

UDC 378

IRSTI 14.25.07

<https://doi.org/10.48371/PEDS.2024.75.4.014>

ASSESSING TEACHERS' MEDIA LITERACY COMPETENCIES IN SECONDARY EDUCATION

*Yeleussiz A.¹, Tankibayeva M.Kh.²

^{*1}Kazakh National Women's Teacher Training University, Almaty,
Kazakhstan

²Kazakh Ablai Khan University of International Relations and World
Languages, Almaty, Kazakhstan

Abstract. This study explores the development and importance of media literacy competencies among 300 English as a Foreign Language (EFL) teachers in Kazakhstan's secondary schools, focusing on both personal and pedagogical-didactic skills. In today's media-saturated educational landscape, media literacy competencies are essential for educators to effectively teach critical analysis and responsible media engagement to students. The research employed a pragmatically-guided approach, utilising a web-based questionnaire to gather data from EFL teachers across urban and rural settings in Kazakhstan. Purposive sampling ensured the selection of teachers capable of providing relevant insights into media literacy practices in diverse educational contexts. The questionnaire, adapted from a validated instrument for assessing media literacy competencies, was chosen for its comprehensive coverage of personal and pedagogical-didactic skills relevant to media literacy. Quantitative analysis of the survey data employed descriptive and inferential methods to validate assumptions, assess variables, and draw conclusions about the usage and effectiveness of media literacy assessment strategies among teachers. The questionnaire findings highlight significant differences in EFL teachers' media literacy competencies across simple, middle, and advanced categories, showing strong technical skills but declining proficiency in critical understanding and active media participation. Results indicated that discussions and creative tasks like poster creation were the most frequently utilised strategies for assessing media literacy competencies among EFL teachers. The findings highlight the need for targeted training and support to strengthen both personal media literacy skills and instructional practices among EFL teachers.

Key words: media literacy, competencies, media, teacher development, secondary education, questionnaire, pedagogical-didactic competencies, quantitative analysis

Introduction

The definition of media literacy as a social phenomenon encompasses technical competencies, cognitive competencies, and sociocultural pragmatics. Functional skills such as accessing social media content, creating content, navigating platforms, organizing information, and disseminating content fall under technical competencies. Cognitive competencies involve understanding, assessing, and critically analyzing social media content to evaluate its credibility and applicability. Sociocultural pragmatics emphasizes awareness of social norms, values, beliefs, language usage, and discourses within media contexts. Media literacy is characterized by four types of competencies: technical, social, privacy-related, and informational. Teachers identified three key themes related to media literacy: assessing the validity of media messages, interacting with media, and addressing safety issues.

Professional learning initiatives have the potential to transform instruction and improve student learning outcomes. Building on the Kellner and Share framework, educators can integrate critical thinking and media literacy as extensions of reading and content comprehension [1]. They should equip students with the skills to analyze an author's messages and intent in media texts, similar to how they approach traditional prose and informational texts. Studies indicate that teachers with higher levels of education, such as bachelor's or master's degrees, tend to place greater value on media literacy. This suggests that graduate programs are more effective at teaching media literacy, highlighting the need for greater emphasis on it in teacher preparation programs. Additionally, high school teachers demonstrated a stronger awareness of media literacy's importance compared to their elementary and middle school counterparts. This finding underscores the necessity of incorporating media literacy and critical media literacy into literacy standards starting from primary school.

This study explores EFL teachers' media literacy, including their perceptions, competencies, and classroom practices in Kazakhstan, as well as the factors enabling or hindering its development. Children in the twenty-first century increasingly use digital tools, are exposed daily to various unfiltered media messages, and have regular access to the Internet at home. A significant issue is that many children actively use social media, with a considerable portion accessing media sites despite age restrictions. Consequently, teachers must develop media literacy competencies to support their learners, who are highly vulnerable to media influences. Research further highlights that the integration of media literacy into the curriculum depends on instructors' media literacy competencies, socialization, and intercultural contact. Despite growing support over the past decade for teachers to enhance their media literacy skills, few appear to apply these competencies to lesson planning and curriculum development.

