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**ANALYSIS OF THE CURRENT SITUATION AND PROBLEMS
IN THE DEVELOPMENT OF TEACHERS' MEDIA
AND INFORMATION LITERACY**

Abstract: *in the digital age, the media and information landscape is constantly evolving. Teachers' media and information literacy has become a cornerstone for enhancing teaching quality and promoting students' comprehensive development. This paper conducts an in – depth exploration of the current situation and problems in the development of teachers' media and information literacy. Through comprehensive research and analysis, it reveals a series of issues, such as uneven cognitive levels, varying material – handling capabilities, and sub – optimal resource utilization. To address these, targeted suggestions are put forward, including the enhancement of training programs, the establishment of a multi – dimensional evaluation system, and the promotion of a supportive educational environment. These measures aim to comprehensively elevate teachers' media and information literacy, thereby fueling innovation and progress in the education field.*

Keywords: Teachers' Media and Information Literacy; Teacher Training and Development; Training Opportunities; Evaluation System

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АНАЛИЗ ТЕКУЩЕЙ СИТУАЦИИ И ПРОБЛЕМ В РАЗВИТИИ МЕДИАИНФОРМАЦИОННОЙ ГРАМОТНОСТИ УЧИТЕЛЕЙ

Аннотация: в эпоху цифровых технологий медиа- и информационный ландшафт постоянно развивается. Медийная и информационная грамотность учителей стала краеугольным камнем повышения качества преподавания и содействия всестороннему развитию учащихся. В статье проводится углубленное изучение текущей ситуации и проблем в развитии медийной и информационной грамотности учителей. В результате всестороннего исследования и анализа выявлен ряд проблем, таких как неравномерный когнитивный уровень, различные возможности работы с материалами и неоптимальное использование ресурсов. Для решения этих проблем выдвигаются целенаправленные предложения, в том числе по совершенствованию учебных программ, созданию многомерной системы оценки и созданию благоприятной образовательной среды. Эти меры направлены на всестороннее повышение медийной и информационной грамотности учителей, тем самым способствуя инновациям и прогрессу в сфере образования.

Ключевые слова: медийная грамотность учителей, информационная грамотность учителей, подготовка учителей, повышение квалификации учителей,

возможности повышения квалификации, система оценки.

1. Introduction.

In the contemporary information – saturated era, the exponential growth of media and information technology has revolutionized the educational paradigm. Teachers, as the vanguards of knowledge dissemination, are expected to possess advanced media and information literacy to adapt to the changing educational environment. This literacy not only serves as a catalyst for improving teaching effectiveness but also plays a pivotal role in cultivating students' critical thinking, digital citizenship, and innovative capabilities.

However, a closer look at the current scenario reveals a complex web of challenges. Teachers often find themselves grappling with an overwhelming amount of information, struggling to differentiate between reliable and spurious sources. The process of integrating media elements into teaching materials, such as selecting appropriate videos, interactive software, or online platforms, can be daunting. Moreover, concerns regarding information security, such as protecting students' personal data and preventing cyber – bullying, and ethical issues, like proper citation of digital resources, add another layer of complexity.

The dearth of adequate training opportunities and a well – defined evaluation system further exacerbates the situation. Without proper guidance and support, teachers may lag behind in leveraging the full potential of media and information technology in the classroom. Thus, a thorough analysis of the current situation and problems, along with the formulation of effective countermeasures, is not only timely but also essential for the sustainable development of education.

2. Current Situation of Teachers' Media and Information Literacy.

2.1. Analysis of the Current Situation of Teachers' Media Literacy.

2.1.1. Cognitive Disparities.

Teachers' understanding of media in an educational context varies significantly. A segment of educators, often those who actively engage with emerging educational

technologies or have a background in related fields, possess a comprehensive understanding of media concepts. They recognize media not merely as a supplementary tool but as an integral part of modern teaching strategies. For example, in a high – school physics class in a progressive school, Mr. Smith, an enthusiastic teacher, uses virtual reality (VR) simulations from platforms like PhET Interactive Simulations to help students visualize complex atomic structures. Students can explore the 3D models of atoms in an immersive environment, which significantly enhances their understanding of abstract concepts.

