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THE FORMATION OF MEDIA LITERACY OF FUTURE PRIMARY SCHOOL TEACHERS

Statement of the problem and its connection with important scientific or practical tasks. Nowadays, the issue of forming children's competencies is relevant in education. The quality of education is one of the top priorities of the state. In today's globalized world, information plays a key role in the development and life of society. The development of technology leads to an increase in the pace of updating professional knowledge. Media education should become a component of formal education. It must be accessible to all children, become an integral part of the curriculum at all stages of schooling and be a basic competence.

That is why the Concept of the New Ukrainian School (2018-2019) lists media literacy as one of the student's key competencies [1]. The new State Standard of Primary Education contains a content line of media literacy, meaning that the New Ukrainian School student should master the skills of perception, analysis, interpretation, and critical evaluation of information from various media [2]. A teacher of the New Ukrainian School is called upon to teach children how to work with information, that is he/she must be media-literate [7].

Analysis of educational research and publications. Theoretical and practical aspects of the formation of a media-literate teacher are covered in the works of such contemporary scholars as O. Volosheniuk, V. Rizun, L. Chemonini, O. Vartanov, N. Hromova, A. Yermolenko and others.

For example, in her research, O. Volosheniuk considers media literacy as a complex personal characteristic that includes knowledge, skills, and attitudes toward media. She has also developed a model for the formation of media literacy of future teachers, which involves the development of the following competencies: media studies competence, media competence, and media cultural competence.

L. Chemonini has developed a model for the formation of future teachers' media literacy, which involves the development of the following competencies: media information competence, media communication competence, and media creative competence.

We are interested in the views of N. Hromova, who sees media literacy not only as a general goal of modern school education, but also as an important professional competence of a teacher of the New Ukrainian School [4].

A similar point of view is expressed by A. Yermolenko. According to the scientist, this quality of a modern specialist in the field of education is a multidimensional and unstable category, which is based on an extensive system of competencies [5].

O. Vartanova, O. Volosheniuk, V. Rizun, N. Hromova, A. Yermolenko have developed the theoretical foundations of forming a media-literate teacher. They have

also developed such practical methods and technologies for the formation of future teachers' media literacy as:

- using interactive teaching methods (discussions, debates, role-playing games, etc.);
- using multimedia materials (video, audio, presentations, etc.);
- using innovative pedagogical technologies (distance learning, e-learning, etc.).

Despite the fact that scientists and researchers see positive dynamics in studying this problem, the practical aspects of media literacy training of future primary school teachers still remain understudied and require more attention and research.

The purpose of the article is to study the formation of media literacy of future primary school teachers.

Presenting main material. The Concept for the Implementation of Media Education in Ukraine states that media literacy is a level of media culture that relates to the ability to use information and communication technology, express oneself and communicate through media, consciously perceive and critically interpret information, separate reality from its virtual simulation, that is, understand the reality constructed by media sources, comprehend power relations, myths and types of control that they cultivate [3]. The importance of developing media education in our country is growing every day, taking into consideration the need to counteract information aggression and modernize the Ukrainian educational system in accordance with European standards. Therefore, we must have an appropriate level of media education and media literacy, since the awareness of each citizen is essential for strengthening democracy and accelerating economic growth.

We understand the media literacy of a modern professional teacher as a professional quality of a personality, which is a condition for successful self-realization in the profession, life and creative activity. It is also expressed in the ability to adequately and correctly assess reality and live in it, including media reality, which is filled with texts of various modalities and orientation, combined with responsibility for the content of certain information and its veracity. The main attention of the teacher and children should be directed to media sources published in the state language, because they are relevant and do not pose a threat [6].

The professional development of future media-literate primary school teachers should be carried out in the process of studying optional courses, in particular, "Fundamentals of Media Education and Media Literacy of Future Primary School Teachers", which is designed to solve the following tasks:

- to prepare future primary school teachers for the pedagogical activity in the context of reforming modern general secondary education institutions, the implementation of the concepts of media education in Ukraine and the New Ukrainian School;
- to ensure that students master the system of theoretical knowledge and professional skills that will help them form a media-literate personality of a junior schoolchild, and educate a conscious citizen of Ukraine;

- to teach future teachers to correlate theoretical knowledge with the practical needs of a modern primary school, to implement new methodological ideas in the practice of teaching school subjects of the 1st level educational institutions;
- to develop future teachers' cognitive interests and their desire to improve their professional skills [8].

Having analyzed the works of scientific researchers and state documents in the field of media education, we emphasize the necessary of introducing a discipline “Fundamentals of Media Literacy for Future Primary School Teachers” into the curriculum for the training of future primary school teachers, the study of which will ensure highly qualified training of media-literate specialists.

Conclusions. We believe that it is necessary to teach students media literacy from primary school by adding elements of media education to the educational process. It is important for students to structure, summarize, use, and meaningfully create their own media texts. That is why a modern teacher must deepen students' critical thinking, teach them to analyze and select important information, and form their media culture. Therefore, a teacher who possesses media literacy will develop students' problematic thinking related to media in all possible ways, encourage children to search for media information on their own, form their ability to use numerous media sources for solving educational problems, and teach them to reflect on their own media experience.

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