

## Media Education Inthe Context of Developmentof Kazakhstan Journalism

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**Abstract:** Due to the wides pread media person is under the influenceof multiple data streams. Mediais a powerful tool for managingpublic opinionandat the same timesubject tothe direct impact onthe public consciousness.The rapid developmentanddissemination of new informationand communication technologiesbecomestodaythe natureof the global informationrevolution, whichhas an increasing influenceon politics, economics, management, finance, science, cultureand otherspheres of societywithin nationalborders andthe world at large.

**Key words:** Media education • Kazakhstani Journalism

### INTRODUCTION

Speaking on the relevance of the scientific and practical research problems of media education should also be mentioned that in order to grasp the opportunities provided by information and communication technologies. For the implementation of the priority objectives of the development of modern society, UNESCO established the Program «Information for All», the realization of which is not possible without the formation of a high degree of media literacy in Kazakh society [1-4]. As noted in the materials of UNESCO: «Media education is associated with all types of media (print and graphics, sound, screens, etc.) and different technologies and it provides an opportunity for people to understand the communication media used in their society and acquire skills in the use of media communicate with others, ensures that people learn how to:

- Analyze, critically reflect upon and create media texts;
- Identify the sources of media texts, their political, social, commercial and / or cultural interests and their contexts ;
- Interpret the messages and values ??offered by the media ;
- Select appropriate media for communicating their own messages or stories and for reaching their intended audience;

- Get free access to media both for perception and production.

Media education is part of the fundamental rights of every citizen of any country in the world to freedom of expression and right to information and is a tool to support democracy. Media education is recommended for implementation in the national curriculum of all states in the system, non-formal education and training throughout life [5].

The basis of the method of the study was accepted definition of media education proposed by UNESCO. According to the recommendations of the generalized nature of the organization of media educational program seems to provide students the tools necessary for the formation of critical perception and expression. Media education affects virtually all types of education: intellectual, moral, aesthetic, legal, environmental, etc. Obviously, the main functions of the individual creative assimilation of social experience and the inclusion of a person in the system of social relations are the basis of the program «Intelligent Nation» and the social experience is acquired by man, along with other sources and through the media. Therefore, media education can be implemented at all stages of the development of the younger generation, as well as in subsequent periods of life.

**Main Part:** Currently, in some countries (UK, Canada, Australia, France, etc.) there is a developed system of

media education in secondary and higher education institutions. In some countries, media education is integrated into school subjects and in Australia; for example, the study of it begins in the preschool years. In 1987, the European Council adopted the «Resolution on media education and new technologies», where media education was given great importance: «Media education should start as early as possible and continue all the school years as a compulsory subject for study». Unfortunately, in the Kazakh education remain open questions of professional media educators. Possible to identify some key aspects of the review of media education: first of all, it certainly is a branch of science teaching, developing the theoretical issues of training adequate interaction with the media environment and secondly to consider the content of media education as a form of educational activities aimed at the formation of media literacy in a variety of target classrooms and finally, as a separate research and theoretical and methodological section of social sciences and the humanities, the essence of which is the knowledge about the functioning of the media in modern society, as well as the skills to work effectively with media information in context interdisciplinary methodology.

There are several sections of the scientific knowledge of judging the degree of development issues in the domestic and foreign literature. This, above all, the theory of media culture, a set of social studies of communication. The problem of the mass media and popular culture as a consequence of its social and cultural product firmly within the scope of research in the first quarter of the XX century. However, the ideas about culture, played in the ordinary human mind, for the most part the texts of the media is the most widely used until much later. In the second half of the twentieth century idea of ??the means of communication as the most important conductors of cultural contexts, social and educational patterns led to the complete consolidation of the concept of «media culture». This complex of problems analyzed in the work of Mole [6-9]. New types of media in the social and cultural aspects were considered by authors [9-13]. The study of the problems of global changes in society, involving information and the actual material of the periodization of technological paradigms, has a rich tradition in the concepts of post-industrialism. Among the authors are concerned with these issues should be called D. Bell, P. Drucker, D. Riesman, H. Kahn, R. Katz, M. Castells, M. McLuhan, Y. Masuda, M. Porat, T. Stounera, D. Tapscott, Alvin Toffler, H. Schrader and others. The problem of the interaction of media and the

younger generation of devoted study O Baranova, E Bondarenko, I Weisfeld, M Zhabskogo, L Zaznabin, I Levshina, S Penzina, G Polichko, A Spichkina, G Usov, N. Usov, A Fedorov, A Ball and others.

