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## PEDAGOGICAL AND PSYCHOLOGICAL ASPECTS OF THE FORMATION OF THE MEDIA CULTURE OF HIGH SCHOOL STUDENTS

### Abstract

This article is devoted to analyzing the importance of mass media in human life, specifically the pedagogical and psychological aspects of forming the media culture of adolescents. Currently, we cannot imagine our lives without education, science, human relations, and sources of information. The purpose of the article is to study the mastery of new digital technologies based on skills and abilities, the most important factor in the formation of media culture in an individual. Therefore, the scientific article uses content analysis of research, expert assessment, and synthesis of documents. Thus, if media culture exerts its influence not only on human life, but also on their consciousness, spiritual life, and the formation of public opinion, then, since humanity lives within the framework of media culture, it develops in a particular dimension, opening the way to personal development and influencing it. The objectives of the study will focus on creating digital literacy among high school students. Currently, school students who are proficient in these digital technologies and are quickly adapting to modern changes make up the ranks of active media users. Today's youth possess a remarkably high intellectual level, representing the generation «Z». They can quickly assimilate information, easily adapt to the digital world, and exhibit exceptional innovative abilities, freely conforming to new conditions and being highly competitive. New digital technologies also have disadvantages; however, when used properly, they can enrich our spiritual life. As a result, the culture of speech, the culture of behavior, the culture of external character and behavior, and the culture of creative thinking become the basis for the formation of a high personality. Therefore, the pedagogical and psychological aspects of utilizing digital culture effectively in education are comprehensively analyzed in the content of this scientific article.

**Key words:** High school student, personality, media education, media culture, information culture, digital culture.

### Introduction

The basis of new media is the vast amount of information accumulated by humanity. Since modern people spend a significant amount of time in the media space, the media are the primary source of knowledge and information for the population. In many cases, the media shape the image of society, determine the forms of public discussion, and impose solutions to problems. Thus, the importance of media culture in the modern information landscape and the life of an individual is increasing daily. Media culture is one of the key characteristics of the information society, actively influencing various spheres of human life, including politics, economics, and education. It is clear that this process will continue to develop and will not recede. Especially in developed countries, the development of media is accelerating and gaining great strength. Even in our country, from a working child to a stooping older man is under the influence of media culture. Taking into account this factor, the state program «Digital Kazakhstan» was adopted in our country. Its goal was to increase the standard of living of every resident of the country through the use of digital technologies. The primary objective of the program is to accelerate the country's development pace and enhance the population's quality of life, while creating conditions for the economy to transition to a fundamentally new trajectory on a digital platform. All activities and projects implemented within the framework of this program will help increase the efficiency and transparency of public administration, create conditions for employment of the population, improve the quality of education and healthcare, enhance the investment climate,

and increase labor productivity. However, in the context of the mass introduction of information technologies, the influence of the media environment on public consciousness will have not only positive, but also adverse effects. According to the American scientist Herbert Shiller, the media is a tool for controlling consciousness [1].

Today, media culture plays a crucial role in the process of globalization, specifically in creating a unified international information space, and is a significant foreign policy factor in a country's development. If we examine society, particularly its psychological aspects, it is not difficult to imagine how media culture influences public consciousness. For this, we can turn to the work of the French scientist G. Lebonne entitled «Psychology of Peoples and Mass Media». In this work, he attributed magical powers to the hearts of the masses, inciting the most terrible thoughts. G. Lebonne also concluded that the masses (society) have always been in a world of illusions and are controlled by the person who invents these illusions and inspires the masses [2].

### **Materials and methods of research**

In the process of writing a scientific article, we employed the following research methods: first, we conducted a theoretical analysis, which involved analyzing and compiling literature and scientific articles on the topic in the fields of philosophy, cultural studies, psychology, and pedagogy. Based on the data collection method, we evaluated official documents and data from the international Scopus database of scientists. In addition, we employed a methodical approach to analyzing the obtained data and synthesized it from a theoretical and logical perspective. In the course of this study, we will explore, first and foremost, the research of domestic, near-abroad, and far-abroad scientists.

In our country, the perception of world information by high school students without strong fundamental values is carried out through the formation of a modern media environment. Therefore, media culture is not only the transmission and dissemination of information; its capabilities are much wider. That is, the constructive function of the media includes developing the creative abilities of the younger generation.

