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**MEDIA EDUCATION AS THE KEY FACTOR OF MEDIA LITERACY
FORMATION IN SOCIAL INSTITUTIONS IN THE REPUBLIC OF
KAZAKHSTAN**

Abstract. Media literacy and media education today are relevant topics not only in Kazakhstan, but throughout the world. It is necessary to take into account the phenomenon of the development of network communities, which is a social fact that requires further reflection and empirical study. However, it can be argued that the formation of a network community based on specialized Internet services (chats, forums, etc.) is based on the interest of its participants in a fairly constant and regular interaction. Kazakhstan is keeping up with the modern world in developing the theory and practice of new media technologies. Our tasks today are issues of media literacy in the first place, children and youth.

Keywords: media literacy, media education, media technology, media literacy.

INTRODUCTION

There are completely new technologies in these areas that almost no one knows. They just appeared and immediately captured the minds of many millions of people. Now everyone knows about the phenomenon of Arab revolutions. The issues of media education in Kazakhstan today are most likely debatable in nature among scientists, bloggers, members of social networks, advanced in the field of new technologies of people. Everyone understands that this is necessary. However, they do not pay much attention to such issues so far.

The problem of media education and media education in Kazakhstan, as elsewhere, has two directions.

1. Media education at universities in faculties and departments of journalism. There are two branches here:

- a) student and master's environment;
- b) advanced training of journalists, media community workers and public relations.

2. Media literacy of a society.

And here there are, in my opinion, mandatory divisions into:

- a) teaching in the teaching environment of universities and school teachers;
- b) training of the Kazakhstani community as a whole;
- c) the education of children in schools and secondary schools.

We have a large layer of Kazakh media space. There cannot be mechanical translations of textbooks into the Kazakh language. We need our original Kazakh textbooks, created on the basis of the study of the Kazakh media space, including electronic, using IT technologies and new challenges of the time.

MAIN PART

It is necessary to note the communicative function of network technologies, which ensures the continuity of information exchange, in the sphere of which all accumulated scientific, professional, cultural information, knowledge and skills of specialists of all sectors and spheres of life, intellectual, moral and cultural development of each individual person, that is, and makes up the intellectual capital of the nation.

Speaking about the relevance of the scientific and practical study of the problems of media education, it should also be mentioned that in order to realize the opportunities provided by information and communication technologies for the implementation of the priority goals of the development of modern society, the United Nations Educational, Scientific and Cultural Organization (UNESCO) established the Information for All Program, the implementation of which is not possible without the formation of a high degree of media literacy in Kazakhstan society.

Media education (media education) in the modern world is considered as a process of personality development using and on the material of mass media (media) with the aim of creating a culture of communication with the media, creative, communicative abilities, critical thinking, the skills of full perception, interpretation, analysis and evaluation of media texts, learning various forms of self-expression using media technology. Skills acquired as a result of this process are called media literacy.

As noted in UNESCO materials: "Media education is associated with all types of media (print and graphic, sound, screen, etc.) and various technologies; it enables people to understand how mass communication is used in their societies, to master the abilities of using media in communication with other people; provides a person with knowledge of how:

- 1) analyze, critically interpret and create media texts;
- 2) determine the sources of media texts, their political, social, commercial and / or cultural interests, their context;
- 3) interpret media texts and values distributed by the media;
- 4) select appropriate media for the creation and distribution of their own media texts and gaining an audience interested in them;
- 5) get the opportunity of free access to media, both for perception and for products.

Media education is part of the fundamental rights of every citizen of any country in the world to freedom of expression and the right to information, and is a tool for supporting democracy. Media education is recommended for implementation in the national curricula of all states, in the system of additional, non-formal education and training throughout a person's life.

Speaking about media education, you need to keep in mind that it affects almost all types of education: mental, moral, aesthetic, legal, environmental, etc. Obviously, the basic functions of the individual are the creative development of social experience and the inclusion of a person in the system of public relations are the basis for the implementation of the program "Intellectual nation", and social experience is acquired by a person along with other sources and through the media. Thus, media education can be carried out at all stages of development of the young generation, as well as in subsequent periods of human life.

Determining the significance of the project on a national and international scale, it should also be mentioned that in order to realize the opportunities provided by information and communication technologies for realizing the priority development goals of modern society, UNESCO has established the Information for All Program. Since 2013, Kazakhstan has also launched the implementation of the new state program "Information Kazakhstan - 2020", the purpose of which is to create conditions for the transition to the information society, the implementation of which, in turn, is not possible without the formation of a high degree of media literacy in Kazakhstani society.

