

PEDAGOGICAL BASIS OF DEVELOPING MEDIA LITERACY CULTURE IN LEADING EDUCATORS

Djumaniyazova Muyassar Mamatsheripovna

Researcher at the National Institute of Pedagogical Skills
named after A. Avloni

Abstract: This article analyzes the pedagogical foundations for developing media literacy culture among educational leaders. In the context of an information-oriented society, the competencies of educational institution leaders in effectively engaging with the media environment are becoming increasingly important. The study examines the essence and conceptual meaning of media literacy, its role in the professional activities of educational leaders, the factors influencing the formation of media literacy culture, as well as the pedagogical conditions and development mechanisms from a scientific and theoretical perspective.

Keywords: media literacy, media culture, educational leader, pedagogical foundations, educational management, digital competence, information security.

The rapid development of globalization and digital technologies has a profound impact on all spheres of social life, including the education system. Today, leaders of educational institutions are required not only to manage the pedagogical process, but also to act as leaders who are capable of analyzing information flows, making responsible decisions in the media space, and establishing effective communication with the public.

In conditions of information overload, fake news, manipulative content, and digital risks, an insufficiently developed media literacy culture among educational leaders may negatively affect the quality of the educational process. Therefore, the issue of developing a media literacy culture among educational leaders is considered one of the urgent problems of modern pedagogy.

The concept of media literacy was introduced into scientific discourse in the second half of the twentieth century and refers to an individual's ability to understand, analyze, evaluate, and consciously use information transmitted through mass media and digital platforms.

From a pedagogical perspective, media literacy includes the following components:

- critical analysis of media texts;*
- evaluation of the reliability of information sources;*
- culture of creating and disseminating media content;*
- compliance with information security and ethical standards.*

For an educational leader, media literacy is not merely a set of technical skills, but a means of substantiating managerial decisions, shaping the image of an educational institution, and effectively guiding the pedagogical staff.

As the main subject determining the strategic development of an educational institution, the educational leader bears high responsibility in working with information. Media literacy culture in the activity of an educational leader is manifested in the following areas:

- selecting and analyzing information related to the educational process;*
- effective use of digital educational resources;*
- communication with the public and parents through media channels;*
- guiding the formation of media culture among teachers and students.*

Therefore, developing a media literacy culture among educational leaders is an important condition for improving the quality of education.

Factors Influencing the development of media literacy culture among educational leaders. Research shows that the development of media literacy culture among educational leaders is influenced by the following factors:



Organizational and social factors – the information environment and digital infrastructure of the educational institution;

Psychological factors – the leader's motivation and openness to innovation;

Pedagogical factors – professional development courses, trainings, and seminars;

Information and technological factors – skills in working with modern media platforms.

The integration of these factors contributes to the effective formation of media literacy culture.

In the context of a modern information society, the development of media literacy culture is not a spontaneous process, but requires purposeful organization based on pedagogical conditions. Especially in the activities of educational leaders, the formation of media literacy culture is directly related to the overall development strategy of the institution, its information policy, and the effectiveness of management. Therefore, identifying and scientifically substantiating the pedagogical conditions for developing media literacy culture is of great importance.

First, it is necessary to create a favorable information and educational environment for the development of media literacy culture. Such an environment should enable educational leaders to work with various media sources and to consciously and effectively use digital platforms. The information and educational environment must be equipped with modern technologies, be open and secure, and ensure free access to reliable information resources. Within this environment, educational leaders consciously carry out processes of selecting, processing, and evaluating information.

Second, the development of media literacy culture requires the organization of an educational process enriched with specialized pedagogical content. It is important to systematically integrate media literacy-related knowledge into professional development courses, training seminars, and learning modules designed for educational leaders. This content should cover critical analysis of media texts, verification of information reliability, identification of fake news, as well as issues of information security and media ethics.

Third, the use of interactive and innovative pedagogical methods is an important pedagogical condition for developing media literacy culture. Moving beyond traditional lecture-based instruction, the use of problem-based learning, project methods, case studies, debates, and media analysis-based activities contributes to the formation of practical media literacy skills among educational leaders. In particular, analyzing real media situations enhances leaders' critical thinking abilities.

