



Developing media literacy and information usage culture in education

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ARTICLE INFO

Article history:

Received June 2024

Received in revised form
10 July 2024

Accepted 25 July 2024

Available online

25 August 2024

Keywords:

growth mindset,
social-emotional learning,
supportive classroom
environment,
goal-setting,
self-reflection,
student outlook,
academic achievement,
self-efficacy,
educational strategies,
positive learning
environment.

ABSTRACT

For all modern-day educators, it is essential to work on their students' media literacy and ensure that students use the internet appropriately to create a fair, integrity-driven classroom environment. Additionally, this monitoring plays a significant role in preventing the detrimental effects of academic dishonesty and, consequently, helps students build a strong academic foundation. This article offers numerous suggestions for achieving these goals, such as fostering growth mindsets, integrating social-emotional learning (SEL), creating a supportive classroom environment, and encouraging goal-setting and self-reflection. Moreover, it proposes several essential skills to navigate the information overload of today's digital age. The paper also explores the role of media literacy and responsible information usage in modern education. These strategies aim to enhance students' academic, emotional, and cognitive capacities and prepare them for success in an increasingly interconnected world.

2181-3701/© 2024 in Science LLC.

DOI: <https://doi.org/10.47689/2181-3701-vol2-iss2/S-pp161-165>

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Ta'limda media savodxonlik va axborotdan foydalanish madaniyatini rivojlantirish

ANNOTATSIYA

Калит сўзлар:

o'sish tafakkuri,
ijtimoiy-emotsional ta'lim,
qo'llab-quvvatlovchi sinf
muhiti,
maqsadni belgilash,
refleksiya,

Barcha zamonaviy o'qituvchilar uchun o'quvchilarning media savodxonligi ustida ishlash va adolatli, halollikka asoslangan sinfni yaratish uchun talabalar internetdan to'g'ri foydalanishlarini ta'minlash juda muhimdir. Bundan tashqari, ushbu monitoring akademik adolatsizlikning salbiy oqibatlarini oldini olishda muhim rol o'ynaydi va shuning uchun talabalarga

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o'quvchilarning
dunyoqarashi,
akademik yutuqlar,
o'z-o'zini samaradorligi,
ta'lim strategiyalari,
ijobiy ta'lim muhiti.

mustahkam akademik poydevor yaratishga yordam beradi. Mazkur maqola ushbu maqsadlarga erishish uchun ko'plab takliflarni o'z ichiga oladi, masalan, tafakkurni rivojlantirish, ijtimoiy-emotsional ta'limni (SEL) integratsiyalash, qo'llab-quvvatlovchi sinf muhitini yaratish, maqsad qo'yish va o'z-o'zini reklektiv rag'batlantirish. Bundan tashqari, bugungi raqamli asrda axborot toshqini bilan kurashish uchun bir nechta zarur ko'nikmalar taklif qilindi. Maqolada mediasavodxonlik va axborotdan foydalanish madaniyatining zamonaviy ta'limdagi roli ham ko'rib chiqiladi. Ushbu strategiyalar talabalarning akademik, hissiy va kognitiv qobiliyatlarini oshirish va ularni tobora o'zaro bog'langan dunyoda muvaffaqiyatga tayyorlash uchun tavsiya etiladi.

Развитие медиаграмотности и культуры использования информации в образовании

Ключевые слова:

мышление роста,
социально-эмоциональное
обучение,
благоприятная среда в
классе,
постановка целей,
саморефлексия,
мировоззрение учащихся,
академическая
успеваемость,
самоэффективность,
образовательные
стратегии,
позитивная среда
обучения.

