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Methods and a System of Exercises Based on an Integrative Approach for the Development of Students' Media Competence

Nargiza JUMAKULOVA

Teacher of Uzbek State World Languages University

E-mail: jumakulovanargiza6091304@gmail.com

Abstract. The rapid development of digital technologies has significantly increased the importance of media competence in modern education. Students are constantly exposed to various media sources and must be able to critically analyze and evaluate information. This study explores the use of an integrative approach to develop students' media competence through a system of methods and exercises. The research focuses on integrating media literacy activities into the educational process and implementing analytical, comparative, creative, and reflective exercises. The results demonstrate that the integrative approach improves students' ability to critically evaluate media information, enhances their digital literacy, and promotes responsible media consumption.

Keywords: media competence, media literacy, integrative approach, digital education, critical thinking, system of exercises

Introduction. In the digital era, information is distributed rapidly through various media platforms, including social networks, online news sources, and digital communication channels. As a result, students face an overwhelming amount of information that requires critical evaluation. Media competence has therefore become an essential component of modern education.

Media competence refers to the ability to access, analyze, evaluate, and create media messages effectively and responsibly. Researchers such as Fedorov emphasize that media competence includes analytical thinking, critical evaluation of information, and the ability to interpret media texts. In higher education, these skills are particularly important for preparing students to function successfully in the digital information environment.

The integrative approach is considered one of the most effective ways to develop media competence. This approach combines media education with different academic disciplines and teaching methods, allowing students to develop multiple competencies simultaneously. The purpose of this study is to examine methods and a system of exercises based on an integrative approach for developing students' media competence.

Methods. This research employs several pedagogical methods to investigate the development of media competence among students.

First, the **media analysis method** was used to encourage students to examine different types of media texts such as news articles, advertisements, and social media content. Students were asked to identify the purpose of the media message, its target audience, and the reliability of the information presented.

Second, **discussion and debate activities** were implemented to help students analyze controversial media topics. These activities allowed students to express their opinions, evaluate different perspectives, and strengthen their argumentation skills.

Third, **project-based learning** was used as part of the integrative approach. Students created their own media products, including digital presentations and short video reports. This method helped students develop both creative and analytical skills.

Finally, a **system of exercises** was introduced, including analytical exercises, comparative exercises, creative tasks, and reflective activities designed to improve students' understanding of media messages.





Results. The implementation of the integrative approach and the system of exercises demonstrated positive outcomes in the development of students' media competence. Students showed improved ability to analyze media texts critically and identify biased or unreliable information sources. The comparative exercises helped them understand how the same event can be presented differently across various media platforms.

Additionally, creative tasks encouraged students to produce their own media content, which improved their digital literacy and communication skills. Reflective activities also increased students' awareness of responsible media consumption.

Overall, the results indicate that the integrative approach significantly enhances students' media competence and promotes more effective engagement with digital information.

Discussion. The findings of this study confirm that integrating media education into the learning process can significantly improve students' ability to critically analyze media content. The integrative approach allows students to combine theoretical knowledge with practical media activities.

Furthermore, the system of exercises plays a crucial role in strengthening students' analytical thinking, creativity, and digital communication skills. These competencies are essential for navigating the modern information environment.

Therefore, implementing integrative teaching methods and media-based exercises in higher education can contribute to the development of students' media competence and prepare them for the challenges of the digital age.

Conclusion. Developing students' media competence is a crucial goal of modern education. The integrative approach, combined with a structured system of exercises, provides an effective framework for enhancing students' critical thinking and media literacy. Future research may focus on expanding the use of digital tools and media platforms to further improve students' media competence.

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