Teachers are recognized as the most significant factor in enhancing students' learning outcomes. Their understanding of media literacy greatly influences the effectiveness of their teaching. Consequently, media literacy deserves a prominent place in teacher education, as it fosters cultural understanding and establishes connections between educators, institutions, and society. Similarly, studies emphasize the importance of integrating language and media literacy into teacher education to promote socialization and intercultural communication.

Media education involves the systematic teaching and study of media to enhance media literacy, with teachers playing a critical role in implementing policies, guidelines, and standards in schools, often through teacher-led initiatives. Successful implementation depends on high-quality teacher training, which includes theoretical and practical skills, an understanding of young people's media usage, and coordinated institutional actions [2].

Inquiry-based learning serves as an effective strategy for subtly introducing media literacy concepts, allowing students to construct new knowledge by integrating new information with their existing understanding. This constructivist approach is further supported by media decoding, which involves analyzing and evaluating the

messages conveyed by various forms of media [3]. Evidence-based practices are characterized by high proficiency rates and a proven, accurate track record of success.

Critical inquiry is at the core of constructivist media analysis, emphasizing the ability to analyze media by asking key media literacy questions. The combination of inquiry and reflection is widely used and considered a fundamental approach to integrating media literacy into any curriculum. The constructivist media decoding strategy suggests an engaging way to acquire media literacy competencies.

Media literacy instructional practices in English as a Foreign Language (EFL) classrooms play a crucial role in preparing students to navigate today's complex media landscape. These practices encompass various strategies aimed at fostering critical thinking, digital citizenship, and effective communication skills among learners. One prominent instructional method involves using student surveys and quizzes to assess their understanding of media content and their ability to critically analyze information. By incorporating regular assessments through surveys and quizzes, teachers can evaluate students' comprehension and guide them toward more discerning media consumption habits [4].

Criteria and rubrics are another essential tool in media literacy education, offering structured frameworks for evaluating students' media projects and assignments. This approach not only ensures consistent assessment but also encourages students to achieve specific learning objectives related to media literacy [5]. Similarly, portfolios allow students to curate and reflect on their media-related work over time, promoting deeper engagement and self-assessment in media literacy skills [6].

Student blogs, journals, and reflective essays provide platforms for students to express their thoughts and reflections on media experiences, fostering metacognitive awareness and deeper engagement with media content. Inquiry projects or research tasks involve students in investigating media issues in-depth, building research skills and promoting critical inquiry into media representations and messages [7].

Classroom debates, mini-debates, and discussions facilitate dialogue around media-related topics, encouraging students to articulate and defend their viewpoints while considering diverse perspectives. These interactive formats promote critical thinking and communication skills, which are essential for effective media literacy.

The aim of this study is to explore teachers' media literacy in secondary schools in Kazakhstan. The study is structured around the following research questions:

RQ 1: What is the state of teachers' personal media literacy competencies?

RQ 2: How do teachers integrate media literacy into their classroom practices?

Materials and methods

This study follows a pragmatically-guided research approach, incorporating both theoretical and empirical methods. The theoretical foundation includes a review and analysis of relevant literature on media literacy competencies in education, which informed the development and adaptation of the research instrument. Specifically, we

relied on the framework of Simons et al. [8], whose instrument for measuring teachers' media literacy competencies has been validated and widely used. This framework provided the theoretical basis for assessing both personal and pedagogical-didactic skills of teachers.

The empirical component involved a web-based questionnaire administered to 300 EFL teachers from public secondary schools across urban, regional, and rural areas of Kazakhstan. The study was guided by the following hypothesis: teachers from urban areas demonstrate higher media literacy competencies, particularly in personal and pedagogical-didactic skills, compared to their rural counterparts. The participants' demographic and professional characteristics are summarized in Table 1 below.

