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<https://doi.org/10.48081/XEPT2112>***A. Yeleussiz¹, A. Amangeldi², M. Serpen³**

¹Kazakh National Women's Teacher Training University
Republic of Kazakhstan, Almaty

^{2,3}Zhambyl regional specialised boarding school for gifted girls
named after Aisha Bibi «Bilim-Innovation»

Republic of Kazakhstan, Taraz

*e-mail: a.yeleussiz@qyzpu.edu.kz

¹ORCID: <https://orcid.org/0000-0002-9853-9316>

²ORCID: <https://orcid.org/0009-0000-5429-9202>

¹ORCID: <https://orcid.org/0009-0005-0854-5624>

STAKEHOLDER PERCEPTIONS OF NEW MEDIA'S IMPACT ON ENGLISH SKILLS AND MEDIA LITERACY: A CASE STUDY OF ONE SCHOOL

This case study investigates stakeholder perceptions of new media's influence on English language proficiency and media literacy within a school, focusing on insights from teachers, students, parents, and school administrators. The study addresses two core questions: how stakeholders perceive new media's impact on students' English skills, and the roles and challenges of media literacy in enabling students to navigate digital content effectively. Employing a qualitative case study approach, data were gathered through focus group interviews involving 11 school-leavers, their parents, four EFL teachers, and the school's principal and vice-principal, enabling nuanced discussions and multifaceted perspectives. Additionally, a web-based questionnaire, completed by 60 participants, provided supplementary insights that enriched the overall findings. Results reveal that while new media is perceived as a catalyst for autonomous learning, its unmoderated use can lead to excessive reliance, which may impede the development of essential cognitive skills, such as critical thinking and creativity. Notably, the ability to distinguish fact from opinion emerged as the lowest competency among students, underscoring a critical gap in current media literacy efforts. The study advocates for a balanced integration of digital tools in educational settings, recommending

structured media literacy curricula and enhanced teacher training. Future research will extend this exploration through targeted interventions measuring the impact of digital media on English language competencies and media literacy in diverse educational contexts.

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

Introduction

The rise of new media has profoundly altered how information is created, shared, and consumed, impacting various fields, including education. New media encompasses digital technologies such as social media platforms, mobile applications, and online content, which facilitate the rapid dissemination of information across global audiences [1]. The term “new media” refers to a broad array of digital formats that have changed content creation, delivery, and consumption. New media is characterised by its interactive, cross-linked, and networked qualities, which enable users to engage in real-time, multi-dimensional communication [2]. Individuals these days, with the omnipresence of digital technology, require a growing set of skills to negotiate the complex media world. Because of this, new media literacy has become a significant paradigm that helps students interact, evaluate, and communicate media in the Web 2.0 context [3].

New media plays a crucial role in self-identity by enabling English language learners to connect with peers and language communities globally [4]. Excessive use might lead to mental health issues, decreased focus, poor time management, and the other distractions that hinder academic pursuits [5]. Media literacy pedagogy is centred on developing skills in accessing, analysing, and creating media content. This approach prioritises three main competencies: retrieving media content, critically evaluating media types and institutions, and producing media messages. To enhance these skills in students, educators should first incorporate media and technology into their teaching practices [6].

The rise of social media in teacher education, especially through platforms like Twitter has created new opportunities for professional engagement within virtual communities [7]. As media usage has become deeply ingrained in daily life, it is argued that media literacy has become a critical educational component, shaping the way literacy is understood today [6].

The academic community has shown increasing interest in investigating the implications of new media on student learning outcomes, especially in the realm of language acquisition. Researchers like Buckingham (2013) have highlighted the role of new media in shaping students’ abilities to navigate digital content, while Hobbs (2021) has emphasised its impact on fostering media literacy—skills

crucial for critical evaluation, information discernment, and responsible media use [8; 9]. Yet, existing literature predominantly addresses the general influence of new media on education, with less focus on specific aspects such as English language skills and media literacy within the context of a school environment. This study addresses this gap by exploring how various stakeholders, including teachers, parents, students, and school administrators, perceive the impact of new media on students' English language skills and media literacy. Additionally, it seeks to explore the perceived roles and challenges of media literacy in equipping students with the skills necessary to navigate new media, as understood by teachers, students, parents, and school administrators. This study focuses on two primary research questions:

How do different stakeholders perceive the impact of new media on students' English language skills within a school setting?

What are the perceived roles and challenges of media literacy in developing students' ability to navigate new media, according to various school stakeholders?

