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DEVELOPMENT OF MEDIA COMPETENCE OF FUTURE TEACHERS IN THE CONDITIONS OF DIGITAL EDUCATION

Abstract

In the context of digital education, the article analyzes how future teachers are developing their media competence. The ability to examine the stages of prospective teachers' media competence development and analyze that development in relation to digital education constitutes the analysis's key components.

According to the goal of this study, an analysis of the psychological and pedagogical literature on the topic under study was carried out, as well as an analysis of the motivational component, which includes the motives for contact with media texts, the contact component as the frequency of communication with the media, informational, creative, perceptual, evaluative and practical components. When conducting an empirical study, modified blocks of questions of the A.V. Fedorov methodology were used to identify the development of future teachers' media competence.

The topic's relevance under study is also described. The definition of «media competence" is given and the analysis of foreign literature in this area is carried out. The developmental stages of perceptual, interpretive, and creative indicators were identified. It was noted how perceptual and interpretative indicators related to one another as a result of the mutual examination and evaluation of media resources. Future educators gain crucial abilities for future professionals in the development of media competency, including new media competence, virtual collaboration, transdisciplinarity, and design thinking.

Keywords: media competence, media resources, intellectual technologies, future teachers, network educational module, university.

Introduction. Modernization is required due to the exceptional rate of scientific and technical advancement and the short lifespan of knowledge (approximately 3 years). Modernization is the process of transforming all facets of society with the aim of making the Republic of Kazakhstan more competitive in the global market through cutting-edge technologies. For the development of an innovative economy, the country needs competent personnel in various sectors of life.

Kassym-Jomart Tokayev, the president of the Republic of Kazakhstan, addressed the nation in a message dated September 01, 2022 "A Fair State, One Nation, Prosperous Society" notes that the driving force behind progress in education is dedicated teachers. Our people have a proverb: "The future of the country is formed in the cradle of a baby". In this regard, we consider it very important to develop the competencies of future teachers, since it is they who teach the child to read, and write, instil teamwork skills, lay a moral foundation, and teach to see the beautiful and good in this world (Tokaev, 2022; Lütge et al., 2019).

In accordance with Kazakhstan's Republic Law "On the status of a teacher", a teacher is a person who has a pedagogical or specialized education, working directly with students.

According to the Education Development Concept for 2022-2026, schools will be gradually granted greater academic autonomy. As part of the digitalization of the educational process, several projects will be implemented: "Digital Teacher", teaching certain subjects in small schools online and offline digital textbooks (mobile application). Based on the findings of the SWOT analysis of the growth of higher and postgraduate education, the Concept for the Development of Higher Education and Science in the Republic of Kazakhstan for 2023–2029

identified the strengths and weaknesses of the current system and suggested one possibility—the development of digital technologies in education.

The media environment is changing as a result of innovations in satellite and digital TV, video, cinema, computer and cellular communications, the Internet, graphics, music, and radio, among other things. The contemporary media environment serves as a set of settings that enable a person to accomplish a variety of tasks, including professional and practical ones as well as those involving self-improvement, self-expression, and self-knowledge. Future teachers must be ready for ongoing self-improvement, information processing skills, the study of new technologies, and the pursuit of strategies for integrating them into the teaching process in order to carry out their professional responsibilities successfully (Mok 2021; Engel et al., 2023; Cuisle & Annie 2022). A number of universal, general professional, and professional competences represent such graduation requirements. The coordinator of the educational online platform, gaming instructor, and organizer of project-based learning are only a few examples of the professional duties of future teachers that are directly connected to the media environment.

Future Work Skills Summary Map, produced by the European organization IFTF (Institute for the Future), is a visual representation of the skills of the future. Future professions will need the following important competencies: new media competence, virtual collaboration, transdisciplinarity, and design thinking. It is important to realize that a wide variety of technologies are being used to shape the media environment of today. An important contribution to make is social media, which allows users to produce media content. However, at the present stage, semantic technologies and intellectual technologies are increasingly being used. For example, combining the power of the semantic web and Internet video to develop digital content that allows playback of video fragments based on given keywords. Smarter technologies in information systems for educational purposes can support the construction of a sequence of an individual course of study, intelligent analysis of trainees' answers, interactive analysis of trainees' answers, and interactive support in solving problems. Big data analysis and educational analytics are relevant to this field of study.

