



PEDAGOGICAL FOUNDATIONS OF DEVELOPING DIGITAL AND MEDIA LITERACY IN PRIMARY EDUCATION

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***Annotation.** This article analyzes the theoretical and practical foundations of developing digital and media literacy among primary school students. It explains the essence and key components of these concepts and highlights their importance in modern education. The study also discusses effective pedagogical technologies, teaching methods, and didactic tools aimed at improving these competencies in primary education. Special attention is given to fostering students' critical thinking, information evaluation skills, and responsible use of digital media. Overall, the article contributes to understanding how digital and media literacy can be effectively formed in primary education.*

***Keywords:** digital literacy, media literacy, primary education, pedagogical technology, information culture, critical thinking, pedagogical approach, educational technologies, media analysis, interactive methods*

In the context of rapidly accelerating globalization and digitalization processes, the education system is facing entirely new and complex challenges. The sharp increase in the flow of information and the deep integration of digital technologies into everyday life require students not only to acquire knowledge, but also to develop skills such as searching for information independently, selecting, processing, analyzing, and effectively using it. From this perspective, fostering students'

information literacy and their ability to critically evaluate information obtained from various sources has become an urgent pedagogical issue. This, in turn, necessitates the systematic development of digital and media literacy competencies. Primary education serves as a fundamental stage in the intellectual, social, and communicative development of an individual. It is during this period that students begin to develop independent thinking, problem-solving abilities, critical analysis of information, and the skills to use information consciously and responsibly. Therefore, the development of digital and media literacy among primary school students is not only a requirement of modern education but also an essential condition for shaping a well-informed, active, and responsible individual capable of navigating the information space effectively. Furthermore, the process of developing digital and media literacy requires teachers to apply innovative pedagogical approaches, effectively use interactive methods, and integrate modern information and communication technologies into the educational process. In this regard, enhancing these competencies in primary education is considered one of the important areas that demands in-depth theoretical and practical research.

Today, children активно use various digital devices and internet resources in their daily lives. However, when this process occurs without proper guidance and supervision, there is a significant risk of exposure to inaccurate, misleading, or harmful information. Therefore, developing media literacy among students has become an important pedagogical task aimed at protecting them from information threats and negative influences in the digital environment. Media literacy enables learners to critically evaluate information, distinguish between reliable and

unreliable sources, and make informed decisions when interacting with media content. Digital literacy, in turn, refers to an individual's ability to effectively use digital technologies, search for, analyze, and create information in various formats. It is not limited to technical skills but also includes cognitive, social, and ethical competencies required for functioning in a digital society. According to the Uzbek pedagogical scholar O. Karimov, digital literacy is a multifaceted competence that encompasses a learner's ability to work with electronic resources, communicate safely in virtual environments, and effectively engage in digital learning processes [1]. Moreover, in the modern educational context, the integration of digital and media literacy into teaching practices contributes to the development of independent learning skills, critical thinking, and information culture among students. This makes these competencies essential components of contemporary education and highlights their importance in preparing young learners for active participation in the information society.

The concept of digital literacy was initially interpreted as a set of skills related to the use of information technologies. However, in contemporary contexts, it has acquired a much broader meaning. Today, digital literacy encompasses not only technical abilities but also the culture of working with information, including the capacity to search, evaluate, manage, and apply information effectively in various situations. In scientific literature, digital literacy is commonly divided into several key components: information literacy, technological literacy, communicative literacy, and digital safety culture. Information literacy involves the ability to identify, locate, and critically evaluate information. Technological literacy refers to the effective use of digital tools and

platforms. Communicative literacy includes the skills needed for interaction and collaboration in digital environments, while digital safety culture focuses on responsible and secure behavior in online spaces. It is essential to develop these competencies progressively among primary school students. In this process, particular attention should be paid to learners' age characteristics and psychological development, as these factors significantly influence the effectiveness of teaching methods and learning outcomes. Media literacy, on the other hand, is defined as an individual's ability to analyze, evaluate, and consciously interpret information transmitted through mass media. It enables learners to understand the purpose of media messages, recognize bias or manipulation, and make informed decisions when consuming information. Furthermore, the integration of digital and media literacy in early education contributes to the development of critical thinking, independent learning skills, and a responsible attitude toward information. These competencies are essential for preparing students to function effectively in the modern digital and information-rich society.

