

SOCIO-PEDAGOGICAL FEATURES OF FORMING MEDIA CULTURE IN CHILDREN WITHIN THE FAMILY

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Abstract. *This thesis analyzes the socio-pedagogical features of forming media culture in children within the family based on a critical approach. In the context of the rapid development of information and communication technologies and the widespread use of social networks, the role of the family in media education, the level of parents' media literacy, and their responsibility in shaping children's information consumption culture are examined. The thesis also proposes scientific recommendations regarding promising directions and socio-pedagogical mechanisms for improving family-based media education.*

Keywords: *family media education, media culture, media literacy, socio-pedagogical features, information culture.*

Introduction

Today, children and adolescents are exposed to an enormous flow of information through the Internet, social networks, messengers, and various digital platforms. This process significantly influences the worldview, moral values, social behavior, and ways of thinking of the younger generation. Therefore, the formation of media culture among children has become one of the priority directions of modern pedagogy and educational practice.

First of all, it should be emphasized that the family plays a decisive role in children's adaptation to the media environment and in the development of their information-processing skills. Since the initial socialization of an individual, as well as the formation of moral attitudes and value systems, takes place within the family, children's attitudes toward information, their ability to select media content, and their habits of media use are largely shaped by the family environment. Consequently, the level of media education within the family is one of the key factors determining the quality of young people's future media activities. However, from a critical perspective, it can be observed that in many families the content and methods of media education are not sufficiently developed. Some parents limit themselves to monitoring or restricting their children's Internet use. Nevertheless, in the modern media environment, fostering a culture of conscious and responsible media use is far more effective than simple prohibition. Moreover, in certain cases, parents themselves lack sufficient media literacy knowledge and skills, making it difficult for them to provide appropriate guidance for their children.

Indeed, media culture encompasses not only the ability to use technologies but also competencies such as critically analyzing information, evaluating its reliability, recognizing manipulative influences, and acting responsibly in the digital environment. From this perspective, the formation of media culture within the family is a complex process that requires the harmonious integration of pedagogical, psychological, and social factors. This thesis examines the socio-pedagogical characteristics of forming media culture in children within the family, critically evaluates existing challenges, and proposes scientific and practical recommendations for improving media literacy among the younger generation in the modern information space. Furthermore, it highlights the urgent need to strengthen the role and responsibility of families in media education.

The rapid expansion of digital technologies has transformed the traditional process of socialization, making media one of the most influential factors in children's development. In this context, the family serves as the primary environment where children acquire their first experiences of interacting with information and communication technologies. Therefore, the formation of media culture within the family has become an important socio-pedagogical issue that requires systematic attention. One of the key socio-pedagogical characteristics of family-based media education is the direct influence of parents on children's media behavior. Children often imitate the habits and attitudes of their parents regarding the use of digital devices, social networks, and online resources. If parents demonstrate responsible and critical media consumption, children are more likely to develop similar behaviors. Conversely, excessive use of digital technologies by parents may negatively affect children's media habits and contribute to unhealthy patterns of media consumption. Another important aspect is the development of media literacy within the family environment. Media literacy enables children to critically evaluate information, distinguish reliable sources from misleading content, and recognize manipulative messages. In today's digital world, where misinformation, fake news, and harmful online content are widespread, these skills are essential for protecting children from potential risks. Therefore, parents should not only supervise their children's online activities but also teach them how to analyze and interpret media messages effectively.

Furthermore, the family plays a crucial role in fostering moral and cultural values through media education. Children are constantly exposed to diverse cultural influences through social networks, online videos, and digital entertainment platforms. While some of this content can contribute positively to personal development, other materials may conflict with national, ethical, or family values. As a result, parents must guide children in selecting appropriate content and help them understand the cultural and moral implications of the information they consume.

From a critical perspective, one of the major challenges facing modern families is the lack of parental media competence. Many parents possess limited knowledge about emerging digital platforms and online communication trends. Consequently, they may struggle to identify potential threats such as cyberbullying, digital addiction, privacy

violations, and online manipulation. This situation highlights the necessity of improving parents' media literacy and digital competencies through educational programs and public awareness initiatives. Moreover, effective media culture formation requires cooperation between families, schools, and society. Educational institutions can support parents by providing guidance on media education strategies, while community organizations and government agencies can promote media literacy campaigns. Such collaborative efforts contribute to creating a safer and more educational digital environment for children.

In conclusion, the formation of media culture in children within the family is a complex socio-pedagogical process that has become increasingly important in the digital age. The study demonstrates that the family remains the most influential institution in shaping children's attitudes toward information, media content, and digital communication. The findings indicate that parents play a vital role in developing children's media literacy, critical thinking skills, and responsible online behavior. However, the effectiveness of family-based media education largely depends on parents' own media competence and their ability to guide children in the digital environment. Therefore, strengthening parental media literacy should be considered a priority in contemporary educational policy.

Furthermore, fostering media culture requires more than controlling children's access to technology. It involves teaching them to critically evaluate information, make informed decisions, and use digital resources responsibly. Through the combined efforts of families, educational institutions, and society, it is possible to cultivate a generation capable of navigating the modern information environment safely, ethically, and effectively. Ultimately, improving family media education will contribute not only to children's intellectual and social development but also to the creation of a more informed, responsible, and media-literate society.

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