

MEDIA EDUCATION IN FOREIGN SCIENTIFIC STUDIES AS A PEDAGOGICAL PROBLEM

LA EDUCACIÓN EN MEDIOS EN LOS ESTUDIOS CIENTÍFICOS EXTRANJEROS COMO PROBLEMA PEDAGÓGICO



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ABSTRACT

This study investigates the role of media education in the global educational process, examining the diverse experiences of advanced countries such as the United States and Canada. It highlights the challenges posed by the unequal development of media education worldwide and the importance of integrating media literacy in education systems. The authors conducted a survey directed at prominent media educators in various foreign countries. The survey included several questions to assess the current status of media education, its achievements, challenges, emerging trends, and the potential benefits of incorporating foreign experiences into national curricula. The results revealed that while media education is recognized globally as an essential aspect of modern education, its development varies greatly between countries. Key findings included discussions on whether media education should be compulsory, integrated, or elective within school curricula. The study concludes that the development of media education faces multiple obstacles, but there is significant potential for growth through the incorporation of international experiences and modern critiques of media. It emphasizes the need for media education to be either integrated into compulsory curriculums or offered as specialized courses, depending on the country's educational context. The

findings suggest that an exchange of global media education practices can significantly enhance the quality of media literacy education.

Keywords:

Media education, television, education system, radio, method, Internet.

RESUMEN

Este estudio investiga el papel de la educación en medios en el proceso educativo global, examinando las diversas experiencias de países avanzados como Estados Unidos y Canadá. Destaca los desafíos que plantea el desarrollo desigual de la educación en medios en todo el mundo y la importancia de integrar la alfabetización mediática en los sistemas educativos. Los autores realizaron una encuesta dirigida a destacados educadores en medios de varios países extranjeros. La encuesta incluyó varias preguntas para evaluar el estado actual de la educación en medios, sus logros, desafíos, tendencias emergentes y los beneficios potenciales de incorporar experiencias extranjeras en los planes de estudio nacionales. Los resultados revelaron que, si bien la educación en medios se reconoce globalmente como un aspecto esencial de la educación moderna, su desarrollo varía mucho entre países. Los hallazgos



clave incluyeron debates sobre si la educación en medios debería ser obligatoria, integrada u optativa dentro de los planes de estudio escolares. El estudio concluye que el desarrollo de la educación en medios enfrenta múltiples obstáculos, pero existe un potencial significativo de crecimiento mediante la incorporación de experiencias internacionales y críticas modernas de los medios. Destaca la necesidad de que la educación en medios se integre en los planes de estudio obligatorios o se ofrezca como cursos especializados, según el contexto educativo del país. Los resultados sugieren que un intercambio de prácticas globales de educación en medios puede mejorar significativamente la calidad de la educación en alfabetización mediática.

Palabras clave:

Educación en Medios, televisión, sistema educativo, radio, método, Internet.

INTRODUCTION

At the beginning of the 21st century, interest in media education has increased significantly in the leading countries of the world (Tolmachev et al., 2022; Golubeva et al., 2023). In the pedagogical encyclopedia, media education (eng. media education, Latin. media - means) is defined as a direction of pedagogy that promotes the study of examples of mass communications (press, television, radio, film, video, etc.) (Kapustina & Goyushova, 2024). The main tasks of media education are as follows: to prepare the new generation for life in modern information conditions, to perceive various information, to teach a person to understand it, to understand the consequences of its influence on the psyche, to master methods (Davydov, 2013; Sergeeva et al., 2021, Yusuf Yusuf et al., 2024).

The goal of media education is to develop media communicative skills and critical thinking in students. This is achieved with the help of basic professional and extended courses of media education based on the specialization of the educational institution. The basic course can be used in different types of schools (full garak and similar). Education in the middle distinguishes three important notes Media Literacy: Focuses on teaching non-verbal communication methods and the language of media culture.

Protection of information: In addition to learning media language, critical thinking is encouraged in the audience through the analysis of media texts.