АННОТАЦИЯ

Для всех современных педагогов важно работать над развитием медиаграмотности своих учеников и следить за тем, чтобы они использовали интернет надлежащим образом, создавая тем самым справедливую и честную учебную среду. Кроме того, данный мониторинг играет ключевую роль в предотвращении пагубных последствий академической нечестности, что помогает ученикам сформировать прочную академическую основу. В этой статье содержатся многочисленные рекомендации для достижения этих целей, такие как развитие гибкого мышления, интеграция социально-эмоционального обучения (SEL), создание благоприятной атмосферы в классе и стимулирование постановки целей и саморефлексии. Также предлагаются необходимые навыки для эффективного взаимодействия с информационным потоком в условиях современной цифровой эпохи. В статье рассматривается роль медиаграмотности и культуры ответственного использования информации в современном образовании. Эти стратегии направлены на повышение академических, эмоциональных и когнитивных способностей учеников, а также на подготовку их к успеху в все более взаимосвязанном мире.

INTRODUCTION

A significant increase in available academic resources and the introduction of seemingly limitless technological advancements into many sectors of life have altered educational systems all across the globe. The demand for new teaching and learning styles, where the inclusion of digital resources is mandatory for matching modern teaching standards keeps growing every day (Turaevna, 2022). As a result, media literacy and a responsible culture of information usage have become crucial skills that must be

embedded within the educational systems. While traditional educational strategies such as enhancing a growth mindset and SEL remain foundational, the ability to critically assess and responsibly engage with media and information is now a key competency for success in the digital age. This article aims to explore how a blend of these approaches can significantly enhance students' outlook, promote academic integrity, and prepare them for a rapidly evolving world (Erstad, 2015).

GROWTH MINDSET: THE KEY TO LIFELONG DEVELOPMENT

Emphasizing a growth mindset is a central part of uplifting students' perspectives, particularly, when it relates to their abilities and potential. Carol Dweck's (2006) research has demonstrated, students that understand intelligence can be developed, are more likely than their peers to counter challenges and reach a level of academic success. This mindset enables students to view failures not as finite losses, but rather as a chance for development and growth (Dweck, 2006).

THE INFLUENCE OF PEER INTERACTION ON THE DEVELOPMENT OF GROWTH MINDSET

Peer interaction can be an effective and powerful approach to developing a growth mindset. Working in groups or teams, where students are tasked to solve a problem together and support and encourage each other can create a space for trial and error, effort, and persistence – things we value in pursuing a growth mindset. Peer social contexts increase the chances students will see their peers demonstrating persistence and resilience (Yeager & Dweck, 2012). Teachers can create opportunities for peer interactions through group activities, where students face a challenge as a group and collectively reflect on their experiences.

SOCIAL-EMOTIONAL LEARNING (SEL): ESTABLISHING EMOTIONAL AND SOCIAL SKILLS

Leveraging Social-emotional learning (SEL) within educational practice will help students nurture interpersonal characteristics such as self-awareness, emotional control, empathy, and decision-making responsibility. Evidence suggests that SEL builds students' social-emotional competence or welfare that positively affects achievement and relationships (Durlak et al., 2011).

SEL AND DIGITAL INTERACTIONS

Because students spend more time engaged in digital contexts, it is imperative to inject SEL into lessons on digital behavior. Digital pathways introduce students to negative behavior, including cyberbullying, misinformation, and unfavorable social comparisons. Through integrating SEL into digital literacy pedagogy, for example, students can learn to properly cope and manage emotions and respond productively in the event tipsy and engaging norms are abundant in digital contexts (Dweck, 2006). As one example, students can be taught to apply empathy and respect to others when navigating opposing views in disagreement in the digital space to deliberate efficiently and support enhancing the digital sphere.

MEDIA LITERACY: ATTENDING TO THE DIGITAL ENVIRONMENT

Media literacy is decisive and predicated on the role of students analyzing, interrogating, and engaging in various representations of media. Students engage with forms of media continually and are often uninformed of how that environment influences them (Icen, 2020). Through developing media literacy skills, students can begin evaluating media content specifically determining the credibility of the critical sources, biases, or prejudices they encounter to formulate their opinions, and responsibly producing and using content they learned in the digital space.

