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**INTERNATIONAL PRACTICES AND KAZAKHSTAN
MEDIA EDUCATION CONTEXT**

The given paper considers international experience and the national model of media education, as well as the concepts of media literacy. In the course of the research work, it was determined that the permanent changes taking place in the media sphere combine the methodology and trends of several scientific areas: media pedagogy, media psychology, psychology of mass communications, sociology of journalism, etc. Some media-oriented educational technologies are based on UNESCO's international media literacy standards, which expand the range of methods and forms of pedagogy in training journalists and media education, which serve as the basis for the integrated formation of basic media competencies. The article is given a theoretical analyzing of the media space development in Kazakhstan. It is concluded that systematic misinformation of the audience leads to discrediting of media workers, allows manipulating public consciousness, opinion, and also influencing geopolitical processes. The article is substantiated the importance of media education as a key area in the context of the increasing role of mass communication, the improvement of information technologies. The importance of media literacy, emphasized by UNESCO, is seen as an important aspect in the formation of worldview, critical analysis and thinking. Based on the above, the urgent need for the intensive development of media education and the study of foreign media pedagogical experience seems obvious

Keywords: media education, media literacy, fact checking.

Introduction

Unfortunately, today we are observing a certain era of post-truth, falsification of data, manipulation of statistical data, etc.

Here it is very important to emphasize that the crisis that heated around fake news, which is a mixture of speculation, propaganda and conspiracy theories, is more dangerous than the long-standing false information that is easier to expose. As you know, the information field of the media independently creates myths and stereotypes that affect the way people think. Today we can confidently notice that the media have rich tools for forming of worldviews. This instrumentarium has expanded significantly in recent years by the effect of social networks. Therefore, it allows to manipulate public consciousness, opinion and influence on geopolitical processes.

Fakes spring up of misinformation, but the novelty of this phenomenon lies in its unprecedented aspiration to do harm, as long as the digital technologies makes it unlimited and transmedia. It is necessary to guard against such a dangerous effect.

We do not want to read long texts of speeches and reports, we better read someone interpreted excerpts, we believe the headlines.

The information space is not uniform in content, mental and emotional impact, workmanship and presentation forms. An audience being inexperienced in consuming information products is mostly unexacting, exploiting the most available and often destructive sources of information, which in turn directly effects on formation of personalities and skill to critically evaluate events.

In the process of research, it was determined that permanent changes in the media sphere combine the methodology and trends of several scientific spheres: media pedagogy, media psychology, psychology of mass communication, rumour formation, sociology of journalism, etc.

Today we would like to consider the world experience and the national model of Kazakhstan media education, which are key to the formation of basic media skills.

Based on the numerous formulations of the concept of «media education», which for the most part clarify and specify it, researchers define media education as a set of systemic actions of subjects of media education oriented to construction of identity, with a culture of communication with the media based on humanistic ideals and values. At the same time, media education should be understood as the focused actions of both media educators and journalists, other members of the media community that ensure the implementation of media education. Accordingly, the tasks of media education are to train a person to correctly «perceive» the media text, to develop the abilities to interpret and reasonably evaluate information, independent judgments, to instill an aesthetic taste and resources for creative activity.

Media education also refers to the process of education and development of the personality by using of mass media for the formation of creative, communicative

abilities, critical thinking, the skills to interpret, analyze and evaluate media texts, teaching various forms of self-expression [1].

Historically, the concept of media education root down to the mid of the 20th century in the USA and at that time was called «visual literacy». The school, according to the first media educators, was supposed to form non-verbal methods of communication among children, and mainly in their visual aspect. Therefore, it increased interest in photography, comics, advertising, and at a higher level of development of visual literacy in cinema, television, video.

Subsequently the idea of media education spread to other types of mass media: advertising, radio, the press, the Internet. Today we are talking about media education with a focus on media texts. By media text we mean a message in any form of media in which the creation and perception of information in various forms is combined in order to obtain a new synergetic meaning.

Media text is a communicative act, where both sides of communication are involved. The media text is a literary work, an article in a newspaper, a television program, a music video, an art installation, an advertising leaflet, a film, an SMS message, etc. [1].

Materials and methods

There are dozens of theories in media education. At the same time, there is a tendency to the generation of new interpretations and each subsequent ones mostly related to the existing ones. In the definition of «theory» it is difficult to accommodate all types of media educational activities in various branches of knowledge with original practices and unique pedagogical approaches. This author's variation is due to the lack of knowledge of the studied direction, the lack of formation of modern media systems, as well as the peculiarities of the internal features of education and personal experience of media educators.

A.V. Fedorov investigated the most comprehensive theories of media education. The main ones are: injection, satisfaction of needs, practical, critical thinking, ideological, semiotic, culturological, ethical, aesthetic, ecological, theological [2].

