Research Article

THE CONCEPT OF STUDENTS' MEDIA COMPETENCE AND THE SCIENTIFIC BASIS OF ITS DEVELOPMENT

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ABSTRACT

In this work, the concept of media competence of pedagogues and the scientific theoretical basis of its development are discussed.

KEYWORDS

Media, media literacy, digital technologies, media competence, education.

INTRODUCTION

Media competence of future pedagogues in higher education institutions is the ability to work purposefully with information in their professional activities, to use digital technologies to convey information to the audience, and to obtain results.

As a result of the rapid development of digital technologies, the term "media" appeared. The term "media" is derived from the Latin language (from the word media, medium) and means a guide, an intermediary [1]

Media is a correct and circular communicative communication system in society, it is a space that creates temporary interaction with people, interests them, and distracts them [2].

Media education - helps to understand the basic laws, helps to learn the language of media information in simple directions, contributes to the growth and development of students' artistic

potential, reception, study and competent analysis of media texts. represents the educational process aimed at forming skills [1].

Media education teaches individuals to interpret and create messages and select increasingly appropriate media for communication. Media education allows people to exercise their right to information, which not only helps their personal growth, but also increases their social (life) participation and interactivity. In this sense, media education prepares for democratic citizenship and political understanding. It is necessary to develop media education as a part of the concept of education throughout a person's life.

Based on the above, the introduction of media education into the process of professional development will consist of increasing the levels of media competence and media literacy of pedagogical personnel.

The media competence of a teacher is multifaceted and is based on the improvement of pedagogical skills. This is not an old theory, but the level of competence should be aimed at a person's lifelong learning and the ability to interpret media information.

Western media pedagogues interpret the concept of "media literacy" (media literasu) as follows:

"Media Literacy" helps the pedagogue's communication with the audience to look at the media with a critical point of view to the students and to understand the content of the media in their lives. A media-literate student explains that

he should have a critical and analytical approach to evaluating media texts, a critical distance in relation to mass culture, and resistance to manipulation [2].

"Media literacy" is the ability to interpret/analyze and create media texts.

"Media literacy" is the ability to receive, analyze, evaluate and transmit information in various forms.

"Media literacy" is the process of preparing a media literate person to perceive, create, analyze and evaluate media texts by understanding the social-cultural and political context of the media operating in coded and representational systems in the modern world.

The main features of media competence in media education are as follows:

according to the motivational indicator of media competence: broad genre, thematic, emotional, geoseological, hedonistic, intellectual, psychological, creative, moral, aesthetic motives with mass media and media texts;

according to the attitude indicator: frequent contacts with various mass media and media texts;

for the information indicator: to know most basic terms, mass media and media education theories, specific features of the media language, genre conventions, the main evidence of the history of the development of the mass media, the work of mass media workers, etc.;

on the perceptive indicator: identification with the author of the media text while maintaining the main components of "primary" and "secondary" identification (except for the simplified identification of reality with the content of the media text): that is, the ability to correlate with the author's position , in particular, to make it possible to predict the media-event process;

on the interpretive/evaluative (analytical) indicator: the ability to critically analyze the process of media activity in society, taking into account various factors based on highly developed critical thinking;

according to the indicator of practical activity: practical skills of independent selection, creation/distribution of media texts of various genres and genres, skills of active self-education in mass media;

according to the creative indicator: a vivid expression of creativity in various types of activities related to mass media (perceptual, game, artistic, research, etc.).

In some studies, media competence is considered as a synonym of media literacy.

The concept of media competence (media somretense) is considered a new term entering education, and it includes the meanings of being able to transmit and evaluate media information in various forms, learn, convey.

In foreign pedagogy, the term media competence (German: Mediyenkomretenz, English: media somretense, etc.) is already actively used.

In Germany, media competence means competent, independent, creative and socially responsible attitude towards the media.

"Media competence" is the interaction (cooperation) with the information community, embodied as an integral part of a person's media culture, which includes valuable, technological and personal-creative components and leads to the development of subjects of interaction (cooperation).) is understood as a dialogue method [2].

In general, "media competence" is understood as an integrative quality that is manifested in the readiness to analyze the complex processes of media activity in society, the selection, use, critical analysis, evaluation, creation and transmission of media text in different forms and genres.

