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FACTORS SHAPING MEDIA LITERACY AMONG EDUCATION SYSTEM PERSONNEL

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Abstract

The article analyzes the factors influencing the development of media literacy among education system staff (teachers, school leaders, methodologists and library specialists). Using a systems approach, regulatory-legal, professional-competence, technological, methodological-didactic, psychological-motivational and organizational factors are grouped and their interrelations are described. Based on the analysis, a model for developing media literacy is proposed, comprising diagnostic, developmental and consolidation stages.

Keywords: Media literacy, media and information literacy, education staff, teacher competence, digital transformation, critical thinking.

Introduction

TA’LIM TIZIMI XODIMLARIDA MEDIASAVODXONLIKNI SHAKLLANTIRISH OMILLARI

Botirov Shonazar Askar o‘g‘li
“Pedagogika, psixologiya va ta’lim texnologiyalari” kafedrasi katta o‘qituvchisi Jizzax viloyati pedagogik mahorat markazi, Jizzax, O‘zbekiston

Annotatsiya

Maqolada ta’lim tizimi xodimlarida (pedagoglar, rahbarlar, metodistlar, axborot-kutubxona xodimlari) mediasavodxonlikni shakllantirishga ta’sir etuvchi omillar tahlil qilingan. Normativ-huquqiy, kasbiy-kompetensiyaviy, texnologik, metodik-didaktik, psixologik-motivatsion va tashkiliy omillar tizimli yondashuv asosida guruhlangan hamda ularning o‘zaro bog‘liqligi ochib

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berilgan. Tahlil natijasida mediasavodxonlikni rivojlantirishning diagnostik, rivojlantiruvchi va mustahkamlovchi bosqichlardan iborat modeli taklif etilgan.

Kalit so‘zlar: mediasavodxonlik, media va axborot savodxonligi, ta’lim tizimi xodimlari, pedagog kompetensiyasi, raqamli transformatsiya, kritik fikrlash.

Аннотация

В статье анализируются факторы, влияющие на формирование медиаграмотности у работников системы образования (педагогов, руководителей, методистов, библиотечных специалистов). На основе системного подхода сгруппированы нормативно-правовые, профессионально-компетентностные, технологические, методико-дидактические, психолого-мотивационные и организационные факторы, раскрыта их взаимосвязь. По результатам анализа предложена модель развития медиаграмотности, включающая диагностический, развивающий и закрепляющий этапы.

Ключевые слова: медиаграмотность, медиа- и информационная грамотность, работники образования, компетентность педагога, цифровая трансформация, критическое мышление.

Introduction

In today's information society, education professionals are emerging not merely as providers of knowledge, but as guides who teach students how to navigate the flow of information effectively. Amidst the prevalence of social media, news aggregators, AI-driven content generators, and disinformation, it is impossible to foster media literacy in students unless educators themselves possess this competence.

UNESCO interprets media literacy within the broader framework of "Media and Information Literacy." According to this definition, it encompasses the skills to search for, evaluate, creatively produce, and responsibly use information [1]. R. Hobbs defines media literacy as a set of competencies involving access to, analysis, evaluation, creation, and action regarding information [2]. Meanwhile,

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S. Livingston regards it as a fundamental prerequisite for an individual's social participation in the context of new information and communication technologies [3]. A.V. Fedorov has made a significant contribution to the development of media education within the Russian academic tradition [7].

The digitalization of the education system in Uzbekistan, the Concept for the Development of the Public Education System until 2030, and the requirements regarding the information and communication competence of educators outlined in the Law "On Education" have made the development of media literacy a pressing task [4; 5]. Nevertheless, the factors contributing to the development of this competence among educational personnel have not been sufficiently systematized. The aim of this article is to identify and categorize these factors and to demonstrate the mechanisms through which they exert influence.

Research Methodology

The study employed methods such as the analysis of scientific literature and regulatory documents, comparative analysis, a systems approach, generalization, and pedagogical observation. The content of international standards (UNESCO, DigCompEdu) was compared with that of national documents [1; 6]. Factors were classified into internal groups (related to the individual) and external groups (related to the environment and the system). The conclusions presented in the article are based on theoretical analysis; their empirical validation could be further explored in future research through surveys and experimental trials.

