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Social Media in Education: Experience of Kazakhstani University

Abstract

The purpose of the study is to investigate social media in higher school of Kazakhstan and offer ways to develop the methodology of social media strategy of the university, media education and media competence as premises to meet requirements of global competitiveness in the post industrial society and digital era. The methodology of the research is based on conceptual statements of media education and personality development. Methods of empirical research have included synthesis of domestic and foreign experience, comparative analysis, a scientific experiment based on observation, questioning, and statistical processing of materials of research. As results, the methodology of the social media strategy of the university, the pedagogical aspect of phenomena of the media environment, media education, and media competence is done.

Keywords: media education, media competence, the social media strategy of the university.

1. Introduction

The article s dedicated to studying of social media usage in Kazakhstani University. The purpose of the research was to analyze an experience of higher education of Kazakhstan in terms of post-industrial society.

Objectives to reach the aim were social media in higher education and some world experience, social media in Kazakhstan, methodology and findings, development of media education, media environment, and media competences.

The problem of higher education of Kazakhstan in nowadays is to increase the competitiveness of students for the new digital era.

The strategy of media education, media environment, and media competencies for International IT University was done.

2. Higher education of Kazakhstan and post- industrial society

The higher education (HE) of the Republic of Kazakhstan is presented by 125 structures, including the universities, institutes, and academies with 477, 074 number of students and 38, 241 faculty-teachers. The coverage the Kazakhstan higher education is 48%. The graduation of specialists makes 161,000 and 147,000 in the 2010-2011 and 2015-2016 academic years respectively. The directions of training involve 12 of them, including education, humanities, natural, technical, military, and social sciences, the jurisprudence, arts, services, veterinary science, and health care [1].

The purpose of the strategy of HE of Kazakhstan up to 2020 is to increase the competitiveness of education, development of the human capital by ensuring availability of quality education for the steady growth of the economy. Among objectives of the Strategy is the achievement of the highest level of the education's quality in order to satisfy requirements of the labor market, tasks of industrial and innovative development of country, individuals, and correspond to the best world practices in the field [2].

Nowadays HE of Kazakhstan meets the trends which are common in the terms of globalization and post-industrial society. Among the general tendencies of world development, the transition to the information society is the most significant.

It is well known that the theory of information society supposes:

1. The fundamental principle of social progress is not financial wealth, but knowledge and technologies in accord with the economy reoriented on satisfaction of cultural requirements.
2. The speed of information consumption and its updating will be increased in social development.
3. Mass media is the main mean of global leadership achievement.
4. Communication represents "a key element of the information society"[3].

James Martin has made an attempt to allocate and formulate the main characteristics of information society by the following criteria.

Table 1. Criteria of the information society and their main characteristics

The criterion	Content
Technological	A key factor is information technologies which are widely applied in production, institutions, an education system and in life
Social	Information acts as an important stimulator of change of quality of life, "information consciousness" at broad access to information is formed and approved
Economic	Information makes a key factor in the economy as a resource, services, goods, a source of value added and employment

Political	The freedom of information leading to the political process which is characterized by the growing participation and consensus between various classes and social groups of the population
Cultural	Recognition of the cultural value of information by means of assistance to the statement of information values for the benefit of the development of the certain individual and society in general

So, in post-industrial society education plays a key role. The practice of the world universities witnesses that the external environment's factors have been changed as founders of information society's concept predicted. Now any society is experiencing the following changes at the modern stage:
• Structural changes in the economy, especially in the sphere of distribution of labor.
• The increased awareness of the importance of information and information technologies.
• The growing awareness of the need for computer literacy.
• The wide circulation of computers and information technology.
• Development of computerization and informatization of society and education [4].

As it is well known, Schumpeter distinguished six waves of innovations or technological ways. The fifth wave of innovations, lasting 1990 for 2020, is based on further use of the computer and the related technologies. Evolution of the computer has taken place stages from the computer to artificial intelligence. The big practical importance is gained by work with information, her storage and transfer on communication channels.

Emergence of information systems, development of the Internet, investments into infrastructure and services were factors of growth of the information and communication technologies (ICT) and development of information services and new fields of activity: e-mail; search engines; social networks; electronic commerce; electronic government; internet marketing; Internet banking; Internet journalism; online training. Further evolution of computer technologies of information processing leads to two of types as the analog technologies and the digital technologies. Both of these types have both advantages and shortcomings. However, the popularity of the second type is explained by bigger reliability and the possibility of program processing of digital technologies.

