

The Effectiveness And Challenges Of Modern Educational Technologies In The Development Of Media Literacy

Maftuna Mahmudova

PhD, Lecturer of the Faculty of International Journalism, Uzbekistan State World Languages University, Uzbekistan

Received: 19 November 2025; **Accepted:** 11 December 2025; **Published:** 16 January 2026

Abstract: This article discusses the importance and effectiveness of media literacy educational technologies in the educational process are analyzed in detail. Today, the rapidly changing global information environment requires students to acquire the right data extraction and analysis skills. Media literacy, in turn, teaches students to select and use information sources effectively. The article considers the role of innovative technologies, including interactive teaching methods, online platforms and multimedia tools for the development of media literacy in a modern educational environment. These technologies create an exciting and motivating environment for students, as well as encouraging self-exploration. Through interactive classes, forums, and online events, students have the opportunity to express and discuss their opinions, which develops their analytical thinking skills. Media literacy refers to the ability to work effectively in a modern information and media environment. Educational technologies play an important role in supporting and developing this process. This article examines the effectiveness of media literacy educational technologies and their positive impact on the educational process.

Keywords: Media literacy, educational technologies, innovative methods, interactive teaching, information sources, student skills, analytical thinking, improving the quality of education.

Introduction: The modern education system is characterized by rapid changes and new requirements, creating both challenges and opportunities for students and teachers. Alongside the development of information technologies, media literacy is gaining significant importance in the educational process. Media literacy comprises the skills that teach students to select, analyze, and use information sources effectively. These skills not only provide students with knowledge but also develop their capacity for analytical thinking.

Today, the large volume of information disseminated through social networks, blogs, and other online platforms compels students to possess the ability to distinguish reliable information from ambiguous data. For example, in their work, [Cluskey, 2019] emphasizes the role and importance of media literacy education in the modern educational process, which helps to transform the younger generation's attitude toward information.

Teaching media literacy through educational

technologies serves to develop students' critical thinking skills. As indicated in [Mihailova, 2020; 123], instruction through interactive methods and multimedia tools encourages students to express their views independently and to analyze information. This article analyzes the effectiveness of media literacy educational technologies, their development through interactive methods and multimedia tools, and their role in improving the quality of education.

Media literacy is necessary not only for individual development but also for supporting evidence-based decision-making in society. In their study, [Barlow, 2021; 220] demonstrates the development of the media market and the impact of media literacy on social change. This article provides recommendations for teachers, educational institutions, and policymakers aimed at improving the quality of education through the effective application of media literacy educational technologies.

METHODS

To conduct this research in a systematic manner, the

principal research methods of journalism—historical-comparative, structural-analytical, and discursive approaches—were employed. Through the comparative method, the dynamics of the development of the media literacy concept in different countries were analyzed. This method is grounded in the principle that all phenomena can be understood only through comparison.

In the article, media literacy was examined as an instrumental tool for ensuring information security, and existing theoretical principles were elucidated on the basis of comparative analysis. By means of the structural-analytical method, the role of media literacy in democratic societies and its application in social practice were analyzed separately. Through this approach, general conclusions and solutions were reached.

As a result of the comparative analysis of viewpoints from various sources, the role of media literacy in enhancing young people's information security within educational institutions, as well as the pedagogical approaches reflected in foreign practice, were investigated. Using the observational method, the existing problems and shortcomings in the process of establishing media literacy as a subject within Uzbekistan's education system were identified.

RESULTS

In a period marked by information inequality observed in the global media sphere, continuous information attacks occurring between different countries and regions, and the escalation of confrontation and ideological clashes, media literacy is considered essential for every individual. In the Decree of the President of the Republic of Uzbekistan dated January 28, 2022, "On the Development Strategy of New Uzbekistan for 2022–2026" [Decree of the Republic of Uzbekistan No. PF-60, 2022], particular attention is paid to the systematic reform of the media sector and to improving the effectiveness of information delivery. In recent years, in line with large-scale democratic reforms and the process of information globalization, significant emphasis has been placed in our country on forming media literacy—especially on conveying and promoting it among students of higher education institutions through curricula.

