

Global Factors of Influence and Modern Approaches of Media Education in Educator's Training System

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Abstract

In today's educational environment there was not only a change of educational paradigm and the role of the teacher. In today's information society has changed significantly the profile of teacher competencies. Media competencies are not just entered the profile as part of, but also begin to play a key role. The system of professional development of teachers is also undergoing significant changes. In this regard, the use of media education technologies and tools in the system of professional development of educator's at all levels allows with maximum efficiency and effectiveness to solve the educational objectives of the program, and update the competence of educators.

Key words: Media education, media competence, media competencies, problem – solving approach

The modern world is the world of media. Not only the new generation of Z or the "generation of gadgets" lives in the media environment. Almost any educator uses media daily and constantly. Humanity has created a parallel world and does not take into account its reality, including in the educational environment, short sighted. As Vaclav Havel said: "We live in an era when everything is possible and nothing is permanent."

The modern educational environment is global. Factors affecting its development are diverse. For example, the research review of the Economist magazine [1] includes the following focuses of changes:

- Technology has and will continue to have a significant impact on higher education. And take into account this factor, including, in the system of professional development is necessary. 63% of survey participants noted that in the last five years this was one of the main factors of influence and development.
- Online training is gaining a strong position in universities around the world. This ensures, among other things, the massing of higher education
- The corporate academic partnership is a significant part of the experience of the modern university.
- Globalization of higher education as a whole.

Virtually all of the above parameters affect media education as part of the educational space.

The second important aspect of influence in the modern educational environment is the change in the role of the teacher as a whole. It is necessary to say that a teacher of any level today is fundamentally different from a teacher ten years ago. The request of the society for the results of his works, and therefore on the profile of competences has changed significantly, and continues to undergo changes. Different researchers consider the competences profile of the modern teacher from different focuses. Stacy Zeiger, for example, notes the following major competences of the modern teacher [2]:

- Interactive interaction with students;
- Creation of an educational environment;
- Be competent in pedagogical design;
- The ability to use different pedagogical strategies;
- Adequate use of evaluation tools;
- The ability to identify the needs of students;
- Good communication skills;
- Ability to cooperate;
- Maintaining professionalism.

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All these competencies in one form or another are integral, complex and interdisciplinary in terms of formation and development. In the 21st century, the concept of Universal Media has been developed and is being implemented that permeate and support all social processes and relations and alongside with information are an integral part of communication. Thus, it is necessary to pay attention to the fact that the formation and development of most of the competences presented is effective with the use of media education technologies. But it is also necessary to understand that on a personal level, the generation Z is constantly present in social media, where their peers are and the most important conversations take place. This is their living space, as Jeremy Finch notes [4]. And this is a significant part of the target audience and one of the stakeholders in the educational environment.

In this regard, it should be noted that media education technologies have a double meaning for the educational space.

On the one hand, media products are used to implement educational tasks and to form and develop the necessary competencies. On the other hand, technologies and tools of media education are applied to solve the same tasks. It is important to note that in general, the use of media education in the system of professional development of teachers should be divided into two areas:

- Technological use of media (in terms of technical component)
- Meaningful use

As E.A. Bondarenko [4] notes, the specificity of media education in terms of pedagogy is as follows:

- Media education is a pedagogical necessity and an opportunity where there is freedom of perception and interpretation of information;
- Media education implies a change in the pedagogical paradigm, which was already noted earlier;
- Media education suggests that the teacher should be formed high culture of using modern teaching aids, which in this aspect includes not only technical training and a component, but also skills of behaviour in the media environment;
- The student can outstrip the educator in the knowledge of the technical aspects of modern mass media.

This means that the teacher must also be able to use them in the interests of optimizing and improving the effectiveness of training. It should be noted that this is exactly what happens when a mass arrival in the educational space of the generation Z occurs. In this regard, given the global challenges in the modern educational environment, the specifics of media education and the change in the educational paradigm, as mentioned above, it is necessary to talk about the broad inclusion of media education technologies in the modern educational process.

To improve the qualifications of teachers of any level, this is of great importance.

Traditional educational approaches have led to a discrepancy between what and how students are taught and what are the needs of any industry and society as a whole. Thus, many educational organizations both in our country and abroad are transitioning to learning on the basis of problem-solving learning. This approach allows maximum development of creative abilities, communication skills; think critically and analytically, solve problems.

In the system of professional development of teachers such an approach also allows solving a lot of educational and developmental tasks. I would like to note that the problem – solving approach is based on three basic principles:

- Information retrieval;
- Generation of new knowledge;
- Decision-making.

Such an approach allows qualitatively forming and developing modern media competencies of the teacher, which in many ways become basic.

Considering that the system of professional development is aimed at teachers with a certain experience and practical expertise, this approach allows solving educational problems within the programs efficiently and quickly.

And, finally, it is possible to use the following tools:

- Implementation of media training or real projects of participants in the system of professional development;
- The formation of a single educational and media space for a group of participants in the system of professional development. Groups in social networks, messengers, and the



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internal Intranet system are used in the practice of the Faculty of Education of the West – Bohemian University (Plzen, Czech Republic) and the University of Palacky in Olomouc (Olomouc, Czech Republic). This makes it possible to realize, among other things, opportunities for mutual consultations among the participants of the program;

- Master classes of successful teachers with presentation of best practices;
- Speech at round tables, conferences and other events;
- Use of multimedia resources in the learning process;
- Use problematic seminars to discuss current topics and the practice of media education;
- Use case study, modelling and other innovative technologies in teaching practice.

Thus, the use of innovative teaching methods in the process of professional development allows creating and developing the media competence of teachers of any level as efficiently as possible.

In conclusion, I would like to draw your attention to the fact that the combination of innovative approaches in teaching with media education technologies gives a wonderful opportunity not only to update the teacher's modern competencies. Media education tools also make it possible to respond as quickly as possible to global challenges in the educational space. And the modern information society, considering science technical progress and technology development, offers such challenges constantly.

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