

THEORETICAL AND PRACTICAL FOUNDATIONS OF FORMING MEDIA CULTURE IN STUDENTS

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Abstract

This article analyzes the relevance, theoretical-methodological foundations, and practical mechanisms of forming media culture in students within the context of the modern information society using a complex approach. As a result of the rapid development of digital technologies and information-communication tools, the expansion of the global information space makes the formation of youth's information competencies one of the priority tasks of the educational system. The research scientifically substantiates the essence of the concept of media culture, its structural components, and its role in personality development. In particular, the importance of developing media literacy, critical thinking, information analysis and evaluation, and the skills to understand and interpret media texts in students is specifically highlighted. Furthermore, the article analyzes the necessity of forming competencies regarding information security issues, specifically protection against fake information, manipulative media influences, and cyber threats. The role of pedagogical approaches, interactive methods, and the effective use of digital educational environments in the process of developing media culture in students is revealed.

Key words: media culture, media literacy, information culture, digital literacy, student personality, information-communication technologies, critical thinking, information security, pedagogical approach, innovative education, media competence.

In the modern information society, media tools are becoming an integral part of human life. The flow of information spreading through the Internet, social networks, and digital platforms is expanding at an unprecedented rate. This necessitates the formation of skills in the younger generation, particularly students, for selecting, analyzing, and consciously using information. From this perspective, forming media culture in students emerges as one of the crucial tasks of the educational system. Media culture encompasses not only the reception of information but also critical evaluation, protection from manipulative influences, and independent thinking abilities.

Theoretical Foundations of Media Culture In modern pedagogy and communication theory, media culture is interpreted as a complex socio-cultural phenomenon representing an individual's conscious, critical, and goal-oriented attitude toward mass media and the digital information environment. It includes a system of knowledge, skills, and competencies formed for the reception, processing, analysis, evaluation, and effective use of information.

Media culture consists of the following main components:

1. Information search and selection skills — the ability to find necessary information from various sources, determine its reliability, and evaluate its importance. This skill is vital in conditions of information overload.



2. Information analysis and evaluation ability — identifying the content, purpose, and hidden agendas of media texts, comparing different perspectives, and drawing reasoned conclusions.

3. Understanding and interpreting media texts — the complex perception of text, audio, and visual content, and understanding their semantic and pragmatic aspects.

4. Adherence to information security and ethical norms — safe activity in the information space, protection of personal data, and following ethical standards in information usage.

The Importance of Media Culture in Student Development Forming media culture in students serves the comprehensive development of the individual. A high level of media culture ensures a student's effective activity in the information space and strengthens their professional and social competencies.

- Information Security: In the modern information space, the prevalence of false, manipulative, and harmful information requires students to have the skills to distinguish and protect themselves from them.

- Critical Thinking: A student develops the ability to make independent decisions by analyzing, comparing, and evaluating information obtained from various sources.

- Social Activity: A media-literate student reacts consciously to events in society, forms a civic position, and actively participates in social processes.

- Professional Competencies: For modern professionals, the skills of working with, processing, and presenting information are of paramount importance.

PEDAGOGICAL CONDITIONS FOR FORMING MEDIA CULTURE

The effective formation of media culture in students is a complex process that requires more than just providing information; it necessitates a fundamental shift in the student's cognitive framework. To achieve this, the following pedagogical conditions must be implemented systematically:

1. Creating a Digital Learning Environment A modern educational institution must move beyond traditional textbooks and possess a high-tech infrastructure. This environment should:

- Provide students with access to international scientific databases (such as Scopus, Web of Science) and comprehensive electronic libraries.

- Support distance and independent learning through advanced LMS (Learning Management Systems) platforms.

- Practically reinforce skills in real-time information searching, filtering, and working with cloud-based technologies.

2. Utilizing Interactive Methods Media culture is not acquired passively; it is formed through active communication and scholarly debate.

- Debates: These teach students to analyze conflicting perspectives within the media space, provide logical arguments, and justify their own viewpoints.

- Case Studies: By analyzing real-world media events (e.g., information attacks or advertising manipulations), students apply theoretical knowledge to practical scenarios.

- Project Work: By creating their own media products (videos, posts, articles), students gain a deep understanding of the "internal mechanisms" of media production.

3. Systemic Teaching of Media Literacy This process should be executed through specially designed curriculum modules. Key focus areas include:

• Fact-checking: Identifying the source of information and verifying its reliability by cross-referencing multiple independent sources.

• Identifying Fake News: Teaching algorithms to recognize emotional headlines, misleading photo/video materials, and manipulative propaganda techniques.

• Media Analysis: Developing the skill to perceive the underlying purpose (commercial, political, or ideological) behind a media text.

4. Developing Critical Thinking Critical thinking serves as the "immunity" of media culture. A student must learn to question, interrogate, and analyze every piece of information:

• "Who distributed this information?"

• "Who benefits from this message?"

• "What objective facts and what subjective opinions are present in this data?"

Through reflective activities, students analyze their own information consumption habits and correct cognitive biases.

EFFECTIVE METHODS FOR DEVELOPING MEDIA CULTURE

In the formation of media culture, traditional lecture methods yield low efficiency. Therefore, the following interactive and student-centered methods are prioritized:

• Case Study: Students are presented with a specific, problematic media situation. For instance, a false report that spread on social media and caused public resonance is analyzed. Students investigate the origin of the message, the methods used for its dissemination, and its social consequences.

• Problem-Based Learning (PBL): The educator does not provide ready-made information but poses a challenge. For example: "Given two contradictory reports on a specific topic, which one is true?" The student must conduct independent research to determine the truth.

• Project-Based Learning: Students work in groups to produce social advertisements on media literacy or develop a "digital hygiene" manual for peers. This enhances both their creative and media competencies.

• Media and Content Analysis: Through this method, media texts (articles, commercials, talk shows) are deconstructed. Specifically, wordplay, visual manipulation techniques, and mechanisms of audience influence are broken down and studied in detail.

Conclusion In conclusion, forming media culture in students is a priority for the modern educational system. It ensures that youth act consciously in the information space, develops their critical thinking, and serves to ensure information security. Therefore, it is necessary to widely introduce innovative approaches aimed at developing media literacy in the educational process.

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