PEDAGOGICAL CONDITIONS FOR FORMATION OF MEDIA COMPETENCE AMONG STUDENTS IN THE PROCESS OF HIGHER PROFESSIONAL EDUCATION

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Abstract: One of the indicators of the country's development and competitiveness is the level of media technology. It becomes increasingly difficult for a person to navigate the world of information in the conditions of complexity and dynamics of social processes, the quantitative increase in mass information, strengthening of mass information flows and technological development of information networks. The media become the main source of information for the population of any state. Communication environment is becoming increasingly as mass, rather than interpersonal. Expansion of media space complicates the possibility of analyzing and orienting the audience in the media environment and increases psychological pressures. In connection with this, an urgent task for the pedagogy of higher education is the problem of finding adequate means that would help prevent such an effect on the youth and reduce the degree of manipulative damage. The article is devoted to the problem of formation of media competencies among students studying in the system of higher professional education of the Republic of Kazakhstan. It provides a terminological analysis of key concepts; the conditions for the formation of media competence of students as a result of systematic pedagogical work aimed at preventing the manipulative influence of the media on individual, which are explained, the characteristics of the special course program aimed at ensuring the effectiveness of this process, which are given, the results of the ascertaining experiment with the fragments of statistics are stated.

Keywords: information society, manipulation, media competence, media education, pedagogical conditions.

1 Introduction

In the conditions of "post-industrial society", "mediatized environment", it is necessary to train new generations of citizens for active life and activity in an informationally saturated society. The universal formation of a single scientific and educational space on the basis of constantly updated means of telecommunications and information technologies that significantly affect the pace, perception, and character of instruction towards its interactivity is connected with the phenomenon of "media competence".

One cannot fail to note the contradiction in studying problems of media education and the formation of media competencies among students. On the one hand, media is a source of knowledge, on the other hand, media often has a negative impact on the educational process. Systematizing the advantages and disadvantages of using new media, it is possible to trace the psychological and pedagogical orientation in creating necessary conditions in the educational environment of the university. (1)

2 Materials and Methods

Modern pedagogy treats "conditions" as a combination of factors, components of the educational process, ensuring its success. Conditions are also considered to be an environment in which certain pedagogical processes take place. The analysis of informative sources on pedagogy has shown that in general terms pedagogical conditions are understood to mean a set of factors, circumstances, components, prerequisites, measures that contribute to a favorable, successful process of education and training (LP Kachalova, IE Piskareva, A. S. Belkin, T.F.

Loshakova, S.N. Repin, I.A. Sharshov, N.M. Yakovleva, O.R. Ergard, and others).

The definition and justification of pedagogical conditions for the formation of media competence of students required analysis and refinement of terminological apparatus of study, which includes the following concepts such as "information society", "manipulation", "media manipulation", "media competence", "media education". Let us now turn to an analysis of the above key concepts on the problem under consideration.

In the 1980s, under influence of rapid development of the scientific and technological revolution, the theory of information society was developed. This theory considers production, distribution, and consumption of information as a prevailing sphere of economic activity of society. It exaggerates the role of the informal sector of the economy, the information theory of value is opposed to the labor theory of value. The term "information society" is used to designate a special type of social formation, a new era of development of human civilization. The most prominent representatives of this direction are A. Turen, P. Servan-Schreiber, M. Poniatowski (France); M. Horkheimer, J. Habermas, N. Luman (Germany); M. McLuhan, D. Bell, A. Toffler (USA); D. Masunda (Japan).

As a basic condition for the formation of the information society, high-tech information networks operating on a global scale are considered. Information is a specific commodity, the main social value of society. A new interpretation of communications goes beyond their consideration of both technical means of communication and implementation of information exchange, presenting communications as new means and forms of human contacts and information exchange, the search for forms of active spiritual communication of people in dialogues.

Analyzing various points of view of scientists on the essence of the information society, we can summarize that - this is a society whose development is based not on material production, but on the production of knowledge and information on the basis of advanced information technology, i.e. information. Information is a specific commodity, the main social value of society, as information exchange, forms of human contacts and people's spiritual communication in dialogues are carried out. Despite the fact that the phenomenon of the information society is described in sufficient detail, the task of preparing young people for life in such a society remains extremely urgent.

Manipulation is a kind of psychological device, the purpose of which is to force a person to take certain actions contrary to his desire. At the same time, influence is not explicit, but hidden. The essence of manipulation is that a person who is under pressure must himself want to take certain actions, even if it is not profitable for him.

