ICEST 2020
International Conference on Economic and Social Trends for Sustainability of Modern Society

PROSPECTS FOR THE USE OF MEDIA TECHNOLOGIES IN FUTURE EDUCATORS' TRAINING

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Abstract

The article is devoted to the study of the prospects for the use of media technologies in the professional training of teaching staff. The methodological basis of the study was the main provisions of media education and education informatization. When analyzing the problem, such methods as analysis and synthesis were used, as well as systemic and structural-functional approaches. An analysis of the problem of the use of media technologies in the training of future educators showed that the problem of the use of media technologies is relevant both for society as a whole and for the education sector. However, the preparation of future educators for the use of media technologies in professional activities is not given due attention, the prospects for the use of media technologies in the future professional activities of educators have not been sufficiently studied. The study showed that the use of media technologies by an educator should be carried out both in educational activities, and in research and educational activities. Improving the media culture of students-future educators should be one of the important areas of their professional training. Media culture is an important component of the professionalism of a modern educator, which is reflected in the system of assessment. The information and educational space of a pedagogical university should be saturated with media content, which should be in demand during the entire learning process of students.

Keywords: Education, educator, media culture, media technology, information technology.

1. Introduction

New information technologies initiated the development and appearance of ways of presenting and consuming information, which, in turn, influenced the use of information by society. Currently, there are ample opportunities for quick access to information, its independent generation and dissemination. The entire body of information and its transmission channels is indicated by the concept of "media", and media-related technologies are designated as "media technologies". Media had a significant impact on education. So, for example, in pedagogy the direction "Media Education" is being implemented, aimed at mastering by schoolchildren the laws of mass communication: preparing for life in the information society, perceiving various types of information, mastering communications through various technical means. Media education problems are presented in the works of Baranov (1979), Barsukov (2016), Buckingham (1990, 2007), Vozchikov (2007), Gershunskij (2001), Kirillova (2005), Masterman (1988, 1997), Minkkinen (1978), Fedorov (2002, 2013a, 2013b, 2014), Usov (1995), etc.

2. Problem Statement

Scientists note that media technologies can increase the professional competence of the educator, playing a special role in their professional activities. Leading media educators (Baranov, 1979; Chelysheva, 2014; Considine & Haley, 1999; Fedorov, 2013a, 2013b; Mantulenko, 2006; Osin, 2005; Sapunov, 2006; Shuchaleva et al., 2019; Terzieva, 2019; Worsnop, 1994 and others) pay special attention to media education of students of pedagogical universities, noting that future educators require specialized courses on media culture and media literacy. However, a number of scientists (Dmitryeva, 1997; Mashbitz, 1996 and others) note that, along with the use of media technologies in the educational process to realize the visual representation of educational material, significant media capabilities are not used that allow increasing the effectiveness of the educational process as a whole, which determined the research problem.

3. Research Questions

The use of the capabilities of media technologies in education leads to the need for the formation of media culture among educators. According to Fedorov (2014), media culture is a combination of material and intellectual values of the media sphere, as well as a system of their reproduction and functioning in society. Media culture includes a person's ability to perceive, evaluate and analyze media content, as well as media creativity (Fedorov, 2013a). The theory and methodology of media education is understood by A.V. Fedorov as education on the materials of television, press, radio, the Internet, etc. (Fedorov, 2013b).

Media at the present stage of its development is associated with information and communication technologies (ICT), which, in turn, determines the relationship between the educator's ICT competence and their media competence (Robert, 2003, 2010; Zakharova, 2003 and others). In normative documents, the possession of ICT competence is defined as an important component of the professional competence of a modern educator. So, according to the Professional Standard of the educator (Professional standard "Teacher", 2013), the educator must be able to skillfully apply ICT tools common in the field of education: video and audio recording tools, visual communication, which are directly related to media content.

4. Purpose of the Study

As is seen from the analysis of the literature, the problem of the use of media technologies is very relevant both for society as a whole and for the education sector in particular, however, due attention is not paid to the issues of professional training of future educators in this aspect. This is, as well, due to the fact that the prospects for the use of media technologies in the future professional activities of educators are not sufficiently studied, which is the purpose of the study.

5. Research Methods

The methodological basis of the study of the prospects for the use of media technologies in the training of future educators is scientific papers in the field of media technologies, media culture and media pedagogy, as well as elements of a systematic approach that contribute to the development of an effective research strategy for the aspects of this problem in their relationship and interdependence.

Systemic and structural-functional approaches made it possible to consider the prospects for the use of media technologies in the training of future educators from different points of view, revealing the possibilities of media technologies that can be used in the professional activity of an educator.

When conducting a research taking into account these approaches, the following steps were implemented:

- study and generalization of the experience of using media technologies in education;
- analysis of regulatory requirements for the use of ICT and media technologies in the professional activities of educators;
- determining the prospects for the use of media technologies in the training of future educators;
- analysis of the possibilities of media technologies that can be used in the professional activity of an educator.

