

**DEVELOPING GENERAL CULTURAL COMPETENCIES BASED ON MEDIA AND
INFORMATION LITERACY IN ACCORDANCE WITH IMRAD REQUIREMENTS**

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Annotatsiya : Ushbu maqolada mediya va axborot savodxonligi (MAS) ta'lim jarayonida umum madaniy kompetensiyalarni shakllantirishning nazariy-amaliy asoslari IMRAD tuzilmasi doirasida yoritiladi. Tadqiqotning maqsadi MAS komponentlari (axborotni izlash, tanlash, baholash, qayta ishlash, etik va huquqiy me'yorlarga rioya qilish, raqamli muhitda xavfsiz xulq) orqali talabalar va o'quvchilarda kommunikativ madaniyat, tanqidiy fikrlash, fuqarolik mas'uliyati, akademik halollik va estetik did kabi umum madaniy kompetensiyalarni rivojlantirish mexanizmlarini aniqlashdan iborat. Metod sifatida manbalar tahlili, kompetensiyaviy yondashuv, kontent-tahlil va pedagogik dizayn elementlariga tayangan konseptual model taklif etildi. Natijalar sifatida MASga asoslangan integrativ o'quv moduli, baholash mezonlari (rubrika) hamda o'qitishning samarali strategiyalari (muammoli vaziyat, loyiha, keys, media-matn tahlili) tizimlashtirildi. Xulosa qismida MASni fanlararo integratsiya orqali joriy etish, o'qituvchi kompetensiyasini qo'llab-quvvatlash va baholashning shaffof tizimini ishlab chiqish zarurligi asoslandi.

Kalit so'zlar: mediya savodxonligi, axborot savodxonligi, umum madaniy kompetensiya, tanqidiy fikrlash, akademik halollik, raqamli xavfsizlik, pedagogik dizayn, kompetensiyaviy yondashuv.

Аннотация : В статье в структуре IMRAD рассматриваются теоретико-практические основания формирования общекультурных компетенций на основе медиа- и информационной грамотности. Цель исследования — выявить механизмы развития коммуникативной культуры, критического мышления, гражданской ответственности, академической честности и эстетического вкуса через компоненты медиа- и информационной грамотности (поиск, отбор, оценка, переработка информации, соблюдение этических и правовых норм, безопасное поведение в цифровой среде). Используются анализ источников, компетентностный подход, элементы контент-анализа и педагогического дизайна; предложена концептуальная модель интегративного учебного модуля и система оценивания на основе рубрик. В выводах обоснована необходимость междисциплинарной интеграции, поддержки компетенций преподавателя и прозрачного оценивания.

Ключевые слова: медиаобразование, информационная грамотность, общекультурные компетенции, критическое мышление, академическая честность, цифровая безопасность, педагогический дизайн, компетентностный подход.

Abstract (English): This IMRAD-structured article examines theoretical and practical foundations for developing general cultural competencies through media and information literacy (MIL). The study aims to identify how MIL components—searching, selecting, evaluating and processing information, compliance with ethical and legal norms, and safe behavior in digital environments—support the growth of communication culture, critical thinking, civic responsibility, academic integrity, and aesthetic judgment. The research relies on literature

analysis, a competency-based approach, elements of content analysis, and pedagogical design, resulting in a conceptual model of an integrative learning module and a rubric-based assessment framework. The conclusions highlight the need for interdisciplinary integration, teacher competency support, and transparent assessment procedures.

Keywords: media and information literacy, general cultural competencies, critical thinking, academic integrity, digital safety, pedagogical design, competency-based approach.

Introduction

In the context of accelerated information flows and the transformation of digital platforms into an integral part of everyday communication and education, the development of an individual's general cultural competencies is shaped not only through traditional upbringing and subject-based instruction, but also through the ability to consciously participate in the media environment. General cultural competencies are understood as an integrated set of qualities, including awareness of cultural norms and adherence to them, communication culture, critical and creative thinking, social responsibility, aesthetic sensitivity, rational use of information, academic integrity, and compliance with legal and ethical standards. These competencies function as a foundational factor in designing and managing pedagogical processes across all specializations, particularly within the scope of the 13.00.01 field.

