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Main factors affecting the development of media and information literacy of secondary school teachers

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The article discusses the main factors influencing the development of media information literacy among secondary school teachers, reveals the basic concepts of information literacy among secondary school teachers, its meaning and significance. The importance of developing information literacy among secondary school teachers is noted in terms of adapting to the needs of information technology, promoting professional development and lifelong learning. Recommendations have been developed for updating the concept and methods of training aimed at developing the ability to self-study and actively participate in seminar events. The ways to implement reflection aimed at effective ways to improve the information literacy of secondary school teachers are proposed.

Keywords: factors, media and information literacy, awareness, teacher, information technology, information law, professional development.

В статье рассматриваются основные факторы, влияющие на развитие медиа-информационной грамотности учителей средних классов, раскрыты основные понятия информационной грамотности среди учителей средней школы, ее смысл и значение. Отмечается важность развития информационной грамотности среди учителей средних школ с точки зрения адаптации к потребностям информационных технологий, содействия профессиональному развитию и поощрения обучения на протяжении всей жизни. Разработаны рекомендации по обновлению концепции и методов обучения, направленных на развитие способности к самообучению, активному участию в семинарских мероприятиях. Предложены пути осуществления рефлексии, направленной на эффективные способы повышения информационной грамотности учителей средних школ.

Ключевые слова: факторы, медиа-информационная грамотность, осведомленность, учитель, информационные технологии, информационное право, профессиональное развитие.

With the constant development and popularization of information technology, the need for information literacy of secondary school teachers in the field of education is becoming increasingly high. A modern teacher is, first of all, a specialist who can freely navigate the information space, who has the necessary knowledge and skills to search, store and use information, transform and modify it, works with a variety of information media, and uses modern technologies, computer communication systems. Information literacy is not only a technical skill, but more importantly – the ability to acquire, evaluate, process, use and communicate information, ultimately integrating information technology and teaching.

In the mediatization of education, the formation of teachers' professional literacy is organically linked to ensuring their full preparation for the use of media in the educational process. At the present stage, a specific direction is represented in pedagogical science by media education, which is understood as the process of education and development of personality with the help and on the material of media (media means press, television, cinema, radio, multimedia computer systems, the Internet, etc.). The aim of media pedagogics is the formation of a culture of communication, creative, communicative abilities, critical thinking, skills of interpretation, analysis and evaluation of various information, training in various forms of self-expression using modern computer and digital technology.

At the same time, researchers note that nowadays teachers are increasingly using media in the educational process in order to implement the principle of visibility in teaching, but at the same time, their significant capabilities that contribute to a comprehensive solution to the problem of in-

tellectual, moral and aesthetic development of students remain out of sight. Despite a significant amount of research concerning various problems of media education and revealing the capabilities of media in increasing the effectiveness of teaching, the issues of developing teachers' media competence have not received sufficient coverage in the scientific literature.

Information awareness is the basis of information literacy for secondary school teachers, who must realize that information has become one of the main driving forces of social development and importance in education and teaching. This includes an understanding of information technology, as well as an understanding of the acquisition, evaluation, use and dissemination of information. Good knowledge of information can enable secondary school teachers to better adapt to the demands of information education and proactively respond to the challenges of the information age.

The structure of a teacher's information literacy, as noted by Hu Xiayuya, includes information knowledge and information abilities.

Information knowledge is the main content of information literacy for secondary school teachers, including knowledge in the field of computer science, information technology and information law. A high school teacher needs to have basic knowledge of computer science, understand the essence, characteristics and laws of information, and at the same time need to master knowledge in the field of information technology, including computer applications, network technology, multimedia technology, etc.

Information ability is the key to information literacy for secondary school teachers, which means their ability of implementing technologies in teaching. This includes aspects such as information gathering ability, information processing ability, information analysis ability, information evaluation ability, and information use ability. Secondary school teachers must be able to quickly obtain, accurately review, and use information effectively. They must be able to flexibly use various information technologies and tools in accordance with learning needs, develop and implement a variety of teaching activities, and thereby increase the level of information literacy of students. Improving information ability is a long-term process for secondary school teachers and requires constant practice and reflection, as well as continuous improvement in their ability to process and use information.

