Basic Concepts and Principles of Media and Information Literacy

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Abstract. The media literacy discussed in this article focuses on digital content based on the Internet, as well as content based on print media, that is, analog media provided by newspapers, which are considered very useful in teaching media literacy. Media literacy is access to materials obtained from various media and the ability to identify, understand, interpret, evaluate, transmit, calculate and create this material. Literacy is an ongoing process. This means that people achieve their goals, develop their own knowledge and potential, as well as contribute to the social environment, society. The purpose of media literacy education also includes the formation of a critical attitude towards content bias in accordance with the characteristics of the media. Thus, our media literacy ,education is based on content dedicated to the social issues that surround us, such as news, articles, documentaries and editorials. The goals and objectives of media literacy education with the advent of the Internet, it has become difficult to limit the volume and variety of information, since the production and dissemination of information has now become the property of the public, and not the property of a certain class.

Keywords: media education, media literacy, mass media, information literacy, social environment.

Introduction

Currently, in the era of global growth, a number of studies in the field of media literacy, information literacy, information culture are being carried out in parallel with theoretical aspects and the practical foundations are being comprehensively analyzed. For example, in 2006, the European Union assembled a group of media literacy experts tasked with analyzing and identifying media literacy goals and trends, highlighting, promoting best practices at the

European level, and reviewing recommendations for additional measures.. As a result, it paved the way for the emergence of goals and guidelines in various European political documents in the field of culture, economics, education and the media.

To give an example:

– Notice of the European Commission of December 20, 2007 entitled "European approach to media literacy in the digital environment" ;

– Resolution of the European Parliament "on media literacy in the digital world" of December 16, 2008;

– "Proposal of the European Commission on media literacy in the digital environment" of August 20, 2009," more competitive audiovisual services industry and content", Society for Inclusive Education;

– Amended law of December 11, 2007 "Audiovisual Media Services Without Borders" [1].

Media literacy is the ability to access material from different media and identify, understand, interpret, evaluate, transmit, calculate, and generate information from that material. Literacy is a continuous process. This means that people achieve their goals, develop their knowledge and potential, as well as make their own contribution to the social environment, society.

Since the 21st century, the rapidly developing information flow and new information channels have brought about major changes in people's survival skills. We usually use more technology to connect with other people. Nowadays, social media is one of the favorite ways for both young people and adults to share information, communicate, get to know each other, have fun and spend leisure time. The internet and social media are a new public sphere. At the same time, media organizations are also developing rapidly, and a number of approaches to the development of new models of information dissemination and business models that adapt to the digital media environment and practices are currently being studied in detail.

Digital media is the main source of Message Flow for websites of large media organizations. As a result, Digital Media receives a significant portion of the advertising revenue previously received by media organizations. This process leads to a competitive media sector, where many media outlets take profit into account when developing information content. But, ignores ethics. Although loyalty and trust in the media have become a global priority in recent years, the fight against fake news on the internet is considered an important issue today. As a result of the era of digital and social media, checking news content and trust in them has become more complicated nowadays.

In this sense, the role of education is very important, as it helps people distinguish reliable news from fake news. Young people in particular are increasingly suffering from misinformation on the internet. Because they use the internet as much as they want in an uncontrolled environment. According to middle European standards, children should not be left alone until they reach the age of ten. Given how the internet and social networks work, parents should not allow children to use the internet unattended. All this causes a worldwide public debate about the need for media literacy, both in schools and at home.

In particular, the term" literacy " came into use in the nineteenth century to refer to general skills that were needed at the time, such as reading, writing, and arithmetic. But the digital age and the internet require a new type of literacy, in which people must be confident in the use of

technology, the internet and social media. This is an important component of" new literacy", which means that children must correctly assimilate information and be able to distinguish false facts.

Currently, the project "Electronic Media: Media Literacy and digital citizenship for all" aims to promote media literacy through the development of three guidelines on digital practices. These guidelines apply new and unconventional approaches to teaching different subjects at school. The guidelines focus on three aspects of digital competence:

1) educational robotics: the development of computer thinking through practical activities;

2) media literacy: the power of internet media;

3) self-expression on the Internet: promote the rational use of social networks, blogs, internet radio and television. This guide is aimed at developing media literacy skills and developing critical thinking in students and students, forming their understanding of fake news [2].

