DEVELOPMENT OF FUNCTIONAL LITERACY THROUGH DIGITAL LITERACY AND MEDIA EDUCATION: PRIMARY EDUCATION TASKS IN THE CONTEXT OF THE MODERN DIGITAL ENVIRONMENT

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Annotation:

The article examines the role of digital literacy and media education in fostering functional literacy among primary school students. It analyzes effective approaches based on digital technologies, critical thinking, and information processing in online environments.

Keywords: Functional literacy, digital literacy, media education, primary education, critical thinking, internet, information technology, online learning, media competence, information security, global competencies

РАЗВИТИЕ ФУНКЦИОНАЛЬНОЙ ГРАМОТНОСТИ С ПОМОЩЬЮ ЦИФРОВОЙ ГРАМОТНОСТИ И МЕДИАОБРАЗОВАНИЯ: ЗАДАЧИ НАЧАЛЬНОГО ОБРАЗОВАНИЯ В СОВРЕМЕННОЙ ЦИФРОВОЙ СРЕДЕ

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Аннотация:

В статье раскрывается роль цифровой грамотности и медиаобразования в развитии функциональной грамотности у младших школьников. Анализируются эффективные подходы на основе цифровых технологий, критического мышления и работы с информацией в интернет-среде.

Ключевые слова: функциональная грамотность, цифровая грамотность, медиаобразование, начальное образование, критическое мышление, интернет, информационные технологии, онлайн-обучение, медиакомпетенция, информационная безопасность, глобальные компетенции

In the 21st century, digital technologies are deepening into all spheres of society's life. This process also directly influenced the educational system, bringing the formation of digital literacy in students to the agenda as an urgent task. If traditional literacy is defined by reading, writing, and computing skills, functional literacy encompasses a wider range, implying that a person can effectively apply knowledge in everyday life.st century, digital technologies are

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deepening into all spheres of society's life. This process also directly influenced the educational system, bringing the formation of digital literacy in students to the agenda as an urgent task. If traditional literacy is defined by reading, writing, and computing skills, functional literacy encompasses a wider range, implying that a person can effectively apply knowledge in everyday life. In this context, digital literacy is considered one of the modern components of functional literacy.

The primary school period is the most favorable period for the formation of digital and media literacy in students. Because at this stage there will be a high interest in Information Technology, and the use of interactive techniques in the educational process will increase efficiency. For example, completing tasks on digital platforms through tests, online games, media materials allows students to develop critical thinking, communication skills and creativity. Much attention is also paid to this direction in the educational policy of Uzbekistan. The "digital Uzbekistan-2030" strategy, the national curriculum and the creation of digital educational resources in preparation for the requirements of PISA, the education of teachers in media literacy and the preparation of students for global competencies were set as one of the priorities.

Thus, digital literacy and media education are modern tools for developing functional literacy that prepare students for independent decision-making, critical thinking and creative approach in life situations. This article is aimed at analyzing the pedagogical possibilities and methods of shaping digital literacy in the context of primary education.

This research methodology was built on the basis of Document Analysis, comparative-pedagogical approach and generalization of practical experience. The main material was selected UNESCO, OECD as well as the "Digital Literacy Global Framework" documents, as well as the results of International Studies of PISA and ICILS. These sources allow digital literacy and media competencies to be interpreted as a modern component of functional literacy.

As national materials, the strategy of the Republic of Uzbekistan "digital Uzbekistan - 2030", the national curriculum and regulatory documents of the Ministry of Public Education adopted in 2021-2023 were studied. In addition, scientific articles by local scientists (Muslimov, Toshboeva, Rustamova, etc.) on digital and media literacy were also analyzed.

As research methods: content analysis-content analysis of international and national documents; comparative analysis - comparison of digital education policies of Estonia, Russia and Uzbekistan; practical observation and generalization - the study of the experience of using digital tools in the primary classes was applied. This methodological approach made it possible to scientifically determine the possibilities of effective integration of digital literacy and media education in the development of functional literacy.

Digital literacy and media education are seen today as an integral component of functional literacy. Because the deep penetration of digital technologies in all areas of society requires a

person not only to read, write and calculate, but also to search for information, analyze, critically evaluate and be able to apply it in practical situations. Therefore, in the research carried out by international organizations, including UNESCO, OECD and IEA, digital competencies are recognized as a modern interpretation of the concept of literacy.

