Article

The Cultivation of Media Competency among Prospective Educators as a Pedagogical Issue

Otamurodova Sitorabonu[1]

[1]Lecturer, Department of Preschool Education, Navoi State University, Navoi, 210101, Uzbekistan

* Correspondence: otamurodovasitorabonu7@gmail.com

Abstract: this article is about mediacompetence and its role in the activities of educators, its importance in the effectiveness of the educational and educational process; features of information, critical assessment of information, artificial intelligence and its role in the current age of globalization.

Keywords: Information, media, media literacy, artificial intelligence, reliability, information security, mediacompetence, educational process, digital competence.

Introduction

In today's age of digital technology, the media are widely distributed, affecting all aspects of life, including education. As students increasingly rely on digital resources for information, the role of teachers in this area is increasingly expanded over traditional teaching methods. Teachers are now required not only to provide academic knowledge but also to guide students as they move across a wide range of media they encounter on a daily basis.

Discussion

Mediacompetence [3] refers to the ability to interact in the manner of critical media analysis, creation, and sharing. In the meantime, people who possess media-savvy abilities are better equipped to combat the false information that is currently extensively disseminated online and in the media. The active participation of an individual in the media environment, encompassing the dissemination of information, Mediacompetency is one of the very important competency [2] types today, due to the abundance of information and uncertainties among the various sources. These skills help to educate individuals as active and responsible citizens in modern society. Mediacompetence includes the following key aspects:

Finding and analyzing information: the ability of people to find, evaluate, and analyze information from various media sources (internet, newspapers, television, etc.);

Creating information: being able to express their thoughts, ideas, and knowledge in different formats (text, video, audio;

Critical thinking: assessing media information with a critical approach, protecting against misinformation, and selecting reliable sources;

Technical skills: knowledge and effective use of technologies and platforms used in the media environment;

Attention and relationships: demonstrates the capacity to interact with people, share ideas, and comprehend the views of others.
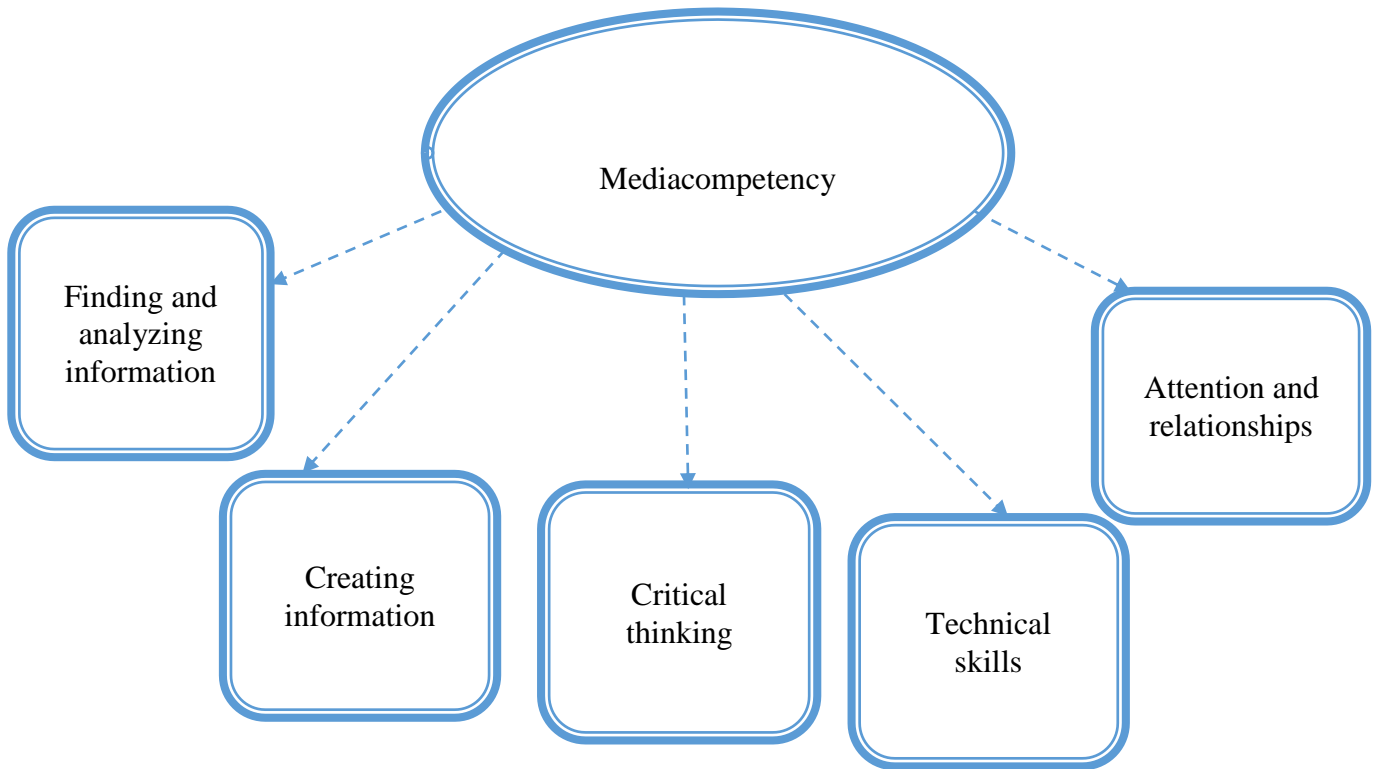
Methods

