



Global Conference on Multidisciplinary Research and Innovation

Hosted Online from Berlin, Germany

Date: 2nd March, 2026

Website: <https://econferencia.com>

STRATEGIES TO FOSTER STUDENTS' SOCIAL ACTIVITY THROUGH MEDIA COMPETENCE

Zokir Ch. Alimov

Lecturer, Department of Pedagogy and Social Work,
Termiz State University, Termez, Uzbekistan

E-mail: alimovterdu@gmail.com

Abstract

This study explores strategies for fostering students' social activity through the development of media competence in contemporary educational contexts. It examines how critical media literacy, digital skills, and responsible information engagement can enhance students' participation in social and civic life. The research highlights pedagogical approaches that integrate media tools into learning processes, promoting active citizenship and communication skills. Findings suggest that media competence significantly contributes to students' social awareness, collaboration, and engagement in diverse societal activities.

Keywords: media competence, social activity, students, education, digital literacy, engagement, pedagogy.

Introduction

In the 21st century, students' social activity is no longer limited to traditional forms of participation. Their involvement in shaping public opinion, attitudes toward social initiatives, expression in digital environments, as well as the processing and dissemination of information have become integral components of social engagement. Therefore, a socially active student today is not merely someone who participates in events or community work, but rather an individual



Global Conference on Multidisciplinary Research and Innovation

Hosted Online from Berlin, Germany

Date: 2nd March, 2026

Website: <https://econferencia.com>

who is not lost in the flow of information, resists manipulation, distinguishes between facts and opinions, demonstrates responsibility in digital communication, and is capable of defending their position with evidence. UNESCO defines media competence as a set of skills necessary for critically engaging with information, navigating safely in online environments, and developing a trustworthy attitude toward digital technologies. Other educational organizations consider media literacy an essential element of civic education, emphasizing its role in enabling students to express their voices responsibly in the digital sphere. In Uzbekistan, where young people constitute a significant proportion of the population and where youth policy and digital skills development are actively supported at the state level, the practical importance of this issue is further amplified.

The institutional foundations of this field are already established in Uzbekistan. State educational standards include requirements for developing media literacy knowledge among learners, indicating that media competence should not be viewed as an additional component but rather as a core element embedded within the logic of continuous education. From this perspective, studying the relationship between media competence and social activity is relevant not only from a pedagogical standpoint but also in terms of socio-political development, moral values, and information security.

The primary objective of media education is to equip individuals with the ability to critically evaluate media messages and use them responsibly. It fosters inquiry and self-expression skills necessary for understanding one's role in society and participating in democratic processes. Media itself represents a powerful force in society, significantly influencing people's thoughts, emotions, and behaviors.



Global Conference on Multidisciplinary Research and Innovation

Hosted Online from Berlin, Germany

Date: 2nd March, 2026

Website: <https://econferencia.com>

Analysis and Results

Media competence is recognized as an essential skill in today's digital age. Media is defined by national and international organizations as all electronic or digital means used to transmit messages, as well as printed or visual artistic materials. Media competence, in turn, refers to the ability to access, analyze, evaluate, create, and act using all forms of communication. It extends traditional literacy and introduces new forms of reading and writing. According to the Aspen Institute, media competence is "the ability to perceive, analyze, and produce information for specific outcomes." This competence influences not only individual development but also social activity and civic participation.

First, the cognitive channel. Media competence enables students to filter information, verify sources, distinguish between facts and opinions, and recognize manipulation behind headlines. Without these abilities, social activity may become reactive, superficial, and easily influenced. A student with developed critical media literacy demonstrates a conscious attitude toward social issues and adopts evidence-based rather than sensational positions. This is not only a personal defense mechanism but also the cognitive foundation of civic consciousness. In the absence of media competence, social activity often remains at the level of emotional reaction.

Second, the communicative channel. As emphasized by OECD, media literacy enables individuals to express their voices responsibly in digital environments. Applied to student activity, media competence involves not only posting or commenting but also communication culture, digital ethics, the ability to express opinions without escalating conflict, co-create meaning, and listen to diverse perspectives. The sustainability and constructiveness of social activity in society largely depend on this communicative maturity. A media-competent student transforms digital disputes into constructive public dialogue rather than hostility.



Global Conference on Multidisciplinary Research and Innovation

Hosted Online from Berlin, Germany

Date: 2nd March, 2026

Website: <https://econferencia.com>

Third, the axiological channel. Media competence connects information practices with a system of values. It encompasses not only technical skills but also responsibility, integrity, respect for differing opinions, public interest, and the use of information as a tool for social cooperation rather than violence or humiliation. UNESCO links media competence to strengthening a reliable information ecosystem. Without ethical standards, social activity may turn into populism, hate speech, or the spread of disinformation. Thus, media competence regulates social activity and aligns it with civic responsibility.