Fourth, orientation toward practical activity is of great importance in the process of developing media literacy culture. Educational leaders master media literacy culture by completing practical tasks such as creating media content, preparing official information materials, and shaping the image of the educational institution on social networks. Practical activity strengthens theoretical knowledge and enables its application in real managerial practice.

Fifth, the introduction of reflection and self-assessment mechanisms is one of the important pedagogical conditions for developing media literacy culture. By analyzing their level of media competence and identifying strengths and weaknesses, educational leaders consciously develop their media literacy culture. A reflective approach contributes to professional growth and forms media literacy as a continuously developing competence.

In addition, creating a motivational environment plays an important role in the development of media literacy culture. Educational leaders should develop an understanding of the professional significance of media literacy and a sense of responsibility when working with information. Such motivation enhances their willingness to engage in self-development and master new media technologies.

The effectiveness of pedagogical conditions in developing media literacy culture is determined by how they are implemented in real educational practice. From this perspective,



developing media literacy in the activities of educational leaders requires not only acquiring theoretical knowledge but also integrating it into daily management processes. For example, social and informational situations arising in educational institutions, including misinformation or controversial content spread on social networks, require educational leaders to respond promptly, critically, and reasonably. In such cases, a media-literate leader verifies the source of information, evaluates its reliability, and ensures accurate coverage of the issue through mass media.

Practical experience shows that the use of case-based situations is particularly effective in developing media literacy culture. For instance, trainings designed for educational leaders may include case studies based on real media situations. Through these cases, leaders learn to identify fake information, expose information manipulation, and make practical decisions to prevent damage to the institution's image. This approach shapes media literacy not as a theoretical concept, but as a practical management tool.

Moreover, media project activities play a significant role in developing media literacy culture. Activities such as managing the official website or social media pages of an educational institution, systematically publishing educational information, and preparing photo and video materials strengthen media literacy skills. For example, when presenting an innovative project or pedagogical experience through media, educational leaders learn how to structure information, adapt it to the audience, and comply with ethical standards.

One of the important aspects of developing media literacy culture is ensuring information security. In the digital space, protecting personal data, respecting copyright, and understanding cybersecurity rules are essential competencies for educational leaders. For instance, uncontrolled dissemination of information about students and teachers on social networks may lead to serious problems. A media-literate educational leader can foresee such risks and develop preventive measures.

Furthermore, deepening professional reflection processes is essential in developing media literacy culture. Educational leaders should regularly analyze their experience of working with media, identify which media strategies have been effective, and determine areas requiring improvement. For example, analyzing public reactions to official statements released through mass media helps refine future information presentation strategies. This process contributes to the sustainable development of media literacy culture.

In addition, the personal example set by educational leaders is an important pedagogical factor in developing media literacy culture. A leader's responsible and ethical approach to media becomes a model for the pedagogical staff. As a result, a culture of responsible information use is formed among teachers and employees, creating a healthy media environment within the educational institution.

In conclusion, the pedagogical conditions for developing media literacy culture are based on the integration of an information and educational environment, content support, interactive methods, practice-oriented activities, reflection, and motivation. The systematic implementation of these conditions contributes to the effective formation of media literacy culture among educational leaders and ensures high performance in their professional activities.

References.

1. Hasanov, O. The Book of Leaders. Tashkent: "Muharrir" Publishing House, 2022. 340 p.
2. Karimova, E., Usmonova, A., & Djumaniyazova, M. Cooperation with the Public and Parents. Tashkent: G'afur G'ulom Publishing and Printing Creative House, 2025. 112 p.
3. Po'latov, Sh. Educational Management or the Strategy of Scientific and Methodological Management of an Educational Institution: A Study Guide. Tashkent: "Yosh Kuch" Publishing House, 2019. 591 p.



4. Schleicher, A. World-Class Education: How to Build a 21st-Century School System? Foreword by Sh. Shermatov and H. Umarova; General editor D. Norboyeva; Translators: R. Akhmatova, D. Norboyeva. Tashkent: "Zamin Nashr" Publishing House, 2022. 344 p.

5. Robinson K. "Creative Schools: The Grassroots Revolution That's Transforming Education"/ Penguin Publishing Group, 2016. 320 p.

