Integrated language and media literacy education to enhance Kazakh students' 4Cs skills

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Abstract. The sustained technological development has urged fostering social skills such as critical thinking, creativity, communication, and collaboration for a person's success in a media-driven environment. The proliferation of those skills has been the aim of education contexts worldwide, particularly in Kazakhstan. Our research aims to study didactic scenarios for mastering 4Cs (communication, collaboration, critical thinking, and creativity) skills in classrooms by acquiring integrated language and media literacy. It attempts to understand how best to integrate these notions into the daily classroom so that Kazakh students can confidently communicate their ideas and adequately interact with their external stakeholders. Results showed that suggested didactic strategies can support the development of language learners' abilities to think critically, communicate creatively and collaborate adequately in global information space. The results of the study suggest that global mediatisation of society gives input in the positive dynamics of socialisation of youth in a media-saturated environment when the 4C skills are mastered through language and media-integrated literacy, where media materials are used as a modern authentic, informative source of immersion in the language environment. The study found that students have significantly improved their ability to read and interpret specific texts, view media critically, examine sources of information, and communicate their opinions and ideas using various multimedia tools. The study also provides practical recommendations for educators who want to enhance students' critical communication skills by implementing media literacy instruction.

Keywords: 4Cs skills, integrated language and media literacy, collaboration, didactic scenario, language teaching instructions.

Introduction

The ever-growing need for effective communication and social skills in a media-saturated world has created a massive demand for new methods and resources for language learning and teaching (LLT). The distortion of the media space by propaganda, fake information, digital aggression, and information overload has prompted society for specialists with a critical eye on ongoing global trends and challenges able to critically and safely interact with media materials, determine their spheres of interests, and produce their content for success and advancement in employment. Thus, the demand for an appropriate teaching methodology is as strong as ever. The education system is rethinking its goals and incorporating an increasingly wide range of market-driven skills into educational programs. Schools worldwide are transitioning from the traditional orientation towards the learning environment that integrates subject knowledge, skills, expertise, and support systems to master modern key competencies/skills that students need to succeed in work, life, and citizenship.

The Partnership for 21st Century Learning introduced the concept of the 4Cs skills (communication, collaboration, critical thinking, and creativity) as an attempt to improve education outcomes to prepare students for the demands of 21st-century life and workplace environments in the global digitalised world:

Global warming, immigration reform, pandemic diseases, and financial meltdowns … today's students must be prepared to solve these challenges. … There has been a rapid increase in jobs involving non-routine, analytic, and interactive communication skills. Today's job market requires critical thinking and the ability to interact with people from many linguistic and cultural backgrounds [1].

Several research studies have been conducted on integrating the 4Cs skills in EFL contexts. The studies focusing on the effectiveness of the presentation of integrated skills revealed that if it is managed well, integrated skills teaching effectively improves students' language literacy and communication skills [2-3]. Studies focusing on learners' and teachers' attitudes showed that the integrated skills approach supports learners and teachers [4-5]. As the purpose of our study is to reflect on pedagogical strategies that might introduce the 'Four Cs' skills into language teaching, some practices in incorporating 4C's skills through communicative tasks are suggested to ensure the effective integration of these skills in language teaching and learning environments.

While having 4Cs as an isolated tool, students may face specific difficulties discussing the given classroom tasks. For instance, creativity today requires adaptability and teamwork, so collaboration and communication skills are a must to master. Designing practical thinking is critical and creative, as well as generating and evaluating ideas. Integrating the 4Cs skills as one unit into a language teaching/learning environment through collaborative tasks encourages students to access, analyse, evaluate and create various learning materials and resources, for instance, delivering talk shows, analysing movies, writing argumentative essays, etc.

Alongside the 4Cs skills, the Partnership for 21st Century Skills initiated media literacy (ML) as another vital skill for present-day students to live and work successfully. Prior research on ML has identified its valued outcomes for society and the need for incorporating it into education to increase students' awareness of media content and develop their skills in recognising, resisting, and responding to fake news and disinformation. Several studies suggest that education is the

first factor in addressing this disparity in media use. Media literate specialists become intelligent consumers of products and information by comprehending and identifying the influence and meaning behind media messages [6-10]. The integration of LTL and ML education goes naturally and spontaneously, expanding the concept of 'message' from *interpreting* to *creating and communicating* one's message in various forms [10, p. 62]. ML empowers people to be critical thinkers, effective communicators and active citizens with mass-mediated information in social, economic and political processes [11]. Thus, introducing the 21st-century skill sets (4Cs and ML) has made a fundamental change in the aims of education by keeping all learners involved in the learning process and supporting their personal growth.

