

FORMING INFORMATION SELECTION SKILLS THROUGH MEDIA PRODUCTS IN THE EDUCATIONAL PROCESS

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ABSTRACT

This article comprehensively examines the development of students' skills in selecting, analyzing, and evaluating information through the use of media products in the educational process. In the context of the digital information environment, students are exposed to a vast amount of information from various media sources. This situation necessitates the development of media literacy and conscious information processing skills. The article analyzes the pedagogical role of media products, the educational essence of information selection skills, research methodology, international experience, and the practical significance of the study from both theoretical and applied perspectives.

Keywords

educational process, media products, information selection, media literacy, critical thinking, information culture.

INTRODUCTION

In the era of globalization and digitalization, information has become one of the key factors of societal development. The rapid increase in information flow through internet networks, social media platforms, mass media, and various digital resources has significantly influenced the educational sphere. This process places new demands on the education system — not only to equip students with knowledge but also to teach them how to consciously select, analyze, and evaluate information.

The effective use of media products in the educational process plays a crucial role in developing students' independent thinking, shaping information culture, and strengthening critical approaches. Therefore, this article thoroughly explores the theoretical, methodological, and practical aspects of forming information selection skills through media products.

MAIN PART

The Concept of Media Products and Their Role in Education

Media products are tools that deliver information in textual, audio, video, graphic, and interactive formats. They include newspapers and magazines, electronic textbooks, video lessons, podcasts, educational platforms, and content shared on social networks.

The use of media products enhances the educational process, increases students' interest in lessons, and facilitates deeper knowledge acquisition. Lessons organized on the basis of media products help students develop information-processing skills, analyze real-life problems, and activate creative and critical thinking.

The Pedagogical Essence of Information Selection Skills

Information selection skills refer to an individual's ability to identify reliable, relevant, and useful information from a vast information flow, analyze it, and use it appropriately for specific purposes. This skill is an essential component of media literacy and shapes students' conscious and critical attitude toward information.

The development of this skill enables students to:

Differentiate between various information sources;

Identify false and manipulative content;



Draw independent conclusions;
Make responsible decisions.

RESEARCH METHODOLOGY

In preparing this article, several scientific research methods were applied, including analysis and synthesis, comparison, observation, generalization, review of scientific literature, and analysis of pedagogical experience.

Local and foreign scholarly sources related to media literacy and information culture were thoroughly examined. Through pedagogical observation, the impact of lessons organized using media products on students' information selection skills was studied. The obtained results were summarized, and scientific conclusions were drawn.

ANALYSIS OF INTERNATIONAL EXPERIENCE

International education systems pay special attention to the development of media literacy and information selection skills. In countries such as Finland, the United States, the United Kingdom, and South Korea, media products are integrated into educational content.

In Finland, students are taught from an early age to analyze information sources, evaluate reliability, and think critically. In the United States, media literacy is included among general competencies. The UNESCO Media and Information Literacy (MIL) program serves as a methodological framework for many countries worldwide.

PRACTICAL SIGNIFICANCE OF THE ARTICLE

This article has methodological importance for teachers in educational institutions and provides practical recommendations for the effective use of media products. The research findings can be applied in general secondary schools, academic lyceums, and vocational education institutions.

Based on the materials presented, it is possible to develop students' media literacy, information culture, and critical thinking skills. Furthermore, this work is useful for students studying pedagogy and researchers conducting scientific investigations in this field.

CONCLUSION

In conclusion, forming information selection skills through media products in the educational process is one of the priority tasks of modern education. A media-literate student is able to navigate information flows effectively, select reliable data, and become an active and responsible member of society.

Therefore, it is essential to systematically and scientifically integrate media products into the educational process to ensure the development of students' information culture and critical thinking skills.

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