However, for development through the media not to be chaotic, it is necessary to develop and introduce media literacy. Every year, the issue of the relevance of media literacy is increasingly raised. Today, to be successful, a person needs to be able to analyze the media environment, which includes the ability to work with various sources of information, search for and systematize this information, critically perceive it, and utilize media technology. Thus, we can say that media culture is an integral element of the modern global socio-cultural space. It develops in tandem with the advancement of science and forms new methods of communication. Information, with the help of the media, can travel around the globe in a matter of seconds, connecting people in two different countries with each other and opening up access to many sources of information. Now, through media tools, everyone can learn about what happened in another country, on another continent.

Media culture removes all obstacles to the spread of information. However, despite the undeniable advantages of this phenomenon in our time, it hides many negative aspects. In our opinion, the most dangerous is the manipulative effect of the media on the human mind. They never tire of creating countless simulators, false needs, and social myths that turn people into consumers. Therefore, it would not be wrong to consider media culture as a complex and double-edged phenomenon.

We believe it is necessary to establish an information media base in our country, where every piece of information is verified, accurate, and free from misinformation that can harm the human mind, and is also free from social myths. Thanks to this, we can gradually eliminate the falsehoods of media culture. Since humanity lives within the framework of media culture, it opens the way for personal development and develops to a certain extent, being influenced by it. This development affects not only the individual himself, but also the overall development of our country. New information technologies open up new avenues in the development of a

scientific society. Due to the influence of digital technology, manual labor has decreased, and the regular educational process has become shorter. These information tools, along with new technologies, have made human life much easier. However, everything has two sides, and information technology also has its weaknesses; that is, it has adverse effects on human life. First, it has an impact on the intellectual state of people. The scientist A.A. Zinoviev concludes that the widespread introduction of information technologies will not lead to positive consequences; that is, artificial intelligence will hinder the natural intellectual development of individuals. If we pay attention to the content quality of the information that people exchange with each other, more than half of it is of little to no value. In this regard, people are not interested in dialogue with one another; thus, he notes the negative impact of new technologies not only on the intellectual level of people but also on their communicative relations [3].

According to the scientist, there is a lot of unnecessary information in information sources, and it negatively affects the development of human consciousness. In this regard, it is necessary to be able to distinguish which information is deep and valuable, which is powerful, and which is unnecessary and of little importance. The issues of media culture and media literacy, which emerged during the development of science, are the focus of attention in society, as well as in fields such as education, culture, philosophy, pedagogy, psychology, and other related disciplines.

Traditional news agencies, publishing, photojournalism, and the music industry represent a diverse set of individual forms and social life. The media of the 21st century are not only carriers of information, but also a complex system of information and cultural monopolies, as well as the basis for the value orientations and preferences of the media. The phenomenon of media culture is found in the works of D. Bell, M. Castells, M. Bakhtin, M. McLuhan, V. Benjamin, J. Deleuze, R. Barth, and Yu. B. Babaeva, N. Luhmann, G. S. Melnikov, V. Kagelman, P. Copley, R. Harris, etc., researchers. The pedagogical and psychological aspects of the formation of the media culture of adolescents are also considered in the works of domestic researchers, among them A.M. Yerzhanova on mass communication and its impact on the culture of global transformation [4], L.S. Akhmetova on media education in Kazakhstan: theory and practice [5], A.E. Baimukhambetova in the context of the identity of Kazakhstan's media, the trend of modern media globalization [6], E. ZH.Masanov on the problem of man in media culture [7], P.B. Seitkazy, scientific and theoretical foundations of preparing future teachers for the educational process through the media [8], A.A. Tashetov researched the scientific and practical foundations of the use of media resources in the development of critical thinking of future teachers-psychologists [9].

Additionally, the role of socio-cultural changes in the mass media, as well as the tendency of values, norms, and psychological models to diffuse on a global scale, is often mentioned. The term "media culture" has begun to be used in a relatively proximate relationship to the scientific direction of psychology, although it has not yet fully established itself.

In domestic and foreign interdisciplinary literature, the term media culture is often used as a synonym. There is still little methodological and empirical basis for the psychological analysis of media culture issues. Under the influence of modern pedagogy and psychological research, the fields of media culture psychology and media psychology have acquired their distinct names. In the field of media psychology, terms such as information competence, media education, media literacy, and media competence were used as a basis. The psychological phenomenon of media culture is essential not only from a theoretical but also from a practical point of view. Today's globalization process has increased the relevance of studying various psychological issues related to media culture in the context of society's technologization, encompassing all the possibilities of humanity.

