FORMING THE PROFESSIONAL COMPETENCE OF THE FUTURE FOREIGN LANGUAGES' TEACHERS BY MEANS OF MEDIAEDUCATION

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Annotation

The article deals with the process of the future foreign languages teachers' professional competence formation by means of mediaeducation. Mediaeducation is described as the process of the development of personality with the help of and on the basis of media. It is aimed at the learners' development of creative communicative skills, critical thinking as well as perception, interpretation and analysis. The studying process changes in media education: its form, structure, methods and means. There are many data medium use in media education, and mediaeducational techniques make the process of teaching and learning English up-to-date and, thus, motivating.

Key words: media, media education (media literacy), mediaeducational technologies.

Introduction

The convergence of media and technology in a global culture is changing the way we learn about the world and challenging the very foundations of education. No longer is it enough to be able to read the printed word; children, youth, and adults need the ability to critically interpret the powerful images of a multimedia culture.

In the 20th century almost every new invention was supposed to have big implications for schools. Companies promoting typewriters, moving pictures, film projectors, educational television, computers and CD-ROMS have all promised to improve student performance.

It's hard to talk about schools today without talking about technology. Enthusiasts celebrate the wonders of tablets, virtual schools, and "blended" learning. That's why media education (or literacy) becomes a key component in the education of children and young people. Media education is part of basic entitlement of every citizen, in every country in the world, to freedom of expression and the right to information and is instrumental in building and sustaining democracy" [3, c. 273-274].

Media play an important part in the socialization of young people, a phenomenon which has been gaining in momentum. This implies a change of attitude on the part of the various persons who accompany students in their development. Such change should make it possible for them to appropriate this phenomenon by self-education.

The exposure to mass media (i.e., television, movies, video and computer games, the Internet, music lyrics and videos, newspapers, magazines, books, advertising, etc.) presents both health risks and benefits. Media education has the potential to reduce the harmful effects of media.

The potential benefits that media offer are clear, from selected educational television programs to thought-provoking magazine articles, to the creativity and knowledge encouraged through computer use.

1. New Ways of Learning

1.1. The new demands of the information age

Media education provides a framework and pedagogy for the new literacy needed for living, working, and citizenship in the 21st century. Moreover, it paves the way to mastering the skills required for lifelong learning in a constantly changing world. Let's look at the main features of the learning in the 21st century and compare education in the past and present time. We can see how the new training methods are made to protect students for life in the media culture in the twenty-first century.

Learning in the 19th and 20th Centuries:

- Limited access to knowledge and information (i.e. content) at first through the printing;
- Emphasis on learning content that may be used and may also not be used in people's lives;
- The goal is the skills in content knowledge (literature, history, science etc.);
- Analysis of printed knowledge;
- Using paper and pen or information processing used to express content;
- Limited classroom level learning and publishing;
- Learning from textbook sources, especially printed;
- Conceptual individual-based learning;
- People in certain age have access to knowledge content;
- Skills are obtained through paper and testing;
- Teachers select materials and give lectures;
- Teachers assess students work and score;
- Education is through public textbooks that do not match the subjects of teaching.

Learning in the 21st Century

- Unlimited access to knowledge and information (i.e. content) through Internet;
- Emphasis on process skills for learning through people's lifetime;
- The goal is learning skills (access, analysis, evaluation, and creativity) to solve problems;
- Teachers use the method of discovery and the need to learn;
- Multi-media information analysis;
- Using multimedia technological tools for expressing the content;
- Global learning and publishing;
- Learning from different sources in the present world, especially from the visual and electronic sources;
- Project team-based learning;
- All people of all ages have access to knowledge content;
- Skills are obtained through various media;
- Teachers select frameworks and offer tips;
- Students pass a measure to evaluate their own work;
- Education is through public training standards consistent with the tests [2, p. 8].

1.2. Mediaeducation for the 21st century

According to the definition given in the UNESCO documents, Media Education:
-   deals with all communication media and includes the printed word and graphics, the sound, the still as well as the moving image, delivered on any kind of technology;
-   enables people to gain understanding of the communication media used in their society and the way they operate and to acquire skills using these media to communicate with others;
-   ensures that people learn how to analyse, critically reflect upon and create media texts;
-   identify the sources of media texts, their political, social, commercial and/or cultural interests, and their contexts;
-   interpret the messages and values offered by the media;
-   select appropriate media for communicating their own messages or stories and for reaching their intended audience;
-   gain or demand access to media for both reception and production [1, c. 6].

On May 20, 2010 the presidium of the National Academy of Pedagogical sciences of Ukraine developed and accepted the conception of the media education introduction in Ukraine. The main aim of the conception is to build the effective system of media education to guarantee the full youth education to safe and effective cooperation with modern media system, and the formation of media literacy and media competence according to their age and personal peculiarities.

The conception is directed to the preparation and leading the great step-by-step Ukrainian experiment from introduction media education on all levels, especially in high school while the preparation of the future teacher.

Media education in the modern world can be described as the process of the development of personality with the help of and on the material of media, aimed at the shaping of culture of interaction with media, the development of creative, communicative skills, critical thinking, perception, interpretation, analysis and evaluation of media texts, teaching different forms of self-expression using media technology [1, c. 6].