Information literacy is crucial for secondary school teachers to be adapted to new conitions. This can enable teachers to use modern media and information technology for teaching. With the rapid development of information technology, teaching methods have undergone revolutionary changes. Good information literacy can enable teachers to skillfully use a variety of digital tools, enhance the variety and enjoyment of teaching, meet students' individual learning needs, and improve teaching effectiveness.

Developing information literacy can help secondary school teachers better conduct educational and pedagogical assessment work. In the information era, the assessment of education and teaching not only relies on traditional examination results, but also requires the use of a variety of digital assessment tools to comprehensively understand the learning situation and growth trajectory of students. Teachers with high information literacy can flexibly use various assessment tools to comprehensively and objectively assess students' learning levels, provide personalized recommendations for students' learning, and promote their holistic development [2].

Increasing information literacy will allow secondary school teachers to more effectively conduct and implement various research and innovations in education, since in the era of information technology, these phenomena have become an important responsibility of teachers when teaching in secondary schools. Teachers with high information literacy can skillfully use online resources and data analysis tools to conduct various research, explore innovative teaching methods and strategies, improve the quality of teaching, and promote continuous progress in teaching.

Information literacy is an important manifestation of the adaptation of secondary school teachers to the needs of informatization of basic education, which is of great importance for improving the level of their teaching and promoting the reform and development of education. Therefore, it is necessary to attach great importance to the development of information literacy of middle school teachers, strengthen relevant training and guidance, improve the level of information literacy of teachers, and promote the deep integration of educational informatization and modern education.

Information literacy is an important part of secondary teacher professional development. Improving teachers' information literacy is directly related to their more effective use of media and information technology in teaching, as well as to increased teaching effectiveness. In the information age, teachers must be able to use various media and information resources, so their level of information literacy directly affects students' assimilation and understanding of the acquired knowledge. A teacher with high information literacy can use multimedia technologies more flexibly to create vibrant and rich learning scenarios, thereby stimulating students' interest and initiative in learning.

In the context of the continuous development of society and the rapid development of technology, information literacy is no longer an additional skill, but is an important component of a teacher's professional competence. A teacher with high information literacy can not only better adapt to the needs of modern education, but also establish interaction with students and better cope with a complex and changing learning environment. Therefore, education of information literacy is an urgent task for the professional development of secondary school teachers.

Improving educational systems and teaching mechanisms is also critical to influence the development of media and information literacy among secondary school teachers. Standardization of the education system and a reliable teaching mechanism can provide more training opportunities and resource support to secondary school teachers, and encourage them to actively participate in information literacy development. Education departments must strengthen the training of secondary school teachers, focusing not only on the use of media and information technology, but also on developing their abilities to understand and analyze information so that they can better fulfill their educational mission. Developing information literacy can help secondary school teachers better adapt to the educational needs of the information age. With the constant development of technology, the application of information technology in teaching has become an inevitable trend. Good information literacy can enable teachers to respond more flexibly to various changes and updates in information technology and make better use of various information resources for teaching [3].

Developing information literacy is also a prerequisite for teachers' continuous learning, as their knowledge and attitude towards teaching directly influence student learning outcomes. With the continuous progress of time, knowledge and skills in the field of education are also constantly updated and improved, and in order to keep up with the times, teachers need to constantly improve their information literacy, study and master new knowledge and skills, and better adapt to the needs of educational development. Developing information literacy among secondary school teachers has important implications for their educational practice in the information age. By improving information literacy, secondary school teachers can not only better adapt to the use of information technology, improve teaching effectiveness, but also increase their awareness and ability to become life-long learners, and contribute to the development of education. Therefore, education managers and individual teachers must recognize the importance of information literacy, strengthen the development of information literacy among secondary school teachers, and provide a solid foundation for building a modern education system.

To develop their information literacy, teachers must change their traditional concepts of teaching and realize that media and information literacy have become important components of today's education. They are not only an auxiliary tool, but also the main content that complements the subject content. Teachers should update their teaching methods, actively use multimedia technology and information tools, and integrate information literacy into classroom teaching, such as through multimedia demonstrations, acquiring online resources, etc., to stimulate students' interest in learning and improve learning capabilities.