In order to support user judgments in selecting content for further interaction, intelligent technologies are also employed to search for and choose media content. The creation of intelligent picture, video, and sound processing algorithms is ongoing. As an illustration, intelligent algorithms for the rectification of graphic files, the production of video sequences, and the synthesis of musical snippets. A promising technological foundation for students' media competency, which will be required in future professional activities in the context of digitalization, can be formed by using such intelligent algorithms, which are a component of contemporary instruments for solving professional difficulties (Botturi 2019). In a digital society, finding information is only one of many tasks that people must perform. They must also evaluate it, make a critical choice, use it to solve problems in their professional and academic lives, and create their own media messages as an essential part of contemporary communication.

Literature review. Future educators construct pages, browse the Internet for information, and communicate electronically with one another, as Genedy (2021) noted in his research. Al-Msi'din R. et al. (2021) contend that future instructors must develop media competence and a media-savvy culture. The development of conditions for the production of suitable abilities to function in the digital world should go hand in hand with the virtual educational space given the digitization of education (Ngoc Tran, 2021). Tosun & Akcay (2022) also believe that the digital environment is of particular importance in the world of children and youth. Digital game worlds and numerous channels of social networks constantly shape the multiliteracy of children and youth (Tosun & Akcay 2022; Daniyarova et al., 2022).

Another danger factor for students is the lack of boundaries while utilizing social networks for both personal and professional reasons (Zhu et al., 2020). In particular, Ho et al.'s (2021) study on the effects of Facebook use on psychological health discovered that students who use social media heavily have higher levels of sadness, stress, and anxiety.

According to scientists Jormand et al. (2021), it is critical to pay close attention to the threat

that the dissemination of false information and destructive content through social networks poses to pupils. In this regard, we believe that the relevance of this study lies in the following - to develop critical thinking among future teachers, the capacity for analysis and select personally significant information, structure, generalize, use, and meaningfully for the informational environment, they produce their own media texts. (Jormand et al., 2021). Nevertheless, it's crucial to realize that the Internet also exposes the user to dangers such as cyberbullying, and according to Tosun et al., (2022), they believe that future educators should further educate children about working in the digital world. The focus should be on individual responsibility, safety, criticality, and sustainability (Tosun et al., 2022).

According to Banaji and Moreno-Almeida (2021), future specialists' digital literacy levels, as well as their economic and social standing, are what determine their level of media competency.

Media competence (German: medien-kompetenz; English: media competence) is described as the capacity to operate in a skillful, independent, creative, and socially responsible manner regarding the media in foreign original sources as early as 1997 (Tulodziecki).

Babadzhanov (2014) and Ronzhina et al., (2021) define the tasks of pedagogical education through the development of student's critical thinking, the capacity for analysis and select personally significant information, and the development of general media literacy. Media competence is part of the future teachers' media literacy (the ability to perceive, create, analyze, evaluate media texts, comprehend the political, sociocultural, and economic contexts in which the media in the modern world operate) (Babadzhanov, 2014; Fernández et al., 2023).

Also, in the Abai University graduate model, one of the competencies that a graduate should have a deep understanding of digital environments, and the skills to create new content. In this connection, when developing educational programs, the teaching staff actively uses such concepts as media literacy, media competence, and media education, media culture, media space, media technologies, etc.

According to a survey of 110 students in the specialty 6B01303- Primary education with information and communication technologies at Abai university, aged 1 to 4, 78% of respondents thought it was essential to study multimedia content creation as part of an educational program, compared to 9.3% who thought they could master multimedia technologies on their own, and 13.6% who did not. The findings indicated that although most students are eager to learn how to create and manipulate different types of multimedia information, they do not always have the opportunity to do it on their own.

