



## PEDAGOGICAL, PSYCHOLOGICAL POSSIBILITIES OF DEVELOPING MEDIA LITERACY OF STUDENTS IN THE SYSTEM OF SUMMATIVE ASSESSMENT

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**Abstract:** *The article presents a scientific and analytical result about the use of pedagogical and psychological opportunities in the development of media literacy in the summative education system introduced in the Republic of Uzbekistan with the mutual participation of teachers and students. The main focus of the research is on how to encourage a potential and analytical response to media messages through the active participation of secondary school teachers and students in a summative learning system[1]. The article seeks to shed light on how such a pedagogical and psychological strategy can help.*

**Keywords:** *media literacy education, student-centered education, critical thinking, pedagogical experience, psychological approach, digital citizenship.*

**INTRODUCTION:** The importance and role of assessment in effective learning cannot be overstated. This is related to the two theoretical foundations of this article: constructivism and the learner-centered approach. These approaches are not discussed in detail on the assumption that they are familiar concepts to educational researchers or practitioners. In the decision of the President of the Republic of Uzbekistan dated January 28, 2022 "On the strategy for the development of New Uzbekistan in 2022-2026", special attention is paid to the systematic reform of the mass media sector and the improvement of the effectiveness of information dissemination[2].

In today's rapidly evolving digital landscape, media literacy has become an essential skill for students. With the proliferation of digital platforms, social media, and various forms of communication, students must navigate complex information flows and critically assess the content they encounter. Media literacy not only enhances students' ability to engage with and understand media but also helps them develop essential critical thinking skills. The integration of media literacy into the educational framework has become increasingly important, particularly in the context of summative assessment systems. Summative assessments, which are typically used to evaluate student performance at the end of an instructional period, can play a pivotal role in developing and measuring media literacy among students.

This article explores the pedagogical and psychological possibilities of fostering media literacy in students within the system of summative assessment. By examining both pedagogical approaches and psychological aspects, this paper aims to highlight how





## MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC SOLUTIONS

summative assessments can be used as a tool to enhance students' media literacy while also addressing potential challenges.

Pedagogically, the development of media literacy can be integrated into the curriculum through various teaching strategies. One of the most effective ways is to incorporate media literacy objectives into the broader goals of the curriculum. This includes fostering skills such as identifying biases in media, understanding the purpose of different types of media, analyzing media messages, and distinguishing between fact and opinion. These objectives can be embedded into subjects like language arts, social studies, and technology.

Teachers can create assignments that challenge students to critically assess media messages. For example, a summative assessment task might involve analyzing a news article or social media post, identifying its credibility, and evaluating its impact. In this context, students not only apply content knowledge but also practice critical thinking and problem-solving skills. Moreover, projects that require students to produce their own media content—such as creating a video or writing a blog post—can encourage them to reflect on how media is constructed and the ethical considerations involved.

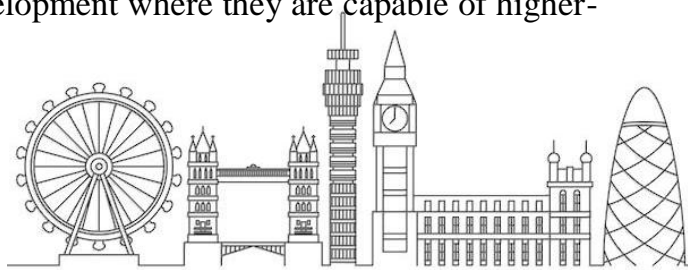
Another pedagogical strategy to develop media literacy is through interactive and collaborative learning activities. Group discussions, peer reviews, and media analysis workshops can provide opportunities for students to engage with diverse perspectives and learn from one another. Collaborative learning fosters a sense of community and helps students develop the skills necessary to navigate and evaluate media from various viewpoints.

Summative assessments can include collaborative projects, where students work together to analyze a range of media sources. This approach not only enhances students' media literacy but also promotes teamwork and communication skills. It allows them to apply theoretical knowledge in practical contexts, demonstrating their understanding of how media influences society.

The use of digital tools and resources is crucial in developing media literacy. Educational technologies such as media creation platforms, video editing software, and online research tools can be utilized to help students analyze and create media content. These tools provide students with hands-on experience, allowing them to actively engage with media rather than passively consume it.

In the context of summative assessment, digital tools can be integrated into assessment tasks. For example, students could be asked to create a digital presentation that demonstrates their ability to assess and critique various forms of media. The use of digital platforms for assessment tasks not only builds students' technical skills but also ensures they are prepared for the demands of the digital age.

From a psychological perspective, developing media literacy in students is closely linked to their cognitive development and ability to think critically. Adolescents, in particular, are at a stage in their cognitive development where they are capable of higher-





## MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC SOLUTIONS

order thinking, including evaluating complex information and considering multiple perspectives. Media literacy tasks within summative assessments provide students with the opportunity to practice these skills in real-world contexts.

