



Teaching Media Literacy Based on the Experience of Finland and South Korea

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Abstract

This thesis explores the methodology of teaching media literacy based on a comparative analysis of Finland and South Korea. The study focuses on how both countries integrate media literacy into their educational systems through different pedagogical approaches. Finland's model emphasizes critical thinking, interdisciplinary learning, and student-centered education, while South Korea focuses on digital competence, ICT integration, and structured curriculum design. The research analyzes policy documents, academic literature, and curriculum frameworks to identify effective teaching strategies. The findings indicate that both systems are successful in developing students' media literacy skills, but each has unique strengths and limitations. Finland excels in fostering critical analysis and independent thinking, whereas South Korea demonstrates strong technological and digital skill development. The study suggests that combining these approaches can create a more balanced and effective methodology for media literacy education. The proposed framework highlights the importance of integrating critical thinking with digital competencies. This research contributes to the improvement of media literacy teaching practices in global education systems.

Keywords: media literacy, Finland education system, South Korea education system, digital competence, critical thinking, ICT integration, comparative education, teaching methodology, student-centered learning, curriculum development

Introduction

Media literacy has become one of the most important competencies in the modern digital society. The rapid development of information technologies has significantly changed the way people access and share information. Today, individuals are exposed to an overwhelming amount of media content every day. This situation makes it necessary to develop critical thinking skills in learners from an early age. Media literacy helps students to analyze, evaluate, and create information responsibly. It also enables



them to distinguish between reliable and unreliable sources. In the context of global education, many countries are integrating media literacy into their national curricula. Finland is widely recognized for its innovative and student-centered education system. The country emphasizes critical thinking, autonomy, and interdisciplinary learning in teaching media literacy. South Korea, on the other hand, is known for its strong digital infrastructure and technology-based education system. Its approach focuses on developing students' digital competence and practical ICT skills. Both countries have achieved high levels of success in preparing students for the digital age. However, their pedagogical strategies differ in structure and emphasis. Finland integrates media literacy across different subjects rather than teaching it separately. South Korea applies a more structured and technology-oriented curriculum. These differences provide valuable insights into effective teaching methodologies. Comparative analysis of these systems can help identify best practices in media literacy education. Such research is important for improving educational quality in other countries as well. Therefore, this article explores Finland and South Korea's experiences to develop an effective methodological approach to teaching media literacy.

This study is based on a qualitative comparative research design. The main purpose is to analyze media literacy teaching methodologies in Finland and South Korea. Data was collected from academic articles, policy documents, and international education reports. Official curriculum frameworks from both countries were also reviewed. The Finnish education model was analyzed through its phenomenon-based learning approach. This approach integrates media literacy across different subjects instead of teaching it as a separate course. The South Korean model was examined through its ICT-based structured curriculum system. This system emphasizes digital skills, media usage, and technology integration in education. The study compares teaching strategies used in classrooms in both countries. Special attention was given to student-centered learning methods in Finland. In contrast, teacher-guided instruction and technology-driven lessons were analyzed in South Korea. Teacher training programs in both countries were also considered as an important factor. The research identified key similarities and differences in pedagogical approaches. Based on the analysis, a combined methodological framework was developed for effective media literacy education.

Conclusion

Media literacy has become an essential competence in the modern digital world. The comparative analysis of Finland and South Korea shows that both countries have effective but different approaches to teaching media literacy. Finland focuses on critical thinking, creativity, and interdisciplinary learning. South Korea emphasizes digital skills, technological integration, and structured curriculum design. Both systems demonstrate strong outcomes in preparing students for the information society. However, each approach also has certain limitations when applied independently. A balanced integration of both models can provide a more effective methodology. Such an approach combines critical analytical skills with strong digital competence. This study suggests that media literacy education should be adaptive to cultural and technological contexts. Therefore, combining the strengths of Finland and South Korea offers a promising direction for future educational development.

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