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EFFECTIVENESS OF MEDIA LITERACY IN THE PROCESS OF TEACHING FOREIGN LANGUAGES TO STUDENTS

Abstract

This article details research on media literacy and media education as it relates to secondary education in Kazakhstani public schools. It examines the relevant Kazakhstani media situation through international research to better understand how teaching and learning practices can support students' media literacy in elementary and secondary schools. The article also aims to find solutions to problems related to the spread of misinformation and falsified news. The research methods are based on quantitative online survey data as well as qualitative interview data. 96 students participated in the online survey and 42 students participated in interviews. The survey was conducted among students at the Municipal state Institution “Predgornenskaya Secondary School No. 1” of the Education Department of the Glubokovsky district in the spring of 2022. The primary audience for this study is local, regional, national policymakers with the power to effect large-scale and systematic changes in media education policy and practice. This article describes how media literacy can be incorporated into school curricula and provides a brief overview of the extent to

which media literacy is addressed in school curricula. The process by which users arrive at a site is an important component of how they evaluate a media resource. In particular, the search engine, external design, play an important role in finding and evaluating information on the Internet. Our understanding and approach to media literacy is largely based on research in middle school classrooms.

Keywords: Internet, Web, trust, information retrieval, education, school, media resources, terminology

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ОҚУШЫЛАРДЫ ШЕТ ТІЛДЕРІНЕ ОҚЫТУ ҮДЕРІСІНДЕГІ МЕДИА САУАТТЫЛЫҚТЫҢ ТИІМДІЛІГІ

Аңдатпа

Мақалада қазақстандық орта мектептегі орта білімге қатысты медиа сауаттылық және медиабілім саласындағы зерттеу егжей-тегжейлі берілген. Ол оқыту мен оқу тәжірибесі бастауыш және орта мектеп оқушыларының медиа сауаттылығын қалай қолдауға болатынын жақсырақ түсіну үшін халықаралық зерттеулер арқылы Қазақстандағы тиісті БАҚ жағдайын зерттейді. Сондай-ақ мақала жалған ақпарат тарату мен жаңалықтарды бұрмалаумен байланысты мәселелердің шешімін табуға бағытталған. Зерттеу әдістері сандық онлайн сауалнама деректеріне, сондай-ақ сапалы сұхбат деректеріне негізделген. Онлайн сауалнамаға 96 оқушы, сұхбатқа 42 оқушы қатысты. Сауалнама Глубоковский ауданының білім беру бөлімінің «№1 Предгорненская орта мектебі» коммуналдық мемлекеттік мекемесінің оқушылары арасында 2022 жылдың көктемінде өткізілді. Бұл зерттеудің негізгі аудиториясы – медиа білім беру саясаты мен тәжірибесінде ауқымды және жүйелі өзгерістерді жүзеге асыруға күші бар жергілікті, аймақтық, ұлттық саясаткерлер. Бұл мақалада медиа сауаттылықты мектеп бағдарламасына қалай енгізуге болатыны сипатталады және мектеп бағдарламаларында медиа сауаттылық қаншалықты қарастырылатыны туралы қысқаша шолу жасалады. Пайдаланушылардың сайтқа келу процесі олардың медиа ресурсты пайдалану жолының маңызды құрамдас бөлігі болып табылады. Атап айтқанда, іздеу жүйесі, сыртқы дизайн Интернеттен ақпаратты табу және бағалауда маңызды рөл атқарады. Біздің медиасауаттылыққа деген түсінігіміз бен көзқарасымыз ең алдымен орта мектеп сыныбында жүргізілген зерттеулерге негізделген.

Түйін сөздер: Интернет, желі, сенім, ақпарат іздеу, білім, мектеп, медиа ресурстар, терминология.