Table 1- Information about Participants of the Questionnaire

Characteristics		Number (%), n = 300
Location	Urban	138 (46)
	Regional	73 (24.3)
	Rural	89 (29.7)
Courses on Media Literacy	Attended	204 (68)
	Not attended	96 (32)
Years of teaching experience	0-5 years	74 (24.7)
	6-10 years	100 (33.3)
	11-15 years	78 (26)
	16 + years	48 (16)

The questionnaire comprised 44 items designed to assess media literacy competencies across three factors. It was developed based on the framework of Simons et al. [8] and validated through a pilot study. The pilot analysis demonstrated high reliability (mean = 3.20, standard deviation = 0.78). Data were analysed descriptively to identify trends and inferentially to test the hypothesis and examine relationships between variables.

Ethical considerations were strictly adhered to throughout the research. Participation was voluntary, and all participants signed a written consent form outlining their rights, including the option to withdraw at any stage. Participants' data were anonymized and securely stored on a password-protected device to ensure confidentiality.

Results

Regarding the initial research question, teachers across the board stated they were media literate in general. Scale reliability statistics are essential in evaluating the consistency and dependability of a measurement instrument. In this context, the mean, standard deviation (SD), and Cronbach's alpha (α) are key indicators. The mean value of 3.57 reflects the average score obtained across all items on the scale. The standard deviation, which is 0.87, measures the extent to which individual scores deviate from this mean, indicating the degree of variability or dispersion in the responses. Cronbach's alpha, with a value of 0.95, is a coefficient of internal consistency, signifying that the scale demonstrates excellent reliability. A high Cronbach's alpha value suggests that the items on the scale are highly correlated and measure the same underlying construct, thus confirming the scale's reliability for research purposes.

The conducted model fit measures test evaluates the adequacy of a structural equation model (SEM) by analysing several key fit measures. The Root Mean Square Error of Approximation (RMSEA) is 0.07, indicating a reasonable fit of the model to the population covariance matrix. The 90% confidence interval for RMSEA ranges from 0.06 to 0.08, suggesting the model fit remains within acceptable limits. The Tucker-Lewis Index (TLI) is 0.94, denoting a good fit, as values closer to 1 indicate better fit. The Bayesian Information Criterion (BIC) is -677.02, where a lower value generally implies a better fit relative to other models. The chi-square statistic (χ^2) is 492.93, with a significant p-value ($< .0000000000000001$), indicating that there is a significant difference between the observed and expected covariance matrices, suggesting the model may not fit perfectly. The degrees of freedom (df) are 205, reflecting the number of observations minus the number of estimated parameters. Collectively, these measures provide a comprehensive assessment of the model's fit to the observed data, highlighting its strengths and potential areas for improvement (see Table-2). Based on these model fit measures, the SEM model appears to fit the data well. The RMSEA, TLI, BIC, and Chi-square statistics all support the conclusion that the model is a good fit for the observed data.

Table 2- Model Fit Measures

		RMSEA 90% CI						Model Test							
RMSEA		Lower		Upper		TLI		BIC		χ^2		df		p	
.07		.06		.08		.94		677.02		92.93		05		.0000000000000001	

The results of the questionnaire assessing EFL teachers' personal media literacy competencies can be synthesised into three categories: simple, middle, and advanced. These categories reflect the progression from basic technical skills to more complex critical and creative competencies. In the simplest category, "using media," which encompasses technical instrumental use of media devices, the item "use media devices in a technical sense (e.g., laptop, smartboard, smartphone, tablet)" showed that 128 participants strongly agreed, 100 agreed, 38 neither agree nor disagreed, 12 disagreed, and 22 strongly disagreed. This indicates a high level of proficiency in basic media usage among the majority of the teachers, with most expressing confidence in their technical abilities.

