIFIC-PEDAGOGICAL PROBLEM**

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**Abstract**

This article discusses the opportunities for media education aimed at developing students' media competence in the context of a digital society. It highlights that one of the key problems today is the insufficient level of students' skills in using and interpreting media. The study emphasizes that scientific research focused on developing media competence is a pressing issue in modern education.

**Keywords:** media education, media text, digital future, deformation, ambivalence,

attributes of the digital age, information technology, media competence.

In contemporary educational institutions, media education is regarded as a basic component of university students' competence and as one of the fundamental educational technologies influencing an institution's ranking in the media space. In today's digital society, the use of digital technologies is closely connected with the activities of teachers and learners in the media environment and has become one of the core functions of educational institutions. From this perspective, one of the key requirements of modern education is the development of media education. According to the formula approved by UNESCO, media education is defined in pedagogy as a field related to all types of mass media (print, graphic, audio, screen-based, and others) and various technologies. Media education is considered part of the fundamental rights of every citizen in any country of the world, namely the right to freedom of expression and access to information, and as a means of supporting democracy. It is recommended that media education be incorporated into the national curricula of all states, as well as into additional, non-formal, and lifelong education systems.

### **Literature Review**

An analysis of scientific literature on media education and media culture has made it possible to identify the following directions for addressing this issue:

- diagnostic research containing information on the perception of media texts by different age groups;
- general theoretical research promoting and analyzing concepts, models, and methods related to media and mass communication in general;
- research devoted to specific issues of media education methodology [1; pp. 3–9].

An analysis of scientific and pedagogical literature shows that using the pedagogical potential of information resource centers to develop students' media competence is one of the urgent issues of our time. However, the problem of improving teachers' qualifications in the field of media education within information resource centers has been insufficiently studied, while the number of related challenges continues to grow. From this perspective, the following contradictions emerge:

- the integrative nature of future teachers' media competence and the lack of systematic knowledge about its formation and development in the context of educational resource centers, as well as insufficient scientific and methodological support;
- the need within the modern general education system for methods of using media technologies, and the insufficient theoretical justification and methodological support for their implementation;
- the objective need of the information society and the modern school for a media-competent teacher, and the insufficient effectiveness of professional development systems in ensuring advanced media training for teachers.

The informatization of education places new demands on the professional and pedagogical qualities of teachers, as well as on the methodological and organizational aspects of using information and communication technologies in teaching. Considerable progress has been made in training teachers and enabling them to become competent users of digital tools at various stages of lifelong education. However, under current conditions, it is no longer sufficient for a teacher simply to be a user; increasing the information and communication competence of pedagogical staff has become one of the main tasks.

In her research entitled *“Model for Improving Teachers' Information and Communication Competence in the Conditions of a Resource Center,”* Candidate of Pedagogical Sciences S. R. Markulis examines the process of creating a unified educational information space in specific regions through the establishment of regional resource centers within the framework of the federal target program *“Development of a Unified Educational Information Environment”* (REOIS FSP). The study found that improving teachers' information and communication

competence in a resource center setting is effective when:

- variable forms of educational organization are used in accordance with the needs of society, the education system, learners, and developing information technologies;
- the educational process is based on modern information and communication technologies, as well as active and practice-oriented teaching methods;
- an information-educational environment is created that motivates readiness for professional growth and improvement [2; pp. 3–14].

This research focuses on creating scientific conditions, substantiating ways to improve teachers' information and communication skills, and further deepening the theory and methodology of instruction on this basis by using the pedagogical potential of the information resource center.

Analysis of scientific literature on media education and media culture also made it possible to identify the following relevant directions:

- complex personality development in modern socio-cultural conditions, including knowledge about mass media, skills and abilities for their practical use, experience in applying media in various fields of activity, and the ability to work with a computer as the primary media tool;
- a model for developing students' media competence through library and information specialists, including target, content (principles and pedagogical conditions), technological (technology for developing students' media competence in computerized training sessions), communicative (pedagogical interaction), and effective (criteria and levels for developing media competence) components;
- pedagogical conditions that include implementing a learner-centered approach in the process of developing media competence, designing creative tasks involving the use of mass media in different spheres of activity and the creation of one's own media products, and determining the effectiveness of the process of developing media competence among library and information technology students [3; pp. 8–10].

### **Research Methodology**

Digital society is characterized by such risks as information overload, the influence of large volumes of superficial virtual communication on the individual, the formation of cognitive distortions, and a crisis of traditional values. The scale of attractive advertising content and entertainment in virtual space limits adolescents' critical thinking and becomes a factor in the deformation of information culture. Scientific research rightly emphasizes the need to develop media competence in order to function successfully not only in formal educational environments but also in everyday life [4; pp. 45–54]. Large-scale digitalization, on the one hand, leads to information overload and, on the other hand, to information scarcity, initiating ambivalent processes in the user. Under such conditions, teachers face particularly complex tasks, such as adapting young people to life in a digital society and developing their media competence, digital literacy, and ability to navigate online environments. This indicates that functional skills in searching for, evaluating, and producing information must become a mandatory component of educational programs in schools and universities.

