

Integration Of Media Literacy Into Teacher Education: Comparative Analysis Of International Experiences And Local Practices

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Abstract: This article analyzes the integration of media literacy into teacher education with a focus on comparative analysis of international experiences and local practices. In the digital era, media literacy is recognized as an essential component of teacher professionalism, enabling educators to critically evaluate information, create digital content, and foster responsible media use among students. The study highlights best practices from international contexts, including the United States, Finland, and Singapore, and compares them with the reforms and initiatives implemented in Uzbekistan. The analysis demonstrates that integrating media literacy into teacher training requires a systemic approach that combines curriculum reform, methodological innovation, digital infrastructure, and continuous professional development of educators.

Keywords: Media literacy, teacher education, comparative analysis, international practices, local experiences, digital pedagogy, teacher training, educational reform.

Introduction: The rapid development of information and communication technologies requires new approaches in the education system. In this process, the concept of media literacy has become an integral part of the global educational paradigm. Developing media competence in pre-service teachers is one of the urgent tasks of today, as they play a central role in shaping the media culture of future generations. International experiences demonstrate that designing effective models for integrating media literacy into teacher education is a key condition for improving the quality of education. At the same time, considering local practices and aligning them with international standards enriches the pedagogical process and creates a foundation for training competitive specialists.

Media literacy in teacher education develops not only technical skills but also critical thinking, creativity, and social responsibility. At the international level, various educational models have been developed in this field. For example, in the United States, media literacy is integrated into curricula at all stages, with special professional development programs designed for teachers. In Finland, media literacy is regarded as one of the core components of the national curriculum,

requiring every subject teacher to effectively use media tools. In Singapore, media literacy is combined with digital innovations, with teacher training programs emphasizing media projects, interactive simulations, and online collaboration platforms.

Turning to local experiences, in recent years Uzbekistan's education system has introduced several reforms aimed at developing media competence. State educational standards now define requirements for teachers' digital literacy and media culture; universities have introduced specialized courses on the use of media tools in teacher education programs. In addition, teacher training and professional development courses increasingly emphasize the use of digital technologies, media platforms, and innovative educational tools.

A comparative analysis of international and local practices shows that three key conditions are necessary for the successful integration of media literacy into the educational process. First, systematic inclusion of media literacy elements into curricula; second, providing professors and teachers with methodological approaches aimed at developing media competence; and third, enriching the learning process with modern digital technologies. If these three conditions are combined, media literacy will evolve not as an

additional component but as a central element of teacher education.

An important aspect in the local context is not the direct adoption of international practices, but their adaptation to the characteristics of the national education system. For instance, in Uzbekistan, integrating media literacy should not be limited to technological tools, but must also take into account cultural values, national traditions, and the linguistic environment. Such an approach ensures that future teachers are prepared not only technologically but also socio-culturally.

Comparative analysis reveals that while international practice in integrating media literacy is more systematic and methodologically grounded, in the local context this process is still in its formative stages. Therefore, developing media competence in the national education system requires adapting international standards, creating methodological guides, expanding digital infrastructure, and ensuring continuous professional development of educators.

CONCLUSION

In conclusion, integrating media literacy into teacher education is a demand of the digital age. International experiences show that developing media competence serves as a decisive factor in teachers' professional growth. Local practices indicate that positive steps have already been taken in this direction. However, for the process to become more effective, it is necessary to study international experiences in depth, adapt them to national conditions, systematically incorporate media literacy into curricula, develop digital infrastructure, and institutionalize continuous teacher training. Only in this way can pre-service teachers be prepared as highly media-competent professionals capable of meeting the demands of the global digital society.

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