ТОРАЙҒЫРОВ УНИВЕРСИТЕТІНІҢ ХАБАРШЫСЫ

ПЕДАГОГИКАЛЫҚ СЕРИЯСЫ
1997 ЖЫЛДАН БАСТАП ШЫҒАДЫ

TORAIGHYROV UNIVERSITY

ВЕСТНИК ТОРАЙГЫРОВ УНИВЕРСИТЕТА

ПЕДАГОГИЧЕСКАЯ СЕРИЯ
ИЗДАЕТСЯ С 1997 ГОДА

№ 3 (2024)
ПАВЛОДАР

_____

_____

ОҚЫТУДЫҢ ТЕОРИЯСЫ МЕН ӘДІСТЕМЕСІ

*A. B. Yeleussiz
Kazakh National Women's Teacher Training University
Republic of Kazakhstan, Almaty
e-mail: a.yeleussiz@qyzpu.edu.kz
ORCID: https://orcid.org/0000-0002-9853-9316

MEASURING PEDAGOGICAL-DIDACTICAL MEDIA LITERACY COMPETENCIES OF EFL TEACHERS

Media literacy competencies have become increasingly vital in the contemporary educational landscape due to the pervasive role of digital media in communication, information dissemination, and social interaction. This study measures the pedagogical and didactic competencies of 400 EFL (English as a Foreign Language) teachers in secondary schools regarding their ability to teach media literacy. Utilising a web-based questionnaire, the research assesses teachers' proficiency in various instructional strategies, ranging from basic technical instruction to advanced critical and participatory teaching methods. The findings indicate a high level of competency among teachers in imparting technical skills related to media device usage, whereas competencies in fostering critical awareness and encouraging participation in public debate through media were less developed. The study underscores the necessity for a comprehensive media literacy curriculum that balances technical instruction with critical thinking and communication skills. Limitations of the study include potential biases inherent in self-reported data and the absence of contextual insights from naturalistic observations. Future research should incorporate longitudinal and observational methodologies to validate these findings and examine the integration of AI tools in media literacy education. This research provides a foundational understanding of current teaching practices and competencies, offering valuable insights for the enhancement of media literacy education strategies.

Keywords: media literacy, competencies, media, teacher development, secondary education

Introduction

The process of language learning has been absorbing many tools and applicMedia literacy has become an essential skill in the modern educational landscape, particularly as digital media continues to play a significant role in daily communication, information dissemination, and social interaction [1]. For EFL learners, media literacy is not only about understanding and using media effectively but also about navigating and critically engaging with content in a language that is not their native tongue [2]. Exploring the pedagogical-didactical competencies of EFL teachers regarding their students' media literacy competencies, focusing on various levels of skills from basic technical usage to advanced critical and participatory abilities [3].

Media education refers to the systematic teaching and learning about media aimed at enhancing media literacy in all contexts. Teachers play a crucial role in implementing media literacy policies, guidelines, and standards in schools, as they are central to media education. Media literacy education is often implemented through teacher initiatives. Successful implementation relies on high-standard teacher training, including theoretical and practical skills, knowledge of young people's media uses, and institutional actions. However, critics argue that teachers in many countries lack proper pre-service and in-service training for effective media education practices. Media education is often integrated into other traditional subjects, as seen in most European and Asian countries, of which Kazakhstan is one. Teachers' agency significantly influences media education in schools and its scope. Media education is closely related to media literacy, which focuses on fostering students' media literacy. While traditional literacy and numeracy are prioritised, media literacy has a lesser place in school education. An effective practice involves embedding media literacy instruction across the curriculum, proposing a transdisciplinary approach that integrates media literacy skills into subjects like English language arts, social studies, and science, enabling students to apply critical thinking skills in diverse contexts [4].

This study aims to investigate media literacy among teachers in Kazakhstan secondary schools. The following research questions formed the framework of the study:

What level of pedagogical-didactical media literacy competencies do teachers possess?

In what ways do educators implement media literacy in the classroom?

Materials and methods

This work reports on a small-scale, pragmatically guided study that involved 400 EFL teachers from secondary schools in the southern region of Kazakhstan and a web-based questionnaire. Teachers from public secondary schools in Kazakhstan's rural and urban areas make up the research participants. Teachers who could provide knowledge pertinent to the subject matter were carefully chosen through the process of purposeful sampling. Assumptions, variables, and validity were tested through confirmatory factors, descriptive and referential analysis of quantitative research data. We made sure that ethics were taken into account throughout the study by having participants sign a written consent form outlining their right to withdraw from the study at any point and participate voluntarily. We also coded the information of the participants and used passcodes to secure the data on my computer.