Despite these valuable pedagogical initiatives to satisfy language learning needs and students' personal growth, no previous studies have incorporated ML into language course syllabi to foster 4Cs skills. The novelty of researching the adjustment of ML in English language learning to reinforce 21st-century learning skills forms the motivation for this study. There is a need for some pedagogical decisions that equip language instructors with modes of designing language teaching instructions (LTI) to encourage language learners (LL) to critically assess the trustworthiness of the information and creatively communicate their perspectives on the subject matter. Thus, our research aims to study didactic scenarios for mastering 4Cs skills by acquiring integrated language and media literacy (ILML). It attempts to understand how best to integrate these notions into daily classrooms so that Kazakh students can confidently communicate their ideas and adequately interact with their external stakeholders. It also aims to analyse students' satisfaction with the proposed model. To make this possible, we need to explore some key questions:

1 What didactic framework masters students' 4Cs skills in integrated language and media classrooms?

2 What are students' perceptions on mastering their 4C skills with the Integrated Language and Media Literacy framework?

Both 4C skills and ML initiatives are in their infancy in Kazakhstan, although they have been a part of education for several decades in most developed countries. So, pedagogical solutions are needed to equip Kazakh teachers with the relevant teaching tools to address this learning gap. The increasing role of media in consuming and producing new knowledge urges introducing media education in higher schools and designing a sufficiently 'critical' pedagogy to implement it. Using the media content critically, creatively, and collaboratively in LTL trains specialists who can critically assess current global trends and challenges in the media-saturated world. Thus, streamlining Kazakh students' 4C skills through bridging LLT and ML education to enhance their socialisation is justified.

Literature review

Implementing the 4Cs in the classroom effectively has been a discussion among educators for years. There is a general agreement among scholars and practitioners that 21st-century skills should be integrated into education in addition to the core subject areas such as reading, writing, mathematics, and knowledge of other fields [3-5, 12-13]. Discussions in these works have included the proliferation of the 4 Cs skills effectively to LLT through activities for:

– *critical thinking* to develop learners' ability to analyse and evaluate evidence, arguments, claims and beliefs using appropriate types of reasoning, make decisions, solve problems and act as appropriate, etc.;

– *communication* to promote the ability to synthesise and transmit ideas effectively in spoken, written and nonverbal forms in a variety of contexts; communicate effectively in multilingual and multicultural environments, etc.;

– *collaboration* to enhance the ability to work effectively and respectfully with diverse groups, show flexibility and willingness to be helpful to accomplish common goals, make compromises, if needed, assume shared responsibility for cooperative work and value others' contributions, etc.;

– *creativity* to intensify the ability to demonstrate originality in work while being realistic about the limits of new ideas; act on creative ideas to make tangible and helpful contributions; create, adapt and re-share materials with valuable, innovative ideas, etc.

The integration of the 4Cs into language classroom activities transforms teaching and learning. This approach creates opportunities for students to learn in an environment that caters to their individual needs and abilities, supporting their personal growth in the face of an ever-changing social life and global workforce. It also builds knowledge, enhances socialisation, improves communities, and opens new occupational opportunities.

The potential of applications of ML in education has also been explored as a tool for:
– mastering skills to delineate 'reliable' from 'unreliable' content [11, 14];
– maintaining identities and constructing discourse and community [15-16];
– inoculating students against the harmful effects of media [7, 17];
– exploring the fluid nature of meaning in media texts [18-19]; and
– manipulating, creating, or communicating their content in a target language [20-21].

Media discourse in language education can facilitate the development of a critical stance towards linguistic prescription, prejudice, and ideologies [22, p.19]. Thus, educators should be equipped with specific skills to design appropriate media-oriented instructions encouraging students to have safe access, clear understanding, and thoughtful analyses of media messages before communicating their content in a target language.