Students' ability to critically analyze media content can be enhanced through the development of metacognitive skills, such as self-reflection and awareness of one's thinking process. Summative assessments that require students to reflect on their media consumption and critically assess the information presented to them can promote these metacognitive processes. This not only improves students' media literacy but also strengthens their overall cognitive abilities.

Psychologically, the development of media literacy is also influenced by students' motivation and engagement in learning activities. To ensure that students are fully engaged with the media literacy curriculum, it is essential to design assessments that are meaningful and relevant to their lives. Media literacy topics should connect to students' personal interests and real-world experiences. When students can relate the content to their everyday lives, they are more likely to engage with the material and invest in the learning process.

Summative assessments that involve analyzing media topics relevant to students' interests, such as social media trends, popular films, or current events, can increase motivation and engagement. Additionally, assessments that allow students to express their own perspectives or create media content give them a sense of ownership over their learning, which can further enhance motivation.

Another important psychological consideration is the emotional impact that media content can have on students. Media literacy education must help students understand the emotional influence that media can have and encourage them to think critically about how emotions are used in media to persuade or manipulate audiences. Summative assessments can be designed to explore how media shapes emotions, behaviors, and perceptions. Tasks that require students to analyze emotional appeals in advertising, for example, can foster a deeper understanding of the psychological effects of media.

Moreover, media literacy education encourages students to reflect on ethical issues related to media consumption. This includes understanding the responsibilities of media producers and consumers, as well as the potential consequences of spreading misinformation or engaging in harmful online behaviors. By incorporating ethical considerations into summative assessments, educators can help students develop a more responsible and ethical approach to media consumption and production.

In conclusion, developing media literacy in students is essential for preparing them to navigate the complex media landscape of the 21st century. The pedagogical approaches discussed—such as integrating media literacy into the curriculum, fostering collaborative learning, and using digital tools—provide effective strategies for developing students' critical thinking and media evaluation skills. Psychologically, media literacy





## MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC SOLUTIONS

development is closely tied to cognitive growth, motivation, and emotional reflection, all of which can be nurtured through well-designed summative assessments.

By incorporating media literacy into summative assessment systems, educators not only help students become more critical and discerning media consumers but also equip them with essential life skills. These skills are crucial not only for academic success but also for responsible and ethical engagement with the media in their personal and professional lives. As digital media continues to evolve, media literacy will remain a fundamental component of education, ensuring that students are prepared to navigate and contribute to the global information society.

**METHODS:** Psychological mechanisms play an important role in the development of students' media literacy, because this process directly affects their attitude to information, their ability to think critically, and their interest in real life. By increasing students' media literacy, it is possible to form the ability to critically evaluate information in the virtual space and formulate goals suitable for real life[3].

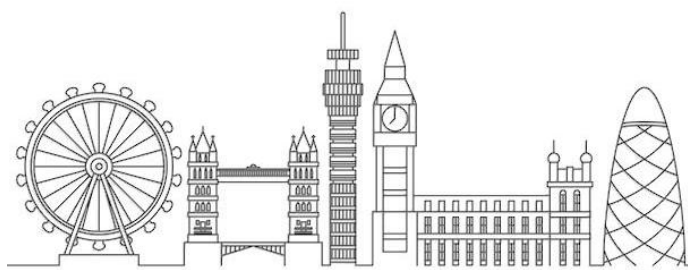
Recommendations for the pedagogical and psychological approach to the development of media literacy of students

- personality development in the media environment;
- individual study of which media platform each student is interested in;
- to conduct class activities with the help of mass media;
- determining the level of psychological safety of the media environment;
- to interest the student in interactive platforms in order to increase the potential of education and development;
- teaching ways to protect users of mass media;
- children, first of all, to demonstrate skills such as avoiding the destructive effects of messages sent through mass media to students in a virtual or real way;

Elimination of media illiteracy by teaching the basics of media analysis is a regulatory document defining the activities of pedagogical psychologists[2].

**RESULTS:** The description of the results of the study is modified by presenting each thesis with the most vivid examples. Analysis of higher categories, ending with the pedagogical principles on which the concept map was formed. In addition to the school environment, we also emphasize the importance of the role of parents and families in the development of media literacy in children and youth. Not only for the sharing of experiences that should occur, but also through the mediation of parents for the critical use of media. Thus, to avoid the risk of underestimating the education of young people in this area, it is important to emphasize that digital natives should not be considered media literate, and to emphasize the importance of teachers and parents[2].

**CONCLUSION:** In conclusion, it should be noted that the purpose of this study was to formulate the pedagogical and psychological principles of digital assessment by summarizing and analyzing the conclusions found in the scientific literature and the practice of various teachers.





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