

## Development and Formation of Media-Competence in Teaching Foreign Languages

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**Abstract:** The article focuses on the study of the urgent issue of foreign language education in the light of the growing growth of digital media resources. The main characteristics of this environment are globalization, computerization, technologization, intercultural communication. It is the multiplicity of digital languages and cultures, the multiplicity of texts and document formats circulated in the global information environment, as well as the new forms of distributed (online) communication that decide the formation of a new consistency in an individual, the internet competence of a secondary language identity, a feature that facilitates the functionality of a single world machine.

**Keywords:** digital media space; media education; media competence; mediated communication; foreign language communication; intercultural communication; linguistic identity.

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### Introduction

The scientific and technical development of modern society requires the informatization of education and sets the task of forming a personality and training a specialist with a sufficient level of professionalism, whose competitiveness in the labor market is now determined not only by its high qualification in the professional field, but also by Modern society's scientific and technological advancement requires computer training and sets the task of shaping an individual and a specialist with an appropriate level of professionalism who is now competitively involved on the labor market not only through his high professional level, but also by their willingness to solve professional problems in bilingual communication, providing processes of information interaction.

The opportunities for the use of IT in foreign languages are illustrated in M.Yu's work. E.I. Dmitrieva, M.G. Evdokimova, E.I. Latushko, E.S. Polat, R.K. Potapovoi, S.V. Cheprasova, E.Ju. Seagulls. However, the ways that media technology is used not only as a different type of information, but more to create a truly communicative environment in which immersion is an important requirement for the teaching of a foreign language are primarily considered by teachers from abroad and by researchers like M. K. Martel, J.-M. Care, D. Rolland, C. Bouyssi, M. Rossi, T. Fauvaux, W. Hemling, M. Klepping, A.

**Main part.** Based on the general know-how of teachers, interviews and questioning of students and graduate students, the majority of specialists who have graduated from universities that are non-linguistic in the economic field have practically no ability or abilities to communicate professionally in a foreign language. The problems of developing technology for the professional education of foreign language communication to students at non-linguistic universities using the Internet telecommunication network are of particular relevance to this matter, as they are shaping the professional skills of potential professionals who meet modern social needs; the use and incorporation of information and communication systems and digital technology, tools and training methods in tandem with traditional methods into the educational process.

Media education is designated as a priority area in “The Concept 2020”; scientists and politicians, the most progressive sections of our society, speak about the need to integrate media education into national curricula. The concept of “media education” has many definitions. This is the process of transfer and assimilation of knowledge, skills related to mass communication, and the direction in pedagogy, which advocates “studying the laws of mass communication by the younger generation” [4], etc. We will not dwell on the evolution of the views of Russian scientists on the problem of media education; earlier, the author has already had to consider these issues in her numerous articles [9]. In addition, information about this relatively young direction in pedagogy can be found on specialized sites: Russian Association for Film and Media Education of Russia / Russian Association for Film and Media Education <http://eduof.ru/mediaeducation> (Russian and English versions); open electronic full-text library “Media Education” / Open Media Education Library (Russian and English versions; electronic scientific encyclopedia “Media Education and Media Culture”; Journal “Media Education” / Russian Journal ‘Media Education’. Let us also dwell on the fact that in the literature one can distinguish three different ways of resolving the scientific and pedagogical contradiction between the influence of QMS messages on the younger generation and the lack of mechanisms of pedagogical influence on this process [8].

