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EMPOWERING MINDS IN THE DIGITAL AGE: THE CRUCIAL ROLE OF MEDIA, INFORMATION, AND TECHNOLOGY LITERACY

Media and Information Literacy (MIL) is a «combination of knowledge, attitudes, skills, and practices required to access, analyse, evaluate, use, produce, and communicate information and knowledge in creative, legal and ethical ways that respect human rights» (Moscow Declaration on Media and Information Literacy, 2012). The United Nations Educational, Scientific, and Cultural Organization (UNESCO) defines it as the «set of competencies to search, critically evaluate, use and contribute information and media content wisely; knowledge of one's rights online; understanding how to combat online hate speech and cyberbullying; understanding of the ethical issues surrounding the access and use of information; and engage with media and ICTs to promote equality, free expression, intercultural/interreligious dialogue, peace, etc» (UNESCO, 2016) [1].

Media literacy is the ability to access, analyze, evaluate, and create media content in various forms, including print, digital, and audiovisual media. It involves a set of skills and competencies that enable individuals to navigate and understand the complex media landscape. Media literacy is crucial in today's information age, where people are constantly bombarded with diverse and often conflicting messages from various sources [2, c.126]. **Key components of media literacy include:**

1. **Critical Thinking:** The ability to think critically about media messages, questioning their sources, intentions, and potential biases.

2. **Media Analysis:** The skill to deconstruct and analyze media content, understanding how different elements contribute to the overall message.

3. **Information Evaluation:** Assessing the credibility and reliability of sources, distinguishing between fact and opinion, and understanding potential biases [3, c.3].

4. **Media Production:** The capability to create and share media content responsibly and effectively, using various platforms and tools.

5. **Digital Citizenship:** Understanding one's rights and responsibilities in the digital world, including issues related to privacy, security, and online behavior.

6. Media Influence: Awareness of how media messages can shape perceptions, attitudes, and behaviors, and being able to resist manipulation.

In order to access, analyse, evaluate and use information wisely. Firstly, you should find out whether information is a fake.

Here is the list of main markers of a potential fake: Appeal to emotions (presence of emotionally charged words and language enmity); An element of urgency (certain words, persistent requests «resend»); Lack of details (time, place, names); An element of exclusivity, initiation into the «secret»; Reference to a «friend of an acquaintance» or simply an unnamed person; Promise of easy benefits/panacea.

In addition, here are the main steps how to find out whether the information is a fake. (1) **Rate the source:** Research the site, its mission and contact information. (2) **Check the author:** Look up information about the author. Is he/she trustworthy? Is he/she real? (3) **Check the date:** Reposting old news does not mean, that they are relevant at the moment; (4) Be critical of yourself. Are you biased towards information because of your beliefs? (5) Study the text. A bright headline can only be a bait. What is the content? (6) Search for sources. Follow the links. Do they confirm the information provided? (7) Is it a joke? If the news seems shocking, it may be satire. (8) Ask an expert.

Ask a question to an expert and consult.

Following this, it is essential to be able to analyse and access source qualities.

Here are the main markers you should pay attention on: Institutional; Independent; Factual; Aware; Disclosed; Multiple; Non-institutional; Interested; Speculation and rumors; Uninformed; Anonymous; Single.

Furthermore, it is important to check photos and videos in terms of verification of authenticity, prevention of misleading content and protection against manipulation.

The tools you can use: Brain; Advanced Internet search; Reverse image search; Check for Photoshop elements; Check for deepfake elements.

A deepfake is a type of synthetic media created using artificial intelligence (AI) and machine learning techniques. It involves manipulating or superimposing existing images, videos, or audio recordings onto other content to create a convincing and often realistic portrayal of events or individuals.

