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FORMATION AND DEVELOPMENT OF MEDIA LITERACY IN KAZAKHSTAN

The article highlights the concept of media literacy in the information sphere, which is one of the most important issues to date, and provides information on the development of the media in Kazakhstan. In the field of information, there are many facts about illiteracy, which today lead to a multitude of problems, including interethnic conflicts. A common understanding of media and information for democracy is described. And it also talks about media components and options for using it to efficiently and quickly access information. How should we today be critical of information and information sources. The article describes in detail the application of new and traditional media formats in Kazakhstan. One of the main goals of this article is to introduce the functions of the media and other information services and to realize their importance for developing a civilian position and making decisions taking into account all available information. Demonstrate knowledge and understanding of various ways of using media in personal and professional life.

Key words: fake, fact-check, democracy, range, competence, convergence in the media industry, media literacy, drone-journalism, media hygiene, discrimination, longrida, infographic.

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Қазақстандағы медиасауаттылықтың қалыптасуы мен дамуы

Мақалада қазіргі таңда өзекті мәселелердің біріне айналған ақпарат саласындағы медиасауаттылық ұғымы ғылыми-теориялық тұрғысында қарастырылып, медиасауаттылықтың Қазақстандағы қалыптасуы мен дамуы жөніндегі ақпараттар анық көрсетіледі. Ақпарат айдынындағы сауатсыздықтардың бүгінде көптеген проблемаларға әкеп соғып отырғандығы туралы дәлелдер мен фактілерді келтіре отырып, өзекті проблемаларға тоқталдық. Қазақстандағы бұқаралық ақпарат құралдарының дамуы туралы ақпаратты қамтамасыз етеді. Ақпарат саласындағы этникалық қақтығыстар, оның ішінде көптеген проблемалар медиасауатсыздықтың арқасында туындап отыр. Бұл мақалада бұқаралық ақпарат құралдары мен демократия туралы ақпараттың ортақ түсінігі сипатталады. Сондай-ақ, ол медиа компоненттері жөнінде және тиімді, жылдам ақпаратқа қол жеткізу мүмкіндіктері туралы айтылады. Бүгінде біз ақпаратты және ақпарат көздерін сынап көруіміз керек. Мақалада Қазақстандағы жаңа және дәстүрлі БАҚ форматтарын қолдану туралы егжей-тегжейлі сипатталған. Бұл мақаланың негізгі міндеттерінің бірі барлық қол жетімді ақпаратты ескере отырып, бұқаралық ақпарат құралдары және басқа да ақпараттық қызмет көрсету функцияларымен танысып, сонымен қатар, азаматтық ұстаным тұрғысынан шешім қабылдау мен оны дамыту үшін олардың маңызы зор екендігін көрсету. Жеке және кәсіби өмірде бұқаралық ақпарат құралдарын пайдаланудың әртүрлі тәсілдерін білу және түсіну жолына жіті тоқталып өтеміз.

Түйін сөздер: фейк, факт-чекинг, демократия, диапазон, компетенция, медиаиндустриядағы конвергенция, медиасауаттылық, дрон-журналистика, медиагигиена, дискриминация, лонгридтер, инфографика.

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Формирование и развитие медиаграмотности в Казахстане

В статье рассматривается концепция медиаграмотности в информационной сфере, которая является одним из наиболее важных вопросов на сегодняшний день и предоставляет информацию о развитии средств массовой информации в Казахстане. В области информации много фактов медийной неграмотности, которые сегодня приводят к множеству проблем, в том числе и межнациональным конфликтам. Описывается общее понимание медиа и информации для демократии. А также говорится о критическом отношении к информации и информационным источникам; вариантах использования медиакomпонентов для эффективного и оперативного доступа к информации. В статье подробно описывается применение новых и традиционных медиаформатов в Казахстане.

Одной из главных целей этой статьи является ознакомление с функциями медиа и других информационных служб и осознание их значения для выработки гражданской позиции и принятия решений с учетом всей имеющейся информации.

