MEDIA PEDAGOGY AS A SPECIAL DIRECTION IN PEDAGOGICAL SCIENCE

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Annotation

The article discusses the concepts of "media education" and "media pedagogy", their goals and objectives, the interaction of modern educational systems with the media: scenarios and development prospects, the main media pedagogical concepts, their comparative analysis.

Keywords: media education, media pedagogy, media culture, media literacy, media competencies, media consciousness, media technologies

The concepts of "media education" and "media pedagogy", the historical prerequisites for the emergence of these categories and a specific direction in pedagogy.

In the 60s. In the 20th century, in the pedagogical science of the leading countries of the world (Great Britain, the USA, Australia, Canada, France, Germany), a specific direction was formed - media education, designed to help schoolchildren and students better adapt to the world of media culture, master the language of the media, learn to analyze media texts, etc. d.

In UNESCO documents, media education is understood as "teaching theory and practical skills for mastering modern mass media, considered as part of a specific and autonomous field in pedagogical theory and practice; it must be distinguished from the use of the media and communication as aids to the teaching of other fields of study such as mathematics, physics or geography." Today, media education is considered as a direction in the field of education that studies the patterns of the impact of mass media on a person, the impact of various types of information on the education and upbringing of schoolchildren and students, on their willingness to use new technical means in their practical activities.

The complexity and versatility of the interaction between media and education is reflected in a complex system of concepts, among which there are many that have not yet received an unambiguous or generally recognized interpretation. In media education and pedagogical science in general, there is no single terminology for all countries of the world. As a rule, not only scientific schools, but also individual scientists offer their own versions of the formulation of such key concepts as "media education", "media culture", "media literacy", etc.

In general, there are several approaches to the use of mass communication and information in education:

- an integrated approach - through the existing subjects of literature, fine arts, history, music, etc.;
- optional approach – creation of a network of electives, circles, clubs, holding events;
- a special approach - the introduction of a new subject, a special course related to media culture.

The goals and objectives of media education itself are formulated differently by different scientific schools, but they have much in common. These include:

- training in the perception and processing of information transmitted through media channels (in a broad sense);
- development of critical thinking, the ability to understand the true meaning of messages, resist attempts by the media and communication to manipulate consciousness;
- inclusion of out-of-school information in the context of general basic education, the system of knowledge and skills formed in subject areas;
- formation of skills to find, prepare, transmit and receive the required information, including using various technical tools (computers, modems, faxes, multimedia, etc.).

In the modern world, there are two branches of media education: special and integrated.

Special (or socio-cultural) media education is carried out as part of a separate course at school or in the system of additional education. In Russia, quite a lot of experience has been accumulated in this area, but it covers only a small part of schoolchildren who are engaged in various clubs and circles (junkor movement, film and video clubs, etc.).

Integrated media education, which is the study of traditional school subjects using mass media, as a rule, native and foreign languages, literature, social disciplines, is now widespread in twelve countries of the world: Austria, Germany, Ireland, Finland, Australia, Denmark, Canada, Netherlands, USA, New Zealand, Norway, UK.

Media integrated into traditional subjects of the school cycle become one of the means to improve the effectiveness of education if they meet the following requirements:

- contribute to the increase of cognitive interest;
- meet the practical needs of the teacher and student;
- universal in use;
- are applied based on the core curriculum.

The integration of media education with the basic one can be achieved by media educational goal-setting that is organic for each academic discipline and the achievement of the set goals on the basis of factual material. It is necessary to find as many points of contact between "external" information flows and the subject as possible, making the most of the didactic and educational potential of the media to solve various media educational problems.

With the use of modern media in education, the role of the teacher and the student, the nature of the educational process itself, its methods and content change significantly. Practice shows that attempts to introduce modern technology into the learning process do not give the educational effect that the teacher expects. This state of affairs is explained by the following reasons: the lack of methodological developments, training programs, the unpreparedness of teachers, and the failure to take into account the specifics of the use of information and communication tools in education. To change the current situation, it is necessary not only to understand the importance of innovative processes in education, but also to know modern media and media products, their functions, capabilities and conditions for effective use in the educational process of the school.

Media pedagogy is a new concept for science and pedagogical practice. A.V. Fedorov considering media education as "a process of personality development with the help and on the material of mass communication (media) in order to form a culture of communication with the media, creative, communicative abilities, critical thinking, skills of full perception, interpretation, analysis and evaluation of media texts, teaching various forms of self-expression with the help of media technology, gives the following definition of media pedagogy: it is a special branch of pedagogy, that is, the science of media education and media literacy, reveals the patterns of personality development in the process of media education. Media literacy acquired as a result of the process of media education helps a person to actively use the possibilities of the information field of television, radio, video, cinema, press, and the Internet.

In foreign sources, media pedagogy is presented as a scientific discipline dealing with issues of upbringing and education in the context of media. In a broad sense, this is a pedagogically oriented area of knowledge and practice related to various media. It is also considered as a specific direction of pedagogy, within which it is possible to single out such sections as: media didactics (problems of the role, functions and significance of media in the processes of learning and teaching), media education (solves issues of reasonable, thoughtful media use and critical handling of various media resources and proposals).), information technology education (aimed at the formation of media competence and media consciousness, which are necessary for active participation in

the media and scientific community and are basic qualifications for the implementation of the first two sections)

Media pedagogy is based on empirical studies of learning and teaching processes, is closely related to general pedagogy, educational psychology, computer science, and linguistics.

In media didactics, first of all, we are talking about the use of media in the learning process in order to provide a new quality of learning and teaching, optimize the conditions of the educational process and increase its effectiveness through the use of technology. According to Hoffmann, media didactics is "the deliberate, purposeful use of 'impersonal media' (material media) to achieve pedagogical goals and objectives."

Media education deals, first of all, with issues of safe media use, in this regard, the attitude of media education to the use of media and their didactic possibilities in education is more critical than understanding this process from the point of view of a media pedagogical perspective, since even more media influences on participants are in focus. educational process, their culture and worldview.

Within the framework of information technology education, we are talking about the active study of media, as a rule, in project-oriented forms.

Modern mass media and communications have a variety of possibilities for use in the educational process. However, there are many problems in this area. First, the media develop and improve so rapidly that pedagogical research and recommendations in this area become outdated just as quickly. Secondly, in terms of their possibilities of use, these technical means are so diverse and multifaceted that new ways of using them in the educational process are constantly emerging, and teachers face new tasks and problems associated with competent media use.

In recent years, scientific studies have considered various options and models for the further development of the education system. An interesting concept is proposed by S. Aufennager, who describes three scenarios of how the educational system of the future should respond to the demands of the media society. The first scenario offers a conservative option, the second one proceeds from the idea of integration, but considers it in the aspect of assimilation in traditional methodological and didactic approaches. The third scenario is intended to show how a pedagogically supported integration of new media technologies into education can be carried out, and that in the process of competing with the media market, the educational system should be more critical in its consideration.

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