The term «deepfake» is derived from «deep learning» and «fake» Deep learning refers to a subset of machine learning algorithms that utilize artificial neural networks to analyze and learn from vast amounts of data. These algorithms can be trained to recognize patterns and generate new content that mimics the style and characteristics of the input data. Deepfake technology has primarily been used to create realistic but fake videos or images of individuals, often celebrities or public figures, engaging in activities or making statements

they never actually did. However, it can also be used for less nefarious purposes, such as dubbing movies into different languages or creating special effects in films. While deepfake technology has the potential for creative and beneficial applications, it also raises concerns about misinformation, privacy, and the manipulation of visual and audio content. As deepfake technology continues to advance, there is a growing need for measures to detect and mitigate its negative consequences.

Logics: Visual analysis; Attention to details; Reliance on horizons and knowledge; Reverse image search; Using search engines (Google, Yandex, Bing, Teeneye); Using the RevEye plugin.

Do a reverse image search for a video?

1. Screenshots of the video are required (you can use <https://mattw.io/youtube-metadata/>).

2. Do a reverse screenshot search using RevEye.

Checking for Photoshop elements (<https://29a.ch/photo-forensics/#forensic-magnifier>; <https://fotoforensics.com/>)

Checking for deepfake and AI elements (<https://deepware.ai/>; <https://www.aiornot.com/>; <https://hivemoderation.com/ai-generated-content-detection>)

Geolocation.

1. There are no unimportant details.

2. **Pay attention to:** time of day, weather, people's clothes, language, signs, street names, car numbers. First, turn on the logic, but only then – technology.

Here are some useful Key World Databases: World Bank statistics – <https://data.worldbank.org>; Statistics from the International Monetary Fund – <https://data.imf.org>; UN statistics (WHO, UNICEF, IOM, ILO) – <https://unstats.un.org>; <https://www.who.int/data>, <https://data.unicef.org>; <https://www.iom.int/data-and-research>, <https://ilostat.ilo.org>; Eurostat – <https://ec.europa.eu/eurostat>; Aggregator of various world data – Our World in Data.

Finally, technology literacy refers to the ability to use, understand, and apply technology effectively. It involves having the skills and knowledge necessary to navigate, adapt to, and leverage various technological tools and systems [4, c.16]. Technology literacy encompasses a broad range of competencies, from basic digital skills to a deeper understanding of advanced technologies and their applications.

Key components of technology literacy include:

Digital Literacy: Proficiency in using digital devices, software applications, and online platforms. This includes basic computer skills, navigating the internet, and understanding digital communication tools.

Information and Data Literacy: The ability to find, evaluate, and use information from various sources, as well as understanding how data is generated, processed, and analyzed.

Problem-Solving Skills: Applying technology to solve real-world problems, whether through coding, programming, or utilizing specific software tools for problem-solving.

Cybersecurity Awareness: Understanding the basics of online security, recognizing potential threats, and adopting safe online practices to protect personal and sensitive information.

Critical Thinking in a Technological Context: The capacity to analyze and assess the impact of technology on individuals, society, and the environment. This includes considering ethical implications and making informed decisions.

Adaptability to New Technologies: Being open to learning and adapting to new technologies as they emerge, recognizing that technology is constantly evolving.

In order to find, evaluate, and use information from various sources, as well as understanding how data is generated, processed, and analyzed it is important to know about «Advanced research».

«Advanced research» typically refers to research activities that go beyond basic or introductory levels and involve more sophisticated methods, complex analysis, and a deeper exploration of a particular subject or field.

Advanced research is characterized by a higher level of complexity, specialization, and expertise. This type of research often contributes to the development of new knowledge, innovations, or solutions to complex problems.

OSINT – Open Source Intelligence.