The questionnaire is adapted from Simons et al. (2017) as valid questionnaire items were also developed under the guidance of this previous instrument measuring media literacy competencies of teachers [5]. Since the original questionnaire was developed for assessing teachers' media literacy in a general sense, the wording of the original questionnaire items was adjusted according to the target of the EFL teachers in the current research. For example, I changed the item 'My learners know that media represent information in a selective way and know how to interpret media messages' to 'My learners that media represent information in a selective way and know how to interpret media messages in English'. Besides, some items were rewritten to represent a specific media environment in Kazakhstan. For instance, I changed '(e.g. structure and adapt a presentation, publish media content through an appropriate channel such as blogs, directories, YouTube).' to 'My learners can communicate contents using media in English language (e.g. structure and adapt a presentation, publish media content through an appropriate channel such as Telegram, WhatsApp, Instagram, Facebook, TikTok, YouTube)'. Based on the experts recommendations and teachers' focus group interviews, a new item was added under the construct of 'using media competencies'. One indicator called 'Incorporation of media literacy component into English language curriculum strands' was included in order to reflect the particular EFL learning context in Kazakhstan. As a result, an item pool consisting of 44 items was generated and was measured on a 5-point Likert scale of agreement and frequency.

The questionnaire on media literacy competencies among 400 EFL teachers revealed that the majority of participants were women. Most teachers were located in urban areas, with fewer in regional and rural areas. A significant proportion had attended media literacy courses. Regarding teaching experience, most participants

had between six to ten years, with fewer having either less than five years or more than sixteen years of experience (see Table 1).

Таблица 1 – Information about Participants of the Questionnaire

Characteristics		Number (%), n = 400
Gender	Men	37 (9.3)
	Women	363 (90.8)
Location	Urban	189 (47.3)
	Regional	96 (24.0)
	Rural	114 (28.5)
Courses on Media Literacy	Attended	301 (75.3)
	Not attended	99 (24.8)
Years of teaching experience	0-5 years	87 (21.8)
	6-10 years	167 (41.8)
	11-15 years	98 (24.5)
	16 + years	45 (11,9)

Results and discussion

The test for exact fit in structural equation modelling involves assessing whether the model fits the data perfectly, which is often evaluated using the chi-square (χ^2) statistic. In this case, the chi-square value is reported as 270.49 with 20 degrees of freedom (df). The p-value associated with this chi-square statistic is exceedingly small, less than 0.0000000000000001, indicating a statistically significant result. This suggests that the null hypothesis of exact fit is rejected, implying that there is a significant discrepancy between the model and the observed data. Fit measures are crucial in evaluating the goodness-of-fit of a model in structural equation modelling. One of these measures is the Root Mean Square Error of Approximation (RMSEA), which is accompanied by a 90% confidence interval (CI) to provide a range of plausible values for RMSEA. In this context, the Comparative Fit Index (CFI) and the Tucker-Lewis Index (TLI) are also essential indicators of model fit. Both the CFI and TLI values in this analysis are reported as 0.88 and 0.84, respectively, suggesting an acceptable fit of the model to the data.

The Standardised Root Mean Square Residual (SRMR) is another measure used, with a value of 0.05 indicating a good fit. The RMSEA value itself is 0.18, with its lower and upper bounds of the 90 % CI being 0.16 and 0.20, respectively. Additionally, the Akaike Information Criterion (AIC) and the Bayesian Information Criterion (BIC) are included to compare the relative quality of the model. The AIC value is 7547.55, while the BIC value is 7643.40. These criteria assist in

model selection, with lower values generally indicating a better-fitting model (see Table 2).

Таблица 2 – Fit Measures

CFI	TLI	SRMR	RMSEA	RMSEA 90% CI		AIC	BIC
				Lower	Upper		
0.88	0.84	0.05	0.18	0.16	0.20	7547.55	7643.40

The results of the questionnaire administered to 400 EFL teachers of secondary schools reveal various approaches to teaching media literacy through eight identified teacher behaviours. Firstly, regarding the introduction of media literacy constructs by direct explanation, the majority of teachers either agree or strongly agree with this approach, indicating a preference for explicit instruction. Similarly, when it comes to using a rich variety of questioning techniques, most teachers agree or strongly agree, reflecting a tendency towards interactive teaching methods. The practice of summarising lesson content to promote the application of media literacy skills is also widely accepted, with a significant number of teachers agreeing or strongly agreeing with this method. In terms of modelling media literacy skills, most teachers either agree or strongly agree, showing a commitment to demonstrating practical applications (see Table 3).

