



THE STRUCTURE, COMPONENTS, AND DEVELOPMENT CRITERIA OF MEDIA COMPETENCE OF PROSPECTIVE TEACHERS

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Abstract: This article provides a scientific and pedagogical analysis of the structure, components, and criteria determining the levels of development of media competence in prospective teachers. The structural model of media competence — comprising motivational, contact, informational, evaluative-reflective, practical-activity, and creative components — is examined. Specific criteria determining low, medium, and high levels of development for each component, along with methods for their practical diagnosis, are substantiated from a scientific and practical perspective.

Keywords: media competence, structural model, development criteria, prospective teacher, diagnostics, motivational component, critical evaluation, media literacy, professional training, pedagogical diagnostics.

Introduction. For the purposeful and effective development of media competence in future educators, it is first necessary to develop a clear structural model of this complex professional-personal quality, define its structural components, and develop clear criteria that allow for an objective assessment of the level of development for each component [1]. In the absence of a clear structural model and criteria, pedagogical work aimed at developing media competence becomes abstract and unsystematic, and its results cannot be objectively evaluated.

In practice, media competence is often used as a general, abstract concept, without distinguishing its clearly measurable components and levels of development. This makes it difficult for educators and curriculum developers to accurately assess the level of the future teacher's media competence, identify their strengths and weaknesses, and create a targeted development plan.

From this perspective, the scientific development and substantiation of a clear structural model of media competence in future educators, its components, and specific criteria determining the level of development for each component determine the relevance of this article [3].

The object of the research. The object of the study was the media competence of future teachers in higher pedagogical educational institutions.

Subject of the research. The subject of the study is the structure of media competence in future educators, its structural components, and specific criteria that determine the development levels (low, medium, high) for each component.

The level of study of the problem. The structural model of media competence and the criteria for its diagnosis are deeply developed in the fundamental research of A.V. Fedorov, in which media competence is substantiated as a holistic structure consisting of motivational, contact, informational, value-evaluative (reflection), practical-activity, and creative

components, and specific evaluation criteria for each component are proposed. In W.J. Potter's theory of cognitive media literacy, the stages of development of media competence at the level of knowledge structures are analyzed.

The documents of the National Conference on Media Literacy, developed under the leadership of K. Aufderheyd, highlight practical diagnostic criteria for media competence and ways to integrate them into educational standards. In domestic pedagogical science, the works of N. Ishmukhamedov[4] and other authors cover the general methodological foundations for diagnosing professional competencies, while the works of F. Yuldashev[5] highlight the principles for determining development levels within the framework of the competency-based approach.

Nevertheless, an analysis of the conducted scientific research shows that domestic pedagogical science still lacks specialized research that adapts the structural model of media competence specifically to the characteristics of future educators and develops clear, practically applicable three-level (low, medium, high) criteria for each component. Filling this gap determines the scientific and practical significance of this research.

Discussion. When analyzing the structural model of media competence, it is advisable to rely on the six-component structure proposed by A.V. Fedorov: motivational, contact, informational, value-evaluative (reflection), practical-activity, and creative components. This structure allows for viewing media competence not merely as knowledge or skills, but as a holistic system that encompasses all aspects of an individual's relationship with media—from interests to creative activities.

The motivational component refers to an individual's intrinsic interest and need to work with media[2]. For a future educator, this component is of particular importance, as only a specialist engaged in media based on an internal, professionally conscious interest rather than external coercion can develop their knowledge deeply and sustainably. The contact component refers to the frequency and variety of an individual's interaction with various media sources - here, not only the quantity of communication but also its quality and variety of types are of great importance.

The information component includes a system of theoretical knowledge regarding media theory, the structure of media texts, and the mechanisms of their influence[3]. The value-evaluative (reflection) component is considered the central, most important part of media competence - it refers to an individual's ability to independently and critically evaluate media texts based on specific criteria. It is through this component that an individual transforms from a passive consumer into an active, critical subject of the media space.