MEDIA LITERACY AS A TOOL TO COMBAT MISINFORMATION

The digital world carries with it one of the paramount challenges – misinformation. In the age of social media and digital platforms, misinformation spreads rapidly, influencing public perception in many adverse ways. One-way educators are beginning to combat misinformation, is to teach students critical thinking skills, by utilizing methodologies such as lateral reading (Wineburg & McGrew, 2017). Lateral reading involves the verification of information by utilizing it with numerous trusted sources. In doing so, students will be empowered to disseminate informed, reasonable solutions, while developing an acceptable understanding to navigate these digital fields.

INFORMATION USAGE CULTURE: SUPPORTING ACADEMIC INTEGRITY

Alongside media literacy, the cultivation of an acceptable information usage culture must be emphasized in this modern era of education. This consists of being able to teach students to use information ethically and with personal integrity while developing skills that steer away from academic dishonesty. A safe and respectful classroom atmosphere, of integrity-based behavior, will aid students in developing an understanding of attempts to avoid academic dishonesty and explain the fleeting consequence of academic dishonesty to maximize their aptitudes for their futures.

ETHICAL DIGITAL CITIZENSHIP

The cultural expectation of ethical information usage does not limit itself to the classroom, students are also expected to demonstrate responsibility and personal integrity online. Information usage is of educational value for students' digital citizenship lessons, whether the information might involve intellectual rights, protecting their stocks as users, or simply understanding the ethical implications of sharing and consuming information ethically (Icen, 2020). By proactively creating a respectful culture around digital citizenship, educators can demonstrate to students how to navigate their digital world "responsively and with integrity." (Icen, 2020).

EXPANSION: SUPPORTING, INTEGRITY-DRIVEN CLASSROOM ENVIRONMENT:

A supportive integrity-driven classroom provides students with the support they need to take risks in their education, without the concern of being judged or failing. Supporting an environment can create the basis for academic honesty, allow students to support each other, and intentionally experience academic risk-taking. An integrity-driven classroom accomplishes this climate by establishing classroom expectations and consistently reinforcing positive behavior. Recognizing integrity-driven behaviors such as; effort and engagement, is more in the long term than being focused on measuring success as a student.

TECHNOLOGY AND CLASSROOM INCLUSIVITY

In the era of digital learning, the provision of equitable access to educational resources is an essential component of a supportive classroom framework. The use of digital tools may narrow, or broaden, the lessons students can access depending on their socio-economic status. Socio-economic disparity should be recognized and addressed by educators by developing opportunities for students to engage in an affirmative educational experience, irrespective of technology availability – rather than judgment on their suitability in curricular opportunities.

GOAL SETTING & SELF-REFLECTION: INCREASING MOTIVATION & SELF-EFFICACY

Goal setting and self-reflection are powerful mechanisms for improving motivation and self-efficacy with students. When students set a goal that is specific and attainable, positive feelings such as a sense of purpose and direction follow the goal-setting process.

When combined with regular self-reflection, students can assess their progress, adjust plans, and recognize their success. This practice boosts academic performance and elevates a sense of self-awareness and personal growth.

GAUGING GOALS AND REFLECTION THROUGH TECHNOLOGY

Digital tools such as goal trackers and e-portfolios can increase students' ability and opportunity to engage in goal-setting and reflection. Students can record their accomplishments, and their progress in real time, and allow their peers, family, teachers, and other educational professionals to contribute to their introspection. In addition, digital tools can allow goal-setting to be more collaborative, rather than individual, as students will include stakeholders in the goal-setting process and provide accountability. Digital tools provide students with additional opportunities to develop engagement and ownership for their educational progression (Icen, 2020).

CONCLUSION

Incorporating growth mindset principles, SEL, media literacy, and positive information practices into the community of educational interventions, will be critical for preparing students for a complex and modern world. The benefits of growth mindset, SEL, media literacy, and responsible information use extend beyond the academic benefit and play an important role in personal growth, ethical behavior, and resilience. By promoting the principles of critical thinking, digital citizenship, and emotional intelligence, staff will provide students with the skills they need to thrive in a globally connected Web 2.0 world. As a community of practice, we are committed to building an encouraging, integrity-full, information-positive learning environment that focuses on these capacities and enables lifelong learning and ethical engagement with the globe.

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