



UDK: 372.8(575.1)

Xushnudbek UMARQULOV,
O'zJOKU Xalqaro jurnalistika fakulteti talabasi
E-mail: Xushnudumar307@gmail.com
Perxan ALLAMBERGENEVA,
O'zbekiston jurnalistika va ommaviy kommunikatsiyalar universiteti dotsenti, filologiya fanlari doktori
Dotsent, filologiya fanlari doktori P. Allambergeneva taqrizi asosida

EMPOWERING CHILDREN'S WORLD OUTLOOK THROUGH MEDIA LITERACY AND EDUCATIONAL JOURNALISM

Аннотация

Due to the global advancement in technology and the way of information shared there are too many cases which cause misinformation, bullying, harassment, hate speech. These simultaneously make young generation who has lack of knowledge in media face the formidable challenge of choosing correct ones. This article aims to show the importance of media literacy and the role of educational journalism in enhancing youngsters' world view by fostering critical thinking and expanding awareness.

Key words: Global advancement, Media Literacy, Educational Journalism, youngsters' world view, young generation, challenge in media consumption, hate speech, disinformation.

РАСШИРЕНИЕ КРУГОЗОРА ДЕТЕЙ ЧЕРЕЗ МЕДИАГРАМОТНОСТЬ И ОБРАЗОВАТЕЛЬНУЮ ЖУРНАЛИСТИКУ

Аннотация

Из-за глобального развития технологий и способов распространения информации всё чаще возникают случаи дезинформации, травли, оскорблений и языка вражды. Молодёжь, не обладающая достаточными знаниями в области медиаграмотности, сталкивается с серьёзными трудностями при выборе достоверной информации. Эта статья направлена на освещение важности медиаграмотности и роли образовательной журналистики в формировании мировоззрения молодых людей, развитии критического мышления и расширении их осведомлённости.

Ключевые слова: Глобальное развитие, медиаграмотность, образовательная журналистика, мировоззрение молодёжи, молодое поколение, трудности в медиапотреблении, язык вражды, дезинформация.

MEDIA SAVODXONLIK VA TA'LIM JURNALISTIKASINING BOLALAR DUNYOQARASHINI RIVOJLANTIRISHDAGI O'RNI

Аннотация

Texnologiyaning global rivojlanishi va axborot almashinuvining o'zgarishi sababli noto'g'ri ma'lumotlar, kiberbulling, tahdid, nafratga asoslangan so'zlar kabi holatlar ko'paymoqda. Bu esa media savodxonligi past bo'lgan yosh avlod uchun to'g'ri ma'lumotni ajratishda jiddiy muammolarni keltirib chiqarmoqda. Ushbu maqola yoshlarning tanqidiy fikrlashini rivojlantirish va dunyoqarashini kengaytirish orqali media savodxonligi hamda ta'lim jurnalistikasining ahamiyatini yoritib beradi.

Kalit so'zlar: Global rivojlanish, media savodxonlik, ta'lim jurnalistikasi, yoshlarning dunyoqarashi, yosh avlod, media iste'molidagi muammo, nafrat so'zlari, yolg'on axborot.

Introduction. Nowadays, the increasing spread of false and baseless information to deceive people and lead them astray has made improving media literacy an urgent and unavoidable task. Controversial debates and problems arising in the information space must be resolved strictly within the framework of the law and based on legal norms...

According to recent research on children's screen usage, they who are aged 8 to 12 spend an average of 5.5 hours daily using phones, tablets, and computers. Alarmingly, teens over 13 exceed this, averaging 8.5 hours of screen time outside school. This data shows that the most part of time children spend is on the screen. This exposure, while rich with potential, carries risks: misinformation and shallow reporting can distort young perspectives. Educational journalism, covering schools, policies, and learning, offers a structured lens into these issues, yet its value depends on children's capacity to engage critically—a skill rooted in media literacy, the ability to analyze and evaluate media content.

Literature review. Media literacy was introduced by Marshal McLuhan, in his book entitled *Understanding Media: Extensions of Man*, in the year 1964. He believed that the global village needed a new literacy, namely media literacy. According to the Center for Media Literacy (CML), a pioneering organization in the area of media literacy education (Boyd and Dubrow, 2011) media literacy refers to the ability to access, analyze, evaluate, and create media messages in various forms.

