THE SIGNIFICANCE OF MEDIA LITERACY IN SOCIETAL DEVELOPMENT

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ЗНАЧИМОСТЬ МЕДИАГРАМОТНОСТИ В РАЗВИТИИ ОБЩЕСТВА

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Abstract. This article analyzes the significance of media competency in societal development, its function within the educational framework, and its characteristics in the context of globalization. The directions for the establishment of media literacy are explored based on both international and domestic experiences. The essay underscores the significance of incorporating digital technology into education, enhancing international collaboration, and fostering critical thinking and creativity among students.

Аннотация. Анализируется значимость медиакомпетентности в развитии общества, её роль в образовательной системе, а также её особенности в условиях глобализации. Рассматриваются направления формирования медиаграмотности на основе международного и национального опыта. Особое внимание уделяется важности интеграции цифровых технологий в образовательный процесс, расширению международного сотрудничества, а также развитию критического мышления и творческих способностей у студентов.

Keywords: media competency, media literacy, information technology, national experience.

Ключевые слова: медиакомпетентность, медиаграмотность, информационные технологии, национальный опыт.

The progress of civilization is marked by a significant surge in the volume of information permeating all facets of our existence. Today, each person in their daily activities encounters a huge amount of information from various media sources. Consequently, the capacity to select, critically evaluate, and effectively utilize information, known as media competency, is crucial for fostering a prosperous society. UNESCO asserts that the capacity to judiciously locate, choose, and evaluate information from conflicting sources underpins democratic processes in society and the efficacy of education [1].

Consequently, media competency is crucial for developing society's overall intellectual capacity, educating the youth, and maintaining competitiveness in the age of globalization. This study initially investigates the significance of media competence within the information society, subsequently analyzes the education process for cultivating a media-competent individual, and addresses the challenges of fostering societal advancement through media competence in the context of globalization.

D. Buckenham observes that students who actively engage with media enhance the processes of assimilation, processing, and comprehension of information in education, thereby creating an excellent opportunity to elevate the quality of general education [2].

Consequently, the incorporation of media competency is crucial not only for individual educational institutions but also for societal advancement. S. Potter observes that "in the context of the rapid expansion of information flows, if an individual fails to cultivate the capacity to consciously utilize and critically assess the content received, he will inevitably encounter information overload, a detrimental consequence of globalization [3].

In this regard, media literacy is progressively emerging as the paramount systematic method to comprehending information, its appropriate utilization, and safeguarding information security globally. In contemporary information society, the active engagement of individuals in diverse media contexts is crucial, as is the capacity for critical analysis and creative processing of information.

UNESCO asserts that "media and information literacy is acknowledged as a crucial element fostering political, economic, and cultural advancement in contemporary societies."4 Consequently, media competency benefits not just individual or group interests but also the advancement of society as a whole. A crucial phase in societal growth is the cultivation of media-literate persons through the enhancement of educational quality. D. Buckenham asserts that the examination, analysis, and discourse surrounding media products within the educational framework engages students as active participants in both comprehending information and producing media [2, 5].

This method concurrently cultivates critical thinking, collaboration, and proficiency in sophisticated technology among pupils. This will elevate the educational process to a qualitatively superior level. In the realm of globalization, nations deficient in media literacy skills are unable to compete on an international scale. In an environment characterized by the quick transmission of information and the rising prevalence of commercial or political manipulation of the media, individuals must possess the ability to objectively assess the information they encounter. S. Potter elucidates this process by stating: In an age of exponential information overload, individuals can mitigate information excess, make informed choices, and enhance public awareness by cultivating critical immunity [6].

Consequently, media literacy is crucial in globalization, serving not only personal advancement and individual growth but also promoting societal stability, scientific and practical advancement, and cultural collaboration. Trends in media education within international contexts. Numerous efficient frameworks for media education growth have been established internationally, wherein media competence is regarded as a strategically significant element for individual advancement and societal welfare. In the United States, specialized programs have been established for engaging with diverse information sources, producing media products, and incorporating critical thinking exercises into educational curricula. Through online experiments and engagement in audio and video projects, students will develop competencies in information processing, source comparison, and new media content creation. D. Buckenham asserts that through the acquisition and analysis of media products in education, students engage as active participants in the information environment, fostering systemic thinking and creativity [2].

In European nations, especially Finland, Estonia, and the Netherlands, fostering media literacy from a young age is seen as essential. Children are introduced to multimedia and internet resources through carefully developed educational programs, developing abilities in information sorting, source dependability assessment, and comprehension of the intent behind images or videos. A UNESCO assessment indicates that profound media and information literacy enhances democratic processes, fosters diversity of thought, and stimulates scientific innovation within society [4].