Providing individual support to students according to their needs is another approach that garners strong agreement, highlighting the importance of personalised instruction. Differentiating instruction by adapting content and tasks according to learners' abilities is also favoured, with the majority of responses in agreement or strong agreement. Feedback mechanisms are well-regarded as well, with most teachers agreeing or strongly agreeing with getting feedback from students after each lesson and giving feedback on students' media literacy skills development. This underscores the emphasis on continuous assessment and improvement in teaching practices related to media literacy.The analysis of the questionnaire results from 400 EFL teachers reveals that the most frequently used teacher behaviour for teaching media literacy is introducing media literacy constructs by direct explanation, with the highest number of teachers strongly agreeing with this approach. Conversely, the least used teacher behaviour is using summarising lesson content to promote the application of media literacy skills in practice, as it received the lowest number of strong agreements and the highest number of disagreements.

Таблица 3 – Construct: Management of the Teaching Process

№	Item	Strongly Disagree (n)	Disagree (n)	Neutral (n)	Agree (n)	Strongly Agree (n)
1	I introduce media literacy constructs by direct explanation to students.	17	39	75	113	156
2	I use a rich variety of questioning techniques when teaching about media.	8	38	95	195	64
3	I use summarising the lesson content for promoting application of media literacy in practice.	4	58	81	117	140
4	I model media literacy skills or how to approach the task.	14	45	98	197	46
5	I provide individual support to students according to their needs.	11	56	82	115	136
6	I differentiate instructions by adapting content, tasks and end products according to learners abilities.	14	48	91	195	52
7	I get feedback from students after each lesson.	13	48	84	113	142
8	I give feedback to students about their media literacy skills development.	14	55	91	176	64

The media literacy questionnaire for EFL teachers aimed to assess their perceptions of what learners can achieve in their lessons, with items beginning with «Learners can».

In the domain of simple media literacy usage, the highest level of agreement was for the item «Learners can use media devices in a technical sense,» with 171 teachers strongly agreeing and 91 agreeing, indicating a substantial majority view this as a strong competency. Conversely, the ability to use AI programs such as Chat GPT had a more moderate level of agreement, with 88 teachers strongly agreeing and 186 agreeing, while 71 remained neutral , and 55 disagreed or strongly disagreed.

At the intermediate understanding level, the responses were varied. For instance, the item "Learners are aware of their own media behaviour" received lower overall endorsement, with a smaller portion of teachers expressing strong approval and a larger portion expressing moderate approval. This contrasts with «Learners are aware of the effects of media,» which had a higher number of strong approvals, though responses were still mixed. A notable number of teachers were neutral, and a significant portion expressed disapproval. Similarly, the ability to evaluate media content in English saw few teachers expressing strong approval and a larger portion indicating moderate approval, but a substantial number were neutral, and many expressed disapproval.

For advanced media literacy competencies, particularly in communicating media, creating media content in English had the highest level of strong agreement at 112, followed by 93 agreeing. This suggests a perceived strength in this area. However, fewer teachers strongly agreed that learners can participate in public debates through media, with 96 strongly agreeing and 93 agreeing, indicating a lower perceived competency in this area. Communicating content using media in English received a moderate level of agreement, with 35 strongly agreeing and 173 agreeing, while 101 remained neutral, and 91 disagreed or strongly disagreed. Overall, the highest perceived competency was in the technical use of media devices, while the lowest was in the awareness of their own media behaviour and participation in public debate through media. This mixed response highlights areas of strength and potential improvement in teaching media literacy skills.

The results of the questionnaire administered to 400 EFL teachers of secondary schools reveal various approaches to teaching media literacy through eight identified teacher behaviours. Firstly, regarding the introduction of media literacy constructs by direct explanation, the majority of teachers either agree or strongly agree with this approach, indicating a preference for explicit instruction. This finding aligns with the literature that emphasises the effectiveness of direct instruction in enhancing students' understanding of complex concepts [6].

Similarly, when it comes to using a rich variety of questioning techniques, most teachers agree or strongly agree, reflecting a tendency towards interactive teaching methods. This interactive approach is well-supported by pedagogical theories that advocate for active student engagement to foster deeper learning [7].

