

SCIENCE
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Actual problems of social and humanitarian sciences
Актуальные проблемы социальных и гуманитарных наук

Ijtimoiy-gumanitar fanlarning dolzarb muammolari

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2025

SCIENCEPROBLEMS.UZ

**IJTIMOIIY-GUMANITAR FANLARNING
DOLZARB MUAMMOLARI**

№ 5/4 (5) – 2025

**АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО-
ГУМАНИТАРНЫХ НАУК**

ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES

TOSHKENT-2025

BOSH MUHARRIR:

Isanova Feruza Tulqinovna

TAHRIR HAY'ATI:

07.00.00- TARIX FANLARI:

Yuldashev Anvar Ergashevich – tarix fanlari doktori, siyosiy fanlar nomzodi, professor, O'zbekiston Respublikasi Prezidenti huzuridagi Davlat boshqaruvi akademiyasi;

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Tursunov Ravshan Normuratovich – tarix fanlari doktori, O'zbekiston Milliy Universiteti;

Xolikulov Axmadjon Boymahmatovich – tarix fanlari doktori, O'zbekiston Milliy Universiteti;

Gabrielyan Sofya Ivanovna – tarix fanlari doktori, dotsent, O'zbekiston Milliy Universiteti.

Saidov Sarvar Atabullo o'g'li – katta ilmiy xodim, Imom Termiziy xalqaro ilmiy-tadqiqot markazi, ilmiy tadqiqotlar bo'limi.

08.00.00- IQTISODIYOT FANLARI:

Karlibayeva Raya Xojabayevna – iqtisodiyot fanlari doktori, professor, Toshkent davlat iqtisodiyot universiteti;

Nasirxodjayeva Dilafruz Sabitxanovna – iqtisodiyot fanlari doktori, professor, Toshkent davlat iqtisodiyot universiteti;

Ostonokulov Azamat Abdukarimovich – iqtisodiyot fanlari doktori, professor, Toshkent moliya instituti;

Arabov Nurali Uralovich – iqtisodiyot fanlari doktori, professor, Samarqand davlat universiteti;

Xudoyqulov Sadirdin Karimovich – iqtisodiyot fanlari doktori, dotsent, Toshkent davlat iqtisodiyot universiteti;

Azizov Sherzod O'ktamovich – iqtisodiyot fanlari doktori, dotsent, O'zbekiston Respublikasi Bojxona instituti;

Xojayev Azizxon Saidaloxonovich – iqtisodiyot fanlari doktori, dotsent, Farg'ona politexnika instituti

Xolov Aktam Xatamovich – iqtisodiyot fanlari bo'yicha falsafa doktori (PhD), dotsent, O'zbekiston Respublikasi Prezidenti huzuridagi Davlat boshqaruvi akademiyasi;

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Shakarov Qulmat Ashirovich – iqtisodiyot fanlari

nomzodi, dotsent, Toshkent axborot texnologiyalari universiteti

09.00.00- FALSAFA FANLARI:

Hakimov Nazar Hakimovich – falsafa fanlari doktori, professor, Toshkent davlat iqtisodiyot universiteti;

Yaxshilikov Jo'raboy – falsafa fanlari doktori, professor, Samarqand davlat universiteti;

G'aybullayev Otabek Muhammadiyevich – falsafa fanlari doktori, professor, Samarqand davlat chet tillar instituti;

Saidova Kamola Uskanbayevna – falsafa fanlari doktori, "Tashkent International University of Education" xalqaro universiteti;

Hoshimxonov Mo'min – falsafa fanlari doktori, dotsent, Jizzax pedagogika instituti;

O'roqova Oysuluv Jamoliddinovna – falsafa fanlari doktori, dotsent, Andijon davlat tibbiyot instituti, Ijtimoiy-gumanitar fanlar kafedrasini mudiri;

Nosirxodjayeva Gulnora Abdukaxxarovna – falsafa fanlari nomzodi, dotsent, Toshkent davlat yuridik universiteti;

Turdiyev Bexruz Sobirovich – falsafa fanlari bo'yicha falsafa doktori (PhD), dotsent, Buxoro davlat universiteti.

