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MEDIA LITERACY THROUGH CRITICAL READING IN ENGLISH LANGUAGE TEACHING

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Abstract. This article describes the main problems of development and formation of critical reading skills using media literacy in teaching English, and also suggests ways and strategies to solve the problems that arise in teaching English. It focuses on the pedagogical and methodological aspects that influence the effectiveness of implementing critical reading in the modern classroom. The development of critical reading teaches students to be more confident in their studies, as they will have the opportunity to search for key ideas, make summaries of the text, discuss the text and ask their own questions. These skills foster independent thinking and analytical abilities that are essential for academic success. The article shows the types of developing critical reading strategies for teachers, examines the importance of teaching students critical thinking and critical reading skills, and highlights practical classroom applications. In addition, English lessons conduct research and analyze several methods and strategies for the development of critical reading and media literacy of students using the media. The study considers the definitions of the “National Association for Media Literacy Education” to the concept of “media literacy,” the advantages and difficulties of developing media literacy through critical reading in teaching English, ways to solve it, methods and development strategies. The article emphasizes the need to integrate authentic materials such as news articles, social media posts and multimedia sources to enhance learners’ engagement and understanding.

Keywords: critical thinking, reading skills, critical reading, media literacy, mass media, methods, strategies

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АҒЫЛШЫН ТІЛІН СЫНИ ОҚУ АРҚЫЛЫ ОҚЫТУДАҒЫ МЕДИА САУАТТЫЛЫҚ

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Аннотация. Ғылыми мақалада ағылшын тілін оқыту барысында медиа сауаттылықты тиімді пайдалану арқылы білім алушылардың сын тұрғысынан оқу дағдыларын қалыптастыру және жан-жақты дамыту мәселелері жан-жақты талданады. Авторлар қазіргі заманғы білім беру кеңістігінде шетел тілін үйрету тек грамматикалық құрылымдар мен лексикалық қорды меңгертумен шектеліп қоймай, оқушылардың ақпаратпен жұмыс істей алу қабілетін, дербес ойлауын және аналитикалық көзқарасын қалыптастыруды қажет ететінін атап көрсетеді. Осыған байланысты медиасауаттылық ұғымының мәні ашылып, оны оқыту процесіне кіріктірудің өзектілігі негізделеді. Мақалада сын тұрғысынан оқытудың тиімділігін қамтамасыз ететін педагогикалық және әдістемелік алғышарттар сараланып, бұл тәсілдің білім алушыларға мәтінді терең түсінуге, ондағы негізгі ойды табуға, құрылымын талдауға, өз пікірін дәлелдеп айтуға және мазмұн бойынша сұрақтар қоюға үйрететіні ғылыми тұрғыда дәлелденеді. Бұл дағдылар олардың оқу барысында сенімділігін арттырып қана қоймай, кейінгі академиялық және кәсіби өмірінде табысқа жетуіне негіз болады. Мақалада мұғалімдерге арналған түрлі сын тұрғысынан оқыту стратегиялары қарастырылып, оларды нақты оқу жағдайларында қолдану жолдары ұсынылады. Сонымен қатар, ағылшын тілі сабақтарында медиаресурстарды: бейнематериалдар, жаңалық мақалалары, әлеуметтік желідегі мәтіндер мен инфографикаларды тиімді пайдалану арқылы білім алушылардың медиасауаттылығы мен сыни ойлауын дамыту жолдары көрсетіледі. Зерттеу барысында «Ұлттық медиасауаттылықты оқыту қауымдастығы» ұсынған медиасауаттылық түсінігіне сүйене отырып, осы ұғымның шеңберіндегі артықшылықтар, туындайтын қиындықтар және оларды еңсерудің ғылыми негізделген жолдары сипатталады. Авторлар шынайы ақпарат көздерін оқу

материалы ретінде қолданудың, мысалы, жаңалық репортаждарын, заманауи медиамәтіндерді, сандық платформалардан алынған мазмұнды мәтіндерді білім алушылардың қызығушылығын арттырып, мәтінді түсіну, ойды қорыту және дереккөздерді сын тұрғысынан бағалау қабілеттерін жетілдіретініне ерекше назар аударады.

