

THE ROLE OF MEDIA LITERACY IN PROMOTING CRITICAL COMMUNICATION SKILLS IN LANGUAGE TEACHING CLASSROOMS

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Abstract. This paper explores the importance of media literacy in promoting critical communication in language teaching classrooms. It argues that media literacy skills enable students to critically analyse media messages and understand how language and communication are used to construct meaning. Authors reflect on media literacy practices as modes of teaching that challenge students' critical communication to resist fake news and disinformation in language classrooms. The present study aims to investigate how best the ability to access, analyse, evaluate and create messages in various forms can enhance the student's language awareness in social, cultural, political, and ideological contexts within language teaching and learning. Authors believe that language instructors can help students develop critical communication skills by integrating media literacy into language teaching for navigating today's media-rich environment. The paper provides practical suggestions for how language educators can integrate media literacy into their classrooms and offer examples of activities that promote critical communication skills. The results suggested that the adjusted 5As Model for media literacy & language teaching has contributed to developing KazNU students' critical communication. Students demonstrated significant improvements in critical reading, listening, speaking and writing and motivation to become critical thinkers. This model also provides a practical way to engage learners in the language learning process and promote active and critical participation in today's media-rich environment.

Keywords: communication skills, critical awareness of the language, critical thinking, educational approach, language teaching, media literacy framework, teaching mode, classroom activities

Basic provisions

In today's digital age, where media influences public opinion, it is imperative to equip language learners with the necessary skills to engage critically with media messages. Language teaching classrooms provide an ideal environment to integrate media literacy, as they serve as platforms for language acquisition and the development of communication skills. By incorporating media literacy into language teaching curricula, educators can empower learners to become discerning consumers and producers of media content, fostering critical thinking, creativity, and responsible communication.

Media literacy is accessing, analysing, evaluating, and creating media content in various forms, such as print, digital, or audiovisual. It encompasses a range of

skills, including information literacy, visual literacy, digital literacy, and critical thinking. Media literacy enables individuals to understand the construction of media messages, identify biases and propaganda, and make informed decisions based on media content. By promoting media literacy in language teaching classrooms, educators can help learners develop a critical awareness of the language used in media and its impact on communication.

Introduction

As our world becomes increasingly media-saturated, language learners must develop the skills to critically analyse the media messages they encounter. The American Association of Colleges of Teacher Education (AACTE) and the Partnership for 21st Century Skills (2010) declare media literacy (ML) as one of the vital skills for 21st-century students to be prepared to live and work successfully [1]. That declaration is based on findings of various noted scholars in linguistics, discourse, mass media and communication, who have identified valued outcomes for ML education in higher education. For instance, Goodman claims that essential social needs for effective communication include critical listening, expressing independent opinions, creative cooperating, collaborative problem solving and responsible decision-making upon a massive flow of information [2]. Hobbs finds ML essential for navigating today's media-saturated environment. He defines it as the ability to access, analyse, evaluate, and create media messages [3]. Later, Akhmetova argues that thinking critically about mass communication is a crucial survival skill in contemporary technological society [4].

In this regard, Kazakhstan's language education aims to train a specialist who can critically assess current global trends and challenges, recognise cultural identity and their interaction, and effectively communicate with compassion, mutual respect, responsibility and equality in a multicultural society to achieve consensus and build harmony [4-6]. Mustafina et al. state that in language teaching (LT) classrooms, ML can be crucial in helping students develop critical communication skills as media messages are constructed using language and communication. Understanding how these messages are constructed is essential in developing these skills [5].

This paper explores the importance of ML in promoting critical communication in LT classrooms at al-Farabi Kazakh National University (KazNU). The University has started incorporating ML into educational programmes to prepare students for changes in the industry. It has continued access to the right tools for their prospective job. As the world develops, which often seems to happen daily, teachers will need resources to stay abreast of current trends. The authors suggest some teaching tools that may be useful and easy to design language classroom activities using mass media resources in teaching first language (L1) and second and third languages (L2, L3) that enable students to decode media messages, identify facts versus opinions in the media, assess the influence of those messages on thoughts, feelings, and behaviours, create own messages thoughtfully and conscientiously and accurately use them within their content.