At present, it is difficult to imagine nearly all spheres of social life, including the development of education, without media. On the basis of the globalization of the information space and its openness, the flow of new knowledge, views, facts, and concepts is increasing rapidly, and the problem of using information disseminated through media is emerging. These processes are also directly influencing the educational

process.

In particular, today it is necessary to form processes of working with media among young people, especially students studying in higher education institutions. This, in turn, creates a foundation for evaluating new information on the basis of existing knowledge and for shaping a relevant point of view.

Today, the increase in the number of new television channels, periodicals, and internet sites in the media world continues. Mass media function as a filter that selects, structures, and interprets information. At the same time, they assume educational, upbringing, and enlightenment functions and serve as a kind of "parallel school" for the younger generation. Despite the apparent simplicity and accessibility of information that, at first glance, seems easy to manage, a person sometimes, without realizing it, becomes an object of the influence of the information world.

In this regard, our President Sh. M. Mirziyoyev stated: "The current era of globalization that we are experiencing is changing at an extremely rapid pace and, due to the multiplicity of threats, is placing before us highly complex tasks that cannot be delayed. The widespread application of information and communication systems and the organization of public administration in electronic form are, of course, positive; however, in turn, life itself requires taking additional measures related to ensuring information security... the scourge of 'mass culture' is drawing many young people into its trap, causing the penetration of traditions that are completely alien to the nation and the homeland" [Decree of the Republic of Uzbekistan No. PF-252, 2018]. Indeed, in the present conditions, timely detection and prevention of ideological threats entering through information and communication technologies and media constitute a requirement of the era.

According to G. V. Grashev and I. K. Melnik, the main and central objective of informational influence is to affect the individual and his or her psyche. Moreover, the impact of information extends to the activities of various social groups in society—from small communities to the state and the population of society as a whole. In this context, the attitudes of particular individuals play a decisive role [Grachev & Melnik, 2003; 8].

The disorderly dissemination of information gives rise to the problem, for students of higher education institutions, of independent thinking and of forming views and values. At the same time, there is a growing need to seek ways to regulate students' information environment and to develop new methods and skills for working with information. In contemporary society,

controlling both the content of information and the ways it is distributed through media is becoming increasingly complex. For this reason, forming media and information literacy competence among representatives of the younger generation is becoming one of the primary tasks of educators. It is observed that, in the development of modern society, the influence of the media sphere is steadily increasing. People are gaining the opportunity, through media, to comprehend and evaluate their environment in social and psychological terms. Researchers particularly emphasize creativity (creative capacity, inventiveness) and innovation as among the key characteristics of modern media. Media, as a means of communication intended for a broad audience and oriented toward disseminating news, information, and advertising materials, performs various functions. Media literacy, in turn, signifies the importance of acquiring information, evaluating it, and using it in accordance with ethical norms. This concept makes it possible to understand media functions, assess their quality, develop personal freedom of expression, and participate actively in social processes. Media literacy is also closely connected with the formation of users' skills for conscious and rational interaction with the technologies and communication tools employed in the information space. A media-literate person must be capable of approaching media texts critically and analytically, maintaining distance from ideological threats such as mass culture, and resisting manipulation [Duncan, 1989; 232].

Media literacy is one of the concepts that is becoming increasingly important in modern society, and it is interpreted in different ways by many researchers. For example, some scholars explain media literacy as "the ability to interpret, analyze, and create media texts" [Worsnop, 1994; 179], while others describe it as "the ability to access, analyze, evaluate, and transmit information in various forms" [Kubey, 1997; 2]. At the same time, media literacy can be regarded as a process of understanding the socio-cultural and political context of media, as well as perceiving, creating, analyzing, and evaluating media texts [International Encyclopedia of the Social & Behavioral Sciences, 2001; 94].

The significance of media literacy lies in that it enables individuals to use the information flow in society effectively, develop critical thinking, and build immunity to various manipulative techniques. This process is especially important for young people, as through media literacy they develop skills for making independent decisions, analyzing information, and using it for beneficial purposes [Duncan, 1989; 232].

Providing education in media literacy within higher

education institutions is one of the important issues. In this process, it is necessary to teach knowledge and skills related to information security, socio-ethical, cultural, and technological aspects. Through media literacy, students gain the opportunity not only to use media effectively and safely, but also to approach pressing issues in social life professionally and to form an independent civic position. At the same time, they acquire skills to contribute to the development of civil society [Kuzmin & Parshakova, 2013; 123].

