



PAPER

INTEGRATION OF MEDIA COMPETENCE INTO TEACHER EDUCATION: INTERNATIONAL EXPERIENCE AND UZBEKISTAN'S PRACTICE

Ulmasova Nodira Mashrabovna ¹

¹Kokand state university doctoral student

* ulmasovanodiraxon@gmail.com

Abstract

This article explores the significance of developing media competence in the professional training of future primary school teachers. It emphasizes that teachers today are not only knowledge providers but also facilitators of independent, critical, and cultural thinking. The study concludes that media competence, when integrated with person-oriented education, enhances the competitiveness of teachers, enriches the educational process, and equips future educators with critical 21st-century skills.

Key words: media competence, primary school teachers, person-oriented education, media literacy, educational technologies, professional training.

Today, a primary school teacher is seen not only as a person who provides knowledge to students, but also as a person who teaches them to think independently, culturally, and critically. Therefore, the formation and development of media competence in the professional training processes of students from higher educational institutions that train pedagogical personnel is becoming an urgent issue today. Media competence of the primary school teacher in education is expressed in the following areas: in didactic activities - visualization of lessons using media resources; in the educational process - creating an educational environment by

analyzing educational problems in social networks, video lessons, cartoons or films; in communication - establishing contact with students, parents and the public through modern technologies. At the same time, the teacher's ability to work freely with media tools also determines the level of organization of his or her person-oriented, independent and interactive education.

We believe that the following step-by-step approaches will be effective in developing the media competencies of primary school teachers:

a) at the knowledge stage, students gain theoretical understanding of media tools and learn

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about information security and ethical standards;

b) in the practical stage, they will acquire the skills to create lesson designs with media tools and use educational media texts;

c) in the reflective stage, they will acquire the knowledge, skills, and competencies to analyze their experiences and evaluate the effectiveness of media tools used in lessons.

In general, these stages help future primary school teachers develop strong media literacy, critical thinking, a sense of social responsibility, and an innovative approach. Based on the above information, media competence can be developed in the process of training future primary school teachers in the higher education system in the following ways:

- integrated educational subjects - including the introduction of "media and education" modules in subjects such as "Information Technologies" "Media Literacy" "Modern Technologies in Education";

- project-based education - in this method, students independently prepare lessons with educational content based on available media resources;

- interactive exercises - create real situations based on role-playing games, "case-study" methods and analyze them;

- open media environment - in which students independently prepare content through online platforms (Google Classroom, Canva, Cap Cut) and share it with each other, exchanging their opinions on it.

We want to try to develop media competence in the higher education system, and through it in the school education system, through these approaches, because today the whole world is paying special attention to this issue, we can cite the following as proof of our opinion: Many developed foreign universities, such as Finland, South Korea, and the USA have allocated a separate block for media competence in teacher training in primary education. According to scientific research, it has been observed that the impact of student graduates who can independently use media tools in teacher training courses on the quality of lessons increases by 25-30

In Uzbekistan's experience, gradual reforms are currently being implemented in this regard. In particular, the use of media tools is expanding in

primary education, based on the National Strategy for Digitalization of Education.

In person-oriented education, integration with education is of particular importance in developing the media competence of future primary school teachers, especially strengthening concepts such as honesty, respect, and kindness through media, making decisions based on ethical criteria when choosing information, and evaluating social problems presented in media texts - all of these are important educational factors. Developing the media competence of future primary school teachers increases the competitiveness of pedagogical personnel, enriches the educational process socially and educationally, and turns the teacher into an active participant in the media and information world. If media competence is formed in combination with upbringing in the training of future teachers, it can fully meet the requirements of modern, person-oriented education.

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