The middle category, "understanding media," which involves critical understanding, analysis, evaluation, and reflection on media content, revealed more varied responses. For the item "I can evaluate media content in English taking into account various criteria," 62 participants strongly agreed, 131 agreed, 67 remained neutral, 28 disagreed, and 12 strongly disagreed. Similarly, for the item "I know how media production and distribution works," 62 participants strongly agreed, 131 agreed, 78 remained neutral, 19 disagreed, and 10 strongly disagreed. These results suggest that while a significant number of teachers feel competent in understanding and evaluating media, there is a notable portion that remains uncertain or less confident in these skills.

The advanced category, "contributing medially," which includes creating and communicating media messages as well as participating in media platforms, showed the greatest diversity in responses. For the item "I can participate in the public debate through the media," 82 participants strongly agreed, 69 agreed, 111 remained neutral, 22 disagreed, and 11 strongly disagreed. The item "I can create media content in English language (e.g., write an article, create a photo or video document, set up a blog)" showed 70 participants strongly agreed, 134 agreed, 64 remained neutral, 26 disagreed, and 6 strongly disagreed. These findings indicate that while a substantial number of teachers are confident in their ability to create and engage with media content, there is a larger group that is either unsure or feels less capable of contributing to media platforms.

The questionnaire results indicate that EFL teachers generally possess strong technical competencies in using media devices. However, there is a noticeable decline in confidence and proficiency as the tasks become more complex, particularly in the areas of critical understanding and active participation in media. This highlights the need for targeted professional development to enhance teachers' higher-order media literacy skills, ensuring they are fully equipped to engage with and contribute to media in a meaningful way.

The questionnaire administered to EFL teachers focused on assessing their utilisation of key strategies aimed at developing students' media literacy competencies. Each strategy, ranging from student surveys and quizzes to creative tasks like poster creation and debates, was selected based on its perceived effectiveness in evaluating various aspects of media literacy. Participants were asked to indicate the frequency

with which they employ these methods, using a scale that ranged from "never" to "very often." This approach aimed to capture a nuanced understanding of how teachers integrate media literacy assessment into their instructional practices, reflecting a comprehensive effort to gauge both technical proficiency and critical engagement with media content among students. By focusing on these ten primary assessment strategies, the questionnaire sought to uncover patterns in instructional practices and highlight areas where teachers might benefit from additional support or training in enhancing media literacy education.

The chosen strategies are foundational in assessing different dimensions of media literacy, from technical skills to critical analysis and creative expression. The inclusion of diverse methods such as portfolios, blogs, and inquiry projects underscores a pedagogical commitment to fostering a well-rounded media literacy skill set among students. This study not only explores the prevalence of these assessment practices but also serves as a basis for understanding how EFL teachers perceive and implement media literacy education in their classrooms. Such insights are crucial for informing future educational initiatives aimed at enhancing teachers' capabilities in effectively integrating media literacy into their teaching practices, thereby equipping students with essential skills for navigating the media landscape critically and competently.

The analysis of the instructional practices used by EFL teachers to assess students' media literacy competencies reveals varying degrees of frequency across different strategies.

"Student surveys or quizzes" and "discussions" are frequently employed by many teachers, indicating these methods are popular and widely accepted for assessing media literacy. "Creative tasks" such as creating posters or advertisements also see high usage, reflecting an emphasis on creativity in media literacy education. "Criteria and rubrics" and "student blogs, journals, reflective essays" show moderate usage, with a notable portion of teachers incorporating these methods regularly, though not universally. The use of "portfolios" and "reports or reviews" is more varied, with some teachers employing them frequently while others seldom use them, suggesting differences in preference or familiarity with these tools.

"Inquiry projects or research" were used very often by 92 teachers, often by 71, sometimes by 78, seldom by 43, and never by 16. This indicates that inquiry-based projects are a popular method for assessing media literacy, though some teachers use them infrequently. The item "debates or mini-debates" indicated that 57 teachers use this method very often, 110 often, 63 sometimes, 54 seldom, and 16 never. Debates are moderately employed, reflecting their role in fostering critical thinking and media literacy. Lastly, "discussions" showed the highest frequency of use, with 102 teachers very often, 80 often, 69 sometimes, 38 seldom, and 11 never. This highlights discussions as a prevalent and favoured method for assessing media literacy competencies.