3. Social Media in education: experience of Kazakhstani University
3.1. Social media in higher education: some world experience

Social media is about collaborating, networking, sharing and generating knowledge and content, and all of these features are of great value in the context of higher education [5].

Faculties are increasingly interested in the social tools available to facilitate engagement and encourage learning. In a survey by Babson survey research group and Pearson, 4,000 teaching faculty from all disciplines in higher education,

representing U.S. higher education professors, examined both the personal and professional impacts of social media.

Table 2. Personal and professional impact of social media in higher education

The learning environment and today technologies					
Do online and mobile create better?				Yes	No
				59%	56%
What impact has today's technology had on faculty-student communication?				87.9% increased 16.65 no impact 4.4% decreased	
The use of social media in teaching					
The use of social media in teaching				41%	
How frequently are blogs and wikis used in teaching?					
Blogs and Wikis 28%	Podcasts 19%	Linkedin 10%	Facebook 8,1%	Twitter 6%	
How are faculty asking students to engage with content?					
Blogs and Wikis: Create-85% Ad comments-80% Read, watch, listen-75%	Podcasts: Create-25% Ad comments-26% Read, watch, listen-75%	Linkedin: Create-3% Ad comments-4% Read, watch, listen-5%	Facebook: Create-16% Ad comments-18% Read, watch, listen-18%	Twitter: Create-5% Ad comments-5% Read, watch, listen-6%	
Existing concerns about the use of social media in education					
The number one concern of social use is the integrity of student submissions				72%	
The number two concern is privacy				63%	

Note: Designed by the authors based on source " [6].

According to the report, key findings were:
• Faculty in the Humanities and Arts, Professions and Applied Sciences, and the Social Sciences use social media at higher rates than those in Natural Sciences, Mathematics, and Computer Science.
• 64.4 percent of faculty use social media for their personal lives, 33.8 percent use it for teaching.
• 88 percent of faculty, regardless of discipline, reported using online video in the classroom.
• 41 percent for those under age 35 compared to 30 percent for those over age 55 reported using social media in their teaching.
• Blogs and wikis are preferred for teaching, while Facebook or LinkedIn are used more for social and professional connections.
An examination of the influence of social media and academic performance of students at the

University of Lagos was done by Osharive, Peter. This study revealed that social media have benefits and can be used appropriately to form online communities in order to plan for a project, have group discussions about class material, or use the Social networking sites(SNS) as a way to keep in contact when a student who has been absent needs to be updated on current academic information [7].

3.2. Social media in Kazakhstan

Since 2000 a rapid growth of social media in Kazakhstan is derived from the following factors:
• Rough introduction of the new information and communication technologies (ICT).
• The increased competition from foreign media.
• The advent of new speakers, telecom operators in the country.
• Gradual transition to digital standards of broadcasting.
The number of Internet users has increased by 141 times in 2016 in comparison with 2000.

Table 3. Internet users in Kazakstan, 2000-2017

	2000	2009	2012	2015	2016	2017
Internet users	70, 000	2,300,000	8,700,000	9,725,000	9, 900,000	13,898,800

Research done by the Agency of "Media Systems" revealed that the most popular social networks is VKontakte followed by Instagram, MoiMir, Facebook, Odnoklassniki, and Twitter.

Table 4. General characteristics of the most popular social networks in the Republic of Kazakhstan

Social Net	Number of users	Gender,%		Age	Message per month
		Female	Male		
VKontakte	1,945,000	53,9	46,2	< 18	45 000 000
Instgram	1,336,000	71,9	28,1	24-34	na
MoiMir	155,300	59,5	40,5	35-44	na
Facebook	125,800	60,3	39,7	25-34	na
Odnoklassniki	69,300	74	26	> 25	na
Twitter	16,600	48	52	na	na

Note: Designed by the authors on data of source 7.

So, 3,648,000 of the population of Kazakhstan have used social nets /least once in a month and have become the active users [8].

According to research, 21 % of respondents spent 21-25 hours online every week while 6-10 hours of usage is responded by 20 % of respondents. Regarding the usage of international networks, 21% of respondents spent 21-25 hours on international social networks while 19% of respondents spent 16-20 hours on international social networks.

