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PROSPECTS FOR DEVELOPING MEDIA LITERACY AMONG PRIMARY SCHOOL STUDENTS

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Abstract. The article examines the problem of developing media literacy in primary school students based on critical thinking technology, In the context of rapid digitalization, children are increasingly exposed to gadgets, the Internet, and various media sources at an early age. This situation leads to a significant increase in the volume of information, the spread of fake news, hidden advertising, and manipulative media content. Under such conditions, the ability of younger schoolchildren to perceive, analyze, and evaluate media information becomes especially important. If children are not able to critically analyze media content, risks such as distortion of value orientations, the formation of consumer behavior, and violations of information security may arise. The relevance of the study is also determined by the growing availability of digital technologies and artificial intelligence systems in the educational environment, which significantly expands children's access to information. Therefore, the formation and development of media literacy in primary school students is becoming one of the urgent tasks of modern education. The purpose of the study is to determine the scientific and pedagogical foundations for developing media literacy in primary school students based on critical thinking technology and to identify its current level through the results of a survey. The object of the research is the educational process of primary school students, while the subject is the process of developing media literacy based on critical thinking technology. The research analyzes theoretical approaches to the

concepts of media literacy, media education, and media text. In addition, a survey of primary school students was conducted and the obtained data were analyzed comparatively. The study also identifies the specific features of the formation of students' skills in perceiving, analyzing, and evaluating media information. The practical significance of the research lies in the development of methodological and prospective recommendations based on critical thinking technology for systematic work with media tools in the primary education process. The proposed methodological approaches can contribute to the effective use of media materials in teaching practice and to the formation of students' media culture.

Keywords: elementary school, media literacy, digital literacy, critical thinking technology, media education, media text, digital environment

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БАСТАУЫШ СЫНЫП ОҚУШЫЛАРЫНЫҢ МЕДИАСАУАТТЫЛЫҒЫН ДАМУ ПЕРСПЕКТИВАЛАРЫ

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Аннотация. Мақалада бастауыш мектеп оқушыларының медиасауаттылығын сыни ойлау технологиясы негізінде дамыту мәселесі қарастырылады. Қазіргі цифрлану жағдайында балалардың гаджеттер мен интернетке өте ерте араласуы ақпарат көлемінің шектен тыс артуына, фейк жаңалықтар мен жасырын жарнаманың ықпалына, түрлі манипулятивті контенттің көбеюіне әкелуде. Бастауыш жастағы балалар медиаақпаратты сын тұрғысынан талдай алмағанда, олардың құндылықтық бағдарларының бұрмалануы, тұтынушылық мінез-құлықтың күшеюі, ақпараттық қауіпсіздіктің бұзылуы секілді тәуекелдер туындайды. Сонымен қатар медиа кеңістікте ұсынылатын түрлі ақпарат көздерінің сенімділігі мен мазмұнын ажырата білу дағдыларының жеткіліксіздігі оқушылардың ақпаратты

дұрыс қабылдауына кері әсерін тигізеді. Жасанды интеллект жүйесі де білім беру үдерісіне, мектеп жасындағы балаларға қолжетімді болуы да тақырыптың маңыздылығын арттырады. Осыған байланысты бастауыш сынып оқушыларының медиасауаттылығын қалыптастыру мен дамыту білім беру жүйесінің өзекті мәселелерінің бірі болып табылады. Зерттеу мақсаты – сыни ойлау технологиясы негізінде бастауыш сынып оқушыларының медиасауаттылығын дамытудың ғылыми-педагогикалық негіздерін айқындау және сауалнама нәтижелері арқылы олардың қазіргі деңгейін анықтау. Зерттеу нысаны – бастауыш сынып оқушыларының оқу-тәрбие үдерісі, пәні – сыни ойлау технологиясы негізінде медиасауаттылықты дамыту үдерісі. Зерттеу барысында медиасауаттылық, медиа-білім, ұғымдарына теориялық талдау, бастауыш сынып оқушылары және бастауыш сынып мұғалімдерінен сауалнама жүргізу, алынған деректерді салыстырмалы талдау сияқты сыни ойлау стратегияларына сүйенген әдістемелік бағытты жобалау қарастырылады. Сонымен қатар оқушылардың медиаақпаратты қабылдау, талдау және бағалау дағдыларының қалыптасу ерекшеліктері анықталып, медиасауаттылықты дамытуда қолданылатын педагогикалық тәсілдердің тиімділігі сараланады. Зерттеудің практикалық маңыздылығы – бастауыш білім беру үдерісінде медиа құралдармен жүйелі жұмыс жүргізуге арналған, сыни ойлау технологиясына негізделген әдістемелік және перспективалық ұсыныстар ұсынуымен айқындалады. Сонымен бірге ұсынылған әдістемелік бағыттар мұғалімдердің оқу процесінде медиа материалдарды тиімді қолдануына, оқушылардың ақпаратты саналы түрде қабылдауына және олардың медиамәдениетін қалыптастыруға мүмкіндік береді.