UNESCO, in its 2018 document "Global Framework of Reference on Digital Literacy Skills", defined digital literacy as the ability of a person to effectively use digital technology to search, process, create and communicate information. According to UNESCO, digital literacy is an important condition for life-long education that ensures an individual's active participation in the global economy. This approach serves a broader interpretation of functional literacy, covering students ' skills not only to gain knowledge but also to apply it creatively in different contexts.

UNESCO's" Media and Information Literacy " also interprets media literacy as an integral part of digital competencies. A media literate person must have the ability to critically receive information coming through various sources, assess its reliability and transmit it in a form suitable for the target audience. Thus, media Education serves to shape the socio-cultural component of modern functional literacy.

PISA studies conducted by the OECD assess the components of "global competencies" and "creative thinking" as of 2018. On the basis of these competencies Lies also digital literacy. Because in the global world, information flows are spreading mainly through digital channels, and readers should be taught to use them critically. OECD countries with high performance in 2022 PISA results (Singapore, South Korea, Estonia) are characterized by large-scale work in students on integrating digital technologies into the educational process, focusing on media education, and preparing teachers for Digital Pedagogy. For example, the Ministry of Education of Singapore, through its "Smart Nation" program, is widely implementing digital tools in schools to provide a high level of functional literacy for students.

The IEA, which conducts international assessment research, has launched the ICILS programme as of 2013. ICILS assesses students ' digital and information literacy. The results of the study show that digital literacy covers not only technical skills, but also critical thinking, problem solving and creative approach.he IEA, which conducts international assessment research, has launched the ICILS programme as of 2013. ICILS assesses students ' digital and information literacy. The results of the study show that digital literacy cover.

Estonia is one of the highest performing countries in international research. The main reason for this achievement is the deep penetration of digital technology into school life. The "Lifelong Learning Strategy", adopted by the Estonian Ministry of education in 2014, aims to form digital competencies starting from the primary level. As a result, students are taught to effectively use digital tools not only in obtaining knowledge, but also in solving real-life problems.

The Russian Federation is also implementing a number of initiatives to promote digital literacy. In particular, through the project" Tsifrovaya Shkola", electronic textbooks, online platforms and media resources were introduced in schools. At the same time, a special emphasis is placed on media literacy in the Russian education system.ussian Federation is also implementing a number of initiatives to promote digital literacy. In particular, through the project" Tsifrovaya Shkola", electronic textbooks, online platforms and media resources were introduced in schools. At the same time, a special emphasis is placed on media literacy in the Russian education system. The results of PIRLS show that Russian students achieve high results, and that the skills of working with text, processing and interpreting information are effectively developed in primary education. However, as can be seen in the results of PISA, Russian readers have difficulty applying knowledge in real-life situations. This necessitates further strengthening of digital and media education

Uzbekistan has been implementing a number of educational digitization reforms in recent years as part of the Digital Uzbekistan - 2030 strategy. Digital literacy components were included in the national curriculum, and the use of online platforms and electronic resources was expanded during the course. With the cooperation of the Ministry of public education and the Ministry of Information Technology, the online school platform was launched and became an important tool in providing students with continuing education during the pandemic . At the same time, the number of media materials, problem situations and digital assignments in elementary school textbooks is increasing.

A number of problems have also been noted in the process of developing digital literacy:
1. Insufficient training of teachers in digital pedagogy.
2. Low number of media and digital assignments in textbook and methodological manuals.
3. Poor family-school cooperation due to low media literacy of parents.
 4. number of problems have also been noted in the process of developing digital l.Analysis of international and national literature shows that digital literacy and media education fulfill three main functions in the development of functional literacy: the formation of critical thinking of students; the development of Information Analysis and processing skills; the strengthening of global competencies, including creativity and cooperation.

 Thus, digital literacy as a modern interpretation of functional literacy remains one of the priorities in the educational system.

Digital literacy and media education are seen as one of the most effective tools for shaping functional literacy in today's educational process. Because in the modern information society, it is not enough to acquire knowledge, but also the skills to search, process and put them into practice in a digital environment are becoming necessary. For this reason, UNESCO, OECD and other international organizations have been defining digital competencies in education policy as an integral component of global literacy.

While traditional literacy covers basic skills such as reading, writing, and computing, functional literacy represents the ability to effectively apply this knowledge in a variety of life situations. Digital literacy, on the other hand, is a new step in this process and indicates the potential of an individual to use digital technologies consciously, safely and efficiently. In UNESCO's" Global framework of digital literacy skills " document, digital literacy includes opportunities for learners not only to gain knowledge, but also to process it critically, create new content, and engage in social dialogue. In this context, digital literacy is an extended interpretation of functional literacy, which assumes the formation of the abilities of the reader to be able to find an independent path in the information flow, to be protected from unreliable sources, to use technology creatively.

