

DEVELOPING IDEOLOGICAL COMPETENCE IN STUDENTS THROUGH MASS MEDIACC

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Abstract: This article analyzes the pedagogical opportunities, methods, and effective mechanisms for developing ideological competence among students through mass media. It also highlights the role of television, internet publications, social networks, and other information tools in strengthening students' ideological immunity, developing critical thinking, and fostering loyalty to national and universal values. During the research process, scientific recommendations were developed to improve students' media culture, form conscious attitudes toward harmful information, and strengthen ideological stability against information threats.

Keywords: ideological competence, critical analysis, analytical thinking, reflective approach, ICT, debate and discussion.

Introduction

In today's era of globalization, when ideological conflicts, information attacks, and various ideological threats are intensifying worldwide, forming strong life views in the minds of young people has become one of the urgent tasks. In particular, educating the younger generation, who play an important role in the development of society, in the spirit of patriotism and forming national ideology and ideological immunity among them are among the important directions of the education system. From this perspective, educating students studying in the pre-conscription military education system as ideologically mature individuals is considered an important pedagogical task.

Methods for Developing Ideological Competence in Students Through Mass Media

In modern society, where global changes are accelerating and the flow of information has increased tremendously, educating the younger generation as comprehensively developed, independently thinking individuals with strong beliefs and clear life positions is one of the important tasks. In particular, forming ideological immunity in the minds of students studying in higher and higher military educational institutions and military departments, as well as protecting them from alien ideas and harmful information, is one of the urgent pedagogical problems of today.

Currently, mass media has deeply penetrated all spheres of social life and has become an important social institution directly influencing human worldview, thinking, and social activity. Various information disseminated through the Internet, television, radio, social networks, and other information platforms rapidly penetrates the minds of young people and significantly affects their views, values, and ideological orientations. Therefore, the issue of developing ideological competence in students through the effective and purposeful use of mass media requires special scientific and pedagogical research. A modern student should not only be knowledgeable but also capable of analyzing information, critically evaluating it, drawing independent conclusions, and remaining loyal to national and universal values.

The concept of ideological competence includes a student's ability to understand socio-political processes, distinguish between various ideological trends, form an independent position, and demonstrate a sense of involvement in the development of society. The role of mass media in forming such competence is incomparable. Mass media serves not only as a source of information but also as a means of education, enlightenment, and ideological influence. At the



same time, various threats arising in the information space, such as fake information, harmful ideas, extremist and radical views, may negatively affect the minds of young people. This increases the need to develop a critical attitude toward information, teach media literacy, and strengthen ideological stability among students.

Today, the integration of the education system and the influence of mass media are considered among the strongest social institutions affecting human consciousness. As a result of the sharp increase in information flow, young people, especially students, are exposed to various ideological and informational influences. Therefore, forming ideological competence among them is becoming an urgent pedagogical problem.

The skill of critical analysis plays a special role in developing this competence. Through this skill, students can consciously, reasonably, and independently perceive information presented in the media.

Critical thinking is the intellectual activity aimed at deeply studying information, analyzing it, evaluating evidence, and drawing justified conclusions. From a pedagogical point of view, this skill includes the following components:

Analytical thinking – dividing information into parts and identifying their interrelations.

Reflective approach – reconsidering and evaluating one's own opinion.

Evaluation competence – determining the reliability of information.

Independent conclusion-making – making decisions free from external influences.

According to scientific sources, critical analysis skills are the main factor in forming information culture and ideological immunity in individuals.

The Need for Critical Analysis Skills in the Media Environment

Today, mass media functions not only as a means of disseminating information but also as a mechanism for shaping public consciousness, exerting ideological influence, and managing public opinion.

The relevance of this research is determined by these factors, namely, the development of effective pedagogical mechanisms for developing ideological competence among students through mass media, analyzing existing experiences, and producing practical recommendations, which are of great importance for today's education system.

Due to this, students may: fall under the influence of false or manipulative information; accept false ideas; face various ideological threats.

Critical analysis skills serve as a protective mechanism against such dangers.

Methodology for Developing Critical Analysis Skills

Comprehensive Analysis of Media Texts Students are provided with different media materials (articles, news, videos) and asked to analyze them based on the following criteria: source of information and its reliability; author's purpose and position; means of influence used (emotional pressure, stereotypes); differentiation between facts and opinions.

This method develops students' analytical thinking.

Problem-Based Learning Technology This method presents students with real-life media problems, including identifying fake news, analyzing contradictory information, and uncovering manipulations on social networks. As a result, students learn to solve problems independently.

Debate and Discussion Methods Debates and discussions on various topics are organized where students defend their opinions based on evidence, learn to respect opposing views, and develop critical thinking and speech culture.

Improving Media Literacy Through special trainings, students are taught fact-checking methods, manipulation technologies, and algorithmic information influence. As a result, students develop information security competence.

Organizing Independent Analytical Activities Students are assigned tasks such as writing essays based on media materials, preparing analytical articles, and developing media projects. This develops their creativity and independent thinking abilities.



Pedagogical Effectiveness of Critical Analysis Skills

Students with developed critical analysis skills: consciously perceive information; distinguish between false and true information; become resistant to ideological threats; turn into individuals capable of independent thinking.

This, in turn, increases their: ideological immunity; civic responsibility; social activity.

Conclusion

In conclusion, critical analysis skills occupy a central place in developing ideological competence among students through mass media. These skills ensure not only the correct perception of information but also its deep understanding, evaluation, and independent conclusion-making. Therefore, it is important to widely implement pedagogical technologies aimed at developing these skills in the modern education system.

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