Predictors for Teachers' Media Literacy Competencies

The positive predictors for teachers' media literacy competencies include access to professional development opportunities, which strongly correlate with the effective

use of advanced assessment strategies such as inquiry-based projects and debates. Geographical context also plays a significant role, with urban teachers exhibiting higher competencies in advanced media literacy tasks, likely due to better access to digital resources and training. Additionally, foundational technical skills, reflected in confidence in basic media usage, positively predict progression to more complex competencies like critical analysis and creative content production.

The analysis also highlights a disparity in advanced media literacy competencies between urban and rural teachers, suggesting geographical context as a limiting factor. The lack of training and familiarity with reflective methods, such as portfolios and essays, particularly among rural teachers, emerges as a negative predictor, reinforcing the need for equitable access to resources and professional development initiatives to enhance media literacy education across diverse educational settings.

The observed differences in the application of assessment strategies reflect varying levels of familiarity, access to resources, and professional training among teachers. Teachers who frequently employ strategies such as inquiry-based projects or debates may have had prior exposure to professional development opportunities focusing on active learning and critical engagement methods. In contrast, the underuse of portfolios and reflective essays suggests that these methods, which require systematic planning and sustained effort, may not be sufficiently emphasized in teacher training programs. This gap highlights the importance of incorporating diverse assessment techniques into professional development curricula, particularly for teachers working in under-resourced rural areas.

Moreover, the significant variation in confidence levels across media literacy competencies, particularly in the advanced category of contributing to media, underscores the challenge of equipping teachers with skills for higher-order media literacy tasks. While many teachers demonstrated strong technical and foundational skills, the lower self-reported confidence in tasks like creating media content or engaging in public media discourse suggests the need for more targeted and practice-oriented training. These findings align with the hypothesis that teachers in urban areas, with greater access to digital infrastructure and training opportunities, tend to report higher competencies compared to their rural counterparts.

In summary, the results indicate that EFL teachers utilise a diverse array of strategies to assess media literacy competencies, with varying frequencies. While some methods, such as discussions and creative tasks, are widely used, others like portfolios and debates see more varied application. These findings suggest the need for ongoing professional development to ensure teachers are equipped with effective assessment strategies that can be consistently applied in their instructional practices.

Discussion

The results of the questionnaire indicate a significant majority of EFL teachers possess strong instrumental operational competencies with media devices. Specifically, 128 participants (42.7%) strongly agreed and 100 participants (33.3%) agreed that they can use media devices in a technical sense, such as laptops,

smartboards, smartphones, and tablets. This aligns with previous research suggesting that modern teachers are increasingly proficient in using technological tools [9]. The high percentage of teachers who strongly agree or agree underscores the successful integration of technology in educational settings, which is essential for enhancing teaching and learning processes [10].

However, it is important to note that 38 participants (12.7%) were neutral, indicating a segment of teachers who may be uncertain about their technical skills. This neutrality could be attributed to a lack of confidence or insufficient exposure to certain media devices, as suggested by Ertmer and Ottenbreit-Leftwich (2010), who emphasised the need for ongoing professional development to boost teachers' self-efficacy in using technology. Moreover, a smaller but notable portion of respondents expressed a lack of proficiency, with 12 participants (4.0%) disagreeing and 22 participants (7.3%) strongly disagreeing with the statement. These findings are consistent with other studies that have identified barriers to technology adoption among teachers, including limited access to resources, insufficient training, and resistance to change [11]. Addressing these barriers is crucial to ensure all teachers can effectively integrate media devices into their instructional practices.