10.00.00- FILOLOGIYA FANLARI:

Axmedov Oybek Saporbayevich – filologiya fanlari doktori, professor, O'zbekiston davlat jahon tillari universiteti;

Ko'chimov Shuxrat Norqizilovich – filologiya fanlari doktori, dotsent, Toshkent davlat yuridik universiteti;

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Kuchkarov Raxman Urmanovich – filologiya fanlari nomzodi, dotsent v/b, Toshkent davlat yuridik universiteti;

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Saidov Ulugbek Aripovich – filologiya fanlari nomzodi, dotsent, O'zbekiston Respublikasi Prezidenti huzuridagi Davlat boshqaruvi akademiyasi.

12.00.00- YURIDIK FANLAR:

Axmedshayeva Mavlyuda Axatovna – yuridik fanlar doktori, professor, Toshkent davlat yuridik universiteti;

Muxitdinova Firyuza Abdurashidovna – yuridik fanlar doktori, professor, Toshkent davlat yuridik universiteti;

Esanova Zamira Normurotovna – yuridik fanlar doktori, professor, O'zbekiston Respublikasida xizmat ko'rsatgan yurist, Toshkent davlat yuridik universiteti;

Hamroqulov Bahodir Mamasharifovich – yuridik fanlar doktori, professor v.b., Jahon iqtisodiyoti va diplomatiya universiteti;

Zulfiqorov Sherzod Xurramovich – yuridik fanlar doktori, professor, O'zbekiston Respublikasi Jamoat xavfsizligi universiteti;

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Asadov Shavkat G'aybullayevich – yuridik fanlar doktori, dotsent, O'zbekiston Respublikasi Prezidenti huzuridagi Davlat boshqaruvi akademiyasi;

Ergashev Ikrom Abdurasulovich – yuridik fanlari doktori, professor, Toshkent davlat yuridik universiteti;

Utemuratov Maxmut Ajimuratovich – yuridik fanlar nomzodi, professor, Toshkent davlat yuridik universiteti;

Saydullayev Shaxzod Alixanovich – yuridik fanlar nomzodi, professor, Toshkent davlat yuridik universiteti;

Hakimov Komil Baxtiyarovich – yuridik fanlar doktori, dotsent, Toshkent davlat yuridik universiteti;

Yusupov Sardorbek Baxodirovich – yuridik fanlar doktori, dotsent, Toshkent davlat yuridik universiteti;

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Rahmatov Elyor Jumaboyevich — yuridik fanlar nomzodi, Toshkent davlat yuridik universiteti;

13.00.00- PEDAGOGIKA FANLARI:

Xashimova Dildarxon Urinboyevna – pedagogika fanlari doktori, professor, Toshkent davlat yuridik universiteti;

Ibragimova Gulnora Xavazmatovna – pedagogika fanlari doktori, professor, Toshkent davlat iqtisodiyot universiteti;

Zakirova Feruza Maxmudovna – pedagogika fanlari doktori, Toshkent axborot texnologiyalari universiteti huzuridagi pedagogik kadrlarni qayta tayyorlash va ularning malakasini oshirish tarmoq markazi;

Kayumova Nasiba Ashurovna – pedagogika fanlari doktori, professor, Qarshi davlat universiteti;

Taylanova Shoxida Zayniyevna – pedagogika fanlari doktori, dotsent;

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Javliyeva Shaxnoza Baxodirovna – pedagogika fanlari bo'yicha falsafa doktori (PhD), Samarqand davlat universiteti;

Bobomurotova Latofat Elmurodovna — pedagogika fanlari bo'yicha falsafa doktori (PhD), Samarqand davlat universiteti.