Түйін сөздер: бастауыш сынып, медиасауаттылық, цифрлық сауаттылық, сыни ойлау технологиясы, медиа-білім, медиамәтін, цифрлық орта

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ПЕРСПЕКТИВЫ РАЗВИТИЯ МЕДИАГРАМОТНОСТИ СРЕДИ УЧАЩИХСЯ НАЧАЛЬНОЙ ШКОЛЫ

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Аннотация. В статье рассматривается проблема развития медиаграмотности у учащихся начальной школы на основе технологии критического

мышления. В условиях цифровизации дети с раннего возраста активно взаимодействуют с гаджетами, интернетом и различными медиаресурсами, что сопровождается ростом объёма информации, распространением фейковых новостей, скрытой рекламы и манипулятивного медиаконтента. В этих условиях особую значимость приобретает формирование у младших школьников способности воспринимать, анализировать и оценивать медиainформацию. Недостаточный уровень критического анализа медиаконтента может приводить к искажению ценностных ориентиров, формированию потребительских установок и снижению уровня информационной безопасности. Актуальность исследования усиливается расширением доступа учащихся к цифровым технологиям и системам искусственного интеллекта, что требует развития навыков осознанного и критического восприятия информации. Цель исследования заключается в определении научно-педагогических основ развития медиаграмотности у учащихся начальной школы на основе технологии критического мышления и выявлении её текущего уровня на основе анкетирования. Объектом исследования является образовательный процесс в начальной школе, предметом - развитие медиаграмотности средствами технологии критического мышления. Методология исследования включает теоретический анализ понятий «медиаграмотность», «медиаобразование», «медiateкст», а также анкетирование учащихся и сравнительный анализ полученных данных. Результаты исследования раскрывают особенности формирования у учащихся навыков восприятия, анализа и оценки медиainформации в условиях современной медиасреды. Практическая значимость исследования заключается в разработке методических рекомендаций, основанных на технологии критического мышления и направленных на систематическую работу с медиаконтентом в процессе начального образования.

Ключевые слова: начальный класс, медиаграмотность, цифровая грамотность, технология критического мышления, медиаобразование, медиатека, цифровая среда

Introduction. The methodological guidance letter for the 2025–2026 academic year states the following: “This academic year, special attention should be paid to develop students’ project-based thinking, actively involve them in scientific and cognitive activities, as well as continuing work on developing students’ functional literacy, digital competencies, and providing academic support to low-achieving learners” (Ādistemelik nusqau hat, 2025, 24). In addition, within the Primary Education section, the use of digital technologies and artificial intelligence is envisaged in certain subjects in accordance with this task. For example, in the section stating that “Modern technologies, especially artificial intelligence tools, can be effectively used in this process. Text construction, editing, and analysis can be organized through chatbots. This contributes to the development of written and oral communication skills, interest in reading and writing, as well as communicative

and creative abilities,” the need to use artificial intelligence in language-related subjects is emphasized. Likewise, the methodological guidance letter encourages the use of modern digital tools across all subjects.

In this context, one important aspect to consider when using digital technologies with primary school students is safety. Teaching students how to work with digital tools necessitates the development of their media literacy skills.

UNESCO documents state that media education is the teaching of theory and practice required to master modern mass media tools, which are considered a distinct and independent area within pedagogical theory and practice. It should be viewed separately from the use of media merely as an additional tool in teaching other fields such as mathematics, physics, or geography.

Media education must be an integral part of formal education. That is, it should be accessible to every learner and become a compulsory component of the curriculum at every stage of school education.

Media literacy is a set of skills and competencies that enable individuals to use, analyze, evaluate information, and create messages in various media genres and formats (Kozic'ka T., 2018, 80).

Foreign scholars began studying media literacy as early as 1984 with L. Masterman (Masterman, 2007:15), while D. Buckingham (Buckingham, 2015: 35) proposed various methods to develop media literacy. Irish researcher Vicky O'Rourke (O'Rourke, 2020: 8262) investigated “The prospects of developing media literacy among primary school students” and E.W. Austin explored the influence of advertisements (Austin, 2007: 256). Russian scholars such as V.S. Toiskin (Toiskin, 2009: 122), A.V. Spichkin (Spichkin, 1999: 84) and L.M. Bazhenova (Bazhenova, 2004: 25) have written significant works on media education and media literacy. Among Turkish scholars, Meral Uysal, Nazhi Bostanzhi, Bilal Aryk, Kenan Chagan, Vahit Ilhan developed the “Curriculum and methodological guide for the media literacy subject for primary schools” (Meral et al., 2006: 65). In recent years, media literacy has also become one of the pressing themes among domestic scholars.