Here are some techniques of an advanced research:

Advanced Google Search; To search for exact phrases, use quotation marks: «new cafe in Karaganda»; Word AND; word OR; Search a specific site: cafe site: who.int; Search within file types (new cafe in Karaganda filetype:docx (pdf, xlsx etc)); To exclude values, use a minus (Homer – Simpson – Simpsons – Cartoon); Search by keywords in URL: inURL: cafe; in the title: intitle, in the text: intext; Search by date: before – before: yy-dd-mm, after – after: yy-dd-mm; You can combine queries: «new cafe in Karaganda» site: vlast.kz.; The easiest way is to go to «settings» and select the option «Advanced Search» or type into the address bar: google.com/advanced_search; Use the «Tools» option to improve the search for what you need information; When searching for images you can also take advantage of the advanced search. google.com/advanced_image_search images.google.com/advanced_search; And when searching for videos (google.com/advanced_video_search).

Advanced Search on Facebook.

1. Facebook's own search tool.
2. Use Google search – site: facebook.com.
3. Search by posts (who posted what and when) – whopostedwhat.com, sowsearch.info.

Twitter Advanced Search.

1. <https://twitter.com/search-advanced>.
2. Search for tweets in a specific place and time – geocode: coordinates.

Advanced search in Telegram.

1. Channel analytics, search by posts – tgstat.ru (paid).
2. Search by posts – Telegago (free, significantly inferior to tgstat).

Advanced search in Youtube Tools for obtaining metadata.

1. <https://citizenevidence.amnestyusa.org/>
2. <https://mattw.io/youtube-metadata/>

In conclusion, media, information, and technology literacy have become indispensable skills in today's rapidly evolving digital landscape. As we navigate an increasingly interconnected world, the ability to critically evaluate and effectively utilize media, information, and technology is paramount. First and foremost, media literacy empowers individuals to decipher the complex messages and representations conveyed through various forms of media. By understanding the techniques used in media production and recognizing bias, manipulation, and misinformation, individuals can make informed decisions, challenge stereotypes, and engage more actively in civic discourse. Similarly, information literacy equips individuals with the skills to locate, evaluate, and ethically use information from a multitude of sources. In an era of information overload and rampant misinformation, the ability to discern credible sources, verify information, and distinguish fact from fiction is essential for making sound decisions and participating meaningfully in society. Furthermore, technology literacy enables individuals to harness the power of technology for personal, professional, and societal advancement. From basic digital skills to more advanced technological competencies, proficiency in technology empowers individuals to adapt to new tools and platforms, innovate solutions to complex problems, and participate in the digital economy. Collectively, media, information, and technology literacy foster critical thinking, creativity, and responsible citizenship in the digital age. By equipping individuals with the knowledge and skills to navigate, analyze, and utilize media, information, and technology effectively, we can cultivate a more informed, empowered, and resilient society. As such, investing in media, information, and technology literacy is not only important for individual empowerment but also for the promotion of democracy, social justice, and global progress in the 21st century.

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PECULIARITIES OF ADAPTATION OF FOREIGN STUDENTS IN TURKEY

Migration primarily occurs due to social factors like education, healthcare, leisure, and, to a large extent, economic factors aiming to enhance job opportunities. People migrate seeking a better standard of living and improved education, among other reasons.

International students, among university students, are particularly vulnerable. Their adaptation process is shaped not just by educational structures but also by social and cultural factors. Despite the complex and prolonged nature of their adaptation, it's important to note that higher education serves as a vital institution for newcomers, playing a key role in introducing them to the culture of the host community during their initial stages in the new country [1, p. 7].

When international students begin studying in a new country, their adjustment usually goes through several stages. First, they feel excited and enthusiastic about the new experience, called the «honeymoon period». During this time, they are full of optimism and joy. But as they encounter new cultural and social aspects, they move to the next level of adaptation.

The crisis phase, also known as culture shock, describes the state of disorientation and tension that a person experiences when they first encounter a new culture. It can cause feelings of anxiety, irritability, insomnia and depression. This period includes various aspects such as loss of connections and status, feeling rejected or unappreciated, and confusion about social roles and value orientations. When a person experiences culture shock, their familiar attitudes collide with new ones, creating a conflict between the two cultures. John Berry calls this «acculturation stress», when a person's personal resources