### **Results and its discussion**

In modern social practice, the cultural and psychological competence of an individual acts not only as a basis for the formation of media culture but also as a condition and resource for increasing the effectiveness of media education. In this case, the development of cultural and psychological flexibility as a socially significant property of an individual becomes one of the strategic goals of education, and today, we can discuss the need for specialized media education.

Let's consider a person's media education in a broad sense, on the one hand. It can be viewed as a person's readiness for behavior in a rapidly changing media culture, that is, the ability to perceive media messages, respond to them effectively, and develop certain forms of media literacy. On the other hand, media competence is expressed as the ability of an individual to be an active participant in media processes, including the owners of modern cultural media technologies. For example, it is characterized by participation in Internet communication as an active subject of virtual Internet communication.

Pop culture in today's media culture is considered an independent social object, and modern social concepts about the elements of culture can be studied. Empirical studies on the perception and evaluation of pop culture works among schoolchildren reveal a significant relationship between the functions of media culture, such as compensatory, cognitive, emotional regulation, and communicative, and the level of development of the individual's cultural and psychological competence. In turn, the formation of cultural and psychological competence is determined by the level of development of the system of social concepts about cultural objects, the transcultural specificity of the individual, and the nature of the individual's integration into the modern socio-cultural environment. By turning to the media world, the subject creates the necessary conditions for himself at present. For example, he achieves additional energetic activity or, conversely, relaxation. In this case, the cultural product of the media appears for the individual as an object of behavioral imitation, a mechanism of emotional identification. Now, attention to information and communication media as a companion to actual spiritual products has stabilized the concept of metaculture. Today's media culture reflects the social, moral, psychological, and intellectual aspects of the world around a person, as seen in traditional media and the Internet, which convey the flow of information. A set of information tools created during the period of cultural development of society, contributing to the formation of public consciousness and the socialization of a person. All types of media cover the culture of providing information and the culture of receiving it. The media culture of an individual can be viewed as a system of levels of development, encompassing abilities to read, evaluate, and analyze media texts, acquire knowledge through the media, and engage in media creativity, among other aspects. The category of culture represents the sphere of being and self-awareness created by people, serving as a source of regulation for social interaction and behavior. Culture and communication relations involve cultural interaction, which consists of three key elements: firstly, an act of communication that requires a sender of the message, secondly, a channel through which the message is transmitted in time and space, and finally, a receiver who receives and remembers the message. Scientists A.K. Kovalenko and V.Yu. Borev, in their scientific works, consider heritage as a process based on objective-historical and social needs, which contributes to the socialization and growth of the individual's culture [10].

Many researchers describe the types of communication in the history of culture, ranging from tactile and oral to written and printed, as well as audiovisual. One of the foundations of modern cultural studies is the concept of media culture, which was introduced in the context of the information society to describe the interaction between culture. In sociology and cultural studies, such concepts as «mass media» (MM) and «mass communication tools» (MCT) are widespread. In Western studies, the term «mass media» is used. «Media» is a term of the 20th century, introduced initially to designate any manifestation of the phenomenon of «mass culture», allowing researchers to reconsider the history and theory of culture using new terminology. The emergence of a new phenomenon led to the formation of modern «art criticism», the functions, activities, and status of which are much different from the previous

ones. The study of processes occurring in the media space becomes an essential part of entering the world of media culture. V.S. Stepin, viewing a person as a product of culture, notes that «he becomes a person only through the assimilation of social experience given in culture, such assimilation is carried out in the process of psychology, pedagogy, socialization, teaching and upbringing» [11].

Today, the values of civilization are the cornerstone of human culture, because the potential of civilization is everything reasonable, logical in humanity, from «pure reason» to life, from coercion to freedom, from the mass to the creative individual - this is the nature of the media that is preparing for civilization. According to the philosopher V.V. Mironov, culture is a type of activity in the formation of material and spiritual formations [12]. Its elements include social values. Despite their abstract nature, they are implemented in the form of tradition and mentality. As V. Mironov noted, culture has two opposite properties: it consolidates specific values as the dominant culture, and at the same time, it adapts to changes in the social environment over time. According to postmodern theory, culture can be interpreted as a semiotic system, that is, a system of particular meanings, symbols, specific meanings that are understandable to the bearer of culture through the process of redistribution of cultural heritage, or in other words, a system of specific meanings, symbols, particular meanings embedded in the text. The assimilation of an alien culture involves adapting to its code and meaning. Modernist culture was based on manuscript and printed culture, but these methods were not the primary focus of culture; instead, the text itself was the primary concern.