The paper looks at the results of exploratory studies that surveyed incorporating ML into LT. The results of this study lend themselves to exploring some key questions and challenges for media literacy for Kazakh university-level students:

1. How can language and media literacy development be promoted in the classroom?

2. How should media texts enhance students' critical awareness in social, cultural, political, and ideological contexts within language teaching/learning?

The increasing role of media in consuming and producing knowledge urges not only the introduction of media education at schools but also to design of a sufficiently 'critical' pedagogy to implement it. Further, we will briefly discuss the ML definition and proposed teaching practices to develop KazNU students' ML skills in their LT classrooms.

Materials and methods

Media literacy is a complex concept encompassing various skills and abilities. It involves accessing and evaluating media messages, creating them, and understanding how language and communication construct meaning. Hobbs defines ML as accessing and critically analysing media content and creating messages using media tools [3, p.20]. Kellner & Share [8] and Mihailidis [9] claim that ML promotes the critical thinking skills necessary to understand modern society's complex issues. They claim that specific skills are necessary to appropriately construe mass-mediated texts, in which linguistic signs are frequently complemented by visual, auditory, video, or hypertextual codes. The diversity of media products creates opportunities for citizens to tailor their daily information and communication habits.

According to Thoman and Jolls, by analysing media messages critically, students can better understand the social, cultural, and political contexts in which they are produced. ML seeks to offer media consumers the ability to understand the role of media in society and develop significant skills of inquiry and self-expression necessary for citizens. They emphasise the mass media as a tool for teaching purposes. Namely, they propose to make students treat media products by filtering the "bad" media content and fostering information hygiene for the "good" one.

"... to stay away from the negative influence of media culture, teachers need to be able to effectively design classroom activities using media products to practice general observation, critical thinking, analysis, perspective-taking, and production skills by encouraging students to think critically about information presented in any media message to comprehend, manipulate or create in the target language ideas and opinions..." [7].

Similarly, Mihailidis emphasises the growing significance of mass-mediated information in social, economic and political processes and states that media literacy empowers people to be critical thinkers, effective communicators and active citizens [8].

Educators can use ML in LT classrooms to help students develop critical communication skills. One way to integrate ML into LT is to use authentic media texts as teaching materials. Authentic media texts include news articles, television shows, movies, advertisements, and social media posts. Text analysis enables

learners to develop critical communication skills, such as identifying bias, evaluating evidence, and recognising rhetorical strategies [10].

ML also promotes intercultural communication skills. Students understand the cultural norms and values underpinning different communication styles by analysing media messages from different cultures. This understanding is essential for effective communication in multicultural settings [5].

All scholars and documents accept that deepening people's critical faculties broadens their understanding and awareness of what is happening around them and probably what will happen soon. We, therefore, contend that *ML boosts students to be informed, engaged and empowered to think critically while taking decisions about message consumption or/and content production to respond to global trends and challenges*. In other words, media literacy should be treated as a set of approaches to consider language and society interaction, which goes beyond the textual analysis of language.

The need to enhance the student's critical awareness in social, cultural, political, and ideological contexts within LT is urged because current Kazakh learning standards are based on the designers' separate learning theories and goals without incorporating the sociocultural content [6]. Now more than ever, mechanisms are vital to helping students/citizens navigate the high media consumption rate and facilitate their own 'sense of self'.