General analysis of the current state of media education also allows you increased the current number of information resources devoted to this issue. The key web portals can be called «open digital libraries» Media Education »(<http://edu.of.ru/medialibrary>), site of the «Information for All»([www.ifap.ru](http://www.ifap.ru)), site of the Association for Film and Media Russia, the Professional Council of Teachers of Western Australia, as well as institutions such as the Alliance for Civilizations Media Literacy Education Clearinghouse, Council of Europe Education for Democratic Citizenship and Media Awareness, Euro Meduc, European Exchange Network for Media Literacy, Media Awareness Network, Mentor Association. The novelty of this study identified the need for the first time in Kazakhstan's science in detail and comprehensively analyzes the process of development of information society in Kazakhstan from a position of identifying features and future directions of media literacy and media education in the context of the formation of the intellectual potential of the Kazakhstan society. Interaction and mutual influence society and the media in Kazakhstan. One of the most influential social theorists, addressing the role of the media in the culture - Pierre Bourdieu in his work «On Television and Journalism», defining the essence of the «power of journalism», says that the object of research interest should be at the «power of journalist» - and certainly not as a journalism «fourth Estate» - but the power that the mechanisms of the field of journalism, increasingly subject to the requirements of the market (readers and advertisers) have, first of all, to journalists, then, are not without their participation in the various fields of cultural production: legal, literary, artistic, scientific [8]. Thus, from the point of view Bourdieu requires an examination of the structural influence exerted by this field, in turn subordinate to the pressure of the market and as a consequence of more or less strong changes in power relations within the various fields produced effects in the phenomenologically very different universes.

In addressing the problem of interaction between society and the media has a particular relevance analysis of these issues in the public opinion of journalists. Based on data from an expert survey of journalists in the first place may be noted that more than half of the respondents (58.7%) believe that the Kazakh media generally dependent. «Independent media» - so says 24.4% of

Kazakh journalists and another 12.1% believe that they can be called as independent media and independent media. The issue of ultimate control over the media has also been clarified by the answers to the question of how is it possible to say that the media, in which you work, directly represents the interests of any political association, the administration, influential commercial structures? The results show that only a quarter of respondents are willing to say that the media in which they work is not an expression of one's interests. In general, the position of the respondents on this issue as follows: «Yes» - 44.1 % «Do not know» - 30.9% «No» - 25.0%. At last follow-up question that reveals the theme of media relations with various social institutions in the aspect of the analysis of the question of the independence of the media in this study was the question –«Do you believe that the subsidy (subsidy) media leads to the dependence of the media from the government?». In this issue clearly highlighted the dominant position to which respondents agreed with the allegations. The answer is «Yes» to the question is whether the subsidy (subsidy) to the dependence of the media have chosen 68.6 % of the respondents. Do not agree with this statement 26.1 % of respondents. Difficult to answer - 5.3% [9]. Increasing the competitiveness of Kazakhstan's media, especially in the regions affected by many factors, including the professional development of journalists, acquisition and preservation of the independence and the orientation of the maximum adequacy, completeness, objectivity of information as a particular form of implementation of the strategy of information society or the «knowledge society». Media, journalism, journalists and above all, the most important component of social interaction. It is precisely point that «if philosophy - self-consciousness of the human culture, journalism - a representation of society and the individual about themselves [14].

Specifying the problem of correlation between media and society, as the object of their communicative activities can be noted that with some refinements of almost all of the respondents answered that the publication in which they operate is (37.2 %), or trying to serve (15.7%) the interests of readers. Another 39.5 % of journalists have selected some ambivalent –«fifty-fifty».

However, at the same time - 5.8 % of journalists say that the media, in which they work, do not focus on the implementation of the interests of the readers, the inhabitants of different regions of Kazakhstan. Answers to the security question –«Do you agree with the statement that the local media in general serve the interests of the

audience in terms of providing a full and objective information to consumers» showed that only 46.5 % of journalists believe this statement valid and agree with him.