The first method is described in the most concentrated form as a theoretical and pedagogical concept in the A.G. dissertation research. Selevko highlights socio-pedagogical criteria for maximizing the effect of mass media on the socialization of rural schoolchildren.’ The author suggests the implementation of teacher and parental control in the media [6]. The second approach is to ignore the media’s influence on personality development. He is the one who serves in most Russian colleges [8]. The third approach to solving the problem comes from the fact that it is impossible to stop or limit the influence of the media on the younger generation, therefore, it is necessary to make the media not an opponent, but an ally of the teacher. The solution to this problem is media education. [3]. Adhering to the third approach, we believe that a foreign language cannot remain aloof from solving this problem. Media education organically fits into the disciplines of the curriculum, and especially in the subject “Foreign Language”, the specificity of which is that it is “seemingly endless” [8]: it is studied as a means of communication, and subjects and situations for speech are introduced from outside. It will not be a mistake to say that a foreign language, like no other academic subject, is open to the use of content from various fields of knowledge, including media education. Determining the possibilities of formation of media competence of a secondary linguistic personality in the process of teaching a foreign language, we first of all turned to analysis, comparison of two processes to mediated (online) communication and foreign language communication. They came to the conclusion that they have a lot in common, and they have a common genesis. Both phenomena are based on the idea of communication.

Media education should be differentiated from using QMS as an auxiliary tool for teaching a foreign language, apart from media-based instruction. QMS can be used as a learning tool and as a way to inform the media. If the QMS helps to improve the training process, provide a collection of socio-cultural knowledge components known to a large number of speakers from abroad, become familiar with communication rules used in this sociocultural space, etc., the QMS is a tool for learning, because it fulfills a unidirectional didactical function; (See more on this [9] ) New requirements of society to the level of development and education of the individual, new informational living conditions must change the content, means and methods of the pedagogical process. In this situation, there is a natural and rather acute need for new concepts, methods and technologies of teaching a foreign language [9].

In the past decades, the ideas of the founder of foreign language education can be traced back. And emerging pedagogical 109 practices. However, the path from innovative ideas in teaching theory to their implementation in pedagogical practice is long and thorny. However, it is known that educational institutions are the most inertial social institutions [12]. In addition, today it can be argued with some assumption that the phenomenon of media competence of a secondary

linguistic personality has not been properly understood at the scientific and theoretical level, and besides, the wide and competent introduction of the technology of its formation in the practice of teaching foreign languages in schools and universities does not occur at all or is slow and not systemically. I would like to understand why the use of technology to improve the medium skills of a secondary linguistic personality is not feasible.

To achieve the main goals of media education, UNESCO seeks to actively promote: -a comparative analysis of the methodologies and methods of media education existing in developed countries (with the subsequent dissemination of the most promising of them); - development of mechanisms for evaluating the effectiveness of media educational actions; - conducting further research in the field of media education; - training media literacy of teachers, students, instructors, members of non-governmental organizations and associations and other interested parties (including in summer courses in media pedagogy, in the process of distance education); -official legalization of media education in various countries, the development of appropriate curricula (formal and informal); -creating a collection of brief guidelines for media education, textbooks and manuals for teachers and parents, materials, publications, toolkits adapted to regional modules); -cooperation of various media agencies, charitable foundations with educational institutions, non-governmental organizations, other private or public institutions related to education and upbringing; -development and implementation of online media educational sites for practitioners, teachers and trainers (with conditions for access to necessary resources); -organization of local, national and international media educational forums (with established frequency) related to educational institutions; -creation of a network of specialized media educational films and festivals; -consolidation of existing federations, professional associations and media educational centers; -publishing recommendations in support of public media (non-profit and commercial), designed for children and youth audiences; -controlling the activities of various types of media agencies in order to guarantee the quality and access to mass media for young people, etc. [13,14].

## Conclusion

The following findings were obtained in the course of the resolution of the tasks included in the study:

- The development of a technology for the pedagogical management of verbal communication skills has been developed, as the main part of a specialist's professional competence for foreign languages, based on which a French curriculum and a module for the teaching of teachings have been created to determine the content, form and method of teaching.
- The fundamental possibility for using the pedagogic technology developed has been tested experimentally and demonstrated in the implementation of which the research hypothesis confirms that the technical management of the communication of foreign languages to economic experts will be made more efficient if carried out on the basis of IT integration. It provides modeling of professional communication situations within the framework of an authentic language environment created on the basis of the use of Internet technologies in order to improve the skills and abilities of foreign language communication, as well as the formation of socio-cultural competence of future specialists.

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