Түйін сөздер: сыни тұрғыдан ойлау, оқылым дағдысы, сыни тұрғыдан оқу, медиа сауаттылық, бұқаралық ақпарат құралдары, әдіс-тәсілдері, стратегиялар

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МЕДИАГРАМОТНОСТЬ ЧЕРЕЗ КРИТИЧЕСКОЕ ЧТЕНИЕ В ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА

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Аннотация. В статье анализируются вопросы формирования и развития навыков критического чтения у обучающихся посредством эффективного использования медиаграмотности в процессе преподавания английского языка. Подчеркивается, что современное образовательное пространство требует не только усвоения грамматических структур и лексического запаса иностранного языка, но и развития у обучающихся способности работать с информацией, самостоятельного мышления и аналитического подхода. В этой связи раскрывается значение медиаграмотности и обосновывается необходимость её интеграции в образовательный процесс. Рассматриваются педагогические и методические предпосылки, обеспечивающие эффективность критического чтения, которое способствует глубинному пониманию текста, выявлению его основной идеи, анализу структуры, аргументированному выражению собственного мнения и формулированию вопросов по содержанию. Эти навыки не только повышают уверенность обучающихся в процессе обучения, но и формируют когнитивную базу для будущих академических и профессиональных достижений. В статье рассматриваются различные стратегии критического чтения, предназначенные для преподавателей, и предлагаются пути их применения в конкретных учебных ситуациях. Кроме того, показываются методы развития медиаграмотности и критического мышления

обучающихся через использование медиаресурсов на уроках английского языка: видеоматериалов, новостных статей, текстов из социальных сетей и инфографики. В исследовании, опираясь на определение медиаграмотности, предложенное Национальной ассоциацией по обучению медиаграмотности, описываются преимущества и трудности внедрения данного понятия, а также научно обоснованные пути их преодоления. Авторы акцентируют внимание на значении использования аутентичных источников информации таких как новостные репортажи, современные медиатексты и контент с цифровых платформ в качестве учебного материала, поскольку это способствует повышению интереса обучающихся, улучшению понимания текста, развитию умения формулировать выводы и критически оценивать источники.

Ключевые слова: критическое мышление, навыки чтения, критическое чтение, медиаграмотность, средства массовой информации, методы, стратегии

Introduction. In the context of modern language education, teaching reading skills in a foreign language is regarded not only as a fundamental component of linguistic competence but also as a powerful means of acquiring new knowledge and fostering intellectual development. Reading in a foreign language enables students to access a wide range of authentic materials including literature, newspapers, websites, and instructional manuals which reflect the cultural, social, and communicative practices of the target language community. Engaging with such texts allows learners to participate in everyday activities and discourse that are an integral part of contemporary global life. Reading comprehension is inherently connected to the learner's ability to recognize and interpret words, phrases, and ideas presented in a text. Therefore, effective reading instruction must extend beyond the development of basic decoding skills to include higher-level cognitive strategies. These strategies help learners engage actively with texts, extract meaning, and make inferences. The instructional approach to teaching reading should be carefully aligned with learners' proficiency levels and individual educational needs to ensure meaningful and effective skill acquisition (Pang, et al, 2003: 6).

Moreover, teaching reading involves cultivating a range of comprehension strategies, such as identifying main and supporting ideas, predicting content, making connections within and beyond the text, and integrating new information with prior knowledge. By systematically developing these skills, educators can better support learners in becoming autonomous and confident readers in a foreign language.