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ЭФФЕКТИВНОСТЬ МЕДИАГРАМОТНОСТИ В ПРОЦЕССЕ ОБУЧЕНИЯ УЧАЩИХСЯ ИНОСТРАННЫМ ЯЗЫКАМ

Аннотация

В статье подробно представлено исследование в области медиаграмотности и медиаобразования применительно к среднему образованию в казахстанской общеобразовательной школе. В нем рассматривается соответствующая казахстанская медиа ситуация на примере международных исследований, чтобы лучше понять, как практика преподавания и обучения

может поддержать медиаграмотность учащихся в начальной и средней школе. Статья также направлена на поиск решений проблем, связанные с распространением дезинформации и фальсификацией новостей. Методы исследования базируются на количественных данных онлайн опроса, а также качественных данных интервью. 96 учеников приняли участие в онлайн опросе, 42 ученика приняли участие в интервью. Опрос проводился среди учащихся коммунального государственного учреждения «Предгорненская средняя школа №1» отдела образования Глубоковского района весной 2022 года. Основной аудиторией данного исследования являются местные, региональные, национальные политики, обладающие полномочиями для осуществления широкомасштабных и систематических изменений в политике и практике медиаобразования. В этой статье описывается, каким образом медиаграмотность может быть включена в школьную программу, и дается краткий обзор того, в какой степени медиаграмотность рассматривается в школьных программах. Процесс, с помощью которого пользователи попадают на сайт, является важным компонентом того, как они оценивают медиа ресурс. В частности, поисковая система, внешний дизайн, играют важную роль в поиске и оценке информации в Интернете. Наше понимание и подход к медиаграмотности в основном основаны на исследованиях в классах средней школы.

Ключевые слова: Интернет, Сеть, доверие, поиск информации, образование, школа, медиа ресурсы, терминология.

Main provisions. In modern pedagogical science, media education is considered in several aspects: as a branch of pedagogical science that develops theoretical issues of teaching adequate interaction with the media environment; as a teaching, training and public awareness activities aimed at the formation of media literacy; as a separate educational field, the content of which is knowledge about the functioning of media in modern society, as well as skills and abilities to work effectively with media information [1].

Research and policy initiatives on media literacy and media education have been growing in Europe and the English-speaking world for decades [2]. Recent studies at the European level provide useful data on criteria for assessing media literacy levels; on the role of informal media education and formal media education for the acquisition of media literacy competencies [3]; and on media literacy policies, practices and actions outside of schools [4]. Although research evidence at the school level is limited, media literacy initiatives have shown positive results for students' knowledge, skills, and attitudes [5].

According to an online article on Internews in Kazakhstan, a textbook on media literacy for students in Kazakhstan could be included in the educational program as an elective course: “A team of experts from Kazakhstan, Kyrgyzstan, Russia, Ukraine and Lithuania has developed a textbook for students in grades 9-11 (12), as well as a methodological guide for school teachers in Kazakh and Russian.” [6] This educational and methodological complex was prepared by the International Center for Journalism MediaNet Public Foundation within the framework of the Central Asian MediaCAMP program, implemented by Internews with the financial support of USAID. However, there is a lack of systematic comparative data on what is effective in media literacy practice in Kazakhstan's educational system.

Also, a group of scientists at Al-Farabi Kazakh National University, commissioned by the Ministry of Education and Science of the Republic of Kazakhstan, developed a project in a three-year program entitled Development of Media Education Technologies to Form the Country's Intellectual Potential. The result of this project was the publication of the book “Media Education and Media Literacy: Theory, Methodology, and Practice. Tutorial” [7].

There is no doubt that Kazakhstani society has begun to think more and more about the importance of media education. There are definitely already tangible achievements in this area. However, this is not the limit to the potential of the media literacy program. And while so far the focus has been on media literacy as an elective subject, in our study we raise the question of

introducing this program into foreign language classes. In this area, further more detailed study of the possibilities of different types of foreign language media texts is required in the context of their didactic use as a means of integrated teaching of a foreign language and media literacy.

Introduction. Discussion of the importance of teaching students to use, understand, and critically evaluate all types of media is prompted by the rapid development of digital technology and the simultaneous growth of Internet consumption [1]. Students have access to a wealth of information that is virtually unfiltered. As a result of children spending more time online, the likelihood that they will misuse the Internet has increased [1]. Uncontrolled use of the Internet has a detrimental effect on academic performance, causes feelings of isolation in school, and negatively affects life satisfaction [1].