As a result, modernist classical culture was characterized by quality. Modernist classical culture facilitated the emergence of classical national cultures that possessed integrity, completeness, self-sufficiency, and their unique characteristics. Modernist culture is often divided into two distinct categories: elite culture and mass culture. Elite culture is the core of classical culture, which is the carrier of traditional values of a particular society, while mass culture refers to the values, norms, and cultural codes characteristic of the masses. Classical culture had powerful defense mechanisms that could withstand external influences. If we follow M. Real's work «Research on media culture. Communications and human values», then one of the last bright phenomena of classical modernist culture was the first Olympic Games organized by P. Coubertin. They proclaimed the following principles and values, striving for rational, intellectual, physical, and moral perfection: process, high art, democracy, science, and technology. In general, modernist culture was characterized by the following values: the scientific method, innovative ideas, industrialization and urbanization, education, and formulated social ideals. A new postmodern culture, which manifested itself after its completion, clearly manifested itself [13].

Media culture is one of the main determinants of the values of modern society. N.B. Kirillova, media culture refers to a set of information and communication tools developed by humans throughout cultural and historical evolution, contributing to the formation of public consciousness and the socialization of individuals. All types of media (audio, print, visual) include the culture of transmitting information and the culture of receiving it, media culture can also be a system of individual development levels capable of reading, analyzing and evaluating media texts, engaging in cultural creativity, obtaining new knowledge through the media, etc [14]. Media culture is one of the essential links in the modernization of modern society. From the perspective of media culture, domestic researchers B. Nurzhanov and A. Erzhanova [15] examine modern mass communications in the context of globalization, while R. Nurtazina examines them [16], and the information and communication space of post-industrial civilization is analyzed and scientifically assessed in the works of R. Sartaeva [17].

In modern social practice, the cultural and psychological position of the individual serves not only as a basis for developing media competence but also as a condition and resource for

enhancing the effectiveness of media education. In such situations, the formation of the cultural and psychological properties of the individual as socially significant has become one of the strategic goals of education. Today, we can discuss the need for specialized media education. Let's consider the media education of a person in a broad sense, on the one hand. We can examine a person's readiness to behave in a world characterized by changing media culture, specifically their ability to perceive media messages, respond effectively, and develop certain forms of media literacy.

### **Conclusion**

In the social environment, it is as relevant as possible to determine each person's attitude towards the media world. One of them is media literacy and media culture. The pedagogical and psychological aspects of forming the media culture of high school students include mastering the language of digital media, as well as learning methods of communication based on non-verbal forms and utilizing modern information technologies.

Media literacy, which emerged as a pedagogical direction that supports the study of the fundamental principles of mass media, has gained the status of a socio-cultural phenomenon that affects every person living in the information age. Summarizing our thoughts, we make the following important recommendations:

- In the process of globalization, a new face of human culture is being formed. To create cultural models within the personality for this new culture, it is necessary to introduce special courses into the school's educational process.
- The contradictions of globalization in the field of modern culture require strengthening the practice of preserving national traditions as a social phenomenon.
- Introduction of pedagogical and psychological prevention in the preservation of the national image of adolescents as a special course in educational institutions.

It is of great importance to introduce such requirements and rules at all stages of the education system. This is because the influence of media pedagogy and media psychology is increasingly being developed to protect and prevent the harmful effects of media on children's lives, which are causing great resonance in society.

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## ЖОҒАРЫ СЫНЫП ОҚУШЫЛАРЫНЫҢ МЕДИАМӘДЕНИЕТІН ҚАЛЫПТАСТЫРУДЫҢ ПЕДАГОГИКАЛЫҚ-ПСИХОЛОГИЯЛЫҚ АСПЕКТІЛЕРІ