Media literacy is just one frame in a complex media and information environment. At issue is not simply an individual's responsibility for vetting information but how state sponsored disinformation efforts (Jack, 2017) and our everyday technologies (Caplan, 2016) influence the information we see and how we interact with it. The extent to which media literacy can combat the problematic news environment is an open question. Is denying the existence of climate change a media literacy problem? Can media literacy combat the intentionally opaque systems of serving news on social media platforms and what about children's media usage? Or intentional campaigns of disinformation? It is crucial to examine the promises and limits of media literacy.

Research methodology. Why learning media literacy for kids matters? Here some answers will be provided in further below, one of the primary benefits of media literacy is its role in promoting critical thinking skills. By teaching students to question and analyze the messages they encounter in the media, educators help them develop a healthy skepticism and an understanding of the complexities of media representation. Students learn to evaluate the credibility of sources, assess the reliability of information, and differentiate between objective reporting and opinion pieces. This critical approach not only strengthens their ability to navigate the media landscape but also equips them with essential skills for lifelong learning. What I will give as other point here is media literacy promotes empathy and cultural understanding by exposing students to diverse perspectives and narratives and by analyzing media representations of different

cultures, identities, and experiences, students develop empathy and critical awareness of the ways in which media can shape attitudes and perceptions. This encourages students to have question stereotypes, challenge dominant narratives, and seek out alternative viewpoints, fostering a more inclusive and equitable society.

Below we will investigate why children nowadays are easy to guide to disinformation, hate speech and online piracy. Furthermore, there will be explored the role of educational journalism and media literacy in enhancing children world view and critical thinking. Why this matter in this era is the first five years of life are a crucial period for brain development, language acquisition, and social-emotional growth. Weaponizing by abovementioned ones in tackling with misinformation can create opportunity to live freely, without propaganda. As well as, in children this stage has been linked to delays in these areas. Understanding its prevalence and impact helps protect vulnerable children during a formative time. Without media literacy, they're passive consumers, accepting content at face value—ads, misinformation, or biased narratives. Media literacy teaches kids to question: Who made this? Why? Is it true? This builds skepticism and analytical skills. As future adults, kids will need to engage responsibly online—voting, debating, or creating content. Media literacy builds skills like logical reasoning and ethical judgment, essential for navigating complex digital landscapes. Media literacy equips children to critically assess the flood of media they encounter, protecting their minds and sharpening their reasoning while Educational journalism provides tools and content to grow their capacity, turning screen time into an opportunity for development rather than a risk.

Analysis and results. Recent studies show that children aged 2 to 8 dedicate about two hours daily to screen time, those aged 8 to 12 spend four to six hours, and teens over 12 average seven to nine hours per day. In today's world, media and technology are inescapable, deeply woven into daily life. Yet, the extensive time children spend online or in front of screens exposes them to content that may harm their health and wellbeing, potentially hindering their development into active, empowered citizens.

The media we consume daily—through messages, visuals, and experiences—plays a powerful role in shaping our

beliefs, actions, attitudes, values, and sense of self. When used thoughtfully, media can entertain, educate, and inspire children in meaningful ways, equipping them with skills for a digital future. It also offers young people a platform for self-expression, connection with like-minded peers, and maintaining ties with distant loved ones. Moreover, the COVID pandemic highlighted the potential of technology to transform education, revealing new ways to support children's learning. However, the potential downsides of media messages, information, and platforms on children are significant. Reflecting on how media can negatively affect young people, several concerns stand out, such as:

- Online safety risks
- Cyberbullying and digital harassment
- Exposure to false or misleading information
- Diminished self-esteem
- Mental health challenges
- Promotion of substance use and other dangerous behaviors