Considering the results of prior theoretical and empirical research, Mihailidis proposes the 5As of the Media Literacy framework [9]. Mihailidis' multiyear study attempted to discover whether ML education prepares students to become engaged citizens of their communities. The framework consisted of five elements initiated with "A": *access, awareness, assessment, appreciation, and action*. Mihailidis's concept seems to be more comprehensive in language teaching/learning since it addresses the realities of news media by exploring terms, issues, and ideas that could be relatable across cultures and borders and that could be applied to any issue or event in past or present in collaboration between learner's L1 and L2 (or L3 etc.) in social, cultural, political, ideological contexts. The author notes that this framework is developed to assist young learners in being aware of their role as global citizens, respect and value diversity, understand how the world works in diverse contexts, contribute to communities on both a local and global level to make the world a more sustainable place, and take responsibility for their actions. The author believes that the 5 A's skills enable students to develop habits of inquiry around how media defines issues on a global scale.

The above characteristics add such unique values to the 5A's model, which would better address learners' news media understanding. Therefore, our study is aimed to progress students' communication skills by applying Mihailidis's model to the language teaching process.

Numerous scholars (Widdowson [11], Nunan [12], Swan [13] and others) have stated that the crucial characteristic for building an efficient learning environment and providing adequate communication opportunities is the task-based language teaching (TBLT) approach, classified as a pedagogical task by Nunan [12]. The author defines a pedagogical task as an experience-orientated classroom activity

involving students comprehending, manipulating, producing or interacting in the target language. Furthermore, the task should have a sense of completeness, being able to stand alone as a communication act in its own right with a beginning, middle and end. Regarding our research, the TBLT approach incorporates media literacy into language teaching.

We are assured that learning instructions aimed at calling students for actions to fulfil assigned tasks have great educational potential; since they guide students to acquire additional knowledge and enhance communication skills (planning, information retrieval, decision-making, systematisation, group communication, discussions, cooperation, presentation of results, evaluation, etc.). The TBLT activities focus on having students use the authentic target language in various linguistic and social structures within the constraints of what they know of the target language. For example, learners can create advertisements, news articles, or podcasts by using media production as a learning activity. This activity allows learners to understand the media production process and critically evaluate the messages they create. It also allows learners to express their perspectives and participate actively in language learning. They can also learn to identify media bias, mediate differences in perception, distinguish between facts and opinions, and use this knowledge accurately within their content for engaged, responsible, inclusive and active participation in their daily civic life. Thus, the TBLT approach aims to develop students' critical thinking abilities when analysing mass-mediated text. Moreover, beyond that, the experience and knowledge students gain from their study will be applicable in all subject areas, their careers, and their daily lives. In addition, the tasks should be authentic in that they resemble tasks the L2 learners are likely to encounter daily.

This study used authentic paper-based and screen-based materials, mainly from news networking platforms like BBC News, CNN and many others, as educational resources. Numerous studies have stated that authenticity should be a central component of tasks in a TBLT approach [5-6, 11-14]. The tasks themselves should be authentic because they should resemble tasks that the L2 learners are likely to encounter daily. Namely, Cope et al note that bringing target language mass-mediated materials for critical analysis within their language learning environment may be far more effective and engaging than education focused solely on exposing media manipulation to bridge the gap between the classroom and students' real-life experience with the media [14]. According to Mustafina et al., authentic language use enables students to explore and improve their communication skills [5]. The author suggests that EFL teachers should make their teaching practices as authentic as possible to accustom EFL learners to encounter real-life situations and language used beyond the classroom. This approach allows for making information more accessible and extends social networking. Hence, we can presume that the integrated mass media ELT classroom is a good environment for students to expose to natural language, extract accurate information from an authentic text and react to trends and challenges as the L1 speakers do.

A set of task-based assignments for LT was designed and implemented to capitalise on the benefits of media literacy education. The following part will

delineate its goals and some classroom activities to enhance students' language proficiency and achieve higher social skills.

Participants

This part deals with the implemented research methodology employed to collect and analyse data in this study. Eighty-eight first-year graduate students from Physics and Technologies Faculty (Solar System, Physics and Astronomy majors) participated in the study. All participants were 23-25 years old. The goal was to study graduate students mainly because it is a critical age in the education system when members of this age group gradually develop their self-image. These groups represented various English language instruction backgrounds. The language groups with forty-five students in Physics and Astronomy were determined as the control groups (CG). The second language groups with forty-three students in Solar System were determined as the treatment groups (TG). The selection of Solar System groups as the TG was based on the fact that students from those groups were less active in the session of questioning, answering, and discussion during learning before the experiment. In addition, the academic performance of these groups was lower than in CG, and the authors set themselves to raise the level of students experimentally. During the experiment, the treatment group tested the application of the 5As Model to language learning based on TBLT, whereas the control group was provided with the application of conventional learning.