An indicative survey of first-year students of the specialty 6B01303 - Primary education with information and communication technologies of Abay KazNPU, who started studying the subject "Digital Technologies in Education" in the first semester of the 2022–2023 academic year, was conducted in this context to determine their preferences for the ways in which educational materials are presented. Of the 30 respondents, 57% say they would like to incorporate multimedia resources, such as video, animation, graphics, and infographics, while structuring their own work. The preferences of students are clear, but a legitimate question arises: to what extent are they prepared for productive activities in an evolving media environment, including the process of solving professional problems (for example, during teaching practice), implementing self-education, and independently mastering media objects that they have created and distributed (for example, digital storytelling)? The authors of this paper also take into account the potential of intellectual technologies for fostering pupils' media competence.

In general, the ability to select, use, critically analyze, rate, create, and transmit media texts in a variety of forms and genres, as well as to comprehend the intricate ways in which the media functions in society, is referred to as media competency. In understanding medical competence, we will be according to the work of foreign scientists Fedorova (2007); and Kubey (1997). Fedorov (2007) emphasized in particular that media competence more precisely describes the essence of a person's abilities to use, critically analyze, evaluate, and transmit media texts of various types, forms, and genres to examine the intricate processes of media functioning in society. In contrast, Kubey (1997) defined media literacy as the capacity to use, understand, and convey messages in a variety of forms. The ability to evaluate and analyze multimedia resources as well as the willingness

to produce and edit multimedia educational resources (graphics, animation, audio and video fragments, infographics, and text) are the two main facets of a teacher's media competence that will be discussed in the context of this article.

Main part. Scientists and researchers have an ambiguous approach to the problem of defining indicators of media competence, according to an examination of the examined literature on the topic of establishing the level of formation and criteria for media competence.

So, in 2011, UNESCO developed the requirements for the curriculum on media and information literacy for teachers, in 2021 they were updated, so according to these requirements, teachers should have the following media competencies:

Competency #1: Understanding the role of the media. Competency #2: Understanding media content and how to use it. Competency #3: Effective and efficient access to information.

Competency #4: Critical evaluation of information and its sources. Competency #5: Applying new and traditional media formats.

Competence #6: Understanding the role of the socio-cultural context of media materials.

Competency #7: To raise the level for media literacy among students and manage the necessary changes (Renés-Arellano, et al., 2021).

The following traits – motivational, contact, informational, perceptual, interpretative/evaluative, practical-operational (activity), and creative – were identified by Fedorov (2007) as indications of a person's media competency. High, medium, and low levels of indicators are used (Fedorov, 2017). We concur that this categorization is conditional because it is broad, but it is also a useful starting point for recognizing signs of someone's readiness while taking into account the unique characteristics of training profiles.

In response, Hlyzova (2011) provides cognitive, activity-operational, and motivational markers of the formation of media competence (for a secondary linguistic personality), which are based on readiness and ability, including knowledge, skill, and attitude.

This categorization has three levels: elementary, intermediate, and advanced. This essay demonstrates the value of this personality trait for students in linguistic programs; it is presented as the fundamental structural element of a secondary linguistic personality. The classification of A.V. Fedorov, in which students of a pedagogical university serve as the researched audience (Fedorov, 2007), serves as the foundation for Ryzhykh's (2007) work. She supports the value of fusing English language instruction and media literacy on the subject of screen arts.

The classification made by Fedorov (2007) is also followed by Imanova (2010). In her research, she takes into account how a high school student might define the term of media competence. However, the approach of using information technology to just develop the activity component of media competence is being researched.

In her dissertation research, Kutkina (2016) supports the following criteria for media competence: drive, value-semantic representations (relationships), media knowledge, media skills, and experience utilizing media in a variety of contexts. It is clear that the criteria also take personality attributes like mental activity, logical thought, creative thought, communication, and contemplation into consideration. Different indicators are chosen for each requirement. We think the author's choice of classification is appropriate given that she is researching the need to teach future library and information experts media literacy.

