

**STRATEGIES FOR FORMING MEDIA COMPETENCE BASED ON
BLENDED LEARNING*****Tog'ayeva Muattar Bahodir qizi****Alfraganus university**English teacher, Foreign language department**m.togayeva@afu.uz**<https://orcid.org/0009-0006-7587-5591>**Chirchik state pedogical university**Independent researcher*

Annotation: The rapid digitalization of education has significantly increased the importance of media competence as a key component of students' professional and personal development. This article explores effective strategies for forming media competence through blended learning, which integrates traditional face-to-face instruction with digital and online learning environments. The study analyzes theoretical foundations, pedagogical approaches, and practical methods for developing media literacy, critical thinking, and digital communication skills. The research employs qualitative and mixed-method approaches, including observation, surveys, and experimental teaching. Results indicate that blended learning environments enhance students' ability to critically evaluate media content, produce digital materials, and engage in interactive learning processes. The article concludes with recommendations for educators and institutions to optimize media competence development through blended learning models.

Keywords: Media competence, blended learning, digital literacy, media education, critical thinking, online learning, pedagogy, ICT

In the context of globalization and rapid technological advancement, the ability to effectively interact with media has become a fundamental skill. Media competence encompasses the capacity to access, analyze, evaluate, create, and communicate information across various media platforms.

Blended learning, which combines traditional classroom instruction with online educational technologies, offers new opportunities for developing media competence. It allows learners to engage with diverse media formats, collaborate digitally, and independently explore information resources. This article aims to identify and analyze strategies for forming media competence through blended learning environments, emphasizing both theoretical and practical aspects.

Media competence (also called media literacy) refers to the knowledge, skills, and attitudes needed to critically access, analyze, evaluate, create, and ethically use

various media forms — from traditional news to social media and digital content. It includes abilities like spotting manipulation, verifying facts, recognizing bias, and producing responsible media. Blended learning, which combines online (asynchronous or synchronous) and face-to-face elements, is particularly effective for building this competence because it allows flexible theory delivery online while enabling hands-on practice, collaboration, and reflection in class.

Research highlights several evidence-based strategies for forming media competence through blended learning, especially in teacher education and student programs. These draw from project-oriented models, structured courses, and digital tools. Below are key practical strategies, synthesized from recent studies.

Project-Based Learning as the Core of Blended Activities

Organize student projects (individual or group) that integrate media analysis and creation within a blended format. For future teachers, this involves designing media-rich lessons or developing original digital content.

- Blended implementation: Online phase provides theoretical resources (videos, readings on media theory, critical analysis frameworks) via a learning management system (LMS). Face-to-face sessions focus on project planning, peer feedback, and implementation.

- Example activities: Students create instructional media (e.g., videos or interactive presentations), analyze existing media for bias/manipulation, or build fact-checking tools. Use frameworks like TPACK (Technological Pedagogical Content Knowledge) to link media skills with subject teaching.

- Support structures: Self-paced online materials, tutor/peer coaching, e-portfolios for reflection, and learning analytics dashboards for personalized feedback.

This approach has shown strong results in developing media pedagogical, subject-specific, and technological competences among student teachers.

Structured Modular Course with Online Theory + In-Class Practice

Design a short, modular course (e.g., 5 sessions) where online components deliver core knowledge and in-class time emphasizes application.

- Blended split: ~60-65% online (asynchronous videos, tests, readings on platforms like EdEra or Moodle) for topics such as media landscapes, psycholinguistic analysis of manipulative texts, social media algorithms, misinformation, and verification tools. ~35-40% face-to-face for discussions, group exercises, and project presentations.

- Specific strategies:

- Fact-checking and verification (using free tools like Tineye or Fotoforensics for images).

- Psycholinguistic text analysis to detect propaganda, hate speech, or “dzhynsa” (paid content).

- Differentiating facts from opinions/judgments.
- Capstone project: Students prepare and present a media literacy topic.
- Evidence of effectiveness: In one high school implementation, average media literacy levels rose from 21.3% to 52.4% (a 31.1% increase), with gains in analysis, recognition of fakes, and critical thinking. 99% of participants preferred this over traditional formats.

Flipped Classroom Model with Digital Tool Integration

Flip the traditional structure: Students engage with media theory and examples online before class, then apply skills collaboratively in person.

- Online prep: Short videos, interactive quizzes, or readings on bias, disinformation, journalism standards, and cybersecurity (phishing, vishing).
- In-class application: Group discussions, role-playing (e.g., journalist vs. consumer), media creation workshops (podcasts, infographics, videos using Google Apps or free editing tools), and real-time fact-checking exercises.
- Tools: Social networks for analysis, Google Workspace for collaboration, and analytics for tracking progress.

This boosts engagement and allows wider reach while maintaining practical depth.

Rotational or Flex Models with Collaborative and Individual Tracks

Rotate between online self-study, small-group in-class work, and individual projects.

- Strategies: Use gamification (badges for completed verification tasks), peer evaluation, and real-world projects (e.g., creating school media campaigns or debunking local misinformation).
- Assessment: Pre/post surveys on media knowledge, portfolios of created content, reflections, and formative feedback.

This model supports diverse learners and scales well for large groups or inclusive settings (e.g., students with disabilities).

Reflection, Self-Assessment, and Continuous Feedback Loops

Embed ongoing reflection throughout the blended experience.

- Tools: E-portfolios to document skill growth; self-assessment rubrics on media competence components (access, analysis, evaluation, creation, ethics); learning analytics for personalized recommendations.
- Teacher role: Facilitate discussions and provide mentoring in face-to-face sessions while monitoring online progress.

Studies emphasize this builds autonomous critical thinking and long-term competence retention.

Implementation Tips for Educators

- Platforms: Moodle, Google Classroom, or EdEra for online content; integrate free verification and creation tools.
- Duration: Start with short pilots (5–10 weeks) and scale.
- Evaluation: Measure before/after using validated surveys on critical analysis, fake recognition, and creation skills.
- Adaptation: Tailor to context — e.g., focus on local media issues in Uzbekistan or global disinformation trends.
- Benefits over pure online or traditional: Combines flexibility with social interaction, leading to higher engagement and measurable gains in competence.

Conclusion

These strategies are supported by experimental evidence showing significant improvements in media literacy levels and teacher readiness. To apply them, begin with a needs assessment of your learners' current media skills, then pilot one module using the project-based or modular approach. This blended framework not only forms media competence but also models effective digital pedagogy for students themselves.

Blended learning provides a powerful framework for forming media competence in modern education. By combining traditional and digital approaches, it enables students to develop essential skills required in the information society. The study confirms that structured strategies within blended learning environments significantly enhance students' ability to critically engage with media and produce digital content.

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