Developing media literacy among primary school students contributes to the advancement of their critical thinking skills. Working with each media text encourages students to think deeply and express their own opinions. The aim of this article is to identify the prospects for developing media literacy among primary school students. The skills and specific features formed through media literacy development will be discussed in the following sections.

Materials and methods

The concept of media literacy has been defined in various ways across different fields of study - pedagogy, sociology, psychology, and cultural studies. These definitions encompass a wide range of aspects, including digital literacy, advertising literacy, media education, and news literacy, and they typically refer to an individual's ability to create and critically analyze media in different forms (O'Rourke, 2020, 8262-8271).

The term media includes all types of information dissemination, from traditional

print media to modern digital media. The term literacy, meanwhile, refers not only to knowledge but also to skills. Mass media can exert both positive and negative influences on an individual. The goal of media literacy is not only to protect individuals from negative effects but also to enable them to make informed decisions by developing critical thinking skills. Media literacy is not a binary category, a person cannot be classified simply as literate or illiterate. It is a continuum, where individuals differ significantly in terms of knowledge structures and information-processing skills (O'Rourke, 2020: 8262-8265). Moreover, due to the multiplicity of new media platforms, media literacy is not a static trait but a phenomenon that requires continuous improvement.

Media literacy is not merely a set of acquired knowledge and skills; it can also be regarded as a specific form of critical literacy. Here, analysis, evaluation, and critical reflection play a central role. It is social in nature and context-dependent. Such a metalanguage of media literacy allows individuals to better understand the context in which media is consumed and interpreted (Buckingham D., 2015, 21–35). From a constructivist and interdisciplinary perspective, media is an integral part of childhood and reinforces children's social interests and personal identity. Children create and adapt meaning through participation in various social networks and environments (e.g., family, teachers, peers). Each of these networks values different aspects of media literacy. Australian researcher Amanda Levido conducted studies related to the development of media literacy among primary school students in her article "Media literacy and the concept of technologies' in primary school classrooms: moving beyond technical skills." According to the author, media literacy in primary education should not be limited solely to the formation of students' technical skills.

A. Levido describes the structure of media literacy through six interrelated components: technologies (tools used for the production and distribution of information), representations (meanings and images conveyed through media texts), institutions (structures that manage and regulate information), audiences (groups that receive and interpret information), languages (artistic and communicative techniques used in media), and relationships (the interaction between producers and consumers of information). From this perspective, the development of media literacy is closely connected with students' ability to perceive media texts and interpret them critically. This approach ensures that students become not only consumers of information but also active thinkers and interpreters of media content.

In her 2024 article, A. Levido criticizes the fact that in contemporary primary school practice technology is often used merely as a tool for completing tasks:

"Technology was used as a tool to complete tasks rather than a nuanced examination of how technology enables and constrains production and distribution."

This view demonstrates that school students often master technology only at the level of users and do not fully understand its informational, cultural, and social impact. Therefore, the need to teach students to understand media technologies not only from a technical perspective but also from a critical standpoint can be considered a key scientific problem within the research.

In her study, A. Levido employed a case study methodology to explore how teaching and learning experiences influence the understanding of the concept of "technologies":

"A case study methodology was employed to gain insight into how teaching and learning experiences develop an understanding of the concept of technologies'. This method allows researchers to observe students' activities in the learning process, their skills in working with media texts, and their critical thinking abilities in a natural educational context.

If classroom observations, practical assignments, or learning activities are included in the research, this methodological approach can be justified based on A. Levido s research experience.

The findings of the study indicate that both teachers and students should understand technology not merely as an applied tool but as a complex system connected with the social context of media production and distribution.

Such a perspective highlights the central role of critical thinking in the development of media literacy. In this case, students not only receive information but also understand the intentions, influence, and value systems behind it.

According to the conclusions of Levido s research, the culture and pedagogical understanding of the use of media technologies in primary schools are still not fully developed Teachers often perceive technology primarily as a teaching tool and may not fully convey its social and cultural significance.

Therefore, introducing critical thinking technologies into the educational process is essential for developing media literacy in primary schools This approach enables students to work consciously with media texts, evaluate the content and purpose of information, and justify their own viewpoints (Levido, 2024: 560-572).

American scholars Erica Waintraub and Austin and Shawn Domgaard, in their article "The Media Literacy Theory of Change and the Message Interpretation Process Model," examine media literacy as a lifelong process. According to the authors, individuals interact with media at any age; however, their understanding of media content changes depending on their age as well as their cognitive and social development.

