

УДК 373

## **FORMATION OF SCHOOLCHILDREN'S MEDIA COMPETENCE IN THE PROCESS OF LEARNING A FOREIGN LANGUAGE**

The pendulum of the modern world development has recently swung to informatization, computerization, and digitalization of all spheres of public life, in particular of education. The core element of Russian educational system is represented by school which provides individuals with knowledge necessary for integrating into society. Under competency-based approach school leavers are expected to possess core competencies (communicative, information, research, legal, intercultural etc.). Due to the fact, that the media is a vital part of the modern information society, it is obvious that media literacy and media competence must become a compulsory element of general school children training as well.

Today media education has become one of the most promising areas in pedagogy that meets the modern social order of society. Media education is aimed at teaching the laws of mass communication and the basics of media theory, educating and developing a person by means of the media, which can result in the formation of a healthy media perception, the development of critical thinking and media creativity (A. V. Fedorov, A. V. Sharikov).

Particular attention in Russia to the media safety of students is paid. In Federal Law No. 436-FZ of December 29, 2010.

“On the protection of children from information harmful to their health and development emphasizes the need to protect children from information that encourages illegal, cruel and immoral actions, physical and psychological violence” (Article 3) [12]. “The concept of information security of children” dated December 2, 2015 No. 2471-r aims to “ensure the harmonious development of the younger

generation, while minimizing all the negative factors associated with the formation of a hyper-information society” [4, p. 3].

Let us give a brief analysis of the experience of foreign and domestic specialists in the history, theory and methodology of media education.

The modern British system of media education is based on the theory of “Critical Autonomy” by L. Masterman. L. Masterman puts at the forefront the critical thinking of students, which can be formed by creating their own media products, as well as through the study of conceptual concepts of media theory, such as “denotation”, “connotation”, “sign”, “code”, “non-verbal communication”, “genre”, “realism”, “naturalism”, “myth”, “ideology”, “rhetoric”, “discourse”, “media perception”, “subjectivity” [7, p. 154]. L. Masterman’s media education model implies both an integrated and an autonomous form of media education, the purpose of which is “to teach the audience to understand how media rethinks/represents reality, to “decode”, critically analyze media texts, navigate the informational / ideological flow of modern society” [14, p. 118].

In France in the first half of the XX century the pedagogical system of S. Frenet “New School” was born. Their main means of training and education was the “school printing house”, within which students created and published “free texts” – essays about family, friends, their own impressions and observations, which contributed to the development of creative skills, as well as the ability to self-reflection and self-expression [17, p. 68–69]. Since France is the birthplace of cinematography, film education as a type of audiovisual media education also developed on its territory. Today in France there are many media education centers whose activities are focused on the development and cooperation in the field of media and film education. One such center is CLEMI (Le center de liaison de l'enseignement et des médias d'information), which has its own media library and special courses for media educators. The organization was created on the initiative of J. Gonnet in 1983 with the support of the French Ministry of National Education with the aim of professional training of media educators and increasing media literacy of the population [18]. CLEMI also cooperates in the field of media education both in

France (“Active young viewer” (JTA: Jeune tele-spectateur actif), Youth Press Association (APIJ: Association presse information jeunesse)), and abroad [17].

In the USA since the 1960s “Media education has come a long way: from the first experiments with media sources in schools, the rise and fall of “screen education”, the TV Criticism movement, the creation of regional projects and media literacy centers, the organization of courses for teachers, conferences, to the creation of a national association for media literacy (Alliance for a Media Literate America) and the recognition of media education as a necessary component of the school curriculum” [6, p. 55]. Despite the attempt of F. Lewis and D. Thompson in 1933 to formulate a common media education model for schools, at present there is still no clearly defined theoretical media education paradigm in the United States. However, many American media educators agree on the following:

- 1) all media texts are constructions;
- 2) media texts are a representation of the world;
- 3) media have economic and political meaning and goals;
- 4) each type of media has its own language features and patterns;
- 5) the interpretation of the media text depends on the characteristics of the audience [9].

In Russia Yu. N. Usov, O. A. Baranov, I. S. Levshina, L. S. Zaznobina, A. V. Fedorov, A. V. Sharikov, N. B. Kirillova and other specialists in the field of media pedagogy paid attention to the problem of media education. Yu. N. Usov focused on the formation of “ideas about the author's worldview” and the role of dialogue in the perception of screen works. Developing the ideas of the “Dialogue of Cultures” by V. S. Bibler and M. M. Bakhtin he also outlined the need for the formation of an aesthetic culture (as opposed to foreign models) and the preservation of the national identity of pupils, including through audiovisual means [8, p. 123]. Russian teachers paid special attention to whether it would be more effective to carry out media education within the framework of extracurricular activities – circle and club (I. S. Levshina, S. N. Penzin) or lesson activities (L. S. Zaznobina, S. I. Gudilina).

Having synthesized the experience on media education in Russia and abroad (C. Freinet, L. Masterman) we now have the system of media education that is characterized by: interrelation of learning theory and practice of media with process of aesthetic education; development of proper media perception, ethical and self-awareness, critical thinking; media literacy as one of the results of media education; coexistence of integrative, optional and special approaches to media education; stimulating the creativity and evolving artistic skills for creating one's own media products; focusing on personal development of a child [14, p. 150; 16, p. 241].