Each group had a facilitator in charge of checking progress, discussing the study, assisting students in finding information sources, conducting periments, and interviewing experts.

Applying 5As of media literacy to language teaching

Based on the 5 A's of the Media Literacy framework, the proposed instructional tasks include activities for reading, listening to, or viewing a specific media message and then responding to it by answering a set of questions. The advantage of devising teaching activities based on media products is that one can vary the degree of difficulty if you have to deal with different levels within the same group of students. Taking a more applied position, we use Mihailidis 5A's of the media literacy Model as fundamental literacy practices and propose the given model's slightly adjusted language classroom structure (keeping all sub-skills of the Model). These are *media access*, *content awareness*, *content assessment*, *appreciation of diversity* and *action for communication*. These elements aided in focusing the development of communication and social skills by more clearly defining the concept of media literacy.



Figure 1 – Adjusted 5As Model for Media Literacy & Language Teaching

Media Access

The media is the primary catalyst for information and communication flow in civic society. The author explains that the term 'Access' means, on the one hand,

access to various messages further to inform, engage, and provide varied viewpoints. On the other hand, it entails access to technologies to facilitate information, share and express communication needs. Likewise, we believe that the most significant starting point for accessing discussions in media and engaging citizens is the concept of *Media Access* or accessibility of the media product. So, in the L1, L2 or L3 classrooms, the instructions for access discussions should be targeted at defining who controls the information, the obstacles for access, how media technologies and platforms influence the type of information we can find, share, remix, and how actively we share, comment, express, and participate. These activities enable students to consider the origins of information and to define the prevalence of information in society.

Content awareness

The next step in critical consumption of the media content is to develop an *awareness* premised on assessing how messages are constructed to carry a specific message for a specific audience. If access to media is the fundamental element for media literacy, awareness of the content is the contextual foundation. Mihailidis argues that awareness fosters a critical understanding of how information works to define cultural norms and social values. The author states that awareness incorporates four areas that anchor explorations of the media's ability to provide context, reflect values, develop ideology, and cultivate representation.

Content assessment

Here, *Content assessment* follows access and awareness to deconstruct how messages are constructed to build meaning and target audiences. Assessment of the information extracted from the text is implemented by comparing and contrasting messages, assessing methods used to grab attention, and deconstructing the physical attributes of messages (quotations, music, images, tables, charts etc.) that are used to develop a specific meaning or reinforce an idea. In deconstructing the message of any form, critical assessment is the gritty analysis to unveil the message and its composition. This comprises exploring what is in the message and what has not been included, as not all details are evidence-based or reflect its central idea.

Appreciation of diversity

Media literacy approaches appreciation to promote learning about culture, engage in wide-ranging dialogue and discussion, voice opinions, embrace civic dialogue, and openly question individuals and media outlets. Under the appreciation umbrella, the areas of expression (having a voice, respecting others, acknowledging audiences, and mindfully contributing to the dialogue, whether it is a personal opinion, an experience, or a political statement), perspective, culture (reflect the content they publish, consume, and share, appreciation breeds sensitivity to others and a more tolerant disposition towards media system), and diversity (can build more tolerance, patience, and understanding for how media language and style portray others and ourselves) collectively position the individual as an empowered participant in a media landscape.

In this context, the task instructions must address cultivating critical thinking skills and creating opportunities for enhanced dialogue that can lead to more diverse and varying viewpoints.

