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DEVELOPMENT OF MEDIA LITERACY SKILLS IN ENGLISH

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Today it is necessary to be literate in the world of media in order to be educated and keep up with the times. This is as relevant as ever. The essence and specificity of media education is that in recent years it has become the most controversial in the pedagogical environment. And media education of the younger generation is of greater interest. The main objectives of the introduction of innovative technologies in education are: preparing a new generation for life in modern information conditions, for

the perception of various information, to teach a person to understand it, to realize the consequences of its impact on the psyche.

Media education is associated both with the knowledge of how texts are created and distributed, and with the development of analytical skills for interpreting and evaluating their content. Whereas the study of media (media studies) is usually associated with practical work on the creation of media texts. Both media education and media study aim to achieve the goals of media literacy. A media literate person has a developed ability to perceive, analyze, evaluate and create media texts, to understand the sociocultural and political context of the functioning of media in the modern world, the code and representational systems used by the media; the life of such a person in society and the world is connected with civic responsibility [1].

The main directions of media education:

- 1) media education of future professionals - journalists (television, radio, press, Internet), filmmakers, editors, producers, etc.;
- 2) education of future teachers in universities, pedagogical institutes, advanced training of teachers of universities and schools within the framework of courses on media culture;
- 3) media education as part of the general education of schoolchildren and students studying in ordinary schools, secondary specialized educational institutions, universities, which, in turn, can be integrated with traditional disciplines or autonomous (special, optional, circle, etc.);
- 4) media education in institutions of additional education and leisure centers (houses of culture, centers for extracurricular activities, aesthetic and artistic education, clubs, etc.
- 5) distance media education of schoolchildren, students and adults with the help of television, radio, the Internet;
- 6) independent and continuous media education (which theoretically can be carried out throughout a person's life) [2].

In the 70s of the last century, in pedagogy, for the first time, they started talking about media education and its significance in modern society. And for the first time this concept was documented in the documents of UNESCO.

Now there is a rapid development of society, the active penetration into our lives of the media and various information technologies such as the Internet, mobile communications, and more importantly, an increasingly active influence on the formation and development of our worldview. It is no secret that the younger generation is most affected by this, actively absorbing everything new, modern, having an audiovisual structure.

This necessitated the development of a scientific approach to introducing into the educational process the issues of teaching competent perception and analysis and a critical attitude to the information flow to which any student is exposed.

There are many discussions about what is meant by the term "media education", there are many different points of view, but most of them agree that the main task of media education is to develop in schoolchildren the ability to work with mass media information in the process of teaching compulsory subjects [3].

As for terminology, there is also no unity here. Along with the concepts of "media education", "media literacy", there are also "information literacy", "information culture", "information competence", "media culture", etc.

Many scientists and teachers believe that media literacy is part of a broader and more capacious concept - information literacy. In many English-speaking countries, the term "media education" (media education) is replaced by an analogue - "media literacy" (media literacy).

Media literacy is designed to help people understand, create and evaluate the cultural significance of audiovisual and printed texts. A media literate individual, which every person should have the opportunity to become, is able to analyze, evaluate and create printed and electronic media texts [4].

American P. Ofderheid believes that media literacy is aimed at developing in a person "critical autonomy regarding media. The main thing in media literacy is a wide range of information in civil, social, consumer areas, in relation to aesthetic perception and creativity."

The problems of media literacy are especially relevant for the modern school today, when the media often play a more important role in the upbringing and education of a child than a parent or teacher. Children at this stage of growing up are constantly under the influence of not only the media, which are developing super-actively, especially in the last decade, and neither parents nor teachers are able to control their impact.

Therefore, a modern school is simply obliged to include in the educational process the issues of teaching media literacy to schoolchildren in order to form the skills of adequate perception and the correct attitude to the information flow. Of course, it is not necessary to introduce such a subject as, for example, "Fundamentals of Media Education" at school. Much more effectively, these tasks can be solved in the process of studying standard disciplines, using various methodological techniques and modern technologies in the classroom [5].

The subject "English" teaches the language of global communication, and this communication is becoming more and more mediated in the digital environment.