Conversely, a considerable number of teachers have a more limited perception. They may view media as just another form of visual aid, like a simple PowerPoint presentation. For instance, in a neighboring school, Mrs. Johnson, who has been teaching for over 20 years, mainly uses static PowerPoint slides with text – heavy content in her biology class. When teaching about the life cycle of a butterfly, she simply shows a series of pictures and bullet – point descriptions, missing the opportunity to use an engaging animated video that could bring the process to life and make it more memorable for students.

2.1.2. Material Selection and Production Gaps.

In terms of media material selection, there is a wide spectrum of capabilities among teachers. Some are proficient in scouring the vast digital landscape to find high – quality, relevant media resources. For example, in a literature class, Ms. Lee, an experienced English teacher, often uses audiobooks from platforms like Audible and Librivox. When teaching «To Kill a Mockingbird," she selects a professionally narrated audiobook version that allows students to experience the story in a different way, enhancing their comprehension and appreciation of the novel's language and themes.

On the other hand, many teachers lack the skills to sift through the abundance of media content. They may rely on outdated or low – quality resources, simply because they are unaware of better alternatives. In a rural school's art class, Mr. Wang wants to teach students about modern art movements. He uses a decade – old textbook – associated CD-ROM that contains pixelated images and limited information. He is

unaware of platforms like Google Arts & Culture, which offer high – resolution images, virtual museum tours, and in – depth artist biographies.

When it comes to media production, the gap is even more pronounced. Skilled teachers can create their own media materials, such as instructional videos, interactive e – books, or educational games. For example, a math teacher, Ms. Chen, creates her own educational games using platforms like Kahoot! and Quizlet. For a unit on algebra, she designs interactive quizzes and games that make learning equations fun and engaging for students. In contrast, less – experienced teachers may find the process of media production intimidating, lacking the technical know – how and creativity to develop original and effective teaching materials. In a primary school, Mr. Zhang wants to make a video to teach students about basic grammar. However, he struggles to use video – editing software like Adobe Premiere Pro. As a result, he gives up on the idea and resorts to traditional chalk – and – talk teaching methods.

2.1.3. Varied Utilization of Media Educational Resources.

The utilization of media educational resources also differs from teacher to teacher. Some educators are proactive in exploring and integrating a diverse range of media – based resources into their teaching. They participate in online educational communities, subscribe to educational platforms, and constantly update their knowledge of available resources. For example, a geography teacher, Mr. Liu, uses Google Earth in his class. When teaching about mountain ranges, he can show students the actual terrain, elevation profiles, and satellite imagery, providing a more immersive and comprehensive learning experience.

In contrast, a significant portion of teachers are unaware of the wealth of media educational resources at their disposal. They may be limited to the resources provided by the school textbook publisher or what is readily available on the school's intranet. In a music class, Ms. Wu only uses the CDs that come with the textbook to teach students about different music genres. She is not aware of music – learning platforms like Soundtrap, which offers students the opportunity to create their own music compositions and learn about music production.

2.2. Analysis of the Current Situation of Teachers' Information Literacy.

2.2.1. Information Acquisition and Screening Disparities

In the digital age, information is readily accessible, but not all of it is reliable. Some teachers are highly skilled in information acquisition, using advanced search techniques, such as Boolean operators in search engines, to find precise educational information. They are also proficient in using specialized educational databases, like JSTOR or Google Scholar for academic research. For example, a history teacher, Mr. Zhao, when preparing a lesson on the Industrial Revolution, uses JSTOR to search for peer – reviewed academic articles. He can quickly screen through the results, focusing on articles written by renowned historians, and uses the information to provide a more in – depth and accurate account of the historical event in his class.