Media education, on the one hand, provides effective professional training for young people, and on the other hand, creates the foundation for them to establish their own place in a digital society. Another key aspect of media education is that it helps preserve cultural norms, academic learning traditions, and educational values. Media competence and digital literacy form the basis for social communication, cooperation, and ethical norms in a digital society. The integration of ChatGPT, one of the increasingly popular tools in today's media world, into educational systems raises new questions related to ethics, academic integrity, media culture, and media competence. The widespread penetration of such digital technologies into everyday life is making violations of ethical norms and cheating in examinations one of the attributes of the digital

age. These violations undermine the prestige of university and institute education.

From this perspective, the following practical processes may be included among the goals of ensuring digitalization in education:

1. determining students' attitudes toward the digitalization of education and its possible benefits, such as individualization of learning, increased motivation, and improved accessibility of information;
2. studying changes in young people's social norms under digitalization, including their attitudes toward data, learning, and traditional teaching practices;
3. analyzing the relationship between young people's attitudes toward digitalization and the formation of skills for searching for and systematizing information, as well as the critical understanding of digital communication products.

The negative consequences of digitalization are also associated with the narrowing of creative space in education and the emergence of barriers to the development of an individual's media competence. Preventing and solving these problems lies within the scope of media education, which makes it possible to distinguish between mere "information consumption" and its critical understanding, analysis, synthesis, and development. These ideas are confirmed by the conclusions presented in the works of A. V. Fedorov. The scholar defines an individual's media competence as "a set of motives, knowledge, skills, and abilities (motivational, contact, informational, perceptual, interpretive/evaluative, practical-operational/activity, and creative indicators) that facilitates the selection, use, critical analysis, evaluation, creation, and transmission of media texts" [5; pp. 4–17]. In the modern strategic educational process, digitalization demands a fundamental change in the processes of production, consumption, and exchange of information. Accordingly, there is a need for theoretical and empirical understanding of new approaches in education to prepare young people for the changing conditions of digital reality. Russian scholars have developed two contrasting concepts of education in this context:

- user-consumer;
- personal development.

The first concept, user-consumer, focuses on the technological dominants of education. It involves developing skills in servicing digital technologies and automated abilities for working with information systems. The second concept, personal development, emphasizes the need to develop the student's creative abilities and cultural experience. The dominant feature of this approach is the value of knowledge as a generalized method of cognitive action [6; pp. 32–47]. Under conditions of educational mediation, the formation of a teacher's professional mastery is inseparably linked with ensuring their full readiness to use mass media in the educational process. At the present stage, as a specific direction of pedagogical science, media education refers to the process of forming and developing personality with the help of mass media. It involves developing the future teacher's creative and communicative abilities, critical thinking, and skills in interpreting, analyzing, and evaluating various types of information, as well as teaching various forms of self-expression through digital technologies.

### **Analysis and Results**

The main tasks of media education are to prepare the new generation for life in modern information conditions, to help them perceive various types of information, to teach them to understand it, to realize the consequences of its influence on the psyche, and to master communication methods based on non-verbal forms of communication using technical means.

Media competence is one of the most important competences because it is based on information that creates the material foundation of a person's life, shapes the socio-cultural dimension of human activity, and serves as one of the means of implementing interpersonal relationships. The term *media competence* is part of the professional subculture of specialists in many fields and is directly related to a person's success in a rapidly changing world; at the same time, it is considered one of the central concepts of media education in higher education.

A. V. Fedorov, noting the wide distribution of terms in this field, provided a scientific basis for the concept of *media competence* in various forms. The definitions given to these terms are interpreted as follows:

**An individual's media competence** is a set of motives, knowledge, skills, and abilities (motivational, contact, informational, perceptual, interpretive/evaluative, practical-operational/activity, and creative indicators) that contributes to the selection, use, critical analysis, evaluation, creation, and transmission of various types, forms, and genres of media texts, as well as to the analysis of complex media processes in society.

**An educator's media competence** is a set of motives, knowledge, skills, and abilities (motivational, informational, methodological, practical-operational/activity, and creative indicators) that enables them to stimulate media-educational activities among audiences of different ages [7; p. 25].

Thus, in planning the preparation of future teachers for media education, it is necessary to define specific and well-developed directions that include studying the methods and forms of media education for learners and using relevant knowledge and skills during pedagogical practice. To fully implement these directions, the following indicators contributing to the development of the audience's media competence must be taken into account:

- **motivational:** motives for engaging with media texts, including genre, thematic, emotional, epistemological, hedonistic, psychological, ethical, intellectual, aesthetic, and therapeutic motives;
- **contact:** frequency of contact with works of media culture;
- **informational:** knowledge of the terminology, theory, and history of media culture, as well as the process of mass communication;
- **perceptual:** ability to perceive media texts;
- **interpretive/evaluative:** ability to interpret and analyze media texts on the basis of a certain level of perception and critical autonomy;
- **creative:** presence of a creative element connected with mass media in various aspects of activity, including perception, play, artistic work, and research.

### Conclusion

The problem of preparing an individual for life in an information society and for determining their position through the possibilities of media education has traditionally been the focus of the international community and, in particular, has been recognized as a pressing issue by UNESCO for many years. The solution to every problem in this area related to ensuring the integration of media education into the educational system depends on the level of media competence of both the educator and the learner. Furthermore, monitoring the activities of pupils and students in the media world and ensuring a correct orientation toward the digital future is one of the main requirements of modern education.

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