The development of digital technologies has led to social and cultural changes that pose important tasks in the field of education on new media. Most of today's children and adolescents were born in a highly mediated world that has different spaces and agendas. All these transformations that are clearly visible in media practices:

– technical,
– social,
– is semiotic,
– aesthetic,
– represents a new learning that includes ethical aspects [3].

Literature review

One of the main changes is related to the mediation of communicative processes and technologies. That is, today the expansion of the internet and digital audiovisual technologies occupy an important place in the creation of various media platforms.

Looking at the world stage, the first step in preparing citizens for media practice began with the Grunwald declaration adopted by UNESCO in 1982 [4]. He called on governments to develop media education. In this way, the subjects got used to looking critically at the content they consume. From then on, a concept emerged in the media generalizing the purpose of media education, media literacy or media literacy. It has also been defined as the ability to access messages in different ways, analyze, evaluate and transmit information.

As a result, the widespread use of digital technologies and related new social practices has led to the emergence of new concepts in academic and professional discussions about media literacy. Over the past two decades, the semantic galaxy around the concept of "literacy" has expanded from "digital literacy" to "media literacy" and "Multimedia literacy". Although each of these concepts has its own characteristics, they all deal with a new set of interethnic content, production skills and technical-social practices that have arisen from the development of the theory.

As well-known scientists makers, Erickson and Small put it, "a critical turning point should be made in the analysis of digital literacy, which focuses not on skills, but on new assessment

methods related to different use cases and communities of specific practices." Livingston, meanwhile, proposed expanding the relevance of media literacy by" analyzing how the internet mediates Knowledge Development, leisure contextualization, and communicative behavior."

The famous scientist McLuhan (1911-1980) previously defined media as a continuation of the central nervous system and the senses.

Marshall McLuhan is known for his phrase" the environment is a message", which meant that each media is a special type of environment in which people and culture are widely used. McLuhan's main argument is that each media forms its audience's perception differently due to how it addresses the human senses, since each media has a different set of devices, resulting in a different processing of the message[4].

That is, the environment determines not only what the audience knows, but also how the audience thinks about it. On a simple level, McLuhan explains how different media shape audience perceptions in different ways, forming two media subgroups: hot media and cold media.

In fact, the term" literacy " is a term that appeared to describe the literacy of the population. That is, to communicate in certain media, it is a term that aims to know the language and grammar of the media and understand the context.

Media literacy is the proper access to the information or cultural content provided by the media, its critical understanding, the use of the media, the dissemination of important information and culture, as well as the tactful and responsible use of the media.

Basic concepts of media literacy:

(1) Comprehensive Literacy focuses on complex forms of the text. This means that new technologies, such as video tools, are complex in various forms, such as image, sound and video.

(2) the new literacy aims to universalize the acquisition, dissemination, sharing and production of information and knowledge that digital literacy brings, and also emphasizes the creative creation of media culture and its dissemination by users.

(3) digital literacy is described as the ability of users to access, analyze, evaluate, create and share information in a digital media environment. Digital literacy places more emphasis on instrumental competence than traditional media literacy, but today more emphasis is placed on digital citizenship and cultural competence.

4) history of education in the field of media literacy – to arouse children's interest in education in order to protect them from the media as new media appear[5].

For example, in the country of Korea, during the emergence of comic magazines in the late 19th and early 20th centuries, in the era of cinema in the 1930s, and since the 1950s, with the advent of television, constant efforts have been made to protect children from harmful media. In the 1990s, Korean society became involved in the media and civic movements in general, aimed at protecting children from cruel cartoons, anime, sports newspapers, etc. In recent years, protectionist positions directed against various computer games are regularly repeated to this day[6].

Materials and methods

Research methods include general scientific, specific scientific and specific scientific methods (content analysis, generalization, comparison, etc.) At the same time, its structure is determined

by many components: social environment; communicator - event - media - event - media text-media recipient; selection and structuring of materials, coding, transmission, selection and decoding of content; information resources, samples and public opinion; feedback.

Results and discussions

Media literacy paradigm:

(1) there is protectionist media education aimed at protecting children and young people from the media. In this Sense, Media Literacy Training is the most popular and has been given special attention at every stage of change in the media.

(2) there is a current that reflects the social competence of the subject of Education. It is a message that emphasizes bringing the voice of each person's soul to mainstream media and society. Each person tries to take a critical look at the appearance of citizens, which is reproduced in the mainstream media, to offer alternatives and express their opinion in society in this regard. Thus, this view also shows that citizens express their voices through the creation of the media.