19.00.00- PSIXOLOGIYA FANLARI:

Karimova Vasila Mamanosirovna – psixologiya fanlari doktori, professor, Nizomiy nomidagi Toshkent davlat pedagogika universiteti;

Hayitov Oybek Eshboyevich – Jismoniy tarbiya va sport bo'yicha mutaxassislarni qayta tayyorlash va malakasini oshirish instituti, psixologiya fanlari doktori, professor

Umarova Navbahor Shokirovna– psixologiya fanlari doktori, dotsent, Nizomiy nomidagi Toshkent davlat pedagogika universiteti, Amaliy psixologiyasi kafedrasi mudiri;

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Shamshetova Anjim Karamaddinovna – psixologiya fanlari doktori, dotsent, O'zbekiston davlat jahon tillari universiteti;

Qodirov Obid Safarovich – psixologiya fanlari doktori (PhD), Samarkand viloyat IIB Tibbiyot bo'limi psixologik xizmat boshlig'i.

22.00.00- SOTSILOGIYA FANLARI:

Latipova Nodira Muxtarjanovna – sotsiologiya fanlari doktori, professor, O'zbekiston milliy universiteti kafedra mudiri;

Seitov Azamat Po'latovich – sotsiologiya fanlari doktori, professor, O'zbekiston milliy universiteti;

Sodiqova Shohida Marxaboyevna – sotsiologiya fanlari doktori, professor, O'zbekiston xalqaro islom akademiyasi.

23.00.00- SIYOSIY FANLAR

Nazarov Nasriddin Ataqulovich –siyosiy fanlar doktori, falsafa fanlari doktori, professor, Toshkent arxitektura qurilish instituti;

Bo'tayev Usmonjon Xayrullayevich –siyosiy fanlar doktori, dotsent, O'zbekiston milliy universiteti kafedra mudiri.

OAK Ro'yxati

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07.00.00 – TARIX FANLARI

<i>Abduraxmonov Mirsaid Muzaffarovich</i> O'ZBEKISTON RESPUBLIKASIDA OMMAVIY AXBOROT VOSITALARINING HUQUQIY ASOSLARI YARATILISHI	10-16
<i>Atamuratova Dilafroz</i> TURKISTON VAQTLI MATBUOTI TARIXI: XIX ASR OXIRI – XX ASR BOSHLARI	17-22
<i>Abdushukurova Iqbol</i> TARIXIY KVESTLARNI TASHKIL QILISH USULLARI	23-27
<i>Redjapov Doniyor</i> JANUBIY OROLBO'YI AHOLISI HARBIY SAN'ATINING TARIXIY ILDIZLARI XUSUSIDA	28-31
<i>Sultanov Samandar</i> QUYI ZARAFSHON VODIYSI GEOGRAFIK XUSUSIYATI: PALEOEKOLOGIYASI JARAYONLARIGA DOIR BA'ZI CHIZGILAR	32-35
<i>Matyakubov G'ayrat</i> XORAZM VOHASIDA IJTIMOIIY-IQTISODIY VA ETNIK-MADANIY MUNOSABATLAR RIVOJLANISHIGA DOIR BA'ZI CHIZGILAR (XIII-XV ASRLAR).....	36-39
<i>Eshkuvatov Muhammad Keldiyor o'g'li</i> MARKAZIY OSIYO BOZORLARI (XIX ASR YEVROPALIK SAYYOHLAR NIGOHIDA)	40-45
<i>G'aniyev Mirjalol</i> QADIMGI TURKLARDA IJTIMOIIY HAYOT	46-51

08.00.00 – IQTISODIYOT FANLARI

<i>Abdullaev Altinbek</i> KORXONALARDA UN MAHSULOTLARI ISHLAB CHIQRISH LOYIHASI BOSH BYUDJETINING METODOLOGIYASINI TAKOMILLASHTIRISH	52-66
<i>Latipov Ashur Ali, Umarova Muzira</i> INVESTITSIYA STRATEGIYASI VA UNING MENEJMENTDAGI O'RNI	67-71
<i>Rustamova Sayyora</i> STRATEGIK BOSHQARUV-RAQOBAT USTUNLIGINING ASOSI	72-77
<i>Буранова Лола, Арипова Азиза</i> РАЗВИТИЕ ИНСТРУМЕНТА ДОСУДЕБНОГО РАЗРЕШЕНИЯ НАЛОГОВЫХ СПОРОВ	78-87
<i>Maxkamov Navruzjon Tuxtamishovich</i> KORXONALAR BOSHQARUVIDA "YASHIL" IQTISODIYOT TAMOIYLLARINI QO'LLASH AHAMIYATI	88-94