Fourth, the practical-activity channel. Media competence transforms students' activity into concrete forms such as online petitions, public discussions, volunteer initiatives, creation of educational content, and promotion of social projects. In other words, it converts social positions into social action. The inclusion of media creativity as a component of media competence, as emphasized by S. Babadjonov, is particularly important here: a socially active student should not merely consume ready-made information but also be capable of producing media content that serves public interests.

Table 1. Relationship Model between Media Competence and Social Activity

Components of Media Competence	Manifestation in Social Activity	Expected Outcome
Information filtering and source verification	Evidence-based positions on social issues	Immunity to manipulation
Critical analysis	Distinguishing facts from opinions; evaluating radical appeals	Conscious civic attitude
Digital communication culture	Constructive participation in online debates	Socially responsible communication
Media creativity	Educational posts, videos, podcasts, initiative content	Ability to influence the community
Information ethics	Avoidance of insults, fake news, and hate speech	Sustainable digital citizenship



Global Conference on Multidisciplinary Research and Innovation

Hosted Online from Berlin, Germany

Date: 2nd March, 2026

Website: <https://econferencia.com>

At the same time, it would be incorrect to idealize media competence as an absolutely positive factor. For instance, a technically active student lacking critical thinking may be highly engaged on social media, but this does not necessarily imply meaningful social activity. Such activity may remain reactive, driven by algorithms, characterized by sensational debates, sharing of unverified information, or mere “visible activity.” Therefore, the issue is not only access to media but also how it is used. The key task of higher education institutions is to move beyond technical instrumentalism and integrate media competence with social responsibility and civic ethics.

In the context of Uzbekistan, the issue has additional significance. The high proportion of youth, state-level support for digital skills development, and the inclusion of media literacy elements in educational standards create opportunities to transform media competence into a systemic resource for enhancing students’ social activity. However, this potential does not automatically lead to results. It must be implemented through curricula, subject content, case-based learning, fact-checking practices, media text analysis, discussions on digital ethics, and student-led social projects. Otherwise, instead of fostering a “digitally active student,” the system may produce merely a “student who spends excessive time in front of screens.”

Conclusion

Media competence enhances students’ social activity in society, transforming them into critical thinkers and active citizens. Theoretical perspectives and statistical evidence indicate that this competence contributes not only to individual development but also to democracy and social change. In the context of Uzbekistan, expanding media education can significantly increase the role of the younger generation in society.



Global Conference on Multidisciplinary Research and Innovation

Hosted Online from Berlin, Germany

Date: 2nd March, 2026

Website: <https://econferencia.com>

Media competence in modern higher education should not be regarded as an additional attribute of a student, but as a fundamental competence that qualitatively determines their level of social activity. It ensures students' cognitive independence, communicative culture, and civic responsibility in the processes of selecting, analyzing, evaluating, creating, and disseminating information. The analysis of the study demonstrates that media competence influences social activity in four main directions: it deepens the understanding of social reality, cultivates both online and offline communication culture, strengthens value-based civic positions, and transforms initiative into practical action.

For higher education institutions, the following scientific and practical implications are essential: media competence should be developed both as an independent module and as an integrated component within social, гуманитар and information-communication disciplines; students' social activity should be assessed not only through participation in events, but also through their ability to verify sources, express evidence-based opinions, adhere to digital ethics, and create media content aimed at public benefit; the content of media education must include new components such as fact-checking, algorithm-driven information flows, evaluation of AI-generated content, digital security, and information ethics. Only in this way can students' social activity evolve from superficial reactions into meaningful civic engagement.

REFERENCES

1. Babadjonov S.S. Pedagogika oliy ta'lim muassasalari talabalarining mediakompetentligini rivojlantirish texnologiyasi ("Informatika va axborot texnologiyalari" o'quv fani misolida): diss. ... PhD. - Toshkent: Nizomiy nomidagi TDPU, 2018. - 167 b.



Global Conference on Multidisciplinary Research and Innovation

Hosted Online from Berlin, Germany

Date: 2nd March, 2026

Website: <https://econferencia.com>

-
2. Babadjonov S.S. Pedagogika oliy ta'lim muassasalari talabalarining mediakompetentligini rivojlantirishning nazariy-metodik asoslari // Xalq ta'limi. - 2016. - №3.
 3. Babadjonov S.S. Yosh avlodni voyaga yetkazishda axborot texnologiyalari va mediakompetentlikning roli // Xalq ta'limi. - 2016. - №6.
 4. Beknazarova S.S. Mediaobrazovanie dlya podgotovki prepodavateley: sozдание potentsiala dlya informatsionnogo obshchestva: monografiya. - Toshkent: Fan, 2016. - 100 b.