Media education can be divided into the following main areas:

- 1) media education of future professionals - journalists (press, radio, television, the Internet), filmmakers, editors, producers, etc.;
- 2) the education of future teachers in universities, pedagogical institutes, advanced training of teachers of universities and schools in the relevant courses in media culture;
- 3) media education as part of the general education of schoolchildren and students studying in ordinary schools, secondary special 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 (cultural centers, centers of extracurricular activities, aesthetic and artistic education, clubs in the community, etc.);
- 5) remote media education of schoolchildren, students and adults using television, radio, the Internet system;

6) independent / continuous media education (which theoretically can be carried out throughout a person's life).

Media education is closely connected not only with pedagogy and art education, but also with such branches of humanitarian knowledge as art criticism (including film studies, literary criticism, theater studies), cultural studies, history (history of world art culture and art), psychology (psychology of art, artistic perception, creativity) etc. Meeting the needs of modern pedagogy in the development of personality, it expands the range of methods and forms of conducting classes with students. A comprehensive study of the press, cinema, television, video, the Internet, the virtual world of a computer (synthesizing the features of almost all traditional mass media) helps to fix such significant shortcomings of traditional art education as a one-sided, isolated study of literature, music or painting, separate consideration form (the so-called "expressive means") and content in the analysis of a particular work.

Media education provides a methodology for conducting classes based on problematic, heuristic, game and other productive forms of training that develop the individuality of the student, the independence of his thinking, stimulate his creative abilities through direct involvement in creative activity, perception, interpretation and analysis of the structure of media text, assimilation of knowledge about media culture. At the same time, media education, combining lectures and practical classes, is a kind of inclusion of students in the process of creating works of media culture, that is, it immerses the audience in the internal laboratory of the main media professions, which is possible both in the stand-alone version and in the process of integration into traditional educational subjects.

The prospectivity of the study is determined precisely by the fact that conducting a comprehensive interdisciplinary study in the field of media education is associated with a whole range of promising socio-historical trends in the development of Kazakhstani society, including the formation of an intellectual nation, further reform of the Kazakhstani education system and the formation of research universities in accordance with leading world standards, ensuring information security of the Republic of Kazakhstan.

The strategy of modernization of domestic education is aimed at developing key competencies in the intellectual, socio-political, communication, information spheres. A competency-based approach that focuses on the effectiveness of education does not lie in a certain amount of knowledge acquired by a schoolchild or student or in the amount of information acquired, but in the ability of a "person to act in various problem situations".

CONCLUSION

However, the experience of domestic and foreign media education demonstrates the enormous potential of media pedagogy (the development of creative abilities, independent thinking, imagination), which can be fully disclosed in various and diverse forms. This study will be the starting point for a number of subsequent scientific research in this area, will allow us to compare the development trend of similar processes in the future, and will become an indicator for determining the level of development of media education in Kazakhstan.

This study is the starting point for a number of subsequent scientific research in this area, will allow us to compare the development trend of similar processes in the future and will become an indicator for determining the level of media literacy development in Kazakhstan. The materials obtained during the study are the methodological basis for further developments in this field. Undoubtedly, each of these stages can be implemented independently, however, in this case, media education will most likely be one-sided. So in one case, information will come to the fore, in another case - critical thinking, and in the third - practical skills.

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МЕДИАОБРАЗОВАНИЕ КАК ОСНОВОПОЛОГАЮЩИЙ ФАКТОР ФОРМИРОВАНИЯ МЕДИАГРАМОТНОСТИ В РАЗЛИЧНЫХ СОЦИАЛЬНЫХ ИНСТИТУТАХ РЕСПУБЛИКИ КАЗАХСТАН

Аннотация. Медиаграмотность и медиаобразование сегодня актуальные темы не только в Казахстане, но и во всем мире. Необходимо учитывать и феномен развития сетевых сообществ, являющийся социальным

фактом, требующим дальнейшего осмысления и эмпирического изучения. Однако можно утверждать, что в основе формирования сетевого сообщества на базе специализированных Интернет сервисов (чаты, форумы и пр.) лежит заинтересованность его участников в достаточно постоянном и регулярном взаимодействии. Казахстан идет в ногу в современном мире в разработке теории и практики новых медиатехнологий. Нашими задачами являются сегодня вопросы медиаграмотности в первую очередь детей и молодежи.

Ключевые слова: Медиаграмотность, медиаобразование, медиатехника, медиаграмотность,

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Манаш Қозыбаев атындағы Солтүстік Қазақстан мемлекеттік университеті

МЕДИБІЛІМ БЕРУ ҚАЗАҚСТАН РЕСПУБЛИКАСЫНЫҢ ӨРТҮРЛІ ӘЛЕУМЕТТІК МЕКЕМЕЛЕРІНДЕ МЕДИАСАУАТТЫЛЫҚТЫ ҚАЛЫПТАСТЫРУДЫҢ НЕГІЗГІ ФАКТОРЫ РЕТІНДЕ

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