According to the analysis of media consumption of TNS, the Internet is usually used for work with e-mail, information search and viewing of news. Besides, movies are watched by 54% of users, music is listened by 43.9%:

• Electronic mail-67.9%.
• A search of information-59.8%.
• Movies search-53.9%.
• Viewing of news- 48, 8%.
• Listening and subscribing of music- 43%.[9]

As for the purpose of visiting the Kazakhstan social nets, the most share has belonged to Socialize-35%, Stay up-to-date with friend's life – 32%, Share experience- 29%, Get feedback and opinion- 27% and 25% respectively, Entertain – 23%, and Find of some information- 19,5%.
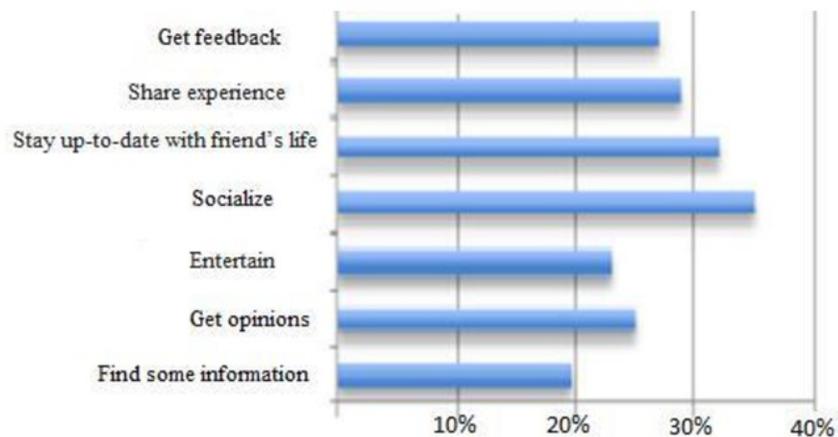

Fig.1. Purpose of social nets usage in Kazakhstan [10].

According to experts, Faculty members of Kazakhstani universities occasionally use technical means of training, the media equipment, have no own skills of work on the Internet and social media haven't become the tool of competitiveness of university's activity, students, and academics in Kazakhstan. They recommend developing the independent critical thinking in relation to mass media, acquiring the practical skills in the detection of false data and distortions in the obtained information, deepening skills of protection against the manipulative influence of mass media, enriching the social experience of the audience in practice of communication with printed and electronic materials.

3.3. Media education and media competence

Mass media are used widely by many people in different purposes. At the same time, mass media create a special information field which can influence on moral, social, intellectual, cultural interests and values of each person. The huge number of information has used by any of us, and its volume constantly increases. It is hard to imagine life without ICT, mass media, and different gadgets. Media information is capable to impact on all parts of the human body in a positive and negative sense.

Need of skills of information perception, ability to truly understand values of audiovisual images, freely handle information streams and to be guided in them is obvious. All these called a necessity of media education. Usage of media education's methods in daily practice is a premise of students' media competence development.

UNESCO states that media education is a part of the certain area of the pedagogical theory and practice for fundamental training and obtaining practical abilities via the modern means of mass media. Since 1960s UNESCO supports and advances the concept of media education to develop communication culture, creativity, critical thinking, ability of full perception, interpretation, analysis, assessment of media texts, training in various forms of self-expression by means of the media equipment [Media, 2016]. The media literacy helps to use possibilities of an information field − television, radio, video, cinema, the press, the Internet [11].

UNESCO recommends the following foundations of media education development:
• how to analyze, critically comprehend and create media texts;
• how to define sources of media texts, their political, social, commercial and/or cultural interests, their context;
• how to interpret the media texts and values extended by media;how to select the relevant media for the creation and distribution of own media texts and finding of the audience interested in them;
• how to have an opportunity of free access to media, both for perception, and for production [12].

Media education develops the skills of students so-called "media competence" which leads to "media competence of individuality". American media teacher of Baran S.J. has offered a classification of media competence of the personality:
• knowledge of specifics of various media language and ability to understand their influences, irrespective of media texts complexity;
• ability and readiness to make effort to perceive, understand of media text contents and to filter "noise";
• ability to distinguish the emotional and reasoned reaction at perception to work respectively;
• development of the competent assumption of the media text contents;
• knowledge of conventions of genres and ability to define their synthesis;
• understanding and respect of force of influence of media texts;
• ability to reflect on media texts critically irrespective of how influential sources are [6, with. 33-34].
The following indicators of media competence of the modern teacher are defined:

• motivation -motives of media educational activity, an aspiration to an improvement of the knowledge and abilities in the field of media education;
• information -level of knowledge, pedagogical knowledge in the field of media education;
• methodical-methodical abilities in the field of media education, the level of pedagogical virtuosity;
• practice-oriented activity-quality of media educational activity in the course of studies of different types and research media pedagogical activity;
• creativity- level of the creative beginning in media educational activity [4, with 27].

3.4. Methodology and findings

International IT University (IITU) being one of Kazakhstani leading technical universities has objectives to prepare competitive specialists in IT, IT economics, e-journalism, and project management majors. To understand what media competence the students of the university have the following activities were done.

