Tesiz

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HOW TO INTERGATE EDUCATIONAL GAMES IN THE MEDIA LITERACY CLASS

**A game is a space of free choice and interaction in which participants accept the rules consciously, responsibly, and with pleasure.

Game Practice in Education https://openedu.ru/course/misis/IGRO/**

What is mean ML?

Purpose:

.show that the game helps explain to children and adults in an accessible way: what is media literacy?

  show that the creation of gaming technology is creative and exciting;

create a typology of gaming techniques for media literacy;

Show the role of virtual and augmented reality, proctoring, narrative design in education.

Two notions of meaningful play:

1) descriptive – meaningful play resides in relationship btw action and outcome;

2) evaluative – when those relationships are both discernible and integrated into the larger context of the game.

Tipology of games

**Quests**

**Board games**

**Meta-games**

**Live action games**

**Quiz**

Group of Games

**The first group** of games is held in teams of 5-6 people who compete with each other in order to interestingly cover various topics:

 how to distinguish facts from opinions,

develop critical thinking,

know what fakes are,

how to distinguish information,

propaganda and advertising,

how to write text to make it more interesting for the reader.

Group of Games

**The second group** of games includes 10 creative game methods of teaching media literacy:

using several sources (creating a poster or a map),

measuring tone and language (creating icons),

using numbers and numbers (creating infographics),

understanding images (examples of image and text inconsistencies), development of multimedia skills (text, audio, video, augmented reality and 3D printing), recognition of bias (sources - articles, blog posts, excerpts from books, speeches, podcasts, radio or television programs, posters, commercials, scientific taty, videos on Youtube or short films), etc.

Group of Games

**The third group** of games is computer games. They are posted on the Internet and allow the learner to independently perform media literacy tasks.

 Ukraine - Mediasnayko <http://www.aup.com.ua/Game>

Stopfake.org,

Armenia <http://mediainitiatives.am>

Belarus http: //Mediakritika.by

Moldova <http://Media-azi>

Georgia <http://mdfgeorgia.ge/>,

 <https://www.mythdetector.ge/ka>

 **Meta-games**

In Kazakhstan, the transformational game MEDIAJUNGLE has also been created, this is a lotto game: in this game, the one who determines who is faster, where the fake news comes up, and where the real one is is won.

Now in Kazakhstan there is a large program to disseminate media literacy ideas like "Three Points", etc.

Piggy Bank of a Media Trainer

••• Digest of media literacy exercises published in the group

Exercise “Little Red Riding Hood” from different media ”helps to understand how media audiences and editorial policies affect content: <https://medianavigator.org/exercise/53>

The exercise “Is the vessel half full or empty?” Forms the skills of working with data and checking information, the ability to distinguish facts from opinions: <https://medianavigator.org/exercise/52>

The exercise “Both for Caesar and for locksmith” forms the ability to write news text, summarize material and choose the presentation of information depending on the target audience: <https://medianavigator.org/exercise/43>

The exercise "What do you call a boat ..." will form an understanding of the function of the headings in articles, teach the techniques that are used to attract the attention of the audience: https: //medianavigator.org/exercise/45

Games

Ukraina

Ukraine
Mediasnayko
http://www.aup.com.ua/Game/

Myth Detector Lab

Media Jangle

Media Jangle

Games in Turkestan and Oskemen

FUTURE

Thanks for attention!
Rakhmet!

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