Materials and methods

This study used a qualitative case study approach to examine stakeholder perceptions of new media's influence on English skills and media literacy within a school environment. Case studies provide a detailed view of specific phenomena within real-life settings [10]. Data was collected through focus group interviews with 11 students (school leavers aged 18 and above), their parents, four EFL teachers, the school principal, and vice-principal, which allowed for dynamic discussions and deep insights into their views.

Additionally, a web-based questionnaire conducted on the Qualtrics platform and completed by 60 students supplemented the focus groups, offering a broader perspective and enhancing the overall understanding of the case [11]. The questionnaire was developed from the research questions and literature review. Together, these methods provided a fuller picture of how new media is perceived to influence both English skills and media literacy within this educational context.

Situated in southern Kazakhstan, the case study school—hereafter referred to as Bakyt (fictitious name)—is a boarding school that is selective and receives public funding. One of the elite schools for gifted children is Bakyt, where admission is determined by an entrance exam. The school has 50 employees and serves 323 students. At Bakyt, English is used as the primary language of instruction for the majority of subjects. Bakyt, a boarding school, plans its students' extracurricular activities and has a stringent policy regarding smartphone use, prohibiting the use of devices during school hours unless the administration approves of an exception.

To ensure a balanced and representative sample, stratified random sampling was employed for participant selection. Teachers were chosen based on two criteria:

they taught 11th-grade high school students, and they had participated in media literacy-related events or courses [10]. Student participants were selected based on their willingness to participate, status as school leavers, and choice of English as their core subject. To gather informed consent, we invited the parents of the participating students. Those who consented also participated in one-on-one interviews.

The interview transcripts, along with all other data such as the fieldwork diary and reflective notes, were narratively entered into NVivo 14 series, a qualitative data analysis software, using a qualitative methodology. Thematic analysis was used to examine the transcribed interviews and focus group discussions [11]. This technique allowed for the identification of themes and patterns in the data, providing an in-depth exploration of participants' experiences and perspectives.

The school gatekeepers, along with the local education department, granted permission for this research to be conducted with the school's staff and students, as it formed part of a broader research project. Prior to participation, all individuals were informed about the study's purpose and design, and written informed consent was obtained from each participant. They were also assured that their participation was entirely voluntary and that choosing not to participate would not affect their employment or status. To protect confidentiality, codes and pseudonyms were used for both participants and school.

Results and discussion

The analysis identified five themes: (1) access to resources, (2) challenges with over-reliance on technology, (3) critical evaluation skills, (4) formal media literacy education, and (5) safety and ethical use. These themes collectively reflect stakeholders' perspectives on the influence of new media and media literacy in education.

Questionnaire validation and main input

To validate the questionnaire, we conducted an exploratory factor analysis (EFA), starting with an assumption check using Bartlett's Test of Sphericity. The results, with a χ^2 value of 258.86, 45 degrees of freedom, and a highly significant p-value ($< .0000000000000001$), confirmed that the data were appropriate for factor analysis due to sufficient inter-variable correlations (see Table 1).

Table 1 – Assumptions check

Bartlett's Test of Sphericity		
χ^2	p	df
258.86	$< .0000000000000001$	45

Subsequently, we calculated the Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy to further assess the dataset's suitability for EFA. The overall KMO score was 0.79, indicating a good level of sampling adequacy, which supports

the use of factor analysis. Individual item scores for the Measure of Sampling Adequacy (MSA) ranged mostly between 0.65 and 0.86, with particularly high values for items related to vocabulary (0.86) and listening skills (0.84). These values suggest that most items contribute adequately to the factor structure. Together, Bartlett's Test and the KMO measure provide a solid foundation for validating the questionnaire's construct and ensuring that the items are sufficiently interrelated for factor analysis (see Table 2).

Table 2 – KMO Measure of Sampling Adequacy

KMO Measure of Sampling Adequacy	MSA
Overall	0.79
I can recall the main ideas after watching a video clip in English.	0.79
I use social media to practise English speaking skills.	0.76
I use social media to practise English writing skills.	0.76
I use social media to practise English reading skills.	0.86
I use social media to practise English listening skills.	0.84
I use social media to learn English vocabulary.	0.86
I use social media to learn English grammar.	0.79
I interact with other people in real time in English.	0.65
I use online dictionaries and encyclopaedias in English.	0.84
I can protect my personal data from different cybercrimes.	0.67

The Independent Samples T-Test results reveal a significant difference between groups that had attended media literacy courses and those that had not regarding the ability to protect personal data from cybercrimes ($p < 0.0001$). This suggests that attending media literacy courses may enhance this skill. For using social media to practise English reading skills, no significant difference was found between the two groups ($p = 0.778$), indicating similar perceptions regardless of media literacy course attendance. Levene's test showed unequal variances for the reading skills statement, which could impact the reliability of this comparison.