The practice of summarising lesson content to promote the application of media literacy skills is also widely accepted, with a significant number of teachers agreeing or strongly agreeing with this method. However, it is noteworthy that this approach received the lowest number of strong agreements and the highest number of disagreements, suggesting that while it is recognized as beneficial, it may not be as frequently implemented as other strategies. This could be due to the challenges associated with effectively summarising complex media literacy concepts in a way that is accessible to all students [8].

In terms of modelling media literacy skills, most teachers either agree or strongly agree, showing a commitment to demonstrating practical applications. This approach is consistent with social learning theory, which posits that students learn effectively through observing and imitating the behaviours of others [9]. Providing individual support to students according to their needs is another approach that garners strong agreement, highlighting the importance of personalised instruction. This finding supports differentiated instruction frameworks, which advocate for tailoring teaching methods to meet the diverse needs of learners [10].

Differentiating instruction by adapting content and tasks according to learners' abilities is also favoured, with the majority of responses in agreement or strong agreement. This approach is essential for addressing the varying levels of media literacy skills among students and ensuring that all students can engage meaningfully with the content [11]. Feedback mechanisms are well-regarded as well, with most teachers agreeing or strongly agreeing with getting feedback from students after each lesson and giving feedback on students' media literacy skills development. This underscores the emphasis on continuous assessment and improvement in teaching practices related to media literacy, aligning with best practices in formative assessment [12].

The analysis of the questionnaire results reveals that the most frequently used teacher behaviour for teaching media literacy is introducing media literacy constructs by direct explanation, with the highest number of teachers strongly agreeing with this approach. This preference for direct instruction may be attributed to its perceived effectiveness in clearly communicating foundational concepts [6]. Conversely, the least used teacher behaviour is summarising lesson content to promote the application of media literacy skills in practice. The lower frequency of this behaviour may reflect the challenges teachers face in condensing complex information into concise summaries that still promote skill application [8].

In conclusion, the findings from this study indicate a strong preference among EFL teachers for explicit instruction, interactive questioning techniques, and personalised support in teaching media literacy. These approaches are well-supported by existing educational theories and research, highlighting their effectiveness in fostering media literacy skills. However, the relative underuse of summarising lesson content suggests an area for further professional development, as improving this skill could enhance the overall effectiveness of media literacy instruction. Further research could explore the barriers to effective summarization and develop strategies to support teachers in this area.

The media literacy questionnaire for EFL teachers aimed to assess their perceptions of what learners can achieve in their lessons, with items beginning with «Learners can.» In the domain of simple media literacy usage, the highest level of agreement was for the item "Learners can use media devices in a technical sense,« with 171 teachers strongly agreeing and 91 agreeing, indicating a substantial majority view this as a strong competency. This finding aligns with prior research indicating that basic technical proficiency is often the most easily acquired and widely recognized aspect of media literacy [1]. In contrast, the ability to use AI programs such as Chat GPT had a more moderate level of agreement, with 88 teachers strongly agreeing and 186 agreeing, while 71 remained neutral, and 55 disagreed or strongly disagreed. The varying levels of agreement here reflect the emerging nature of AI technology in education and potential gaps in teacher familiarity and confidence in integrating such tools into their curriculum [13].

At the intermediate understanding level, the responses were varied. For instance, the item «Learners are aware of their own media behaviour» received lower overall endorsement, with a smaller portion of teachers expressing strong approval and a larger portion expressing moderate approval. This contrasts with "Learners are aware of the effects of media," which had a higher number of strong approvals, though responses were still mixed. A notable number of teachers were neutral, and a significant portion expressed disapproval. These findings suggest that while there is some recognition of the importance of media awareness, there is also considerable uncertainty or disagreement about the extent to which these competencies are being achieved. This variability may be attributed to differences in how media literacy is emphasised and taught across different educational contexts [2].

Similarly, the ability to evaluate media content in English saw few teachers expressing strong approval and a larger portion indicating moderate approval, but a substantial number were neutral, and many expressed disapproval. This highlights a potential area of difficulty for learners, which might stem from the complex cognitive skills required to critically analyse media content in a non-

native language [14]. For advanced media literacy competencies, particularly in communicating media, creating media content in English had the highest level of strong agreement at 112, followed by 93 agreeing. This suggests a perceived strength in this area, possibly due to the tangible and creative nature of media production activities, which can be more engaging and rewarding for students [15].