In English classes in high school, there is a great opportunity to teach children modern language literacy in terms of compiling, understanding and manipulating various types of texts, games, and working with data.

For example, in the fifth grade, children and we begin to analyze the language features and structure of emails.

Also, It is important to note that the use of blogs, microblogs, social networks is possible only if students are explained how they can protect their information on the Internet and explain the rules of conduct in the Internet environment.

To develop students' success and creativity, it may be interesting to learn how to create "remixes" (remix) on pictures, video sequences or other media products, transforming them into something new, more interesting. Such tasks are allocated to individual or collective projects.

To raise motivation in learning English among my students, we use the experience of British international courses. As an example, we can cite courses for English teachers organized offline by the British Council. The participant of these courses can easily be convinced that distance learning can be not only informative, but also interactive! Such courses combine the elements of testing, reviewing, the obligatory maintenance of your page on the course, the exchange of experience and opinion with participants from other countries, tracking your place in the course and monitoring progress, which is quite a motivational moment. A participant in such courses cannot remain just an outside spectator, strictly dosed information necessarily passes through personal participation, personal experience, but what is most remarkable, all control is also carried out by the participant himself [6].

To master media literacy, which is so necessary in the modern world, it is important to learn the rules of working with information, when we teach not only to search for the necessary sites and articles, but also to accumulate and store interesting ideas for further use, which is the key to success in any field. In English lessons, in the course of studying topics related to various events, students are invited to compose electronic texts for a magazine, web pages (for example, dedicated to their favorite school holiday), articles about famous people.

There are options for creating blogs for groups (classes), where everyone takes turns posting a short article on some subject of interest to him (her), while others leave their comments. The teacher in this case is the moderator [7].

Also, if we talk about media education, we would like to note that we understand media education as the creative application of the acquired knowledge and skills, supplemented by the

experience of an emotional and valuable attitude to reality, aimed at the knowledge and transformation of media information objects.

We tend to believe that media competence is a meaningful mastery of theoretical knowledge, ways of thinking, moral standards that allow one to realize oneself in the world of media information. These definitions allow us to think that the media education process aimed at achieving the goals of media competence takes place at the senior level of education at school. It should be added that the depth of perception of the world as a single system of various factors and global positions in the light of the problems of the present and future of humanity of students in grades 10–11, as well as students of primary education, has general development trends. Therefore, we believe that the formation of media competence continues at the level of higher professional education in I-III courses of study. The next pedagogical categories in our scheme of media education results are media culture and media mentality. The media culture of a personality is a combination of its material and intellectual values in the field of media, a historically defined system of their reproduction and functioning in society, the multiplication of socio-cultural experience in the field of media. According to the scheme proposed above, media mentality is its highest goal. The media mentality (media mentality) includes stable, deep foundations of world perception, worldview and behavior, which give the personality the property of unique originality, combined with openness to media information, the ability for comprehensive self-realization in the mental and spiritual space. Media culture and media mentality are formed in the last years of higher education institutions and continue to be formed in postgraduate professional education and in professional activities. The process of media mentality formation is endless. The purpose of preschool media education is to contribute to the comprehensive development of the child's personality by means of media education. The result of preschool media education, in our opinion, is media literacy - a significant quality of the personality of a child of preschool age. Media literacy is manifested in the ability to understand the plot, distinguish the expressive means of a media work, justify one's attitude to the choice and assessment of the quality of media information consumed through media creativity and media educational games - the leading activities for this age group. Thus, we define preschool media education as a process of comprehensive development of a preschool child by means of media creativity and media educational play in order to form media literacy - a significant quality of the personality of a preschool child in the modern conditions of the development of the information space. Media education in the context of the modern development of the information society should be considered as the basis for the formation of the media mentality of the individual and as the main way to form the information, media and legal culture of children, develop their independence of thinking, which is the most effective guarantee of their protection from negative media content [8].

In conclusion, we want to note that at the moment the Internet media environment is very popular among young people and the task of the teacher is to help understand and adapt to this environment, teach how to appeal to its concepts, open the way to new opportunities, including modern opportunities for distance education.

Literature

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