Access to Resources

All stakeholders – the Vice Principal, teachers, parents, and students – recognize the benefit of new media in enhancing access to resources that support English language learning. The Principal notes that digital formats provide «increased access to learning resources, online courses, video lessons, and educational platforms», enabling students to personalise their learning experiences. Parents also acknowledge this advantage, with Parent_2 noticing:

«It is very easy for a student to search for information now... a person who only wants to study has a lot of opportunities to get information from all sides, if he is motivated».

Teacher_1 highlights the role of technology in facilitating self-study:

«Students can improve their language level without a teacher. I think this is a plus for information technology».

Similarly, Student_11 values platforms like YouTube, saying:

«We can get a lot of reach through YouTube... search for anything and find information».

Besides, students shared their ideas about acknowledging the growing role of digital pedagogy in education, particularly how it aids in exam preparation:

«Most of the students are currently preparing for the 11th-grade exams by purchasing courses... and most of those courses are online... the development of digital pedagogy is having a good effect because it contributes a lot to the development of students» (Student_4).

Students value this aspect, as illustrated by Student_9's experience:

«The Internet is a powerful tool for language learning. As mentioned earlier, there are applications such as Duolingo. Through them, I started learning German. Then I took part in regional competitions and showed good results. On other platforms, I develop English speaking skills and talk with people from other countries».

These findings align with previous research that highlights the significant role of new media in expanding access to resources for English language learning. The perspectives of all stakeholders – the Vice Principal, teachers, parents, and students – reinforce the value of digital tools in broadening educational opportunities [12].

Challenges with over-reliance on technology

There is a shared concern about over-reliance on technology, which many feel undermines critical thinking and creativity. The Vice-principal warns that:

«Students and teachers can become overly dependent on technology... Technical problems, internet unavailability, or equipment failure are detrimental to the course process [and] affects [learning]».

Parent_1 voices similar concerns, suggesting that social media is altering children's mindsets, stating:

«I can say that those networks are the biggest disaster nowadays, as it is changing the child's way of thinking. That is, the child is pitted against his parents. We have more conflicting situations in this regards with children»

Students echo these reservations, as Student_11 reflects on AI's influence on their skills: «Then there was this thing called ChatGPT... we slowly started to forget about writing essays, thinking deeply, [and] creativity».

The findings align closely with existing literature on the topic, which often highlights the drawbacks of over-reliance on technology in educational settings. Research has frequently pointed out that while AI tools like ChatGPT can facilitate

learning, they may also lead to a decline in essential cognitive skills, such as critical thinking, creativity, and writing proficiency, when overused [13].

Critical evaluation skills

Stakeholders universally emphasise the importance of media literacy in fostering critical thinking and filtering skills. The Vice-principal underscores media literacy's role in enabling students to «analyse information and its correctness, [and] distinguish between false or manipulative information... [with] critical thinking skills to check its reliability and context».

Parents also stress the need for these skills, with Parent_2 explaining that:

«A literate person does not believe in [sweepstakes on social media], an illiterate person may think that this opinion is being told by a famous person, so it is true».

Teacher_1 observes that students often mistakenly assume online information is accurate, remarking, «they think that all the information provided on Google is true... [not realising] that anyone can write and change the information».

Student_10 echoes the significance of these skills, calling them «a very valuable skill» in discerning between true and false information.

These findings resonate with Hobbs (2021), who highlights the essential role of media literacy in developing critical evaluation skills among students. Stakeholders collectively underscore the importance of media literacy as a tool to cultivate both critical thinking and filtering skills, which are crucial in today's information-rich environment [9].

Formal media literacy education

There is also broad agreement on the value of formal media literacy education within the school curriculum. The Vice-principal notes that:

«Media consumption for some students may not be enough... they only use media for entertainment purposes, which affects the decrease in media literacy».

Teacher_2 advocates for a structured approach, suggesting “round table[s] with the teachers... [where media literacy] should be mandatory for everyone.” Students, like Student_1, express a need for formal integration of media literacy, stating:

«Currently, there is no subject related to media literacy... But I think it should be included in one subject».

Despite broad recognition of the value of media literacy, an inconsistency arises when considering its formal inclusion in the school curriculum. Unlike other educational contexts where media literacy is often a mandated component, this school lacks a formal requirement to teach media literacy, which suggests a notable gap [12]. The Vice Principal highlights that students frequently engage with media primarily for entertainment, which can diminish their media literacy

skills. This observation underscores the need for a more structured and educational approach to media literacy within the school setting.