While the majority of EFL teachers demonstrate strong technical competencies with media devices, the presence of a neutral and less confident minority highlights the need for targeted interventions. Professional development programs focused on enhancing technical skills and confidence in using media devices could bridge this gap, ultimately fostering a more uniformly proficient teaching workforce [12].

The findings from the questionnaire reveal compelling insights into the instructional practices employed by EFL teachers to assess students' media literacy competencies. Among the ten strategies surveyed, several emerged as frequently utilised methods for evaluating various dimensions of media literacy. "Discussions" emerged as the most commonly employed strategy, with over half of the participants indicating its use "very often." This highlights discussions as a preferred approach among teachers, likely due to its ability to foster critical thinking and communication skills in analysing media content [13]. Similarly, "creative tasks," such as creating posters or advertisements, were also highly favoured, suggesting a strong emphasis on promoting creative expression and visual literacy in media education.

Another prominent finding was the frequent use of "student surveys or quizzes" and "criteria and rubrics." These methods are integral for assessing both technical proficiency and the ability to critically evaluate media messages. The substantial utilisation of these tools underscores their perceived effectiveness in providing structured feedback and evaluating learning outcomes related to media literacy [14]. Conversely, strategies like "portfolios" and "reports or reviews" exhibited more varied usage, with some teachers employing them frequently while others did so less often. This variability suggests differing levels of familiarity or perceived effectiveness of these methods in assessing media literacy competencies.

Moreover, the questionnaire highlighted notable trends in the incorporation of project-based assessments such as inquiry projects or research and interactive formats

like debates or mini debates. These methods, while less universally employed, indicate a recognition among teachers of the importance of engaging students in deeper analysis and discussion around media issues. However, their less frequent use may point to potential challenges or barriers in implementation, such as time constraints or the need for specialised training in facilitating these activities effectively [15].

These results have important implications for both policy and practice. At the policy level, there is a clear need to integrate comprehensive media literacy modules into teacher education programs and professional development workshops. Such modules should focus on bridging the gap between technical proficiency and critical engagement, ensuring that teachers are not only confident users of media tools but also effective facilitators of critical media literacy among students. At the practice level, schools can encourage peer mentoring programs where more experienced teachers guide their colleagues in adopting advanced media literacy strategies.

The study underscores the diversity of approaches EFL teachers employ to assess media literacy competencies, reflecting a balanced integration of technical skills, critical analysis, and creative expression. The widespread use of certain strategies, such as discussions and creative tasks, suggests a robust foundation in promoting active engagement with media among students. Conversely, less utilised methods like portfolios and debates indicate opportunities for further exploration and support in enhancing teachers' pedagogical repertoire in media literacy education. Future research could delve deeper into the factors influencing teachers' choices of assessment strategies and explore how these practices impact students' media literacy development over time.

Conclusion

The findings from the questionnaire highlight significant differences in EFL teachers' media literacy competencies across three categories: simple, middle, and advanced. Teachers demonstrated strong technical skills in using media devices, which indicates a solid foundation for incorporating technology into their teaching practices. However, there is a noticeable decline in confidence and proficiency as tasks become more complex, particularly in critical understanding and active participation in media. This underscores the necessity for targeted professional development to enhance teachers' higher-order media literacy skills, ensuring they can effectively engage with and contribute to media.

This study has several limitations. First, the questionnaire relies on self-reported data, which can be subject to biases such as overestimation or underestimation of competencies. Second, the sample consists of EFL teachers from a specific educational context, which may limit the generalizability of the findings to other regions or teaching contexts. Third, the study does not account for the potential impact of external factors, such as access to media resources and institutional support, which could influence teachers' media literacy competencies.

Future research should address these limitations by incorporating objective measures of media literacy competencies, such as performance-based assessments, to

complement self-reported data. Expanding the sample to include teachers from diverse educational contexts and regions will enhance the generalizability of the findings. Additionally, future studies should examine the impact of external factors, such as access to media resources and institutional support, on teachers' media literacy competencies. Longitudinal studies could also provide insights into how these competencies evolve over time with targeted professional development and changes in educational policies and practices. Finally, exploring the relationship between teachers' media literacy and student outcomes could offer valuable insights into the broader implications of enhancing media literacy in education.

