

Technology for Developing Media Competence in Teaching English to Primary School Pupils

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Abstract

The main provisions of forming media competence of a secondary linguistic personality – a new pedagogical phenomenon – are identified. In the course of analyzing the experience of well-known domestic and foreign teachers in the field of media education and teaching a foreign language, the general trends of the described process are studied, pedagogical principles are formulated aimed at developing the media competence of a secondary linguistic personality and contributing to its successful formation.

Keywords: pedagogical principles, primary grade, media competence of a secondary linguistic personality, media education.

INTRODUCTION

To organize a successful process of formation of media competence of a secondary linguistic personality - an integrative, strategic characteristic of a personality, consisting of a set of special readiness and abilities that allow the individual to interact in a single global information space, to carry out interlingual and intercultural communication in a mediatized, mediated modern media, level - it is necessary to take into account the complexity and versatility of this process and to guide its progress, based on the general principles of pedagogy, as well as specific principles reflecting the process of media education.

MATERIALS AND METHODS

A pedagogical principle is “a general guiding principle that requires a sequence of actions not in the sense of “succession”, but in the sense of “constancy” under various conditions and circumstances” [1. P. 112]. This is “one of the pedagogical categories, which represents the main normative position, which is based on a known pedagogical pattern and characterizes the most general strategy for solving a certain class of pedagogical tasks (problems), and simultaneously serves as a system-forming factor for the development of pedagogical theory and criterion for continuous improvement of teaching practice in order to increase its effectiveness” [2. P. 173]. Pedagogical principles reflect public orders, guidelines, and requirements for the organization of the educational process.

RESULTS AND DISCUSSION

The main principle of organizing the process of forming media competence of a secondary linguistic personality is the principle of co-evolution, co-study of a foreign language, culture and media. This principle of constructing the pedagogical process is based on the idea of integrating the discipline “foreign language” and media education. The entire process of forming media competence of a secondary linguistic personality is built on the co-study of a foreign language, culture and media, a necessary interconnected chain of modern reality. “A foreign language is

“subjectless”, it is studied as a means of communication, and the topics and situations for speech are brought in from the outside” [3. P. 15]. Media education, in turn, represents “many new ways of activity and their application in new areas” [4].

The principle of purposefulness is also of great importance. Based on the understanding of the goal “as the law of human activity, which predetermines the choice of means and the result of the activity” [6], the essence of this principle is that the content of the process of forming media competence of a secondary linguistic personality should be subordinated to solving the goal of teaching a foreign language – formation of media competence of a secondary linguistic personality. During classroom lessons and outside of class time, students carry out activities to form the desired characteristic. Their motivation is created through the use of a wide range of media in the classroom, a variety of teaching forms, listening to audio recordings and watching videos, to working with computer programs and video chatting. All these types of activities are sources of entertainment for students during extracurricular time. The goal of all the listed forms and types of activities should be the formation of media competence of a secondary linguistic personality. Even when using an authentic film in the learning process, our goals are not only to improve pronunciation, expand vocabulary or organize the student’s leisure time, but above all to develop their media competence. Our task is to teach students to fully perceive and analyze English-language audiovisual media text, the characters of media characters, their actions, motives, morality, principles, etc., to form the critical thinking of students, their media knowledge, media skills and media relations, allowing those who need to understand the language of media as an intermediary in the formation of the culture of the country of the language being studied. Therefore, we abandoned educational films specially made for learning English, and use films made for native speakers with a living language, reflecting modern problems of the English-speaking society, their realities, humor, non-verbalism, etc., characteristic of native speakers.

The identified levels correlate with indicators of the formation of media competence of a secondary linguistic personality:

- cognitive – assessing knowledge of the main categories and concepts of media education, the media spectrum, distinctive features of various genres, patterns of processes of media functioning in society, patterns of perception and understanding of foreign language information;
- operational – assessing the ability to search, collect foreign language information, transmit and receive media messages in a foreign language, the ability to interpret, evaluate, critically analyze a foreign language media text and author’s position, create your own media product;
- motivational – serves to determine the formation of relationships, motives, readiness to work with mediatized foreign language information.

CONCLUSION

In the elementary grade, students are placed in an active subject position with the help of various forms, methods, and teaching aids that help achieve the intended goal. By activating the media competence of the student’s personality, his level of foreign language proficiency increases.

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