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## **DEVELOPMENT OF TEACHERS' MEDIA COMPETENCE**

The teacher must have a set of skills and abilities that would help him organize the process of developing students' media literacy. UNESCO identifies several basic media competencies of teachers:

Competence No. 1. Understanding the meaning of media and information, which includes the concept of the ethics of creating news, media and information, understanding the functions of media and other information services, ethical standards of activities in the field of media and information, etc.

Competence No. 2. Understanding media content and options for its use. Within the framework of this competence, the teacher can demonstrate knowledge and understanding of various ways of using media in personal and professional life, interpret media texts and establish connections between them, the context and values displayed in the media.

Competence No. 3. Effective and prompt access to information. The teacher can determine the type of information that he needs to solve a specific problem, effectively and quickly get access to this information; define keywords and related terms for accessing information of interest; identify different types and formats of potential sources of information, etc.

Competence No. 4. Critical assessment of information and information sources. Thanks to this competence, the teacher will be able to critically assess information and sources of its receipt and use the selected information to solve problems and analyze ideas; evaluate the reliability, reliability, truthfulness, accuracy, authority of the source, timeliness and impartiality; recognize bias, deception or manipulation.

Competence No. 5. Application of new and traditional media formats. The trainer is familiar with the use cases of digital technologies, communication tools and networks for gathering information and decision-making; can understand the basics of digital technology; use a wide range of media texts to express your ideas through different forms of media, etc.

Competence No. 6. Determination of the socio-cultural context of media content. The teacher can demonstrate knowledge and understanding of the processes of creating media content in a specific social and cultural context; demonstrate the ability to critically assess the content of local media and the role of the main messages that they disseminate or perceive, etc.

Competence No. 7. Promoting media and information literacy among learners and managing the necessary changes. The practice of implementing media education classes with university students.

When organizing media education classes with university students, some recommendations are highlighted. A special role must be given to the selection of material. Experts disagree here, some believe that in the selection of material it is necessary to rely on high standards of cinematography, while others suggest starting from the motives of the audience itself, gradually striving to develop needs (in particular, students in the field of media). Here it is important to maintain a balance between the characteristics of the age development of the audience, their interests, needs in the field of mass media and media texts, which are aimed at solving specific media educational problems. Organization of viewing media content should include the following steps: preparation for viewing; thoughtful perception of content; discussion of content. The creative approach of the media educator. In the process of preparing the content, the teacher must show his personal interest, as well as give it an author's character. When developing a thematic plan for students, it is necessary to rely on the regional cultural and educational component. The content should be close to students in terms of their cultural and educational level of development.

Possible methods of knowledge consolidation. Method of monologue statements on the topic: by card; according to the teacher's plan; according to a plan previously drawn up at home or on a board; on a card with examples prepared at home; according to the plan of geographical analysis; according to the reference table or scheme; under the supervision of the reviewer. Method of asking questions: interrogation (two students at the blackboard or on the spot in pairs); asking questions in a chain; ticket poll (the choice of questions is based on tickets); an express survey

(carried out at a fast pace, questions in case of difficulty of students with an answer are not specified, but forwarded to other students).

Group work is one of the most popular strategies, as it gives all students (including shy ones) the opportunity to participate in work, practice cooperation skills, interpersonal communication (in particular, the ability to actively listen, develop a common opinion, resolve disagreements ). All this is often impossible in a large team. Group work is an integral part of many interactive methods, such as mosaics, debates, public hearings, almost all types of imitations, etc. Practical tasks are tasks with the help of which students form and develop the correct practical actions. Creative assignments. The curriculum in the subject pursues the development of students' creative abilities. Creativity is the process of creating objectively new cultural values. A creative task is the content, the basis of any interactive method, gives meaning to learning, and motivates students. The unknown answer and the ability to find your own "correct" solution based on your personal experience and the experience of your colleague, friend, allow you to create a foundation for cooperation, co-education, communication of all participants in the educational process, including the teacher. The choice of a creative task in itself is a creative task for a teacher, since it is required to find such a task that would meet the following criteria: does not have an unambiguous and monosyllabic answer or solution; is practical and helpful for learners; is related to the life of students; arouses interest among students; serves the learning objectives as much as possible.

#### Reference:

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