Action for communication

Analysing and identifying a text's plot, key message or character is followed by context discussion and a critical view. This means you need to be engaged in some actions. Hattani argues that students must develop English speaking skills further towards productive, interactive ones [10]. The principle behind the action is to extract contextual information or critical perspectives from a text (paper-based, screen-based) and place it in communication. According to Mihailidis, the action does not necessarily mean protesting in the streets, commenting on every video watched, or hosting a blog [9]. It could mean advocating, endorsing, or supporting issues you believe in, petitioning local entities to raise awareness, sharing relevant information in your peer circles (without being overbearing or alienating), or contributing commentary to causes you support or refute.

Within our research framework, communication comprises action upon creating media content and sharing them with other people. The given skill enables people to convert from media consumers to producers and distributors. Boosting the abilities to create content and communicate with them enables people to participate actively in social life, support various campaigns and become active citizens.

Results

This study evaluated the introduction of ML in LT classrooms. A variety of methods were used in the quasi-experimental study, including interviews with students. As part of the study, students were provided with printed, audio, video or visual, a short popular science media message, followed by open-ended questions and checklists to assess students' skills in message analysis. Although the study explores the importance of media literacy in promoting critical communication in language classes in Kazakh, Russian and English classes, this article demonstrates the study results in English classes. This decision was based on the authors' intentions of the given paper to focus on mastering one of the core subjects of the 21st-century youth determined by the American Association of Colleges of Teacher Education and the Partnership for 21st-Century Skills [1].

The researchers conducted pre- and post-experimental tests to verify the validity of the above statements. At the beginning and end of the practical training, the participants passed English language proficiency tests and interviews. When selecting tests, the authors focused on tests with texts for reading and listening to fragments from media resources. As for the speaking part, the authors interviewed students about (1) the importance of incorporating media literacy in Kazakh and English classes; (2) whether media texts increase students' critical awareness of the social, cultural, political and ideological contexts of language learning and (3) whether they feel like independent and critical-minded people and communicators. A qualitative interview is used to obtain an additional commitment from the interviewees to compare data to a high degree. The results of pre-and post-experimental tests in both CG and TG can be seen in Table 1.

Table 1 – English Proficiency Level on Pre and Post-Test Results

| <i>Pre- experimental test</i> | <i>Post-experimental test</i> |
|-------------------------------|-------------------------------|
|-------------------------------|-------------------------------|

| Sections | Scores | CG (45) | TG (43) | CG (45) | TG (43) |
|-------------------------|--------|----------|----------|----------|----------|
| Reading | 25 | 21 (84%) | 20 (80%) | 22 (88%) | 23 (92%) |
| Listening | 25 | 19 (76%) | 18 (72%) | 22 (88%) | 24 (96%) |
| Writing | 25 | 17(68%) | 16 (64%) | 18(72%) | 23 (92%) |
| Speaking (interview) | 25 | 22 (88%) | 20 (80%) | 24 (96%) | 25 (98%) |
| Total | 100 | 79 | 74 | 86 | 93 |
| <i>Difference (+/-)</i> | | | | +7 | +19 |

During the post-experimental language proficiency test, the standard task in the "Writing" section was replaced by a task for a critical analysis of an article from BBC Global News (<https://bbcnews.bbcstudios.com>). This assignment was designed to allow students to demonstrate, along with language competence, their ability to briefly and effectively present the main points of the article and present their position from a broader point of view of approaches and theories that may be relevant to the topic (see Appendix A, I). The analysis and definition of the plot of a text, a key message or a character is followed by a discussion of the context and a critical look. Consequently, to test the students' spoken communication and social skills, they were asked to publicly present a critical article analysis, justifying their decisions with reasonable arguments and details. The criterion was developed to study students' attitudes to the media and their impact on their personal, social and professional life (Appendix A, II). Figure 2 shows the results of attempts to include ML in LT to promote TG students' critical communication skills.

