

**INNOVATIVE MECHANISM FOR DEVELOPING STUDENTS' KNOWLEDGE OF
WORKING WITH DIGITAL MEDIA TEXT AND IMAGES**

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Abstract: This scientific article provides an in-depth analysis of innovative mechanisms for the development of students' knowledge and competencies in working with digital media text and images. The study shows ways to develop students' information culture, analytical thinking skills, and creative approach by forming their skills in working with digital media text and images.

Keywords: digital media, innovative mechanism, media literacy, technological education, digital competence, working with images, creativity, interactive learning.

**TALABALARNING RAQAMLI MEDIA MATN VA TASVIR BILAN ISHLASHGA OID
BILIMLARINI RIVOJLANTIRISHNING INNOVATION MEXANIZMI**

Annotatsiya: Mazkur ilmiy maqolada talabalarning raqamli media matn va tasvir bilan ishlashga oid bilim va kompetensiyalarini rivojlantirishning innovatsion mexanizmlari chuqur tahlil qilingan. Tadqiqotda talabalarda raqamli media matn va tasvir bilan ishlash malakasini shakllantirish orqali ularning axborot madaniyati, tahliliy fikrlash qobiliyati hamda ijodiy yondashuvini rivojlantirish yo'llari ko'rsatib berilgan.

Kalit so'zlar: raqamli media, innovatsion mexanizm, media savodxonlik, texnologik ta'lim, raqamli kompetensiya, tasvir bilan ishlash, ijodkorlik, interaktiv o'qitish.

**ИННОВАЦИОННЫЙ МЕХАНИЗМ РАЗВИТИЯ ЗНАНИЙ СТУДЕНТОВ О РАБОТЕ
С ЦИФРОВЫМИ МЕДИАТЕКСТАМИ И ИЗОБРАЖЕНИЯМИ**

Аннотация: В данной научной статье глубоко проанализированы инновационные механизмы развития знаний и компетенций студентов по работе с цифровыми медиа текстом и изображениями. В исследовании показаны пути развития у студентов информационной культуры, аналитического мышления и творческого подхода путем формирования у них навыков работы с цифровым медиа текстом и изображением.

Ключевые слова: цифровые медиа, инновационный механизм, медиаграмотность, технологическое образование, цифровая компетенция, работа с изображениями, креативность, интерактивное обучение.

Today, as digital technologies are deeply penetrating all spheres of life, the education system is not excluded from this process. The expansion of the digital media environment, the sharp increase in the flow of information, and the introduction of artificial intelligence-based tools require students to develop new types of competencies in working with digital media text and images, analyzing them, and applying them creatively. Therefore, increasing digital media literacy, developing students' visual and digital thinking, and forming them as conscious, critical, and creative subjects in the information environment has become a pressing issue.

The integration of digital media into the educational process strengthens students' independent thinking, increases their analytical approach, communicative potential, and readiness for practical activity. Therefore, in the higher education system, there is a need to develop innovative mechanisms for the development of students' knowledge of working with digital

media text and images, their introduction into the educational process, and the improvement of teaching methods based on modern requirements.

The issue of developing students' knowledge of working with digital media text and images is in the focus of many foreign and domestic researchers as one of the most important scientific and pedagogical directions of modern education. In the context of the development of digital technologies, the formation of media literacy, visual thinking, digital communication, and creative competencies in the educational process has become a factor determining the quality indicators of the educational process. Therefore, the analysis of the literature in this area includes the theoretical foundations, methodological approaches, and practical experience of teaching how to work with digital media.

In foreign literature, D. Buckingham, in his work "Media Education: Literacy, Learning and Contemporary Culture," interprets media education as a tool for directing young people's thinking towards critical thinking. In the author's opinion, working with media texts is not just a technical skill, but a process of analyzing the substantive essence of information, reinterpreting it, and drawing independent ideological conclusions. R. Hobbs, in his work "Digital and Media Literacy," considers media literacy to be the basis of 21st-century competencies and substantiates the need for the creative use of multimedia tools in the educational process. Also, in his research, J. Potter proposes the development of digital media learning technologies through models based on interactivity, participation, and visual analysis[1,2].

Local scientists are also paying serious attention to this issue. A. Juraev, in his scientific research, emphasizes that the integration of digital media into the educational process is an important factor in the formation of independent thinking, an analytical approach, and creative thinking in students. M. Kuziev indicates the need for the effective use of interactive lesson models, project-based learning, and practical exercises on working with visual materials in the development of digital skills in the field of technological education[4,5].

The "Digital Literacy Global Framework," developed by UNESCO, defines digital literacy in five main areas: information work, media literacy, digital communication, security culture, and technical competencies. This approach emphasizes the need for the comprehensive, systematic, and phased development of students' work with digital media[3].

Analysis shows that in digital media education, along with the acquisition of technological knowledge, the main focus should be on the development of critical, creative, and reflexive thinking of students. When working with digital media text and images, the teacher should act not only as a source of information, but also as a person who guides, stimulates analytical thinking, and organizes creative activity.

Thus, the analysis of existing scientific sources shows that, although the scientific foundations for teaching digital media to work with text and images have been created, their practical application, in particular, the issue of their implementation based on innovative mechanisms in the field of technological education, has not yet been fully studied. Therefore, this study is aimed at proposing effective, systematic, and innovative mechanisms for the development of competencies in working with digital media in accordance with the national educational environment.

The research results show that the effectiveness of the development of students' knowledge of working with digital media text and images largely depends on the innovative organization of the

educational process, the level of interactive cooperation between the teacher and the student, and the correct use of modern technological tools. The process of teaching how to work with digital media should be aimed not only at mastering technical skills, but also at developing students' critical thinking, analytical approach, creative thinking, and communicative potential.

In today's digital society, when the flow of information is changing extremely rapidly, students should be formed not only as consumers of media texts and images, but also as creative individuals who can understand, analyze, and create them meaningfully. Therefore, teachers should transition the media education process from passive learning to active, interactive, and reflexive learning. In this, the principle of "teacher - guide, student - active participant" plays an important role.

In the course of the study, it was established that a number of innovative mechanisms give an effective result in the development of students' competencies in working with digital media. These include:

- Project-Based Learning - teaches students to solve real problems, independently search for information, and create media products;
- Gamification (game technology) - makes the learning process motivational and interesting, encourages working with digital media;
- Artificial intelligence-based media analysis tools - allow students to deeply analyze media content, draw conclusions and apply them in the educational process;
- Virtual laboratories and simulations - form practical skills by modeling real situations in a digital environment.

In addition, issues such as information security, ethical standards, and copyright compliance play an important role in working with digital media. These aspects are of great importance in the formation of students' digital culture and their education as responsible users.

According to the results of the discussion, the effectiveness of digital media education depends on the following factors: the use of interactive forms of education, the enrichment of the educational process with digital resources, the phased development of media literacy, and the continuous improvement of teachers' qualifications. The innovative educational environment created in this way serves the development of students' digital thinking, creative potential, and analytical thinking.

In conclusion, the discussed results show that the introduction of innovative mechanisms for the development of knowledge about working with digital media text and images is an important strategic direction in modernizing the educational process based on modern requirements, increasing digital literacy, and ensuring the future professional success of students.

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