Theoretical Framework. A well-defined theoretical framework is essential for understanding the pedagogical rationale underlying the development of critical reading skills through media literacy in the context of teaching English as a foreign language. This section outlines the key conceptual foundations that inform the current study, focusing on two interconnected domains: critical reading and media literacy. Both constructs are rooted in broader theories of communicative competence, cognitive engagement, and constructivist learning, which emphasize the importance of active meaning-making, contextual interpretation, and the development of higher-

order thinking skills. The theoretical underpinnings of critical reading draw from the field of critical pedagogy and cognitive psychology, highlighting the reader's role as an active participant in the construction and evaluation of textual meaning. Media literacy, in turn, is grounded in theories of multimodal communication and digital literacy, which advocate for equipping learners with the skills to access, analyze, evaluate, and create information across a variety of media platforms. When integrated into language education, these two frameworks provide a robust foundation for fostering analytical, reflective, and communicative competencies among learners. By examining established definitions, models, and perspectives from leading scholars, this section aims to clarify how critical reading and media literacy intersect in foreign language instruction and why their integration is pedagogically significant in contemporary educational settings.

In the literature of the field, critical thinking is defined as the ability to: "analyze, criticize and compare ideas; inductive and deductive reasoning; and achieve true or subjective conclusions based on meanings about knowledge or belief" (Freeley, et al, 2005: 2). In addition, as an expression of critical thinking, "critical reading involves the active involvement of students in deep thinking using various teaching methods". (Sultan, et al, 2017: 160). According to American authors Sylvan Barnet and Hugo Bedau, critical reading is defined as the ability to accurately summarize arguments, identify or predict statements, analyze, evaluate the accuracy of arguments, and explain the purpose of using facts in a text (Barnet, et al, 2011: 452).

Combining the meanings of critical thinking and reading skills, we can say that critical reading is the use of critical thinking in the educational process. From this point of view, critical reading can be viewed as an active and purposeful process for understanding, questioning and evaluating printed material, as well as expressing opinions on the author's ideas. According to Daniel J. Kurland, "critical reading means attentive, active, reflective, analytical reading", which increases the student's confidence and includes thinking in terms of previous knowledge and understanding of the world (Kurland, 2000: 3).

According to Jack C. Richards and Richard W. Schmidt, critical reading is "reading in which the reader responds critically to what he reads, associating the content of the text with personal standards, values, views, or beliefs that go beyond what is stated in the text" (Richards, et al, 2000: 122). In critical reading, students need to understand what is said in the text, how it is said, and what it means in general. They do not read just to learn by knowing the facts and remembering the details in the text. They try to find themselves in the text, connecting the text with their life experiences (Wallace, 2003: 226).

Thus, critical reading is the development of appropriate critical thinking and the ability to comment and ask questions regarding the text used in the learning process. Since different types of text may require different types of thinking or the presence of feedback on the part of the student, it is not easy to accurately formulate a critical reading system. However, the process of teaching critical reading can be described in the following steps:

- Identify the facts that the author tries to reveal in the text. It is the study of sources that critically convey the author and his competence, credibility and views;
- Analysis of the material by studying the assumptions in the text, as well as the logic and accuracy of these assumptions and conclusions;
- Identify the subtext present in the author's diction, style, or tone; and recognize the author's use of propaganda tricks, wrong thinking, statistical errors, and emotional moods;
- Comparison of the information contained in the text with other sources that may express conflicting views. This fourth step is especially necessary when completing tasks, and it is important to be especially careful in time to explain topics such as politics, society, psychology, history, and biography (Tshering, et al, 2023: 282).

The role of media literacy in teaching critical reading to students is primarily in the acquisition of skills that help them look at the media with a critical part. It also develops important skills in the 21st century, such as creativity, collaboration, and communication, and enhances digital literacy skills through interaction with media, information, and technology. Media literacy begins by observing how today's media and the information it contains relate to us through a powerful combination of words, images, and sounds. Thus, we need to understand the information received and understand the importance of media literacy skills in order to effectively use or disseminate the information we have. In this age of media development, media literacy develops critical thinking skills that allow you to make decisions in an educational institution, workplace, conference room, or in the process of communicating with the team.

The term "media literacy" is often replaced by other terms related to media and media technologies. In fact, media literacy builds on traditional literacy and offers new forms of student reading and writing skills development. Media literacy empowers people to be critical thinkers and makers, effective communicators, and active students (Mustafina, et al, 2023: 218).