In the modern media environment, a wide range of information exists, including both reliable and unreliable, as well as useful and harmful content. Therefore, it is essential to develop a set of critical skills in students that enable them to navigate this complex information space effectively. These skills include comparing different information sources, identifying false or manipulative content, analyzing media texts, and drawing independent, well-reasoned conclusions. Developing such competencies from an early age helps learners become more conscious and responsible consumers of information. It also enhances their ability to resist misinformation and make informed decisions in digital and

media environments. In primary education, modern pedagogical technologies play a crucial role in fostering digital and media literacy. These technologies not only support the learning process but also increase student engagement and promote active participation. Among them, the following approaches are particularly effective:

1. **Interactive teaching methods.** Techniques such as brainstorming, clustering, and the “INSERT” method encourage students’ active involvement in the learning process. These methods stimulate critical thinking, enhance analytical skills, and motivate learners to express their own ideas independently.
2. **Multimedia tools.** The use of videos, animations, and interactive platforms significantly increases students’ interest and attention. Such tools facilitate better understanding of complex concepts and contribute to more effective knowledge acquisition by engaging multiple senses and learning styles. Overall, the integration of these pedagogical approaches creates a dynamic and learner-centered educational environment, which is essential for the successful development of digital and media literacy in primary school students.

The teacher plays a central role in the process of developing digital and media literacy. They guide students in the right direction, teach them how to select reliable sources of information, and effectively use modern technologies in the learning process. Therefore, it is essential for teachers themselves to possess strong digital competencies. This, in turn, contributes to improving the overall quality of education [2]. In Uzbekistan, there are various practical experiences aimed at developing digital and media literacy in schools. For example, the introduction of

“electronic textbooks” and “media laboratories” in primary classes in Tashkent has significantly enhanced students’ digital and media skills [3]. These initiatives have created more engaging and technologically enriched learning environments, allowing students to interact with information more actively and independently. At the same time, improving teachers’ pedagogical qualifications and integrating interactive teaching methods into the educational process remain crucial factors. Continuous professional development of teachers ensures the effective implementation of innovative approaches and supports the successful formation of digital and media literacy among students. The experiment conducted to evaluate the effectiveness of developing digital and media literacy shows that students’ skills in working with information increased by an average of 38%, while their success rate in critically evaluating media materials rose by approximately 42%. These results confirm the effectiveness of forming digital and media competencies through appropriate pedagogical approaches [4]. In my opinion, the development of media literacy in primary education not only enhances students’ technological skills but also fosters their critical thinking abilities, as well as their capacity to evaluate and correctly interpret information. Today, children are growing up in an environment saturated with various media sources, social networks, and digital resources. In such conditions, it becomes especially important to equip them with the skills necessary to navigate information responsibly and thoughtfully.

Therefore, if educators systematically teach students how to select media content, extract useful information from it, and identify inaccurate or harmful information, this will significantly enhance their ability to

work with information. Such an approach not only improves students' analytical skills but also helps them become more conscious and responsible users of media. Furthermore, the use of interactive methods in teaching media literacy strengthens students' communication skills, increases their interest in collaborative work, and creates opportunities for independent inquiry and research. As a result, learners become more active participants in the educational process and develop essential competencies required in the modern information society.

Conclusion. The analyses presented above clearly demonstrate that the development of digital and media literacy in primary education plays a crucial role in students' intellectual and cognitive growth. In today's rapidly evolving digital environment, equipping learners with the ability to effectively work with information has become an essential component of modern education. To ensure the effectiveness of this process, it is necessary to implement a competency-based approach, widely apply innovative pedagogical technologies, and actively integrate information and communication tools into the teaching and learning process. Such an approach not only enhances students' knowledge and skills but also supports the development of critical thinking, analytical abilities, and independent learning. A student who possesses digital and media literacy is not only knowledgeable but also capable of consciously perceiving, evaluating, and using information. These learners become independent thinkers who can navigate complex information environments, make informed decisions, and responsibly interact with digital content. Moreover, fostering these competencies from an early stage contributes to preparing students for active participation in the

modern information society. It also promotes the formation of a well-rounded, socially responsible, and intellectually развитый individual.

In conclusion, the systematic development of digital and media literacy in primary education serves as a key factor in ensuring the sustainable development of future generations and their successful adaptation to the demands of the digital age.

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