With the advancement of communication and information technologies, the definition of literacy has evolved from "the mastery of reading and writing printed texts" to "the engagement with various forms of visual, aural, and digital multimodal texts" [23]. ML has been defined variously at different times. However, it is commonly understood as a set of skills that enable people to browse, access, analyse, and evaluate images, sounds, and messages and create new ones in spoken and written communication. The European Union Commission views the ML skill as the ability to access the media, understand and critically evaluate its different aspects and content and create communications in various contexts [32]. Buckingham states that ML is the knowledge, skills, and competencies essential to use and interpret media content [7, p. 5]. Potter interprets ML as a set of perspectives individuals use to analyse the meaning of media messages and believes that individuals cannot participate adequately in public life without mindful and critical media consumption and contribution to the public discourse [16, p.29]. ML seeks to offer media consumers the ability to understand the role of media in society and develop practical skills of inquiry and self-expression necessary for all citizens [18, p. 166]. As part of our study, we view ML as a set of skills to decode media messages, assess the influence

of those messages on thoughts, feelings, and behaviours, and *create and communicate media thoughtfully and conscientiously using all forms of communication.*

It is widely accepted that people cannot possess communication, critical thinking, and creativity skills unless they acknowledge their lack of knowledge in media and desire to learn more. Scholars and documents agree that developing students' 4C skills through media consumption increases their awareness and understanding of current and future events. Therefore, we argue that providing learners with the ability to consume and communicate media content critically, responsibly, creatively, and collaboratively is essential for engaging and meaningful learning experiences.

Method

Integrated Language and Media Literacy Education to enhance Kazakh students' 4Cs skills

One way to ensure meaningful engagement in learning is Inquiry-Based Learning (IBL). IBL focuses on anticipating opportunities in a variety of student responses, providing pedagogically relevant explanations that link the subject content to students' thinking, as well as on a deep, structured reflection of the teacher's work and the reaction to the students' thinking [24]. Teachers can provide authentic learning experiences with the IBL approach by emphasising active thinking when students develop evidence-based explanations and connect explanations to existing knowledge to construct new knowledge [25]. For Pedaste et al., the structural component of IBL allows students to understand a new concept by linking it with existing knowledge instead of rote memorisation [26]. IBL has been defined variously at different times and in different places as:

– a process of knowledge-seeking behaviour [27, p. 2];

– a strategy adopted by students in the learning process by analogy with professional scientists to create new specific knowledge [28, p. 907];

– a means of constructing knowledge through collaborative and communicative processes [29, p.21];

– a problem-solving process due to five foundational issues (questioning, exploration, assimilation, inference, and reflection) (Callison & Baker, 2014);

– a process of testing a proposed hypothesis and evaluating the results of relevant experiments or observations [26, p. 54];

– a process of searching for supporting evidence and offering explanations of natural phenomena [31, p. 20].

Thus, IBL can be defined as a question-driven learning process where students are actively involved in acquiring personal experience through inquiry and constructing new knowledge. At the same time, teachers facilitate and guide this learning process.

From the perspectives of our research, the IBL approach would be the best fit for our goals because it aligns with the English course learning outcomes and social demands to train students for 21st-century life and workplace environments. This approach encourages and guides the students to *question* their thoughts, feelings, or actions, explore the information, develop and test hypotheses, construct new knowledge, and *reflect on* their findings through *creative collaboration and critical communication* (Table 1). Therefore, the IBL is the foundation for the pedagogical framework integrating language and media literacy (ILML) to streamline students' 4C skills.

Table 1

Inquiry-based learning steps

Steps	Functions
Questioning	To engage learners in inquiry by arousing their curiosity, establishing foundational knowledge, and exploring intriguing topics for preliminary research.
Exploration	To engage learners in discovering something new, one may explore unexplored territories and take risks.
Developing	To engage learners to promote deep learning, request learners to find, evaluate, and use information.
Constructing	To engage learners in constructing new knowledge and sharing their findings
Reflection	To engage learners in carefully reflecting upon a situation, experience or event, to gain a deeper understanding of it and think how it has contributed to the outcome.

As a *student-driven, inquiry-based learning, our framework addresses the integration process of language and media literacy* to foster LL's 4C skills during the subsequent phases of the LTL process. The IBL was employed as an umbrella for various educational approaches, characterised by their differing emphasis on the five-staged 'inquiry' activities mentioned above, including *task-based, problem-based, project-based, inquiry-based instructions,* and other student-centred approaches to language acquisition. It will ensure minimum teacher intervention and enhance students' aspiration for active learning and academic achievement (Table 2).

