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Developing media competence as a part of vocational training of would-be teachers

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Abstract

The study objective is to define means for developing media competence, i.e. integrity of knowledge, skills, qualities, providing a steady antagonism against manipulations and ability to resist them via research and analysis of scientific sources; comparative factor analysis; experimental work and corresponding methods of obtaining empirical data. The results of the first assessment showed the need for media competence development in prospective teachers while studying at universities. In conclusion, among educational needs generated by the fact of the existence of mass media, there is a need to find pedagogical conditions for media competence development of students of pedagogical specialties.

Keywords: Media, Education, Information, Security, Internet.

Desarrollar la competencia de los medios como parte de la formación profesional de los futuros profesores

Resumen

El objetivo del estudio es definir los medios para desarrollar la competencia de los medios, es decir, la integridad del conocimiento, las habilidades, las cualidades, proporcionar un antagonismo constante contra las manipulaciones y la capacidad de resistirlos mediante la investigación y el análisis de fuentes científicas; análisis factorial comparativo; Trabajo experimental y métodos correspondientes de obtención de datos empíricos. Los resultados de la primera evaluación mostraron la necesidad de desarrollar las competencias de los medios de comunicación en los futuros docentes mientras estudian en las universidades. En conclusión, entre las necesidades educativas generadas por el hecho de la existencia de los medios de comunicación de masas, existe la necesidad de encontrar condiciones pedagógicas para el desarrollo de la competencia de los estudiantes de especialidades pedagógicas.

Palabras clave: Medios, Educación, Información, Seguridad, Internet.

1. INTRODUCTION

Dictionaries of Foreign Words provide a fairly large group of lexical units containing MEDIA element: medial (nearer to the mid-plane of the body); median (in statistics – the middle or the central value); median (central, lying in the mid-plane); mediant (in music – a chord dividing in two the major and minor modes), intermediary (a state acting as an negotiator between parties in an international dispute); mediation (a negation between the parties in an international

dispute). As is evident, a logical chain of concepts is formed: medial, middle, in the middle, intermediary, medium, which is confirmed by the semantic characteristic of the linguistic term mediative: compilers of a Dictionary of Linguistics characterize its terminological semantics as derived from the Latin word medianus, "a syntaxeme that expresses a way of doing something" (Suleymenova et al., 1998: 214).

Not long ago, this lexical unit was not frequently used but nowadays it has become one of the most popular; its spelling in compound words is determined by a special orthographic rule. Media element serves as a part of complex words, while their number is constantly growing, alongside with expanding the range of use in various speech styles: media resource, media plan, media person, media rating, mass media, multimedia, media course, media project, media department, media advertising, media text, media consumption, etc.

The development of Internet technologies and progressive availability of the global network make mass media the main source of information about various phenomena and events happening in the world. In the context of the globalization of the information space and the acceleration of the information flow speed, the network mass media audience needs promptitude and conciseness of information representation, and, consequently, an addressee does not have enough time for his/her own interpretation and analysis of a media text. Audience consciousness is the target of the influence, the object, which manipulation is aimed at. Emotional mental processes, the structure of

manifestation of mental states, developing at the traditional college age, are also under the influence of media manipulation (Winterhoffspurk, 2007).

During university period of vocational development, media manipulative means use or generate such characteristics of personality as fear, uncertainty, and depressive states. It ultimately causes the development of political apathy, tolerance for manifestations of arbitrariness, lack of interest in politics and lack of political activity (Pugachev, 2010). Taking into account the peculiarities of the psyche of young people and systematic negative impact of mass media on the individual, the public and parents sound alarm, objectify a pedagogical search for adequate means that are intended to reduce the degree of manipulative damage by introducing counselling and expertise, organizing "control over information diet" (Kopnina, 2008: 53).