The authors also emphasize that media literacy is a skill that can be taught and developed. Individuals can learn to critically analyze media messages, determine the credibility of information sources, and evaluate the authenticity of media content.

The researchers argue that the interpretation of media messages involves two key components:

- Cognitive (rational thinking and logical analysis)
- Affective (feelings and emotional responses).

According to the authors, these two components interact and together influence individuals' beliefs and behavior.

Furthermore, the process of perception and decision-making can occur through two different pathways:

- Slow, conscious, and logical reasoning;
- Fast, automatic, and intuitive emotional responses.

Media literacy, therefore, helps maintain a balance between these two processes.

The central idea of the article by Austin and Domgaard is that media literacy should be understood as an integral part of human development, thinking, and decision-making processes. Through the Media Literacy Theory of Change and the Message Interpretation Process (MIP) model, the authors systematically explain the mechanisms of media influence and ways individuals can resist or critically evaluate such influence.

The key premise of the article is that the MIP model describes the stages through which individuals perceive, evaluate, and respond to media messages. When encountering a media message, individuals assess it by asking questions such as:

- Whether the message is realistic or believable;
- Whether they like the messages;
- Whether they want to imitate the behavior presented.

Ultimately, individuals make decisions based on their beliefs and behavioral tendencies.

The model is based on four main assumptions: • All individuals interact with media, although their level of development influences how media messages affect them; • Media messages contain symbols, and their interpretation requires the interaction of both cognitive and emotional processes; • Media literacy skills can be learned at any stage of life; • In certain situations individuals may act intuitively without deep analytical thinking, which also affects how media messages are perceived. In the conclusion of the study, Austin conceptualizes media literacy not as a separate subject or merely a technical skill, but as a complex cognitive-affective process that contributes to the development of critical thinking, social behavior, and decision-making abilities. In summary, according to Austin, media literacy is a life skill that enables individuals to critically evaluate information, distinguish between accurate and misleading content, and make informed and conscious decisions. Austin and Domgaard illustrate the stages of media literacy development through the following diagrammatic model, which demonstrates the process of media message interpretation.

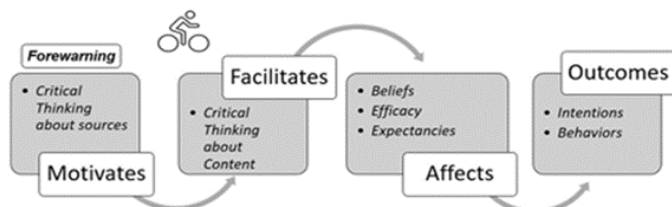


Figure 1 — Media Literacy Theory of Change

In this model, the process of media literacy development is presented as a sequential progression.

1. Forewarning - First, individuals learn to think critically about information sources and become aware of potential persuasive intentions in media messages.
2. Motivates - This awareness increases their motivation to question and evaluate media content.
3. Facilitates - Through the analysis of media content, individuals develop their critical thinking skills.
4. Affects - As a result, their beliefs, perceived efficacy, and expectations are influenced and may change.
5. Outcomes - Ultimately, these changes lead to transformations in individuals' intentions and behavior.

The following figure presents an expanded version of the Media Literacy Theory of Change, illustrating how individuals perceive and analyze media messages and how this process ultimately leads to changes in their behavior.

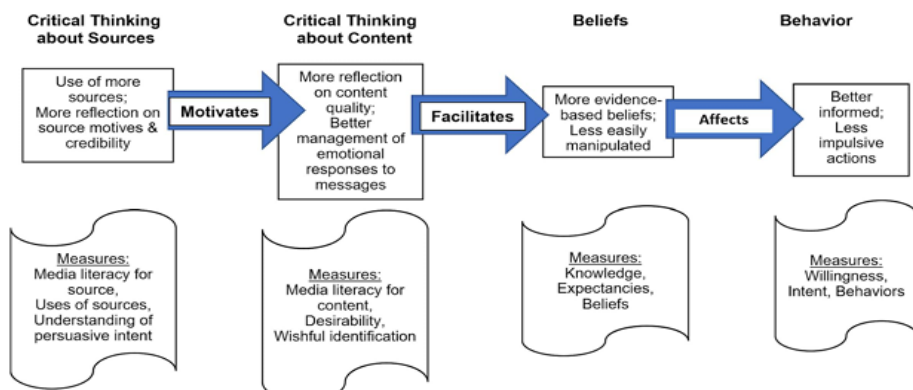


Figure 2 — Media Literacy Theory of Change Model

Description of the model Critical Thinking about Sources Increased use of diverse information sources. Greater reflection on the purposes and credibility of sources.