Forty students of Master's Project Management Program of the 2nd year have been involved in a scientific experiment on the basis of media competence indicators of the modern teacher. The purpose of this activity was to find media competence and ability competently usage of multimedia technology in future professional activity. At the 1st stage of experiment creative tasks and tasks in a test, the form was offered to students. Media biographic method; method of the narrative analysis of the media text; search activity; observation; questioning have been used. The purpose of the second stage was to increase the level of media competence of students, future scholars, and teachers.

During the semester within the discipline "Project management," students have:
• learned to search for necessary information for the solution of educational, research and professional tasks from domestic and foreign sources of global networks of the Internet;
• studied possibilities of use of multimedia of technologies in studying and teaching English;
• learned to work with electronic dictionaries and other electronic resources for the solution of professional tasks;
• learned to estimate the software and the prospects of its use taking into account solving professional tasks;
• learned to create the presentation on various subjects and aspects in the English language.

The experiment allowed increasing the level of student's media competence from 7 percent to 23persent depending on indicators (Fig. 2).
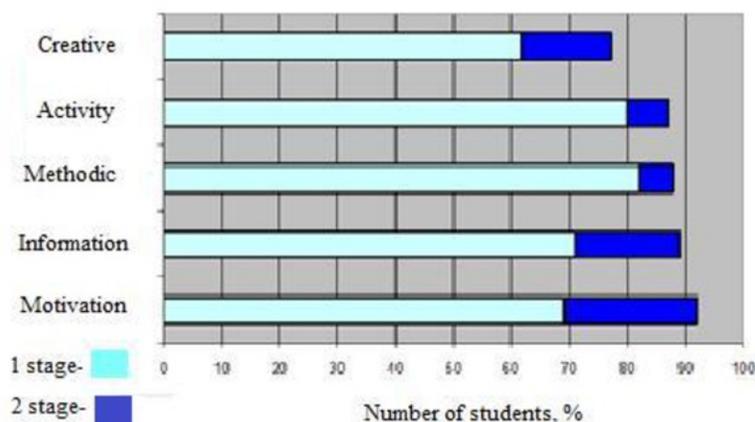
Fig.2. Indicators of media competence of students at different stages of an experiment

Findings of the experiment show that the level of motivation and information indicators has been increased essentially in comparison with other indicators due to the following reasons:
• Acquisition of new knowledge, abilities, and skills in the field of interaction with multimedia.
• Intention to use the gained knowledge and skills in future pedagogical activity.

Creative, activity and methodical indicators have raised not so considerably, however most of students have reached high level because they have already studied such discipline as "Pedagogy and Psychology", had the pedagogical internship and knew how to organize methodically any lesson with application of multimedia.

Besides the experiment analysis of social networks used as means of student's professional competences development was done.

The most popular social networks are remained VKontakte and Instsgram for students of IITU. Interviews of students allowed concluding that VKontakte and Instsgram bring the opportunities as follows:
• An opportunity to ask a question for interaction between the teacher and the student.
• An informal communication, discussions, and implementation of joint projects. An interaction "the student to the student".
• Communication between the student and people who aren't entering into group of training of professional competences "the student and society".
• Space of management of training process.
• "Bulletin board" or the placement of organizational information on events within educational and extracurricular activities of group of students.

Professional media competences were categorized as it is shown in the table below.

Table 5. Types of activities and their competences

Type of activity	Competence
Vide records	Communication, and Research competences
Documents and files	Information competence
Groups	Communication, Research, Procedure, Information competences
Surveys	Communication, Research, Procedure, Information competences
Friends	Communication competences
News/Tape	Communication and Information competences
Bookmark	Communication and Information competences
Wall (user page)	Information competences

3.5. Strategy of the university for media education, media environment, and media competences

International IT University (IITU) has own mission, vision, and strategy to develop a unique environment for creativity and personal development and to be competitive in Central Asia through improvement of the educational process and commercialization of University activities.

