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

Abstract. With the advent and spread of the Internet, the challenges of media education have expanded significantly. The development of information and communication technologies required additional efforts to explain to the audience how the Internet is structured and works, where and how the information flows, how to create and disseminate your own information; how social networks work and so on. In this connection, the authors of the article consider media education to be a fundamental factor in the formation of media literacy in various social institutions of the Republic of Kazakhstan. An important factor in favor of the need for the introduction and development of media education in Kazakhstan is the need to digitalize the country's economy in all individual industries.

Keywords: media education, media literacy, social institutions, education, media text, Kazakhstan.

INTRODUCTION

Media literacy and media education today are relevant topics not only in Kazakhstan, but throughout the world.

We are faced with the fact that completely new technologies have appeared in these areas, which practically no one knows. They just appeared and immediately captured the minds of many millions of people. Everyone knows about the phenomenon of Arab revolutions.

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.

The issues of media education in Kazakhstan today are most likely to be debatable among scientists, bloggers, members of social networks, advanced in the field of new technologies of people. Everyone understands that this is necessary.

MAIN PART

The following types of media competence are distinguished and suggests supplying them with some estimated indicators.

Perceptual Media Competency:

1) identification with the author of the media text ("complex identification");

2) identification with the character / presenter of the media text ("secondary identification");

3) naive-realistic perception of the plot of the media text ("primary identification").

Interpretation / Evaluation Media Competency:

1) the ability to analyze and synthesize the spatiotemporal form of the media text, interpretation and evaluation of the author's concept;

2) the ability to explain the logic of the sequence of events, the lack of interpretation of the author's position (or its primitive interpretation);

3) the ability to only retell the plot of the work, the lack of interpretation of the position of the author of the media text.

Operating Media Competency:

1) practical skills of independent creation of various types of media texts.

Motivational media competence and its levels:

1) high - a wide range of motives, a choice of various genres, including non-entertaining ones,

2) medium - a set of motives, including the choice of a variety of genres, with a dominant orientation towards entertainment genres,

3) low - a narrow range of motives, including the choice of entertainment genres only.

Contact media competency:

1) daily contacts with various types of media texts;

2) contacts with various types of media texts several times a week;

3) contacts with various types of media texts no more than several times a month.

Information Media Competence:

1) knowledge of most basic terms, theories, basic facts of the development of media culture, the work of media culture figures;

2) knowledge of individual forms and genres;

3) practical skills in creating media texts with the help of consultations of teachers;

4) lack of practical skills in creating media texts or unwillingness to create them.

Creative media competency:

1) a pronounced level of creativity in various types of media-related activities;

2) creative abilities are manifested only in certain types of media-related activities;

3) creative abilities are poorly expressed or absent altogether [6].

In turn, the German media psychologist P. Winterhoff-Spurk identifies six components of common media (communicative) competence:

1) informational competence in its technical aspect (programming skills, knowledge of special programs, etc.);

2) information self-competence (the ability to actively and meaningfully use information technology, etc.);

3) informational social competence (the ability to socially critical reflection of information technologies, as well as their use as a means of social interaction);

4) media competence in its technical aspect (technical ability to operate and maintain equipment);

5) media competence in the I-aspect (the ability to selectively and reflectively perceive the media);

6) social media competence (knowledge of how the media and their perception affects society) [7].

B. Weber in the structure of media competence identifies five blocks of required skills:

- selection and use of what the media can offer;

- development of your own media product;

- knowledge and analytical skills related to creative opportunities on which various types of media are based;

- knowledge and analytical skills associated with the conditions for the effective use of media;

- economic, social, technical, political conditions associated with the production and distribution of media products [8].

Existing media competency education programs include practical media education programs and allow you to solve problems such as teaching grammar and television syntax, forming individual selection strategies, developing skills to distinguish between reality and fiction, building a critical attitude towards advertising, acquiring knowledge about TV technology, developing skills compare media (including knowledge of the TV industry, the ability to identify TV-specific values, knowledge of scientific research perception and influence of the media, the basics of news production, etc.).

Tasks for ensuring information security:

• "improvement of national legislation in the field of information security;

• development of a state policy for ensuring information security, a set of measures and methods for its implementation;

• development of the information security system, improvement of its organization, forms, methods and means of neutralizing threats to information security, eliminating the consequences of its violations" [9].

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.

We were organized by the first two Communist Institute of Journalism in the country (KIZ) - in Alma-Ata and Sverdlovsk. Our faculty of journalism of the Kazakh Open University. al-Farabi is the successor of the KIH. This obliges us to a lot.

According to the data presented, Kazakhstani scientists came to the conclusion that it is necessary to develop media educational activities in the country based on the synthesis of media criticism in the process of teaching children and youth. This idea is reflected in the analyzed media texts (for example, by L.S. Akhmetova) and is expressed in the work in the following areas:

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. Mandatory Division:

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" [4].