Socio-pedagogical concept: Examines the influence of social and political aspects on the media, addressing problems of "cultural inequity" between the media of "large" and "small" countries.

Media education models developed in the USA, Canada and the UK can be summarized as follows:

- educational and information models based mainly on cultural, aesthetic, semiotic, socio-cultural theories of media education (theory and study of history, language of media culture, etc.)
- educational and ethical models based mainly on moral, religious, ideological, environmental, protectionist and other theories of media education (review of moral, religious, philosophical issues in mass media materials);
- practical-utilitarian models based mainly on the theory of "consumption and satisfaction" and the practical theory of media education (practical study and application of media technologies);
- aesthetic models based mainly on aesthetic/artistic and cultural theories of media education (primarily aimed at developing artistic taste and analyzing the best works of media culture);
- socio-cultural models (social-cultural development of a creative person in terms of perception, imagination, visual memory, interpretation, analysis, independent, critical thinking in relation to media texts of any type and genre, etc.), mainly social- cultural, cultural, semiotic, moral theory of media education and theory of development of critical thinking. At the same time, these models and theories do not always exist in a pure form, but are often interrelated. The spread of mass media everywhere, the emergence of new information technologies, in our opinion, allows us to successfully apply and develop almost many existing models of media education, to combine and synthesize them (Fedorov et al., 2007; Ahmad Hamedmatalaka & Matalaka, 2024).

MATERIALS AND METHODS

In this article, the importance of media education in the world education process, as well as the experiences of several advanced countries, the USA, Canada and other countries are analyzed. However, the development of media education in the world is uneven and faces various kinds of problems.

In this regard, we turned to leading foreign media educators with a request to answer a special questionnaire in order to clarify the following questions: 1. How do you assess the current state of development of media education in your country? What are the achievements, failures, problems here? 2. Can you note any trends that have emerged in media education in your country in the 21st century? 3. Can studying foreign experience help the development of media education in your country? If yes, which state's experience? And how exactly can it help? 4. Can modern media criticism become an ally of the media education movement? If so, how exactly? 5. Is it necessary to introduce

compulsory integrated or autonomous media education into the curriculum of regular schools? Or can we limit ourselves to media education courses of students' choice? 6. Do universities in your country train future media educators? If not, why not?

The United States is the world leader in the organization of these processes, and in this regard, there are more than 100 ITMs that form the resource and ideological basis for the organization of media education. Including: Center for Media Education in Washington DC, Center for Media Literacy in Los Angeles, Citizens for Media Literacy in North Carolina, Center for Media Education (New Mexico), Center for Video Education in New York, Media in San Francisco strategies of the Literacy Association and the National Alliance for Media Arts and Culture, the National Television and Media Council in Virginia, the Media Arts Center in Seattle, the Media Education Foundation, and others (Fedorov et al., 2007).

By the 21st century, media education was included in the educational process as a compulsory educational course in all states, several concepts were developed in the organization of these processes (Kubey, Means, etc.) (Djuraev, 2010; Komkova, 2010; Abduqadirov & Pardaev, 2012).

As in many other countries (USA, Great Britain, France, Australia), the history of media education in Canada began with film education. The concept of screen education was developed by the British Society for Education in Film and Television (SEFT), which was founded in 1950 by a group of enthusiastic teachers. Due to the rapid development of television in the 60s of the 20th century, the original term of film teaching was replaced by another adequate term - film teaching. In those years, the most progressive teachers in Canada recognized the fact that a new kind of visual culture was gradually replacing printed culture. Undoubtedly, the works of the famous Canadian theorist M. McLuhan had a significant impact (Joraev, 2016).

Today, Canada is experiencing a real Internet boom. For example, about 5% of all sites in the world correspond to the country's 30 million inhabitants. Canada leads in the number of home computers and has the highest rates of Internet connectivity. Canadians spend a lot of time online for entertainment, work, online shopping, and self-education. According to recent research, the average Canadian family spends about 32 hours a week online.