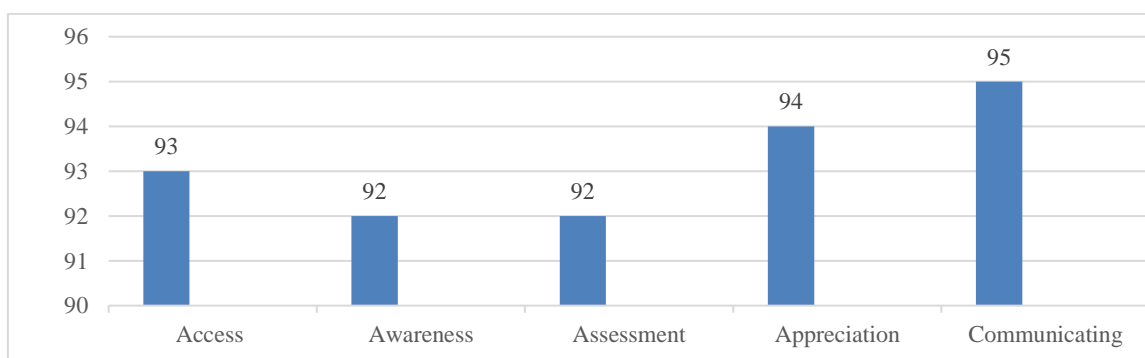


Figure 2 – Post-experiment critical communication skills result in TG

Although both groups demonstrate progress in their language skills, TG shows significant progress (+19) in overall academic performance. However, a preliminary experimental test showed that the participants' English proficiency scores in the TG were lower than in the CG. As a test of the results, there were still improvements in average CG scores (+7). In this analysis, while written constructions were still the weakest in CG, all productive and receptive skills were improved (see Table 1). The results showed that students preferred communication and discussions in English with others and actively participated in class discussions.

Discussion

By the end of the experiment, a face-to-face interview was held in both groups. This interview aimed to identify learners' perceptions of the effectiveness of

incorporating ML into their LT. The analysis reveals positive dynamics in the answers to the questions:

1 Does the language and media literacy incorporation promote your language proficiency?

2 Does media literacy enhance your critical awareness in social, cultural, political, and ideological contexts within language learning?

3 Do you consider media literacy to promote your communication and social skills?

The participants found the classes satisfactory. They confirmed the positive effect of introducing language and media literacy in developing their receptive and productive skills. They stated that they achieved better results in reading and writing than before. Most participants claimed that during practical training with media texts, they mastered the language faster and could clearly, confidently and concisely express their ideas and views when faced with real-life situations and language used outside the classroom. In addition, they mentioned that during the experiment, they demonstrated the ability to explore new areas and seek knowledge, explanations and new solutions; ask relevant questions; evaluate statements and arguments; and distinguish between facts and opinion. They have expressed a willingness to reconsider their beliefs, possessing a manner of humility that allows them to acknowledge a lack of knowledge or understanding when necessary. Perhaps most of all, they emphasised the relevance of those communication and social skills that were acquired as a result of this experience to their future professional needs, creating a positive environment to promote their understanding of the world by filtering media reports for distortions and bias on issues of particular interest to them.

Overall, the participants spoke positively about using media materials in language lessons. From the point of view of efficiency and feasibility, the proposed model demonstrates its prospects in measuring the communication skills of students studying media literacy. Figure 3 shows the results of students' perception of the 5 As model. Most students found that the 5As model effectively considers language and media literacy (75%), and 31% of participants found the tasks impossible.

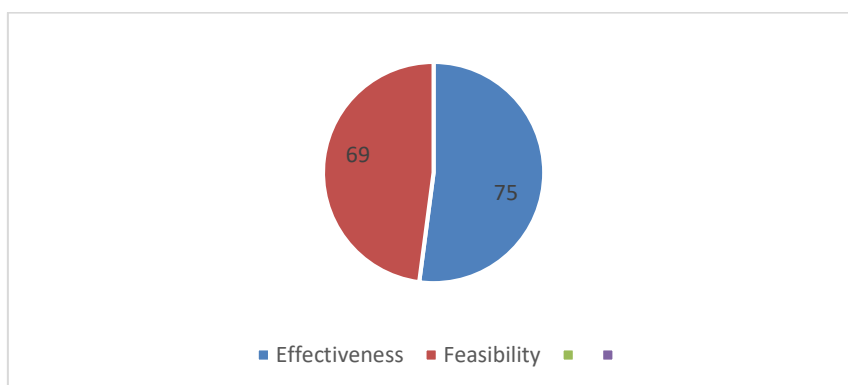


Figure 3 – Learners' Perception of the Adjusted 5As Model:

Further discussions on the feasibility of the adjusted 5 As project identified factors that contributed to the failure of the task. The *first* factor of failure was poor communication. We found that some students in the group did not have a positive

communication channel. They agreed that their confidence increased, and their initial anxiety decreased over time as they got to know their peers and focused on understanding each other. This led to the teachers' decision to create a task management system to ensure smooth group communication. *Secondly*, the low level of language proficiency. Even though the group demonstrated an overall level of English proficiency at the pre-intermediate level, there were students with poor knowledge of English. Thus, we concluded that classroom activities still need individual adaptation to the needs of students. *Thirdly*, poor monitoring. During the experiment, we realised that more than simply distributing roles among all team members is required; LI should regularly monitor progress and assign team members responsible for their actions. Students will work better and show better results when they feel responsible for their actions.

Conclusion

This article attempts to prove that if students are taught to see, read and listen not only to what is presented to them lexically and grammatically, they could become independent and critically thinking people. In this study, we found confirmation of our conclusions about the relationship between media literacy and language proficiency, which leads to academic success. One of the problems students face is applying critical thinking skills to their actions due to the fear that they may face cynical and defeatist judgment or the opinion of others. By carefully integrating media literacy into language teaching with *the 5As model*, students develop skills to critically analyse media messages and understand how language and communication construct meaning in LT's social, cultural, political, and ideological contexts. They practice accessing various media formats and technologies to facilitate the acquisition of information and the creation, sharing and transmission of messages; are aware of how messages are composed to convey a specific message to a specific audience; evaluate the information extracted from the text; demonstrate a high level of critical judgment, interpretation skills. These skills have significantly improved critical reading, listening, and productive and interactive writing and speaking skills.

The adjusted 5As Model for Media Literacy & Language Teaching also provides a practical way to engage students in the language learning process and promote active and critical participation in today's media-rich environment. Students demonstrate greater mutual understanding, recognition of diversity in multicultural and multilingual societies and respect for such diversity; they effectively convey contextual information and critical comments. Thus, the adjusted 5As model effectively engages students in discussion and critical thinking to improve their communication skills and critical thinking and increase social awareness and involvement in civil society. The adjusted 5As model allows LI to recognise the significance of media literacy and integrate it into language teaching to equip learners with essential skills for the 21st century.

The study results indicate that due to the growing demand for the development of new media skills, it is necessary to form educational standards for studying media

topics to motivate students to be critical media consumers. Therefore, media literacy is vital in promoting critical communication skills in language teaching classrooms.

In the course of further research, it will be possible to study the following points: the adaptation of task instructions to the individual needs of students; the construction of a task management system for unhindered group communication, centralisation and expansion of media education in Kazakhstan; and the impact of new technologies on media literacy.

The study was funded by the Science Committee of the Ministry of Science and Higher Education of the Republic of Kazakhstan (Grant No AP19680048).

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МЕДИА САУАТТЫЛЫҚТЫҢ ТІЛ САБАҚТАРЫНДА СЫНИ КОММУНИКАЦИЯ ДАҒДЫЛАРЫН ДАМУДАҒЫ РӨЛІ