Safety and ethical use

All stakeholders recognize the importance of ethical and safe media use. The vice-principal describes a media-literate student as one who “uses media responsibly... understands the consequences of actions, information dissemination, and communication with other people... [and] maintains cultural and ethical standards in information exchange.”

Parent_4, advocating for oversight, states, «I think you should always be in control... Not allowing cell phones in school and always having lectures on media literacy will help a lot».

Teacher_2 discusses media literacy in the context of the “war of information” in the 21st century, underscoring the need for reliable sources. Students see media literacy as essential for addressing safety issues:

«As social networks develop... various fraudsters and false platforms are emerging. I believe that lessons that develop this media literacy should be included in the school curriculum.» (Student_4)

Meanwhile, parents focus on the balance between monitoring and independence, with Parent_1 commenting, “Sometimes I may take their phones or check them if they are misbehaving, but I don’t do it like checking every week.”

Parent_4 emphasises the importance of control:

«I think you should always be in control... Not allowing cell phones in school and always having lectures on media literacy will help a lot».

School principal answering the question about students’ abilities of differentiation fact from fiction stated:

«This is very challenging, and I’m struggling to give a direct answer about their ability to distinguish between falsehood and truth. To be honest, I don’t really know. I think it could be 5 out of 10» (School Principal).

Parents also supported the lack of information evaluation skills in children:

«My second daughter watches things whether they are necessary or not. If I were to evaluate their ability to distinguish true information from false, I’d give my eldest a 10/10, and my second one perhaps a 5 out of 10» (Parent_2_male).

These findings align with Lister’s (2008) assertion that media literacy extends beyond information access and analysis to include ethical and safe media practices [1]. This viewpoint is echoed by stakeholders in this study, who stress the need for students to be aware of the impact of their actions and to uphold ethical standards when using media. The shared recognition of these principles underscores the value of media literacy as a holistic framework that fosters safe, respectful, and

ethically informed media usage, equipping students with the tools to navigate the digital world responsibly [14].

However, this study is not without its limitations. Conducted within a single school, the findings may not be generalizable to other educational contexts, especially given variations in digital access, resource availability, and pedagogical practices across different regions. Future research will involve implementing an intervention that incorporates digital media into EFL classrooms and other educational settings, aiming to measure its impact on both English language skills and media literacy competencies.

Conclusion

In conclusion, this study has explored the perceptions and understandings of media literacy among various stakeholders within a school setting, revealing both the benefits and challenges associated with integrating new media into education. Findings indicate that while new media facilitates autonomous learning and enhances students' engagement with digital tools, it also raises concerns about over-reliance on technology and its impact on essential cognitive skills.

Based on these findings, it is recommended that schools incorporate structured media literacy curricula that emphasise critical thinking and responsible technology use. Teacher professional development programs should include training on integrating digital tools into lessons effectively, ensuring that media literacy becomes a core component of the educational experience. This balanced approach will enable both students and educators to harness the potential of new media for autonomous learning and personal growth.

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**А. Елеусіз¹, А. Амангелді², М. Серпен³*

¹Қазақ ұлттық қыздар педагогикалық университеті
Қазақстан Республикасы, Алматы қ.

^{2,3}Айша бибі атындағы дарынды қыз балаларға арналған
мамандандырылған «БІЛІМ-ИННОВАЦИЯ» лицей-интернаты
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БІЛІМ БЕРУДЕГІ МҮДДЕЛІ ТАРАПТАРДЫҢ ЖАҢА МЕДИАНЫҢ АҒЫЛШЫН ТІЛІНІҢ ДАҒДЫЛАРЫ МЕН МЕДИА САУАТТЫЛЫҚҚА ӘСЕРІ ТУРАЛЫ ТҮСІНІКТЕРІ: БІР МЕКТЕПТІҢ КЕЙС СТАДИ ӘДІСІ НЕГІЗІНДЕГІ ЗЕРТТЕУІ