The Canadian approach to media education prioritizes cooperation between students and educators, enabling students to autonomously engage with many information platforms and

articulate their findings to peers. Opportunities for integrating media literacy into Uzbekistan's educational framework. Our nation has implemented several strategy papers designed to enhance the integration of digital technology in education. The "Digital Uzbekistan - 2030" initiative aims to equip educational institutions with digital infrastructure and provide access to online platforms and electronic libraries. This is a crucial foundation for the advancement of media competency. S. Potter asserts that enhancing the information environment with interactive online programs establishes the foundation for cultivating critical thinking and teamwork skills in students [4].

The implementation of media literacy courses or modules at higher education institutions, along with the organization of practical classes and creative projects, can provide the intended outcomes. Methods such as producing an online magazine or podcast among students, facilitating scientific or literary conversations through social networks, and collaborating on electronic texts can effectively enhance media abilities. Collaborating online with local knowledge resources (ZiyoNET, electronic libraries, youth portals) and facilitating open debates with professionals might motivate students.

Enhancing global collaboration and implementing optimal practices. Collaboration with other nations, international entities, and non-governmental organizations is crucial for the advancement of media competency. Seminars, master courses, and scientific conferences on media education offered by organizations such as UNESCO, UNICEF, and the British Council offer a valuable chance for teachers to enhance their credentials and integrate best practices into the national education system. UNESCO declared in its resolutions that "media education serves as a mechanism for cultivating a culture of media and information literacy throughout society."10 In this context, actions such as engaging in advanced media competency projects through collaboration with international organizations, exchanging experiences with foreign experts, and conducting collaborative research are seen as very successful [5].

Furthermore, academic mobility, international grants, and the facilitation of collaborative projects with foreign educational institutions through online platforms create new opportunities for students and educators, enhancing their comprehension of the global media landscape, fostering independent engagement with diverse information sources, and promoting advanced proficiency in foreign languages. This will enhance the worldwide competitiveness of the local education system and foster an environment that encourages our students to think expansively, engage in critical analysis, and thrive in contemporary society.

Consequently, the establishment of media competency via the amalgamation of foreign experience, national reforms, and international collaboration is a crucial strategic objective for the advancement of our nation's education system and society.

This process fosters an organic interplay among media technologies, digital tools, and pedagogical methodologies, establishing a robust foundation for the younger generation to adeptly navigate the media landscape, critically evaluate information, participate in creative endeavours, and contribute meaningfully to societal advancement.

The extensive range of the idea of media competency. Media literacy encompasses a comprehensive understanding that extends beyond just information comprehension or technological proficiency. It encompasses knowledge retrieval, selection, critical evaluation, creative processing, ethical application, and presentation in many media. D. Buckenham observes that the process of processing and discussing information with a group, rather than merely comprehending it, in media education transforms students into active participants in the information environment [2].

In this regard, media competency represents a significant area for individual advancement and societal growth. It concurrently integrates essential elements such as technical proficiency, information navigation, creative cognition, and information security. Opportunities for enhancing

educational quality via the advancement of media literacy. Fostering media competency within the contemporary school system may cultivate a generation capable of critical thinking and innovative information processing. The use of specialized media courses, motivating initiatives, digital platforms, and technology-enhanced training will provide tangible outcomes. UNESCO data highlights that media literacy, developed as skills for information production and its judicious application, can significantly enhance the quality of education [6].

This enables students to attain autonomy in sourcing and selecting necessary knowledge along their educational journey, enhances interdisciplinary integration, and fortifies project and collaborative abilities. Consequently, students cultivate curiosity, adopt a creative methodology, and acquire the capacity to engage critically with media sources. This method creates new opportunities across several disciplines and the overall educational landscape. Consequently, the cultivation of media competence must be seen as a crucial element in the future quality of education, the informational culture of society, and scientific advancement.

Foreign experience in developing media competency, the potential use of digital technology inside the domestic education system, and the enhancement of international collaboration serve as mutually reinforcing elements. In foreign nations, the primary focus is on integrating media education into a continuous system from an early age, engaging students in creative processing and critical analysis of information.

Conversely, the Uzbek education system can enhance this opportunity by implementing digital infrastructure, electronic libraries, and contemporary platforms, and organizing practical projects. Simultaneously, by enhancing collaboration with international organizations and foreign educational institutions, and by collaborative involvement in seminars and projects, best practices in media literacy will be examined and tailored to national contexts.

Consequently, a generation of youth will emerge in society capable of critically assessing information, engaging thoughtfully with media, and exhibiting advanced creative thinking and collaborative abilities. This significantly contributes to enhancing societal intellectual capacity, fostering democratic processes, and advancing scientific and practical progress.

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367