Ключевые слова: фейк, факт-чекинг, демократия, диапазон, компетенция, конвергенция в медиаиндустрии, медиаграмотность, дрон-журналистика, медиагигиена, дискриминация, лонгриды, инфографика.

*Respecting the tongue begins
with the right speaking.*
Gabit Musrepov

Introduction

Relevance of the research topic. In the 21st century, media forms of communication not only became the main means of delivering information and knowledge, but also participate in the formation of a sociocultural background in the life of virtually as individual. The availability of information increases with incredible speed: at home, at work, in public places, people almost everywhere are faced with various media, and in most cases this is not a consciously chosen media consumption. With all the diversity of today's media, producers in the struggle for the consumer tend to make its contact with the media permanent. So, it is facilitated by the development of new technologies, including the Internet. Pursuing the goals primarily of an economic nature, the manufacturer tries to sell messages not only of purely informational content, but also cultural, political and so on. The media are perceived by Russian society, especially the political elite as a tool for manipulating the electorate, as a means of forming the public opinion necessary for political and financial elites. This causes contradictory feelings from the Russian audience accustomed to believe in the media, indignation and protest to confusion and also from political apathy to the total refusal to use the media “- as the authors of the article” Media Education as a Means of Forming Information Security for Youth “, E.Vartanova, N.

Zasursky today's situation come to the conclusion about the need for media education.

Protection from the negative impact of the media,

Formation of critical perception, the overcoming of the effect of “torn communication”

Development of the skill of self-expression (Gorohovskiy 2017: 105)

The main arguments that have repeatedly been expressed in favor of the emergence and development of a new direction of interdisciplinary activity, media education, that is, teaching theory and practical skills of mastering mass media as part of the basic “background” knowledge of a person. According to the definition given to UNESCO in 2002, media education is seen as “a part of the basic right of every citizen of any country to freedom of expression and information.” it contributes to the support of democracy. (Vartanova 2002: 124)

The appearance of an appeal to civil rights is due to the fact that the formation of a critical perception of media texts is a special case of the democratic human right to free access to information, and the expression of self-expression is the right to freedom of thought and

This definition is given as part of the recommendations formulated as a result of the seminar held in Seville (UNESCO, 2002). the words. The program for the development of media literacy and informed use of the media, proposed by the Council of Europe, is part of the educational complex of programs for democratic education and human rights: “Access to reliable and complete

information is one of the basic conditions of a democratic life, since information is necessary to form critical thinking among citizens. Therefore, media education is part of a broader concept of democratic citizen education. (Center of Media literacy 2004: 145)

Media education is an interdisciplinary response to a society's request, concerned about the penetration of the media into all spheres of human life, especially in the lives of children. The development of media education in Russia and the scientific research necessary for this contribute to the information protection of the constitutional values of the state, to support the priority of human rights and citizenship. The relevance of this work. Various international initiatives for the introduction of this subject in school curricula and the establishment of centers specializing in the study of the media testify to the relevance of the problem itself and the relevance of this topic at the widest level. In particular, in Russia recently three attempts have been made to officially approve the need for the development of media education. In 2002, the Educational and Methodological Association for the Pedagogical Education of the Ministry of Education and Science of the Russian Federation registered the specialty "Media Education" for two Russian pedagogical universities. In addition, in response to the proposal of the National Coordination. (Fedorov 2003: 2004)

Quoted from the Council of Europe website. Access mode: MediaAwarenessen.asp #. Press Council On June 18, 2009