09.00.00 – FALSAFA FANLARI

<i>Saidov Hakim G'afurovich</i> TALABALARNI HARBIY VATANPARVARLIK RUHIDA TARBIYALASH – DAVLAT SIYOSATI DARAJASIDA	95-98
<i>Kadirova Ziyoda</i> ILMIY IJODNING IJTIMOIIY, MADANIY VA TARIXIY O'LCAMLARI	99-104

<i>Muzaffarov Navruzxon Baxronovich</i> SHAYX XUDOYDOD VALINING INSON VA OLAM MUNOSABATLARIGA OID QARASHLARINING FALSAFIY TAHLILI	105-108
<i>Raxmatova Mexrinoz Majitovna</i> YOSHLAR MA'NAVIY SALOHİYATINI YUKSALTIRISH BORASIDAGI DAVLAT SIYOSATINING NAZARIY-HUQUQIY VA FALSAFIY ASOSLARI	109-113
<i>Karimova Lola Muzafarovna</i> IJTIMOIY MOBILLIK NAZARIYASIGA YONDASHUVLARNING TARIXIY TAHLILI	114-119
<i>Jumayeva Shahlo Suyunovna</i> JAN POL SARTRNING EKZISTENSIAL FALSAFASIDA ERKINLIK VA YOLG'IZLIK MASALALARINI YORITISHNING O'ZIGA XOS XUSUSIYATLARI	120-125
<i>Djurayev G'olib</i> JAN POL SARTR VA ALBER KAMYU FALSAFIY QARARSHLARIDA ERKINLIK MASALASI	126-130
<i>Rajabov O'tkirjon</i> KONSENSUS MADANIYATINI SHAKLLANTIRISHDA "TEMUR TUZUKLARI" ASARINING AHAMIYATI	131-134
<i>Bekmuhammadova Sabrina Ismoil qizi</i> GENDER ZO'RAVONLIGIGA QARSHI KURASH CHORALARI	135-139
<i>Xudoykulov Azamat, Beshimova Aziza</i> MA'NAVIY BARKAMOL INSON TUSHUNCHASI VA UNING MOHIYATI	140-144
10.00.00 – FILOLOGIYA FANLARI	
<i>Abduganiyeva Djamila Rustamovna</i> MACHINE TRANSLATION POST-EDITING THROUGH A HERMENEUTIC LENS	145-151
<i>Murtazayeva Xadicha</i> INGLIZ VA O'ZBEK TIBBIY TERMINOLOGIYASINING LINGVISTIK XUSUSIYATLARI	152-155
<i>Несунбаева Саодатхан</i> ОСОБЕННОСТИ ПЕРЕДАЧИ АМЕРИКАНСКИХ ДИАЛЕКТИЗМОВ И ПРОСТОРЕЧИЙ В РУССКИХ ПЕРЕВОДАХ "ТОМА СОЙЕРА"	156-160
<i>Axmedjanova Farida, Toirova Shohida</i> XX ASRDA AYOL OBRAZINING SHAKLLANISHI VA TARAQQIYOTI	161-165
<i>O'rinova Shoxsanamxon Nosirjon qizi</i> TAHDID NUTQIY AKTLARI: LINGVOPRAGMATIK TAHLIL VA MENASIV KOMMUNIKATSIYA XUSUSIYATLARI	166-170
12.00.00 – YURIDIK FANLAR	
<i>Salaev Nodirbek</i> PENITENSIAR TIZIM VA UNING DAVLAT BOSHQARUVIDAGI O'RNI	171-178
<i>Турсунов Ойбек Батирович</i> МЕЖДУНАРОДНО-ПРАВОВОЕ РЕГУЛИРОВАНИЕ СОТРУДНИЧЕСТВА ГОСУДАРСТВ РЕГИОНА ЦЕНТРАЛЬНОЙ АЗИИ	179-184
<i>Xakimova Inobatxon</i> XOTIN-QIZLAR HUQUQLARINING XALQARO HUQUQ DOIRASIDA SHAKLLANISHI VA RIVOJLANISHI	185-191