### Аңдатпа

Мақала ақпарат құралдарының жалпы адам өміріндегі маңыздылығын, яғни жасөспірімдердің медиамәдениетін қалыптастырудың педагогикалық-психологиялық аспектілерін талдауға арналады. Қазіргі кезде өміріміздің барлығын білім, ғылым және де адамдар арасындағы қарым-қатынас, оқу, білім, бәрін ақпарат көздеріңіз елестеу мүмкін емес. Мақала мақсаты - жоғары сынып оқушыларының бойында медиамәдениетті дамытудың маңызды факторы іскерлігі, дағдысы негізінде жаңа цифрлық технологияларды меңгеруді зерттеу болып табылады. Сондықтан ғылыми мақалада контент-талдау, сараптамалық бағалау, құжаттарды жинақтау әдістері қоланған. Демек, медиамәдениет адамның тұрмыс-тіршілігінде ғана емес, оның рухани өмірінде қоғамдық пікірдің қалыптасуына өзіндік әсерін тигізетін болса, онда адамзат медиамәдениет аясында өмір сүргендіктен, оның әсеріне түсе келе тұлғалық дамуына жол ашылып, белгілі бір өлшемде дами түседі. Мақаланың зерттеу міндеттері жоғары сынып оқушыларын цифрлық сауаттылығын дамытуға бағытталған. Қазіргі кезде цифрлық технологияларды меңгерген және заманауи өзгерістерге тез бейімделетін мектеп оқушылары ақпарат құралдарын белсенді қолданушылар болып табылады. Бүгінгі жастардың интеллектуалдық, шапшаңдық деңгейі өте жоғары және олар «Z» ұрпақтарының өкілі ретінде танылған, яғни ақпаратты тез меңгерген, цифрлық жағдайларға тез бейімделетін, тұлғааралық инновациялық қабілетке ие, жаңа әсерлерге кедергісіз икемделіп, бәсекеге қабілеті жоғары болып табылады. Жаңа цифрлық технологиялардың кемшіліктері де бар, дегенмен сол ақпарат құралдарын дұрыс қолдана білсек, ол рухани өмірімізді байыта түсері анық. Нәтижесінде сөйлеу мәдениеті, өзін-өзі ұстау мәдениеті, сыртқы сипаты мен мінез құлық мәдениеті, шығармашылық ойлау жоғары тұлғаның қалыптасуына негіз болады. Сондықтан цифрлық мәдениетті ұрпақ тәрбиесіне дұрыс пайдалануымыздың педагогикалық-психологиялық аспектілері ғылыми мақала мазмұнында жан-жақты талданады.

**Негізгі сөздер:** жоғары сынып оқушысы, тұлға, медиабілім, медиамәдениет, ақпараттық мәдениет, цифрлық мәдениет.

## ПЕДАГОГИКО-ПСИХОЛОГИЧЕСКИЕ АСПЕКТЫ ФОРМИРОВАНИЯ МЕДИАКУЛЬТУРЫ СТАРШЕКЛАССНИКОВ

### Аннотация

Статья посвящена анализу значимости средств массовой информации в жизни человека, то есть педагогико-психологических аспектов формирования медиакультуры подростков. В настоящее время мы не можем представить все возможности нашей жизни без образования, науки, человеческих отношений и источников информации. Целью статьи является исследование овладению новыми цифровыми технологиями на основе умений и навыков, важнейшим фактором формирования медиакультуры у личности. Поэтому в научной статье применены контент-анализ исследований, экспертная оценка, обобщение документов. Следовательно, если медиакультура оказывает свое влияние не только на жизнедеятельность человека, но и на его сознание, духовную жизнь, формирование общественного мнения, то, поскольку человечество живет в рамках медиакультуры, оно развивается в определенном измерении, открывая путь к личностному развитию, влияя на него. Задачи исследования направлены на развитие цифровой грамотности старшеклассников. В настоящее время учащиеся школ, владеющие этими цифровыми технологиями и быстро приспосабливающиеся к современным изменениям, составляют ряды активных пользователей средств массовой информации. Сегодняшняя молодежь имеет очень высокий интеллектуальный уровень, они являются представителями поколения «Z», то есть обладают способностью быстро усваивать информацию, легко адаптироваться к цифровому миру и обладают удивительными



инновационными способностями, беспрепятственно приспосабливаются к новым условиям и конкурентоспособны. Новые цифровые технологии также имеют недостатки, хотя, если мы сможем правильно использовать эти средства массовой информации, они обогащают нашу духовную жизнь. В результате культура речи, культура поведения, культура внешнего характера и поведения, культура творческого мышления становятся основой для формирования высокой личности. Поэтому педагогико-психологические аспекты правильного использования цифровой культуры в воспитании поколений всесторонне анализируются в содержании научной статьи.

**Ключевые слова:** старшеклассник, личность, медиаобразование, медиакультура, информационная культура, цифровая культура.

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