The main part

Minister of Communications and Mass Media IG Shchegolev. stated the importance of introducing the subject «media education» in the program of Russian schools. Shortly before, in May 2009, the Moscow City Duma deputies approved the concept of media education, proposed by the Dean of the Faculty of Journalism of Moscow State University. Lomonosov ELVartanova. Already since 2004, under the patronage of public and state organizations, such as UNESCO and the Council of Europe, there is a project EuroMechs, specializing in the development of media education in Europe. In recent years, several media education programs have been developed; Some of them are already integrated into existing school courses or are present in the school curriculum as independent subjects. This study is devoted to the theoretical and media aspects of creating a program on «media education for Russia, taking into account the foreign experience that exists to date. As part

of this dissertation study, the term media education means the training of future teachers to teach the subject of "studying the media" in the school, as well as the scientific process in which a necessary program and related research activities are formed. In connection with the aforementioned recent initiatives to introduce media education in Russia, it seems especially relevant to analyze existing foreign experience and develop a systematic approach to the problem of forming a media education program: either as a basis for the emergence of the specialty "media educator" or for a new discipline addressed to students of higher pedagogical universities with the subsequent integration of the study of the media into existing school subjects. The object of this study was media education programs and scientific works on the problems of media education of both Russian and foreign authors. The subject of the study is the transformation of goals and objectives of media education, the analysis of existing approaches and the identification of a problem area. The chronological period of the research is mainly limited to the beginning of the 80s of the XX century and the first decade of the 21st century, that is, the time when from the birth of the general concept of media education there began to appear developments devoted to the very problem of the need for introducing media education, as well as the media education programs themselves. (Zasursky 2008: 315)

The result

The result of this study is to review existing media education programs and practices. Within the framework of this goal, the following hypothesis was formulated: If media education is viewed as an indispensable element in the formation of basic human knowledge, it is necessary to develop a scientifically grounded and formalized approach to the problem area of the subject. The tasks of this paper arising from the above-mentioned research goal and this hypothesis were formulated as follows:

- clarification of the term media education in terms of its evolution, and taking into account the pragmatic aspect of the implementation of the potential program;
- analysis of existing methods from the point of view of the introduced definition for their correspondence (<http://www.osce.org/Ukraine/260646> 2014: 335)

With the help of the global Internet, a general analysis of the current state of media education was conducted. The key web portals for preparing

the materials for the thesis were the sites of the Association for Film Education and Media Education of Russia, the Organization representing modules and standards for the Ministry of Education of New Zealand, the Professional Council of Western Australian Teachers, and institutions such as the Alliance for Civilizations Media Literacy (CD-ROM 2004: 450)

Education Clearinghouse, Council of Europe for Media Citizenship, Media Awareness Network, Mentor Association and many others. Methodological basis of the work was the definitions and recommendations on the issues of media education of UNESCO. The author of the thesis also relied on the methodological approach stemming from the philosophical theory of the “consumer society” of J. Bodriyar. As a basis for the research method, the definition of media education proposed by UNESCO was adopted. According to the recommendations of this organization, the essence of the media education program is seen in providing students with the tools necessary to form critical perception and ability to express themselves. Thus, with a comparative method of analyzing existing programs, the criterion of their correspondence to the stated tasks of media education was derived. The empirical base of the research consists both of the programs themselves analyzed, and of the contemporary texts of the Russian media. The latter are mainly used to demonstrate the value and adequacy of the linguistic aspect of media education. The following provisions are made for protection:

- media education opens up new possibilities for applying knowledge from the theory of journalism and mass communications; (O.Matfatov 2011: 425)

- teachers of journalism faculties and specialists in the theory of mass communications should participate in the development of media education programs, since a potential program made without their participation can not reflect such goals of media education as the formation of critical perception and the skill of self-expression;

- the formation of a media education program is impossible without the participation of representatives of the media industry, which appeals to the implementation of the educational functions of the newest media; (http://if.spbu.ru/upload/files/file_2012: 430)

- Media education, being an innovative model of education, is directly connected with the vector of conceptual and technological development of mass media, one of the most important research topics in this field; (Zasursky 2009: 435)