Undoubtedly, increased access to the Internet and digital media for students and teachers has increased their access to knowledge and facilitated their ability to express themselves, engage in active citizenship, and engage in creative communication with a wider audience [8].

The benefits of more people having access to more information are obvious, but in many, if not all, countries it also creates problems for democracy, security, and “social structure” [9]. The dangers of indoctrination, propaganda, radical and violent messages, cyberbullying and hate speech are becoming increasingly common among students.

The development of an independent creative personality in accordance with modern requirements is impossible without the formation of the student's media competence, which in this study is defined as a set of knowledge, skills and abilities necessary for a specialist of any profile and allowing him to effectively carry out various types of professional activities related to the use of media.

A modern media-competent person must independently carry out a critical analysis of information contained in media resources, participate in communication and organize interaction about it in their native and foreign languages, and work with this information using the latest means of mass communication.

The media both expand and limit public knowledge, and because of this ability they have a significant impact not only on political processes, but also on learning and socialization processes that affect children's lives and development [10].

Education systems face serious challenges from the spread of false information and fake news. Students need to develop the appropriate knowledge and skills to navigate this rapidly changing environment. According to research, teaching students media literacy can have a positive impact on students' knowledge, skills, and attitudes toward analyzing and critically evaluating media and misinformation [11].

The historical, social, and cultural backgrounds of each nation are naturally reflected in the condition of media literacy education in the various European Union member states as well as the rest of the world. Different legislative definitions of this kind of schooling exist. Varied school systems have different requirements for formal and extracurricular media literacy education. The effectiveness of media education is difficult to assess, for instance in terms of critical thinking and creativity. The development of suitable assessment methods for media literacy teaching is also necessary.

Despite the long tradition of studying the nature of terms and terminological systems in linguistics, and despite the fact that a number of essential characteristics of terms and terminological systems have already been highlighted and described in structural linguistics, in the cognitive-discursive knowledge paradigm these concepts receive new and deeper coverage [12]. This is because here they are seen as summing up the long-term cognitive processes in a particular subject area. One of the most important questions also remains the definition of media literacy, which is interpreted differently in different sources. Perhaps in further research we will form a new definition applicable specifically to foreign language teaching.

The research problem: while there is a need for students' media literacy development and opportunities for its implementation created by active interaction with foreign-language media culture resources in the learning process, ways, principles and methods of integrated media literacy development when working with foreign-language media resources remain undeveloped in the methodology of teaching foreign languages and cultures.

The hypothesis of the study is the assumption that the formation of media competence in students is extremely necessary and relevant because:

- when working with the Internet, in particular with media resources, students do not analyze, critically process the information they receive;
- students spend an uncontrolled amount of time on the World Wide Web, being an excellent target for scammers, propaganda, false information;
- students trust the first source that appears in the search box when searching for information, believing it to be the most reliable information.

This article is intended for practitioners and researchers in the field of school education, media and digital policy. It examines the relevant Kazakhstani media situation through international research to better understand how teaching and learning practices can support students' media literacy in elementary and secondary schools. The article also aims to find solutions to problems related to the spread of misinformation and falsified news.

Methods and materials. The primary source of information for the development of the research instrument is secondary data; it draws on scholarly data from the academic literature, international policy reports, comparative studies, and research projects.

To find secondary literature, we conducted a systematic search of peer-reviewed articles published since 2010 in educational databases. The search keywords used were 'media education', 'media literacy', 'digital literacy', and 'media studies'. Additional terms included: 'primary education', 'secondary education', 'teaching practices', 'misinformation' and 'fake news'. Results were selected using the report's research questions as the selection criteria. After selection, 18 publications from Europe and 32 publications from non-European countries were selected and analyzed according to the research conceptual framework and research questions.

Previous research shows that school-based initiatives play an important role in media literacy instruction [13-14]. Introducing media literacy instruction as a holistic approach is more effective than simply introducing media literacy instruction as an isolated subject [15]. At the same time, one challenge for educators is to incorporate media literacy programs as an integral part of education [16].