Purpose of study. Our study aims to examine how future teachers' media competency is growing within the framework of digital education.

Materials and methods. This study's objective will be attained by analyzing the psychological and educational literature on the topics under study was carried out, as well as an analysis of the motivational component, which includes the motives for contact with media text the contact component as the frequency of communication with the media, informational, creative, perceptual, evaluative and practical components. When conducting an empirical study, modified blocks of questions of the

Fedorov (2007) methodology were used to identify the improvement of future teachers' media competence.

Participants. The empirical base of the study was students of the specialty 6V01303-Primary education with information and communication technologies of Abay university in the amount of 110 students.

Data collection tool. The methodological support of the study consisted of a questionnaire using a modified questionnaire to determine the future teachers' media competence based on the methodology (Fedorov, 2007).

Data analysis. We also used the analysis of creative works, and essays of students, which allows us to evaluate the development of a creative a sign of media competence.

The definition of media competence was based on a classification of the individual's media competence development indicators. Future teachers were given the option of answering seven main blocks of questions in a closed-type questionnaire to gauge their progression in developing skills like:

1. The motivating indicator presupposed that the student could identify their favourite media genres and the reasons why they chose to engage with them, including intellectual, creative, thematic, psychological, emotional, and aesthetic reasons;

2. The contact indicator calculated how frequently different media kinds were contacted;

3. The understanding of terminology and the development and operation of media culture is indicated by the information indicator;

4. The perceptual indicator determined the abilities of adequate perception, including correlation with the author's position and understanding of the main meanings inherent in the media text;

5. Interpretive and evaluative indicators assume the capacity for analysis, and evaluate the usefulness, reliability, and safety text from the media, and its interpretation by students;

6. The realization of the practical abilities of users of media texts, understanding of information and communication technology, was how we interpreted the practical and operational indicator;

7. The level of creativity and the capacity to produce one's own media products were determined by the creative indicator of the growth of the audience's media competence.

Each of the seven blocks contained from 3 to 8 questions with suggested answers.

Results. The results of the study on evaluating the motivational, contact, informational, and creative indicators of media competence as the degree of involvement of respondents in media culture, the priority of choosing certain types of media, the ability to practically use different methods of obtaining information, are presented in Figures 1-4.
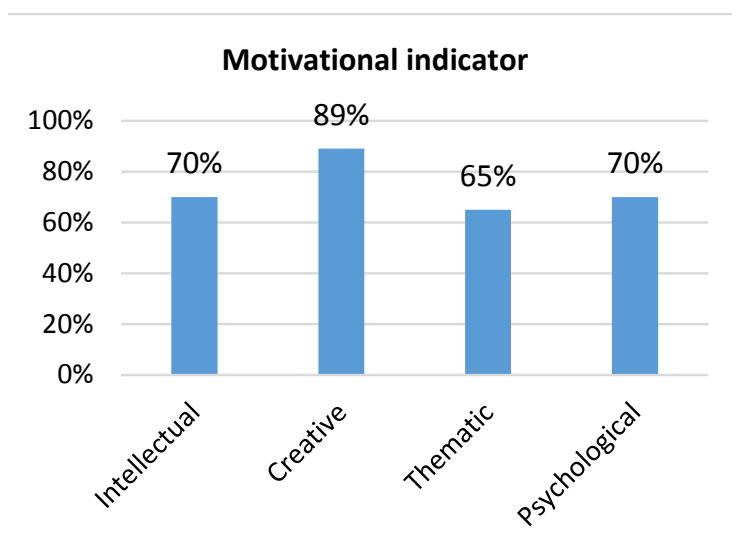