The mediacompetency [5] of an educator is the ability of a teacher to function effectively in the media environment, critically analyze, create, and disseminate information. It includes the following key aspects:

Information management: It is important that teachers help students find and evaluate the necessary sources of information. They themselves must have excellent skills in the search and selection of information.
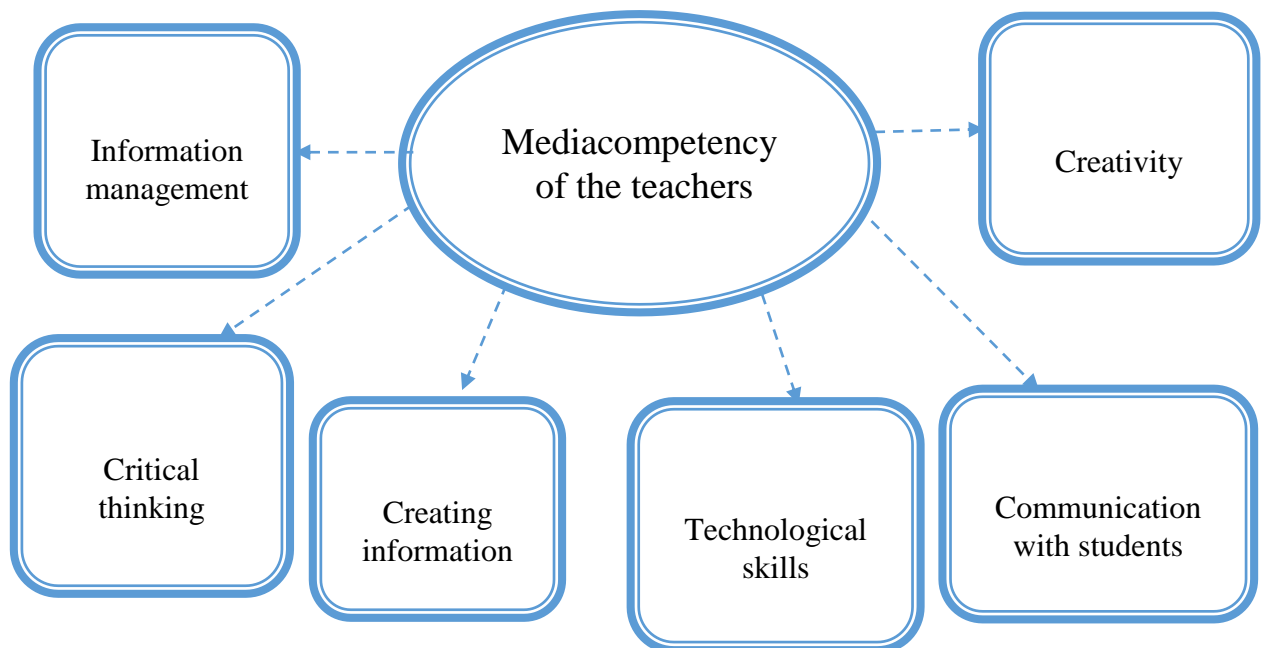
Critical thinking: teachers must be able to distinguish between facts and messages, critically assess media content, and guard against false information in the media[6].

Information generation: teachers must help prepare materials on their subjects and topics, as well as present their ideas and ideas to students.

Technological skills: Teachers need to be proficient with contemporary platforms and technologies, including social media, online learning environments, and multimedia tools.

Communication with students: When selecting and working with media information, teachers need to be able to communicate with students from an economic, cultural, and social perspective.

Creativity: Teachers need to be able to help students develop their creative abilities while also presenting the material in fresh and creative ways.

Generally speaking, an educator's media competency is crucial to delivering high-quality instruction throughout the educational process, boosting media literacy, and equipping students to function well in a contemporary communicative environment [1]. The relevance of the height of the level of mediacompetence [7,8] of the educator is manifested in the following aspects:

Modifications to the current educational system: The educational process has been revised as a result of the media environment and the quick advancement of information technology. Teachers must master mediacompetent experiences and provide new pedagogical approaches and methodologies.

