

THE SUBJECT OF THE SCIENCE OF MEDIA LITERACY AND INFORMATION CULTURE AND ITS HISTORICAL EVOLUTION

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Abstract: *This article analyzes the subject of media literacy and information culture, as well as its historical evolution. It highlights the formation of the concept of media literacy, the development of the information society, and the role of information culture in the modern digital environment. Furthermore, the stages of development of media literacy as a science and its significance in society are examined on a scientific basis.*

Keywords: *Media Literacy, Information Culture, Digital Society.*



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INTRODUCTION

In the context of today's globalization and digital transformation, the speed and volume of information flow are increasing sharply. The Internet, social networks, mobile applications, and various digital platforms have become an integral part of human life, accelerating the processes of obtaining, transmitting, and processing information. At the same time, the accuracy, reliability of information and the need for its analysis have also become an urgent issue. Under these conditions, the science of media literacy and information culture occupies an important place.

Media literacy is a person's ability to analyze, evaluate, select, and effectively use information coming from various media sources. Information culture, in turn, means adherence to moral, legal, and social norms when working with information. These two concepts are of great importance in transforming an individual into a conscious and responsible citizen in the modern information society.

The formation of the science of media literacy and information culture involves a long historical process. The emergence of mass media, followed by the development of radio, television, and the Internet, laid the foundation for the formation of this scientific field. With the development of digital technologies, media literacy has been formed as a separate scientific and pedagogical direction.

In the Republic of Uzbekistan, great attention is also paid to the development of information technologies, the widespread introduction of the digital economy, and the enhancement of media literacy among youth. In particular, within the framework of the reforms put forward by Shavkat Mirziyoyev, the formation of a digital society, ensuring information security, and the proper orientation of youth in the media environment are identified as important tasks [1].

The relevance of the topic lies in the fact that today people encounter a vast amount of information every day. This increases the risk of falling under the influence of incorrect or false information. Therefore, the formation of media literacy and information culture, the development of an individual's critical thinking ability, and the formation of skills for the correct use of information are of great scientific and practical importance [2]. The purpose of this article is to analyze the subject matter of media literacy and information culture, as well as the stages of its historical development, and to highlight its place in modern society. The study utilized methods of scientific literature analysis, a historical-comparative approach, and generalization.

METHODOLOGY

This study employs a set of complementary scientific methods appropriate to the theoretical and historical nature of the research. The primary method is scientific literature analysis, through which key national and international sources on media literacy and information culture were systematically reviewed and evaluated. A historical-comparative approach was applied to trace the chronological development of media literacy from the era of print media through to the current digital and social media age, identifying both continuities and transformations at each stage. The method of generalization was used to synthesize findings across the reviewed sources and draw overarching conclusions about the role and significance of media literacy in contemporary society. Additionally, a descriptive-analytical method was employed to examine the conceptual content of media literacy and information culture as scientific categories. Together, these methods allow for a multidimensional examination of the subject matter and support the reliability and validity of the conclusions presented [3].



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The science of media literacy and information culture is a science aimed at forming the skills of a person to correctly orient themselves in the media environment, analyze information, and use it rationally in a modern information society. This subject not only teaches methods of working with information but also develops an individual's competencies in critical thinking, analysis, and assessment of information reliability [4].

1. Subject of the discipline

The subject of the science of media literacy and information culture is the study of the processes of receiving, analyzing, evaluating, and effectively using information disseminated through media. Within the framework of the discipline, the following main areas are studied:

- The role of mass media (television, radio, internet, social networks) in society;
- Processes of creation, distribution, and consumption of information;
- Reliability of information and risks of manipulation;
- Analysis and critical evaluation of media texts;
- Information security and protection of personal data.

In this regard, science serves to ensure an individual's conscious and responsible activity in the media environment [5].

2. Formation of the concept of media literacy.

The concept of media literacy began to take shape in the 20th century with the widespread development of mass media. Initially, this concept was related only to the understanding of press and television information, but later its content expanded as a result of the development of the Internet and digital technologies [6].

Today, media literacy is regarded as a competence related not only to an individual's perception of information but also to its analysis, critical approach, and independent conclusion-making [7].

3. The essence of information culture.

Information culture is the ability of an individual to comply with moral, legal, and technical norms in the process of working with information. It includes:

- Proper search and use of information;
- Comply with copyright;
- Protection of personal data;
- To be able to distinguish false information (fake news);
- To follow the rules of etiquette in a media environment.

A person with a high information culture can operate safely and effectively in a media environment [8].

4. Historical evolution of science.

The development of media literacy can be divided into several stages:

Phase 1: The Press Period

During this period, the primary focus was on print media, and reading and understanding information was considered the primary skill.