Young Canadians' hobbies include: listening to and recording music (57%); use of electronic mail (e-mail) (56%); entertainment (50%); games (48%); urgent (direct) messages (40%); conversations (39%); searching for information for homework (38%). The results of the survey showed that Canadian teenagers use the Internet very

actively - almost 50% of them spend 1-3 hours a day on the Internet. In addition, three-quarters of them do it using a home computer, the rest mostly at school. Boys spend more time on the Internet (10 hours a week) than girls (about 8 hours) (Mirsoatova, 2013).

For this reason, the government adopted a program to promote media education in all states, which led to a nationwide campaign in 2004 called "For Network Data Security" by the MNet Association, together with Internet providers Microsoft Canada and Bell Canada. The purpose of this project is to remind parents that there is a problem with the safety of using the Internet and that they should intervene in this process. Developed by the Media Awareness Network, the site contains a wealth of information that parents need to help protect their children from the potential dangers of being online (Muryukina & Chelysheva, 2017).

Based on the demand of the day, initially (in the 2000s in all educational institutions) attention was paid to the level of connection with television, but today attention is being paid to the development of the Internet and related educational resources.

As a result of the analysis of the methodology of the field of foreign media education, attention is focused on the method of the problem of interaction between the teacher and students:

creation of a free environment, i.e. an environment of mutual trust, psychological comfort during training;

- proper use of polysemic (multiple meaning) description of information; abandoning strictly programmed schemes of training (principle of improvisation);
- the legitimacy of a large number of information interpretation options; recognition of the equality of all participants in training, including the teacher, in relation to information;
- targeting based on the immediate socio-cultural environment and children's interest and life experience.

At the same time, two equal goals of media education are put forward - to form critical thinking about media texts, as well as to develop media communicative and creative abilities of students, that is, the skills of receiving, creating and transmitting media texts.

The term media-communicative competence (agency, awareness) is based on the concept of competence in perceiving, creating and transmitting messages by means of technical and semiotic systems, taking into account their limitations. It is based on critical thinking and the ability to engage in mediated communication with other people.

The whole range of problems arising due to the intensive development of the media is also defined:

- media as a “parallel school”;
- media and traditional education system;
- “moral protection” of the media and children from the negative influence of the media;
- preparing students for a full life in the media and information society.

The problem of the impact of mass communication on the formation of values and moral standards in children and adolescents has become important; “... it is not possible to solve this problem without forming a reference system of values and a critical attitude to messages sent through mass communication channels in the growing generation.” In experimental programs, the main meaningful blocks are divided into: basic concepts and laws of communication theory; semiotic systems, their structure and characteristics; perception and understanding of messages based on the development of skills of analysis, interpretation, evaluation and taking a position; mass communication tools (ontological, structural, functional, social and other aspects).

During the implementation of the program, the main attention, according to the author, should be focused on practical training, where students must perform creative tasks with various forms of media. All this allows to develop the ability to understand, understand, evaluate, and interpret various media texts, to reveal the communicative abilities of students. Media education is the process of developing a person with the help of mass communication and on the basis of its material: to be more precise, the culture of communication with the media, creative and communicative abilities, critical thinking, the skills of full acceptance, interpretation, analysis and evaluation of media texts, the process of development of training in various forms of expressing one's opinion with the help of media technology. Media literacy acquired as a result of media education helps a person to actively use the opportunities of television, radio, video, cinematography, press, Internet information space, helps to better understand the language of media culture. Media education can be divided into the following main directions:

1. media education of future professionals in the world of press, radio, television, cinema, video and Internet - journalists, editors, directors, producers, actors, cameramen, etc.;

media education of future pedagogues in the process of improving the qualifications of teachers of higher educational institutions and schools in universities and institutes, in courses on media culture;

2. media education as a part of the general education of schoolchildren, students, students in secondary special vocational education institutions, higher educational institutions. Such education, in turn, may be integrated with traditional, vocational or special education;
3. media education in additional educational institutions and recreation centers (houses of culture, after-school work, aesthetic and artistic education centers, clubs at the place of residence);
4. providing distance media education to schoolchildren, students and adults using press, television, radio, video, DVD, Internet system (in which media criticism plays a huge role);
5. receiving independent continuous media education (this can theoretically be done throughout a person's life).