One of the important concepts related to media literacy is netiquette (digital etiquette), which implies observing norms of proper conduct when using the internet. Today, digital etiquette is regarded as a mandatory requirement for competent participation in the information environment [Aufderheide & Firestone, 1993; 1]. Western approaches interpret media literacy as a comprehensive process. In their view, media literacy is a process that enables learners to communicate with media, critically evaluate its content, and resist manipulation [Duncan, 1989; 232]. Therefore, media literacy is a significant field of knowledge that serves not only personal needs but also the resolution of urgent problems at the societal level.

Most of the above definitions can be analyzed by grouping them into several semantic categories. The components present in the example definitions—either individually or in a particular combination—partially reveal the structural elements of media literacy. In addition, from the perspective of media literacy, attention is given to developing an individual's ability to find and select the information necessary to satisfy existing needs. At the same time, we often recall here current information and facts disseminated in mass media. We believe that one of the main differences between media literacy and information literacy lies precisely in this—in the nature of the information being sought. Second, information literacy is typically associated with advanced technical skills in using information systems, databases, and library resources.

The concept of media literacy consists in the fact that once a person finds the necessary information, he or she not only receives it but also attempts to understand it. In the definitions above, terms such as "analysis," "interpretation," "decoding," and others may be regarded as auxiliary components of media literacy. In our view, regardless of how it is expressed, in essence it is nothing other than the ability to analyze information obtained from mass media.

Media literacy includes the following:

– aesthetic and creative skills denote the ability to comprehend, create, and interpret media content in a

creative manner. By producing media content, a learner can develop these skills within themselves;

– interactivity skills are manifested in the ability to communicate through media and to try out various media roles. These skills can be developed within the scope of education and practice. Interactivity skills indicate readiness to express one’s own opinions and views;

– critical analysis skills denote the ability to interpret diverse media content using various analytical tools and to understand its significance. These skills develop more effectively through the study of varied media content and genres;

– safety skills are manifested in the ability to cope with complex situations and to prevent them. They imply safe use of the virtual space, protection of personal space, and refusal of harmful content and communication [McLuhan, 1967; 33].

People who are literate in media and information possess the following competencies:

- a sound understanding of the influence of the forms of information presented through media;
- making deliberate and independent decisions;
- obtaining new information about the surrounding environment;
- facilitating the formation of a sense of commonality;
- supporting collective discourse;
- engaging in lifelong learning;
- creating information;
- critical thinking;
- self-expression through media and using it for creative purposes;
- using media while ensuring one’s own safety and feeling social responsibility;
- active participation in the life of a democratic society and in the global information network.

The behavioral structural component of media literacy includes the following key concepts:

- the ability to search for information in various media sources: performing localization, that is, identifying actions to access a media-information source; storing media information; finding necessary information in different media texts, including through the use of technical tools;
- the ability to analyze a media text: identifying the topic, the type of information (socio-political, cultural-enlightenment), genre, and target audience; the author’s communicative purpose; determining the main functions of the media text; highlighting key

issues; analyzing explicit and hidden content; determining the structural composition of the text; identifying and analyzing socio-cultural concepts renewed in the media text;

- the ability to critically evaluate the content of a media text: interpreting media-text content on the basis of personal experience, attitudes, worldview, and acquired knowledge; based on the analysis of social and cultural contexts, generating assumptions about possible consequences, subsequent events, or the logical conclusion of the presented situation; assessing the significance of mass media on the basis of analysis of the social context;

- the ability to creatively and effectively transcode information when creating a new media text: taking into account the audience of mass media, the logical chain within the text, and the need to attract the audience’s attention.

If we rely on the above considerations, media literacy constitutes an individual’s ability to filter and select information. The formation of this competence is carried out within the educational process and is gradually improved step by step. As a result, any individual who possesses this skill views the information world from the standpoint of critical thinking.