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Аңдатпа. Мақалада тілдік сабақтарда сыни қарым-қатынасты дамытудағы медиа сауаттылықтың маңыздылығы қарастырылады. Медиа сауаттылық дағдылары студенттерге БАҚ хабарламаларын сыни тұрғыдан талдауға және жаңа идеяны құру үшін тіл мен қарым-қатынастың қалай қолданылатынын түсінуге мүмкіндік береді. Авторлар медиа сауаттылық тәжірибесін студенттердің тілдік сабақтардағы жалған жаңалықтар мен жалған ақпаратқа қарсы тұру үшін сыни өзара әрекеттесуіне қарсы тұратын оқыту әдісі ретінде қарастырады. Зерттеудің мақсаты - түрлі формадағы хабарламаларды алу, талдау, бағалау және құру қабілеті тілдік оқыту шеңберінде әлеуметтік, мәдени, саяси және идеологиялық мәнмәтінінде оқушылардың хабардарлығын қалай жақсартуға алатынын зерттеу. Мақала авторларының пікірінше, оқытушылар қазіргі заманғы медиаға бай ортада еркін шарлау үшін медиа сауаттылықты тіл үйренуге біріктіру арқылы студенттерге сыни қарым-қатынасты дамытуға көмектесе алады. Авторлар медиа сауаттылықты тілдерді оқыту практикасына біріктіру бойынша практикалық ұсыныстар ұсынады және сыни коммуникацияның дамуына ықпал ететін тапсырмалардың мысалдарын келтіреді. Зерттеу нәтижелері тілдерді оқыту мен медиа сауаттылыққа арналған түзетілген 5As моделі ҚазҰУ студенттерінің сыни қарым-қатынасын дамытуға ықпал еткенін көрсетті. Зерттеу нәтижесі студенттердің сыни оқулым, тыңдалым, сөйлесім және жазылым деңгейі айтарлықтай жақсартылғанын және олардың сыни ойлау дағдыларының арттырылғанын көрсетті. Сонымен қатар, бұл модель оқушылардың бұқаралық ақпарат құралдарымен қаныққан заманауи ортаға белсенді және сыни қатысуға ықпал етеді.

Тірек сөздер: коммуникативтік дағдылар, тілді сыни тұрғыдан түсіну, сыни ойлау, білім беру тәсілі, тілді оқыту, медиа сауаттылық, оқыту әдістері, оқыту тәртібі

РОЛЬ МЕДИАГРАМОТНОСТИ В РАЗВИТИИ НАВЫКОВ КРИТИЧЕСКОЙ КОММУНИКАЦИИ НА ЯЗЫКОВЫХ ЗАНЯТИЯХ

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Аннотация. В статье рассматривается важность медиаграмотности в развитии критического общения на языковых занятиях. Навыки медиаграмотности позволяют учащимся критически анализировать сообщения СМИ и понимать, как язык и общение используются для создания новой идеи. Авторы рассматривают практику медиаграмотности как метод обучения, который бросает вызов критическому взаимодействию учащихся, чтобы противостоять ложным новостям и дезинформации на языковых занятиях. Цель исследования - изучить, как способность получать, анализировать, оценивать и создавать сообщения в различных формах может улучшить осведомленность учащихся в социальных, культурных, политических и идеологических контекстах в рамках языкового обучения. По мнению авторов статьи преподаватели могут помочь студентам развить критическую коммуникацию, интегрируя медиаграмотность в обучение языку, чтобы свободно ориентироваться в современной среде, богатой медиа. Авторы предлагают практические рекомендации по интеграции медиаграмотности в практику преподавания языков и приводят примеры заданий, способствующих развитию критической коммуникации. Результаты исследования показали, что скорректированная модель 5As для обучения языкам и медиаграмотности способствовала развитию критической коммуникации студентов КазНУ. Студенты продемонстрировали значительные улучшения в критическом чтении, аудировании, разговоре и письме, а также повысили свои навыки критического мышления. Кроме того, данная модель обеспечивает вовлечения учащихся в процесс изучения языка и способствует активному и критическому участию в современной среде, насыщенной средствами массовой информации.

Ключевые слова: коммуникативные навыки, критическое понимание языка, критическое мышление, образовательный подход, преподавание языка, медиаграмотность, методы обучения, режим преподавания

Статья поступила 14.06.2023