Based on foreign experience, we know that foreign educational institutions attach great importance to media literacy in teaching English. As an example, we will give a brief overview of foreign experience below:

The whole project endorses the Basic Principles for Media Literacy Education in the United States, developed by the National Association for Media Literacy Education in 2007, which state that media literacy:

- requires active study and critical thinking of each information used;
- expands the concepts of literacy (reading and writing) to cover all types of media;
- develops and strengthens the skills of students of all ages, and literacy skills in print media require a comprehensive, interactive and repetitive experience;
- develops informed, reflective and active participants who are important for a democratic society (Scheibe, et al, 2008: 2).

To clarify what we mean when we talk about media literacy, we offer the definitions of the "National Media Literacy Education Association":

- media are all electronic or digital media used to convey messages and a set of printed or artistic visual elements;
- literacy is the ability to encode and decode symbols, synthesize and analyze messages;
- media literacy is the ability to encode and decode symbols transmitted through the media, as well as synthesize and analyze messages.

The National Association for Media Literacy Education defines media literacy as “the ability to achieve, analyze, evaluate, create, and act using all forms of communication”. Let's look at some techniques that teachers can use to help students develop as media literate individuals:

- to access quality sources of information. We need to provide students with access to relevant, reliable and impartial quality information when using the media in the educational process.
- to provide students with a carefully selected collection of quality resources through links in learning management systems or tools such as Padlet or Waklet.
- to teach students how to effectively use quality content websites like Pebble Go, Epic, and NewsELA (David, 2004: 105).

Analysis and evaluation through critical thinking. But how do students know if any of the sources they encounter in everyday life are reliable? Every student, in their free time, watches YouTube, reads news or gets acquainted with new information on social networks. At such times they need the skills to understand the information and distinguish whether it is true or false. One way to develop these skills is to teach students to ask these questions when analyzing and evaluating the media:

- Who is the author?
- What is the purpose of the information? (informing, entertaining, persuading)
- Are certain groups of people represented?
- Was there any information missing? Why?
- Are the sources cited?
- Are there grammatical and spelling errors?

Thus, giving students the time and opportunity to think independently and teaching them to ask questions plays an important role in learning to analyze and evaluate media on their own. Teachers should allow students to think critically, however, critical thinking regarding the analysis and evaluation of information resources during the learning process should be systematically modeled through specific examples and assignments from teachers, where students develop and experience the critical thinking and reading process in practice (Lee, et al, 2023: 276). Besides reading critically about media, this is probably one of the most important parts of media literacy. We want students to be life-long learners prepared to internalize what they've learned about media and transfer it beyond the classroom, including monitoring themselves on mass media, being critical of media before sharing it, and empowering them to create and share media responsibly.

Research Methods and Materials. This research utilized several methods, employing qualitative analysis techniques, quantitative synthesis of data, and

comparative methods to analyze and interpret findings from diverse research perspectives. Through this process, three highly effective strategies for cultivating critical reading skills were identified:

The first strategy is to have a clear consistency of the learning process during critical reading. For example, when you first familiarize students with keywords, find synonyms and antonyms of unfamiliar sources, or write definitions in English, read the text, and write down the main ideas and questions that arise. Using this strategy, students get acquainted with unfamiliar words and focus on the main events in the text. Another useful point is that students can write questions for a section and exchange opinions and analyze any ideas that are not similar to the knowledge, beliefs or views of the audience (Luke, 2000: 450).

The second strategy is the conclusion that is made after reading the text. The content and richness of useful information of the text being read, which affects the success of the lexical formulation. This strategy is more widely used in critical reading than other strategies. Reading is a holistic process, it cannot be divided into separate parts. The student takes an active part in understanding the meaning of the text by establishing an independent connection with the text (Dvorghets, et al, 2015: 195).

The final strategy will be a summary that will help students to correct mistakes by rereading the text, checking topic sentences, identifying key ideas, and linking the passages together. An important way to test students' understanding of the text will be to write a summary of the text they read. They are written in the form of a summary, which reflects the main idea of the author, his purpose, view and significant events in his own words. In order to understand the text, they must reread it as much as necessary, and at the same time pay attention to new sources (Silverblatt, 2001: 402).