(3) there is a flow through the media that emphasizes cultural experience and enjoyment. In this sense, we emphasize the joy of media culture. Through media literacy training, educational subjects can interpret the media, exchange them and realize their literary identity.

(4) there is a direction that pays special attention to personality-oriented media literacy. It is a flow that reflects the ability of each person to access the media, choose the right information and use and produce it safely. This is further emphasized today with the spread of digital media.

In today's media environment, media users are considered active subjects of production, consumption and sharing. Agency Institute Media Agency refers to the subject of media production and information exchange in the traditional media environment. Media institutions produce and distribute the media.

With the development of the media industry, terms such as Visual Literacy began to enter scientific circulation. In addition, internet literacy, digital literacy, ICT literacy, social media literacy, software literacy, cyber literacy, etc. these concepts that involve understanding new technologies or knowledge of new media began to form.

In addition to this, such concepts as media literacy, information literacy, metaliteration, transliteration, etc. have emerged that require critical human thinking. Therefore, the concept of" literacy " includes not only the ability to read and write, but also an understanding of the author's intention and purpose, symbolism, etc.

The concept of literacy has been used in research in various fields, such as culture, education, psychology and sociology, and has been used to demonstrate the cognitive abilities of a person to objects, facts, phenomena, values, etc. As the media developed in this way, people became interested in the properties of the media and the ability to use them effectively. When we began to understand the social impact of the media, that is, the psychological impact of media content, we tried to understand the material and intangible benefits of the media as much as possible.

The media sought ways for people to escape the influence of the media, exercising dominance over human life. In addition, he further explored ways to strengthen control over the media and, ultimately, the positive use of the media in human life. These studies have been carried

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out in various fields related to the media. These studies have been divided into areas such as human psychology, behavioral theory, public policy or regulation, projects, and education. As for education, the European Commission, UNESCO's media-related regulator in the UK, has focused on media education from a practical point of view [7].

But this has nothing to do with formal education and upbringing in relation to media education, which is carried out in higher educational institutions. This study has so far limited media literacy teaching to a wide range of areas known as media literacy, and discusses how this could be an ideal scheme for teaching Humanities at a higher education institution called the University. In this discussion, we present the concepts and theories of media literacy developed in connection with knowledge in the field of media literacy.

In addition, we want to make sure that media literacy training can be a useful technique to improve the abilities of college students as democratic citizens: correct critical cognitive skills and self-expression (asseptiveness) skills. Thus, this study ultimately consisted of discussing the basic curriculum design that responds to the educational goals that can be achieved when the concept of media literacy is adopted as a humanitarian educational approach, and the changing aspects of student behavior that are reflected in the course of the lesson.

Media literacy is also known as literacy, which has been used in the field of language education since the ability to read and write letters.

Currently, it is used as a social and critical concept, which refers to the ability to understand and use relevant knowledge in many areas, or the ability to understand and critically interpret the meaning of various knowledge or symbols in complex contexts.

UNESCO called literacy "the ability to prove, understand, interpret, create, transmit and compute when faced with typed content relevant to different contexts" and promoted the concept that "this ability allows individuals to achieve this goal, develop knowledge and potential, fully fulfill their role in the community to which they belong, and building a wider social community is possible thanks to a series of 9 trainings" [8].

The latter concept can be considered a fusion of social and critical concepts. The word media was used to refer to mechanical, technical and organizational means that ensure the delivery of large amounts of information to unknown people. Thus, traditionally the meaning of the media has often been related to media such as television, newspapers, radio, magazines, cinema, etc.

However, the development of Science and technology has led to the emergence of new means of replacing these functions, namely new media that:
– social networks,
– web games,
– online newspapers,
– Wikipedia,
– for websites,
– blogs, etc.

They can interact and transmit information based on the internet. Compared to what is known by the general name of the media, the largest feature of the new media is that the amount of information and the amount of communication has been increased exponentially due to the transfer of information, the exchange of views, etc.

In the era of the Global Epoch, people had the opportunity to express themselves in different ways. With the advent of the media, as Marshall McLuhan (1997) affirmed "media is a message", the media was no longer just a means of transmitting messages, but a means of governing human society and having the greatest impact on human society. Thus, the concept of media literacy has been expanded due to rapid changes in the media environment and technology, and as a result of these processes, media literacy has been mixed with many other terms [9].