However, fewer teachers strongly agreed that learners can participate in public debates through media, with 96 strongly agreeing and 93 agreeing, indicating a lower perceived competency in this area. This could be reflective of the challenges students face in engaging in complex discourses, especially in a second language, and the limited opportunities they might have to practise these skills. Communicating content using media in English received a moderate level of agreement, with 35 strongly agreeing and 173 agreeing, while 101 remained neutral, and 91 disagreed or strongly disagreed. This mixed response highlights the ongoing challenges in ensuring that students can effectively convey their ideas through media in English.

Overall, the highest perceived competency was in the technical use of media devices, while the lowest was in the awareness of their own media behaviour and participation in public debate through media. This mixed response highlights areas of strength and potential improvement in teaching media literacy skills. The findings suggest that while students are adept at using media technology, there is a need for greater emphasis on developing critical awareness and participatory skills. These results underscore the importance of a comprehensive media literacy curriculum that balances technical skills with critical thinking and communication competencies [14].

Conclusion

The findings of the media literacy questionnaire highlight the varying levels of competency perceived by EFL teachers in their students' media literacy skills, with a strong emphasis on technical proficiency and media content creation but lower levels of competency in critical awareness and participation in public debate. These results underscore the need for a more balanced approach in media literacy education that fosters not only technical skills but also critical thinking and communication abilities. However, the study's reliance on a web-based questionnaire poses certain limitations, such as the potential biases inherent in self-reported data and the lack of contextual insights that naturalistic observations could provide. Therefore, future research should incorporate longitudinal and observational methodologies to validate and expand upon these findings. Additionally, exploring the integration of AI tools in media literacy curricula and assessing their impact on students' competencies would be valuable. Despite its limitations, this study provides a foundational understanding of current teaching

practices and perceptions, paving the way for more comprehensive investigations into effective media literacy education strategies.

References

1 **Potter, W. J.** The state of media literacy. Journal of broadcasting & electronic media. − 2010. − 54(4). − P. 675−696.

2 **Hobbs, R.** Create to learn: Introduction to digital literacy. − John Wiley & Sons, 2017.

3 **Livingstone, S.** Media literacy and the challenge of new information and communication technologies. The communication review. − 2004. − 7(1). − P. 3−14.

4 **Kellner, D., & Share, J.** Toward critical media literacy: Core concepts, debates, organizations, and policy. // Discourse: studies in the cultural politics of education. − 2005. − 26(3). − P. 369−386.

5 **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. − 9(1). − P. 99−115.

6 **Jones, L.** The 'Teacher Research Group'as a collaborative model of professional learning. // Educational Action Research. − 2023. − 31(3). − P. 409−423.

7 **Garvey, J., Harris, J. C., & Means, D. R.** Case studies for student development theory. London, UK: Routledge. − 2019.

8 Brown, H. D. Principles of language learning and teaching: A course in second language acquisition. Pearson. − 2014.

9 **Bandura, A., & Walters, R. H.** Social learning theory Englewood Cliffs, NJ : Prentice hall. − 1977. − Vol. 1. − P. 141−154.

10 **Tomlinson, C. A.** The differentiated classroom : Responding to the needs of all learners. Ascd. − 2014.

11 **Heacox, D.** Differentiating instruction in the regular classroom: How to reach and teach all learners (Updated anniversary edition). Free Spirit Publishing. 2012.

12 **Black, P., & Wiliam, D.** Assessment and classroom learning. // Assessment in Education: principles, policy & practice. − 1998. − 5(1). − P. 7−74.

13 **Alzeebaree, Y., & Zebari, I.** What makes an effective EFL teacher: High school students' perceptions. // The Asian ESP Journal. − 2021.

14 **Yeleussiz, A.** Exploring EFL teachers' perceptions of media literacy in Kazakhstan. // Journal of Social Studies Education Research. − 2024. − 15(1). − P. 282−316.

15 **Buckingham, D.** Media education: Literacy, learning and contemporary culture. John Wiley & Sons, 2013.

*А. Б. Елеусіз
Қазақ ұлттық қыздар педагогикалық университеті
Қазақстан Республикасы, Алматы қ.
22.07.24 ж. баспаға түсті.
24.07.24 ж. түзетулерімен түсті.
05.09.24 ж. басып шығаруға қабылданды.