The IBL process starts with *orientation,* flows through conceptualisation to investigation, and ends with *conclusion and discussion through various activities.* [26, p. 54]. In terms of our research, in the Orientation and Conceptualisation phases of the inquiry learning process (which includes activities for browsing and accessing messages, ex., *identifying who created this message, understanding the creative techniques used to attract one's attention, etc.),* students are called to gather information on a research question, take notes and build hypotheses and questions they want to analyse during the investigation phase (which includes activities analysing, evaluating, etc. *analysing how different people might understand the message, identifying lifestyles, values, and viewpoints represented in or omitted from the message). Students* search for answers to questions – collect specific data, construct and analyse evidence-based arguments to check whether a hypothesis is correct. In the Conclusion phase, the students learn to recognise alternative explanations and construct scientific explanations linking their hypotheses with the evidence collected during the investigation phase. Further, at the Discussion (which includes activities for creating, reflecting, and acting, e.g., understanding why the message is sent), students reflect on their learning processes and outcomes by communicating their arguments and comparing them with other students' arguments. These activities seek to engage students in their learning in meaningful ways for their lives and work. Activities focus on students using the authentic target language to complete tasks with *creativity, collaboration, critical thinking and communication.* An integrated learning environment in the classroom would stimulate

learners' progress in practising *vocabulary, grammar, and pronunciation* and mastering *speaking, reading, writing and listening* skills. Learners' comprehension is widely affected by the application of authentic language through media in various formats (audio, visual, print), where lexical elements and metadiscoursal items are shaped. Through carefully considered assignments for selected readings, interviews, and video lectures, students will learn what questions to ask and how to analyse and interpret messages they receive through the media each day. They will also get acquainted with and use everyday vocabulary to help you consume and understand modern media language. There are several ways to make media materials useful for students of different levels, such as selecting interesting materials to encourage them in reading/listening. Prior experience showed that students involved in reading/listening would skip some complex expressions in the text. Despite the complexity of the texts, the task should suit the level of students; this is more important than the difficulty of the text. The key to success in LTL is the student's involvement in pre-activity and while-activity preparation techniques, in the selection of materials and in carefully designing the tasks.

Table 2

Integrated Language and Media Literacy Framework

Student – active learner	Learning Objectives	Training Critical Thinkers, Effective Communicators & Active Citizens					Teacher – facilitator, guide
	Learning Approach	Inquiry-Based Learning					
		Questioning	Exploring	Adjustment	Assumption	Reflection	
	Instructions	Task-Based	Problem-Based	Project-Based		Contend-Based	
	Inquiry learning phases	Orientation	Conceptualisation	Investigation	Conclusion	Discussion	
	Skills	Critical Thinking	Communication	Creativity	Collaboration		
	Abilities	To develop learners' ability to analyse and evaluate evidence, arguments, claims, and beliefs using appropriate reasoning, make decisions, solve problems, act appropriately, etc.	To promote the ability to synthesise and transmit ideas effectively in spoken, written and nonverbal contexts, communicate effectively in multilingual and multicultural environments, etc.	To intensify the ability to demonstrate originality in work while being realistic about the limits of new ideas; act on creative ideas to make tangible and helpful contributions; create, adapt and re-share materials with innovative and valuable ideas, etc	To enhance the ability to work effectively and respectfully with diverse groups, show flexibility and willingness to be helpful to accomplish common goals, make compromises, assume shared responsibility for cooperative work, value others' contributions, etc.		

Subskills	Language Units (Vocabulary, Grammar& Pronunciation) Language Skills (Reading, Listening, Writing, Speaking)			
Activities	Article Critique E-Forums Problem-Solving	Annotation Peer Review Project Work Subway	Case Study Analysis Philosophical Talks Walk	Blogging Podcast Survey
Resources	Audio & visual materials	Print materials	Multimedia apps	
Learning outcomes	• assess the credibility of information from different sources, • communicate accurately, clearly and creatively using different forms of media, • encourage students to compare different perspectives in media texts, • engage students in research and critical investigations, • foster students' collaborative autonomous learning abilities, • master students' proficiency in communicating and disseminating their thoughts and ideas, • recognise values and points of view embedded in the plot, • stimulate students' interest in a wide range of global and local issues, • encourage students to communicate and defend their arguments, and • Foster students' responding appropriately to critical comments from peers, etc.			