For example, teachers can use media literacy instruction to sharpen students' abilities to evaluate media as sources of evidence, identify biases in mediated constructions of society and history, understand how media frame issues, separate facts from opinions, and assess the credibility of information. Moreover, media literacy instruction can help students develop analytical and logical skills, and serves as an important tool for exploring issues of democratic citizenship and the political process in society [13].

The status of media literacy instruction varies from country to country, and it is difficult to find a standard module or best practice for how media literacy instruction is integrated into the school curriculum. Regarding the purpose of media literacy instruction, there is also no consistent policy across European countries, nor among non-European countries. In some countries, media literacy education aims to provide tools to help people critically analyze messages, offers students opportunities to enhance their experience with the media, and helps them develop creative skills in creating their own media messages.

We rely on some quantitative, but primarily qualitative data to answer the questions posed above.

The survey was conducted among students at the rural school Municipal state Institution "Predgornenskaya Secondary School No. 1" of the Education Department of the Glubokovsky district in the spring of 2022. 96 students participated in the online survey, giving a participation rate of 98% of the total middle and high school student population; 42 students participated in interviews.

The average time to complete the online survey was about 15 minutes and the interview was 20. The survey included detailed questions about respondents' use of the Internet: experiences, context of use, types of sites visited, and online activities.

The control group represented a diverse set of students. As shown in Table 1, the sample is very diverse across the board. There was an almost equal representation of boys and girls in the survey. Both the online survey and the interview were predominantly attended by students aged 14-15.

Table 1. Profile of the group of respondents - students

	Online survey (n=96)	Interview (n=42)
Gender		
boy	45	19
girl	51	23
Age		
10-11	26	10
12-13	22	8
14-15	27	13
15-16	21	11

Results and discussion

The control group was intentionally limited to students ages 10 and 16 because middle and high school students were assumed to be active Internet users, as evidenced by the numbers in Table 2.

Table 2. Internet use experiences

	Online survey (n=96)	Interview (n=42)
Number of Internet use years		
1-2 years	28	12
3-4 years	40	20
5-6 years	28	10
Number of hours on the Internet daily		
1-2 hours		
3-4 hours	23	15
5-6 hours	52	21
> 7 hours	19	5
	2	1
Number of Internet access locations		
1-2	44	19
unlimited	52	23
Internet time under parental control		
yes	42	13
no	54	29
The most frequent Internet use is at home		
yes		
no	58	30
	38	12

According to both the online survey and interviews, the largest number of students have been connected to the Internet for 3-4 years and use the Internet regularly. The number of Internet users for 1-2 years and 5-6 years is almost the same. The age of the respondents and their employment during the day have a significant influence on this data.

In both the larger group and the subsample, the rate of time spent online daily varies significantly. Most students, 52 from the online survey and 21 from the interview, spend about 3-4 hours a day online. Surprisingly, there are students with a maximum of more than 7 hours: 2 from the online survey and one from the interview. According to the conversation with the students, the younger students are more exposed to parental control, and the older students have extra activities. This also suggests that there are both very digitally savvy and much less digitally competent respondents in the study.

More than half of the respondents have unlimited access to the Internet. This is due to the availability of unlimited tariffs on students' cell phones. The other half of the students who participated in both the online survey and the interview have one and two spots of access to the Internet: via Wi-Fi at home and limited tariffs on the smartphones.

The amount of time students under parental control spend online is less: 42 and 13 versus 54 and 29, respectively. According to this data, most students have unlimited access to endless and completely unfiltered information on the World Wide Web. Left to their own devices to view information, students are exposed to the uncontrolled influence of media information broadcast online.

The primary place of Internet use is at home - 58 from the online survey and 30 from the interview. During a conversation with students, it was revealed that outside of the home, students most often use the Internet in transportation. Moreover, many of the students feel stressed or quickly bored when they find themselves without Internet access in the city.

Table 3 presents the questions and answers for both the large online survey sample and the follow-up survey sample. The interview sample of respondents is representative of the larger group because the results are consistent with the online survey. The table shows the results of the validity survey.