The most common definition of media education in Russia was given by A. V. Fyodorov who defined it as “the process of education and upbringing of a person through and on the material of media aimed at building a culture of interaction with the media, developing creativity and communication abilities, critical thinking, skills of interpretation, analysis and evaluation of media text, teaching different forms of self-expression through media techniques” [13, p. 39]. Media competence as one of the central ideas of media education is viewed as “multidimensional notion allowing to renovate the traditional understanding of abilities to comprehend, interpret and create the printed texts in terms of new means of communication” by I. A. Tsaturova and K. A. Avetisova [15, p. 107].

The FSES of Basic General Education does not give a clear definition of media competence, but it stresses the need to develop in school children “aesthetic consciousness through the acquiring artistic heritage of the peoples of Russia and the world, creative skills of the aesthetic nature”, the ability to “consciously use verbal means in accordance with the communication task to express their feelings, thoughts and needs”, critical thinking and healthy perception of the world [11, p. 5–7]. To form the personality of a media literate student who is capable of critical analysis and creative activity the teacher needs to establish conditions under which the media educational approach is effectively implemented. S. I. Gudilina and T. Y. Lomakina consider that the environmental demands favorable for the formation of students' media competence are the following:

- 1) availability of media education environment;

- 2) students' knowledge of basic academic subjects;
- 3) correlation of media education and learning goals;
- 4) designing learning activities with media texts;
- 5) organization of individual and group creative activities;
- 6) consistency;
- 7) moral and ethical education, the development of critical thinking [2, p. 19].

One of the most effective ways to develop media competence is the integration of media education technologies into the process of teaching individual subjects. The following methods can be applied at different stages of the lesson:

- 1) according to the sources of the acquired knowledge: verbal, visual, practical;
- 2) according to the level of cognitive activity: explanatory-illustrative, reproductive, problem, research;
- 3) according to the engagement and level of students' activity: passive, active, interactive [5, p. 82].

Working with authentic media texts is one of the main methods of formation of media competence in a foreign language class. According to F.G. Fatkullina and R.R. Khabirov media text is "a text of any media type and genre, which allows verbal communication in the field of mass communications to be carried out". The peculiarity of this text lies also in the fact that it "integrates various semiotic codes (verbal, non-verbal) into a single communicative unit" [10, p. 1184]. In terms of studying foreign languages, it is possible to combine various active, interactive, project, game-based and group methods with working on a media text (an article from a magazine, newspaper, podcast, radio and television broadcast). The pedagogical value of such training lies in the authentic nature of the studied material and the relevance of the lexical items and grammatical constructions used in the media text, as well as the cultural element of the content which allows students to explore the culture of the country of the target language. It also contributes to the development of a harmonious, capable of communication and critical thinking, fully functioning person. When working with a media text a teacher can follow the stages of working on a regular text proposed by E. N. Solovova: 1) pre-text stage; 2) text

stage; 3) post-text stage [1, p. 131]. V. N. Kartashova notes that when organizing training in traditions of media education, it is necessary to adhere to the principles of:

1) coherence with the objectives, content, methodological and didactic norms of teaching a particular subject;

2) moderation and forethought;

3) taking into account the existing media experience of students;

4) involvement of students;

5) combination of digital and traditional media [3, p. 432].

In conclusion, media pedagogy is not a new phenomenon though its major development was in the early sixties when TV broadcasting gained its momentum. As the media has made formidable strides in its development (from newspapers and radio towards TV broadcasting and the Internet) it is now obvious that modern teachers and educationists must turn their attention to media studies for one more time.

In conclusion, one can emphasize that there exists a strong need to integrate media education into general training process and to strive to build the educational environment appropriate for media competence formation which at the current stage is associated with media interaction, communication, creativity, aesthetic consciousness, critical thinking and healthy perception of the information space. One of the ways to foster a media literate person is to integrate media education techniques into the process of teaching particular subjects. Among the most effective means of teaching one can mention different forms of working on media text implying combination of active, interactive, project, group and game-based teaching methods.

## **SUMMARY**

The article reveals the features of media education as one of the most promising areas in pedagogy at the present stage. The author gives a definition of media education, a brief analysis of the experience of foreign and domestic experts in the history, theory and methodology of media education. The possibility of forming media competence as a result of the educational process by means of school subjects,

namely through means of foreign language, is considered. The methods and techniques that can be applied by the teacher in foreign language lessons to achieve the desired level of media competence of schoolchildren are determined.

**Key words:** media education, media competence, media text, method, foreign language.

### **АННОТАЦИЯ**

В статье раскрываются особенности медиаобразования как одного из наиболее перспективных направлений в педагогике на современном этапе. Автором дано определение медиаобразования, проведен краткий анализ опыта зарубежных и отечественных специалистов по истории, теории и методике медиаобразования. Рассматривается возможность формирования медиакомпетентности как результата образовательного процесса средствами школьных предметов, а именно средствами иностранного языка. Определяются методы и приемы, которые могут быть применены учителем на уроках иностранного языка для достижения желаемого уровня медиакомпетентности школьников.

**Ключевые слова:** медиаобразование, медиакомпетентность, медиатекст, метод, иностранный язык.

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