- Individuals learn to analyze where information comes from and for what purpose it is produced. This stage encourages individuals to engage more actively in analyzing media content. Critical Thinking about Content Greater attention to the quality and accuracy of media content.

- Improved ability to regulate emotional responses to media messages. Individuals learn to analyze content consciously rather than reacting primarily to emotional influence. Facilitates This stage stimulates and deepens critical reflection and cognitive processing.

Beliefs

- The development of evidence-based beliefs.
- Reduced susceptibility to manipulation or persuasive media influences.

Behavior

- Better understanding and interpretation of information.

· More thoughtful, restrained, and deliberate actions and decision-making.

In summary, the model can be described as the following process: Analysis of information sources -> Analysis of content -> Changes in beliefs and attitudes -> Changes in behavior and decision-making.

In essence, this model explains how the development of critical thinking during the process of interpreting media messages can ultimately lead to behavioral change in individuals (Erica Waintraub et al., 2024: 167-177).

L.M.Bazhenova emphasizes that the development of students' media literacy begins precisely in primary school. She notes that working with media starts from the moment children first interact with images, texts and videos. From this point on, the need arises to form and develop media literacy among students (Bazhenova, 2004:55).

Advertising messages use various persuasion tactics to influence children. Developing children's dispositional and situational persuasion knowledge- i.e., forming advertising literacy-enables them to critically evaluate advertising messages and make conscious consumer decisions. Turkish researchers Meral Uysal, Nazhi Bostanzhi, Bilal Aryk, Kenan Chagan, Vahit Ilhan state that since the 1990s, the transition to private broadcasting in Turkey and the increasing diversity of television content have significantly increased people's screen time and TV dependence. Research shows that people in Turkey watch television for an average of 4-5 hours per day. This means that around 19% of a person's yearly time is spent in front of the TV. Considering that 33% of one's time goes to sleep, another 33% to work and 14% to other activities, this proportion becomes notably high.

International studies and statistical data (including figures on children) also describe television watching as a distinct phenomenon of time consumption. As a leisure activity, the duration of daily TV watching averages between 2-4 hours internationally. This indicates that a large portion of a person's discretionary time is spent in front of the screen. Children are considered the most sensitive and receptive audience in front of the TV (Meral et al., 2006: 68).

Let us compare these data with the situation of children in our country:

According to the Ministry of Health, "the results of the study showed that 33.9% of children spend two or more hours daily in front of various device screens. This figure is 37.2% in urban areas and 30% in rural areas" (Kaz Aqparat, 2022).

Children look for role models on television or the internet. Identifying with media characters (celebrities, cartoon characters, athletes, bloggers, or user-generated content) creates a belief that imitating such behavior will lead to positive outcomes. Over time, logical elaboration decreases, and children begin using heuristic shortcuts - making decisions to accept or reject messages based on logical and emotional heuristics rather than detailed analysis (Seitqazy, 2024, 3).

This model underscores the importance of encouraging the use of logical heuristics in media literacy lessons, as it helps children critically evaluate advertising influence. Today, such elements of digital literacy are considered the minimum requirement of media education. However, despite the value of these

lessons for children, it has become increasingly evident that they must also develop other dimensions of media literacy - particularly advertising literacy which involves forming a critical understanding of how information is produced, presented, framed, and targeted at audiences.

The recommendations proposed by E.W.Austin, aimed at equally developing logical and emotional heuristics, are incorporated into the structure of the MediaWise materials. This approach enables children to evaluate marketing messages in a balanced way (Austin, 2007: 215).

Within the program, students learn to recognize advertisements, understand the intentions of advertisers, and become aware of how various techniques used in media influence emotions. They also learn that each person has their own viewpoint and that every media element affects feelings and thoughts differently. Media wise has become an important tool among the growing resources in the field of media literacy. It is distinct from previous programs in that it also incorporates the emotional component of media literacy.

A questionnaire of 10 questions was developed based on E.W.Austin's programs and surveys were conducted among primary school teachers and primary school students. A total of 27 primary school teachers and 136 primary school students participated. Active consent was obtained from school principals and teachers, parental consent was collected for primary school students. All participants were informed that participation was voluntary and that they had the right to withdraw at any time.

Results

In order to develop media literacy among primary school students based on critical thinking technology, a survey was conducted among primary school teachers using the following questions (Survey-1):

Question 1. Which answer would you associate with ways of developing students' media literacy?

The view that media literacy can be developed through critical thinking technology accounted for 44%. We would like to remind teachers who prioritize reading literary books that literary reading is also considered a form of media text.