2. METHODOLOGY

Pedagogical science is sensitive to social orders and activates this area of its activity, as evidenced due to the appearance in psychological and pedagogical fields of knowledge of new terminology containing media component. First of all, the issue is about media education, which is broadly understood as all purposeful and systematic actions intended to meet educational needs generated by the fact of the existence of mass media. It becomes quite necessary to introduce such a didactic concept as media competence (Mozharova

and Mozharov, 2012). In order to prevent the negative influence of mass media on the individual, the pedagogy of higher education is turning to ways of development of students' media competence, necessary for mastering of a body of knowledge, skills, qualities that ensure a steady rejection of manipulations and ability to resist them.

Competence in handling media is a mastery of a body of relevant and prospecting knowledge, and a high motivation to perform cognitive actions in combination with awareness of responsibility for their results, and the use of creative approaches to organizing independent work, and readiness to apply theoretical knowledge and practical skills in realization of vocational development tasks. Such competence is intended to resist manipulations, it facilitates perception, awareness and filtering of information obtained through media. Designated as media competence, it is developed during the organization of the educational process in a university, during mastering a specialty education program.

3. RESULTS

In the course of studying the ways of developing media competence to find the optimal pedagogical conditions for this process, experimental work has been carried out at a pedagogical university (specify a university). It included primary diagnostics of media competence level, carrying out special training sessions with students (an elective course) on developing media competence within the

framework of the designed program, as well as diagnostics of media competence development in the control group (CG) and experimental group (EG). A concurrent assessment of students' media competence development levels was being carried out at the development stage of the experimental work. A desire to react quickly to positive and possible negative changes associated with the introduction of the identified and justified pedagogical conditions into the educational process of the university stipulated the need for the concurrent assessment. Tables 1-4 show the results of the first assessment of students' media competence development levels in accordance with the criteria described above.

Table 1: Comparative data on university students' media competence development levels (cognitive criterion, first assessment)

GROUPS			CG	EG-1	EG-2	EG-3
TOTAL			27	29	26	25
LEVELS	Low	QTY	6	4	3	2
		%	22.22	13.79	11.54	8.00
	Professionally sufficient	QTY	11	10	7	7
		%	40.74	34.48	26.92	28.00
	Professionally advanced	QTY	10	15	16	16
		%	37.04	51.73	61.54	64.00

The number of students at the professionally sufficient level in CG, EG-1, EG-2 and EG-3 decreased by 11.11%, 20.69%, 30.77% and 28%, respectively. The number of students at the professionally advanced level in CG, EG-1, EG-2 and EG-3 increased by 18.53%,

37.94%, 50% and 48%, respectively, in comparison with the relevant pre-experimental levels. At the advanced level, the number of students from EG-1, EG-2 and EG-3 exceeded the relevant number of CG by 14.69%, 24.5% and 26.96%, respectively. These differences are shown in Fig. 1.
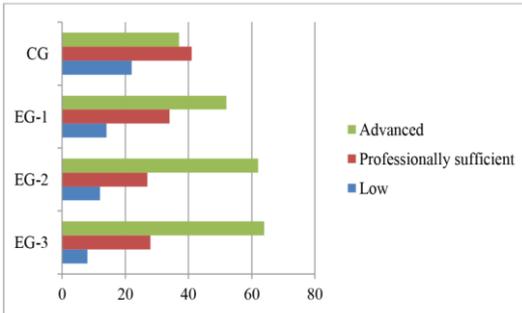

Fig. 1: Results of the first assessment of university students' media competence development levels (cognitive criterion)

Based on the results media tasks solution, the first assessment at the developing stage of the experimental research made it possible to evaluate media competence development of pedagogical students in accordance with the value perception criterion. The results are shown in Table 2 (Yang et al., 2019; Soo et al., 2019; Fitriani & Suryadi, 2019).