Among them is digital literacy. That is, this concept is based on the Internet and computer technology, focused on knowledge and information.

Common feature of digital literacy:

– first, the ability to understand and use computer and digital technologies;

– secondly, the ability to select and understand the information received, to create new knowledge again;

– third, the ability to contribute to society [10].

However, digital literacy focuses on the overall ability to search, use, integrate, and produce the knowledge or information offered by the Internet or computer compared to media literacy, whereas media literacy involves a predictable and critical approach to the content offered by digital media. Based on these changes and facts, we have again divided media literacy into online literacy and print literacy, as we have seen that the Internet and print media have played an important role in influencing the minds of message recipients through text, as well as in attitudes towards what is happening.

On the other hand, in contrast to one-sided print literacy, the interactivity of internet literacy allowed media users to actively cooperate and unite, and by actively expressing their opinions, they were able to establish themselves as producers, not receivers of ordinary messages on the network.

Previously, daily and weekly publications were the main ones, which published only information related to political, economic, social and cultural phenomena and problems of our society, but now interesting internet content is gaining the sympathy of readers. In fact, internet content is not based solely on a public nature. In addition, accuracy or neutrality cannot be guaranteed. Therefore, in the process of viewing information in messages, it is difficult to determine what is true, what is not true, what is manipulated, and what is right and what is wrong.

Criminal Code of the Republic of Kazakhstan in accordance with Article No. 226-V of July 3, 2014, the following law on false information entered into force: 1. dissemination of deliberately false information that poses a threat of violation of Public Order or serious harm to the rights and legitimate interests of citizens or organizations or the interests of society or the state protected by law – it is punishable by a fine of up to one thousand monthly calculation indices, or involvement in correctional labor in the same amount, or public works for a period of up to four hundred hours, or restriction of freedom for a period of up to one year, or imprisonment for the same period.

Nevertheless, the need for such regulation is due to the growing sense of crisis associated with the fact that the foundations of our society are shaken by the fragmentation of society by individual citizens under the influence of false and fictional information. However, there are

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concerns that the law should be regulated to reduce the risk of fake news that may be the result of another risk. Therefore, before regulating it by law, it is necessary to train so that people can strengthen their potential as democratic citizens, that is, develop the ability to use digital information and the ability to select manipulated information from the information provided, as well as the ability to think critically. In this study, media literacy teaching uses analog and digital media so that students can selectively collect information and identify a specific problem, identifying the core and problems through content analysis.

Conclusion

The development of internet-based media has ensured the synchronicity of time and the expansion of the online space. A quick update in the online space, which can include news and information, has opened up new opportunities that print literacy cannot afford. However, these features were aimed at increasing the speed of updating news and information, and received negative reviews that they spread around the world without thinking and checking enough to organize them.

For example, you may encounter news or news-related sites, some representative portals that provide a public character, and many people in the community, including young children, young people, college students, etc., distorted or manipulated by unproven sites or portals that seek interest or real interests. On the other hand, print literacy contradicts the characteristics of media literacy, since it is characterized by publishing news in such a limited space, and it is not easy to change them after printing after a verification process.

Despite the advantages of ensuring the publicity and sustainability of content, the media are gradually disappearing in print, i.e. newspapers, due to the convenience and usefulness of the news portal. When discussing education in the field of media literacy as a humanitarian education, one can first assess its orientation by resorting to the perception of the media by students.

Basic media literacy curriculum design issues raised in media literacy debates, such as technical understanding of media access, value judgments about media quality, and critical perception of the content presented, are the core content of media literacy training. Therefore, media literacy training should consist of ways to better implement these factors. In general, young people and college students surpass their parents or older generation in Internet-related knowledge or search skills, and the ability to assess the accuracy, fairness and harmfulness of information or content perceived through the Internet is significantly reduced due to differences in dendrochronology, practice, background knowledge.

In contrast to the high availability of information or content, this imbalance in discriminatory capacity and the lack of technical control can accelerate the formation of incorrect values or biases in young people. Therefore, based on an accurate understanding of media and content that corresponds to the format and content of media literacy, we objectively analyzed it, logically criticized it, and ultimately proposed an educational method that would allow us to express this awareness of criticism.