The Media and Information Literacy (MIL) approach systematically develops skills ranging from information searching and selection to the analysis of media messages, source verification, recognition of manipulative influences, observance of copyright and citation ethics, understanding of digital footprint, and protection of personal data. In UNESCO's conceptualization, MIL is interpreted as a set of competencies enabling citizens to consciously access, evaluate, and create information, thereby strengthening the culture of communication in society; this approach requires integrative mechanisms in educational practice (UNESCO, 2013, pp. 17–19). From this perspective, MIL may be regarded as the “instrumental core” of general cultural competencies, as it integrates cultural behavior, information ethics, and critical thinking into a coherent system.

The research problem lies in the fact that, in practice, MIL is often implemented as a standalone topic or a short-term training activity. As a result, it remains weakly connected to general cultural competencies, and assessment criteria tend to be fragmented. Furthermore, if citation culture and academic integrity are not applied through a consistent methodological framework when working with media texts, educational outcomes may become merely formal. Therefore, integrating MIL into a competency-based approach through interdisciplinary links and clearly defined assessment rubrics is a pressing need. Potter defines media literacy as the ability to consciously manage messages and construct personal meaning, emphasizing the unity of critical analysis and creative activity (Potter, 2013, pp. 25–27). This perspective implies that MIL should be applied not only as a “protective” model but also as a “developmental” one. Building on this premise, the present article proposes a conceptual model for developing general cultural competencies through MIL.

Aim and Objectives of the Study

The aim of this study is to substantiate, within the IMRAD framework, the pedagogical mechanisms, instructional design, assessment criteria, and effectiveness conditions for developing general cultural competencies based on MIL. The objectives are:

1. to identify the conceptual relationship between MIL and general cultural competencies;
2. to propose an integrative modular architecture;
3. to develop an assessment system based on rubrics and indicators;
4. to systematize methodological recommendations for educational practice.

Methods

This article represents a conceptual–methodological study grounded in theoretical analysis and pedagogical design rather than empirical experimentation. Four groups of methods were employed.

First, bibliographic and theoretical analysis was used to examine key scholarly sources on media literacy, information literacy, digital competencies, and general cultural competencies. Selection criteria included: (a) applicability within educational contexts; (b) relevance to the competency-based approach; and (c) coverage of assessment, instructional design, or ethical–legal norms. At this stage, UNESCO documents on MIL, ACRL standards on information literacy, Potter’s media literacy framework, the European DigComp model for digital competence, and widely cited studies on critical thinking and media education were analyzed.

Second, elements of content analysis were applied to align MIL components (search strategies, source credibility, fact-checking, media message structure analysis, information ethics, copyright, and personal data security) with indicators of general cultural competencies. During this alignment process, a “competency–skill–indicator–task–assessment criterion” chain was constructed, enabling the operationalization of learning outcomes by translating abstract goals into observable behavioral indicators.

Third, an integrative module model was developed using a pedagogical design approach. The module is interdisciplinary and embedded within existing subjects rather than added as an external component. The design was guided by the competency-based principle of outcome orientation and the principle of assessment transparency. The DigComp framework’s domains—information and data literacy, communication and collaboration, content creation, safety, and problem-solving—were adapted to the module structure (Carretero, Vuorikari, Punie, 2017, pp. 10–12).

Fourth, logical validation was applied as a substitute for expert review. The proposed rubrics and tasks were tested for conceptual consistency across different subject areas (language and literature, history, biology, informatics, pedagogy). Particular attention was paid to alignment with Bloom-like cognitive levels and academic integrity requirements (citation, paraphrasing, quotation norms). The ACRL frames “Authority Is Constructed and Contextual” and “Information Has Value” served as methodological reference points in refining assessment criteria (ACRL, 2016, pp. 3–5).