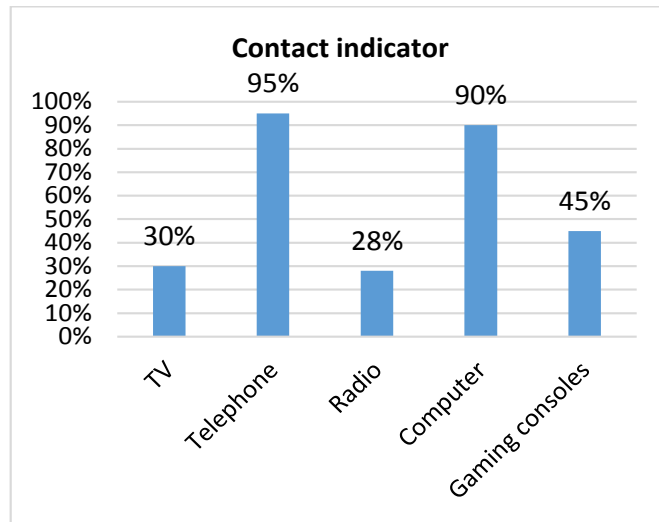Figure 1. *Motivational indicator of the development of media competence of future teachers*

Figure 2 - *Contact indicator of the development of media competence of future teachers*
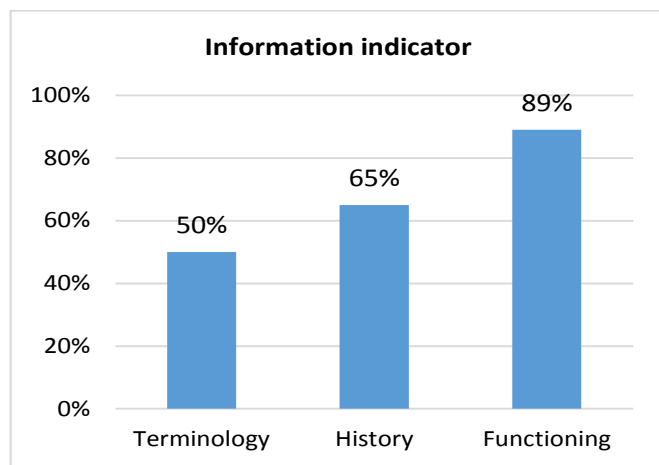

Figure 3 - *Information indicator of the development of media competence of future teachers*
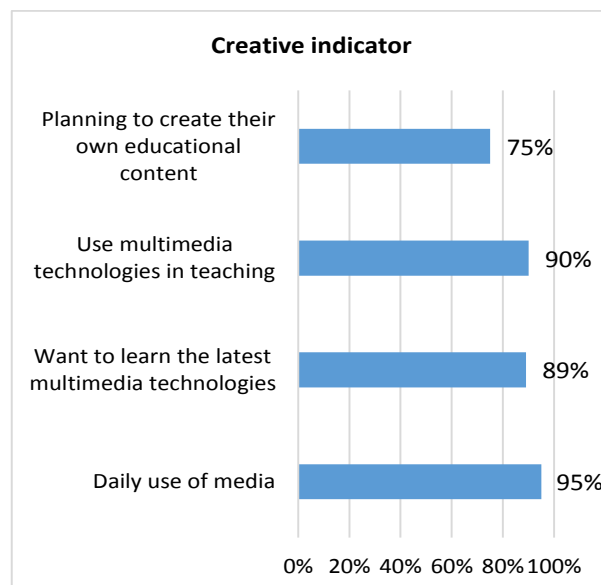

Figure 4 - *Creative indicator of the development of media competence of future teachers*

After analyzing the answers of the respondents to the questions of the questionnaire, we noted that television does not regularly occupy future teachers, a small number of respondents watch it daily, the contact with interactive gadgets is high, and only those who have their transport like cars listen to the radio. There is some difference in the appeal to game consoles: as it turned out, not all of the respondents play computer games, and most of them (55%) have not played computer games at all lately. The surveyed students use the Internet, including for educational purposes. 100% of students use the Internet every day, and they have developed practical skills and skills to use it at a fairly high level. Operational and practical skills are developed enough. Based on the results of the study, we state the development of practical skills of users, knowledge of information technologies, and their frequent use, including in the educational process, that is, the practical and operational indicator of media competence among students is quite high.

