The Formation of the First-Year Students' Mediacompetence

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Abstract: The article is devoted to the issue of forming students' mediacompetence. The theoretical basis for the use of media education in the educational process was the Grunwalt Declaration of 1982, which pointed out the importance of literacy in the industry of mass media drawing attention to the influence of media on education. Modern life points out the necessity of forming students' mediacompetence that is the most significant changes are taking place in the information sphere and that due to the wide spread of media, the students are constantly under the "influence" of multiple streams of information, and the impact of those flows, as a rule, is controlled neither by Teachers nor by parents and is not predicted and practically not considered. The hypothesis of the research is defined, the results of the experimental work are presented, the criteria of forming students' mediacompetence are formulated.

Keywords: mass media; media education; media competence

One of the general tendencies of the world development is the integration to the information society. In this regard, the Council of Europe defined the most significant (key) competences associated with the life in the information society, and include the knowledge of new technologies of searching and processing information, understanding the importance of their use, the ability to evaluate and criticize information in mass media, the ability to withstand the negative influence of mass media.

The theoretical basis for the use of media education in the educational process was the Grunwald Declaration of 1982, which pointed out the importance of literacy in the industry of mass media drawing attention to the influence of media on education (J. Brown, R. Kubey, G. Potter, G. Pungent, Ch. Worsnop). In Pedagogics in the 60-70 years of the last century and at present, media education has developed together with global educational issues as the theory of media education (V Baranov, A. Fedorov, I. Graschenkova, I. Levshina, V. Monastyrsky, A. Nechaev, G. Pacco, S. Penzin, Y. Rabinovich, V. Speed, I. Weisfield, I. Zadorozhna etc.).

Today modern life points out to the Teachers the necessity of forming media competence. The analysis of the school experience to implement media education

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to pupils gives grounds for the conclusion that the majority of Teachers do not take into account the fact that the most significant changes are taking place in the information sphere and that, due to the wide spread of media, the pupil is constantly under the influence of multiple streams of information. And the impact of those flows, as a rule, controlled, neither by Teachers nor by parents and is not predicted and practically not considered.

Thus, a Teacher who pays attention to the formation of media competence of pupils is an innovator. All of the above mentioned is a relevance of the study and explains our choise of problem research: the formation of the first-year students' mediacompetence.

The object of the given work is the process of teaching the English language to students using modern media. The subject of research is the content and set of the media exercises for teaching English to the first-year students. The aim of the work is in the preparation of training materials necessary for future English Teachers for the formation and development the pupils' media competence. The hypothesis of the study is as following: the formation of media competence of the first-year students will be successful if it is based on previously acquired knowledge of the Ukrainian language which is used in the process: the gaining of knowledge of certain vocabulary and the skills of its use in the most common speed acts; the development of language skills through specification of perceptual information in dialogues and polilogues.

The objectives of the scientific work are the following: to determine the nature of the skills in media competence of students; to select the set of the media exercises to control the formation of students' media competence; to determine motivational factors, namely the interest of students with regard to their formation of media competence; to establish the level of the students' proficiency at the beginning and the end of the experiment; to study the effectiveness of the selected exercises based on the formation of media competence for the first-year students; to test the proposed methodology in Izmail State Liberal Arts University.

The following research methods have been used in our study: summarizing the experience of teaching English at the university (the first-year students); elaboration of scientific sources on the Methods of teaching foreign languages and the sciences related to it; methodological analysis of media; scientific observation of the process of teaching vocabulary using media; methodological experiment on intelligence. The scientific novelty of the research consists of the substantiation of criteria of formation the first-year students' media competence. The practical value of the work is to make up a set of media exercises for teaching English language and to control the level of their basic skills. The approbation of the results of our work took place in the process of the experimental investigation in teaching English at the university and participation in the annual scientific conference in Izmail university. The first part of the work is dedicated to the following problems:

didactic research of the formation the students' media competence; psychological conditions of the organization of the process of formation media competence in university; the basic skills of students regarding their media competence.

Theoretical study of the problem allowed us to make the following conclusions: firstly, studying the didactic features of formation media competence we have defined its components: communicative, informational, educational and cultural.

In the Law of Ukraine "On Education" the aim of education defined the comprehensive development of personality and the highest value of society and the development of children talents, mental and physical abilities, education of high moral qualities. A great role in this process belongs to the Teacher. The Teacher should form the personality, develop students human qualities such as humility, generosity, kindness, temperance, meekness, operose.

In the second part of our work we have stated a number of issues, such as: the approaches to learning and controlling media competence of formation basic students' skills; experimental review of the effectiveness of the complex of media exercises for controlling the level of formation basic students' skills. The conducted methodical experiments show that the method of the formation of media competence is effective because the average ratio of the formation of English lexical competence before the experiment did not differ (CG – 0.63; EG – 0.61), but after the experimental work the section test shows a significant difference (CG – 0.68; EG – 0.76). Thus the use of media competence is better than traditional approaches of teaching.

The conducted experimental work on the study enables us to define the criteria of the first-year students' formation of the media competence, such as: solve the task of the English class to develop English communication; methodological appropriateness of selection the educational material (texts) and their organization (exercises and tests); taking into account the age and psychological characteristics of students interests and communication as well as academic experience gained while studying the university course of English language; motivation of students' educational activities at the English classes; methodological feasibility proposed at the class, techniques and forms of presentation and activation of the educational material; interconnected learning of different types of speech activity; flexible content of the classes in varying their content; development of students' bilingual abilities (studying oral and written translation as a bilingual activity); the objective connection between such subjects as: Computer Sciences, History, Literature, Ukrainian language , Culture etc.; the use of parallel texts in the original; availability of problem tasks and investigative tasks.

Thus, our investigation does not cover all the aspects of the outlined problem. The prospects of further scientific research we perceive in expanding the range of

media competence formation namely, at the increased level of English language proficiency in years 2 and 3.

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