Table 3. Credibility assessment

	Online survey (n=96)	Interview (n=42)
Reasons when deciding to visit a Web site		
The sources of information on the site are easily identified	12	9
Knowing the owners of the Web site	-	-
Knowing the financial support of the site	-	-
None of the above	84	33
First thing you do when looking for information for school work		
The relevance of the information	41	15
Check other sources of information	32	17
Information - fact or opinion.	-	-
Checking the author	-	-
The citability of the site.	-	-
Qualifications and credentials of the author	-	-
Contact information on the website	-	-
None of the above	23	10
Do you visit the “About Us” page on a Web site?		

yes		
no	7	4
	89	38
The site's place in search results		
Opening the first result	54	29
I open a familiar resource first	21	8
Depend on the title of the result	21	5

Of the three factors included in the first question, 84 of the 96 online respondents and 33 of the 42 offline survey respondents are not important reasons for visiting a Web site. The most important of the three was ‘The sources of information on the site are easily identifiable’, while knowing who owns the website and knowing which businesses and organizations financially support the site were not chosen by any students.

When searching for information for a school paper, students check for the relevance of the information, while others check for other sources of information. Twenty-three students in the online survey and 10 in the interview do not check any of the suggested factors.

We also asked students how often they visit the ‘About Us’ page on the website. It is reported that they engage in this activity rarely (7 and 4) or almost never (89 and 9).

One factor was the most important: the site's place in search results. 54 online survey respondents and 29 interview respondents indicated that they ignored many factors, blindly trusting the search engine, believing that the most reliable results came first. At the same time, none of the respondents had ever thought about the criteria for selecting a search service and answered honestly that they did not know who the developer and owner of a particular media outlet was and how this could affect the information provided.

Most importantly, again, there is no statistically significant difference in survey reliability between the follow-up group and the students in the larger sample, suggesting that the results of the smaller group can be generalized to the larger sample.

While the survey data are useful for identifying general patterns and quantifying users' abilities and perceptions online, the more subtle qualitative data can provide valuable additional information when attempting to gain an accurate picture of how young adults evaluate media content online. Qualitative data were obtained from respondents' comments as they searched for various types of information online in response to tasks offered to them in subsequent observation sessions. The survey included queries that students might encounter during their daily online work to make the process closer to online activities.

Respondents sat at a computer connected to the Internet, with a researcher sitting next to them and reading the assignments. Respondents were not limited in time; they could spend as much time as they wanted on each task. The browser did not have a preset homepage so as not to affect the initial activities. We also configured the browser so that there was no search engine field in the navigation bar. The researcher cleared the browser cache between sessions so that everyone could start with a clean slate. There was no filtering software on the Web, so students could access any Web site. Respondents were encouraged to talk while surfing the web, which allowed us to gather information about how they thought about their web browsing.

Instead of simply looking at simulated web pages and judging their credibility based only on design and content, participants in our project were introduced to any Internet site they might encounter while searching for information.

At each level, we were struck by the unpreparedness of students: middle school students could not tell the difference between an advertisement and a news story; high school students mistook a made-up spreadsheet for truth.

Another indicator of participants' level of confidence in search engine results could be the fact that students often did not investigate these results to determine who the author of the information they found through the search and ended up using to complete their tasks. Overall, only 5% of participants noted the author of the site or their credentials when completing assignments. However, when looking at the screen shots of the tasks being performed, it is clear that even among these participants, not one checked the identity or credentials of the authors whose sites provided them with the information they thought was the best solution for the tasks at hand. This occurred even when participants reviewed the site, explicitly stating that they should check who the author of the site was or what that person's qualifications were.

These results suggest that students' level of faith in their chosen search engine is so high that they do not feel the need to independently verify who the author of the pages they are viewing is or what their qualifications are.

Based on the results of the online survey and interviews, the following conclusions were made.

First, the need to form media competence in students is due not only to the critical amount of time spent on the Internet, but also sometimes uncontrolled by adults, namely students' parents. In the process of working with media resources, students would be able to master the skills of critical analysis, the skills of communication and interaction based on them, and the skills of using modern means of mass communication to work with information.

Second, to build their future professional competence after high school, students must understand the importance of discussing socially important issues, be able to argue their choices, and find relevant and reliable information.