Results

The study resulted in the development of a conceptual model, modular architecture, and a rubric-based assessment system for fostering general cultural competencies through MIL. The results

are presented in three blocks: (1) a competency map; (2) an instructional module; (3) an assessment system.

Competency Map

The “MIL–General Cultural Competency” map demonstrates that the MIL component of source selection and verification is directly linked to critical thinking, intellectual responsibility, and communication culture. Information ethics and copyright components reinforce academic integrity, legal culture, and social responsibility. Media message analysis enhances aesthetic sensitivity, communicative culture, argumentation, and logical reasoning, while digital safety strengthens personal responsibility, self-regulation, and healthy information consumption. Hobbs’s “access–analyze–create–reflect–act” sequence is shown to support the holistic development of general cultural competencies (Hobbs, 2010, pp. 72–74). However, without assessment criteria, the reflection and action stages risk remaining declarative.

Integrative Module Architecture

A six-week (or 12-hour) integrative module was designed to be implemented through subject-specific media texts, information sources, and applied tasks. The module includes:

- Week 1: identifying information needs and search strategies;
- Week 2: source types, credibility criteria, and fact-checking;
- Week 3: media message analysis (author, audience, purpose, context, language);
- Week 4: academic integrity and citation culture;
- Week 5: digital safety and personal data protection;
- Week 6: final project and reflection.

The module maintains a balance between analysis and creation, enabling learners to produce culturally appropriate, well-sourced, and responsible content. This aligns with UNESCO’s MIL recommendations emphasizing content creation and reflection as key learning outcomes (UNESCO, 2011, pp. 59–61).

Assessment System

A rubric-based assessment system was developed around four criteria:

- (a) information quality and source credibility;
- (b) analytical reasoning and argumentation;
- (c) compliance with ethical and legal norms;
- (d) communication culture and presentation quality.

Each criterion is assessed across four levels: basic, satisfactory, good, and advanced. For example, an advanced level in source credibility requires the use of at least three types of sources, contextual explanation of authorship and publication, and cross-verification of facts. Ethical compliance at an advanced level entails full adherence to citation norms, standardized bibliographic formatting, proper attribution of visual materials, and accurate paraphrasing. These criteria correspond to ACRL principles regarding the value of information and academic responsibility (ACRL, 2016, pp. 6–8).

Discussion

The findings demonstrate that MIL's role in developing general cultural competencies extends beyond a set of technical skills; it reshapes the individual's relationship with information based on cultural norms. Communication culture is redefined to include evidence-based online discourse, respectful engagement, and responsible information sharing. Two methodological conclusions emerge. First, interdisciplinary integration of MIL is more effective than standalone courses. Second, transparent rubrics make general cultural competencies visible and measurable.

Academic integrity is positioned as a central element of MIL, framing plagiarism prevention as a cultural and ethical educational process rather than mere control. Digital safety is likewise interpreted as a component of personal responsibility and self-regulation. Limitations include the conceptual nature of the study and the need for empirical validation across educational levels.

Conclusion

Media and Information Literacy functions as an integrative pedagogical resource for developing general cultural competencies by simultaneously fostering critical thinking, communication culture, academic integrity, aesthetic awareness, ethical–legal responsibility, and digital safety. The proposed “competency–skill–indicator–task–rubric” chain transforms abstract competencies into measurable outcomes and strengthens alignment between instruction and assessment. The interdisciplinary six-week module supports the institutionalization of MIL as a methodological culture rather than a separate topic.

Practical recommendations include integrating MIL indicators into curricula, standardizing citation requirements, applying rubric-based assessment, and providing professional development for educators. Future research should focus on empirical testing, statistical validation, and adaptation across age groups.

Adabiyotlar ro'yxati (IMRAD maqola uchun rasmiylashtirilgan)

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