In our case, the most suitable theory of media education in the formation of critical thinking. The correlation of the media with the audience, where the main goal is to protect against manipulative influence, to learn how to navigate the information flow. Here, the main pedagogical strategy is the follower of critical thinking L. Masterman, as well as an analysis of the influence of media texts on the individual and society [3].

It is also noted that theories of media education are not based on pedagogical theories, but on media theory. This feature was identified by media education researcher I. A. Fateeva. «They all focus not on the issues of education, but

ontology of the media and communication. Most of them are devoted to issues of media and audience correlation. This judgment indicates a problem that takes to the theory of media education to a new research space – the space of mass communication» [1].

The study of media educational experience in other states allows to analyze approaches to own problems of media education.

In Australia and Canada media education has been introduced into kindergarten education. In 48 of the 50 US states, media education is taught in schools. Almost all Western countries introduce media education courses in secondary education.

The media education in German school system is inseparable with humanities. Each federal state of Germany has a special center to assist teachers in this direction.

Results and discussion

In Kazakhstan, the development of media education also follows global trends. Kazakhstan researchers L. S. Akhmetova, A. V. Verevkin, T. Yu. Lifanova, D. T. Medeuova, A. S. Abulkasova, A. A. Ermukhambetov, S. Kh. Barlybaeva in articles and scientific works take note that the media education in our country is based on international experience. Here the progress of media literacy and media education is closely connected with the development of mass communication technologies linking the areas of politics, economics and the social sphere.

The issues of media education have been studied since the 2000s. Since then in our country has been carried out a serious work in information policy. The issues of journalistic education are controlled on the state level. The civil sector is working in this direction. Media organizations are teaching new technologies to journalists and non-governmental leaders.

For example in Kazakhstan a team of professional journalists launched a fact-checking resource – Factcheck.kz. It's mission to counter from the policy of post-truth and improve the level of media culture in Kazakhstan [6]. The site contains the headings:

«Pravdomomer» where journalists analyze the «object (news, event, image, etc.). and determine where the truth is and where the lie is.

The «Promise Control» demonstrates which promises are fulfilled and which did not by the ministers.

The «Factcheck Methodology» is telling how to distinguish fake information, how to work with satellite images, how to prevent manipulation, etc.

This resource allows readers to receive verified, independent information from a reliable source. The project is implemented in Kazakh and Russian. The main task of developers is a continuous monitoring and verification of social-

significant and resonant news, facts, figures, as well as statements by public persons – for their veracity.

Factcheck.kz is a fundamentally independent fact-checking project that doesn't depend on political opinions. Priority is placed towards maintaining honesty, objectivity and impartiality.

Any person can become objects of fact checking, despite regalia and privileges: their statements, publications, phrases, figures, etc.

The team does not verify hypotheses, opinions and assumptions, only facts can be checked and given in to doubts. Also one of the tasks is to unite a multilingual audience on the basis of an aspiration for reliable information. The methodology used by Factcheck.kz is based on international standards and fact checking tools. Developers use open sources to verify information. Thus any user can do this repeatedly and independently. In accordance with the gathered arguments the editors place the information received on the site, attaching to it all the available evidence and sources. Any person can participate in the verification, having offered their fact for proof, as well as the verification methodology or indicating an error and false information.

Factcheck.kz reserves the right to choose the verification methodology and sources of evidence. If for some reason controversial situations arise, then Factcheck.kz is ready to consider counterarguments and to create an expert group to double-check the verdict. Factcheck.kz can also create an expert group if verdicts cause resonance and controversy.

The Factcheck.kz project is guided by the legislation of Kazakhstan, international legislation, as well as internationally acclaimed values and ethical standards.

The authors of Factcheck.kz can't be parallelly members of political parties and work in the state organizations. It makes in order to comply the neutrality. Also in order to avoid a conflict of interest authors can't write about the organizations in which they work.

Internews.kz is embassy of the international organization Internews Network in Kazakhstan. It includes several directions: improving media and information literacy (MediaCAMP program, Access to Information, Open Asia Online)

Legal Media Center is a Kazakhstan non-governmental organization working in the sphere of mass media, legal protection and education of journalists.

We can state that in Central Asia we are in the lead in resolving this issue.

Traditionally the problem of informational education in the society has been in the focus of the international community and international organizations as UNESCO and IFLA. Over the years they have initiated the development of two separate directions: media literacy (UNESCO) and information literacy (IFLA).

At the same time the inseparability of the modern world of information, its impact on a person has led to a new initiative by UNESCO to integrate media literacy and information literacy into a single conceptual unit the media and information literacy.

«Media and information literacy is a combination of knowledge, attitudes, abilities and skills that allow you to get information and knowledge, analyze, use, create and spread it with maximum productivity in accordance with legislative and ethical standards and respecting human rights. A media-literate person can use various means, sources and channels of information in personal, professional and social life» [7].