6. Findings

As follows from the analysis of regulatory requirements (Professional standard "Teacher", 2013; Federal state educational standard of secondary education, 2009) Federal state educational standard 01.03.01 Mathematician (bachelor degree level)), ICT in the professional activities of educators play an important role, including in the aspect of using multimedia. The user-wide component of professional pedagogical ICT competency implies the formation of the educator's ability to carry out video and audio fixation of processes in education and media communication. The general pedagogical component guides the educator towards the implementation of educational interaction with media support. The subject-pedagogical component includes the use of information technologies in the field of visual creativity, where the use of animation, video, etc. is in demand.

In addition, all educators, regardless of the subject taught by them, should be able to apply ICT in training sessions. This requirement of the Federal State Educational Standard for General Education (FES GE) is provided in educational institutions with the appropriate material base: personal computers or laptops with installed software; interactive whiteboards and multimedia projectors, copy machines, etc. (Federal

state educational standard of secondary education, 2009). It should be noted that as part of the computer software of educational institutions, programs for creating, processing and editing static and video images are announced. Based on these requirements, a modern educator should be able to apply the appropriate technical support and technologies for the creation and processing of various media materials with a view to their further application in their educational activities. It should also be borne in mind that the educator can involve students in the process of developing media materials, thereby contributing to the formation of their media literacy.

As the study showed, the use of media technologies by an educator should not be reduced to the implementation of only educational activities. Practice shows the possibility of using media technologies in other types of professional activities of educators. One of the types of educator's professional activities, according to the Professional Standard, is a research activity aimed at solving research problems, applying non-standard approaches, and finding possible ways to solve various problems. Media materials will help the educator make a colorful and interesting scientific presentation, demonstrate scientific facts, prepare the media materials of their research.

Another component of the educator's professional activity is educational activity. The educator implements various types of educational work both with the class and with parents and the public. Media technologies will help the educator to conduct various educational activities: dedicated to professions and people in these professions; timed to any event; related to competitions, etc.

Thus, media culture is becoming an integral part of the professional picture of a modern educator, which is reflected in the evaluation system of his professionalism. Considering the certification of educators aimed at establishing levels of proficiency in professional competencies, we note that it will begin to be carried out according to the new model as early as 2020, which should be paid special attention to teacher training universities and respond by changing the content of training of future educators. The new certification model is focused on the requirements of the Professional Standard of the teacher, Federal State Educational Standards of Public Education and the unified federal assessment materials (UFAM). The structure of this model includes the solution of a professional problem, which implies the creation of a subject environment, the design and implementation of the educational process and the educational program, as well as the implementation of interaction with participants in the educational process. The third task, among other things, is aimed at testing the educator's knowledge in the field of teaching the subject, as well as testing their skills in developing various activities. All of these components, in the light of modern requirements for the use of ICT and media technologies in education, can include various media content, which an educator should demonstrate in the process of certification.

Particularly in the context of the topic under consideration, we should dwell on the second task of certification. This task involves the preparation and conduct of a lesson by the educator, as well as its video recording. The video is evaluated by experts, therefore, in addition to the content component, you need to pay attention to its external quality. The educator should be able to stand in front of the camera, correctly and clearly pronounce the teaching material. In addition, in order to realize high-quality video recording, it is necessary to have both technical means and video technologies: video editing, video format conversion, etc. As the practice of testing a new certification model has shown, most educators had to solve the video

editing problem on their own, which also indicates the necessity of knowledge of media culture, especially in terms of working with video technology.

Thus, the main results of the study of the prospects for the use of media technologies in the training of future educators are presented in the following provisions:

1. The relevance of the use of media technologies in all types of professional activities of future educators: educational, research and morale building, has been identified.

2. The possibilities of media technologies that can be used in the professional activity of an educator have been analyzed:

- visualization and demonstration (visual representation of the studied objects using media content);
- interactivity (the ability of students to interact with media content in which each user action causes a response);
- modeling (interpretation of information about studied or researched objects in the form of media objects (graphs, charts, infographics, time tapes, mental maps, etc.)).

3. The possibilities of using media technologies in the process of assessing the educator's professional skills in such aspects as creating the subject environment, designing and implementing the educational process, implementing interaction with participants in the educational process, and developing various activities have been identified.

7. Conclusion

Thus, media technologies play a significant role in the implementation of the professional activities of a modern educator, which is reflected in regulatory documents, in particular, in the new model of certification of educators. From this follows the important conclusion that improving the media culture of students-future educators should be one of the important areas of their preparation. The information and educational space of a pedagogical university should be saturated with a variety of media content, which should be in demand during the entire learning process of students.

Students -future educators should learn how to critically analyze media content in order to be able to navigate in the modern media world, which will be required for their subsequent training of students. Such training can be implemented in the process of mastering academic disciplines, developing appropriate tasks and assessment tools. In addition, it is advisable to consider the development of disciplines entirely aimed at the formation of media culture among students-future educators. Such disciplines should contribute to the development of independent search activity, critical analysis of content, comparison and generalization of data in the field of media and media education.

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