Main Body

Factors Influencing the Development of Media Literacy

The analysis identified six main groups of factors influencing media literacy (Table 1). First, the regulatory-legal factor. When requirements for the media competence of educational staff are clearly defined in professional standards, qualification requirements, and certification criteria, media literacy develops purposefully rather than haphazardly. Knowledge of legislation regarding information security, personal data protection, and intellectual property is also a component of this factor.

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Second, the professional-competence factor. This encompasses the professional development system for educators and administrators, their initial training, and opportunities for self-development. Effectiveness is enhanced when media literacy is taught as a distinct module within professional development courses and relies on practical exercises (such as fact-checking, source verification, and content creation).

Third, the technological factor. Access to high-speed internet, modern devices, educational platforms, and licensed software is essential for practically reinforcing media skills. However, technological provision alone is insufficient; the mere availability of equipment does not guarantee its conscious and safe use.

Fourth, the methodological-didactic factor. Media education content, interactive methods, case studies, project-based learning, and media analysis tasks serve as the primary means of fostering media literacy. The effectiveness of this approach depends on the availability of methodological guides, model curricula, and educational-methodological resources in the Uzbek language. Furthermore, it is essential to develop ethical and methodological criteria for the use of artificial intelligence tools.

Fifth, the psychological-motivational factor. Critical thinking, curiosity, readiness for change, resilience to information stress, and a sense of responsibility serve as internal factors that determine the depth of media literacy. Age-related characteristics are also significant: experienced employees may face difficulties adapting to the digital environment, whereas younger employees may exhibit excessive trust in media content.

Sixth, the organizational-environmental factor. Digital culture within the educational institution, the leader's example, the exchange of experience among colleagues, professional learning communities (PLCs), and cooperation with families and the local community strengthen media literacy. This factor plays a unifying role among the others.

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Table 1. System of factors shaping media literacy.

Factor	Content	Key indicators
Regulatory-legal	Professional standards, certification criteria, information security, and copyright requirements	Reflection of media competence in documents; completeness of regulatory frameworks
Professional-competence	Professional development, vocational training, and self-improvement	Presence of modules in courses; proportion of trained staff
Technological	Internet, devices, platforms, and licensed software	Provision of equipment; level of platform utilization
Methodological-didactic	Media literacy content, interactive methods, and educational-methodological resources	Number of manuals; use of media analysis assignments
Psychological-motivational	Critical thinking, motivation, responsibility, and readiness for change	Diagnostic test results; learning engagement
Organizational-environmental	Digital culture, leadership by example, communities, and family collaboration	Experience-sharing events; number of collaborative projects

Results and Discussion

Factor analysis indicates that these factors do not operate in isolation but rather interact with one another. For instance, if technological resources are available but a professional development system and methodological support are lacking, the equipment serves merely for technical operation rather than fostering media literacy. Conversely, high levels of motivation quickly wane in the absence of regulatory and organizational support.

Based on this analysis, a three-stage model for developing media literacy can be proposed:

–Diagnostic stage: assessing staff media competence and identifying needs;

–Developmental stage: modular training, practical sessions, experience sharing, and mentoring;

–Consolidation stage: implementation in the educational process, monitoring, incentivizing results, and disseminating practical experience.

The discussion highlights that the highest priority lies in the practical preparation of educators and administrators and the creation of a supportive organizational environment, as these factors enhance the effectiveness of other elements.

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Conclusion

Developing media literacy among education system personnel is the result of the combined influence of regulatory-legal, professional-competence, technological, methodological-didactic, psychological-motivational, and organizational factors. Effective results can be achieved only through a comprehensive approach. It is recommended to: (1) incorporate media competence into professional standards and certification criteria; (2) introduce a practice-oriented module into professional development programs; (3) create a database of methodological resources in the Uzbek language; (4) foster professional communities within educational institutions; and (5) establish a dedicated track focusing on artificial intelligence and information security.

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