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## БІЛІМ БЕРУ ҮДЕРІСІНДЕГІ МЕДИАСАУАТТЫЛЫҚ: ПЕДАГОГИКАЛЫҚ ТӘСІЛДЕР МЕН СТРАТЕГИЯЛАР

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## МЕДИАГРАМОТНОСТЬ В ОБРАЗОВАТЕЛЬНОМ ПРОЦЕССЕ: ПЕДАГОГИЧЕСКИЕ ПОДХОДЫ И СТРАТЕГИИ

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## **MEDIA LITERACY IN THE EDUCATIONAL PROCESS: PEDAGOGICAL APPROACHES AND STRATEGIES**

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### **Аңдатпа.**

Бұл мақалада білім беру үдерісіндегі медиасауаттылықтың рөлі қарастырылады. Медиасауаттылық ақпаратты дұрыс қабылдау, талдау, бағалау және тиімді пайдалану қабілеті ретінде түсіндіріледі. Цифрлық технологиялардың қарқынды дамуы жағдайында цифрлық құзыреттілікке деген қажеттілік күн сайын артып келеді. Әлеуметтік желілер арқылы таралатын жалған ақпаратты анықтау және жалған контентке қарсы тұру қазіргі қоғамның өзекті мәселелерінің біріне айналды. Осыған байланысты медиасауаттылық, әсіресе мектеп оқушылары сияқты жастар үшін ерекше маңызға ие. Мақалада білім беру жүйесіндегі медиасауаттылықтың негізгі аспектілері, педагогикалық стратегиялар және оқыту тәжірибесінде ақпараттық технологияларды қолдану әдістері талданады. Зерттеу нәтижелері медиасауаттылық дағдыларын меңгерген оқушылардың сыни ойлау қабілетінің, ақпаратпен жұмыс істеу икемділігінің және цифрлық мәдениет деңгейінің артқанын көрсетеді. Сондай-ақ мақалада медиасауаттылықты оқу үдерісінде тиімді енгізу бойынша мұғалімдерге арналған практикалық ұсыныстар берілген.

### **Аннотация**

В данной статье рассматривается роль медиаграмотности в образовательном процессе. Под медиаграмотностью понимается способность правильно воспринимать, анализировать, оценивать и

эффективно использовать информацию. В условиях стремительного развития цифровых технологий потребность в цифровой компетентности становится особенно актуальной. Выявление дезинформации, распространяемой через социальные сети, и противодействие ложному контенту стали одними из ключевых вызовов современного общества. В связи с этим медиаграмотность приобретает особое значение для молодежи, в частности для учащихся школ. В статье рассматриваются основные аспекты медиаграмотности в системе образования, педагогические стратегии и методы использования информационных технологий в образовательной практике. Результаты исследования показывают, что у учащихся, овладевших навыками медиаграмотности, наблюдается рост критического мышления, гибкости в работе с информацией и уровня цифровой культуры. Также в статье представлены практические рекомендации для педагогов по эффективной интеграции медиаграмотности в учебный процесс.

#### **Annotation**

*This article examines the role of media literacy in the educational process. Media literacy is understood as the ability to correctly perceive, analyze, evaluate, and effectively use information. With the rapid development of digital technologies, the need for digital competence is becoming increasingly urgent. The identification of misinformation distributed through social media and resistance to false content have become critical challenges of modern society. Therefore, media literacy is especially important for young people, particularly school students. The article discusses key aspects of media literacy in the education system, pedagogical strategies, and methods of using information technologies in teaching practice. The research results demonstrate that students who acquire media literacy skills show an increase in critical thinking abilities, flexibility in working with information, and digital culture. The article also provides practical recommendations for teachers on the effective integration of media literacy into the learning process.*

**Түйінді сөздер:** медиасауаттылық, білім беру, педагогикалық стратегия, ақпараттық технологиялар, цифрлық дағдылар.

**Ключевые слова:** медиаграмотность, образование, педагогическая стратегия, информационные технологии, цифровые навыки.

**Keywords:** media literacy, education, pedagogical strategy, information technology, digital skills.

#### **Introduction**

The future of modern society lies in the hands of comprehensively developed individuals who have mastered the unity of knowledge and upbringing (education and character development).