In addition, in order to develop information literacy among secondary school teachers, it is also necessary to pay attention to the development of curricula and updating of textbooks. Schools and departments of education must adjust their curriculum requirements, incorporate information literacy content into the curriculum, and clarify learning goals and expectations. At the same time, it is necessary to update the content of textbooks, focusing on those examples and the latest achievements of technological developments that are related to information literacy, so that the content meets the needs of the time and the needs of training and practical activities [4].

There is also a need to strengthen professional development and training for secondary school teachers. Schools can increase the level of information literacy of teachers by organizing thematic seminars, inviting specialists to give lectures, conducting trainings, round tables, etc. At the same time, teachers themselves should also pay attention to independent learning, the latest developments in the field of educational technologies, and constantly improve their professional competence and teaching level in order to better adapt to the educational needs of the information age.

In the process of developing information literacy for secondary school teachers, the combination of the ability to independently learn online and offline is considered one of the key factors. By using online resources, teachers can obtain rich and in-depth information such as online courses, educational websites, etc. These resources not only enrich teachers' knowledge stores but also broaden their teaching perspectives, allowing them to better understand development trends of modern information society. Offline practice and communication are also important ways to develop teachers' self-learning ability. Teachers can exchange ideas and teaching experiences with peers through academic seminars, observational teaching, professional training, and other means, continually improving their professional level. Thus, a combination of online and offline teaching modes helps to develop teachers' active learning awareness and abilities and improve their information literacy levels.

On the other hand, developing information literacy among secondary school teachers also requires attention to individual independent learning abilities. This includes teachers' ability to obtain information, ability to evaluate information, ability to apply information and other aspects. In the process of online learning, teachers need to be able to filter and differentiate information, select valuable content from a huge amount of information, and accurately assess the reliability and authority of information. At the same time, teachers also need to apply the acquired knowledge in practical teaching, improve teaching efficiency through innovative teaching methods and tools. To develop these abilities, teachers must have the motivation and habit of independent learning, be able to use a variety of resources for learning and reflection, and constantly improve their concepts and teaching methods.

By participating in seminar events, teachers can constantly master the latest educational technologies and knowledge on media literacy, thereby improving their professional level. The workshop provides a platform for teachers to network and share information, learn from the experiences of others and use their successful teaching practices to further improve their teaching methods and strategies. By participating in workshops, teachers can strengthen their communication and collaboration with colleagues, form a learning community, explore best practices in information education together, and contribute to the continuous improvement of their information literacy [5].

In practice, teachers should actively participate not only in various forms of discussion activities, but also in internal seminars, teaching and research activities, or professional training courses, where they can gain specific knowledge in the field of educational technology and media literacy. At the same time, teachers can participate in different seminars and other activities organized by professional disciplinary education organizations or academic groups to broaden their horizons and understand the latest concepts and teaching methods. In addition, by participating in online seminars or community sharing events on online educational platforms, modern information technology can be used for distance learning and communication, as well as improving information literacy.

One effective way for secondary school teachers to continually improve their media and information literacy is through reflection training. Reflecting on the problems, achievements and shortcomings that teachers face in teaching practice, it is necessary to think deeply about whether the learning objectives have been achieved, about the effectiveness of teaching strategies, thereby promptly adjusting teaching methods, improving its effectiveness and further promoting the development of one's own media and information literacy. For example, when teachers face challenges such as lack of technology skills or limited ability to search for information while using multimedia learning, they can effectively help improve their own media and information literacy through deep reflection and active search for solutions.

Thus, the development of information literacy of secondary school teachers has become one of the focuses of attention in the field of education. Information literacy is not only the ability of individual teachers, but also an important guarantee for adapting to the needs of informatization of

basic education and promoting the professional development of teachers. Updating traditional teaching methods is an important part of the information literacy development journey for secondary school teachers. Secondary school teachers' media and information literacy levels can be effectively improved only by changing and updating methods, curricula, and textbooks, as well as strengthening professional development and teacher training.

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