



## **PROMOTING COMPETENCE IN MEDIA EDUCATION VIA INNOVATIVE TEACHING METHODS AND DIGITAL TECHNOLOGIES**

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<b>Article history:</b>	<b>Abstract:</b>
<b>Received:</b> 10 <sup>th</sup> February, 2026 <b>Accepted:</b> 8 <sup>th</sup> March 2026	This study examines the promotion of competence in media education through innovative teaching methods and digital technologies. It explores how interactive approaches, digital platforms, and multimedia tools enhance students' critical thinking, media literacy, and practical skills. The research highlights the role of technology in creating engaging and student-centered learning environments. Findings indicate that the integration of innovative pedagogical strategies significantly improves learners' ability to analyze, create, and communicate media content effectively in a rapidly evolving digital society.

**Keywords:** Media education, competence, digital technologies, innovation, pedagogy, students, literacy.

**INTRODUCTION.** The globalization of the 21st century and the rapid development of digital technologies have brought fundamental changes to all spheres of society, including the education system. Today, global educational standards emphasize not merely the transmission of knowledge but the formation of competencies oriented toward independent information search, processing, analysis, and practical application. In particular, in an era characterized by the exponential growth of information flows and the increasing role of media products in everyday life, both teachers and students must develop as conscious, responsible, and critically thinking actors within the media environment.

In such conditions, the concept of media specialization (media competence) has become one of the strategic directions of education. A media specialist is an individual who is capable of working with media technologies, analyzing information flows, organizing the educational process effectively through media tools, and creating media products. The formation of media literacy, media culture, and media competence is closely linked to the application of innovative pedagogical approaches, which are of significant importance not only for teachers but for all participants in the educational process.

These conclusions are also supported by international research on media literacy and media competence. In particular, within the "Media and Information Literacy" program developed by UNESCO, it is emphasized that the ability to critically interpret media flows, distinguish

reliable information sources, and create media products constitutes essential skills of the 21st century. Therefore, this article aims to examine the concept of media specialization, its relevance, the innovative pedagogical foundations of developing media competence, and the impact of digital media technologies on the educational process.

**ANALYSIS AND RESULTS.** The rapid advancement of information and digital technologies worldwide is transforming all areas of social life. The widespread use of media technologies in education necessitates the development of pedagogical and scientific foundations for fostering an information culture in society. In this context, the diversity of information flows, global internet networks, and multimedia tools are increasingly regarded as key competencies within the education system. Based on the principle of "professional development," continuous professional training for educators prioritizes the practical integration of media technologies into teaching practice.

The development of teachers' media competence is also emphasized in the recommendations of UNESCO, which highlight the importance of selecting appropriate media tools and enhancing teachers' ability to use them effectively. The growing influence of media in shaping public opinion has increased the demand for media competence. Research in this field demonstrates that the development of media and information competence helps individuals avoid misinformation in the information society and promotes the effective and responsible use of information. Consequently, there is



an increasing need to utilize ICT in education to identify, analyze, and apply relevant information from reliable sources.

Media competence refers to the individual's ability to access, understand, justify, and utilize information, integrating knowledge, skills, and abilities, while also facilitating communication and the analysis of complex social processes. In this regard, the development of teachers' media competence within the framework of continuous professional education remains one of the most актуал scientific challenges in modern pedagogy. In projects conducted by UNESCO, recommendations have been developed to promote media and information literacy and to ensure its effective application in pedagogical practice. In the 1982 Grünwald Declaration, attended by representatives of 19 member states, the inevitable power of media was emphasized, highlighting its strong influence on social life and its role as an integral element of modern culture. The conference focused on the development of media worldwide, educational policies implemented by different countries, and the importance of disseminating relevant and socially significant information accurately to the public.

Media specialization has become an increasingly significant concept in modern education. It encompasses an individual's ability to understand media technologies, work effectively with media tools, analyze information flows, create media products, and contribute to the development of media culture. In an era where digital technologies permeate all aspects of life, a teacher's ability to function consciously within the media environment and organize the educational process using media tools has become a key determinant of professional success. Media specialization includes not only technical skills but also a culture of critical and creative engagement with media information.

The formation of media competence in teachers' professional activity involves three main stages. The first is the **motivational stage**, in which an internal need to use media tools is developed. The second is the **theoretical stage**, where key competencies such as understanding media technologies, media culture, media literacy, critical thinking, and media analysis are formed. The final stage is the **simulation stage**, which focuses on practical engagement with technical tools, including working with audio and video equipment, editing processes, and creating media products in simulated real-life environments. Thus, media competence emerges as a комплекс competence formed through the integration of theory and practice.

The concept of "information" is also central to this discussion. Information refers to data that has been collected, processed, interpreted, and presented in a form suitable for use. Historically, it included oral and written communication, while in cybernetics, as defined by Norbert Wiener, information represents content derived from the external world that enables adaptation. Regardless of its definition, information is a fundamental element of both individual and societal existence.

The relevance of media specialization today is explained by several factors. The expansion of digital education requires teachers to effectively use electronic textbooks, online courses, digital libraries, and distance learning platforms. At the same time, modern students активно engage with media environments and prefer visual and interactive forms of learning. Therefore, enriching educational content with media tools enhances its accessibility, engagement, and effectiveness.

Another important factor is the spread of misinformation, manipulative content, and fake news, which increases the need for media literacy. The ability to critically evaluate information and identify reliable sources has become a social necessity. In this context, teachers play a crucial role as agents responsible for shaping media culture.

Innovative pedagogical approaches are key to preparing media specialists. Simulation technologies help develop practical skills in media production, such as working with cameras, recording audio, editing, and creating visual content. The use of electronic educational resources ensures a personalized, flexible, and interactive learning process. In developed countries, the use of digital platforms, electronic libraries, and mobile learning resources is considered a key indicator of both teachers' and students' competence.

Media competence plays a central role in professional activity. It includes the ability to use media tools, create media products, filter and analyze information, manage media flows, present information to the public, and integrate media technologies into education. Its key components include knowledge and understanding of media technologies, technical skills, communication competence, and creative ability in producing media content.

The Media and Information Literacy (MIL) framework developed by UNESCO proposes a three-level model of media literacy for educators. The basic level involves recognizing and using media tools; the intermediate level focuses on analyzing media content and evaluating information reliability; and the advanced level includes creating media products, managing media flows, and



participating actively and responsibly in the media environment. This structured approach supports the systematic development of teachers' competencies in media education.

Overall, these perspectives demonstrate that media specialization has become an integral part of modern education. Media technologies not only enrich the educational process but also align it with global standards, enhance teachers' professional competence, and contribute significantly to the development of students' media culture. In the digital environment, the role of a media-competent teacher—capable of effectively using media tools and critically engaging with information—is increasingly significant.

**CONCLUSION.** Media specialization has become a key component of the education system in the digital society. Media literacy, media competence, the creation of media products, and the integration of media technologies into the teaching process all contribute to adapting teachers to new pedagogical models. The theoretical foundations, international experiences, and recommendations of UNESCO demonstrate that a modern teacher is not merely a transmitter of knowledge but also a facilitator of conscious engagement in the media environment, a manager of information flows, and a creator of media content.

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