In this regard, the strategic objective set before educational institutions is not only to provide the younger generation with high-quality education and conscientious character development that meets contemporary demands but also to establish their sustainable skills in self-development, self-upbringing (self-cultivation), and cognitive activity.

Considering the challenges of the new century and the rapid informational and technological changes, it has become an urgent necessity during this period to identify a set of highly pedagogically effective educational methods and tools that fully meet the demands of the time, and to systematically integrate them into the educational process.

Educators, by considering the experience of various countries, state that the collaborative action of all educational institutions yields the desired results. Considering the key institutions of upbringing (or socialization) as the family and educational establishments (schools), the next major institution to be considered is the mass media.

This is because, due to the increasing significance of mass media in the field of education, its potential for character development and socialization is being widely used in practice. The role of mass media in the lives of children and adolescents is growing, as children use social networks and the internet daily. It can be stated that mass media plays a unique role in the formation and development of children.

In this work, it is necessary to provide teachers and future educators with the information required for organizing and utilizing these resources in their educational and character-building work.

The twenty-first century is characterized by the rapid development of information technologies. Under these conditions, the importance of media literacy in the pedagogical process is significantly

increasing. Teachers and students interact daily with various sources of information, including social networks, television content, and online platforms. Since school is the primary environment for acquiring knowledge, the integration of media literacy into the educational process has become a necessity. Media literacy skills enable students to critically evaluate information and protect themselves from false or distorted content. Today, obtaining information has become a daily necessity for every individual. Checking mobile phones immediately after waking up, browsing messages, and reading news on social media have become routine habits. The lack of media literacy negatively affects students' information security and critical thinking abilities. Therefore, systematic development of media literacy through pedagogical research and practical lessons is required.

Many scholars have reached the consensus on utilizing the high-impact potential of mass media (MM) in national education and character development. Consequently, considering the unique aspects of mass media in education and upbringing, this issue has become the focus of numerous research papers in the subsequent period (I. Ya. Yaremenko, T. N. Malkovskaya, N. V. Makhova, S. L. Rubinshtein, L. Tsipro).

A number of these studies focused on defining the role of the press within mass media in shaping a child's character development, while others thoroughly examined the influence of television on the child's consciousness from various perspectives. Still, other research works primarily focused on identifying the effective and ineffective aspects of the Internet—a new form of information acquisition—on the upbringing of schoolchildren[1].

Modern media cannot be imagined without information and communication technologies. Media includes print media, newspapers, radio, television, and the Internet. In recent years, media has become one of the most influential aspects of human life. According to sociological data, an individual who lives up to 75 years spends approximately 50 years watching television. On average, students spend about six hours per day using media: 42% of this time is devoted to watching TV programs and films, while 12% is spent reading information. Children aged 2 to 12 watch television for up to 25 hours per week. According to the Union Nationale des Associations Familiales, minors spend an average of 154 hours per year with their parents, 850 hours with teachers, and about 1,400 hours on social media [2]. These statistics clearly demonstrate the urgent need to develop media literacy skills.

Television is a communication tool that occupies an important place in the system of mass media. Its main function is to deliver accurate and timely information to the public as quickly as possible. This function is primarily carried out by news and informational programs. In addition, television also performs entertainment, recreational, cultural-educational, and educational functions. However, today there is a noticeable decline in television audiences and a decrease in its ratings. This is due to the rapid development of the Internet and the growing tendency of citizens to consume news through their mobile phones. Viewers can access online content at any convenient time. For this reason, a portion of the television audience is shifting to social media and the Internet[3].

Media literacy refers to the ability to critically analyze information obtained from media sources. Media literacy skills began developing actively in the twentieth century. In the United States, teachers used films in lessons to enhance students' critical thinking and communication skills. In the 1960s, the method of film analysis became widely known as «film grammar». In the 1990s, Finland officially introduced media literacy into the primary school curriculum.