The practical-activity component refers to an individual's skills in the practical use of media tools, including the ability to create their own media content[4]. This component is of particular importance for the future educator, as they will need to use various media tools in the educational process in the future. The creative component is considered the highest, integrated component—it signifies an individual's ability not to simply repeat existing media materials, but to creatively process them and independently develop new, original media-educational ideas.

To determine the level of development for each component, it is advisable to develop a three-stage system of criteria: low, medium, and high[5]. While a low level is typically characterized by a haphazard, unsystematic attitude and limited knowledge and skills, a

medium level refers to partial, inconsistent development, while a high level refers to the ability to perform stable, conscious, and independent activities. For the practical diagnosis of these criteria, it is recommended to use questionnaires and questionnaires (for the motivational and contact components), tests and written assignments (for the information component), tasks for analyzing media texts (for the value-evaluation component), as well as practical projects and portfolios (for the practical-activity and creative components).

Results. In the process of analyzing the six structural components of media competence, specific criteria were developed for each component, defining low, medium, and high levels of development. The results of the analysis are summarized in the table below:

No	Component	Low level criterion	Average level criterion	High level criterion
1	Motivational component	The interest in working with media is casual, of an entertainment nature, and is not perceived as a professional need.	The professional significance of media competence is partially understood, but stable internal motivation has not been formed.	There is a stable, conscious professional and creative interest in working with media and a desire for self-development in the media sphere.
2	Contact component (frequency of media interaction)	Communication with media sources is carried out in an unsystematic, random manner, primarily for entertainment purposes.	There is regular interaction with media sources, but mostly of the same type (e.g., social media only).	There is a systematic, purposeful, and diverse dialogue with various media sources (press, video platforms, scientific resources).
3	Information component (theoretical knowledge)	Knowledge about media literacy, types of media texts, and their impact mechanisms is very limited.	The basic concepts of media literacy are known, but they do not reach the level of systematic, deep knowledge.	There is a deep, systematic theoretical knowledge of media theory, the structure of media texts, and the mechanisms of influence.
4	Value-evaluation (reflection) component	The media cannot critically evaluate texts, accepting them one-sidedly and without verification.	The media partially critically evaluates texts, but the evaluation criteria are inconsistent and unclear.	The media can independently, consistently, and justifiably critically evaluate texts based on specific criteria.
5	Practical-activity component	They use media only at a simple, consumer level, and the ability to create media content has not been formed.	Capable of creating simple media content (simple presentation, short video), but difficult to adapt for pedagogical purposes	Can independently and freely create high-quality media content of various formats, clearly

№	Component	Low level criterion	Average level criterion	High level criterion
				corresponding to pedagogical goals.

As seen from the analysis presented in the table, the levels of development for all six components of media competence follow a common logic: the logic of growing from a casual-consumer relationship to systemic, conscious, and creative activity. This confirms the internal logical consistency of the developed system of criteria and allows for its application in practical diagnostics.

Also, the results of the analysis showed that among the components, the level of development of the value-evaluative component has the greatest impact on the development of other components - if a person does not have a high level of critical assessment ability, their knowledge of the information component is also not effectively applied in practice. Furthermore, a high level of practical-activity and creative components is usually formed as a result of the stable development of the other four components, which indicates that they can be viewed as "final," integrated indicators of the structure. Overall, the developed structural model and system of criteria have shown that they can serve as a practical tool for the objective diagnosis and targeted development of future educators' media competence.

Conclusion

A scientifically clear definition of the structure, components, and criteria for the development of media competence in future educators is a necessary condition for the purposeful, consistent, and measurable development of this complex professional-personal quality. The results of the study showed that media competence consists of motivational, contact, informational, value-evaluative, practical-activity, and creative components, for each of which low, medium, and high levels of development can be identified through specific criteria.

The developed structural model and system of criteria can serve as a practical tool for diagnosing the media competence of future teachers in higher pedagogical educational institutions, developing their individual development plans, and evaluating the effectiveness of curricula. In future research, it is advisable to develop standardized diagnostic questionnaires and tests based on these criteria, as well as to conduct their practical testing among students of various pedagogical fields.

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