Participants

This study was conducted with the second-year Library studies and History graduate students at al-Farabi Kazakh National University in Almaty. The quasi-experiments, interviews with students and classroom observation were used in this study. Sixty-eight students were involved in the research in control groups (CG) and treatment groups (TG) using the purposive sampling method as research subjects. Library studies groups (twenty-one) were determined as the control groups, and History groups (forty-seven) were determined as the treatment groups. The selection of a History major as the treatment group was based on the fact that the students were more active in the session of questioning and answering (Q & A) and discussion during learning in the fall semester of the 2023-2024 academic year before the experiment. In addition, the academic performance of the History groups was lower, and the authors set themselves to raise the level of students' 4Cs proficiency experimentally. During the experiment, the TG tested the application of 4Cs to ILML, whereas the CG was provided with conventional learning.

Results

The pedagogical principles for designing a research treatment are based on IBL and are focused on incorporating the ML to LLT to develop Kazakh students' 4C skills. The treatment aims to create an educational environment to apply and develop critical thinking, creativity, communication and collaboration skills through integrating language and media literacy competencies. The treatment investigated the effectiveness of the ILML model in language classrooms by measuring 4Cs proficiency pre-test and post-test and conducting a questionnaire, interviews, and panel discussions with students. PhD professors from the same department with more than ten years of English teaching experience were involved in assessing the test validity. During the experiment, the TG tested a pilot project for applying 4Cs to language learning through media, whereas the CG was provided with the application of conventional learning. Various learning tasks were designed for collaboration in language classrooms.

At the beginning of the treatment, all students from the control and treatment groups were given a pre-experiment task to diagnose their capacity for communication, collaboration, creativity and critical thinking. The 4Cs skills were measured using validated social interaction instruments for cooperation.

Pre-test Activity Sample for Treatment & Control Groups.

In groups of three to four, study the given graphs on the obesity prevalence among youth aged 2-17 years by sex and age from 2015 to 2019. Work out jointly the meaning of the given materials by talking about them, and then write out their negotiated understanding as accurately, appropriately and coherently as possible. The report with your findings will be recommended for posting on the school's Instagram page.

Task accomplishment results suggested that students encounter some problems. Besides the linguistic issues such as lexical choice, the best syntactic structure, etc., these problems include generating common ideas, involvement of other peers in a team discussion, evaluating one's assumptions and judgments, accepting others' ideas, showing tolerance to differences in the cognitive ability of others, thinking critically and creatively.

I am creating a Message Activity Sample for Treatment Groups during the experiment.

Introduction: *Analyse two media messages on the same topic and create a presentation board, hypercard stack or video that analyses the messages using the five critical questions. Post your presentation on social media and determine your followers' feedback.*

Instructions to complete the activity:

– Select two media messages on the same topic and analyse them with Five Critical Questions.

– Find an audio track image or draw yourself something to represent visually or/ audially each of the messages you select.

– Write paragraphs responding to Five Critical Questions. Analyse each message. Provide your statements with reasonable arguments.

– Arrange these short paragraphs around your images. Write a headline for each paragraph.

– Create a presentation board, HyperCard stack, poster, or video to display your analysis findings.

– Post your presentation on social media.

– Figure out your followers' feedback about your presentation. To what extent do you agree with this feedback?

By the end of the experiment, both groups were given a post-experiment case study analysis task. This part of the experiment aimed to determine how the treatment affected students' communication and social skills enhancement.

Post-Experimental Case Study Sample for Treatment & Control Groups

Introduction: *The Sustainable Development Goals (SDGs) are global goals for fair and sustainable health at every level, from planetary biosphere to local community. The aim is to end poverty, protect the planet and ensure that all people enjoy peace and prosperity, now and in the future.*

Growing points: *There is an increasing understanding that sustainable development needs a paradigm shift in understanding the interaction between the real economy and quality of life. Changing our current model would have many social, environmental and economic benefits.*

Instructions to complete activity: *Work in groups of three to four. As part of a unit on community development, communicate with a Peace Corps volunteer, community activist, or local*

leader who is fluent in the target language and has fieldwork experience. Exchange information related to the work/projects on the UN Sustainable Development Agenda being undertaken locally and in the country of the respondent's origin. Areas of focus may include agriculture, business, education, health, and the environment. Analyse and describe how science and engineering involve creative processes, including generating and testing ideas, making observations, and formulating explanations of new advances brought to life by the Agenda. Post your findings on the school's Instagram page and call your followers for comments.

Table 3 illustrates the data of the pre-test and post-test results in CG and TG, the results of an oral survey, and the results of the case-based exam. Students are assigned a practical problem that must be solved by applying knowledge from the course material.