A considerable number of scientific works of Western and Russian researchers in the field of psychology, sociology, political science, and philosophy of the late 19th and early 20th centuries are devoted to the study of the phenomenon of manipulation. (A. Mole, A.O. Kharash, V.M. Bekhterev, G. Lebon, G. Marcuse, Z. Freud, M. McClouin, M.A. Hevesy, W. Lippman, F. Nietzsche, E. Fromm), representing a categorical basis for understanding the essence of the phenomenon of manipulation of mass consciousness. Among applied psychological studies of the same period, works of A. Bandura, N. Miller, S. Milgram, S. Iyengar and D. Kinder, and others, studied experimentally the psychological mechanisms of suggestion.

Pedagogical aspects of this phenomenon are considered in the works of A.V. Fedorov, I.V. Zhilavskaya, L. Masterman and others.

By media manipulation is understood - a kind of manipulative influence, having a hidden, one-dimensional, purposeful information character, carried out by the mass media (the subject), whose purpose is to imperceptibly change or introduce certain attitudes, opinions, views into the consciousness of audience (object) in relation to certain events, persons, phenomena of reality, through the use of various technologies and techniques of manipulation.

The identification of the problem of media manipulation is also connected with the development of the Internet, which further increases psychological pressures and complicates the possibility of analysis and orientation in the media environment. With the development of Internet technologies and progressive availability of a global network for young people, the media is becoming the main source of information for young people about various phenomena of reality, events occurring in the world. (2-3).

The next key concept of our study is "media competence", which is determined ambiguously, multifaceted. In the definition given by K. Tyner (4), media competence appears as "the ability to find, evaluate and use effectively information in personal and professional activities". The author notes the need for the ability to search and collect necessary data, which is very relevant for the age of information technology with a huge uncontrolled flow of information, which, in turn, requires analysis and adequate evaluation, i.e. critical thinking. In accordance with the proposed study, the personality is seen as an active user, able to work with media and applying his media knowledge and media expertise in all areas of activity, especially in the professional.

According to W. Schludermann, (5) media competence contains a list of abilities and skills related to media, which should include measurements of knowledge, perception and (relatively active) use of (mass) media. Schludermann, like Russian media educators, points to the need to activate media-competent personality in relation to mass media and the availability of media knowledge.

Considerable importance in the course of our research is the position of V. Weber (6), who identifies the structure of media competence, which includes mandatory media-studies, knowledge and analytical skills. One can agree with one of the foreign researchers of this issue of D. Baacke (7), who believe that media competence includes a list of abilities and skills relating to the media, which should include measurements of knowledge, perception and (relatively active) use (mass) of media.

From the point of view of J. Potter (8, p12), "the audience at a higher level of media literacy has a higher level of understanding, management and evaluation of the media world". Media competence can help a person "provide answers in the context of historically limited meanings that are accessible to him and his perception. The literacy of reading and rethinking media texts helps clarify the question, "Who do I become when I see this?" Important are three components of media competence assigned to them such as experience, active application of skills in the field of media, readiness for self-education.

D. Baacke (9) identifies four dimensions of media content such as media criticism (analytical, reflexive, ethical); the science of media (informative, instrumental and qualified); use of media (simple and interactive perception); media design (innovative, creative). In our opinion, at this stage of our research, this approach in the preparation of future pedagogical personnel allows us to solve problems of readiness for professional functioning and positioning in an open educational space.

Valuable for our study is profound terminological analysis carried out by A.V. Fedorov (10-11), who convincingly showed that the term media competence "determines the essence of individual's skills to use, critically analyze, evaluate and change media texts in various forms and genres, analyze complex processes of media functioning in society". The author offers characteristics of high and low levels of development of media

competence. All that has been said allows us to conclude that available approaches to the interpretation of media competence of the individual, considering this phenomenon from various positions, have a general characteristic reflecting the essence of the concept of "media competence".

Based on all the presented positions, opinions, opinions, media competence is defined by us as a set of knowledge, skills, qualities that contribute to informed perception, choice, critical analysis, use of media texts that provide psychological resistance to media manipulation.

Media competence is the result of media education, which originates in the first half of the 20th century. The term "media education" was borrowed from foreign pedagogy in 1986 and is a verbatim translation of "Media Education": "Media" in Latin is the way, medium.

The analysis of informative sources devoted to problems of media education ((1-8), etc.), demonstrates the absence of a generally accepted concept of "media education". Among all available definitions, the first generally recognized definition is the definition formulated in UNESCO documents in 1973, "... teaching theory and practical skills for mastering modern mass media, considered as part of a specific and autonomous field of knowledge in pedagogical theory and practice; it should be distinguished from the use of QMS as auxiliary tools in the teaching of other areas of knowledge, such as mathematics, physics or geography". (12) Advantages of this definition are the allocation of media education as an "autonomous field of knowledge in pedagogical science" and an attempt to dilute the notion of "using QMS as auxiliary tools" and "studying QMS".

