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THE IMPORTANCE OF INNOVATIVE PEDAGOGICAL TECHNOLOGIES IN DEVELOPING MEDIA CULTURE SKILLS IN FUTURE TEACHERS

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Abstract

This article examines the role of innovative pedagogical technologies in developing media culture skills among future teachers. In the context of the modern information society, the development of media literacy, critical thinking, and digital competencies of teachers is becoming increasingly important. The study substantiates the effectiveness of using interactive methods, digital platforms, and multimedia tools in the educational process. In addition, methodological recommendations for developing media culture among prospective teachers are proposed.

Keywords

media culture, media literacy, innovative pedagogical technologies, digital education, pedagogical competence, interactive methods, information security.

Introduction. Today, the processes of globalization and digitalization require fundamentally new approaches to the education system. The rapid increase in the flow of information and the widespread dissemination of various media sources have made the development of media culture among pedagogical personnel an urgent issue. The Law of the Republic of Uzbekistan "On Education" defines the training of independently thinking specialists equipped with modern knowledge and skills as one of the main objectives [1]. In addition, the "Digital Uzbekistan – 2030" strategy identifies the digitalization of the education system and the wide implementation of modern information technologies as a key priority area [2].

President Sh.Mirziyoyev, in one of his speeches, emphasized: "Today, it is impossible to become a competitive specialist without mastering modern knowledge and technologies" [3]. This, in turn, further reinforces the necessity of developing media culture among future teachers. From this perspective, the effective use of innovative pedagogical technologies in developing media culture skills among students of pedagogical fields is of significant scientific and practical importance.

Literature Review. Issues of media culture and media literacy are considered one of the important scientific directions emerging at the intersection of modern pedagogy, communication, and information technologies. In scientific literature, the concept of "media culture" is interpreted as a комплекс competence that includes an individual's conscious and critical attitude toward mass media, as well as the ability to analyze, evaluate, and create media texts [4].

Many researchers regard media literacy as an integral part of modern education, evaluating it as a means of developing students' critical thinking, building resilience against information threats, and increasing their social activity [5]. In particular, the formation of media culture skills is of great relevance for young people operating in the digital environment.

In pedagogical research, innovative pedagogical technologies are recognized as an important factor in improving the effectiveness of education. Interactive methods, distance learning technologies, multimedia tools, and digital platforms contribute to the activation of the

learning process [6]. Such approaches foster students' independent thinking and teach them to search for, analyze, and process information.

Additionally, scientific sources identify the following as the main objectives of media education: understanding media information, critically evaluating it, creating media products, and adhering to information security principles [7]. This, in turn, is considered an important factor in the development of future teachers' professional competencies.

Foreign researchers, in particular David Buckingham, evaluate media education as an essential component of an individual's cultural and social development. According to him, media literacy encompasses not only technical skills but also social and critical thinking abilities [8]. Furthermore, the concept of "participatory culture" proposed by Henry Jenkins substantiates that active participation in the media environment can enhance the effectiveness of learning [9].

Studies conducted by local scholars also pay special attention to the formation of media culture, emphasizing the development of media competence among педагогical personnel as a key condition for improving the quality of education [10].

The analysis shows that although the general theoretical foundations for developing media culture have been sufficiently covered in existing research, the methodology for forming these skills in future teachers specifically through innovative pedagogical technologies has not been adequately developed. Therefore, there is a need for further scientific research in this area.

Methodology. In this study, a comprehensive scientific approach was used to examine the process of developing media culture skills in future teachers and to determine its effectiveness. The research methodology was based on a combination of theoretical and practical methods.

At the theoretical stage, scientific sources related to pedagogy, media education, and innovative technologies were analyzed, existing approaches were generalized, and the structural components of media culture were clarified. At this stage, methods such as analysis, synthesis, comparison, and generalization were employed [11].

At the practical stage, pedagogical observation, surveys, and experimental work were conducted. The study was organized with the participation of students in pedagogical fields. During the initial diagnostic phase, the level of respondents' media culture was assessed based on the following criteria:

- skills in searching for and selecting information
- ability to analyze media texts
- skills in creating media products
- adherence to information security principles

After that, innovative pedagogical technologies were introduced in the experimental groups. In particular, interactive methods (cluster, brainstorming, debate), project-based learning, as well as the use of digital platforms and multimedia tools were applied.

At the end of the experiment, a final diagnostic assessment was conducted, and the results were compared with the initial indicators. The obtained data were statistically analyzed, and the effectiveness of the methodology was determined [12].

Results. The results of the study showed that the educational process organized on the basis of innovative pedagogical technologies effectively develops media culture skills in future teachers.

At the initial stage, it was found that the level of media literacy among students was at medium and low levels. In particular, it was observed that most students did not possess sufficient skills in critically evaluating information and creating media content.

As a result of the innovative methods applied during the experiment, the following positive changes were recorded:

• a significant improvement in students' ability to analyze and critically evaluate information

• the development of skills to independently create media products (presentations, videos, blogs)

• strengthening of knowledge related to information security and media ethics

• increased interest and engagement in the learning process

Statistical analysis showed that the proportion of high-level indicators in the experimental group increased significantly, confirming the effectiveness of innovative pedagogical technologies [13].

Discussion. The obtained results were found to be consistent with the theoretical perspectives presented in scientific literature. In particular, it was confirmed that the use of innovative pedagogical technologies can enhance the learning process and develop students' independent thinking [14].

The findings of the study are also in line with David Buckingham's concept of media education, in which media literacy is interpreted as a factor that develops an individual's critical thinking and social engagement.

Similarly, according to Henry Jenkins' theory, deeper learning can be achieved through active participation in the media environment. During the research process, students' media content creation activities confirmed this approach. However, certain challenges were also identified during the study. In particular, insufficient provision of digital technologies in all educational institutions and the need to develop teachers' media competence were observed [15]. Therefore, it is important to systematically organize the process of developing media culture, design special training courses for teachers, and improve methodological support.

Conclusion. The results of the study show that developing media culture skills in future teachers is one of the important directions of modern education. In particular, the use of innovative pedagogical technologies significantly increases the effectiveness of this process.

Media culture skills are important not only in teachers' professional activities but also in social life. Therefore, special attention should be paid to developing media literacy in the process of teacher training.

In the future, it is advisable to work in the following directions:

• development of special curricula on media education

• wider implementation of innovative pedagogical technologies

• organization of training programs to improve teachers' media competence

In conclusion, innovative pedagogical technologies serve as an effective tool for forming media culture in future teachers and directly contribute to improving the quality of education.

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