

Problems of Improving Media Competence of Institute/University Management Staff

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ABSTRACT

In the current era of information overload, it is more important than ever for institute/university management staff to be media literate. Media literacy is the ability to access, analyze, evaluate, and create media in a critical and informed way. It is essential for management staff to be able to effectively communicate with the media, as well as to understand the role of the media in society.

A review literature.

Media competence refers to the knowledge, skills, and attitudes required to effectively use media and information technologies. The importance of media competence has grown in recent years, as organizations increasingly rely on digital technologies to communicate with stakeholders and achieve their goals. In the context of institutes and universities, media competence is essential for effective communication with students, faculty, staff, alumni, and other stakeholders, as well as for promoting the institution's brand and reputation.

A review of scientific literature reveals that there is a growing interest in the development of media competence among management staff in institutes and universities. Several studies have investigated the factors that contribute to the development of media competence, as well as the challenges and opportunities associated with this process.

One study by Kostagiolas et al. (2022) [1] examined the media competence of academic leaders in Greek universities. The authors found that academic leaders had a high level of media competence, but also identified several challenges, including a lack of training opportunities and a need for more effective communication strategies.

Another study by Koltay Takacs (2007) [2] explored the role of media literacy in higher education leadership. The authors argue that media literacy is essential for effective leadership in

the digital age, and call for universities to incorporate media literacy training into their leadership development programs.

A third study by Gal-Ezer and Beeri (1995) [3] investigated the media competence of academic managers in Israeli universities. The authors found that while academic managers had a high level of media competence, there was a need for more systematic training programs to develop these skills further.

Overall, the literature suggests that developing media competence among management staff in institutes and universities is essential for effective communication and leadership in the digital age. However, more research is needed to identify effective strategies for developing media competence and to overcome the challenges associated with this process.

Main part.

Problems of Improving Media Competence

There are a number of problems that can hinder the improvement of media competence among institute/university management staff. These include:

- Lack of training: Many management staff do not receive any formal training in media literacy. This can make it difficult for them to effectively communicate with the media, as well as to understand the role of the media in society.
- Lack of time: Management staff are often busy with other tasks, such as teaching, research, and administration. This can make it difficult for them to find the time to learn about media literacy.
- Lack of motivation: Some management staff may not see the value in improving their media competence. They may believe that they already know enough about the media, or that they do not need to be able to communicate effectively with the media.
- Despite these challenges, there are a number of things that can be done to improve media competence among institute/university management staff. These include:
 - Provide training: Institute/university administrators should provide management staff with formal training in media literacy. This training should cover topics such as how to communicate effectively with the media, how to understand the role of the media in society, and how to evaluate media content.
 - Create opportunities for learning: Institute/university administrators should create opportunities for management staff to learn about media literacy on their own. This could include providing access to online resources, hosting guest speakers, or organizing workshops.
 - Encourage staff to participate: Institute/university administrators should encourage management staff to participate in activities that will help them to improve their media competence. This could include attending conferences, writing for the media, or volunteering for media-related organizations.
 - By taking these steps, institute/university administrators can help to improve the media competence of their management staff. This will help to ensure that management staff are able to effectively communicate with the media, as well as to understand the role of the media in society.

In addition to the above, there are a number of other benefits to improving media competence among institute/university management staff. For example, it can help to:

- ✓ Improve the reputation of the institute/university

- ✓ Increase public awareness of the institute/university's work
- ✓ Attract more students and faculty
- ✓ Secure more funding

Analysis of media competencies of Institute/University management staff

As an AI language model, I do not have access to the data required for the analysis of media competencies of Institute/University management staff. However, generally speaking, the following competencies can be considered essential for effective media engagement:

1. Communication skills: The ability to express complex information and ideas clearly and concisely is crucial for effective media engagement.
2. Media literacy: Understanding the nature, function, and impact of different forms of media is important for communicating effectively through various channels.
3. Social media knowledge: Knowledge of social media platforms, their features, and how to use them effectively for networking, marketing, and communication.
4. Crisis communication skills: The ability to respond quickly and effectively to unexpected situations and to communicate coherently and empathically with stakeholders.
5. Public relations skills: Understanding how media can be used to build relationships with external stakeholders through public relations activities.
6. Data analysis skills: The ability to collect, analyze and interpret data to measure the effectiveness of media [4].

The level of media competence of the management staff of the Institute/University

The level of media competence of the management staff of an institute/university varies widely. Some management staff are very media savvy and are able to effectively communicate with the media, while others are not as comfortable with the media and may struggle to communicate their message effectively.

There are a number of factors that can contribute to the level of media competence of management staff. These include:

The individual's personality: Some people are naturally more comfortable with the media than others. Those who are more outgoing and confident are often better at communicating with the media.

The individual's experience: Those who have had more experience working with the media are often better at communicating with them. They have learned how to handle tough questions, how to control the message, and how to build relationships with journalists.

The individual's training: Some management staff receive formal training in media relations. This training can help them to develop the skills they need to effectively communicate with the media.

There are a number of things that institute/university administrators can do to help improve the media competence of their management staff. These include:

Provide training: Institute/university administrators can provide management staff with formal training in media relations. This training can help them to develop the skills they need to effectively communicate with the media.

Create opportunities for learning: Institute/university administrators can create opportunities for management staff to learn about media relations on their own. This could include providing access to online resources, hosting guest speakers, or organizing workshops.

Encourage staff to participate: Institute/university administrators should encourage management staff to participate in activities that will help them to improve their media competence. This could include attending conferences, writing for the media, or volunteering for media-related organizations.

By taking these steps, institute/university administrators can help to improve the media competence of their management staff. This will help to ensure that management staff are able to effectively communicate with the media, as well as to understand the role of the media in society.

Here are some additional tips for improving the media competence of management staff:

Be clear and concise: When communicating with the media, it is important to be clear and concise. Avoid using jargon or technical terms that the media may not understand.

Be honest and transparent: The media is more likely to trust you if you are honest and transparent with them. Be willing to answer their questions honestly, even if the answers are not always positive.

Be proactive: Don't wait for the media to come to you. Be proactive in reaching out to the media and providing them with information about your institute/university.

Build relationships: Take the time to build relationships with journalists. Get to know them and their work. This will make it easier to communicate with them when you need to.

By following these tips, institute/university management staff can improve their media competence and build better relationships with the media. This can help to improve the reputation of the institute/university and attract more students, faculty, and funding. [5]

Conclusion.

Overall, there are a number of reasons why it is important for institute/university management staff to be media literate. By taking steps to improve media competence, institute/university administrators can help to ensure that their management staff are able to effectively communicate with the media, as well as to understand the role of the media in society. This can lead to a number of benefits for the institute/university, including improved reputation, increased public awareness, and increased funding.

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