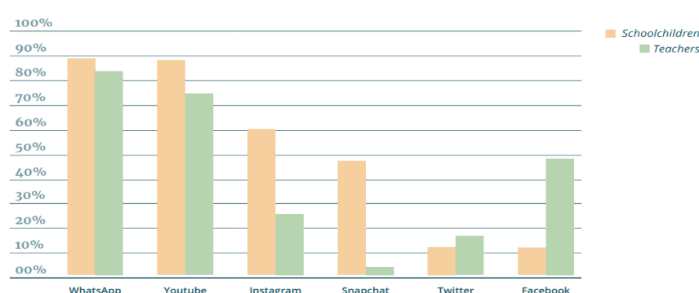
- Distorted body image
- Perpetuation of stereotypes
- Excessive screen time

A recent survey shows that the number of people do not want to learn or do not learn to reflect on media messages in school, and few learned to use media literacy skills when considering science news. In addition to this, in this survey, respondents who reported that they were taught in high school to analyze science news stories are less inclined to believe in discredited conspiracy theories. Education in media literacy in general seemed to give participants the skills and background to better think critically about such circulating theories.

Only 42% of respondents reported learning to analyze science news in high school

Survey respondents were asked, "In high school, were you taught how to analyze science news stories, such as news about the environment or health claims, for bias and credibility, whether in print or online newspapers, or TV?" and only 42% reported learning to analyze science news in high school. Furthermore, there will be chart which shows how teachers and pupils use the internet, in what purpose:

Media use: schoolchildren vs their teachers: (Graph 01)



What problem they face in the future life are:
 Misinformation and Fake News Susceptibility
 Struggle to differentiate between credible and false information. Increased risk of falling for conspiracy theories, propaganda, and scams.

Manipulation and Bias in Media Consumption
 Difficulty recognizing bias in journalism and political agendas. Influence of advertising, influencer marketing, and corporate media.

Poor Critical Thinking and Decision-Making
 Lack of analytical skills to assess sources and arguments. Struggle with evaluating multiple perspectives before making decisions.

Reduced Civic Engagement and Social Awareness
 Limited understanding of global issues, politics, and social justice. Less likely to participate in community discussions, voting, or activism.

Cybersecurity and Privacy Risks

More vulnerable to cyberbullying, phishing scams, and online fraud. Struggle to protect personal data from social engineering and identity theft.

If people prevent the problems caused by a lack of media literacy and journalism education, the consequences for children as they grow into adults—and for society as a whole—could be serious and far-reaching. Without these skills, kids will be unprepared for a world full of media, technology, and information, leading to struggles in their personal lives, careers, and communities and here's what happens:

Kids: Fall for lies, get hurt online, feel bad about themselves, can't think straight, believe stereotypes, miss jobs, ignore the world, and get glued to screens.

Adults: Struggle with scams, unsafe digital lives, low confidence, weak problem-solving, fights over bias, bad careers, no civic role, and tech addiction.

Society: Turns chaotic with misinformation, division, and unsolved problems.

In a nutshell: kids grow up lost, adults flounder, and the world gets messier.

How to tackle with this problem and what solutions there are:

1. Put Media Literacy in Schools Media literacy is about teaching kids how to “read” and understand the media they see—like TV, social media, or news—so they don’t just believe everything. We can add this as a regular part of school, like math or reading, starting when they’re young and continuing as they grow.

Teachers could show kids a news article or video and ask, “Who made this? Why? Can we trust it?” They might play games where students spot fake headlines or compare two stories to see what’s different. Schools can train teachers to do this and use fun tools—like apps or quizzes—to keep kids interested. If kids learn early how to question media, they won’t fall for scams or fake news later in life. They’ll be smarter about what they see online.

2. Teach Kids Journalism Basics. Journalism is about finding facts and telling true stories. We can give kids a chance to try it—like writing a school newspaper or making a podcast—so they learn how real information is made and why it matters. Schools or after-school clubs could start a “junior journalist” program. Local reporters could visit to show kids how to ask good questions or check facts. Kids might interview a friend or write about a school event, learning what makes a story fair and honest.

3. Grow Journalism Programs for Kids Set up special journalism clubs or projects where kids act like real reporters, learning how stories shape the world. Start a school newspaper or a YouTube channel run by students. Bring in local journalists to show them tricks—like how to ask good questions or find real sources. Kids could cover fun stuff (like a talent show) or serious topics (like littering in the park), practicing what they learn. Hands-on journalism teaches kids to dig for truth and think about who’s telling a story. As adults, they’ll be better at jobs or decisions that need real info. Journalism needs critical thinking—asking “who, what, why”—so we can use it to make kids sharper about everything they see.

