Basics of Media Literacy Formation for Library Specialists

Nadira Usmanova
Library information system department
Tashkent University of Information Technologies
Tashkent, Uzbekistan
gummypiggy1991@gmail.com

Barno Ganieva
Library information system department
Tashkent University of Information Technologies
Tashkent, Uzbekistan
barno_1972@mail.ru

Feruza Umaralieva
Doctoral student
The Uzbekistan State Institute of Arts and Culture
Tashkent, Uzbekistan
umaraliyevaferuza2511@gmail.com

Jorakhonova Khadicha
Library information system department
Tashkent University of Information Technologies
Tashkent, Uzbekistan
j.a.khadichakhan@gmail.com

Abstract-**In the context of information abundance characteristic of the digital age, media education and libraries play a key role in the development of media literacy among the population. By interacting with each other, they help people not only find the necessary information but also critically evaluate it, use it wisely, and create their own content, transforming libraries into modern centers of knowledge and learning.**

Media education is a field of education that focuses on the study and use of various types of media for learning purposes. In the context of modern information realities, the training of library specialists is unthinkable without the development of deep media literacy.

The set of competencies that make up the content of media and information literacy enables future specialists to operate effectively in the information space and provide high-quality library services. The aim of the study is to systematize theoretical knowledge and empirical data in the process of developing media literacy among library specialists in order to identify the most effective methods and strategies for enhancing their media competence.

The proposed methods include interactive learning, project-based learning, collaborative learning, the use of digital technologies, modeling real work situations, critical analysis of media content, and scientific research activities. The essence of these methods lies in developing specialists' ability to work effectively in the modern information space, critically evaluate media content, use digital technologies, and educate users.

Keywords: Education, librarians, media literacy, methods, strategies.

I. INTRODUCTION

In the era of the digital revolution, when information has become more accessible than ever, media education and libraries play a key role in shaping society's information literacy. These two fields, seemingly different in nature and function, are becoming increasingly interconnected in the context of modern education and cultural development [1]. Libraries are no longer just repositories of books; they are transforming into educational centers that facilitate the mastery of media technologies and the critical analysis of information [2].

Modern research demonstrates a trend toward integrating the concepts of media literacy, information literacy, and digital literacy, which necessitates a reconsideration of traditional approaches to training library specialists. International experience from developed countries such as Canada [3], France [4], the United States [5], Australia, and Finland [6] shows that successful media education in libraries is based on the use of innovative methodologies, digital tools, and interactive technologies.

The scientific research is conducted to improve the work of information and library institutions, develop and study methods for fostering information culture in the field of media education, analyze the use of media content, examine the role of media competence among library specialists, as well as explore methods for teaching media literacy to future library professionals. The methods of media education for librarians are aimed at integrating theory and practice, developing digital and analytical skills, and training them to work with modern technologies and audiences. Based on these methods, the following

strategies are developed: creating professional communities, integrating digital technologies, continuous research and self-education, developing practical skills, collaborating with external partners, analyzing and evaluating one's own work, and conducting information campaigns. These strategies will help librarians not only adapt to modern conditions but also effectively fulfill their educational role, contributing to the development of media literacy among users.

Media education helps people become more informed and critically thinking consumers of information, as well as develop skills in media content creation [7]. Moreover, media education focuses on teaching skills related to working with various media formats, including reading, viewing, listening, and creating media content. This involves critical analysis of information, assessing the reliability of sources, and understanding media technologies and their impact on society [8].

Media education also contributes to the transformation of libraries, turning them into modern centers of knowledge and learning, where people can not only access information but also develop media-related skills, participate in educational programs, and use new technologies for self-development.

In international practice, media education is also considered an integral part of information literacy. According to the MediaSmarts concept, media literacy, information literacy, and digital literacy are interconnected, forming a comprehensive concept of digital media literacy [3]. The UNESCO program [9] aims to develop media competencies, ensuring that users acquire the necessary skills to work with information in a digital environment.