Third, the use of media literacy involves organizing independent study work that neutralizes the negative influence of social media.

We can also conclude that most students are not able to assess sequences of inference and distinguish between an explanation and a reasoned argument, identify relevant information amidst redundant information, and detect errors related to vagueness and ambiguity of expressions and terms.

Conclusion. Media literacy education is in a fragmented state in schooling around the world, sometimes appearing in different areas of the curriculum, sometimes as a separate subject. Media literacy education, understood as the study of media use and production, can be useful and integrated into almost all subjects in the curriculum, but foreign language classes are especially necessary.

Media education is not taught as a separate and independent compulsory school subject in any country. Instead, where it exists at all, it is predominantly interdisciplinary and integrated, or modular. However, despite the fact that the ability to think critically is included in all federal educational standards of education, currently there is no active implementation of media literacy courses. According to research, the development of lower-order cognitive skills: acquiring knowledge, operating with knowledge, demonstrating knowledge, prevails in foreign language classes in higher education.

The ideal critical thinker is usually inquisitive, well-informed, trusting of right thinking, broad-minded and open-minded, flexible, unbiased in judgment, honest in admitting his or her own biases, judicious in making decisions and judgments, willing to reconsider his or her viewpoint, articulate, organized in complex cases, persistent in finding relevant information, rational in choosing criteria, focused on research and persistent in finding results that are as accurate as circumstances demand.

In our observations and interviews there is a clear trend: the process of searching for information is often just as important as checking the results when it comes to assessing the credibility of a media resource. Previous research has shown that users show significant trust in certain search engines, such as Google [17]. For many assignments, students often turned to a particular search engine.

When using a search engine, many students clicked on the first search result. More than a quarter of respondents indicated that they chose a website because the search engine gave that site as the first result, indicating significant trust in these services. In some cases, the respondent viewed the search engine as a relevant site to assess credibility, rather than the website containing the information.

In turn, the key to the successful formation of media competence is such forms of educational process organization that allow students to demonstrate and develop learning autonomy: the quality that characterizes the ability to master knowledge, skills and abilities individually and together with other students with or without the indirect supervision of the teacher. However, the following factors may hinder students from effectively developing media competence: language barriers; difficulties arising from the influence of students' national and cultural backgrounds; lack of a tradition of media education in the country; differences in educational systems in general, as well as different ideas about learning styles and teaching styles; lack of textbooks in Kazakhstan suitable for developing media competence; and a lack of class time devoted to working with media resources.

To date, issues of media literacy and the development of this program at various levels of education have been studied ubiquitously. In Kazakhstan in recent years, against the background of the development of Internet technology, gadgets, digital education, updated training, also began to think about the need for media education.

There is no separate discipline in secondary and higher education. So far we are only studying this issue, focusing on foreign experience, trying to adapt this knowledge to Kazakhstani realities and the Kazakhstani media.

This topic is conditioned by the fact that students and even teachers present themselves in this area, studying and guided by their own found data. The issue of media security of the whole country is raised acutely. The country's information security is also one of the areas of media literacy. Most of what is broadcast on smartphone screens, television, and newspaper pages is carefully edited and filtered to obtain a certain opinion of the population [18].

In public education, the development of children's competence in media literacy and media education is limited by the limited skills of teachers and by the lack of material resources or very different local conditions in many institutions. Furthermore, children are not aware of the phenomenon of online abuse and its significance, nor are they aware of the support organisations and authorities that can help them to deal with the trauma and abuse they have experienced online. [14]. Not only children but also parents and teachers are not aware of the real risks and dangers associated with the Internet and how to deal with them. Overall, at present, the public education system is most visible in its intention to provide media education, and much less in its results.

One of the key challenges of teaching and learning media literacy at the classroom level is the complex question of how to effectively consolidate in-school and out-of-school media literacy practices. Today in the implementation of media-educational technologies, it is necessary to focus on identifying the media preferences of the modern younger generation.

In the constantly growing flow of mass information, primarily through the Internet, there is a lot of unreliable, untrue information, which can also manipulate human consciousness. In this regard, the development of critical thinking, the ability to resist the manipulative influence, to sift out false information will be the result of media safety.

