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THE ROLE OF MEDIA EDUCATION TECHNOLOGY IN TEACHING ENGLISH FOR NON-LINGUISTIC UNIVERSITIES

In the condition of expanding international, economic and cultural ties of Ukraine and joining the European community, extending European integration processes and internationalization of business relations in various spheres of human activity dictate a new social order of society in the field of education. The implementation of such a social order necessitates the special training of specialists who communicate in a foreign language with representatives of other countries. Foreign language contributes to the formation of a personality, which combines the experience of native and foreign language culture, possesses innovative computer technology and is ready for life and work in a new information society [3].

The process of informatization, which takes place in language education, involves not only the use of information technology in traditional education, but all the changes in the structure and organization of the educational process, the formation of other methodological foundations and the development of new educational innovative teaching techniques.

Nowadays, being in the new information space, students receive information from various media sources such as press, television, the Internet, different kinds of software, movies etc. Numerous media information forms the student's point of view, promotes the formation of his life position, develops media-communicative awareness and becomes a source of positive motivation.

It is also necessary to mention that media education is considered to be one of the priority areas of education, as it is the part of the educational process aimed at forming media culture, preparing the person for effective interaction

with the modern media system, which includes both traditional and new media. Traditional media include print media (newspapers, magazines, books), radio, television, movies. New media include computer technology, various kinds of software, the Internet, cell phones etc. Media education is seen as a process of personal development with the help of mass media and the formation of critical thinking, the ability to analyze, perceive and interpret media texts. Media literacy helps to use both traditional and new media and understand the language of social communication better. Wide access to information technology gives each member of the society the opportunity to transmit information on a global scale [4].

It is significant to emphasize that the problems of formation of media education are investigated by domestic and foreign scientists such as G.V. Onkovych, I.M. Chemeris, O.K. Yanishin, I.K. Khyzhnyak, I.V. Sakhnevych, Yu.A. Gapon, M. Collins, M. Simonson, A. Thompson and others [1,4].

We would like to identify various media education technology that stimulate students to develop cognitive and thinking skills:

- *audiovisual technology* – a set of means for the collection, storage, processing and transmission of audiovisual information;

- *audiovisual educational technology* – a set of methods that ensures the use of audiovisual means for educational purposes;

- *informational technology* – a set of mathematical and cybernetic methods, technical means of collecting, storing, processing and transmitting information;

- *information and communication technology (ICT)* – a set of different methods and tools for collecting, storing, processing and distributing digital, text, graphic and audio information;

- *communication technology* – a set of technologies that provide access to information resources;

- computer educational technology – a set of methods of using computer technology, telecommunication equipment and interactive software product for the achievement of educational purposes;

- media education technology – a set of different methods with the use of media for the achievement of educational purposes [2].

With the help of audio and video materials, students have the opportunity to listen to the native speakers, to analyze what they have seen or heard and to express their own attitude. The Internet allows students to complete their knowledge with the necessary information. Here are some examples of exercises with the use of media education technology:

1. *Search the Internet and find out if the British experience of the First and Second World Wars seems similar or different to people's experience in your country.*

2. *Listen to Kate, Susan and Ann giving their views on the monarchy. Which other countries still have the monarchy? Do you think there is any place for queens and kings in the 21st century?*

3. *Watch the video "The Difference between the United Kingdom, Great Britain and England Explained"* [5]. *Answer the questions:*

   - What is "A Country of Countries"?
   - What is the full name of the UK?
   - Where is Great Britain? What countries does Ireland consist of?
   - What is the Commonwealth?
   - What is the Crown?

4. *Complete the chronological timeline 'History of Great Britain'. Make up your own presentation 'The most important events from the history of Great Britain'.*

It should be noted that at the classes with the use of media education technology the students of non-linguistic universities are more productive in learning a foreign language and they are motivated to study.

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