REFERENCES

- [1] Kellner D., Share J. The critical media literacy guide: Engaging media and transforming education. – Brill, 2019. – T. 2.
- [2] Yeleussiz A. Exploring EFL teachers' perceptions of media literacy in Kazakhstan //Journal of Social Studies Education Research. – 2024. – T. 15. – №. 1. – C. 282-316.
- [3] Russo R., Blikstein P., Literat I. Twisted knowledge construction on X/Twitter: an analysis of constructivist sensemaking on social media leading to political radicalization //Information and Learning Sciences. – 2024.
- [4] Villacrez-Cuadros A., Vite-León V. O., Poggi-Parodi C. Development of Media Literacy in Pedagogical Practice by Teachers During the Covid-19 Pandemic //International Conference on Communication and Applied Technologies 2023 (ICOMTA 2023). – Atlantis Press, 2023. – C. 248-258.
- [5] Ingvarson L., Meiers M., Beavis A. Factors affecting the impact of professional development programs on teachers' knowledge, practice, student outcomes & efficacy. – 2005.
- [6] Hill J. Policy responses to false and misleading digital content: A snapshot of children's media literacy. – 2022.
- [7] Yeh E., Swinehart N. Testing the waters //Calico Journal. – 2020. – T. 37. – №. 1. – C. 66-84.
- [8] Simons M., Meeus W., T'Sas J. Measuring media literacy for media education: Development of a questionnaire for teachers' competencies //Journal of media literacy education. – 2017. – T. 9. – №. 1. – C. 99-115.
- [9] Tandoc Jr E. C. et al. Poisoning the information well? The impact of fake news on news media credibility //Journal of Language and Politics. – 2021. – T. 20. – №. 5. – C. 783-802.
- [10] Murray J. Literacy is inadequate: young children need literacies //International Journal of Early Years Education. – 2021. – T. 29. – №. 1. – C. 1-5.
- [11] Hobbs R. News literacy: What works and what doesn't //Association for Education in Journalism and Mass Communication conference, Denver, CO. – 2010.
- [12] Scheibe C., Rogow F. The teacher's guide to media literacy: Critical thinking in a multimedia world. – Corwin Press, 2011.
- [13] Smagulov Y. ZH., Temerbekova A.A., Karassyova L.N. The use of information and communication technologies in mathematics lessons as one of the methods for developing the algorithmic competence of students // Bulletin of Ablai khan KazUIRandWL, series Pedagogical Sciences. – 2022 - 65(2). - P. 124-132.
- [14] Koltay T. The media and the literacies: Media literacy, information literacy, digital literacy //Media, culture & society. – 2011. – T. 33. – №. 2. – C. 211-221.
- [15] Imangaliyeva M., Samalbek A. Formation of communicative competence of students of a pedagogical university //Bulletin of Ablai khan KazUIRandWL, series Pedagogical Sciences. – 2021. - No4. - P. 207-221.