- The media education program should include linguistic components, in particular, such as the theory of speech effects and the theory of communicative failures. The scientific novelty of this research is that for the first time it is proposed to comprehensively and thoroughly study and define the notion of “media education” and use the concept that we adopted, both in the development of potential techniques and in the inclusion of a linguistic component in the media education program. This paper also demonstrates for the first time the value of certain aspects of linguistic pragmatics, semantics, and discourse analysis for media education. They are correlated with the goals and objectives of media education and are demonstrated on specific examples taken from the texts of modern Russian media. Linguistic analysis and a number of studies conducted in the thesis emphasize the philological nature of the work. The theoretical significance of the work lies in the formation of a number of methods and the description of approaches used in the creation of media education programs. The theoretical basis for media education, based on previous research, and the formalization of the concept itself, determine the further vector of scientific developments on this topic. The proposal for the introduction of the linguistic component opens up new areas of application of knowledge about the language and its functioning. (Matveeva 2004: 468)

Discussion

The practical importance of the study is determined by the possibility of applying the results in the creation of programs taking into account the proposed recommendations. In addition, it should be noted that media education, being itself an object of interdisciplinary research, combines the theory and practice of the media, that is, science and industry. Also, some research results can be used to develop appropriate courses at various faculties of journalism. (Anderson 2008: 485)

Media education is a new direction of scientific activity that arose in response to the demands of a society living in a world saturated with media. Recognition of qualitative information, critical perception of media texts, participation in the formation of content – skills that are necessary for today’s and tomorrow’s media consumers. That is why at the state and even interstate levels there are initiatives to create a program of media education, media literacy and media competence. (Jarvis 2009: 512)

To create a program on media education, it is necessary to determine the goals and objectives

of this subject. Different definitions of both the subject of media education and its goals and objectives are primarily related to the evolution of the understanding of the term itself and discipline, which is, from a historical point of view, an entirely new direction of research. Most of the existing attempts to create a theory of media education, one way or another, gravitate toward a “protectionist” model, explicitly or veiled, based on the notion that the media are “evil”, in protection from which schoolchildren need. (Anderson 2008: 525)

The main principle of this approach is methodical “debunking” of myths and various pseudo-values and stereotypes promoted in the media. In addition, the formation of the resistance to advertising plays a special role in the protectionist model of media education. Without denying some aspects of the negative impact of the media, the researchers of this area proposed a new approach: an approach that was built not on protection, but on the formation of critical perception. (The Pew Internet & American Life Project 2008; 547)

The difference between the protectionist approach and the approach based on the formation of critical perception is that in the second case one of the main methods is the practical component - the development of the skill of self-expression based on the example of creating your own media texts. Behind the protectionist approach there is, paradoxically, the desire to limit the consumption of QMS, as products that are mostly inappropriate to the ideals of art. The formation of critical perception and self-expression is built in turn, on the contrary, on the idea of obtaining pleasure from the media. It is assumed that the “search for truth”, additional information necessary for decision-making and other interesting ways of communicating with the media, as well as a presentation based on practice, on the mechanisms for creating a media message, will transform a schoolboy from a passive consumer into an experienced user. (Internet Edition ELEPHANT 2005: 556) In recent years, there has been an understanding of media education as an integral part of the democratic education of citizens: the formation of critical perception appeals to the democratic right of a person to free access to information, and the expression of self-expression is the right to freedom of thought, speech and expression. It seems to us important that the approach to the formation of media education programs should not be based on a negative attitude to the media. The essence of the potential media education program within the framework of this work is seen, not only in understanding the manipulative nature of the media, but rather in

providing students with the tools necessary to form a critical perception and ability to express themselves. The implementation of the media education program in Russia can have indirect and additional positive results: the experience of participation, both teachers of journalism faculties and representatives of the media industry, in the development of media education will allow in the future to overcome the phenomenon of “torn communication”. The work analyzed the selection of existing and, in some cases, already implemented programs for the training of media educators and schoolchildren. The MENTOR program, created with the support of UNESCO, represents from a theoretical point of view the most comprehensive analysis of the possible implication of media education ideas. The main feature of this program is the balance of practical and theoretical studies. At the same time, theoretical studies become seminars where students are perhaps more active participants than teachers. The results of the analysis are not the knowledge imposed by the teacher, but the fruit of the student’s own labor.