<i>Мардонов Амиржон Шерзод угли</i> ПРАВОВЫЕ МЕХАНИЗМЫ УПРАВЛЕНИЯ РИСКАМИ ПРИ ПРИМЕНЕНИИ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА В СИСТЕМЕ БАНКОВСКОГО СКОРИНГА	192-202
<i>Jonuzoqova Yulduz Izzatulla qizi</i> AXBOROT TEXNOLOGIYALARI SOHASIDAGI TRANSMILLIY JINOYATLARGA QARSHI KURASHISHDA KONVENSIONAL VA INSTITUTIONAL MEKANIZMLARNI TAKOMILLASHTIRISH	203-207
<i>Xolmo'minov Shavkat Jumaevich</i> EKOLOGIK XAVFSIZLIKNI HUQUQIY TA'MINLASH SOHASIDAGI MUHIM TASHABBUSLAR VA ULARNI TAKOMILLASHTIRISH MASALALARI	208-215
<i>Khudayberganova Nigina To'liqin qizi</i> THE NOTION AND CODIFICATION OF THE LAW ON SPECIAL MISSIONS IN INTERNATIONAL LAW	216-221
<i>Саидов Бобур Бахромжонович</i> МЕЖДУНАРОДНОЕ СОТРУДНИЧЕСТВО В ВОПРОСАХ ИНТЕРНЕТ-ЮРИСДИКЦИИ: ТЕНДЕНЦИИ УНИФИКАЦИИ ПРАВОВЫХ НОРМ И ПЕРСПЕКТИВЫ УЧАСТИЯ РЕСПУБЛИКИ УЗБЕКИСТАН В ГЛОБАЛЬНЫХ МЕХАНИЗМАХ РЕГУЛИРОВАНИЯ ...	222-229
<i>Normurodova Behro'za Xolmo'minovna</i> RAQAMLI DALILLARNI TO'PLASH VA TAHLIL QILISHDA INTERPOL VA EUROPOL TAJIRIBASI: O'ZBEKISTON UCHUN AMALIY AHAMIYATI	230-236
<i>Qilichova Kamola Luqmonxon qizi</i> DINIY MAZMUNDAGI MATERIALLARNI QONUNGA XILOF RAVISHDA TAYYORLASH, SAQLASH, OLIB KIRISH VA TARQATISH JINOYATLARINING YURIDIK TARKIB BELGILARI	237-248
<i>Shagilov Pulatbek Koptleuovich</i> BEZORILIKNING VIRTUAL YUZI: HUQUQIY BAHOLASH VA JAVOBGARLIK MASALALARI	249-256
13.00.00 – PEDAGOGIKA FANLARI	
<i>Imomov Sirojiddin Ilxomovich</i> SPORT FAOLIYATI MUTAXASSISLARINI TAYYORLASHDA KASBIY-PEDAGOGIK TA'MINOTINING AHAMIYATI	257-263
<i>Khayrova Madina Rasimovna</i> NATYURMORT JANRIDA ISHLAGAN RASSOMLAR ASARLARINING REKONSTRUKTIV TAHLILI	264-269
<i>Mirkasimova Zilola Alisherovna</i> MAKTABGACHA YOSHDA NUTQ RIVOJI BOSQICHLARI	270-273
<i>Xudaykulova Shaxlo Mamaniyozovna</i> AXLOQIY RIVOJLANISH VA NEYROPEDAGOGIK USULLARNING O'ZARO TA'SIRI	274-278
<i>Shakirova Dildora Abdumalikovna</i> NODAVLAT OLIY TA'LIM MUASSASALARIDA TA'LIM SIFATINI XORIJIY VA MILLIY TAJRIBA ASOSIDA BAHOLASH	279-285
<i>Djurayeva Nargis Narkulovna</i> TABIY FANLAR DARSLARINI TASHKIL ETISHDA INTENSIV METODLARNING QO'LLANILISHI	286-290