Media literacy, as a separate subject, can be studied as part of the professional training of specialists such as journalists, radio and television workers, editors, PR managers, diplomats, and lawyers [10].

This study analyzes existing theoretical approaches and practical methods for developing media literacy within the general training of library science students and among library specialists. Special attention is given to international experience in media education and the adaptation of effective strategies to the context of Uzbekistan. The main goal of the research is to identify the most effective methodologies and develop recommendations for their implementation in the educational process of librarians.

II. Materials And Methods

The analysis of modern research in the field of media literacy demonstrates a trend toward the integration of previously separate concepts. The Canadian organization MediaSmarts, a leader in this field, emphasizes that "information literacy," "media literacy," and "digital literacy" are becoming increasingly interdependent, leading to the formation of the concept of "digital media literacy" [3].

This concept, along with the UNESCO curriculum [9], which is aimed at developing media and information literacy, seeks to equip users with critical analysis skills and the ability to work effectively with information in the modern media environment. Despite differences in their approaches, both concepts strive to develop users' abilities to critically assess and process information.

The essence of this concept evolves from a simple sum of the mentioned fields into a comprehensive framework that incorporates information, media, and technology as its integral components, reflecting the goals of media and information literacy.

In the field of pedagogy and teaching methodology, several key approaches to developing media literacy are highlighted, such as:

- Project method
- Collaborative learning
- Application of digital technologies
- Modeling real-life situations
- Critical analysis of media content
- Interactive method.

A.V. Fedorov [7] conceptualizes media education as an educational paradigm aimed at exploring and applying diverse media technologies within the educational and training process. This concept is empirically supported by the research of Professor Ganieva B. I., who focuses on developing critical thinking and media competencies through media education [2].

At the same time, Makarova N. Ya. and Yarnykh V. [11] emphasize that media education is aimed at teaching media literacy, which includes skills in analyzing, perceiving, and creating media content. This aligns with the definition provided by Olefir S. V. [12], according to which media literacy encompasses a set of skills, including the critical analysis of informational materials, the evaluation of source reliability, and an understanding of the principles of media technologies and their sociocultural impact.

However, in their article, Julien Bourdet and Amélie Barrio [13] highlight that media education facilitates the modernization of libraries, transforming them into modern educational spaces where users can develop media skills, engage in educational programs, and utilize new technologies for personal development.

The use of innovative technologies and the provision of fast and easy access to services for society is a key function of libraries. This is directly related to the fact that library specialists, possessing expert competencies in the field of information literacy, perform a crucial educational function, contributing to the development of relevant skills among learners. This, in turn, ensures the effective use of innovative technologies and access to services, as noted in the works of I. V. Zhilavskaya, Mullins, K., & Boyd-Byrnes, M. K. [14], [15].

In the educational manual "Think Critically, Click Wisely!", key outcomes and elements of media and digital information literacy are presented [9].

TABLE 1. INFORMATION LITERACY

Information Literacy	Identify and articulate information needs
	Locate and know how to access information
	Receive information
	Structure information

	Use information ethically
	Disseminate information
	Use ICT skills to process information

TABLE 2. MEDIA LITERACY

Media Literacy	Understand the role and functions of media and internet companies in democratic societies
	Understand the conditions in which the media can realize their functions
	Critically evaluate media content in the context of the function's media
	Use media for self-expression and democratic participation
	Possess the skills necessary for creating user-generated content (including ICT skills)

TABLE 3. DIGITAL LITERACY

Digital Literacy	Use digital tools
	Understand what digital identity
	Know about digital rights
	Assess risks associated with artificial intelligence technologies
	Develop digital communication skills
	Possess skills in the field of digital health
	Apply digital security and protection tools

Each of these approaches has its own advantages and is suitable for different learning contexts and for understanding the role of literacies in the modern information society. However, most international experts convened by UNESCO emphasize the close interconnection, and in some cases the inseparability, of information, media, and digital technologies [9].