АҒЫЛШЫН ТІЛІ МҰҒАЛІМДЕРДІҢ ПЕДАГОГИКАЛЫҚ-ДИДАКТИКАЛЫҚ МЕДИА САУАТТЫЛЫҚ ҚҰЗЫРЕТТІЛІКТЕРІН АНЫҚТАУ

Сандық медианың коммуникация, ақпаратты тарату және әлеуметтік өзара әрекеттесудегі кең таралған рөліне байланысты қазіргі білім беру жүйесінде медиасауаттылық құзыреттері барған сайын маңызды бола бастады. Бұл зерттеу орта мектептердегі 400 ағылшын тілі мұғалімдерінің медиа сауаттылыққа үйрету қабілетіне қатысты педагогикалық және дидактикалық құзыреттерін өлшейді. Веб-негізделген сауалнаманы пайдалана отырып, зерттеу мұғалімдердің негізгі техникалық нұсқаулардан алдыңғы қатарлы сыни және бірлескен оқыту әдістеріне дейінгі әртүрлі оқыту стратегияларын меңгеру деңгейін бағалайды. Нәтижелер мұғалімдердің медиа құрылғыларды пайдаланумен байланысты техникалық дағдыларды берудегі құзыреттілігінің жоғары деңгейін көрсетеді, ал сыни хабардарлықты арттыру және бұқаралық ақпарат құралдары арқылы қоғамдық пікірталасқа қатысуды ынталандыру құзыреттері аз дамыған. Зерттеу техникалық оқыту мен сыни ойлау және коммуникация дағдыларын теңестіретін кешенді медиа сауаттылық оқу бағдарламасының қажеттілігін атап көрсетеді. Зерттеудің шектеулері өздігінен есептелген деректерге тән ықтимал ауытқушылық және натуралистік бақылаулардан контекстік түсініктердің болмауын қамтиды. Болашақ зерттеулер осы қорытындыларды растау және медиа

сауаттылық бойынша білім берудегі ЖИ (жасанды интеллект) құралдарының интеграциясын тексеру үшін бойлық және бақылау әдіснамасын қамтуы керек. Бұл зерттеу медиа сауаттылық бойынша білім беру стратегияларын жақсарту үшін құнды түсініктерді ұсына отырып, қазіргі оқыту тәжірибесі мен құзыреттіліктері туралы іргелі түсінік береді.

Кілтті сөздер: медиа сауаттылық, құзыреттілік, медиа, мұғалімдердің біліктіліктерін арттыру, орта білім.

*А. Б. Елеусиз
Казахский национальный женский педагогический университет
Республика Казахстан, г. Алматы

ИЗМЕРЕНИЕ ПЕДАГОГИКА-ДИДАКТИЧЕСКИЕ КОМПЕТЕНЦИИ МЕДИЙНОЙ ГРАМОТНОСТИ УЧИТЕЛЕЙ АНГЛИЙСКОГО ЯЗЫКА

Компетенции медиаграмотности становятся все более важными в современном образовательном пространстве из-за повсеместной роли цифровых медиа в общении, распространении информации и социальном взаимодействии. В этом исследовании измеряются педагогические и дидактические компетенции 400 учителей английского языка как иностранного в средних школах с точки зрения их способности преподавать медиаграмотность. Используя веб-анкету, исследование оценивает компетентность учителей в различных стратегиях обучения, начиная от базовых технических инструкций и заканчивая продвинутыми критическими и интерактивными методами обучения. Результаты указывают на высокий уровень компетентности учителей в передаче технических навыков, связанных с использованием мультимедийных устройств, тогда как компетенции в повышении критической осведомленности и поощрении участия в публичных дебатах через средства массовой информации были менее развиты. Исследование подчеркивает необходимость комплексной учебной программы по медиаграмотности, которая сочетает в себе техническое обучение с критическим мышлением и коммуникативными навыками. Ограничения исследования включают потенциальные искажения, присущие данным, сообщаемым самими участниками, и отсутствие контекстуальной информации из натуралистических наблюдений. Будущие

исследования должны включать в себя методологии продольного анализа и наблюдения для подтверждения этих результатов и изучения интеграции инструментов ИИ в образование медиаграмотности. Это исследование дает фундаментальное понимание современной педагогической практики и компетенций, предлагая ценную информацию для улучшения стратегий образования в области медиаграмотности.

Ключевые слова: медиаграмотность, компетенции, медиа, повышение квалификации учителей, среднее образование