Question 2. What methods do you use to develop critical thinking in primary school students?

The responses to the survey were analyzed and the key terms were identified.

The answers were coded according to their meaning, and numerical statistics were presented based on frequency.

Table 1 — Keyword coding

Table Key words Code	Category Name	Examples From Answer
K1	Teaching Through Games	"using game techniques", "developing thinking through games"
K2	Questioning and Analysis	"situational questions", "question-answer", "giving opinions"
K3	Working With Texts	"working with various texts"

K4	Visuals and Video	“showing videos”, “working with pictures”
K5	Bloom’s Taxonomy	“using Bloom’s question levels”
K6	General Critical Thinking Techniques	“critical thinking”, “using all methods”

Table 2 – Quantitative Statistics

Code	Category Name	Frequency (n)	Percentage (%)
K1	Teaching Through Games	2	18%
K2	Questioning and Analysis	3	27%
K3	Working With Texts	1	9%
K4	Visuals and Video	2	18%
K5	Bloom’s Taxonomy	1	9%
K6	General Critical Thinking Techniques	2	18%
General		11	100%

It was observed that the methods used by primary school teachers to develop students’ critical thinking skills often involve interaction with media tools.

Question 3. Can students express critical opinions about the theme presented in textbooks or about the photos you provide?

In response to this question, teachers stated that 70.4% of students “yes, consistently express critical opinions,” 22% are unable to work with photographs, and the remaining percentage “no, cannot distinguish the relationship between the photo and the topic.”

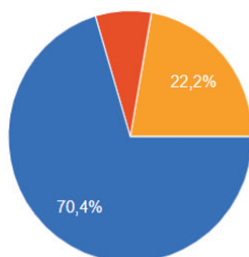


Figure 3 - Students ‘ critical opinion on photos.

Question 4. Do primary school students currently read newspapers and magazines?

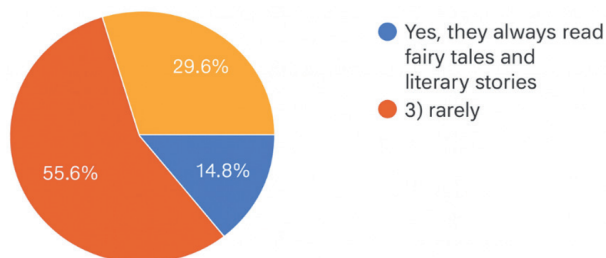


Figure 4 - Newspaper and magazine reading level of Primary School students.

Question 5. Have you noticed that students have learned various habits through using the Internet?

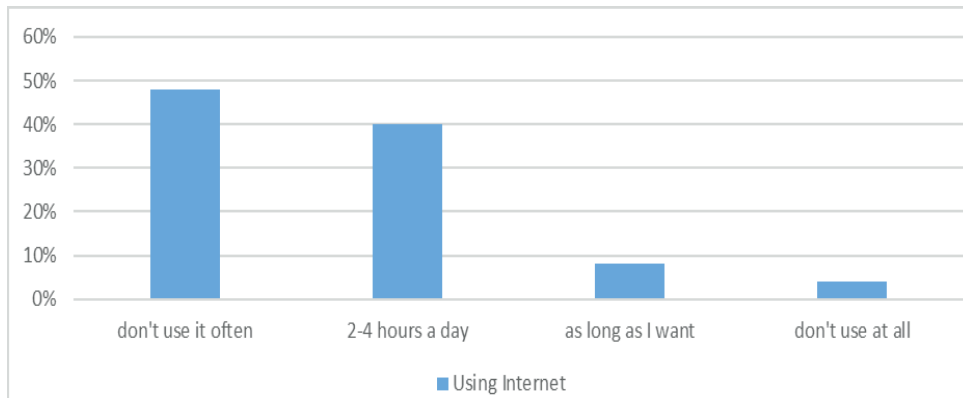


Figure 5 - Impact of the internet on students

The survey revealed that 81% of students tend to imitate online activities, 11% are not addicted to this habit, and the remaining students' actions go unnoticed.