Table 2: Comparative data on university students' media competence development levels (value perception criterion, first assessment)

GROUPS	CG	EG-1	EG-2	EG-3
TOTAL	27	29	26	25

LEVELS	Low	QTY	5	3	2	2
		%	18.52	10.34	7.69	8.00
	Professionally sufficient	QTY	11	9	7	7
		%	40.74	31.03	26.92	28.00
	Professionally advanced	QTY	11	17	17	16
		%	40.74	58.62	65.38	64.00

The number of students at the professionally sufficient level in CG, EG-1, EG-2 and EG-3 decreased by 7.41%, 24.14 %, 23.08 % and 20 %, respectively. The number of students at the professionally advanced level in CG, EG-1, EG-2 and EG-3 increased by 14.82 %, 41.48 %, 46.15 % and 44 %, respectively, in comparison with the relevant pre-experimental levels. At the advanced level, the number of students from EG-1, EG-2 and EG-3 exceeded the relevant number of CG by 17.88%, 24.64% and 23.36%, respectively, which is shown in Fig. 2.
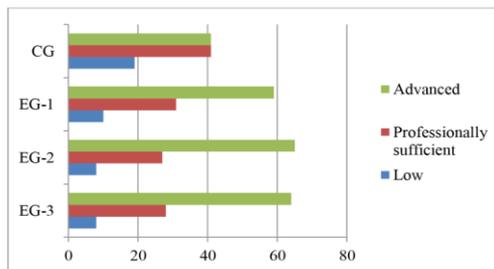

Fig. 2: Results of the first assessment of university students' media competence development levels (value perception criterion)

The first assessment at the developing stage of the experimental research made it possible to evaluate media competence development of pedagogical students in accordance with the practical criterion. The results are shown in Table 3.

Table 3: Comparative data on university students' media competence development levels (practical criterion, first assessment)

GROUPS			CG	EG-1	EG-2	EG-3
TOTAL			27	29	26	25
LEVELS	Low	QTY	6	3	3	2
		%	22.22	10.34	11.54	8.00
	Professionally sufficient	QTY	12	11	6	6
		%	44.44	37.93	23.08	24.00
	Professionally advanced	QTY	9	15	17	17
		%	33.33	51.73	68.39	68.00

The number of students at the professionally sufficient level in EG-1, EG-2 and EG-3 decreased by 10.35%, 30.77 % and 24.00%, respectively. In CG, in relation to the practical criterion, the number of students at the professionally sufficient level of university students' media competence development remained unchanged (Taştan et al., 2018).
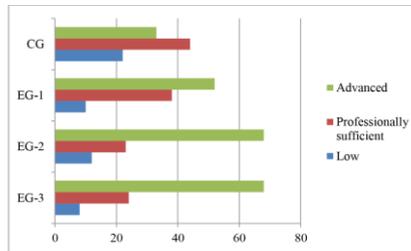
Fig. 3: Results of the first assessment of university students' media
competence development levels (practical criterion)

The number of students at the professionally advanced level in
CG, EG-1, EG-2 and EG-3 increased by 3.7%, 27.59%, 50.16% and
44%, respectively, in comparison with the relevant pre-experimental
levels. In respect to practical criterion, the obtained data also indicates
that the number of university students in OPG-1, OPG-2, OPG-3 at the
professionally advanced level of university students' media
competence development, rose by 18.4%, 35.06%, 34.67%, in
comparison to CG, as is shown Fig. 3.

Table 4: Comparative data on university students' media competence
development levels (first assessment)

GROUPS			CG	EG-1	EG-2	EG-3
TOTAL			27	29	26	25
LEVELS	Low	QTY	6	4	3	2
		%	22.22	13.79	11.54	8.00
	Professionally sufficient	QTY	11	10	7	7
		%	40.74	34.48	26.92	28.00

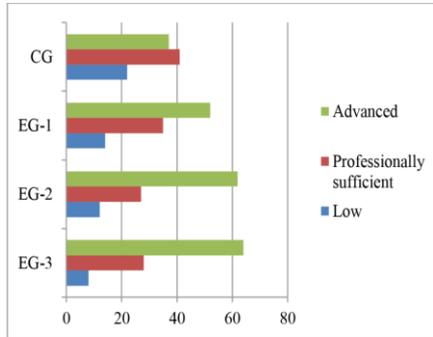|	Professiona lly advanced	QTY	10	15	16	16
		%	37.04	51.72	61.54	64.00

Fig. 4: Results of the first assessment of university students' media competence development levels

In order to eliminate the randomness of the results and trace the dynamics of university students' media competence development, three assessments were made. Based on the data obtained, it can be concluded that the level of university students' media competence development in EGs rose significantly in comparison with the students from CG. The results of the first assessment showed the need for media competence development in prospective teachers while studying at universities (Indriastuti, 2019; Kosari, 2018; Sears, 2018).