The preliminary test results are indicated by x, and the post-test results are indicated by y. The difference between students' grades is $d = y - x$. Results for media analysis are indicated by z, and grades for problem-solving are indicated by k. The average scores for the group are calculated using the following formulas:

$= \Sigma x_i / n; y = \Sigma y_i / n; = \Sigma z_i / n; k = \Sigma k_i / n$,

where Σ is the arithmetic average according to the presented indicators,

n is the number of students in the group.

Table 3

Pre-test and Post-test Results in Control Groups (CG) and Treatment Groups (TG)

Sections	Pre- experiment test				Post-experiment test			
	Critical thinking	Collabo-ration	Commu-nication	Creativity	Critical thinking	Collabo-ration	Commu-nication	Creativity
Points	100	100	100	100	100	100	100	100
CG (68)	58	57	65	59	63 (+5)	63 (+6)	71 (+6)	62(+3)
TG (71)	55	50	58	55	78 (+23)	73 (23)	79 (+21)	77 (+22)

Task accomplishment results suggested that students from TG encounter fewer problems than students from CG. There were slight improvements in the academic performance of CG students. They still had problems in social interactions and soft skills like problem-solving, creativity, and linguistic problems. The results of TG students were quite optimistic. Students were able to demonstrate their capacities to (1) generate and communicate ideas and give input in team meetings, conversations and interactions with their external stakeholders, (2) evaluate their assumptions and judgments, accept the goals of a group and evaluate overall results, (3) cultivate increased cooperation in a group to solve specific problems, (4) improve their tolerance to the difference in the cognitive ability of others, (5) seek to think critically and creatively. The results of the post-experiment task are presented in graph 1. The ability to make appropriate critical decisions and judgments (critical thinking) was improved from 55 to 78, a +23 score. The ability to work together to achieve a common goal or to solve a problem (collaboration) was improved from 50 to 73 (+23). The ability to generate, transmit, explain and negotiate information (communication) was improved from 58 to 79, a +21 score. The ability to think

unconventionally to create new products and solutions to problems (creativity) was improved from 55 to 77 (+22). The pre-and post-test results in CG and TG are given in Table 2.

Following the 4Cs proficiency test, the students were given a questionnaire with multiple choice answers (Strongly Agree / Agree / Neutral / Disagree / Strongly Disagree) to determine their attitudes towards Integrated Language and Media Literacy Education (ILMLD). The questionnaire results are given in Figure 1. The questionnaire contained four statements:

• ILMLD increases students' interest in learning English.
• ILMLD practice involves mastering four skills (reading, listening, writing, and speaking)
• ILMLD makes English content more meaningful and flexible.
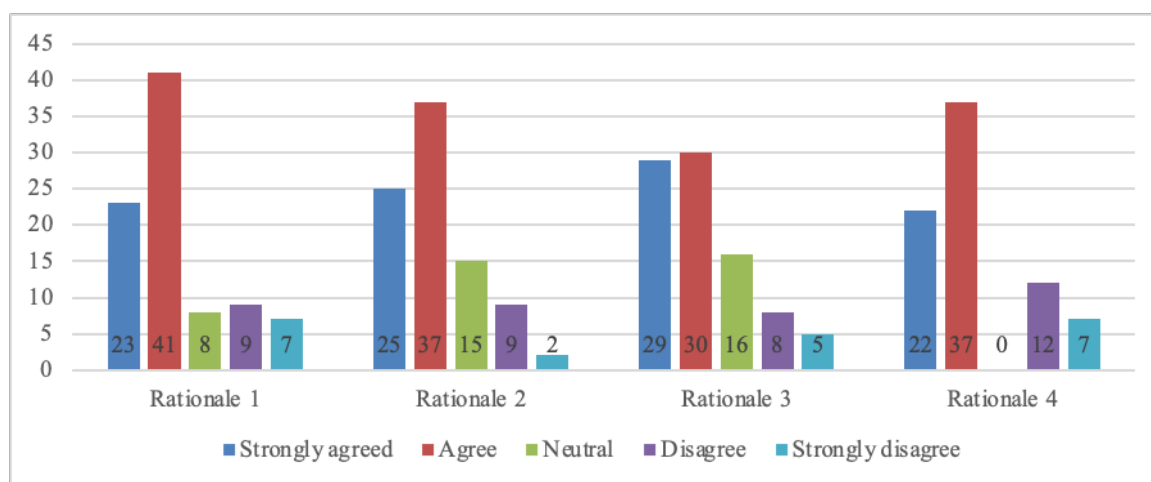• Media products master critical awareness and creative communication.