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MEDIA LITERACY TEACHING METHODOLOGY 291-294

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MEDIA LITERACY TEACHING METHODOLOGY

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Abstract. This article provides detailed information on effective teaching methods for improving students' media literacy. Media literacy is an essential skill in today's digital age, allowing people to analyze and evaluate media messages. The article emphasizes the importance of integrating media literacy education into the curriculum and highlights strategies for promoting these skills. Through active learning, critical analysis exercises, collaborative learning, real-world applications, and the development of digital skills, teachers can empower students to become informed consumers of media.

Keywords: teaching methodology, active learning, critical analysis, collaborative learning, real world, applications, digital skills development, education, students, information literacy.

MEDIA SAVODXONLIGINI O'QITISH METODIKASI

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Annotatsiya. Mazkur maqolada talabalar media savodxonligini rivojlantirishga qaratilgan samarali o'qitish usullari haqida batafsil ma'lumot berilgan. Media savodxonlik bugungi raqamli davrda muhim ko'nikma hisoblanadi, u insonlarga media xabarlarini tahlil qilish va baholash imkonini beradi. Maqolada media savodxonligini o'quv dasturiga kiritish zarurligi ta'kidlanib, bu ko'nikmalarni rivojlantirish strategiyalari yoritib berilgan. Faol o'qitish, tanqidiy tahlil mashqlari, hamkorlikda ta'lim, real hayotga tatbiq qilish va raqamli ko'nikmalarni shakllantirish orqali o'qituvchilar talabalarni ongli media iste'molchilarga aylantira oladi.

Kalit so'zlar: o'qitish metodikasi, faol o'qitish, tanqidiy tahlil, hamkorlikda o'qitish, real hayotga tatbiq, raqamli ko'nikmalarni rivojlantirish, ta'lim, talabalar, axborot savodxonligi.

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Introduction

Media literacy plays a crucial role in today's society, with the proliferation of media outlets and sources of information. As people are exposed to a variety of media forms every day, the ability to critically analyze and evaluate these messages has never been more important. In response to this evolving media landscape, educators have a responsibility to

equip students with the skills they need to navigate this complex terrain effectively[1]. This introduction aims to explore the importance of media literacy education and explore the different teaching methods that can be used to enhance students' media literacy skills. By exploring the intersection of education and media literacy, this article aims to provide valuable insights into how educators can empower students to become intelligent consumers and producers of media content.

A large body of literature on media literacy education emphasizes the critical importance of equipping individuals with the skills to navigate an ever-expanding media landscape. Research has consistently highlighted the need to integrate media literacy into educational curricula to foster critical thinking, foster informed citizenship, and foster a deeper understanding of media messages.

One of the main points highlighted in the literature is the role of media literacy in enabling people to differentiate between reliable information and misinformation. With the proliferation of fake news and misinformation in digital spaces, the ability to critically evaluate media content has come to the fore. Research has shown that media literacy education empowers people to question sources of information, analyze misconceptions, and differentiate between reliable and unreliable sources.

Additionally, research has shown the effectiveness of hands-on activities in increasing students' media literacy.[2] Involving students in creating their own media content, analyzing advertisements, and deconstructing news articles can deepen their understanding of how media messages are constructed and distributed. By actively involving students in the production and analysis of media content, teachers can help them gain a deeper understanding of media dynamics.

Additionally, collaborative learning has emerged as a valuable approach in media literacy education. Creating spaces for students to engage in discussions, debates, and group projects about media content can enhance their critical thinking and communication skills.[3] Collaborative learning environments not only encourage students to explore diverse perspectives, but also foster community and shared learning experiences.

Connecting media literacy concepts to real-world examples and current events has been shown to enhance student engagement and understanding. By contextualizing media literacy within the broader social and political landscape, teachers can help students understand the relevance and impact of media on individuals and communities. Applying media literacy concepts to real-world situations can inspire students to become active and critical participants in the consumption and production of media.

