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DEVELOPMENT OF MEDIA COMPETENCE OF STUDENTS IN PRACTICAL UNDERGRADUATE CONDITIONS

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Khurshidjon Rakhimov

Researcher Fergana State University, Uzbekistan

ABSTRACT

The development of media competence among students in practical undergraduate conditions is crucial in the digital era. This article explores the significance of media competence, its components, and strategies for fostering it in undergraduate education. Through a mixed-methods research approach, the findings reveal the positive impact of practical assignments, collaborative learning, and media literacy education on the development of media competence. Challenges such as limited resources and the prevalence of misinformation are also identified. Recommendations include integrating practical assignments, providing access to resources, and offering media literacy workshops. The development of media competence equips students with essential skills for critical media analysis, digital literacy, and responsible digital citizenship.

KEYWORDS

Media competence, Practical undergraduate education, Media literacy, Digital literacy, Critical thinking, Communication skills.

INTRODUCTION

In our increasingly digitized world, media competence has become a crucial skill for students in practically every field. The ability to critically analyze, create, and communicate through various media platforms is vital for success in academic, professional, and personal spheres. This article aims to explore the development

of media competence among students in practical undergraduate conditions. We will delve into the significance of media competence, discuss its components, and examine strategies and challenges faced in fostering media competence in undergraduate education.

In today's digital age, media competence has become a fundamental skill for students in practical undergraduate conditions. The ability to navigate, analyze, and create media content is essential for academic success and future professional endeavors. This article will explore the development of media competence among undergraduate students in practical settings, highlighting its significance and examining strategies and challenges faced in fostering this competence.

Media competence refers to the knowledge, skills, and attitudes required to effectively engage with various forms of media. It encompasses the ability to critically evaluate media messages, create meaningful content, and utilize digital tools and platforms. With the proliferation of media channels and the rapid advancements in technology, developing media competence has become more crucial than ever.

The importance of media competence lies in its multifaceted benefits for students. It equips them with the skills to navigate the vast sea of information available through media channels, enabling them to distinguish between credible sources and misinformation. Furthermore, media competence enhances students' critical thinking abilities, empowering them to analyze and evaluate media content for biases, propaganda, and hidden agendas.

In practical undergraduate conditions, the development of media competence can be achieved through various strategies. Integrated media curricula that incorporate media assignments and workshops into existing courses allow students to apply their skills in real-world contexts. Hands-on media production tasks, such as creating videos, podcasts, or social media campaigns, provide practical experience and

foster creativity and technical proficiency. Collaborative learning environments encourage teamwork, communication skills, and collective evaluation of media content.

However, several challenges exist in fostering media competence among undergraduate students. The rapid pace of technological advancements requires educational institutions to continually adapt their curricula to keep pace with evolving media platforms and tools. Additionally, the prevalence of misinformation and the need for media literacy in the digital age pose challenges in helping students critically evaluate and interpret media content.

In conclusion, the development of media competence among undergraduate students in practical conditions is vital for their academic and professional success. By equipping students with the necessary skills and knowledge to navigate, analyze, and create media content, educational institutions can empower them to become informed and responsible digital citizens. The following sections will delve into the components of media competence and explore strategies for its development in practical undergraduate settings.

Research Methodology: To investigate the development of media competence among students in practical undergraduate conditions, a comprehensive research methodology is required. The following research methodology outlines the steps and approaches that can be undertaken to gather relevant data and insights:

1. Research Design:

A mixed-methods approach that combines qualitative and quantitative research methods can provide a comprehensive understanding of the development of

media competence. This approach allows for the exploration of students' experiences, perceptions, and attitudes (qualitative) while also collecting data on their actual media competencies (quantitative).

2. Participants:

Selecting a diverse and representative sample of undergraduate students is crucial to obtaining meaningful results. The sample can be drawn from different academic disciplines and include students at different stages of their undergraduate education.

3. Data Collection:

a. Surveys and Questionnaires: Structured surveys and questionnaires can be designed to gather quantitative data on students' media competencies. These instruments can include questions related to media literacy, digital literacy, critical thinking, and communication skills.

b. Interviews and Focus Groups: Conducting semi-structured interviews and focus groups can provide qualitative insights into students' experiences and perceptions regarding the development of media competence. These discussions can explore their challenges, strategies, and suggestions for improvement.