Continuation of the theme is to determine the opinions of experts on the degree of correctness and objectivity of the information provided by the local media for political, social, economic and other problems of the region. According to experts, the degree of correctness of presenting information directly depends on the nature of the publication. So says 56.9 % of respondents. In 12 % of the questionnaires, as has been done - plus «and the professionalism of journalists».

As part of any communicative interactions are possible crisis. In the social structure of any type is always a cause for conflict, as from time to time it flares up competition of individuals or subgroups over scarce resources, prestige and power. On the background of the large role that the whole media technologies in general play in the modern world, their role in the deployment and dynamics of crisis situations can be potentially high. Positive or negative role played by the media in crisis situations should identify the appropriate component of the study.

The study produced the following results:

- Media (at least public) are required to more fully cover the development of certain processes of crisis - 63.9 %
- Sometimes the media plays a negative role - 18.6 %
- Media cannot have a significant impact on the development of the crisis processes - 12.7%

An interesting comparison during the study with the results of another expert survey conducted in 2008 in the southern regions of Kazakhstan among law enforcement officials, who were asked the same question. In the same period and held a public opinion survey on the problems of social conflict.

Based on these results a positive influence of the media in addressing social conflicts in question in 43.2 % of expert profiles (law enforcement officials), as well as ¼ of respondents' answers. Kazakh media is not able to provide any significant impact on these social processes considers tenth part of experts and an even smaller number of participants in a public opinion poll - 6.8%. It should also be analyzed separately answer –«The media (at least public) are required to more fully cover the development of certain processes of crisis. «This position was marked by 65 % of Kazakhstan, but the expert opinion

here was much more reserved - 34,5 %, i.e. almost twice smaller [7]. The needs and priorities of media self-regulation. The conventional definition of the media as the «fourth power» takes on new meaning in the changing space of contemporary culture. It is the role of the media in shaping the identities of the post-industrial world, makes the question of the social responsibility of the media is not an academic issue and a pressing practical need that requires purposeful action. As noted above media are the most important agent of socialization. Possible to note that the current stage of research issues of social responsibility of the media associated with the formation of diverse and often conflicting concepts that characterize the mechanisms of influence of media on society. The first example is the theory of selective exposure, which claimed that the audience can not represent a kind of mass uncritically receptive information. As part of this research paradigm Lazarsfeldom P. [11], Berelson B. and G. Godet [1] established the presence of a two-step flow of information and put forward has found empirical support for the hypothesis that the message reaches the audience the message first «opinion leader» (the most respected member of the group) within the group and then through it the other members of the group. This idea was continued in the application «of the theory of information barriers» developed by K. Levine [12] and is related primarily to the selection of news. It is based on the assumption that the flow of information through various channels of communication depends on the presence of these «gates» (similar censorship). We should also mention the theory dubbed the «spiral of silence / silence» by E. Noelle - Neumann, revealing the so-called "paradox of voting", according to which many do not participate in the election, because they believe that their vote is not decisive [15-17].

In the context of identifying dependence of mass communication from the broader social environment has been developed theory of diffusion of innovations. The theory of diffusion (spread) of innovations developed by E. Rogers in the 60th the last century. Diffusion is understood as the process by which the innovation apply society through communication channels within a certain time. Diffusion of innovation may be of planned and spontaneous in nature, but in any case it leads to social change. The most effective tool for disseminating innovations is the media [6]. It should also be mentioned in the test context of the theory of culture developed by J. Gebnerom, which studied mass communication as a «cultural indicators». Mass media are considered as a whole as a means of cultivating attitudes

and values ??that already exist in the culture. According to this theory, for example television as the most influential component of telecommunication technologies is neither a window to the world, nor a reflection of the world, but rather organically independent world to which viewers are regularly traded, but refer to it uncritically. Media form a definite image of the world, which may be exaggerated some value judgments, ignored others, exaggerated mythical dangers and relegated to the background the real threat [2]. Various aspects of the problem were discussed in the theory of distortion of news, formulated W. Lippman [13]. It emphasizes the fact of symbolic and mythological structure communicative space that mediates the objective reality that is not so much the media inform people or make them think how much shape their attitude to events.

