

DEVELOPMENT OF DIGITAL MEDIA CULTURE IN FUTURE TEACHERS AS A DEMAND OF THE TIME

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Abstract

The study outlines requirements for future educators, such as the critical analysis of information, responsible behavior in the media environment, the prudent use of artificial intelligence and digital platforms for pedagogical purposes, and the fostering of a culture of media literacy and digital safety among students. The research findings contribute to strengthening the practical and theoretical foundations of critical information analysis for future teachers.

Keywords: Digital transformation, media culture, media literacy, information literacy, fact-checking, digital security, artificial intelligence, media text.

Introduction

BO‘LAJAK O‘QITUVCHILARDA RAQAMLI MEDIAMADANIYATNI RIVOJLANTIRISH ZAMON TALABI SIFATIDA

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Annotatsiya:

Bo‘lajak o‘qituvchilardan axborotni tanqidiy tahlil qilish, media muhitda mas’uliyatli harakat qilish, sun’iy intellekt va raqamli platformalardan pedagogik maqsadda oqilona foydalanish, o‘quvchilarda mediasavodxonlik va raqamli xavfsizlik madaniyatini shakllantirish kabi fikrlar bayon etilgan. Tadqiqot natijalari bo‘lajak o‘qituvchilardan axborotni tanqidiy tahlil qilishning amaliy hamda nazariy asoslarini mustahkamlashga xizmat qiladi.

Kalit so'zlar: raqamli transformatsiya, mediamadaniyat, mediasavodxonlik, axborot savodxonligi, faktcheking, raqamli xavfsizlik, sun'iy intellekt, mediamatn.

Резюме: В исследовании определены требования к будущим педагогам, такие как критический анализ информации, ответственное поведение в медиасреде, разумное использование искусственного интеллекта и цифровых платформ в педагогических целях, а также формирование у учащихся культуры медиаграмотности и цифровой безопасности. Результаты исследования способствуют укреплению практических и теоретических основ критического анализа информации для будущих учителей.

Ключевые слова и фразы: цифровая трансформация, медиакультура, медиаграмотность, информационная грамотность, фактчекинг, цифровая безопасность, искусственный интеллект, медиатекст

Digital transformation in the global education space, rapid changes in the media environment, and the introduction of artificial intelligence tools into the educational process require the study of the development of digital media culture of future teachers as a separate scientific problem. International research gives priority to such areas as the development of digital competence of teachers, the integration of media literacy and information literacy into the content of education, the effective use of digital resources, and the formation of an ethical and critical approach to working with artificial intelligence; in particular, UNESCO focuses on identifying knowledge, skills, and values within the framework of AI competencies for teachers. The OECD is studying differences in the practices of countries, schools, teachers, and students in using digital educational resources. In addition, in recent years, research has been conducted on AI literacy, responsible use of generative artificial intelligence, fact-checking, digital security, critical analysis of media texts, and preparing teachers for information risks in the digital environment. In this regard, there is an increasing need to develop theoretical foundations, pedagogical models, methodological support and assessment criteria for the development of digital media culture in future teachers.

In our country, the issues of digitizing the education system, enriching the content of teacher training with modern information and communication technologies, critical perception of information by students, analysis of media materials, digital security and the formation of a culture of online communication are gaining priority at the level of state policy. Especially in a situation where social networks, digital platforms, artificial intelligence tools and open information environments are actively entering the educational process, the digital media culture of a future teacher is becoming an important criterion determining his professional readiness. As President Sh.M. Mirziyoyev noted, “Information technologies that fully meet international standards must be introduced at all stages of education.” From this perspective, preparing future teachers in pedagogical educational institutions to effectively use digital resources, critically analyze media texts, adhere to information security, responsibly evaluate AI results, and form media literacy in students is an urgent pedagogical task for our country's education system.

In today's global educational environment, the problem of developing digital media culture in future teachers is being studied in close connection with the issues of improving the quality of teacher training, developing digital competence, integrating media literacy into the content of education, responsible use of artificial intelligence tools, and ensuring information security. Studies conducted in the USA, Great Britain, Finland, Australia, Canada, Germany, France, and the European Union emphasize that the professional training of a teacher in a digital environment is determined not only by technical skills, but also by the ability to critically evaluate information, analyze media text, adhere to the ethics of online communication, form responsible media behavior in students, and evaluate AI results in accordance with pedagogical goals. UNESCO interprets media literacy and information literacy as a system of competencies necessary for conscious participation in a digital society, and the European Union's DigCompEdu framework justifies the digital competence of teachers as an important professional criterion ensuring the quality of education.

The issue of ensuring the harmony of technology, content and pedagogical approaches in digital pedagogy and teacher training has been widely studied in foreign scientific literature. The TPACK model put forward by P. Mishra and M. Köhler substantiates the interrelationship of technological, pedagogical and subject-related knowledge in teacher training; according to this model, effective

digital education requires the use of technology not as a separate tool, but in harmony with the content of the subject and pedagogical goal. R. Huang and co-authors emphasize that for the sustainable transformation of education in the digital era, digital pedagogy should not consist only of the use of technology, but should be a holistic system combining learner-centered learning, collaboration, research, digital resources and pedagogical innovations. These studies indicate the need for a pedagogical model based on the chain “goal - content - technology - activity - assessment - result” in developing the digital media culture of future teachers.

Generative artificial intelligence, fact-checking, and media literacy against disinformation have become particularly relevant areas of foreign research in recent years.

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