Most of the programs considered, in fact, consists of four main blocks of knowledge, which should be owned by a media educator. These four blocks, one way or another, are hidden in the classifications of different developers, but, nevertheless, can be identified by careful examination:

“Creative”. This block includes two subsections: basic knowledge of the methods and forms of sending a message through the media, its laws and its specifics. Also in this block, you can include basic knowledge about the collective nature of authorship in the media, the creative characteristics of the media as an institution (such things as editorial policy, etc.) (OpenSpace.ru 2007:598) II. “Media industry”. This includes knowledge of economic nature, including understanding the essence of the business of the media, the methods of delivering the message, understanding the concept of “audience” and the methods. (“Private Correspondent” 2006: 605)

Conclusion

“Media industry”. This includes knowledge of economic nature, including understanding the essence of the business of the media, the methods of delivering the message, understanding the concept of the “audience” and methods of its involvement, as well as the existence of the media industry among other public organizations. (Akhmetova I dr. 2015: 615)

Interdisciplinary and culturological. Theoretical studies of stereotypes, pseudo-values, their

deconstructions, representations of reality in the media, as well as methods of forming critical perceptions and active citizenship are the basis of knowledge included in this block. This block of interdisciplinary research also includes adapted knowledge from the field of the theory of mass communications, psychology, sociology, culturology, and, as proposed in this study, linguistics. (Eticheskiy Kodeks zhurnalistov Kyrgystana 2010: 623)

Methods of teaching and methodological development. These studies are in the field of pedagogy and, as the name suggests, methodological developments. Such studies, in general, have not been considered in this paper, since they lie beyond the scope of philological research in the field of media education and media theory. Highlighting the four blocks of basic knowledge necessary for the future media educator, we can thereby outline the area in which efforts should be focused on developing a potential program. The above classification indicates that most of the knowledge lies in the theory of journalism and related disciplines. (zakon.kz 2016: 655) From the analysis of works, written primarily on a pedagogical basis, it follows that the lack of preparedness of developers in the field of media studies affects the quality of the program. As we saw above, a significant place in the potential program is occupied by knowledge related to exactly those disciplines that are basic for any faculty of journalism. From this follows an obvious logical conclusion: the scientific activity on the development of the program at its initial stage, and its implication, for example, in the form of development programs for the training of future media educators, should be conducted in the relevant organizations. Such an organization in Russia could be, for example, the Faculty of Journalism of Moscow State University. Lomonosov, which seems quite natural. The staff of the journalism faculty already has experience teaching the basics of journalism to schoolchildren (the School of the Young Journalist), and the faculty is in constant contact not only with regional universities that train journalists, but also with foreign universities of a similar specialty. This can also ensure the creation of subsequent similar media education centers throughout Russia. (<http://www.facebook.com/DWrussian/videos> 2014: 665) At the same time, any development of the program for Russia should first of all be in correlation with a range of problems that are methodical and current in nature and are considered in this paper:

– The breadth of the term “media education” is so great that it seems almost impossible to create

a program that meets the entire problem area. As already mentioned above, the goal of media education is the formation of adequate perception among school students of the mass media and the provision of opportunities for them to express themselves within the framework of practical classes. Blurring the boundaries of the problem area of media education as a result can minimize the effectiveness of these two goals. Therefore, in this study, it is proposed to reduce the problem area to the study of mass media, that is, thereby restrict the study of cinema and advertising. (Flton Grizzl 2012: 690)