Unlike traditional teaching materials, they can also present issues related to the study of mass information, social, economic and legal communication, media representation, and examples can be covered not only by feature films, but also by media texts of other types. As for the technology of media education in the educational system, along with the development of textbooks can be published methodological manuals for teachers and staff of universities.

The basic idea of László Hartai's methodology currently in use is that media education as a school subject should aim to develop an understanding of media language, knowledge of the social

functions and the functioning of audiovisual material [19]. The didactic goal is to master the skills of understanding media language and its creation, a deep understanding of the process of creating and perceiving media texts.

The use of this program involves the organization of extracurricular independent study work, which allows to neutralize the negative impact of media information and, at the same time, strengthen the positive impact of these features, thereby contributing to a better preparation of students for classroom independent study work and more effective mastery of knowledge and skills of media competence, in the end.

Media literacy will allow a more effective process of forming media competence in students who, by doing educational work with foreign-language media resources, master the skills of critical analysis of data, the skills of communication and interaction based on them, the skills of using modern means of mass communication to work with information.

As we mentioned at the beginning of this article, the terminological concept of media literacy raises some questions, since this concept was originally introduced in the field of journalism. In recent years, this program has found its application not only as an elective course in the school curriculum, but also as an integrated one in various school subjects. However, whether it is appropriate to use the same concept, in terms of philology, will be our question for further study.

Our understanding and approach to media literacy is largely based on research in middle school classrooms. Media literacy teaching and learning practices can be based on a variety of methods, most of which are based on active learning.

Any activities aimed at teaching people about media literacy should start with school education. Accordingly, initiatives that help educate people in this area, whether in formal or informal settings, can play an important role in the development of an informed media-educated citizenry.

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ҚҰРЫЛЫМДАЛҒАН ЕСЕПТЕРДІ ШЫҒАРУДЫҢ ОҚУШЫЛАРДЫҢ ЗЕРТТЕУШІЛІК DAҒДЫЛАРЫН ДАМЫТУҒА ӘСЕРІ

Аңдатпа

Оқушылардың математикалық сауаттылығы мен зерттеушілік дағдыларын дамыту үшін есеп мәтінінде берілген ақпаратты түсіну, оны талдай отырып, есепті шығару кезеңдерін құрылымдауға баулудың маңызы өте зор. Осы жағдайлар зерттеудің мақсатын айқындап, міндеттерін нақтылауға жол ашты.

Зерттеу мақсаты – математика сабағында құрылымдалған есептерді шығарудың оқушылардың ақпаратты талдау және жүйелеу дағдыларын дамытуға әсерін бағалау. Зерттеушілік дағдыларды дамытуда көптеген әдістемелер мен құралдар ішінен құрылымдалған есептерді шығару тәсілі таңдалды. Зерттеудің болжамы бойынша құрылымдалған есептерді шығару барысында оқушылар ізделінді ақпаратты сатылай іздеу арқылы ақпаратты жүйелеуге жол ашады. Ал оқушыларды есептерді өз бетінше құрылымдауға қатыстыру олардың ақпаратты талдау дағдыларын дамытады. Зерттеу мақсатына жету үшін келесі зерттеу міндеттері айқындалды:

- зерттеушілік дағдыларды дамытуға бағытталған әдістерді қолдану әсерін бағалау;
- сабақтар сериясын өткізіп, оқушылардың біліміне сапалы талдау жасау;
- ақпаратты талдау және жүйелеу дағдыларын дамыту бойынша мұғалімдердің қызметін ұйымдастыру бойынша ұсыныстар әзірлеу.

Зерттеу барысында осы бағытта жасалған зерттеулер талданып, ақпаратты талдау және жүйелеу дағдыларын дамыту алғышарттары болып саналатын әдістердің тізімі анықталды. Құрылымдалған есептердің классификациясы дайындалып, практика жүзінде қолданылды.

Түйін сөздер: математиканы оқыту, дағдыларды дамыту, интернет-технологиялар, құрылымдалған есептер