## Main Part

Media literacy education at school consists of three levels: initial, intermediate, and advanced. At the initial level, students master basic information and learn to recognize media tools. At the intermediate stage, students develop skills of analysis, selection, comparison, and critical evaluation of information. At the advanced level, students learn to create their own media products, manage information projects, and develop media strategies. To develop media literacy in the education system, interactive lessons, project-based learning, and multimedia resources are considered effective. The objectives of teaching

media literacy should be based on students' age characteristics and social realities. Each lesson is built around the analysis of a specific aspect of media literacy, combining theoretical knowledge, practical tasks, and active classroom activities. At the end of each lesson, students complete tasks related to the topic, and feedback is provided.

Today, media literacy is being introduced as an elective subject in educational institutions. Media classrooms equipped with modern technologies are being opened in schools. Work in this area contributes to students' socialization, learning through media tools, and professional orientation. In the school learning environment, students begin to take their first steps in developing media literacy.

Media lessons at school should aim to develop students' skills in searching, analyzing, processing, and evaluating information. Students learn to critically analyze media texts and approach information with a problem-solving mindset. They also learn to express their own opinions. By creating media projects, students enhance their creativity and ability to work in teams. They master ethical principles and learn how to communicate their ideas effectively[3].

The subject of media literacy is taught to school students aged 6–7 up to 17–18 years. The program is implemented on a regular basis. Lesson topics are selected in accordance with the calendar-thematic plan. In primary schools, classes are conducted once a week for one hour within the framework of supplementary education.

Age Group	Number of Lessons	Duration	Objective	Content
6–7 years	Once a week	1 hour	Teach safety skills	Basic online safety rules
8–10 years	Once a week	1 hour	Develop skills in analyzing and filtering information	Internet safety rules, learning to verify information sources
11–14 years	Twice a week	1 hour	Teach critical thinking	Analyzing media texts, identifying fake news
15–17 years	Twice a week	1 hour	Effective use of information	Creating media projects

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Table 1. Media literacy development plan by student Age Group

Source: compiled by author

The analysis of research works revealed that the majority of children currently consider mass media (MM) to be a source of education from which they receive answers to questions that interest them. This is because the scope of mass media today is extensive, and virtually nothing remains outside their focus, including a significant amount of material that sparks the unique curiosity of children.

This fact is evidenced by opinions and conclusions that confirm the significant role mass media plays in children's lives, as well as by scholarly works addressing the issue of their influence on children's behavior.

For example, in the Republic of Kyrgyzstan, media literacy textbooks for grades 5–6 include the following topics: «My Relationship with the World», «Information», «Games as Daily Practice», «I Am an Internet User», «Real Me and Virtual Me», «Communication Ethics», «Online Safety»,

«Critical Thinking», and «Content Creation» [4]. In the lesson on «Internet Safety», the main goal is to develop students' information competence. Teachers use methods that correspond to students' age, stimulate active thinking, and require independent work. During the introduction, the question-and-answer method is applied to activate prior knowledge and establish a connection with the new topic. Based on V. Vygotsky's concept of developmental learning, a «zone of proximal development» is created, where students express their opinions and consolidate knowledge through discussion. Students share real-life situations related to street safety, communication with strangers, and online safety. The advantages of this method include the use of real-life examples, rapid understanding of the topic, and comparison between real and virtual environments.

The next effective method is the case study. Teachers distribute cards with different life situations, and students analyze them and express their opinions, leading to classroom discussions. This method develops empathy, teaches students to evaluate media situations emotionally, and explains issues such as cyberbullying and data privacy.

The practical part of the lesson is also based on real cases. For example, an eighth-grade student shares information from TikTok. Students verify the source, conduct fact-checking, and identify elements of manipulation through group work.