Being media literate (the ability to access, analyze, evaluate and use media in various forms) is an increasingly important thing in education today. Especially when working with media sources used in teaching English, we really need to be very careful, be able to evaluate the information we hear or read to understand what information to trust. In other words, it is now more important than ever to teach media literacy to students of all ages (Potter, 2004: 300).

Additional factors: teaching media literacy is particularly important in English classrooms, as students are more likely to be exposed to large-scale media influences than adults as media users. In addition, the information in the media conveys aggregate messages that shape, reflect and reinforce the attitudes, values, behavior patterns, concerns and myths that characterize the culture. (Grundy, 1993: 134). This happens in part because media users with limited time and attention automatically perceive the bulk of the messages they encounter without making the effort necessary to evaluate them (Rohmah, 2018: 24).

To introduce the concept of media influence, the teacher can ask students to name things that are associated with a distant region, such as Africa. After presenting stereotypical images such as jungle, tribes, safaris, war, hunger and disease, students notice that since they have never visited Africa, they are sharing these words according to data collected from various media (such as TV channels and news broadcasts).

This brief exercise shows students that the power of media news and information in our lives involuntarily affects us, especially in the absence of direct experience or accurate information. After this reading, these three teaching methods can be used to develop media literacy in teaching English: rhetorical analysis of advertisements, analysis of the content of events in television and film, and a broader social analysis of important cultural events (Halpern, 2003: 404).

Results and discussion. In the process of the research, we conducted a survey among 1st-year undergraduates of the specialty "Training of teachers of a foreign languages" L.N. Gumilyov Eurasian National University and received answers to questions corresponding to the participants' learning experience. The purpose of this survey was to compare the effectiveness and frequency of teaching critical reading using media literacy in English classroom. A total of 14 participants were asked questions about how often teaching strategies based on the development of critical reading using media literacy are used. The teaching experience of the participants ranged from 2 to 4 years, and the age of the participants ranged from 20 to 30 years.

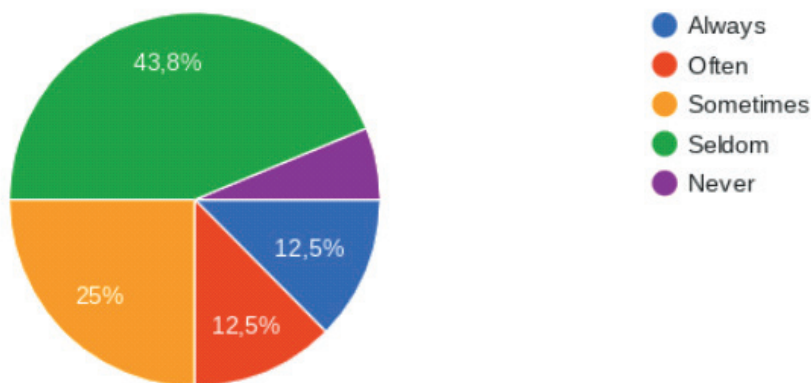
In the article, to assess the effectiveness of teaching critical reading using media literacy in English classroom, a survey was conducted among undergraduate students majoring in "Training of teachers of a foreign languages". The participants, with teaching experience ranging from two to four years, answered questions about the frequency of teaching critical reading strategies in teaching English. The types of reading strategies used by the survey participants are described in detail in Table 1.

Critical Reading Strategies	Comprehension-Based Reading Strategies
1. Distinguish main and supporting ideas. 2. Evaluate the credibility of the claims. 3. Make relevant inferences about the text. 4. Make judgments about how the text is argued. 5. Question the author's assumptions. 6. Decide how to use the text for your own study. 7. Identify rhetorical devices. 8. Identify power relations. 9. Evaluate the quality of the text. 10. Distinguish between fact and opinion.	1. Preview a text. 2. Scan a text for specific information. 3. Recognize topics in the text. 4. Locate topic sentences. 5. Guess the meaning of unknown words from the context. 6. Skim a text for the overall idea. 7. Paraphrase parts of a text in your own words. 8. Read faster by reading phrases rather than single words. 9. Reread a text for deeper understanding. 10. Understanding the relationship of ideas by recognizing the structure of a text.