Figure 1. Rationales for Introducing ML in EL Classrooms

Out of the sixty-eight respondents, twenty-nine voluntarily participated in a follow-up interview to discuss their responses to the questionnaire. Approximately 73% of the respondents believed that incorporating ML education into English instruction boosts motivation for studying English. Additionally, 71% of the respondents believed that media literacy education is closely related to teaching the four language skills. The interviewees stated that ML is easy to implement in English lessons since they listen to music, watch videos, read articles, write messages/essays/emails, and discuss various topics. They also claimed that the meaningful and flexible content of ML makes it a valuable addition to English classrooms.

Furthermore, 67% of the respondents believed that the English teaching content is adaptable to students' abilities and interests. They agreed that practising ML enhances their broad knowledge and analytical skills, allowing them to analyse and synthesise media messages effectively. Moreover, actively using methods to analyse and structure information independently, check facts, and reach valid conclusions promotes cognitive activity and critical thinking among students. The respondents' positive attitudes towards the survey demonstrate their eagerness and preparedness to participate in the experiment. They believe the investigation can significantly improve the quality of language learning and teaching and their academic achievements.

Discussion and Conclusion

The results from this study support and extend research in higher education on students' perceptions about fostering their 4C skills through language and media-integrated literacy as the key competencies of learning and innovation in the 21st century. This paper attempts to justify that learners could become independent and critical thinkers if guided to see, read and listen beyond what is presented to them lexically and grammatically. However, the qualitative survey provides a more in-depth representation of student attitudes to integrating the 4Cs skills and media literacy, which results in academic success. Teaching critical thinking and problem-solving effectively in the classroom is vital for students. Today's citizens must be active thinkers to compare evidence, evaluate competing claims, and make sensible decisions. Communication skills are integral to collaboration skills, which include working effectively with diverse teams, making necessary compromises to achieve a common goal, and taking shared responsibility for collaborative work. Collaboration is crucial for students and employees alike due to globalisation and the rise of technology. Students can generate more knowledge by working collaboratively, making collaboration essential for student success in today's global society. Furthermore, innovation does not come from individuals thinking and working alone but through cooperation and collaboration, drawing on existing knowledge to create new knowledge. These results suggest that mastering 21st-century skills alongside ML in the higher education framework will help students navigate the ever-changing world and large information flows and allow them to learn throughout life. The proposed activities are consistent, overlap and complement each other. They all lie in one space that supports students' cognitive development and fill it with real-life content. However, they are still innovative for most Kazakh schools.

One of the challenges for students in applying critical thinking skills to their actions is fear that they might be left to encounter cynical and defeatist judgment or opinion in response. Unfortunately, this skill must be practised rather than solved with quick Tips. Thus, communication led by instructions based on the integrated language and ML model is an effective tool to call students for discussion and critical thinking to enhance their collaboration, communication, creativity and critical thinking, as well as to promote social awareness and engage participation in civil society.

The proliferation of these skills among language learners has been the aim of most recent language programs, including Kazakh. However, achieving this vital aim in these contexts requires, but is not limited to, taking additional thought and planning on creating the appropriate educational environment for integrating these skills in LLT. In further studies, we intend to explore the following: adjusting task instructions for students' individual needs; constructing a task management system for smooth group communication, centralisation and expansion of media education in Kazakhstan; and the impact of new technologies on ML and language proficiency.

Contribution of the authors

Yelubayeva P.K. – was responsible for the concept of the research work.

Berkinbayeva G.O. – was responsible for coverage and systematization on the chosen topic.

Khamidova A.Kh. – developed a detailed plan for data collection, selection of analysis methods, data collection and processing.

Kulzhanbekova G.K. – organized and conducted the main experiment as part of the study, described the research methods.

Kudyarova S.T. – a significant contribution to the concept or design of work; collection, analysis and interpretation of the results of the work.