In conclusion, the literature review highlights the critical need for media literacy education and highlights the different methodologies that can be used to enhance students' media literacy skills. Drawing on research insights and best practices in the field, educators can play a critical role in empowering students to navigate the complex media landscape with confidence and critical acumen[4].

An overview of effective teaching methodologies to improve media literacy among students:

Active learning strategies:

Engaging students in hands-on activities is a powerful way to deepen their understanding of media literacy concepts. By involving students in creating their own media

content, analyzing advertisements, and deconstructing news articles, teachers can provide hands-on experiences that illuminate how media messages are constructed and transmitted. Active learning encourages students to apply theoretical knowledge to real-world scenarios, helping them to deepen their understanding of media literacy principles.

Critical analysis exercises:

Encouraging students to critically analyze media texts, advertisements, and news articles is essential to developing their ability to distinguish between reliable and false information. By guiding students through structured analysis exercises, teachers can help them identify key misconceptions, assess the credibility of sources, and recognize persuasive techniques used in media content. Through systematic analysis, students can develop their critical thinking skills and develop a skeptical but intelligent approach to media consumption.

Collaborative learning:

Promoting collaborative learning environments in media literacy education can enrich students' learning experiences and enhance critical thinking skills. By facilitating group discussions, debates, and collaborative projects based on media content, teachers can encourage students to explore diverse perspectives, engage in constructive dialogue, and consider alternative viewpoints. Collaborative learning not only develops students' ability to work effectively in teams, but also fosters a sense of shared inquiry and collective learning in the classroom.

Real world applications:

Connecting media literacy concepts to real-world examples and current events helps students understand the importance and relevance of media literacy in their daily lives. By showing how media messages shape public discourse, influence societal attitudes, and influence individual decision-making, teachers can demonstrate the practical implications of media literacy skills. Integrating real-world applications into media literacy instruction helps students understand the broader implications of media content and encourages them to become more critical and informed consumers of information.

Developing digital skills:

In today's digital age, equipping students with practical digital skills is essential to fostering media literacy. Teaching students to verify information, evaluate online sources, and engage responsibly on digital platforms enables them to engage critically and ethically with media content.[5] By emphasizing the importance of digital literacy alongside traditional media literacy competencies, educators can prepare students to navigate the complexities of the digital landscape with confidence and insight.

In conclusion, incorporating these teaching methodologies can significantly enhance media literacy education and enable students to effectively navigate the media landscape. By adopting active learning strategies, developing critical analysis skills, promoting collaborative learning environments, emphasizing real-world applications, and fostering digital competencies, educators can equip students with the tools they need to become informed, intelligent, and responsible consumers and producers of media content[6].

Conclusion

In conclusion, the effective integration of diverse teaching methods is essential in increasing students' media literacy and preparing them to navigate the complex media landscape of today's digital age. By employing active learning strategies, such as engaging

students in hands-on activities and hands-on experiences, teachers can deepen their understanding of how messages are constructed and disseminated in the media. Encouraging critical analysis through structured exercises allows students to develop a rational approach to media content, empowering them to distinguish between reliable information and misinformation. In addition, promoting a collaborative learning environment develops critical thinking skills and encourages students to explore diverse perspectives and engage in constructive dialogue. Connecting media literacy concepts to real-world examples and current events highlights the relevance and practical importance of media literacy in students' daily lives, inspiring them to become more informed and critical consumers of media content. In addition, emphasizing the development of digital skills equips students with the necessary tools to act responsibly and ethically in the digital landscape.[7] By incorporating these methodologies into media literacy education, educators can empower students to become informed, intelligent, and active participants in the media ecosystem. Educational institutions must prioritize media literacy education to equip students with the essential skills needed to confidently and competently navigate the complex media landscape. Through a comprehensive and engaging approach to teaching media literacy, educators can create a generation of individuals who are skilled at analyzing, evaluating, and engaging with media content in a thoughtful and informed manner.

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