However, a substantial number of teachers struggle with information acquisition and screening. They may rely on basic search engines without optimizing their search queries, leading to a flood of irrelevant results. For instance, in a science class, Ms. Sun wants to find the latest research on climate change for her students. She simply types «climate change» into a general search engine and uses the first few results she sees. Some of these results are from non – scientific blogs with inaccurate information, which may mislead her students.

2.2.2. Information Evaluation and Application Discrepancies.

Teachers with high – level information evaluation skills can assess the relevance, accuracy, and timeliness of information in the context of their teaching. They can take complex research findings and adapt them into engaging classroom lessons. For example, in a biology class, Mr. Huang comes across a recent scientific study on gene editing in a reputable scientific journal. He evaluates the study's methodology, findings, and implications, and then simplifies the information to create a classroom activity. Students discuss the ethical and scientific aspects of gene editing, which deepens their understanding of genetics and bioethics.

In contrast, some teachers lack the ability to evaluate information effectively. They may incorporate inaccurate or outdated information into their teaching, which

can misinform students. In a current affairs class, Mr. Zhou uses a news article from an unreliable website that contains false claims about a political event. He fails to verify the information and presents it as fact to his students, leading to misunderstandings. Additionally, even when they do find valuable information, they may struggle to apply it in the classroom. They might not know how to transform theoretical information into practical teaching activities that resonate with students. For example, Ms. Lin finds an interesting research paper on the benefits of group work in language learning. However, she is unsure how to design group – work activities based on the research findings, so she continues with her traditional individual – based teaching methods.

2.2.3. Information Security and Ethical Awareness.

A growing concern in the digital age is information security and ethics. Teachers with a strong sense of information security are vigilant about protecting students' personal information. For example, in an elementary school, Ms. Tang uses a secure learning management system (LMS) that complies with strict data protection regulations. When using online assessment tools within the LMS, she ensures that students' test results and personal details are encrypted and only accessible to authorized personnel.

Regarding information ethics, these teachers also set a good example by correctly citing sources in their teaching materials. They teach students the importance of academic integrity and how to avoid plagiarism. In a middle – school English composition class, Mr. Xu always shows students how to properly cite online sources when writing essays. He uses examples from well – known writing style guides, such as APA and MLA, to illustrate the correct citation format. However, there are still teachers who are lax in these areas. They may inadvertently share sensitive student information online or fail to properly attribute the sources of information used in their teaching, which can have serious consequences for both students and the educational institution. In a high – school project – based learning class, Mr. Wang shares students' project grades on a public social media group without obscuring their personal

information. This not only violates students' privacy but also exposes them to potential risks.

3. Problems in the Development of Teachers' Media and Information Literacy.

3.1. Insufficient Training and Development Opportunities.

3.1.1. Lack of Systemic Training.

The current educational system often fails to provide teachers with comprehensive and systematic media and information literacy training. Most teacher training programs focus on traditional teaching methods, with only a cursory introduction to media and information technology. For example, in a local teacher training institute, the pre – service teacher education program allocates only 10 hours to media and information literacy courses over a four – year program. These courses mainly cover basic computer skills, such as using Microsoft Word and Excel, and briefly introduce PowerPoint. There is no in – depth exploration of media – based instructional design, information – driven teaching strategies, or emerging educational technologies. As a result, new teachers like Miss Liu enter the classroom with only a basic understanding of these tools. When she tries to create an interactive lesson using educational software, she realizes that the training she received was not sufficient to help her overcome the technical and pedagogical challenges.

3.1.2. Outdated Training Content.

Even when training is provided, the content is often outdated. The rapid pace of technological innovation means that the media and information landscape is constantly changing. However, many training courses still rely on obsolete technologies and concepts. For instance, a teacher training workshop in a certain district focused on teaching teachers how to use floppy disks for data storage and transfer, which are no longer in use in most educational institutions. The workshop also emphasized the use of outdated educational software that has been replaced by more advanced and user – friendly alternatives. Teachers who attended this workshop felt that the training was not relevant to their current teaching needs, and they were still ill – equipped to use modern tools like learning management systems or educational apps.