Бұл кейс стади зерттеуі мектептегі жаңа медианың оқушылардың ағылшын тілін білу деңгейіне және медиа сауаттылыққа ықпалы жайында мүдделі тараптардың түсініктерін зерттейді, мұнда мұғалімдер, оқушылар, ата-аналар және мектеп әкімшілігінің көзқарастары қарастырылады. Кейс стади әдісін пайдаланып, деректер мектеп бітіруші 11 оқушы, олардың ата-аналары, төрт ағылшын тілі пәні мұғалімі, сондай-ақ мектептің директоры мен оның орынбасары қатысқан фокус-топ сұхбаттары және жеке сұхбаттар арқылы жиналды. Сонымен қатар, 60 оқушы қатысқан онлайн сауалнама зерттеудің жалпы қорытындыларын байыта түсетін қосымша деректерді жинауға мүмкіндік берді. Нәтижелер жаңа медиа өз бетінше оқуды ынталандырушы ретінде қабылданса да, оны бақылаусыз пайдалану сыни ойлау мен шығармашылық сияқты маңызды когнитивтік дағдыларды дамытуға кедергі келтіретін шамадан тыс тәуелділікке әкелуі мүмкін екендігін көрсетті. Оқушылар арасында шындық және жалған ақпаратты ажырату ең төменгі құзыреттілік ретінде анықталды, бұл қазіргі медиа сауаттылықтағы маңызды олқылықты көрсетеді. Зерттеу білім беру ортасында цифрлық құралдарды теңгерімді интеграциялауды қолдап, құрылымдалған медиа сауаттылық бағдарламалары мен мұғалімдердің дайындығын арттыруды ұсынады. Болашақ зерттеулерде ағылшын тілі дағдыларына және медиа сауаттылыққа цифрлық медианың ықпалын бағалау үшін қосымша зерттеу жасау жоспарлануда.

Кілтті сөздер: медиа сауаттылық, құзыреттіліктер, жаңа медиа, мұғалімдерді дамыту, орта білім.

**А. Елеусіз¹, А. Амангелді², М. Серпен³*

¹Казахский национальный женский педагогический университет, Республика Казахстан, г. Алматы;

^{2,3}Специализированный лицей-интернат для одарённых девочек имени Айша Биби «БІЛІМ-ИННОВАЦИЯ», Республика Қазақстан, г. Тараз.

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ПОНИМАНИЕ ВЛИЯНИЯ НОВЫХ МЕДИА НА НАВЫКИ АНГЛИЙСКОГО ЯЗЫКА И МЕДИАГРАМОТНОСТЬ ЗАИНТЕРЕСОВАННЫМИ СТОРОНАМИ В ОБРАЗОВАНИИ: ИССЛЕДОВАНИЕ С ИСПОЛЬЗОВАНИЕМ МЕТОДА КЕЙС-СТАДИ НА ПРИМЕРЕ ОДНОЙ ШКОЛЫ

Данное исследование на основе кейс-стади изучает восприятие заинтересованными сторонами влияния новых медиа на уровень владения английским языком и медиаграмотность в школе, сосредотачиваясь на мнениях учителей, учащихся, родителей и администрации школы. В исследовании рассматриваются два ключевых вопроса: как заинтересованные стороны воспринимают влияние новых медиа на навыки английского языка у учащихся и какие роли и трудности медиаграмотности способствуют эффективной навигации в цифровом контенте. Используя качественный метод кейс-стади, данные были собраны в ходе фокус-групповых интервью с участием 11 выпускников школы, их родителей, четырех учителей английского языка, директора школы и его заместителя, что позволило получить углубленные мнения и разнообразные точки зрения. Дополнительно, веб-опрос, в котором приняли участие 60 респондентов, предоставил дополнительные данные, что обогатило общие выводы исследования. Результаты показывают, что, хотя новые медиа рассматриваются как катализатор автономного обучения, их неконтролируемое использование может привести к чрезмерной зависимости, что может затормозить развитие важных когнитивных навыков, таких как критическое мышление и креативность. Особенно выделилось, что умение различать факты и мнения оказалось самой слабой компетенцией среди учащихся, подчеркивая критический пробел в текущих усилиях по повышению медиаграмотности. Исследование подчеркивает важность сбалансированной интеграции цифровых инструментов в образовательный процесс, рекомендуя внедрение структурированных программ по медиаграмотности и усиление подготовки учителей. В будущем исследования будут продолжены с использованием целенаправленных интервенций, направленных на оценку влияния цифровых медиа на языковые компетенции по английскому языку и медиаграмотность в различных образовательных контекстах.

Ключевые слова: медиаграмотность, компетенции, новые медиа, развитие учителей, среднее образование.

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«Toraighyrov University» баспасынан басылып шығарылған

Торайғыров университеті

140008, Павлодар қ., Ломов к., 64, 137 каб.

«Toraighyrov University» баспасы

Торайғыров университеті

140008, Павлодар қ., Ломов к., 64, 137 каб.

8 (7182) 67-36-69

e-mail: kereku@tou.edu.kz

www.pedagogic-vestnik.tou.edu.kz