

MARGARITA PETROSYAN

*Yerevan State University, the Faculty of Romance and Germanic Philology,
Chair English Philology, Applicant*

THE PROBLEM OF MEDIA COMPETENCY AMONG STUDENTS

The article is devoted to the issue of forming students' media competence. In recent years, in native and foreign methodology, the problem of forming the abilities of media competence is being actively developed. Nowadays we have to give new literacy to our students, to make them ready for new challenges, to prepare them for a new citizenship in digital society.

Political, economic, scientific and everyday discourses agree that media have become increasingly significant. In fact, media and especially visuals have always been relevant to processes of human communication – no matter where you start in history.

Today, it is generally yielded that media play a perceptible part in the processes of growing up, the development of identities, values and everyday aesthetics, or the shaping of references to the self and the world. In short, it is largely beyond doubt that media are involved in the creation of realities and the formation of communicative processes, and that they have to be considered an agent of socialization. In this general sense they are granted quite constructive traits, also and especially when the influences and effects of media are judged as destructive.

Key words: media competency, media education, formation of media competency, media communication.

Traditionally, technologies and media have been used in education as “teaching resources”.

This reductionist approach must change,

expanding to other perspectives: the media as a way of teaching content, and the media as communication; considering both the constructivist model, which puts the emphasis on learning rather than on teaching, and on students constructing their own knowledge from what we give them, being able to acquire information within the chaos.

Today modern life points out to the Teachers the necessity of forming media competence. The analysis of the school and university experience to implement media education to pupils and students gives grounds for the conclusion that the majority of Teachers do not take into consideration the fact that the most significant and important 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.

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 pointing attention to the influence of media on education. 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 persist the negative influence of mass media. 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.).

According to the definition adopted in the 1989 international conference organized by the Association for Media Literacy of Canada, media literacy is the ability to decode, analyze, evaluate and communicate in a variety of ways.

One must ensure that children and young people develop these skills and attitudes that are based on multiple forms of communication as part of their daily lives. Working with the visual language enriches our aesthetic perception (sensitivity to sound, image and text), but there is also a need to develop critical thinking, analysis and understanding of the media in connection with their audience, and a need to teach students to express themselves using that medium. They will be audiovisual literates when they are able to decode a series of signs, and also to produce or to encode them.

Media competence has three main aspects or areas to teach, and inside each on them we may include several dimensions: knowledge (media industry, technology, language, processes of production, access to information), understanding (ideology and values) and expression (communication, creation, citizen participation). It would be better to consider media education as an educational practice, rather than a line of research, so in this case we need to create a series of practical activities, experiences that aim to train learners in active and critical interpretation of the mass media (film, radio, television, and printed media, among other

new media). As it was mentioned above, it is more a pedagogical activism than a theoretical development. Knowing the discourse structure of news or announcements allows students to maintain focus on the ideological part; but this will only happen after a learning period in which they are taught the basic codes that are used, the visual semiotics. The student has to internalize this analysis; he or she has to know that there is a misinformation, a manipulation of that media.

Media education, as indicated by R. Aparici et al. (2010: 49), must always consider six dimensions: Language, Technology, Production processes, Ideology and values, Aesthetic, Interaction. To read and create media messages, students must go through three phases. The approach, when our students have to become aware of the peculiarities of media. A second phase, of deeper knowledge, involves analysis of the technological characteristics or specific language of the media, where they will be able to be thoughtful and critical readers. It is about knowing the visual codes and analyzing resources. A third phase implies that students construct their own messages.

Today there is a gap between the learning styles used by formal schooling and those that are characteristic of children's after-school experiences, for instance, video games and social networks, which assign them an active role. Moreover, they spend much of their lives watching television, and not only programs and advertising designed for children, but also the ones for adults. Therefore, we have to connect with their motivations and forms of relating and obtaining information, otherwise, the "formal" teaching experiences will remain as a marginal experience in their lives. We also must help them to develop critical thinking.

We should expand the educational scenario from a formal education to an informal and even fortuitous one (as Cobo and Moravec indicated in his book on invisible education, 2011).

LITERATURE

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ՄԵԴԻԱԻՐԱԶԵԿՈՒԹՅԱՆ ՀԻՄՆԱԽՆԴԻՐԸ ՌԻՍԱՆՈՂՆԵՐԻ ՇՐՋԱՆՈՒՄ

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*Երևանի պետական համալսարան, ժամանակերանմանական ֆակուլտետ,
անգլերեն լեզվի և գրականության ամբիոն, հայցորդ*

Հոդվածում ներկայացված է մեդիաիրազեկության ձևավորումն ուսանողների դասավանդման գործընթացում: Այստեղ մեդիա կրթությունը ներկայացված է, որպես կրթական փորձ, որը միտված է ուսուցանողներին ուղղորդելու մաս մեդիայի հնարավորություններից հնարավորինս արդյունավետ օգտվելուն: Ժամանակակից աշխարհն ու ինֆորմացիոն դաշտն անընդմեջ փոփոխվում են, հետևաբար ուսանողների մոտ մեդիաիրազեկության ձևավորումն դառնում է անհրաժեշտություն:

ФОРМИРОВАНИЕ МЕДИАКОМПЕТЕНЦИИ У СТУДЕНТОВ

МАРГАРИТА ПЕТРОСЯН

*Ереванский государственный университет, романо-германский факультет,
кафедра английского языка и литературы, соискатель*

В статье представлено формирования медиа–компетенции студентов в процессе преподавания. Медиа–образование рассматривается как образовательный опыт, помогающий студентам в выборе направленности, эффективном использовании возможностей масс–медиа.