Media competence is considered an important component of the process of self-renewal of pedagogic personnel and depends on the targeted activity of the subjects of the educational process.

The following characteristics are characteristic of a person with a high level of media competence:

striving to obtain new information;

striving for personal competence in various spheres of life and the world of media culture;

searching for necessary scientific materials for mastering new knowledge;

to be in constant communication with media products;

to have the ability to independently create and distribute media texts (independently or together with a group) in the media world;

to be able to carry out bright activities related to the media (playful, artistic, research, etc.).

So, the general pedagogical principles of personnel training for digitization of education can be given as follows:

- the invariance of the basic training in relation to the professional direction, its orientation to information, communication, general cultural aspects, compatibility with the current level of development of the information society;

- specialization of the training of pedagogic personnel, i.e. orientation to the introduction of the possibilities of digital technologies in a specific subject;

-differentiation of training of pedagogic personnel, orientation to his personal advantage, professional needs and characteristics.

In order to implement the principles of professional and specialized training of pedagogues and differentiated approach in practice, the following should be reflected in the development of the curriculum structure:

- the state of the process of digitalization of society in educational programs;

- theoretical foundations of digitalization of education;

- the main organizers of the activities of the pedagogical staff on the use of digital technologies in a specific subject in educational programs;

- methodological support of independent educational activities.

Digital technologies are technologies that "digitize" information, that is, it is presented in a universal digital form. In this, we can include technologies that allow digital technologies to create, store and distribute information.

Digital technology tools facilitate and enrich the perception of indirect learning.

In the educational process, digital technology tools can be used to show media materials or process them technologically in order to form the teacher's media competence. Digital technology tools are used in the process of semantic, pedagogical and methodological processing of media texts, in the process of their analysis and creation. As a result, digital technology tools are a means of creating and analyzing media text, which makes it possible to highlight the following types of them: 1) software; 2) educational environment; 3) media techniques. Thus, the use of digital technologies helps to form the media competence of a teacher of professional education

Currently, the teaching of subjects using digital technologies is gaining importance. Educators use the computer not only to prepare methodical materials for the lesson, but also to use the necessary computer programs in teaching the subject, using it as a tool for individual work with

students. The convenience of the interface included in computer software tools provides an opportunity for pedagogues to effectively master modern information technologies. Thus, the possibilities of digital technologies can be effectively used in the development of personalized education and in the formation of creative abilities of students.

Another important aspect of the reasonable use of digital technologies in the educational process is the creation of a computer model of real processes and experiments. Computer-assisted data processing, modeling, and display of results often replaces the need for expensive experimental equipment, in some cases (atomic and quantum physics, semiconductors, chemistry, biology, astronomy, medicine modeling of processes related to such sciences) is considered the only way to demonstrate these processes.

Digital technologies are new, such as teaching phenomena and processes in the micro- and macroworld, complex devices, biological systems based on the use of computer graphics and modeling, presenting physical, astronomical, chemical, biological processes that occur at a very high or low speed in a convenient time scale. helps to solve didactic problems.

Therefore, one of the promising directions of introduction of digital technologies in education is computer modeling of events and processes. Computer models are a great help to harmonize the content of the traditional lesson and for the teacher to display many effects on the computer screen, to organize new, non-traditional educational activities for students.

In the conditions of digitization of education, at the modern stage of the application of digital technologies, needs arise that cannot be satisfied not only by traditional educational technologies, but also by electronic education.

As the main components of the process of transition to digital technologies, modern technologies that implement work with governments, namely mobile social networks, cloud technologies. sensor networks, the Internet of Things, and artificial intelligence technologies can be cited as examples.

The above-mentioned technologies together allow to create "smart" objects and processes (smart state, smart house, smart city, healthcare, transport and entrepreneurship).

Digital technologies are manifested in the following systemic changes:

implementation of virtualization processes in education:

The emergence of the Internet of Things and distance learning:

blockchain technologies and various processes carried out by means of it;

As a result of the analysis of the theory of the introduction of digital technologies into pedagogical educational processes, the creation of a comprehensive pedagogical system of digitalization of the processes of training and

improving the qualifications of pedagogical personnel is based as a necessary condition for the improvement of professional activity. In order to meet such needs, the training of personnel with highly developed media competence in the educational system has become the demand of the time.

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