The state of media education is a consequence of the general state of the information environment. To date, new information priorities and stable information communities have been formed; priority areas of research can be identified - forms and types of media education, areas of information culture formation, values and motivation in the field of media culture. A lot has changed over the past ten years, and only now the process is becoming stable and, to some extent, predictable.

Below are the criteria of prominent educators in the media from several foreign countries given in a survey conducted with these personalities.

K. Bazelget:

I will be talking about England, not the whole of the United Kingdom - the situation in Wales, Scotland and Northern Ireland is different. In England (where there are 9 million schoolchildren), about 70 thousand young people study compulsory courses in media education at the age of 16, and in media or film education at the age of 18. The state standard contains minor references to media education for schoolchildren aged 11-16, integrated into the subjects of literature and social studies.

F. Baker:

Media education in the United States is still fragmented: every standard in all 50 states has elements of media literacy, but questions on media are not included in exams, so teachers ignore them.

H. Gapski:

In the context of education in general, media education has been discussed for decades (of course, reflections on the role of media (written versus oral) can be traced back to ancient philosophers). Recently, in the second half of the last century, there has been a transition from the “protective” theory to the “empowerment” theory. Creating

and understanding different media formats can create media literate consumers.

V.V. Gura:

Media education in our country, in my opinion, is on the rise. The Association of Film Education and Media Pedagogy of Russia works purposefully. Through the efforts of enthusiasts of this direction, first of all, Professor A.V. Fedorov, the journal was created and is operating

"Media Education", the specialization "Media Education" has been opened (03.13.30) at the Taganrog State Pedagogical Institute. This direction is actively developing in the Urals and Siberia. However, the role of media education, like computerization in its time, in the development of modern education at the state level is not yet sufficiently realized. The problem in the spread of media education is, in my opinion, the illiteracy of teachers in this area, the inability to distinguish the use of technical means in education from the use of media for educational purposes.

J. Johnson:

The development of media education in the United States is hampered by financial problems.

N.F. Khilko:

The current state of media education can be considered unsatisfactory, rather depressing. The main problems here are the lack of understanding by some young people and educational authorities, scientists of its essence, which concerns the importance in modern conditions of establishing a reasonable balance between the production and consumption of information.

K. Hristova:

The term media literacy is still not common in Bulgaria. Only a few researchers use it in their publications. Media literacy is not included in the school curriculum, nor is it recognized as an important mechanism in protecting children from the harmful effects of television. According to the study "Television and Children 6-10 Years Old" (dissertation by K. Hristova, 2006), serious gaps are found in the media literacy of Bulgarian children.

D. Kluster:

In my opinion, media education in the United States is developed in high school and graduate school, but in elementary and middle school it is not so widespread. Thus, a small number of specialists have deep knowledge, but this knowledge and critical skills are not shared by the general public. Media, especially television, film and music, are very influential in American culture, but the general level of

media literacy of our citizens does not quite correspond to modern requirements.

S.G. Korkonosenko:

If we mean mass media education, at least at the level of media literacy, then it is most likely represented by poorly coordinated undertakings of enthusiasts. There are many examples of such courses being included in the school curriculum (since the country is huge). But there is no need to talk about the system. The same can be said about higher education. The most typical, it seems, are attempts to create initial circles or associations of "amateur" journalists. Modern computer equipment in educational institutions allows students to publish a school newspaper. But the samples that I came across look completely amateurish. Things are better in the Houses of Youth Creativity, which invite experienced journalists, and even better, university journalism teachers, to lead classes. This is what happened in St. Petersburg. Here, for decades, a faculty of photojournalists has been operating under the leadership of the excellent master of press photography P. Markin. So far, specialists in the field of journalism remain the main "resource" of media teaching, although this practice should not be considered media education itself in the broad, educational sense of the word. Unfortunately, among journalism teachers at Russian universities, information about media education is distributed fragmentarily and sporadically; the majority of them know almost nothing about this phenomenon. I can responsibly state this based on my personal contacts with colleagues. True, the presentation of the ideas and foundations of media education and media criticism invariably arouses increased interest.