The psychological and pedagogical dictionary defines media education as "a direction in pedagogy, which advocates the study of laws of mass communication by schoolchildren. The main task of media education is to prepare a new generation for life in modern information conditions, to perceive various information, to teach a person to understand it, to realize the consequences of its impact on the psyche, to master communication methods on the basis of non-verbal forms of communication through technical means and modern information technologies". (3, p241).

One of the most authoritative media educators and media theoreticians L. Masterman (substantiated the following seven reasons for priority and relevance of media education in the modern world:

▪ high level of media consumption and saturation of modern societies with mass media;
▪ the ideological importance of the media, and their influence, as an industry, on the consciousness of the audience;
▪ rapid growth in the amount of media information, strengthening of its management and dissemination mechanisms;
▪ the intensity of media penetration into the main democratic processes;
▪ increasing the importance of visual communication and information in all areas;
▪ the need to train students/students with a focus on meeting future requirements;
▪ the growing national and international processes of privatization of information. (1)

N.V. Zmanovskaya's (13-14) goal of media education sees media education as "the aggregate of systematized media knowledge, skills, value attitude to media education in general, as well as the level of skill that is defined by them in implementing the media education of schoolchildren in the pedagogical process".

N.B. Kirillova (3) defines the final goal of media education is the formation of a person's media culture, that is, Ability to active, meaningful media content, based on knowledge about the essence, specificity and goals of mass communications".

R. Kubey uses the terms "media competence/media literacy" (ability to use, analyze, evaluate and transmit messages in various forms. (15, p2)

In our opinion, the listed concepts are similar in importance to each other, since they determine the development and competence of an individual in the field of media education, are considered as the goal of media education, but, at the same time, are not absolutely identical, they are conceptual or ideographic synonyms. (16-17)

When creating a set of pedagogical conditions conducive to improving the level of media competence of university students in the process of professional training, we considered the social order of society for higher professional school; specificity of the educational process in the university and the possibility of its use for the formation of the researched skills; leading ideas of competence approach. Proceeding from the above, we have identified the following set of pedagogical conditions for the formation of media competence of students:

1) the creation of motivation to achieve in students' learning through familiarity with various media genres, works of media creativity (motivational)
2) the development and implementation in the educational process of the higher school of a course for students' choice "Fundamentals of Modern Media Studies" (meaningful)
3) the development of a critical attitude towards the products of the mass media; the ability to analyze, evaluate and interpret media information; training in anti-manipulation skills in interaction with various media (procedural). (18-20)

The first pedagogical condition for the development of media competence of university students is the creation of motivation for students to gain access to study through familiarity with various media genres, meditation works. We believe, that working with media materials in the classroom at the university gives many options for pedagogical creativity, make classes fascinating. Thanks to various forms and methods of working with media works (overview, thematic and problem discussions, annotations, debates, round tables, problem situations, creative projects, etc.), students develop skills and understanding skills and analysis of media materials. (21) Such classes encourage them to communicate, express their own opinions, comments, as they relate to the most relevant and interesting topics for students. The realization of the first pedagogical condition is conditioned by the need for students to develop a positive motive for learning, an interest in the successful formation of media competence. (22-23)

The modern educational process of the university requires a more thorough program-targeted and technological structuring of formation of the media competence of the students' personality. In this regard, the second condition for the development of required competence is associated with the acquisition of certain theoretical knowledge among students about the media. For this, it was decided to develop a program of the corresponding special course "Fundamentals of Modern Media Studies", the program of which includes a number of organizational (input and output diagnostics); methodological (reliance on the philosophical concept of M. Bakhtin-V. Bibler on the dialogue of cultures, on a meaningful and historical approach, through the consideration of concrete historical genesis and the development of media education); (selection of the content of education, choice of methods, forms of media education classes, organization of students' independent activity) of grounds, totality of which ensures the formation of necessary general and special knowledge of media, manipulative influence of the media, and contributes to planned development of key elements of media competence of individual. (24-26)

The volume of the curriculum is 40 hours. The program of special course provides for studying the role of media and media education in the modern world, the main terms, theories, directions of media education, historical stages in the development of media education abroad and in Kazakhstan, problems of media perception, and forms of organizing media

education sessions. (27-28) The process of mastering the program is based on a combination of classroom classes, which are based on interactive forms of learning content, application of problematic, heuristic, gaming techniques, and practical creative pursuits. The program provides for a transition to the formation in students of a full-fledged perception and development of abilities for meaningful critical analysis of media texts. We believe that including media literacy classes in the university curriculum, we will equip young people with skills that will help them to independently regulate the influence of media on their lives. (29)