The data of the ascertaining experiment on the study of the motivational, perceptual, and informational components of media competence are shown in Figure 5. In addition to being given a list of topics within the context of using different types of media on the Internet, the respondents were also given a list of psychological, therapeutic, emotional, moral, intellectual, creative, and aesthetic motivations for contact with and perception of these media texts. Therefore, we looked into future teachers' topic preferences and perceptual drivers for media contact. Figures 5 displays the research's findings.

Thematic preferences reflect the understandable interest of future teachers in educational topics; the indicator reached 98%. Students are also greatly interested in military, historical, criminal, sports, scientific, and technical information. Environmental, religious, industrial, and political topics occupy them to a lesser extent.
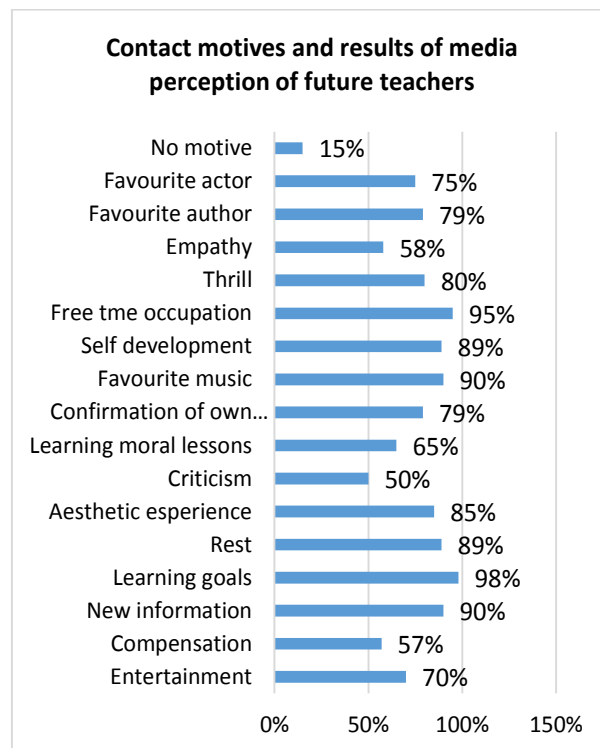

Contact motives and results of media perception of future teachers

Motive	Percentage
No motive	15%
Favourite actor	75%
Favourite author	79%
Empathy	58%
Thrill	80%
Free tme occupation	95%
Self development	89%
Favourite music	90%
Confirmation of own…	79%
Learning moral lessons	65%
Criticism	50%
Aesthetic esperience	85%
Rest	89%
Learning goals	98%
New information	90%
Compensation	57%
Entertainment	70%

Figure 5. *Contact motives and results of media perception of future teachers*

Figures 5 shows the data we collected on thematic preferences for different media types, contacts' motivations, awareness of, and reactions to, media, as well as students' practical and operational skills, which allow us to draw the conclusion that future teachers' preferred motivation for media contact is the desire to learn new things. The search for educational resources

comes in second place, and entertainment comes in third. Students most frequently use the internet for educational purposes. Because they need to search for most of the educational information and study it on their own, they form a stable motivation to search for and receive information on the network. It must be stated, however, that a significant number of subjects use the Internet and social networks to occupy their free time, as well as for entertainment.

Discussion. The audience we studier's most common reasons for interacting with media texts were thematic, psychological, emotional, moral, intellectual, creative, and aesthetic, as well as their perspective, according to an evaluation of the motivating indicator. The formation of the student's personality does not take place on an isolated island, but in the context in which it exists, and these are different types of media, the Internet, and social networks. We believe that future educators need to be taught to use cognitive and enlightening media that contribute to the development of their media competence. The tasks of a teacher that are difficult to accomplish today include the motivation for a culturally appropriate pastime, and not just entertainment and the consumption of information and goods.