However, most international experts convened by UNESCO point to the close interconnection, and sometimes even the inseparability, of information, media, and digital technologies. Specialists in different countries around the world use the following terminology:

- Media Literacy
- Information Literacy
- Expression and Information Literacy
- Library Literacy
- News Literacy
- Social Media Literacy
- Critical Literacy
- Print Media Literacy
- Computer Literacy
- Internet Literacy
- Digital Literacy
- Artificial Intelligence Literacy.

Min Shi and I. V. Zhilavskaya [6], analyzing the experience of developed countries in media education in libraries, show that the most interesting and effective practices can be found in countries such as Canada, the USA, Australia, and Finland. Each of these countries actively develops and improves its approaches to media education in libraries.

In the development of media literacy and media culture, public libraries in Australia provide dedicated media zones. The city library of Adelaide hosts a media lab where users have access to the latest technologies, including a Sony HD video camera, Intuos Pro Wacom, software from the Adobe Creative Cloud suite, Avid Pro Tools, Sibelius, and more. This enables them to fully engage in filming, editing, animation creation, and photo editing, as well as develop their own content in public and regional libraries.

Research on media education [2] highlights the active role of the Finnish Library Association in advancing media education in Finland. The association implements innovative methods and emphasizes the quality of media education in public libraries. In small municipalities, libraries often serve as the main cultural hubs for children and young people, organizing various events such as theatrical performances, storytelling sessions, film screenings, and exhibitions. Through these activities, libraries ensure safe access to new media and the internet. To effectively foster media literacy among users, librarians must develop competencies and professional skills in teaching information and media literacy.

In Australian universities and libraries [6], workshops are held on using digital tools for fact-checking. Participants learn to work with platforms such as FactCheck.org and analyze media content using technologies like reverse image search.

In the research by Cho, Y., and Brown, C. [5], the project-based method, which involves students developing projects such as media content creation, thematic collections, and virtual exhibitions, is analyzed as an effective learning tool. The authors also emphasize the need for information campaigns to enhance media literacy among library users.

In the United States, the project-based learning method is applied in various forms. Universities and colleges use this approach to develop environmental programs, enhance students' social skills, implement innovative technologies, establish connections between education and the labor market, and teach foreign languages. Some scholars even argue that the modern world can be viewed as a collection of diverse projects. A significant portion of not only educational but also labor and socially significant activities in the U.S. is carried out through project implementation [5].

Zanin-Yost, A., and Freie, C. propose a methodological approach that integrates Berman's critical literacy with information and media literacy to foster collaborative learning and enhance students' critical thinking skills within the context of their subject area [16].

The use of digital technologies encompasses online platforms and simulators for hands-on training in searching, analyzing, and evaluating information. It also

includes virtual tours and webinars led by experts in media and library sciences. Gong, L. [17] notes in their research that data visualization has become widely adopted in the educational practices of Chinese universities, providing a clear and accessible representation of students' research findings.

Modeling real-work situations within media education includes the following practice-oriented approaches:

- Hands-on activities in libraries aimed at assisting users in working with media content, fostering skills in audience engagement and applying media literacy in real-world contexts.
- Organizing educational events, such as media literacy lessons for schoolchildren or lectures for older generations, enabling the adaptation of media literacy to various age and social groups.

A successful example of implementing such approaches can be seen in Canadian universities, where students have the opportunity to master professional equipment in virtual studios and laboratories. This ensures the development of practical skills for working in the media environment and prepares them for professional careers.

Critical analysis of media content involves discussions and debates on topics such as fake news, propaganda, and the influence of media on society. It also includes analytical sessions where students learn to identify manipulative techniques in media texts.