Media education teaches students to use different sources of information wisely, to think critically, and to distinguish reliable information. Today, Fake News, manipulative advertising and risks in the virtual environment have a strong impact on the minds of readers. Therefore, the development of media literacy is not only part of the educational process, but also an important condition for preparing a person for social life.edia education teaches students to use different sources of information wisely, to think critically, and to distinguish reliable information. Today, Fake News, manipulative advertising and risks in the virtual environment have a strong impact on the minds of readers. Therefore, the development of media literacy is not only part of the educational process, but also an important condition for preparing a person for social life. Through Media education, students learn to work with text, images, audio, and video information, reanalyze them, and create creative content. This process expands their functional literacy, ensuring they become active, responsible, and conscious participants in the digital environment.

The primary school period is the most favorable stage for preparing students for digital literacy and media competencies, since during this period children will have a high interest in technology and they will quickly master new techniques. For example, interactive games, multimedia textbooks, online tests, and virtual excursions increase students ' ability to apply knowledge. But there are also problems with this process. First of all, the training of teachers in digital pedagogy is not enough. Many elementary school teachers cannot use digital resources effectively, relying on traditional techniques. Second, parents have low levels of digital and media literacy, which creates a gap in Family-School cooperation. Thirdly, textbooks do not have enough digital assignments and media materials. As a result, students have difficulty applying the theoretical knowledge they have learned in real digital situations.

The experiments of Estonia, South Korea and Singapore show that the following factors are decisive in the development of digital literacy:

1. Education policy-integration of digital competencies into national curricula;
2. Infrastructure-providing schools with computers, tablets, internet;
3. Teacher training-introduction of special training programs in digital pedagogy;

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This experience is also relevant for Uzbekistan and serves as an important direction in ensuring the practical implementation of the tasks set out in the Strategy "Digital Uzbekistan - 2030". The online school platform, e-textbooks and digital educational resources provide new opportunities for students. However, it is necessary to enrich methodological guidelines, increase the digital pedagogical competencies of teachers and strengthen family-school cooperation in order to develop digital literacy in a wide range of areas. Also, by modernizing the assessment system, assignments should be introduced that allow students to determine their critical thinking, creativity and safe activities in the digital environment. Through them, students not only acquire knowledge, but also acquire the skills of applying them in practical life, analyzing various sources of information and creating creative content. For Uzbekistan, this direction is instrumental in modernizing the National Education Policy and developing students ' global competencies based on international experience.

Digital literacy and media education are seen as an integral part of the development of functional literacy in the modern educational system. The analysis carried out showed that, as noted in UNESCO and OECD documents, today it is not enough to prepare students only for reading, writing and computing skills. It is necessary to develop their ability to search for information, critically evaluate, process and creative application in the digital environment.

International Studies - PISA, ICILS and PIRLS-confirm the direct link of digital literacy to students ' educational success. Countries such as Estonia, Singapore and South Korea are achieving high results by introducing digital pedagogy from the primary class. These experiments show the importance of defining digital literacy as a separate strategic direction in educational policy.

Uzbekistan is also implementing a number of reforms to digitize education, create electronic resources and introduce online platforms within the framework of the Digital Uzbekistan - 2030 strategy. At the same time, there are also existing problems: teachers have insufficient preparation for Digital Pedagogy, textbooks have limited media and digital assignments, and Family-School cooperation is slow. Thus, the main task for Uzbekistan is to implement comprehensive strategies for the development of digital and media literacy in students, adapting international experiences to the national conditions. It serves not only to achieve high results in international assessments, but also to prepare the younger generation for successful activities in the context of a digital society.

Recommendations:

1. Improving national curricula is the inclusion of digital and media literacy as a key component of functional literacy.

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2. Increase the digital competencies of teachers-through training courses, online trainings and practical seminars.

3. Expanding interdisciplinary integration is the integration of digital technologies into mathematics, native language, natural sciences, and art classes.

4. Modernization of the assessment system is the introduction of tasks that determine the creative and critical thinking of learners, their ability to solve problems in a digital environment.

5. Parent engagement is the development of parents ' media competencies through Family digital literacy programs.

6. Adaptation of international experiences-application of best practices from the experience of Estonia, Singapore and South Korea to the conditions of Uzbekistan.

7. The formation of an information security culture is the training of students in the rules of internet risks, false information and cyber security.

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