Using texts of media critics in the classroom with schoolchildren and students allows Kazakhstani media educators:

- An accessible framework for the media (from cinema, the press to computer technology, an Internet resource, radio and television media text, etc.);

- involve methods of conducting classes based on heuristic, creative, problematic, design tasks that stimulate cognitive interest, audiences, develop analytical, critical thinking, creative abilities, etc.

- to attract (in conditions of a shortage of qualified personnel) for media educational activities not only teachers, but also journalists, representatives of the media sphere;

- not only lesson forms of conducting classes, but also organized circles, electives, etc. for the development of media literacy of the audience.

Thus, we analyzed the state of media criticism and media education in Kazakhstan, identified the main areas, trends in their development, articles by leading media critics and media educators. We believe that the synthesis of media criticism and media education will help to solve a number of tasks of a specific nature that characterize the essence of media education, as well as problems that are reflected in the state information policy of Kazakhstan.

There is another problem in our community. We can work with Russian scientists who already have large and high-quality volumes of materials on media education. However, we must have mandatory adaptation to Kazakhstani realities. This applies to issues of schools with Russian as the language of instruction. But the issues of schools with the Kazakh language of instruction are much more complicated than the realities of today. 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.

We observe the picture that the theory follows practice for the first time. Today, scientists in Kazakhstan are working on fundamental projects in this area, as are scientists around the world. Our team of scientists of the Kazakh National University. Al-Farabi, by order of the Ministry of Education and Science of the Republic of Kazakhstan, is working on a project in a three-year program on the theme "Development of media education technologies for building the country's intellectual potential". In 2012, we have already carried out the following types of work in accordance with the goals and objectives set forth in the project schedule:

a scientific research program has been prepared aimed at developing a conceptual framework for media education programs for various target groups and reflecting the significance of Kazakhstani and international experience in developing information technologies and media in the context of media education;

the philosophical and methodological foundations, the main historical stages of the development of media education are analyzed and their characteristic features are determined. The main structural components of the media space of the Republic of Kazakhstan are presented in terms of quality, sufficiency, adequacy of perception and objectivity of the presentation of information in both technical and substantive aspects;

The interpretations of the most important concepts for media education that have become widespread at different stages of the development of Kazakhstani media pedagogy have been clarified: "audiovisual literacy", "media", "media culture", "media education", etc. A short glossary of media education terms has been compiled. The project explored the possibilities of national information resources to provide citizens with socially significant information and the development of independent media in the information age;

identified the main areas of media education that have received the most distribution - on the material of the press, cinema, radio, sound recording, television, video and computer communications, including the Internet. In the process of generalizing the empirical material, the main factors of the sociocultural and educational situation in Kazakhstan, as well as the current state of media education, its goals, objectives, content, organizational forms, models, methods, tools, are determined.

The year 2012 was devoted to the study of issues of media literacy, media education, media competence, the compilation of a short reference dictionary, history, theory and practice of the issue in foreign countries, a careful study of media education, compilation of reference books in this area.

CONCLUSION

The scientists of the project have different humanitarian specialties - media, languages, sociology, philosophy, political science, pedagogy, public relations, etc. This allows us to work in different directions.

We have established contacts with colleagues from Russia, Ukraine and Kyrgyzstan. Together and in partnership, we can do a lot. However, we still see: there is still a lot of work ahead.

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

Аннотация. Интернеттің пайда болуымен және таралуымен медиа-білім беру мәселелері едәуір кеңейді. Ақпараттық-коммуникациялық технологиялардың дамуы аудиторияға Интернеттің қалай құрылымдалғанын және жұмыс істейтіндігін, ақпарат қай жерде және қалай ағылатындығын, өз ақпаратыңызды қалай құруға және таратуға болатындығын түсіндіру үшін қосымша күш-жігерді қажет етті; әлеуметтік желілер қалай жұмыс істейді және т.б. Осыған байланысты мақала авторлары медиа-білім Қазақстан Республикасының әртүрлі әлеуметтік мекемелерінде медиа-сауаттылықты қалыптастырудың негізгі факторы деп санайды. Қазақстанда медиа-білім беруді енгізу және дамыту қажеттілігінің пайда болуының маңызды факторы - ел экономикасын барлық салаларда цифрландыру қажеттілігі.

Түйін сөздер: медиа-білім, медиа-сауаттылық, әлеуметтік институттар, білім, медиа-мәтін, Қазақстан.

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

Аннотация. С появлением и распространением интернета задачи медиаобразования существенно расширились. Развитие информационно-коммуникационных технологий потребовало дополнительных усилий по разъяснению аудитории того, как устроен и работает интернет, откуда и каким образом перемещаются информационные потоки, как можно создавать и распространять свою собственную информацию; как работают социальные сети и так далее. В связи, с чем авторы статьи считают медиаобразование основополагающим фактором формирования медиаграмотности в различных социальных институтах республики Казахстан. Важным фактором в пользу необходимости внедрения и развития медиаобразования в Казахстане является и необходимость цифровизации экономики страны всех отдельных отраслей промышленности.

Ключевые слова: медиаобразование, медиаграмотность, социальные институты, образование, медиатекст, Казахстан.

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