– When developing the program, it is also important to take into account the form of studying the media in the school: it can be about integration into existing discipline, introduction of an independent subject, compulsory or optional, etc. The study examined the pros and cons of various forms of study, but, nevertheless, the answer to this question lies in the sphere of action of institutions that decide to introduce media education in schools. However, I would like to emphasize that the answer to the question of the form of studying the media in the school must be obtained before the compilation of the program, not only for students, but also for future media educators. (Aigul' Niyazgulova I dr. 2015: 705)

– The above factor directly affects the content of the course and the methodology for preparing the teacher. At the same time, taking into account the outlined orientation of the mass media towards the use of the latest technologies, the problem arises of the teacher's qualification, which should not only monitor the actual events, but also the development of the technologies used. (AO IREX Moldova 2015: 715)

– In connection with the foregoing, we need a common understanding of the development vector of the mass media. On the one hand, a potential program should primarily include all the knowledge about the media that remains unchanged in the process of transforming technologies and genres. In this regard, such fundamental aspects of studying the media as genre, means of influence, the basis for editing, the linguistic characteristics of media texts, etc. should become the central parameters of education. For example, the basics of media studies, as a genre, means of influence, the basis for editing, the linguistic characteristics of the texts of the media, etc. should become the central parameters of education. For example, the basis of the theory of speech impact, which we propose to include in the program of media education, with the development of any scenario for the transformation

of the media, will always be relevant. A study of the methods of interaction of the image with text and / or sound becomes almost the central aspect of the study, taking into account the convergence of the media. On the other hand, understanding further models of media development is an additional argument in favor of media education. The potential models of media transformation demonstrated in the work show that tomorrow the schoolboy will have to become a participant in the process from a simple consumer. The media orientation already today towards the idea of user generated content requires the preparedness of future consumers, which, in particular, can give media education. At the same time, the education of the faculty of self-expression is not only a simple skill that is useful when creating content by the consumer himself, it is the formation by indirect means of the skill of recognizing qualitative information, some internal filter. (Anderson 2009: 785)

– The participation of representatives of the media in the development of a media education program and cooperation in its application is a new opportunity for producers to attract a new audience, and in addition, as mentioned above, the possibility of forming a new type of audience, in accordance with the development of new technologies. Media education, in this case, can be considered as an innovative model of the producer's interaction with the potential consumer, which brings additional positive results. (Spichkin 1999: 805)

– Media education is seen as an experimental, innovative model of school education. Even with the example of existing developments, it can be seen that the effectiveness of this program in school depends to a large extent on the enthusiasm of not a few teachers, but also of students who become more active participants in the educational process. This approach is fundamentally different from the conservative school approach, where the center of the lesson is the teacher. The goals and objectives

of media education and the methods and methods that should be used to implement them correspond to the innovative model of education declared in the National Project "Education": "The priority national project" Education "is designed to accelerate the modernization of Russian education, the result of which will be the achievement of a modern quality of education that is adequate to the changing demands of society and socio-economic conditions. The national project has two main mechanisms for stimulating the necessary systemic changes in education. First, it is the identification and priority support of leaders - "points of growth" of a new quality of education. Secondly, introduction of elements of new management mechanisms and approaches into mass practice. (Matveeva 2004: 865)

In this paper it is also proposed to include a linguistic component in a potential media education program. The value of the linguistic component is obvious both for practical studies (in this case, the applied aspect of theoretical linguistics is mainly stylistic in nature), and for theoretical (in particular, the theory of speech effects). Understanding the nature and mechanisms of creating media texts is impossible without analyzing their properties on a linguistic level. For example, the lexical limitations of media texts are directly related to this methods. Quoted from the website of the Ministry of Education and Science of the Russian Federation. Access mode: www.mon.gov.ru. understanding the specifics of the language of the media. Taking into account the collective authorship, the unified system of influence and the individuality of receiving mass audience, the texts of the media are filled with cliches. The presence of cliches in the media texts can also be explained by the factor of impartiality. Template description of events can create a sense of objectivity for the recipient of the media. In this regard, we consider it necessary to pay attention to the psycholinguistic specificity of the image of the event. (Podolsky 2002: 925)

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