Question 6. In response to the question, “If you are given additional homework that requires further research, what sources of information do you use?”, only 9 out of 136 students indicated that they obtain information from the library. It was determined that the majority rely on the Internet. In addition, a survey was conducted to determine the extent to which students have access to the open Internet. The results are as follows:

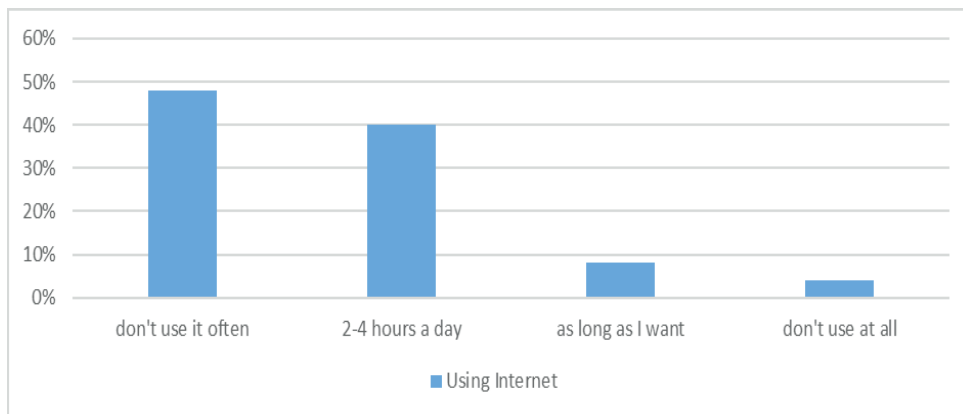


Figure 6 - Students’ Choice of Information Sources and Access to the Internet.

It was found that 48% of the 3rd and 4th-grade students who participated in the survey do not spend much time on the Internet, 40% spend 2-3 hours online, 8% can stay online as long as they want, and only 4% do not use the Internet at all based

on these responses. Thus, most primary school students are able to use the Internet and search for information online. The number of students who seek information in the library is small, because using the Internet at home without leaving the house is more convenient. Therefore, it can be observed that students are highly engaged in the media environment. Based on the results, we identified the importance of teaching students to use media tools appropriately. The relevance of the topic under study has therefore been confirmed (Survey-2).

Discussion. Studies show that primary school children are active consumers of media content. However, their media experience is mostly formed without supervision, and their ability to critically evaluate information is low. Students face difficulties in distinguishing false information and advertising manipulation, understanding the structure of media texts, and justifying their own opinions. Therefore, the purposeful development of media literacy in primary school is a timely necessity.

In response to the question “Which ways of developing students’ media literacy do you consider most effective?”, participants’ answers were divided into two main groups. The majority indicated the need to rely on critical thinking technology, while half of the respondents chose reading literary books. It should be noted that reading books itself is also a component of media literacy.

Considering the answers to the open-ended question “What methods do you use to develop critical thinking in primary school students?”, teachers mentioned: Bloom’s taxonomy, question - answer methods, predicting strategies, and critical thinking activities. Most of these methods fall within the framework of critical thinking technology.

Overall, there was a moderately positive relationship between the use of digital tools and interest in traditional reading of literary books. At the same time, frequent use of the internet was found to negatively influence newspaper and magazine reading habits. These results reflect the level at which students consume media tools and indicate the necessity to develop their media literacy alongside their critical thinking skills.

In response to the question “If a homework task requires extra research, which sources do you use?”, only 9 out of 136 students reported using the library, whereas the rest relied on the internet. In such a situation, when checking homework, teachers can offer students the following discussion questions:

- Where do you get your information from?
- Do you believe everything written on the internet?
- How do you distinguish trustworthy information from untrustworthy sources?

Facts must always be checked: whether they are reasonable, whether the text relies on concrete evidence or on assumptions. For this, it is necessary to conduct a thorough analysis of any information.

Arguments and evidence consist of premises and conclusions. Their purpose is to explain, persuade, or justify. Evidence should not be confused with a simple opinion; unlike an opinion, evidence aims neither to persuade nor defend.

Arguments and evidence may be true or false. This is a neutral concept that relates to the structure and accuracy of information. This also means that even a logically unsupported argument remains an argument in form (Kozic'ka T., 2018, 59). Within this context, several instructional approaches identified by primary school teachers aimed at fostering students' media literacy skills can be highlighted.

The "Thematic Inquiry" Method

Teaching based on searching for information related to a specific theme represents an innovative and engaging instructional approach that attracts students' attention. The selected themes are closely connected to media and information literacy in contemporary society. This method supports problem-solving and decision-making processes, while also enabling learners to acquire new knowledge and skills.

The thematic inquiry approach is particularly effective in media and information literacy education, as it allows students to explore issues in depth and from multiple perspectives. Examples of applying this method in media and information literacy instruction include examining gender and racial issues through media analysis, developing an understanding of privacy and personal data protection, and addressing cyberbullying through findings derived from ethnographic research.