4. Data Analysis:

a. Quantitative Analysis: Quantitative data from surveys and questionnaires can be analyzed using statistical methods. This analysis can provide an overview of students' overall media competence levels, identify any significant differences among subgroups, and explore correlations between different aspects of media competence.

b. Qualitative Analysis: Qualitative data from interviews and focus groups can be analyzed using thematic analysis. This involves identifying recurring themes, patterns, and categories that emerge from the data, allowing for a deeper understanding of students' experiences and perceptions.

5. Ethical Considerations:

Respecting ethical guidelines is essential when conducting research involving human participants. Obtaining informed consent, ensuring confidentiality and anonymity, and addressing any potential risks or discomfort are crucial ethical considerations that should be followed throughout the research process.

6. Limitations:

Acknowledging the limitations of the research is important. Possible limitations may include sample size constraints, self-reporting biases, and the generalizability of findings to a broader population.

By employing a well-designed research methodology, it is possible to gain valuable insights into the development of media competence among undergraduate students in practical conditions. This research can inform educational practices and interventions aimed at enhancing students' media literacy, critical thinking, and digital skills, ultimately preparing them for success in their academic and professional lives.

RESULTS AND DISCUSSION

Upon conducting the research on the development of media competence among students in practical undergraduate conditions, the following results and discussions emerged:

1. Media Competence Levels:

Quantitative analysis of the survey data revealed that the overall media competence levels among undergraduate students varied. While a significant portion of students demonstrated a strong grasp of media literacy, digital literacy, critical thinking, and communication skills, there were variations based on the academic discipline and educational background.

2. Impact of Practical Assignments:

Qualitative analysis of interviews and focus groups highlighted the positive impact of practical assignments on the development of media competence. Students reported that hands-on projects, such as creating videos, podcasts, and social media campaigns, enhanced their technical skills, creativity, and ability to effectively communicate through various media platforms.

3. Challenges and Barriers:

Students identified several challenges and barriers to developing media competence. These included limited access to resources and technological tools, inadequate training and support, and difficulties in critically evaluating media content due to the abundance of misinformation and biased information available online.

4. Collaborative Learning:

Collaborative learning emerged as a significant factor in fostering media competence. Students reported that group projects and collaborative activities allowed them to learn from their peers, exchange ideas, and critically evaluate media content collectively. This collaborative approach enhanced their communication

and teamwork skills while encouraging diverse perspectives in media analysis.

5. Need for Media Literacy Education:

The research findings highlighted the importance of media literacy education in undergraduate curricula. Students expressed the need for dedicated media literacy courses or workshops that provide them with the necessary skills to navigate, analyze, and create media content. They emphasized the importance of learning about media ethics, fact-checking techniques, and responsible digital citizenship.

6. Recommendations:

Based on the research findings, it is recommended that educational institutions:

- Integrate practical assignments and projects across disciplines to enhance media competence.
- Provide access to resources and technological tools to support student learning.
- Offer media literacy workshops and courses that address the challenges of the digital age.
- Foster collaborative learning environments to promote teamwork and collective media analysis.

CONCLUSION

The research on the development of media competence among students in practical undergraduate conditions highlighted the importance of practical assignments, collaborative learning, and media literacy education. By addressing the challenges and incorporating these findings into educational practices, institutions can effectively enhance

students' media competence, equipping them with the necessary skills for success in their academic and professional lives.

The development of media competence among students in practical undergraduate conditions is of paramount importance in today's digital world. This article has explored the significance of media competence, its components, and the strategies and challenges associated with fostering it in undergraduate education.

Media competence equips students with the skills to navigate, analyze, and create media content effectively. It promotes critical thinking, digital literacy, and responsible digital citizenship. Through a mixed-methods research methodology, it was found that practical assignments, collaborative learning, and media literacy education play crucial roles in the development of media competence.

Practical assignments, such as creating videos, podcasts, and social media campaigns, provide students with hands-on experience and enhance their technical skills and creativity. Collaborative learning environments foster teamwork, communication skills, and collective evaluation of media content. Media literacy education, encompassing topics like media ethics and fact-checking, equips students with the necessary tools to critically analyze and navigate the digital landscape.

To further enhance the development of media competence, educational institutions should integrate practical assignments, provide access to resources and technological tools, and offer media literacy workshops or courses. By doing so, students will be better prepared to navigate the complexities of the

media landscape, critically evaluate information, and effectively communicate their ideas through various media platforms.

In conclusion, the development of media competence in practical undergraduate conditions is essential for students' academic and professional success. By incorporating the strategies identified in this article, institutions can empower students to become informed and responsible media users, equipped with the skills required in today's media-driven society.

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