Table 6. Strategy of IITU development

The University mission	We provide a unique environment for creativity and personal development!
The University vision	By 2020 IITU will have joined the top global research universities training certified international IT-specialists through its college-bachelor-master-PhD programs and become ICT innovation and research center.
Strategic direction	
Improvement of the educational process	Goal: Establishment and development of the University academic structure, which will improve the effectiveness of teaching quality and students' performance. Objectives: 1) formation and development of the tree-level education: Bachelor, Master and Doctorate; 2) promotion of academic freedom; 3) becoming one of the leading universities of the former Soviet Union in ICT; 4) effective interaction with potential employers.
Central Asian leadership in ICT innovation and science	Goal: Achievement of the global research university status in the long term, aiming not only to generate new knowledge, but also its dissemination and implementation through innovation. Objectives: 1) formation of innovation and research infrastructure; 2) stimulation of innovation and research activities among students and teachers of the University and deepening students' understanding of core competencies in research and innovation through the relevant practice; 3) involvement of ICT manufacturing companies, including JSC "Holding" Zerde " in the University innovation and research activities; 4) creation and development of scientific and laboratory facilities; 5) formalizing the results of research and development intangible assets (patents, licenses, etc..) and their commercialization; the University entry to the ICT cluster

Commercialization of University activities	Goal: Achievement of the stable financial condition ensuring the sustainable development of the University. Objectives: 1) diversification of the University activities; 2) increase and development of funding sources. Key performance indicators: 1) total amount of received grants from budgetary sources; 2) the annual total income of the University; 3) the share of income from commercial activities in the total income of the university.

Most of directions to improve the educational process have been implemented. The new wave of progress seems to be connected with creating media environment, media education, and media competencies both of students and faculty members.

Based on advanced world practice [15]it is recommended to develop three strategies for IITU managerial one based on axiological approaches to create media environment.

The 1st strategy is:

• To organize all accounts with a social media management platform- To give for different departments' autonomy while giving your communications team a central view of all university communication on social media

• To design a social media policy and a process for departments and groups creating new accounts- To administrate of social media by mitigating risk and creating effective social media policies.

• Create an efficient process to identify risky and off-brand social media accounts.- to automatically scan for branded terms and have a simple process in place to deal with issues.

• Set goals that rally the entire university. Old fashioned rivalry can help here such as gaining a larger digital share of voice than a competing university. Then provide comprehensive and easy-to-understand weekly reports to upper management around digital activities and progress including market sentiment, competitive analysis, and top stories.

The 2nd strategy for each stage of your student's life cycle:

• Prospective students: what do they top interested in and how are they using social to evaluate and picture life on IITU campus? VKontakte, Instagram YouTube, and Facebook are useful here.

• Current students: Ways to connect students with different university clubs, departments, and campus life?

• Alumni: Ways to connect after graduation. They might use www. dl.iitu.kz while on campus, but LinkedIn and Facebook will likely be better long-term ways to stay connected.The University can expand to other segments such as prospective faculty, donors, government stakeholders, industry, and community.

The 3d strategy supposes planning, collaborating, and deep listening on University Open Day.

• Set up a dedicated social media clearing team to answer inquiries. Each member had specific knowledge of the student recruitment process.
• A single team leader responsible for monitoring and listening across all social channels. The team leader would then assign individual messages to the relevant member of the social media clearing team to take action.
• The inquirer received the right answer the first time in as short a timeframe as possible. On average, response times to inquiries were between two to four minutes.

Beside the strategies in the framework of the university, it is necessary to develop media education and media competency. First of all, a transformation of cognition and thinking by all participants of education is in demand, The second, revision of major programs and syllabuses requires implementation of new disciplines as Digital Marketing, Digital Business, Social Media in Education, Social Media for Business, Social Media Marketing, Business in Digital Era, etc. These disciplines being posted requisites of fundamental theories in areas allow developing theoretical and practical skills due to media competencies.

Pedagogical approaches of media competencies development suppose that:
• Students should be educated on the influence of Social media on their academic performance.
• Students should be monitored by teachers and parents on how they use these sites.
• Teachers should ensure they use social media as a tool to improve the academic performance of students in schools.
• Students should better manage their study time in and prevent distractions that can be provided by social media. There should be a decrease in the number of time spent by students when surfing the net.
• Social Networking Sites should be expanded and new pages should be created to enhance academic activities and avoid setbacks in the students' academic performance.
• The students should create a balance between chit-chatting and academic activities. More attention should be directed to research.
• The use of Social media network by students should focus on the academic relevance of those sites instead of using them for negative purposes [7].

4. Conclusion

In sum, the strategy of the university's media environment, media education, and media competence was proposed based on a study of the best world practice, development of mass media in Kazakhstan, finding of the scientific experiment on media competence development by IITU's students, categorization of mass media competence in Kazakhstani reality, and taking into account necessity to arise competitiveness of graduated specialists to meet the modern requirements of post-industrial society and digital era.

It is difficult to arrive at a generalization from this study as it draws upon a small number of respondents. At the same time, the outcome of this study would be particularly useful if universities like to extend media usage.

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