3.1.3. Limited Customization.

One – size – fits – all training approaches are prevalent in teacher education. Training programs rarely take into account the diverse needs of teachers, such as their teaching subject, grade level, and prior technological experience. For example, a district – wide training session on educational technology was designed for all teachers, regardless of their teaching subjects. A chemistry teacher, Mr. Chen, needed training on using simulation software to demonstrate chemical reactions, while an art teacher, Ms. Wang, required training on using digital art tools and online galleries to showcase students' works. The generic training content did not meet their specific needs, and they found it difficult to apply the knowledge and skills learned in the training to their respective teaching contexts.

3.2. Dilemmas in the Evaluation of Teachers' Media and Information Literacy.

3.2.1. Absence of a Unified Evaluation Framework.

There is a lack of a standardized and comprehensive evaluation framework for teachers' media and information literacy. Different educational institutions and regions may use different evaluation criteria, making it difficult to compare teachers' skills objectively. For example, in one school district, the evaluation of teachers' media and information literacy mainly focuses on their ability to use the school – provided software, such as the school's learning management system. In another district, the evaluation is based on teachers' knowledge of media and information theory. A teacher, Mr. Zhang, who is proficient in using a wide range of educational apps but is not well – versed in media theory, may receive a low evaluation in the second district, even though he effectively uses technology in his teaching. This lack of a unified framework also means that there is no clear benchmark for what constitutes an acceptable level of media and information literacy for teachers. As a result, teachers may not know what skills they should be aiming to develop, and educational institutions may struggle to identify areas where teachers need improvement.

3.2.2. Subjectivity in Evaluation.

The evaluation process often suffers from subjectivity. Evaluators may have different interpretations of the evaluation criteria, leading to inconsistent evaluation results. For example, when assessing a teacher's ability to use media in the classroom, one evaluator may focus on the technical complexity of the media used, while another may prioritize the educational impact on students. In a school's internal evaluation, Mr. Li used a simple but highly engaging video in his math class to explain a difficult concept. One evaluator thought the video was too basic and gave him a low score, while another evaluator recognized the positive impact it had on student understanding and gave him a high score. This subjectivity can be demotivating for teachers, as they may feel that the evaluation is unfair. It also undermines the credibility of the evaluation process, making it less useful for guiding teachers' professional development.

3.2.3. Ineffective Feedback and Application of Evaluation Results.

Even when evaluations are conducted, the feedback provided to teachers is often vague and unhelpful. Teachers may receive a general assessment of their performance, such as «needs improvement» or «satisfactory», without specific suggestions on how to enhance their media and information literacy. For example, Ms. Wu received a «needs improvement» evaluation on her use of information resources in teaching. However, the feedback did not specify which aspects needed improvement or how she could improve. Furthermore, the evaluation results are rarely translated into actionable steps for professional development. Educational institutions may not use the evaluation results to design targeted training programs or provide individualized support to teachers. In a school, after the annual evaluation of teachers' media and information literacy, no follow – up training or support was provided to the teachers who received low scores. As a result, the evaluation process fails to fulfill its intended purpose of promoting teachers' growth and development.

4. Conclusion.

The development of teachers' media and information literacy is of paramount importance in the modern educational landscape. The current situation, characterized by uneven skills and knowledge levels, along with the numerous problems in training and evaluation, calls for immediate attention.

To address these issues, educational institutions and policymakers should prioritize the development of comprehensive and customized training programs. These programs should be regularly updated to keep pace with technological advancements and changing educational needs. Simultaneously, a standardized and objective evaluation system should be established. This system should not only accurately assess teachers' media and information literacy but also provide meaningful feedback and a clear path for professional growth.

By taking these steps, teachers will be better equipped to integrate media and information technology effectively into their teaching, enhancing the quality of education and preparing students for the digital age. This, in turn, will contribute to the overall development and innovation of the education sector, ensuring that students receive a well – rounded and future – oriented education.

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