The analysis of students' creative works in the form of essays, which allows for assessing the development of their critical thinking, interpretative-evaluative, and creative indicators, revealed a high level of development of the interpretive-evaluative component of media competence, a high level of students' critical thinking. Students were able to analyze and critically evaluate this or that work or block of information, highlight the main and secondary, separate the meaning from the accompanying and often contradictory data, and draw conclusions. They do not experience difficulties in the critical analysis of information, as well as in self-assessment, which was revealed when checking their creative products of students, essays.

Conclusion. The following characteristics of students' media competency growth were identified during the study, with the information-activity indicator showing the most obvious improvement: students explore the theoretical and practical aspects of utilizing the potential of media information to produce multimedia instructional tools while working with materials, learn how to use a variety of tools for producing and analyzing information of different forms, develop an interest in and a drive to learn new technologies, especially those that are considered to be the end-to-end solutions for the digital economy. The increase in the contact indicator is important because, in order to create their multimedia educational resources, students must view a lot of EER examples, use the services covered in the module to become proficient with their tools, and communicate with the instructor and other students to solve problems as they arise. As a result, students develop the ability to interact purposefully and productively with media resources in an open information environment.

The perceptual, interpretive, and creative indicators are the most challenging to create and assess. The perceptual component of media competence is developed by students analyzing the media resources of other authors, learning to understand their pedagogical intent, formulating evaluation criteria, and choosing the most efficient ways to prepare and present information using multimedia resources. Throughout the study, we observed a close relationship between perceptual and interpretive indicators. Future educators gain expertise in new media literacy, virtual collaboration, transdisciplinarity, design thinking, development, and use of new technologies—skills that are crucial for professionals in the future.

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MOTIVATION FOR EDUCATIONAL AND RESEARCH ACTIVITIES AS A FACTOR IN THE DEVELOPMENT OF ANDRAGOGICAL SUBJECTIVITY OF UNDERGRADUATES

Abstract

In the modern changing world, the goal that all universities set for themselves is to focus on the development of individual psychological qualities, cognitive skills, reasoning and needs to achieve success in the profession, social values of professional activity and internal motivation for it. Now, the quality of education, training of graduates in a higher education institution should allow to eliminate the discrepancy between the requirements of production and employers, the current changing society. This is due to the fact that undergraduates should have the opportunity to develop their subject qualities beyond professional skills in accordance with the chosen specialty. The integration of our country into the world political and economic space is a natural process of rapid response to the radical changes taking place. For the reform of education, it is important to update the principles of communication in the multi-level system of training specialists. Changes in the system of higher education should begin primarily with the training of specialists. Under the word training is not only the deepening of academic knowledge, but also the ability to apply the acquired knowledge in life. The use it is primarily associated with intrinsic motivation that is, with motivation and subjectivity. That is, such a system, which has been modernized, will be aimed at creating conditions and opportunities for the holistic development of a person, professional and social adaptation of an individual in society.

Keywords: Personality, subject, undergraduate, motivation, training, skill, education, skills.

Introduction. Today's higher education system involves students independently replenishing knowledge, acquiring new skills. Thus, the readiness to assimilate new information through orientation from one professional position to another, based on the ability to quickly adapt to a new situation, reorganize oneself, belonging to the manifestation of professional mobility, can be a key factor in considering solving the problem we are raising. It can be seen by studying the works of many scientists that the development of the properties of the subject is largely associated with the process of cognition. The subject acts as the basis for the connection between consciousness and activity. And, as noted by K.A. Abulkhanova (2001), the subjective approach in psychology is implemented in the principle of the unity of consciousness and activity.

For social psychology, the key idea is the mode of the subject. The main question to the question of the subject is to determine at what level the relationship between cognition and action is. This subject is the individual. In the personality, as a focal point, the reflective, cognitive aspects of consciousness and its qualities of attitude, experience, and aspiration are concentrated. The socio-psychological qualities of a person, expressed in her interests, ideals, orientation, worldview, synthesize her cognitive, relational mechanisms that regulate these relationships. The subject is a complex system of human communication with another person, with his environment, with the world around him.

Main part. In today's psychology and pedagogical science, the problem of subject and subjectivity has a special place, that is, the nature of the subject, which characterizes the activity of