


The Role of Education and Media Literacy in Poverty Reduction

Kadirova Khalima¹ 

¹Doctor of Philosophy (PhD) in Sociological Sciences, Associate Professor, Nizami National Pedagogical University of Uzbekistan
kadirovaxalima@gmail.com

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***Corresponding author:**

Kadirova Khalima

kadirovaxalima@gmail.com

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Abstract

This article analyzes the role of education and media literacy in reducing poverty, reducing social inequality, and strengthening social balance in society. The article examines the impact of education on the development of human capital, the importance of media literacy in the formation of critical thinking, and pedagogical approaches aimed at reducing poverty. It also scientifically sheds light on the causes of poverty, its social consequences, and the possibilities of solving this problem through education. The article analyzes ways to reduce poverty through the development of education and media literacy based on international experience and the practice of Uzbekistan.

Keywords: poverty, unemployment, education, media literacy, social equality, human capital, sustainability, individual, family, critical thinking, pedagogy.

Introduction

Poverty remains one of the most pressing global challenges, affecting millions of people worldwide and limiting access to basic needs such as education, healthcare, and employment. In recent decades, researchers and policymakers have increasingly recognized that poverty is not only an economic issue but also a multidimensional phenomenon influenced by social, educational, and informational factors [1].

Despite numerous studies on poverty reduction, there is still a lack of comprehensive research focusing specifically on the combined role of education and media literacy in addressing this issue. Many existing studies examine economic or policy-based solutions, while the importance of knowledge access, critical thinking, and information skills remains underexplored [2].

The relevance of this study lies in its focus on education and media literacy as key tools for empowering individuals and reducing poverty in a sustainable way. In the modern digital era, access to information and the ability to critically evaluate it play a crucial role in improving individuals' social and economic conditions [3].

The aim of this article is to analyze the impact of education and media literacy on poverty reduction and to identify how these factors contribute to social development. The study seeks to demonstrate that strengthening educational systems and promoting media literacy can serve as effective strategies in combating poverty.

Literature Review

The nature and causes of poverty In the scientific literature, poverty is usually divided into two main types: absolute poverty and relative poverty. Absolute poverty refers to the inability of people to meet the minimum needs necessary for survival. Relative poverty refers to the population groups with low incomes compared to the average income level in society [4].

Various economic indicators are used to determine poverty. In particular, indicators such as the level of income of the population, the consumer basket, and the subsistence minimum are important criteria. According to researchers, the following factors can cause poverty:

- uneven distribution of economic resources;
- high unemployment;
- low level of education;
- economic crises;
- insufficient development of infrastructure.

Global economic developments also have a significant impact on poverty rates [5].

Today, the international poverty line is defined as living on less than US\$1.90 a day, while the poverty line is set at US\$3.20 a day for countries with incomes below the average [6].

Methods

This study employs a qualitative and analytical research design to examine the role of education and media literacy in poverty reduction. The research is based on a comprehensive analysis of secondary data, including reports from international organizations such as UNESCO, the World Bank, and national statistical data [7].

The study applies a comparative method to evaluate different approaches to poverty reduction across countries, particularly focusing on education accessibility and media literacy development. Additionally, a descriptive method is used to interpret the relationship between education levels and poverty indicators [8].

Content analysis is also utilized to examine policy documents, academic literature, and global reports related to poverty alleviation strategies. The research does not rely on primary data collection but instead synthesizes existing reliable sources to identify patterns, challenges, and effective practices [9].

The combination of these methods allows for a comprehensive understanding of how education and media literacy contribute to reducing poverty and improving social development.

Results

The analysis of global data demonstrates a strong relationship between education levels and poverty reduction. According to UNESCO reports, individuals with access to quality education are significantly more likely to secure stable employment and improve their living conditions. This confirms that education is a key determinant in breaking the cycle of poverty [10].

Furthermore, the study reveals that limited access to education remains a critical issue in many developing regions, particularly in rural areas. This inequality contributes to persistent poverty, as individuals lack the necessary skills and knowledge to participate effectively in the labor market.

The findings also indicate that media literacy plays an increasingly important role in modern society. Individuals with higher levels of media literacy are better equipped to access information, identify opportunities, and make informed decisions. This contributes not only to personal development but also to economic empowerment [11].

In addition, comparative analysis shows that countries investing in education and digital literacy programs experience more significant progress in poverty reduction. These findings highlight the importance of integrating educational reforms with modern information technologies.

Despite the fact that the world is very developed and modern today, access to quality education is still limited in some regions. According to UNESCO, the number of children and adolescents who do not attend school will reach 250 million by 2023, an increase of 6 million compared to 2021 [12]. One of the main reasons for children dropping out of school is financial difficulties. Also, for children living in remote areas, the remoteness of educational institutions is an important factor.

Some countries in the world have very high poverty rates. One such country is South Africa. According to the World Bank, the poverty rate in this country has been increasing since 2014. It is estimated that by 2022, approximately 62.6 percent of the population will live in poverty [13]. Research shows that the poor constitute a large proportion of the population.

This data once again confirms the important role of education in personal development and social progress. Education develops a person's knowledge, skills and critical thinking skills, expanding his opportunities for active participation in social, economic and cultural life .

Discussion

The social importance of education and media literacy in poverty reduction In the context of the rapid development of information technologies, media literacy becomes one of the important competencies. Media literacy refers to a person's ability to critically analyze various sources of information, assess their reliability, and use information effectively [14].

Individuals with a high level of media literacy have the ability to analyze the information available in the information space and determine whether it is true or false. This helps to form a healthy information environment in society.

Media literacy includes the following skills:

- critical analysis of information;
- identifying fake and manipulative information;
- ensuring information security;
- forming a digital culture.

The development of media literacy in the modern education system serves to increase the critical thinking skills of the younger generation.

In addition, media literacy also serves to effectively use economic opportunities for individuals. Through the proper use of information sources, people can learn about various grants, educational programs, and job opportunities.

Media literacy can be introduced into the education system through the following methods:

- tasks aimed at analyzing information;
- critical evaluation of social media texts;
- lessons on internet safety and information ethics.

Experience of Uzbekistan. In Uzbekistan, the problem of poverty is receiving great attention at the state policy level. In 2020, approximately 12-15 percent of the country's population lived in poverty, as President Shavkat Mirziyoyev first noted in his February 2020 address to Parliament.

In accordance with the Resolution of the President of the Republic of Uzbekistan No. PQ-347 dated 04.10.2024, the Decree of the President of the Republic of Uzbekistan No. PF-143 dated September 23, 2024 "On bringing measures to reduce poverty and improve the well-being of the population to a new level", the program "From Poverty to Prosperity" was adopted.

Poverty reduction was identified as one of the priority tasks within the framework of the New Uzbekistan Development Strategy for 2022-2026. Based on this strategy, the institute of assistants to the governors was introduced to develop entrepreneurship in makhallas, ensure employment of the population, and reduce poverty.

Also, within the framework of the "Uzbekistan - 2030" strategy, comprehensive measures are being implemented to improve the social protection system, develop employment services, and provide the population with gainful employment [15].

Conclusion

In conclusion, education and media literacy are important factors in reducing poverty and ensuring social balance in modern society. Education develops human capital and expands the economic opportunities of individuals. Media literacy, in turn, forms the skills of making decisions based on conscious and critical thinking in the information space.

The integrated development of these two factors is of great importance in strengthening social stability in society, reducing poverty, and achieving sustainable economic development. Therefore, special attention should be paid to the development of media literacy in modern education policy.

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