If we successfully prevent the problems caused by a lack of media literacy and journalism education—by implementing the solutions we’ve discussed, including integrating education

journalism programs—children will grow up better equipped to handle the challenges of a media-saturated world. This prevention will have a ripple effect, leading to positive outcomes in their personal lives, careers, and society as a whole. Let’s break it down in a clear, detailed, and understandable way to see what happens when we get ahead of these issues. For example:

1. Kids become smarter about media if kids are taught media literacy and journalism, they’ll know how to spot fake news, ads, or tricks online. They won’t just believe everything they see—they’ll ask questions and check facts. As adults, they’ll make smart choices—like not falling for scams, voting based on truth, or buying stuff that’s actually worth it. They’ll be harder to fool, whether it’s by a shady website or a smooth-talking politician.

2. Better thinkers and problem-solvers journalism and media literacy teach kids to dig for answers and think hard about what’s true. They’ll practice this in school projects or family chats, like reporting on a mystery or debating a news story. These kids turn into adults who solve problems like pros—whether it’s fixing a work issue, figuring out a family fight, or deciding what’s best for their community. They won’t just follow the crowd; they’ll lead with clear heads.

3. A healthier tech balance with limits on screens and journalism projects that get them out talking to people (not just scrolling), kids won’t get hooked on devices. They’ll enjoy real-life stuff too. Grown-ups who aren’t glued to phones all day—they’ll play sports, read books, or hang out with friends instead. They’ll use tech smartly, not let it run their lives. Why prevention wins that stopping these problems early is like planting a tree now that gives shade later. Kids avoid the mess of being confused, unsafe, or stuck in a world they don’t get. Instead, they grow into adults who stand tall against media tricks, build lives they love, make the world less messy for everyone.

Conclusion. Failing to equip children with media literacy and journalism education sets them up for a tough future. Without these skills, they’ll stumble through a world of misinformation, online risks, and self-doubt, growing into adults who struggle with decisions, jobs, and relationships. Society pays the price too—more division, weaker democracy, and bigger messes no one can fix. But it’s not too late. By teaching kids to question media, report truth, and balance tech, we can prevent this spiral. The choice is ours: let them sink or help them soar.

REFERENCE

1. James W. Potter, Media Literacy, 8th Edition, SAGE Publications 2018, 13-17p
2. Byron Reeves and Clifford Nass The Media Equation: How People Treat Computers, Television, and New Media Like Real People and Places CSLI Pub, Stanford, Calif, 1998, 24-17p
3. Selwyn, N. Social media in higher education: The state of the art. International Journal of Educational Technology in Higher Education 2016, 13p
4. Sweller J. Cognitive load theory, learning difficulty, and instructional design. Learning and Instruction 1994, 295-312p
5. Twenge, J. M., Joiner, T. E., Rogers, M. L., & Martin, G. N. Increases in depressive symptoms, suicide-related outcomes, and suicide rates among U.S. adolescents after 2010 and links to increased social media use Clinical Psychological Science, 2018 3-17.
6. <https://www.linkedin.com/pulse/title-importance-media-literacy-students-pramod-kumar-kamepalli-8zsy/>
7. https://huridocs.org/2023/12/the-harmful-effects-of-disinformation-and-how-to-combat-them/?gad_source=1&gclid=CjwKCAjwnPS-BhBxEiwAZjMF0iQ6F6vWdXHT3NcVr0zuKWYzqy98rvMp2g4WK7fVLnJ7oNwjGvKrbBoCGOoQAvD_BwE
8. <https://www.carnegie.org/our-work/article/media-literacy-for-students-in-a-digital-age/>
9. https://huridocs.org/2023/12/the-harmful-effects-of-disinformation-and-how-to-combat-them/?gad_source=1&gclid=CjwKCAjwnPS-BhBxEiwAZjMF0iQ6F6vWdXHT3NcVr0zuKWYzqy98rvMp2g4WK7fVLnJ7oNwjGvKrbBoCGOoQAvD_BwE
10. <https://namle.org/resources/media-literacy-defined/>