The reality of the media and the content they offer should always be questioned by anyone, since in a capitalist society they are influenced by large capital, and the media is intervened by

the position of a group that exercises dominance in a state with great state control. Therefore, the question of whether the media itself should be neutral or moral is a useless debate at the moment when any content or information can be available at the discretion of a person.

Fake news refers to the targeted dissemination of unfounded information through traditional media or social networks that contain false and misleading information; biased remarks, pranks and even malicious attacks with the aim of profiting or spreading emotions. Fake news also uses exaggerated and inaccurate news headlines to ensure that users are clicked on so-called phishing tags.

Content farm refers to some websites or companies that create a large number of low-quality online articles in order to get clicks and revenue indicators from advertising on the internet. Many of these articles are pirated or copied, have no sources and even spread misleading information.

The contribution of the authors.

M.S. Zhetpisbayeva – determine the goal and objectives of a scientific article, indicate the main point of the article, work with literature, collect materials

G.S. Mamyrova – collection and analysis of theoretical materials, definition of the goal of the article, researching scientific analysis

Z. Kutpanbaeva – conducted research on the key concepts and principles in the field of media and information literacy, analyzed relevant scholarly literature on the topic, compiled research materials, and also developed the article's content, systematized theoretical propositions, and defined the main concepts.

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Медиасауаттылықтың негізгі ұғымдары мен принциптері

Аңдатпа. Осы мақалада қарастырылған медиа сауаттылық интернетке негізделген цифрлық мазмұнға, сондай-ақ баспа құралдарына негізделген мазмұнға, яғни медиа сауаттылықты оқытуда өте пайдалы деп саналатын газеттер ұсынатын аналогтық бұқаралық ақпарат құралдарына бағытталған. Медиа сауаттылық-бұл әртүрлі бұқаралық ақпарат құралдарынан алынған материалдарға қол жетімділік және сол материалды анықтау, түсіну, түсіндіру, бағалау, беру, есептеу және құру мүмкіндігі. Сауаттылық-бұл үздіксіз процесс. Бұл адамдардың өз мақсаттарына жетуін, өз білімі мен әлеуетін дамытуды, сондай-ақ әлеуметтік ортаға, қоғамға өз үлесін қосуды білдіреді. Медиа сауаттылықты оқытудың мақсаты бұқаралық ақпарат құралдарының сипаттамаларына сәйкес мазмұнның біржақтылығына сыни көзқарасты қалыптастыруды да қамтиды. Осылайша, біздің медиа сауаттылыққа үйретуіміз жаңалықтар, мақалалар, деректі фильмдер және редакциялық мақалалар сияқты бізді қоршап тұрған әлеуметтік мәселелерге арналған мазмұнға негізделген. Интернеттің пайда болуымен медиа сауаттылықты оқытудың мақсаттары мен міндеттері ақпараттың көлемі мен әртүрлілігін шектеу қиынға соқты, өйткені ақпаратты өндіру және тарату қазір белгілі бір сыныптың меншігіне емес, көпшілікке қол жетімді болды.

Түйін сөздер: медиа білім, медиа сауаттылық, БАҚ, ақпараттық сауаттылық, әлеуметтік орта.

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Основные понятия и принципы медиаграмотности

Аннотация. Медиаграмотность, рассмотренная в данной статье, ориентирована на цифровой контент, основанный на интернете, а также на контент, основанный на печатных СМИ, то есть на аналоговые средства массовой информации, предоставляемые газетами, которые считаются очень полезными при обучении медиаграмотности. Медиаграмотность-это доступ к материалам, полученным из различных средств массовой информации, и возможность идентифицировать, понимать, интерпретировать, оценивать, передавать, вычислять и создавать этот материал. Грамотность-это непрерывный процесс. Это означает достижение людьми своих целей, развитие собственных знаний и потенциала, а также внесение своего вклада в социальную среду, общество. Цель обучения медиаграмотности также включает формирование критического отношения к предвзятости содержания в соответствии с характеристиками средств массовой информации. Таким образом, наше обучение медиаграмотности основано на содержании, посвященном социальным проблемам, которые нас окружают, таким как новости, статьи, документальные фильмы и редакционные статьи. Цели и задачи обучения медиаграмотности с

появлением интернета стало трудно ограничить объем и разнообразие информации, поскольку производство и распространение информации теперь стало достоянием общественности, а не собственностью определенного класса.

Ключевые слова: медиаобразование, медиаграмотность, СМИ, информационная грамотность, социальная среда.

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