4. DISCUSSION

Development of self-reliance with the help of the Global Network is a gradual process that should be constantly improved. And the task of students is to find the best ways to organize their creative and cognitive activity. In addition, prospective teachers should remember their professional work at schools will include the use of the Internet not only for self-education, but also for the development of social and psychological qualities of pupils. To this end, when giving classes in the form of students' independent work supervised by a lecturer, some tasks from the educational guide by Kozbagarova and Stycheva (2008) were used, namely:

1. Draw up a topical dictionary that determines the level of your computer literacy.

2. Explain how you have been using computers in learning school disciplines.

3. Determine what information you had received at computer science classes helped you to expand your understanding of computer support possibilities.

4. Determine your contribution into the round table discussion on school computerization problems.

The contents of classes in the form of students' independent work also included the following tasks related to the development of computer literacy:

1. Draw up annotated references for We Recommend to Read Scientific Bulletin devoted to the problems of informatization in educational activities.

2. Prepare to answer the following questions:

- Why is mass computerization taking place in the educational system?

- What services can a learner expect when accessing the Internet?

- What are the general subject skills that students develop when using computers?

- How does the Internet influence the development of communication skills?

A work with texts on pedagogical component evoked a keen interest among the students. The main focus should be given to the development of student's creative abilities, their readiness to act independently under conditions of uncertainty, it should be aimed at increasing the learning independence level and at the search for self-improvement possibilities. Nazarova and Polat (1998) suggested that teachers should become organizers of students' independent cognitive activity, but not translators ready-to-use knowledge; they are seen as organizers able to sort information flows, guiding students there,

teaching them information technology skills (Nazarova and Polat, 1998).

This specific feature determines in many ways both the direction of evolution of education itself and the future of society as a whole (Abildina and Sarsekeeva, 2015). Pedagogical technology is implemented with regard to the main approaches to teaching and educational activities, aiming at media competence development, namely, the fundamental positions of competent, personal and practical approaches. Observations show that the use of critical thinking technology significantly influences media competence development of prospective teachers. Consideration of this issue is the object of a separate study carried out by the authors.

5. CONCLUSION

For the most successful orientation in the global information space, students of pedagogical specialties have to learn to perceive information culture and screen culture in relation to their future specialty. Priority in the search for information is increasingly being given to the Internet: having information properties, this system offers its users a variety of services, the most important of which are:

- E-mail;

- Usenet and video conferencing;

- Possibility to publish your own information, create your own homepage and post it on a web server;

- Access to information resources: reference directories (Yahoo!, InfoSeek/ Ultra Smart, Look Smart, Galaxy); search engines (Alta Vista, Hot Bob, Open Text, WebCrawler, Excite);

- Online chatting.

Among educational needs generated by the fact of the existence of mass media, there is a need to find pedagogical conditions for media competence development of students of pedagogical specialties. As it was mentioned above, to ensure psychological resistance to media manipulations, a body of knowledge, skills, qualities, contributing to conscious perception, choice, critical analysis, evaluation, interpretation, use of media texts; weighted motivation of media consumption and emotional stability in media texts perception should be developed in students (Mozharova and Mozharov, 2012). Despite all the traditional approaches to assessing the professional competence of graduates of pedagogical universities, media competence criteria have specific characteristics:

- Motivational, determining conformity of media consumption to cognitive, informational, discussion needs, excluding such motives as relaxation, excitement, entertainment, distraction, fashion, habit, when using mass media;

- Emotional, expressing in emotional stability in the perception of media text, the prevalence of adequate response to the content of media material, lack of excessive sensitization or desensitization, ability to rationally perceive text.

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