Media literacy educational programs implemented in Canadian universities and colleges serve as an example of an effective methodological approach. In his research, Badke, W. [4] emphasizes that students acquire skills in critically analyzing various types of media content, including news materials, advertisements, and other media formats. These courses focus on identifying hidden messages, manipulative techniques, and stereotypes, fostering critical and thoughtful media consumption among learners.

The interactive method involves students participating in research related to media education and user information behavior. Specifically, this includes writing essays and academic papers on the role of libraries in developing media literacy.

According to A. B. Kirkland [3], Canadian libraries demonstrate an effective methodological approach to media education by developing and implementing a variety of programs, ranging from workshops on media content creation to seminars on critical information analysis. To ensure the effectiveness of these programs, systematic evaluations are conducted, with adjustments made as needed.

III. Results And Discussion

To study the impact of methods and strategies for developing media literacy, a survey and analysis were conducted among students in Uzbekistan specializing in library sciences. The study assessed the level of media literacy among both library science students and practicing librarians.
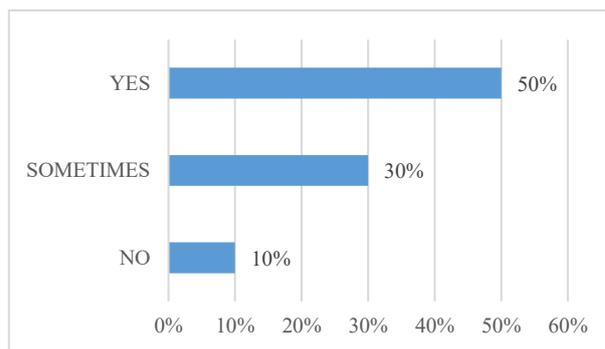

Fig.1. Application of digital technologies.

The analysis of responses from students studying library science revealed an insufficient level of proficiency in digital technologies, online platforms, and simulators for practical skill development in information search, analysis, and evaluation. While 50% of respondents demonstrated confident use of these tools, the majority either lacked proficiency or used them only occasionally.
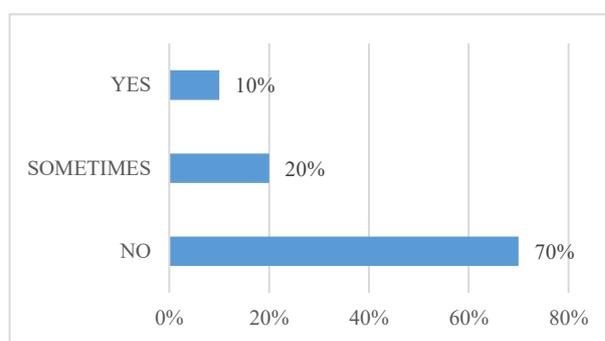

Fig.2. Modeling real-life situations.

Significant gaps were identified in students' knowledge regarding the method of modeling real-life work situations within media education, despite studying the relevant discipline for one semester.
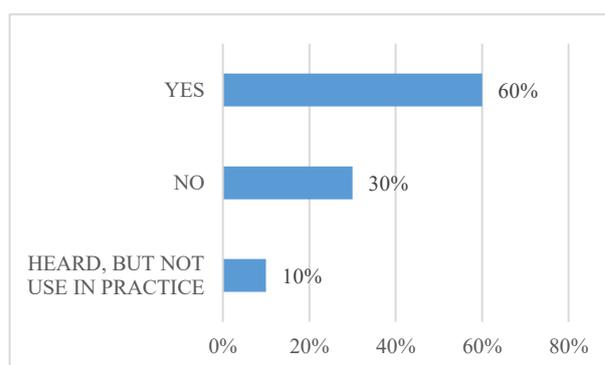

Fig.3. Collaborative learning in groups.