The mass media and the Internet, having taken priority positions in the formation of a picture of the world among young people, began to pose a special threat to their psyche. Increasing the influence of youth of uncontrolled information about the world, man, society, nature, actualizes the problem of information education, the formation of media competence, critical thinking and critical attitude to information. As the proponent of the introduction of technology for developing critical thinking in the educational process, Ali Nihat Eken (Turkey) needs to remember is best protected from the unhealthy impact of the media, one who is able to perceive media critically, who can independently analyze and evaluate the information that has come to him. (30) In this regard, we believe that the implementation of the third pedagogical condition is aimed at evaluating self-knowledge obtained from various sources, forming a reflective position when working with this kind of information, since it provides for the acquisition by students of experience of a critical attitude to the information received, comparing it with information obtained from other sources and available life experience. (31-32)

It seems that such conditions will contribute to improving the quality, systematic, theoretical and methodological elaboration of pedagogical activity for the development of media competence among students, and as a result, to solve the problem of preventing manipulative influence on the basis of the pedagogy of higher education. (33-35)

3 Results and Discussion

In our study, experimental work was organized on the basis of the Kazakh National Pedagogical University named after Abai and the Taraz Pedagogical Institute. For the experiment, two groups were organized - experimental and control, with a total of 188 students studying in specialties "Pedagogy and Psychology" and "Pedagogy and Methods of Primary Education". At the stage of the experiment, media competency criteria were defined that included a body of knowledge of the media, skills, and habits of their practical application, personality qualities that characterize a person, such as cognitive activity, critical thinking, creative thinking, communicative, reflexive. At this stage of research work, we organized diagnostics of levels of formation criteria of media competence. For this purpose, the following methods were chosen such as questioning, testing, and conversation in form of a "round table", discussions on a given topic, as well as public debate and a survey.

In accordance with the main provisions of the criterial-level approach, the existence and quality of knowledge, skills, qualities that make up media competence were considered in an experiment on three levels such as high, medium and low.

The high level of the formation of media competence means the availability of knowledge about the media; the phenomenon of manipulation in media and the danger; activity in the search and retrieval of information, selectivity with respect to consumed information; possession of developed critical thinking, the ability to compare, comprehend, reasonably evaluate, analyze media texts. (36)

The medium level of the formation of media competence means the presence of disparate knowledge about the media; about components of media competence; the phenomenon of manipulation in the media; awareness of danger; demonstration of activity, but lack of selectivity in search and retrieval of information. (37-39)

A low level of media competence means poor knowledge of media; the phenomenon of manipulation in the media; about technologies and techniques of manipulation; lack of activity in the search for information; critical thinking and critical autonomy are not worked out; motivation for addressing the media is related to the needs for entertainment, relaxation; emotional reaction to the material is inadequate to its content. (40-42)

Based on the results of the analysis of the first stage experiment, the following main conclusion was drawn: students do not have a sufficient level of knowledge, skills, qualities that make up media competence. Representations of students about the phenomenon of manipulation in the media are extremely fragmented, the perception of media information is superficial, the ability to critically compare, interpret, evaluate, analyze, interpret the texts of news media is weakly expressed. Most students in an address to network media prefer motives of entertainment, relaxation, distraction, fashion, habit, students often demonstrate emotional instability in the perception of media texts. The described results are shown in Figure 1.
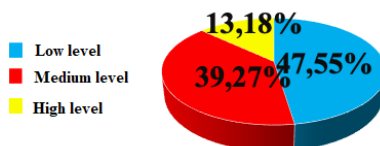

Figure 1. Indicators of the Experimenting Level of Media Competence of Students

At the formative stage of the experiment, we will test a special course that contains some aspects of theoretical and practical approaches to the development of media competence among students in a pedagogical university.

4 Conclusion

In conclusion, it should be noted that media competence is not a fixed amount of knowledge. To increase them, increasing the degree of media competence can be throughout the whole human life, through perception, interpretation, and analysis of cognitive, emotional, aesthetic and ethical media information. In conditions of the dynamic information environment and constant transformation of media technologies and modification of ways of consciousness manipulation, it is necessary to systematically monitor the current changes taking place in this sphere with the purpose of adequate pedagogical response to them and maintaining the relevance of counter manipulative pedagogical technologies used on the basis of higher education

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