Cooperative Learning

Cooperative learning is another effective instructional strategy that encourages students to work collaboratively, share ideas, and engage in joint problem-solving activities. Through interaction and teamwork, learners enhance their critical thinking and communication skills, which are essential components of media literacy development. Images are among the media types that most often attract the attention of primary school students. Images are sources of information. Teachers frequently use images when explaining lessons to develop students' critical thinking. The following critical-thinking questions are commonly applied when working with images:

1. What do you see in the picture? Describe it.
2. What objects or items are shown in the picture?
3. Who is the person in the picture? (or what object, animal, etc.)
4. What are the people in the picture doing?
5. Does the picture contain written information?
6. When was the picture taken?
7. What information can you get from the image?
8. What information is missing?

Developing media literacy in primary school is directly connected with critical thinking technology.

Critical thinking is the process of thoroughly analyzing, comparing, justifying, and making informed decisions. Technologies based on critical thinking play an essential role in developing media literacy. They help students consciously interpret media texts, discuss information sources, and justify their positions on issues.

Effective critical thinking methods that can be integrated with media literacy in primary school include:

- INSERT strategy – sorting information through text marking;
- Venn diagram – comparing media objects;
- PMI (Plus–Minus–Interesting) – evaluating advantages and disadvantages of media products;
- RAFT method – reconstructing media texts from different perspectives;
- “Thick and thin questions” – understanding the depth of information.

These methods not only develop students' analytical skills but also help form a critical attitude toward media information.

The teacher's guide "Media and Information Literacy" lists the following methods to develop students' media and information literacy: the "theme search" method, problem-based learning, scientific research, case studies, cooperative learning, text analysis, contextual analysis and translations (Kerolain Uilson et al., 2018: 151). It is explained that these methods allow students to determine their own learning goals, formulate information retrieval and search methods, and learn to analyze texts by identifying codes and symbols of different media genres.

A system-wide review study conducted by Tommasi F (2023) comprehensively addresses the issues of developing sons' thinking and media literacy in the context of IVET (vocational education and training). The authors, analyzing various empirical studies, show that these two competencies are closely intertwined, and in the process of working with media texts, critical thinking actions such as analysis, evaluation, interpretation of information and argumentative decision-making are intensified. The results of the study identify problem-based learning, case studies, reflexive tasks and collaborative learning activities based on digital media as effective pedagogical approaches aimed at developing media literacy. The authors also note that the skills of verifying the reliability of information, recognizing manipulative content, and distinguishing between data and opinion are key components of critical thinking. These conclusions can serve as a theoretical and methodological basis for compiling a model for the development of media literacy through critical thinking technology at the level of primary education, since the approaches proposed in the article coincide with the logic of the systematic development of cognitive skills (Tommasi, 2023: 85).

The introduction of media literacy at the primary school level in the Kazakhstani education system can develop in several promising directions:

The development of media literacy in Kazakhstan's primary education can progress through several promising directions:

1. Integration into the curriculum: incorporating media literacy elements into literature, world studies, Kazakh language and science lessons.
2. Improving teacher training: organizing special courses and training on media education methodology.
3. Building digital safety culture: teaching children to protect themselves from online risks and manage their digital footprint.
4. Using game and project-based technologies: teaching through multimedia projects and short videos.

5. Utilizing new technologies such as AR/VR: increasing student engagement through interactive media tools.

Implementing these directions will raise primary school students' media literacy to a new qualitative level.

Conclusion

The study proposed effective models for developing media literacy based on critical thinking technologies.

Overall, the results demonstrate that critical thinking technology should serve as the main methodological foundation for developing media literacy among primary school students. In addition, media literacy development should not be limited to teaching information tool usage but must include developing students' reasoning, analytical, and conscious decision-making abilities.

The following recommendations were made based on the study:

- Integrating media literacy into primary education;
- Systematically applying critical thinking technology;
- Assigning critical analysis tasks using photos, videos, audio and internet materials;
- Improving teachers' professional training;
- Strengthening media culture in families;
- Selecting media content based on national values.

Choosing media texts appropriate to children's age and national mentality contributes to forming positive behavior in the information environment.

Both the news and the opinion have their place. The main thing is that the opinion is in a state of opinion, the news should also not lose its characteristic features. In addition to knowing who the source is, the reader or viewer may ask, "for what purpose is this information being transmitted? How can I use it? it is necessary to ask a critical question. With the gradual formation of skills and business

complex in students in the process of learning through critical thinking, we bring to the fore the importance of the role of media literacy in ensuring that students are active in the lesson, information Retrievers, able to use the acquired knowledge in their practice when necessary, analyze knowledge, independently obtain new data, deeply understand decision-making, and prove their opinion.

A primary school teacher and parent should keep an eye on the media that the child consumes on a daily basis. It will be difficult for a child to understand the world of media if the parent himself is not aware of media resources. The media eye is developing at an incessant speed. A new program, a new film, online games are coming out every day. We note that the threat in this direction is the preparation of media – literate generations, the development of their media literacy-begins in primary school.

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