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MEDIA LITERACY IN THE EDUCATION SYSTEM

Media and information literacy is an integral part of 21st century skills for all learners. This is primarily due to the constantly growing development and popularity of new information technologies, new sources of information - such as the Internet and social networks.

All this circumstance pushes for the formation in schoolchildren and students of a set of knowledge and skills, attitudes that allow for effective access, critical analysis, interpretation, use, creation and dissemination of information and media products using all necessary means on a creative, legal and ethical basis.

Teachers are faced with tasks for: assisting students in identifying and understanding information needs and sources of information; assistance in locating information; formation of skills in analysis and assessment of the quality and reliability of information; development of skills for organizing and storing information; training in the effective and efficient use of information in accordance with ethical standards; development of skills of presenting own information and exchange of new knowledge.

Media education has emerged as a defense against harmful effects and media trends. Today, in many countries of the world, media literacy is a separate course in the complex of studying humanitarian subjects.

To date, there is no universal concept of the term «media literacy» in domestic and foreign literature.

In most cases, it is interpreted as the result of purposeful actions, the educational process. At the same time, the concept is often synonymous with terms such as media culture, media competence, media education, media mentality, etc.

Even in the related countries of the West, there are terminological features for these terms.

For example, in Germany, the term «media competence» refers to the ability to «qualified, independent, creative and socially responsible action in relation to the

media». And the American professor R. Cubi, who specializes in media education, understood media competence as the ability to use, analyze, evaluate and convey messages in various forms.

Speaking about terminological features, one cannot fail to mention the works of the Russian scientist-teacher, media education specialist A.V. Fedorov, who understood the personality's media competence as «the totality of her motives, knowledge, skills, abilities ... that contribute to the choice, use, critical analysis, assessment, creation and transmission of media texts in various forms, forms and genres, and analysis of complex processes of media functioning in society».

Not all researchers of this issue are inclined to related meanings of the above concepts. There are some tendencies towards their separation, including in the process of studying them at various educational levels - from preschool to post-graduate education.

So the following areas of media education are distinguished:

1) media education for future professionals - journalists (television, radio, press, Internet), filmmakers, editors, producers, etc.;

2) education of future teachers at universities, pedagogical institutes, advanced training of teachers of universities and schools within the framework of courses on media culture;

3) media education as a part of the general education of schoolchildren and students studying in ordinary schools, secondary specialized educational institutions, universities, which, in turn, can be integrated with traditional disciplines or autonomous (special, optional, circle, etc.);

4) media education in institutions of additional education and leisure centers (houses of culture, centers for out-of-school work, aesthetic and artistic education, clubs, etc.);

5) distance media education of schoolchildren, students and adults with the help of television, radio, the Internet;

6) independent and continuous media education (which theoretically can be carried out throughout a person's life).

The skills of media competence, as a meaningful mastery of theoretical knowledge, ways of thinking, moral norms that allow one to realize oneself in the world of media information, must be instilled in students, as well as in elementary students.

The formation of media literacy of the population is a relatively new and poorly studied area of activity for pedagogy. At the same time, as noted above, it is being actively developed in practice in many countries of the world, which are seriously thinking about the fact that rapid changes in the information environment and the uncontrolled growth of volumes and sources of information have an ever stronger influence on the consciousness and behavior of people.

In order to successfully and successfully exist in this new reality, we need to possess a number of important competencies that allow us to competently work with information and use the results of its analysis in our life.

Possession of such competencies opens up new opportunities for achieving the set goals, and also reduces the information gap between people.

In the educational process, it is necessary to use the following types of practical tasks: observation; measurement; experience; modeling (textual, graphic, technical); design; research. In order to develop communication skills, it is recommended to provide for the fulfillment of some tasks in pairs, groups, and a team.

The teacher can apply knowledge and skills to promote media and information literacy among students and manage the necessary changes in the learning environment; understand how learners interpret and apply media products and messages about events in their lives.

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