The survey results reveal an ambiguous attitude among students toward collaborative learning, which includes group work on studying information resources,

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discussing media trends, and organizing interdisciplinary seminars. 60% of respondents expressed a positive attitude toward this method, while 30% evaluated it negatively, and 10% had no prior experience with it.
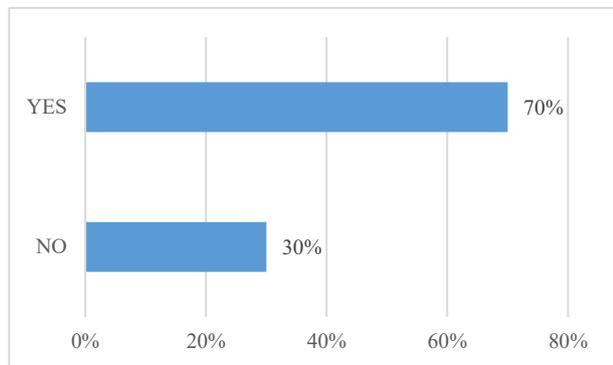

Fig.4. Interactive method.

The interactive method for developing media literacy proved to be the most popular among students in the library sciences field, as it is the most commonly practiced approach in establishing interactions between students and instructors.

The survey analysis revealed that 50% of students possess basic skills in critical media content analysis, whereas this figure is 70% among working professionals. However, only 45% of respondents reported regularly applying their acquired knowledge in practice. Various teaching methods, such as project-based learning, collaborative learning, and workplace scenario modeling, have demonstrated their effectiveness. In particular, the use of digital technologies enabled 60% of experiment participants to enhance their skills in information analysis and media content handling. Interactive sessions showed a high level of engagement, increasing students' interest in media literacy by 40%.

The research findings confirm the necessity of further developing media education among library professionals. Despite a high level of awareness regarding the importance of media literacy, the practical application of these skills remains insufficient. This highlights the need for more interactive educational programs focused on applying acquired knowledge in real professional settings.

The international experience of developed countries such as the United States, the United Kingdom, and Australia demonstrates that the key strategies for enhancing media competence among librarians include the integration of digital technologies, the development of professional communities, and continuous self-education. An analysis of international practices shows that the most successful educational programs incorporate project-based learning, digital data visualization, and the simulation of real-work scenarios.

The study revealed a direct correlation between the level of media literacy among library specialists and the quality of library services provided. This confirms the

need to integrate media literacy as an essential part of librarians' professional training.

Thus, the methods and strategies for media literacy education proposed in the study contribute to the development of essential competencies among library specialists, enabling them to work effectively in the modern information environment. Future research may focus on the development of more detailed educational programs and the study of the long-term impact of media education on librarians' professional activities.

CONCLUSION

In today's information society, where libraries are evolving from knowledge repositories into media education centers, the media competence of library specialists has become critically important. To effectively fulfill their role as information intermediaries, librarians must not only possess a broad range of skills outlined in information literacy frameworks but also continuously develop their media competencies. This requires a comprehensive approach to training that includes interactive methods, project-based learning, mastering digital technologies, and conducting research. Strategies for enhancing media literacy should involve the creation of professional communities, the integration of digital technologies, ongoing self-education, and the development of practical skills. Only through these measures can librarians effectively carry out their educational mission and contribute to the formation of a media-literate society, which is particularly relevant for Uzbekistan.

Based on the identified methods for developing media literacy, the following interrelated strategies are being developed for Uzbekistan:

1. Establishing professional communities for knowledge and experience sharing; integrating digital technologies into the educational process to enhance learning effectiveness.
2. Continuous research and self-education to maintain up-to-date competencies; developing practical skills through project-based learning and real-world scenario modeling.
3. Collaboration with external partners, including the media industry and educational institutions; systematically analyzing and evaluating professional activities to optimize approaches and achieve the best results.
4. Educational programs and courses:
   - Regular training sessions and seminars: Organizing educational events on media literacy topics such as combating fake news, analyzing media content, and social media promotion.
   - Incorporating media literacy into professional development programs: Developing media education modules within training programs for librarians.

- Online courses: Utilizing distance learning formats, including webinars, video lectures, and online platforms for self-paced study.

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