Picture 1. Survey Question types divided by critical and comprehension-based reading strategies

The survey results showed that reading strategies based on comprehension-based reading are used more often than critical reading strategies. This underlines the relevance of teaching critical reading using media literacy in English classroom. Thus, for the development of truly critical student reading, it is important to pay special attention to the content and meaning of texts and teaching strategies. In fact, good readers, that is, students, are involved in the learning process with great interest: they personally look at whether what they read is related to consistent data, whether the ideas they read are related to other ideas they have encountered before. The

frequency of teachers using critical reading skills in teaching English is presented in the following Figure 1.



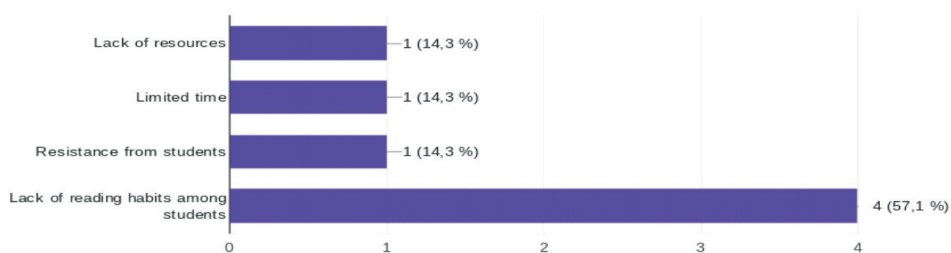
Picture 2. Frequency of use of critical reading skills in teaching English

The survey revealed that the majority of English teachers (43.8%) rarely utilize critical reading skills in teaching English. Only a small minority (12.5%) regularly integrate these skills, while 25% and 12.5% use them sometimes and often. This data reinforces the crucial need to incorporate critical reading skills more comprehensively in English language teaching. The following Figure 2 explores the challenges faced by teachers using media literacy in English language teaching through critical reading skills.

7. Are there any challenges you face when teaching media literacy in the English classroom?

Копировать

7 ответов



Picture 3. The challenges faced in using media literacy in English language teaching through critical reading skills

According to the results shown in Figure 2, some of the key challenges faced by teachers include:

- Lack of time and resources: Teaching media literacy requires teachers to have a deep understanding of media concepts and skills, as well as access to a variety of media resources. However, many teachers are already overburdened with their

regular teaching duties and may not have the time or resources to effectively integrate media literacy into their instruction;

- Resistance from students: Some students may be resistant to learning about media literacy, especially if they are used to consuming media passively. Teachers need to find ways to engage students and make media literacy learning relevant to their interests;

- Difficulty assessing student learning: Measuring student learning in media literacy can be challenging, as it often requires students to apply critical thinking skills to complex media messages. Teachers need to develop effective assessment strategies that measure students' progress over time.

Despite these challenges, it is essential for teachers to integrate media literacy in English language teaching through critical reading skills. In today's world, students need to be able to critically analyze the media they consume and make informed decisions about the information they encounter. Teachers can play a vital role in helping students develop the media literacy skills they need to be successful in the 21st century.

One of the main problems of students in the process of critical reading a new text is ignorance of words unfamiliar to them. They think that knowing each word in the text helps them understand the information. Therefore, to solve this problem, it is important to give students only the main key points that express the author's idea in the text. This is because the definition of the main idea and the specific purpose of the text also follows from this issue. The obvious purpose is information about what the text is about, the author's idea, and why the text was written.

Another problem is that students lack interest in the text when reading critically. Because the main requirement for reading skills in teaching a foreign language is interest in reading, because understanding information is based on a high quality of attention. Some texts reduce students' interest in learning, or, conversely, some texts increase students' motivation to learn. The problem with lack of interest is that students do not remember the information they have learned, even if it is useful. After all, the student loses the ability to reflect the main thoughts of the text. They ignored important information, but showed only insignificant parts, as a result of which there was a lack of interest and a concentration of unnecessary information. (Quinlisk, 2003: 36).