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4К меңгеру деңгейін арттыру үшін қазақстандық студенттердің тілі мен медиа сауаттылығын интеграцияландырып оқыту

Аңдатпа. Тұрақты технологиялық даму адамды бұқаралық ақпарат құралдары басқаратын ортада жетістікке жетуі үшін сыни ойлау, шығармашылық, қарым-қатынас және ынты-мақтастық сияқты әлеуметтік дағдыларды дамытуды талап етеді. Бүкіл әлемде, әсіресе Қазақстанда білім беру контекстінің мақсаты осы дағдыларды дамыту болып табылады. Біздің зерттеуіміз интеграцияланған тілдік және медиа сауаттылықты игерту арқылы сыныптарда 4К (шығармашылық, сыни ойлау, ынтымақтастық және коммуникация) дағдыларын меңгеру үшін дидактикалық сценарийлерді зерттеуге бағытталған. Қазақстандық оқушылар өз идеяларын сенімді түрде баяндап, өздерінің сыртқы мүдделі тараптарымен барабар өзара іс-қимыл жасай алатындай етіп, осы ұғымдарды күнделікті оқу іс-әрекетіне қалай барынша ықпалдастыруға болатынын түсінуге талпыну жолдары беріледі. Зерттеу нәтижелері ұсынылған дидактикалық стратегиялар тіл үйренушілердің сыни ойлау, шығармашылық қарым-қатынас және жаһандық ақпараттық кеңістікте барабар ынтымақтастық қабілеттерін дамытуға ықпал ететінін көрсетті. Зерттеу нәтижелері қоғамның жаһандық медиатизациясы 4К дағдылары тілдік және медиаинтеграцияланған сауаттылық арқылы игерілуін, медиа материалдардың тілдік ортада заманауи шынайы, ақпараттық көзі ретінде пайдаланылатынын, медиаға бай ортада жастардың әлеуметтенуінің оң динамикасына үлес қосатынын көрсетеді. Зерттеу нәтижелері студенттердің белгілі бір мәтіндерді оқу және түсіндіру, медиа материалын сыни тұрғыдан қарастыру, ақпарат көздерін зерттеу және әртүрлі мультимедиялық құралдарды қолдана отырып, өз пікірлері мен идеяларын жеткізу қабілетін айтарлықтай жақсартқанын көрсетті. Сонымен қатар зерттеу медиа сауаттылықты оқытуды енгізу арқылы студенттерге шығармашылық, сыни ойлау, ынтымақтастық және коммуникация дағдыларын жетілдіру оқытушыларға арналған практикалық нұсқауларды қамтиды.

Түйін сөздер: 4К дағдылары, интеграцияланған тіл және медиа сауаттылығы, ынтымақтастық, дидактикалық сценарий, тілді оқыту нұсқаулары.

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Интегрированное обучение языку и медиаграмотности казахстанских студентов для повышения уровня их владения 4К

Аннотация. Для успешного взаимодействия в условиях, управляемых средствами массовой информации и устойчивого технологического развития, человеку необходимо совершенствование социальных навыков, таких, как критическое мышление, креативность, коммуникация и сотрудничество. Укрепление данных способностей является одной из важных задач процесса обучения по всему миру, особенно в Казахстане. Наше исследование направлено на изучение обучающих концепций для овладения навыками 4К (креативность, критическое мышление, кооперация и коммуникация) путем приобретения интегрированной языковой и медиаграмотности. В нем предпринята попытка понять, как наилучшим образом интегрировать эти понятия в повседневную учебную деятельность, чтобы казахстанские обучающиеся могли уверенно излагать свои идеи и продуктивно взаимодействовать с другими участниками общения. Полученные результаты показали, что предложенные дидактические стратегии могут способствовать развитию способностей изучающих язык к критическому мышлению, творческому взаимодействию и адекватному сотрудничеству в глобальном информационном пространстве. Итоги исследования свидетельствуют о том, что глобальная медиатизация общества вносит вклад в позитивную динамику социализации молодежи в среде, насыщенной медиа, когда навыки 4К осваиваются с помощью языковой и медиаинтегрированной грамотности, где медиаматериалы используются как современный аутентичный, информативный источник погружения в языковую среду. Результаты исследования показали, что студенты значительно улучшили свою способность читать и интерпретировать конкретные тексты, критически относиться к медиа, изучать источники информации и излагать свои мнения и идеи с использованием различных мультимедийных инструментов. В исследовании также содержатся практические рекомендации для преподавателей, которые хотят улучшить навыки критического общения учащихся путем внедрения обучения медиаграмотности.

Ключевые слова: навыки 4К, интегрированная языковая и медиаграмотность, сотрудничество, дидактический сценарий, методы обучения языку.

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