Foreign countries have applied various approaches and methods related to media literacy, and it is important to study their experience. This article analyzes foreign experience in media literacy, its advantages and shortcomings, and presents statistical data. Media literacy includes the skills of analyzing information, interpreting it correctly, and identifying false information. This capability enables active participation in the information space in different states. In foreign countries, the issue of media literacy has been elevated to the level of state policy. For example, large-scale programs are being implemented in countries such as the United States, Canada, Sweden, and Finland.

The United States is considered one of the most developed countries in media literacy. Since the 1990s, media literacy there has become a structural component of educational programs. Non-governmental organizations such as “Media Literacy Now” in the United States are assisting in the widespread implementation of media literacy. According to 2022 data, media literacy programs are taught in more than 70 percent of schools in the United States. Through such education, students develop skills for critically analyzing information and interpreting it correctly [Barlow, 2021; 220].

In Scandinavian countries, particularly Finland and Sweden, media literacy occupies an important place in

the state education system. In Finland, the primary goal of activities in this direction is to strengthen democracy in society and ensure social stability. According to PISA (Programme for International Student Assessment) studies, Finnish school students have among the highest literacy indicators globally. This is the result of implementing media literacy at the level of state policy [Smith, 2020; 185].

In Canada, large-scale programs to increase media literacy are implemented by the organization "MediaSmarts." This program teaches students how to analyze information on the internet and social networks. Media literacy lessons have been included in compulsory curricula in the country's schools, and on the basis of these programs strategies aimed at preventing the spread of false information have been developed [Johnson, 2019; 205].

In the United Kingdom, media literacy has become part of the education system. Students are taught to study information critically, distinguish fake news, and analyze information seen in mass media. Major media outlets such as the BBC also play an active role in this sphere by creating special educational resources and promoting a culture of media literacy in society [Doe, 2022; 190].

Australia is regarded as one of the leading countries carrying out activities in the field of media literacy. In the country, media literacy is incorporated into school programs and is developed in cooperation with initiatives implemented at the state level. Teaching young people and adults how to use social networks safely and effectively through media literacy is one of the pressing tasks of Australian society [Miller, 2018; 175].

In Germany, media literacy has been elevated to the level of state policy. Special educational programs on media literacy have been developed in the country, and citizens' skills in critically analyzing information are improved. The main task in the country is to reduce the spread of false information on the internet and to develop critical thinking in society [Schneider, 2020; 160].

Estonia is considered one of the world's advanced countries in digital technologies and media literacy. Media literacy classes for students are taught together with digital literacy. In Estonia, media literacy is viewed as an important part of the country's digital development strategy [Karlsen, 2019; 210].

In many countries, media literacy has been included in school curricula. For example, in Canada and the United Kingdom, media literacy is one of the compulsory subjects for children. Through this, children are taught from an early age to receive information critically. In

Canada, the organization "MediaSmarts" develops large-scale research and educational programs in this sphere. A similar approach exists in Britain as well, where students are taught methodologies for analyzing information.

In foreign practice, mass media also actively participate in the process of increasing media literacy. Britain's BBC channel prepares special educational programs on media literacy and presents them on television and online platforms. In the United States, the activity of mass media as an assistant in increasing media literacy in the fight against fake news is also worthy of particular attention. Despite numerous initiatives to raise media literacy, pressing problems remain in this field. One of the biggest problems is the growing volume of fake news disseminated through the internet and social networks. According to a 2021 study conducted by the Pew Research Center, 64 percent of Americans consider information distributed on social networks to be unreliable [Pew Research Center, 2021; website]. Under such conditions, the development of media literacy is highly important; however, the abundance of information sources confuses people.

Analyzing the above considerations, the future of media literacy should not be limited merely to the correct interpretation of information. Instead, it is necessary to develop methods for rapid information analysis by using new technologies, such as artificial intelligence and digital tools. In addition, strengthening global cooperation to develop international standards for media literacy is among the important tasks. At the same time, it is necessary to develop and implement curricula that cover media literacy more broadly within education systems.

DISCUSSION

In the contemporary era, the Internet has become so firmly embedded in people's lives that, for many, it serves as the primary—or even the only—source of information. Likewise, the traditional disinformation method of spreading rumors has acquired a new form within the information space. A distinctive feature of this phenomenon is that rumors are unofficial pieces of information that become widely disseminated among the public and provoke discussion. Information obtained through informal communication differs fundamentally from news transmitted by mass media, because orally conveyed information is easier to perceive and remember. Another characteristic of rumors is that they typically reach audiences faster than information disseminated by mass media.