In a greater degree media-oriented educational technologies are based on UNESCO's international media literacy standards, which expand the range of methods and forms of pedagogy in the development of journalists and media education.

UNESCO in the late 80s developed a program of mass media education – General Curricular Model for Mass Media Education.

The main recommendation is the widespread introduction of media education at the level of national curricula in range of any forms of supplementary education, as well as through the the concept of «lifelong learning» (Life-Long Learning, LLL). It is confirmed the status of media education in different countries, integration at all education degrees.

By UNESCO media Literacy (MIL) includes five laws.

Law 1. Equality of information of communication, media, ICT, Internet for sustainable development.

Law 2. Each resident creator of information/knowledge sends a message.

Law 3. Information, knowledge and communications are not neutral

Law 4. Every resident uncompromisingly has the right to know, communicate and express his opinion, regardless of awareness.

Law 5. Media literacy doesn't gain in one go.

Conclusion

In our country the higher-education teaching personnel of departments and faculties should investigate and test the international standards developed by UNESCO, converting them into the educational process. Here is a huge work front in both regional and republican directions. This work includes the adaptation of approved Western textbooks, their translation into Kazakh and Russian, the issue of own programs and methodological complexes, documents in the field of journalistic education and only after that learning guides. All must be reviewed in accordance with international standards.

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Мақаланың мақсаты әлемдік тәжірибені және қазақстандық медиа білім беру саласын, сондай-ақ, медиасауаттылықтың концепциясын қарастыру болып табылады. Зерттеу жұмысы барысында медиа салада болып жатқан тұрақты өзгерістер бірнеше ғылыми бағыттардың әдіснамасы мен үрдістерін біріктіретіні анықталды: медиапедагогика, медиапсихология, бұқаралық коммуникация психологиясы, журналистика элеуметтануы және т.б. Кейбір медиа-бағдарланған білім беру технологиялары ЮНЕСКО-ның халықаралық медиа сауаттылық стандарттарына негізделеді, олар

журналистиканы даярлау мен медиа білім берудегі педагогиканың әдістері мен формаларының аясын кеңейтеді,

бұл негізгі медиа-құзыреттіліктерді интеграцияланған қалыптастыруға негіз болады. Мақала Қазақстандағы медиа кеңістіктің дамуын теориялық тұрғыдан түсіндіруге тырысады. Аудиторияны жүйелі түрде жалған ақпараттандыру БАҚ қызметкерлерінің беделін түсіруге алып келеді, қоғамдық сананы, пікірді басқаруға, сондай-ақ геосаяси процестерге ықпал етуге мүмкіндік береді деген қорытындыға келді. Мақалада бұқаралық коммуникация, ақпараттық технологияларды жетілдіру рөлінің осы жағдайында медиа білімнің шешуші бағыт ретіндегі маңыздылығы негізделеді. ЮНЕСКО атап көрсеткен медиа сауаттылықтың маңыздылығы дүниетанымды, сыни талдау мен ойлауды қалыптастырудың маңызды аспектісі ретінде қарастырылады. Жоғарыда айтылғандарға сүйене отырып, медиа білім беруді қарқынды дамыту және шетелдік медиа-педагогикалық тәжірибені зерттеудің шұғыл қажеттілігі айқын болып көрінеді.

Кілтті сөздер: медиа білім беру, медиасауаттылық, фактчекинг.

Целью статьи является рассмотрение мирового опыта и национальной модели казахстанского медиаобразования, а также концепции медиаграмотности. В процессе исследовательской работы было определено, что перманентные изменения, происходящие в медиасфере объединяют методологию и тенденции нескольких научных направлений: медиапедагогика, медиапсихология, психология массовых коммуникаций, социология журналистики и т.д. В основе некоторых медиаориентированных образовательных технологий лежат международные стандарты медийной грамотности ЮНЕСКО, которые расширяют спектр методов и форм педагогики в подготовке журналистов и медиаобразовании которые служат основой для интегрированного формирования базовых медиакомпетенций. Предпринята попытка теоретического осмысления развития медиaprостранства в Казахстане. Сделан вывод о том, что систематическая дезинформация аудитории приводит к дискредитации работников сферы медиа, позволяет манипулировать общественным сознанием, мнением, а также влиять на геополитические процессы. В статье обосновывается значение медиаобразования как ключевого направления в условиях возрастания роли средств массовой коммуникации, совершенствования

информационных технологий. Важность медиаграмотности, подчеркиваемая ЮНЕСКО, рассматривается как важный аспект формирования мировоззрения, критического анализа и мышления. Исходя из вышеперечисленного, настоятельная необходимость интенсивного развития медиаобразования и изучения зарубежного медиапедагогического опыта представляется очевидной.

Ключевые слова: медиаобразование, медиаграмотность, фактчекинг.

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