

THE CONCEPT OF MEDIA COMPETENCE OF THE FUTURE INFORMATICS TEACHER AND THE METHODOLOGICAL FOUNDATIONS OF ITS DEVELOPMENT

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Annotation

This article describes in detail the improvement of media literacy of the future computer science teacher, the importance of media education in the educational process, media competence and the methodological basis of its development.

Keywords: media, media education, competence, media competence, media presence, media literacy.

In the 21st century, the incomparable influence of mass media on the world community is increasing, and the new century is directly called the age of global information. This, in turn, created the foundation for the formation of a global information society. It is difficult to imagine the process of globalization without information and communication technologies.

As a result of the analysis of the impact of the information resources on the global network on the formation of the lifestyle of the growing young generation, the opinion emerges that the Internet, which is considered the most popular among them, has now become a unique environment for their social relations. This requires that it is important to create information and educational resources that cover the interests and problems of the young generation, taking into account the psychological characteristics of young people in the national network, based on their worldview, interests, and at the same time, consisting of modern topics. Thus, the creation and implementation of the information environment of the educational institution in preparing students for active social activity is a requirement of today [1].

As a result of the rapid development of information and communication technologies, the term "**media**" appeared. The term "**media**" is derived from the Latin language (media, medium) and means guide, mediator.

Media is a correct and circular communicative communication system in society, it is a space that creates temporary interaction with people, interests them, and distracts them.

The term "**media**" was originally used in the 20th century to refer to the tools that form mass culture.

Media education means the process of development of a person through mass media.

According to the European Union documents, media education is media competence, which should be understood as a critical and thoughtful attitude to the media in order to educate responsible citizens who are able to express their opinion based on the information received. development oriented education. This allows citizens to use the necessary information, analyze it, identify economic, social and cultural interests related to them.

The importance of media education in the world was emphasized in the recommendations of various international organizations, including UNESCO, and the development of media education was supported (all types of media education - electronic, printed, graphic, media, etc.).

UNESCO documents define media education as follows: Media education is related to media (printed and graphic, sound, screen, etc.) and various types of technologies; it enables students to understand how they use media, acquire skills to use media when communicating with others, and increases human knowledge by:

- 1) analysis, critical understanding and creation of media texts;
- 2) determining the sources of media texts, their political, social, commercial and/or cultural interests and context;
- 3) interpretation of media texts and values distributed by the media;
- 4) to create media texts, distribute them and select appropriate media in order to have an audience interested in them;
- 5) to have free access to the media for the purpose of reception and production.

Media education is a program that helps to understand the basic laws, helps to learn the language of media information in simple directions, contributes to the growth and development of the artistic potential of students, the reception, study and competent analysis of media texts. represents the educational process aimed at forming a culture [2].

According to the opinion of a number of scientists conducting research in this field in foreign countries, media education has an educational and educational value and teaches students to think critically and analytically in the process of education.

Media education teaches individuals to interpret and create messages, and to choose increasingly appropriate media for communication. Media education allows people to exercise their right to information, which not only contributes to their personal growth, but also increases their social participation and interactivity. In this sense, media education prepares for democratic citizenship and political understanding. It is necessary to develop media education as part of the concept of education throughout human life.

The result of media education will be an increase in the level of media competence and media literacy of the audience. Media competence is multidimensional and requires broad perspectives based on a developed structure of knowledge. This is not a frozen category, the level of competence can be increased through the perception and interpretation of cognitive, emotional, aesthetic and moral media information throughout a person's life.

Western media pedagogues interpret the concept of "media literacy" as follows:

"Media Literacy" helps students to think critically in communication with the media and to understand the content of the media in their lives. A media literate student should have a critical and analytical approach to evaluating media texts, be at a critical distance in relation to mass culture, and resist manipulation.

"Media literacy" is the process of preparing a media literate person to understand the socio-cultural and political context of the media operating in coded and representational systems in the modern world, to perceive, create, analyze, and evaluate media texts.

Media literacy is an effort to help people understand, create, and appreciate the cultural significance and meaning of audiovisual and print texts. Everyone can be media literate [3].

If we pay attention to the materials related to the history of the emergence of the competence approach in education (1960-1970s), the word "competence" began to enter the scientific literature for the first time during this period. By D. Hymes, the concept of "communicative competence" is introduced. Competence is broadly defined in J. Raven's work entitled "Competence in Modern Society" published in 1984 [4].

According to scientific pedagogical and psychological sources, competence and competence are very complex, multi-part concepts common to many disciplines. Therefore, its interpretations are different in terms of content, meaning and logic.

The word "competence" comes from the word "to compete" and means "to compete", "to compete", "to compete". Literally translated, it means "ability to compete".

Competence is a complex set of personal characteristics and status, which enables a person to embody knowledge, skills and experience in a certain field, to express an opinion on certain issues, to participate in the development of certain decisions or to make decisions on his own. M.M. Vakhobov in the article entitled "Implementation of state education standards based on the competence approach - an important factor in the formation of media competence of students" "In the current age of accelerated information exchange, students and young people can be protected from various information attacks, destructive foreign ideas through the development of media literacy, media culture and media competence" protecting them, educating them in the spirit of patriotism is one of the most important tasks of the education system," he emphasizes [5].

The concept of media competence (media competence) is considered a new term entering education, and it includes meanings such as the ability to transfer and evaluate media information in various forms, learn, and communicate [6].

In foreign pedagogy, the term media competence (German: medienkompetenz, English: media competence, etc.) is already actively used (Q-ng: for example, Baake, 1999; Blumeke, 2000; Pottinger, 1997).

In Germany, media competence means competent, independent, creative and socially responsible attitude towards the media.

"Media competence" is an interaction with the information community, embodied as an integral part of a person's media culture, which includes valuable, technological and personal-creative components and leads to the development of subjects of interaction (cooperation). It is understood as a dialogue method of (cooperation) [7].

"Media competence" is generally understood as an integrative quality of a person that is manifested in the ability to select, use, critically analyze, evaluate, create and transmit media texts of various forms, genres and forms, as well as the readiness to analyze the complex processes of media activity in society.

Media competence/media literacy - the ability to use, analyze, evaluate and transmit various forms of messages.

The following characteristics are characteristic of a person with a high level of media competence:

effort (striving) to obtain new information;

striving for personal competence in various spheres of life and the world of media culture;

finding necessary scientific materials for studying;

to be in "constant" communication with media products;

to have the ability to independently create and distribute media texts (independently or together with a group) in the media world;

to be able to perform bright activities related to the media (playful, artistic, research, etc.) [8].

In **conclusion**, it can be noted that formation (development) of media competence is an important part of "social and cultural competence". Media competence takes place in relation to various types of information and media texts at different stages of the pedagogue's activity in the field of media.

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