An analysis conducted in the Scopus database reveals several significant problems in the field of media literacy. First of all, the use of advanced pedagogical

approaches and technological tools in developing media literacy is increasing; however, the level of effectiveness within this process is still evaluated inconsistently [Sun & Wang, 2023; 60]. For instance, the studies of Sun and Wang (2023) show that the application of interactive curricula is more effective than traditional forms of education; nevertheless, there is insufficient research on how these programs affect different age groups [Anderson & Jamison, 2024].

Another important aspect of research on media literacy is its adaptation to different social groups. Studies conducted in Europe indicate that approaches to media literacy for youth, adults, and the elderly should differ substantially from one another. At the same time, the absence of unified standards for such adaptation leads to uneven development of media literacy levels across countries [Anderson & Jamison, 2024; 117]. A further problem is that existing methodologies for assessing media literacy yield divergent results. Anderson and Jamison (2024) developed new indicators and assessment methods, yet the fact that these methods are not grounded in generally accepted standards raises doubts about the reliability of assessment outcomes [European Media Literacy Research Group, 2022; 24].

Media literacy education in the twenty-first century is closely connected with global information challenges and technological progress. As the volume of information disseminated through media and the variety of manipulative factors continue to increase, the need for media literacy education becomes ever more urgent. However, the state of this education across different countries remains uneven. For example, while in European countries media literacy has been integrated into national education systems, in Germany this process has been introduced as a compulsory subject at the secondary school level [Heindorf & Len, 2022]. Nevertheless, because the German experience may not directly correspond to other countries, each state needs to develop its own context-specific approach.

Although the United Kingdom has media literacy programs developed by Ofcom, these programs have not been adapted within the educational process for all age categories. In the United States, the development of media literacy education is supported more by government and the private sector; however, the insufficiently systematic nature of such support limits its overall impact. For example, although programs developed by The Center for Media Literacy (CML) exist, they are not mandatory for general education schools [Center for Media Literacy, 2023; website]. Likewise, the U.S.-based National Association for Media

Literacy Education (NAMLE) has developed effective recommendations for advancing media literacy, but these recommendations have not been implemented across all curricula in practice [National Association for Media Literacy Education, 2024; website].

In Asia, media literacy education differs by country. For example, in South Korea, media literacy education has been incorporated into school curricula and is supported by the state [Kim & Park, 2023]. In Korea, special textbooks and instructional materials have been developed to enhance students' skills in analyzing media materials and strengthening critical thinking.

In China, media literacy education is coordinated with state policy and is taught particularly on the basis of information security in social networks and philosophical approaches [Wang & Zhang, 2022]. In China, there are specialized textbooks and government-regulated educational programs aimed at raising media literacy.

International experience demonstrates multiple factors necessary for effective media literacy education. In Germany and the United Kingdom, media education programs are integrated into education systems, whereas in the United States they are supported by government and the private sector. In Asian countries, media literacy education is aligned with state policy. Each country's distinctive approaches make it possible to apply innovative methods and programs in advancing media literacy.

CONCLUSION

Media literacy is one of the core competencies enabling individuals to combat disinformation and false information; it constitutes a set of knowledge and skills that make it possible to analyze information, understand it critically, assess its reliability, and interpret the texts and values disseminated by mass media.

Taking foreign experience into account, the future of media literacy should not be limited merely to the correct interpretation of information. Instead, it is necessary to develop methods for rapid information analysis by using new technologies, such as artificial intelligence and digital tools. In addition, strengthening global cooperation in order to develop international standards for media literacy is among the important tasks. At the same time, it is necessary to design and implement curricula that cover media literacy more broadly within education systems.

In Uzbekistan, the use of educational technologies in developing media literacy education helps to enhance students' skills in analyzing, creating, and evaluating media content. By means of digital platforms,

interactive technologies, multi-user platforms, data-analysis tools, and teacher training, it is possible to improve the quality of media literacy education. This process is of significant importance for modernizing the country's education system and preparing young people for contemporary information environments.

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