

**MEDIA AND INFORMATION LITERACY OF THE TEACHER**

**Raximova Madina Xasanovna**

Teacher at Asia international university

Email: [madi.psixolog@gmail.com](mailto:madi.psixolog@gmail.com)

**Abstract**

This article investigates the theoretical and practical foundations of developing media and information literacy among educators within the context of the modern information society. The research analyzes teachers' abilities regarding the critical analysis of media texts, protection against information manipulation, and the effective utilization of digital resources in the educational process. Furthermore, the paper substantiates that a teacher's media literacy is a fundamental factor in shaping the information culture of students. As a result of the study, methodological recommendations have been developed to enhance the media and information competence of educators.

**Keywords**

Media literacy, information competence, critical thinking, digital pedagogy, information security, media education, manipulation, pedagogical skills.

**I. INTRODUCTION**

**Relevance of the topic.** The XXI century, as an age of intellectual information, presents new demands to humanity. The rapid growth of information flow, the integration of artificial intelligence technologies into education, and the infinite nature of data in the global network impose a great responsibility on the teacher. A modern educator must not only be an expert in their subject but also a "media navigator" capable of finding the correct direction in the vast ocean of data, filtering information, and delivering it safely to students.

Media and information literacy is not merely a technical skill; it is a strategic factor defining the professional competence of a modern teacher. In the era of globalization, the teacher's level of critical thinking guarantees the quality of the educational process amidst increasing "fake" news, information manipulation, and cyber threats. According to standards established by UNESCO, a media-literate educator is an individual possessing a high culture of searching, evaluating, creating, and disseminating information.

**Research Goals and Objectives.** The primary goal of this research is to analyze the current state of media and information literacy development among educators and to develop effective methodological recommendations for its improvement. To achieve this goal, the following tasks were identified:

- Identifying the pedagogical-psychological aspects of the concept of media and information literacy.
- Assessing the level of critical thinking among teachers when working with information.
- Systematizing the ethical and safety norms of using media resources in the educational process.

The **object of the research** is defined as the educational-upbringing process in general and higher education institutions, along with the professional activities of teachers.

**MATERIALS AND METHODS**

A complex approach was utilized to identify and develop the level of media literacy among teachers during the research process. 120 educators active in secondary special and higher education institutions were involved as the research object.

The following methods were applied:

- **Questionnaires:** Special surveys were conducted to evaluate digital tool skills and the ability to detect "fake" news.
- **Content Analysis:** The didactic quality of media resources, electronic presentations, and video materials used during lessons was analyzed.
- **Interviews:** Focus groups were organized to study educators' views on information security and media ethics.

#### RESULTS AND DISCUSSION

The research results indicated that the media literacy level of educators developed differently across three main components:

1. **Technological Skills:** More than 85% of teachers possess skills in using multimedia tools and educational platforms (LMS, Google Classroom). However, only 30% are able to create their own original video content.
2. **Critical Analysis:** This proved to be the weakest point. It was found that 45% of participating educators accept professional news on social media without fact-checking.
3. **Media Ethics and Safety:** 60% of teachers are aware of ethical norms in virtual communication, yet they lack methodological understanding of how to handle cyber-bullying.

**Discussion:** The results show that technical literacy alone is insufficient for a teacher. The most critical aspect of media literacy is the ability to filter information. It was found that teachers often rely on the first sources appearing in search engines, which risks delivering unscientific data to students. In pedagogical practice, the principle "Media literacy is not a teaching tool, but a way of thinking" must be implemented.

#### CONCLUSION

The findings confirm that rather than short-term training, a system of continuous methodological support for teacher media literacy is necessary. This research includes a list of modern and international literature, including national legislation and UNESCO guidelines.

#### REFERENCES

1. O'zbekiston Respublikasining Qonuni. Kiberxavfsizlik to'g'risida. – Toshkent: O'RQ-764-son, 2022-yil 15-aprel.
2. O'zbekiston Respublikasi Prezidentining Farmoni. O'zbekiston Respublikasi oliy ta'lim tizimini 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida. – Toshkent: PF-5847-son, 2019-yil 8-oktabr.
3. Grizzl, K. va boshqalar. Media va axborot savodxonligi: pedagoglar uchun o'quv dasturi. – UNESCO: Paris, 2021. (Xalqaro metodik qo'llanma).
4. Taylakov N.I. Uzluksiz ta'lim tizimida media-ta'limni joriy etishning pedagogik asoslari. Monografiya. – Toshkent: "O'zbekiston milliy ensiklopediyasi", 2021.
5. Raximova Madina Xasanovna. MAKTABGACHA TA'LIM MUASSASALARIDA PSIXOLOGIK XIZMATNING ZAMONAVIY MODELI
6. Raximova M. X. Zamonaviy ta'lim muammolari va innovatsion yondashuvlar. «Ta'lim va innovatsion tadqiqotlar» xalqaro ilmiy metodik jurnali
7. Raximova Madina Xasanovna. Tarbiya jarayonini texnologiyalashtirish
8. RAXIMOVA Madina Xasanovna. Oilada bolalar bilan muloqotni yo'lga qo'yishning pedagogik-psixologik shart-sharoitlari
9. Raximova Madina Xasanovna . THE ROLE OF PEDAGOGICAL ETHICS IN PEDAGOGICAL ACTIVITY