Media literate students should better understand the information they receive and will take into account its quality and forecasts. They are able to make judgments and base them on valid reasons. They are flexible in thinking and are able to rethink their judgments when faced with new ideas and information. As a result, complex causes or solutions will be able to draw the right conclusions when faced with controversial issues.

There are many benefits to developing media literacy in teaching critical reading, including:

- increased understanding of language: within every event that students read or watch, there is important information. They can understand whether this information is good or bad;

- improve analytical skills: knowing what is important to the story will allow students to distinguish between real and fake news;
- increase the sense of independent thinking: a critical view of information allows students to form their own opinions about them;
- increased worldview: bias in news can affect how you understand an event. Students can discuss who is telling the information and how their attitudes affect it;
- increasing interest: directing students' interests to engage them in conversations around the topics they are interested in.

Based on the results of the survey conducted here, we have found a solution to the following question: Why is it important to develop media literacy for students in teaching critical reading?

We live in a world where media is rapidly developing. Less than 20 years ago, most people saw the news in a daily newspaper or several hours of news. Today, students have access to the news at any time. They can get their news from a printed newspaper, TV channel or radio station. They can even watch it online on websites and social networks. And how valuable are these leaks? Therefore, it is especially important to develop media literacy for students studying English, and some arguments will be presented below:

- the creators of any media will have a goal and perspective. These points of view can be explicit or controversial, recognizing which allows students to question and contextualize the information they receive;
- improving critical reading skills: evaluating media through exercises to develop media literacy in the classroom encourages students to determine the accuracy of information through examples to prove their point;
- many media literacy activities enable students to explore and use a range of products, from print advertisements to television screenplays, competently in the future;
- media literacy can serve as a link in interdisciplinary learning, highlighting the relevance of other disciplines along with English. For example, your students can get acquainted with the history, culture, sciences, arts, customs and politics of foreign countries through English.

What difficulties do we face in the process of using media literacy in teaching critical reading:

In the process of working with media literacy, a very large news cycle can be difficult, especially for students. There are some sources and media types to choose from, and almost all of them may not be full of true and useful messages. This is because at the moment it is easy to find fake news, especially on social networks. Social media can help anyone create their own platforms and spread fake news to their audience. Both fake news and other sources of information, such as advertisements and subliminal messages, can be dangerous for students.

Whether students are beginners in English or have been learning it for years, this factor also directly depends on how they should develop their critical reading skills, and the information provided also directly depends on their level of language

proficiency. Most students have access to certain media. Since our research work is aimed at university students, this does not mean that they are not at risk of being influenced by the media. In adulthood, students are at greater risk of being influenced by the media, as they feel that they are free to make any decisions. The development of media literacy in teaching English makes students engage in relevant topics such as politics, news, science or culture, and provides more interesting and useful opportunities for students to learn English.

Conclusion. In conclusion, this article shows the main problems of development and formation of critical reading skills using media literacy in teaching English. The development of critical reading teaches students to be more confident in their studies, as they will have the opportunity to search for key ideas, make summaries of the text, discuss the text and ask their own questions. The article describes the types of critical reading strategies for teachers and examines the importance of teaching students critical thinking and critical reading skills. In addition, media literacy is an essential tool for developing critical thinking and reading skills that are important to every student, such as intercultural communication, creativity and communication. We believe that the use of mass media in the process of critical reading through analysis, comparison and research is an effective way to develop students' media literacy. The concept of "media literacy" is associated with the definitions of the "National Association for Media Literacy Education", and also explores the advantages and difficulties of developing media literacy through critical reading in teaching English, as well as ways to solve it and methods and development strategies. In addition, in the field of education, a media literate student will better understand the information he receives and take into account its quality and values. They have the flexibility of critical thinking and are always able to draw their own conclusions when faced with new ideas and information, and, as a result, make successful decisions.

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