2. The Need for Media Literacy Education in the 21st Century

2.1. Media education as a part of higher education curriculum

Media education is very important for pre-service and in-service teachers – at universities and teacher training colleges, and in media cultural courses within the system of advanced training. Media literacy, as an outcome of this process, as it encourages students to question, evaluate, understand and appreciate their multimedia culture. It teaches them to become active, discriminating media consumers and users. It brings the world into the classroom, giving immediacy and relevance to traditional subjects such as English. It serves as a perfect bridge for subject integration and interdisciplinary studies. All universities, especially pedagogical ones, need media literacy courses, and media education must become part and parcel of the curriculum as it helps a person to actively use opportunities of the information field provided by the television, radio, video, film, press and Internet.

Media education embodies and furthers current pedagogy, which emphasizes student-centred learning, the recognition of multiple intelligences, and the analysis and management – rather than just the simple storing – of information. The studying process changes in media education: its form, structure, methods and means. There are many data medium use in media education, such as CD-ROM, DVD, TV programs, Internet sites, video films). That's why many new forms of knowledge transferring appear, for example, interactive texts, hyper texts, audio-visual means (multimedia components, 3d graphics), computer practical works,

interactive, multimedia and virtual help, compact disks, electronic cases etc. All these means give people the opportunity of individual communication with the screen and let people to get additional information in interactive regime in different languages.

2.2. Using mediaeducational techniques in the classroom

In response to the new demands of the information age, teachers should integrate technology across the curriculum. While these new technologies promote participation, plurality, and diversity of opinions, they also contribute to a stream of new challenges, such as unfiltered information, misinformation, copyright issues, and users engaging in unhealthy habits.

Mediaeducational techniques make the process of teaching and learning English up-to-date and, thus, motivating. "Word cloud" and „Photos for Captions" are mediaeducational techniques that can make your lesson interesting and funny [4, c. 49-51; 74-75].

"**Word cloud**" is one of the mediaeducational techniques which is known as a powerful way to really get through to visual learners in the classroom.

A "word cloud" is a graphical representation of word frequency. The bigger the words, the more frequent they are used in the text. You can type or paste text into the box on the site, press the button and generate the "word cloud". It is also easy to save and/or print the "cloud".

There are many ways of using "word clouds":
- Use word cloud tools to brainstorm a topic or create a discussion either inside the class or online;
- Use them to teach vocabulary;
- Use them in reading activities to promote comprehension;
- The entire class can use word clouds to react to a certain topic;
- Have pupils create word clouds that generate understanding of a concept, standards or vocabulary word;
- Illustrate classroom thoughts or views using a word cloud to survey students;
- Create a class word cloud that highlights class expectation;
- Post pupils first names to create a class or group word cloud;
- You can create a "word cloud" using works of famous writers for famous texts analyzing.

There are many free web-sites that help pupils and teachers to create their own "word clouds":
- Wordle http://www.wordle.net – is a toy for generating "word clouds" from text that you provide. You can tweak your clouds with different fonts, layouts, and color schemes. You can print them out, or save them to the Wordle gallery to share with your friends.
- Tagxedo http://www.tagxedo.com – turns different texts into a visually stunning word cloud, words individually sized appropriately to highlight the frequencies of occurrence within the body of text.
- ABCya http://www.abcya.com/word_clouds.htm – for kids! Once it is ready with the results, you can make changes to the font or color and pick any layout at random.
- Word Mosaic http://www.imagechef.com/ic/word_mosaic/ – is a good idea to experiment with different colors, fonts and shapes. You can email your creations to various social network forums and have them posted. Saving information is easy.

Using these sites, you can: make word clouds in real-time; customize font, theme, color, orientation, and shape; save as images for printing and sharing; choose from many standard fonts; constrain the word cloud to selected shapes (heart, star, animals, etc); use images as custom shapes (e.g. a portrait, an animal silhouette).

Everybody knows how to use PowerPoint. We often think of PowerPoint as a presentation tool but this mediaeducational technique **„Photos for Captions"** requires the pupils to work with the program to produce stories.

It is very easy to insert text and images into PowerPoint, and combined it is easy to get pupils to produce creative work. This mediaeducational technique takes advantage of these features by asking pupils to create dialogues based on an image.

There are some tips how to author your captions.

1. Insert speech bubbles using AutoShapes on the Drawing Toolbar (View > Toolbars > Drawing).

2. Add text by clicking inside the shape and typing.

3. Move the pointer using the yellow 'handle'.

The idea of **„Photos for Captions"** is not only to use one picture, but the set of pictures. You can choose different pictures or photos according to your topic. Pupils can put them in any order to make a story.

Everybody knows that a great advantage of video is that it provides authentic language input. Movies and TV programmes are made for native speakers, so in that sense video provides authentic language input. We can stop, start and rewind to repeat it for several times where necessary.

Of course there are also advantages of silent viewing. It arouses pupils' interests, stimulates thought, and develops skills of anticipation. In silent viewing, the video segment is played with the sound off using only the picture.

Conclusion

Today's definition of literacy is more than reading and writing. In order to be functionally literate in our media-saturated world, children and young people – in fact, all of us – have to be able to read the messages that daily inform us, entertain us and sell to us. As the Internet becomes a fact of life, the critical thinking skills that help young people navigate through traditional media are even more important.

Media education includes the following:
- ‣ learning hands-on production techniques;
- ‣ recognizing how the various elements of a specific medium convey meaning;
- ‣ thinking critically about media issues and media influences.

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