R. Cornell:

Alexander Fedorov, in his recent interview for Thinking Classroom magazine, refers to the work of an international group of media educators who developed a definition of media education for UNESCO (1), according to which media education:

- applies to all types of media, including the printed word and graphics, sound, static and moving images transmitted using any technology;
- allows people to gain an understanding of the media used in society and how they operate and gain skills in using these media to communicate.

S. Kryuksay:

Achievements: growing awareness of the importance of media education; more courses for teachers.

Problems, failures: Global recognition of "quality" in education, based solely on the concept of assessment/

certification, creates a simplistic understanding of what education is/should be. This is why approaches that cannot be tested in all aspects are neglected in school teaching.

R.Kyuby:

The situation in media education in the United States is improving compared to previous years.

J. Leland:

In New Zealand, media teaching is generally in good health and in a state of constant growth - at the secondary and tertiary level. Media education has received official recognition and support in the sector through its inclusion in the National Certificate of Education (NCEA). NCEA is the country's main educational body, and in 2005, about 10 thousand schoolchildren studied media as part of the program. Media also remains one of the leading components of the program (visual language) of the Mother Language and Literature course. Media education in the 21st century is increasingly asserting itself as a process of personal development with the help and on the material of mass media with the aim of developing a culture of communication with the media, creative, communication abilities, critical/democratic thinking, skills of full perception, interpretation, analysis and evaluation media texts, teaching various forms of creative/practical self-expression using media technology. Our unique forum, in which experts from different countries took part, highlighted the process of media education from different angles: its strengths and weaknesses, successful approaches and disappointments. Many countries still have the difficult task of changing public opinion (or indifference) and getting the attention of education officials to make media education a priority. One of them is the development of media literacy of future teachers, and consequently, accreditation of the corresponding university pedagogical specialty. But can we state progress? Undoubtedly.

A.P. Korochensky:

First of all, it is necessary to introduce a specialty in "media education" in pedagogical universities (or humanities faculties of universities) to train qualified media teachers, as well as introduce a cycle of media education disciplines in schools. Today, only in computer science lessons do schoolchildren receive a limited set of purely technical skills in communicating with a computer and the Internet.

S. Kryuksay:

The most important step is to introduce all teachers to media education.

R.Kyuby:

We need funding for media education and especially support from educational authorities and faculties of education in American universities.

J. Leland:

The prospects for media education in New Zealand range from good to excellent.

E.V. Muryukina:

There are certainly prospects. But in our opinion, in the near future media education will be developed by enthusiasts. In our country, this method is proven and brings significant results.

A.A. Novikova:

Inclusion of the subject "media education" in the list of school electives and electives, introduction of the specialty "media educator" in pedagogical universities.

K.K. Ognev:

In my opinion, it is necessary to strengthen VGIK as the core of a fundamental cinematographic school, introduce VGIK experience into the country's universities and institutes involved in training specialists in the media sphere, and thoughtfully develop a program of multi-level media education aimed at understanding the aesthetics of screen art.

CONCLUSIONS

In general, the process of media education in the USA and Canada began to gain importance in the 50s of the last century. The main reason for this is that the time people spent on printed publications was first spent on radio (until the 70s of the 20th century), then on television (from the 60s of the 20th century to the beginning of the 21st century), and now on the Internet (from the 90s of the 20th century until today).

In this regard, the scientific study of this problem in both countries began in the 50s of the last century, and until today it has become very difficult to study it on a scientific basis. The main reason for this is that the content that attracts people in the media network is often transferred to different platforms. For this reason, the lack of personnel in this regard is cited as the main problem in the system.

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