Enhancing student media literacy: When media competency levels are high, teachers can instruct students in critical evaluation, information separation, and media use. This is necessary so that students can successfully work in a modern information environment.
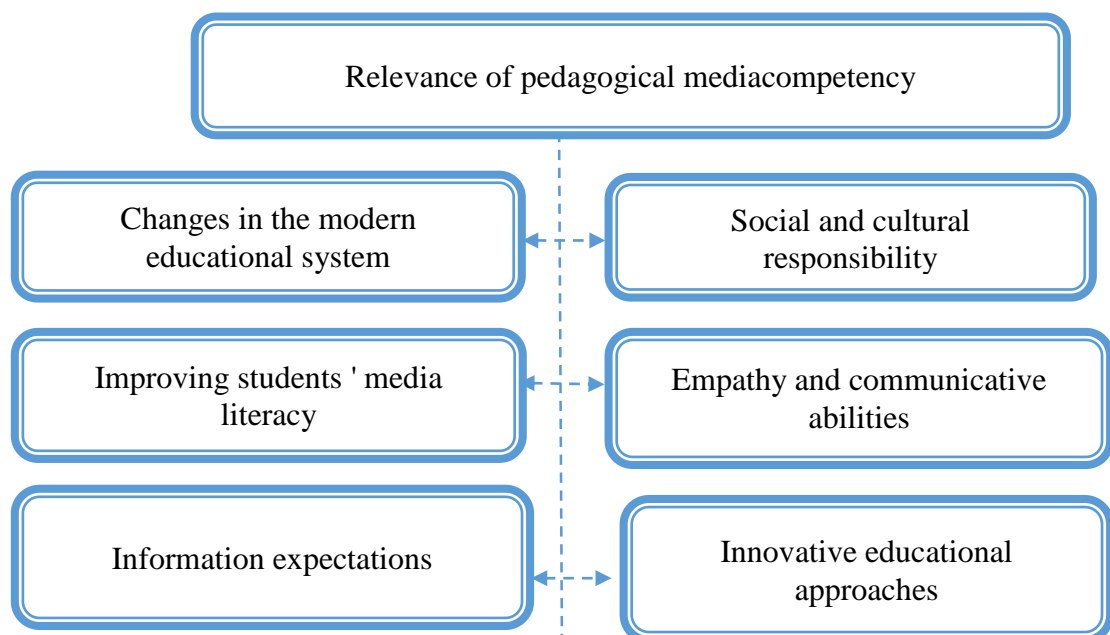
❖   Information expectations: Readers' expectations and demands for information have evolved in recent years. They must actively participate in the media environment, create, and disseminate information. The teacher's leadership role in these processes is crucial.

❖   Social and cultural responsibility: When using media and information, educators must feel social and cultural responsibility. When using media content, their high level of media competency enables them to carry out this duty.Empatiya va kommunikativ qobiliyatlar: Additionally, teacher media competency improves the capacity to help students with communication, problem solving, and teamwork. This ensures a positive change in the educational environment.

❖   Innovative educational approaches: mediaCompetent educators are able to interest

students by using classes that involve innovative and creative approaches [9]. More engaging and efficient organization of the educational process will result from this.

I suggest the following approach to help students become more media-savvy:

1. Interactive textbooks: Online textbooks and interactive platforms help students become more media literate while also making learning enjoyable and productive. This method teaches students to work with multimedia as well as interactive tools.

2. Integral education courses: Direct education courses will help students learn how to view media as information from volunteers or the media in an objective manner. These courses teach students to do media analysis, analyze skills, and work with online resources.

3. Creative work and media: Students need to learn how to do and create through creative work and media from some creators. Students can learn how to develop media information tools and treatments, as well as how to generate ideas and prepare creative works, using this method.

4. Additional information: It is important that students are provided with other supporting additional information. Media information, integrated training, new media tools, and other additional information are important in improving student media literacy.

5. Media competency Accents can be attained by students through practical classes and practicums. Writing blogs, creating websites, editing and montaging videos, and filming real-life scenarios all guarantee that they can be effective and educational.

This approach helps students develop media competency and equips them with the skills necessary to use and critically analyze media information that is supplied to other professions.

Conclusion

To sum up, analysis of how information and communication technologies and tools affect people and society, cybersecurity, and the use of media in different educational formats and programs for educators in the age of digital technologies; concurrently, the growth of teachers' creative skills, which has been observed to improve the quality of education. The study concludes by highlighting the necessity for teacher-educators to develop educational processes and guide students to become competent media users.

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