As far as multi-faceted impact of mass communications in modern society can demonstrate and functional analysis. Back in the mid-twentieth century H. Lasswell identified three main functions of mass communication:

- Review of the world (information function);
- correlation with the social structures of society (management function) ;
- transmission of cultural heritage ( cognitive -cultural function, the functioning of succession crops) [3]. A little later, K. Wright revealed another function of mass communication - entertainment [16, 19]. Initially, 1,980-x's. Mass Communication Specialist D. Mc Quail [4] called another function of mass communications - mobilizing, referring to the specific tasks that perform mass communication during various campaigns, more often - political, at least - religious. Modern information situation requiring corrective action on the part of civil society, shows that as the most effective forms of critical evaluation of the media appear inside «qualifications». Those on closer examination may find two - from the perspective of consumers of mass media (media literacy) and the part of the creators of media content (self-regulatory media). Formation of the latter due to the closer cooperation of the journalistic community with the human rights community and the civil society. Without such cooperation, the journalistic community will not be able to emerge as the largest media structure that can lead an independent information policy. «Editors who think that they can claim themselves to listen to readers or viewers, not appointing a special officer for this, just fooling themselves» [10, 20].

The obvious question is - is there a need for the establishment and maintenance of internal self-regulation of media institutions in Kazakhstan? Expert survey Kazakh journalists showed that the opinion of journalists on the need for public control over the activities of the media were divided between the response options «no» - 33.1% and «desirable, but not necessary» - 30.8 %. Affirmative answer to this question 25.5 % of respondents. It is also possible to note the following conclusions drawn from the results of research concerning the control over professional ethics of journalists.

### **CONCLUSIONS**

Today we are again at the choice that is in the area designated by us theme. What's more important? Debate arose in connection with a joint partnership work with UNESCO and their explanations. Necessary here to deal with the definitions, see the experience the west and east, the experience of Russia and former Soviet countries. By creating a Facebook group together «Media and Information Literacy» - MIL, which quickly got interested persons from Kazakhstan and Russia mainly, we began to share the available material, to share experiences, provide the necessary references to the literature and new themes, organization of conferences, seminars, workshops, round table on the topic of the study. In media literacy includes early childhood education, school, training young people and others. Today, it should be noted that in Kazakhstan there are only approaches to media literacy. Of course, there are absolutely no educational pre-school and primary school children. Through computer classes and teachers in the school is a definite learning new media, but, of course, in scanty amount. The modern student is trained independently too many new technologies.

Another challenge will educate, train, show, do, help, inspire our youth to new media. All of this will work for the benefit of society and young people. Media education is designed for future journalists - bachelors, masters, PhD. For young journalists as professional development. This training and retraining (journalists, executives, managers of different levels, professions related to the mass media).

Confusing or ignoring of media literacy and media education, we do not pay attention to the urgent need to introduce media literacy among the population and, above all, among young people [19].

UNESCO has developed and introduced in 2008, the international standards of journalism education. Bologna

countries have pledged to bring them anywhere and everywhere. However, each country has its own standards of journalism education and post-Soviet countries are not in a hurry to part with their teaching methods, regardless of whether they have entered into the Bologna process or not.

In addition, the constant debate among experts about the need for journalism education add fuel to the already hot atmosphere. Some say that it is better to get an education and then learn the art of master's in journalism, others stand on the strength of higher journalism education, are certain examples, of course, positive or negative properties of who is beneficial. We note the following. By signing the Bologna Convention, we are obliged to comply with them. In addition, in the interests of undergraduate and master's degrees in order to bring its standards to any journalism student was able to learn from anywhere in the world by international standards. Work in this direction is at the Faculty of Journalism of the Kazakh National University. Al-Farabi. Naturally, with the invitation of experts from all over Kazakhstan. There is a site which displays six programs in the Kazakh language and 10 programs in Russian journalism - <http://www.modelcurricula.org/> [14]. These programs can take safely and educate students. But it should be noted that a thorough examination is necessary and, above all, the name of the subject and its relevance to journalists. Afterwards, a thorough examination of the very nature of the subject. All of the above seems to be «narrow», crucial issues of media literacy and media education is a matter of national security in Kazakhstan. We must educate ourselves and educate, especially the younger generation of the country, otherwise we will do it for others.

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