Stage 2: The Era of Television and Radio

In the mid-20th century, as a result of the development of radio and television, the influence of the media intensified. During this period, there was a need to understand and analyze the influence of the media [9].



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Phase 3: The Internet Age

With the advent of the Internet, the flow of information increased sharply. Now the user has become not only a consumer but also a creator of information.

Phase 4: The Digital and Social Media Age

Today, social networks and digital platforms have shaped media literacy as an increasingly important discipline. Now, the ability to quickly analyze information, determine its reliability, and use it safely has become a core competence.

5. Significance in modern society

Media literacy and information culture are among the fundamental skills necessary for an individual to live correctly in a digital society today. This subject:

- Protects young people from false information;
- Develops critical thinking;
- Helps ensure information security;
- Forms a responsible civic position.

For this reason, Uzbekistan pays great attention to the development of media literacy. Within the framework of Shavkat Mirziyoyev's initiatives, a series of reforms are being implemented to develop a digital society and enhance the information culture of youth [10].

Table 1.

Sections	Content	Significance
Subject of science	Processes of receiving, analyzing, and evaluating information through media tools	Develops critical thinking and the ability to correctly evaluate information.
The concept of media literacy	Understanding, analyzing information, and drawing independent conclusions	Provides protection against misinformation
Information culture	Compliance with ethical and legal norms when working with information	Responsible and safe information shapes usage
Period of the press	Dissemination of information through print media	The basics of reading and understanding information have been formed
The era of television and radio	Expansion of mass media	There is a need to analyze the impact of the media
The Internet Age	A sharp increase in information flow	The user has also become a creator
Digital media era	Development of social networks and digital platforms	Rapid analysis and information security were important
Information security	Protect personal information and isolate misinformation	Provides a safe media environment
Critical thinking	Ability to analyze and evaluate information	Develops independent decision-making
Modern society	Digital information flow-intensive environment	Media literacy has become a vital necessity.



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RESULTS AND DISCUSSION

The analysis of scientific literature and historical sources reveals several significant findings regarding the development and current state of media literacy and information culture as an academic discipline. First, the study confirms that media literacy has undergone a clearly defined evolutionary trajectory across four distinct stages — the press era, the television and radio era, the Internet age, and the digital and social media era — with each stage demanding progressively higher cognitive and evaluative competencies from individuals [11]. This periodization, synthesized from the reviewed literature, provides a reliable framework for understanding how societal information needs have shaped the content of media literacy education over time [12].

Second, the study demonstrates that media literacy and information culture, while conceptually distinct, are deeply interrelated. Media literacy encompasses the analytical and evaluative skills required to engage with media content, whereas information culture addresses the ethical, legal, and behavioral dimensions of information use. Together they form a comprehensive competency framework necessary for responsible participation in the digital public sphere. This finding aligns with UNESCO's integrated Media and Information Literacy (MIL) approach, which advocates for the combined development of both dimensions rather than treating them as separate fields [13].

Third, the comparative analysis of Table 1 underscores that each thematic dimension of the discipline — from the subject matter of the science itself to critical thinking and information security — carries distinct but complementary significance. The table confirms that no single competency is sufficient on its own; rather, the effectiveness of media literacy education depends on the integrated development of all these dimensions simultaneously. This has important implications for curriculum design and pedagogical practice in Uzbekistan and beyond [14].

Finally, the context of Uzbekistan's digital reform agenda introduced by President Shavkat Mirziyoyev provides a concrete national dimension to these findings. The state's emphasis on digital society formation and youth information security creates a favorable institutional environment for the systematic integration of media literacy into formal education. However, the findings also suggest that policy efforts must be complemented by evidence-based pedagogical strategies to ensure that media literacy competencies are developed not only formally but also applied practically in everyday information behaviors [15].

CONCLUSION

In conclusion, the science of media literacy and information culture plays an important role in the proper formation and development of the individual in the modern information society. In the context of a sharp increase in the flow of information, it has become a vital necessity for a person to have the skills of conscious, critical and safe use of media.

Analysis shows that media literacy allows an individual to analyze information, determine its reliability, and draw independent conclusions. Information culture, in turn, ensures compliance with moral, legal, and social norms when working with information. These two concepts are inextricably linked and serve to effectively organize an individual's activity in a digital society.

Also, the historical evolution of media literacy shows that the process that began with the print press has reached the digital and social media era today. This confirms that the attitude toward information and the need for its analysis have increased in each period.



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In general, the development of media literacy and information culture is of great importance in ensuring the information security of youth and society, protecting against the influence of false information, and forming critical thinking.

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