ОРТА БІЛІМ БЕРУ ЖҮЙЕСІНДЕ МҰҒАЛІМДЕРДІҢ МЕДИАСАУАТТЫЛЫҚ ҚҰЗЫРЕТТІЛІГІН БАҒАЛАУ

*Елеусіз А.¹, Танкибаева М.Х.²

¹ҚазҰҚызПУ, Алматы, Қазақстан

²Абылай хан атындағы ҚазХҚЖӘТУ, Алматы, Қазақстан

Аңдатпа. Бұл мақалада Қазақстанның жалпы білім беретін мектептеріндегі ағылшын тілі мұғалімдерінің жеке және педагогикалық-дидактикалық дағдыларға баса назар аударатырып, медиа сауаттылық құзыреттері зерттеледі. Бүгінгі медиаға толы әлемде білім беру үшін мұғалімнің бойында жеке және педагогикалық дидактикалық медиа сауат құзыреттіліктерінің болуы маңызды. Зерттеу Қазақстанның қалалық және ауылдық жерлеріндегі ағылшын мұғалімдерінен деректерді жинау үшін сауалнаманы пайдалана отырып, прагматикалық бағыттағы тәсілді қолданды. Мақсатты іріктеу әртүрлі білім беру жағдайында медиа сауат тәжірибесі туралы тиісті түсініктерді бере алатын мұғалімдерді таңдауды қамтамасыз етті. Медиа сауат құзыреттілігін бағалауға арналған валидацияланған құралдан бейімделген сауалнама жеке және педагогикалық-дидактикалық дағдыларды жан-жақты қамтуы үшін таңдалды. Сауалнама деректерінің сандық талдауы болжамды растау, айнымалы мәндерді бағалау және мұғалімдер арасында медиа сауат құзыреттіліктерінің бағалау стратегияларының қолданылуы мен тиімділігі туралы қорытынды жасау үшін сипаттамалық және қорытынды әдістерді қолданды. Сауалнама нәтижелері мұғалімдердің медиа сауаттылық құзыреттеріндегі елеулі айырмашылықтарды көрсетеді, техникалық қолдану дағдылар жоғарғы көрсеткіш көрсеткенімен, сыни тұрғыдан түсіну мен қоғамда белсенділік таныту дағдылары төмен деңгейді көрсетеді. Нәтижелер пікірталастар мен постер жасау сияқты шығармашылық тапсырмалардың мұғалімдер арасында медиа сауаттылық құзыреттілігін бағалау үшін ең жиі қолданылатын стратегиялар екенін көрсетті. Қорытындылар мұғалімдердің жеке медиа сауат дағдыларын және оқыту тәжірибесін күшейту үшін мақсатты оқыту және қолдау қажеттілігін көрсетеді.

Тірек сөздер: медиа сауаттылық, құзыреттілік, медиа, мұғалімнің дамуы, орта білім, сауалнама, педагогикалық-дидактикалық құзыреттіліктер, сандық талдау

ОЦЕНКА КОМПЕТЕНЦИЙ МЕДИАГРАМОТНОСТИ УЧИТЕЛЕЙ В СИСТЕМЕ СРЕДНЕГО ОБРАЗОВАНИЯ

*Елеусіз А.¹, Танкибаева М.Х.²

¹ҚазНацЖенПУ, Алматы, Қазақстан

²ҚазУМОиМЯ имени Абылай хана, Алматы, Қазақстан

Аннотация. В статье исследуются компетенции медиаграмотности учителей английского языка, работающих в системе среднего образования Казахстана, с акцентом на их личные и профессиональные качества. В условиях современной образовательной практики медиаграмотность становится ключевым инструментом, позволяющим педагогам эффективно обучать критическому анализу и ответственному взаимодействию с медиа ресурсами. Исследование основывалось на прагматическом подходе. Для сбора данных был разработан опросник, направленный на оценку медиа компетенций педагогов. Целенаправленная выборка обеспечила участие учителей, представляющих широкий спектр образовательных контекстов. Для анализа данных использовались описательные и статистические методы, что позволило выявить основные тенденции и проверить выдвинутые гипотезы. Результаты исследования показали значительные различия в уровне медиа компетенций учителей — от базового до продвинутого. Несмотря на высокий уровень технических навыков, критическое

осмысление информации и участие в медиа дискуссиях требуют дальнейшего развития. Полученные результаты подчеркивают необходимость внедрения целевых программ обучения и профессиональной поддержки, направленных на развитие компетенций медиаграмотности учителей иностранных языков.

Ключевые слова: медиаграмотность, компетенции, медиа, повышение квалификации учителей, среднее образование, анкета, педагогика-дидактические компетенции, количественный анализ

Received: September 7, 2024