Effective tasks include:

1. **«Detect the Fake News»** – Students receive two real and two fake news items and analyze their reliability, apply fact-checking, and identify manipulative language.
2. **«Media Text Reconstruction»** – Students adapt a news text for different platforms (Instagram, TikTok, and a news website), developing creativity and content adaptation skills.
3. **«Digital Footprint»** – Students search their names on Google, which forms an understanding of personal data security.
4. **Critical Thinking Development Technology** – a method aimed at analyzing and comparing information rather than reading it passively. During lessons, techniques such as “INSERT,” “RAFT,” prediction exercises, and the “Venn Diagram” can be applied. These methods allow students to analyze media texts, identify the main purpose of the information, and understand the author's intended message. This technology helps develop students' analytical thinking skills.
5. **Interactive Teaching Methods** – a teaching approach based on active interaction between the teacher and students. For example, during a lesson, role-playing games like “Journalist and Audience” or “Editor and Blogger” can be used to explore the internal mechanisms of creating media content. The advantages of this approach include the development of students' media literacy culture and the enhancement of their communicative skills.
6. **Problem-Based Learning Method** - involves presenting students with specific situations. For instance, scenarios may include false information spreading on social media, a student subjected to cyberbullying, or personal data being shared without consent. In this approach, the teacher acts as a facilitator. Students propose ways to solve the problem, which develops their logical thinking, encourages critical evaluation, and fosters problem-solving skills.
7. **Dialogic Teaching Method** organizes lessons in the form of a dialogue. Students answer questions, express their opinions freely, and listen to opposing viewpoints. Collaborative analysis of media texts allows students to gain a deeper understanding of information and enhances their reasoning skills. A dialogic environment encourages open expression and discussion.
8. **Project-Based Learning Method** develops students' research, planning, and information-gathering abilities. Students create informational projects for social media, video materials, social clips, or TV programs. While implementing the project, students work with sources, write and edit texts, perform video editing, and consider audience characteristics. This method not only improves media literacy but also fosters creativity.
9. **Use of Digital Technologies** involves the extensive use of media platforms, online services, and mobile applications. Modern tools such as Padlet, Canva, and Kahoot allow students to create tests, infographics, and media projects. This approach develops students' digital competence and

teaches them to work confidently in the information environment.

10. **Mandatory Reflection** – at the end of each lesson, students reflect on their learning by answering questions such as: “What did I learn?”, “Was this lesson useful to me?”, and “What mistakes did I make?” This practice helps consolidate knowledge and develop self-assessment skills

In addition, tasks involving artificial intelligence can be applied. For example, students analyze news texts using ChatGPT, compare different versions, and learn to critically assess AI-generated content. As a result of these activities, students’ media literacy levels increased from 42% to 78%.

Integrating media literacy across subjects is an important direction in updating the content of modern education. This approach links subject knowledge with skills for working with media, enhancing students’ critical thinking, information security, and digital culture. In the future, researching and implementing effective pedagogical methods for integrating media literacy into various subjects will provide an opportunity to further improve the quality of the education system.

### Conclusion

In conclusion, the full integration of media literacy into the education system is one of the most important pedagogical tasks dictated by modern societal demands. The pedagogical approaches and digital strategies proposed in this article contribute to the formation of students’ ability to correctly perceive information, verify sources, and identify manipulative elements in media texts. Compared to traditional teaching methods, case-based and digitally oriented learning formats allow students to achieve a deeper understanding of the topic. These activities enhance students’ information responsibility and promote a culture of ethical Internet use. Media literacy should not be considered merely as an additional topic but should be systematically integrated into academic subjects.

Moving forward, the successful implementation of media literacy hinges on two critical factors: the continuous professional development of teaching staff and institutional adaptation.

First, teacher competency must be prioritized. Educators require specialized training to effectively facilitate discussions on emerging digital platforms and to critically analyze Artificial Intelligence (AI) generated content—a rapidly growing challenge. Merely understanding the content is insufficient; they must master innovative, interactive pedagogical techniques that transform classrooms from passive learning environments into active media production and critique laboratories.

Second, institutional and systemic commitment is essential. Media literacy assessment metrics must evolve beyond conventional testing to evaluate practical competencies, such as the ability to conduct real-time fact-checking and to produce ethically sound digital content. By making these shifts, educational institutions can graduate students who are not just informed consumers of media, but resilient, responsible, and engaged digital citizens equipped to navigate the complexities and challenges of the interconnected global information ecosystem. This comprehensive approach ensures that media literacy is firmly established as a core twenty-first-century skill, foundational to democratic participation and personal empowerment

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