

UDC 378.225

Media Competence as an Integral Quality of a New Teacher for a New School

¹ Olga M. Verbitskaya² Ludmila A. Ivanova¹ Eastern Siberian State Academy of Education, Russia

6 Nizhniaya Naberezhnaya street, Irkutsk 664011

PhD (Philology), associate professor

E-mail: verba-helga@mail.ru

² Irkutsk State Linguistic University, Russia

8 Lenin Street, Irkutsk 664025

PhD (Pedagogy), associate professor

E-mail: media-lai@mail.ru

Abstract. The proposed article considers the issue of social and cultural determinants having impact on qualitative alteration of requirements to teacher's personality, media competence as an integral property of a new teacher for a new school. The main ideas of media education's development are represented in the social-humanitarian context of realization of presidential initiatives "Our New School" which reflect subjective aspect of interpreting the category "media competence" in a wide social and cultural meaning.

Keywords: teacher's personality; media competence; information-oriented society; media education; media pedagogue.

For the first time on November 5, 2008 in the Message to Federal Assembly, the leader of the state formulated social order saying that the country needed a new school, and what is even more important a new teacher. On February 4, 2010 the President of the Russian Federation D. Medvedev ratified (Order 271) National Educational Initiative "Our New School" aimed at modernization and development of the state's general education system. According to Dmitry Medvedev's words the Russian school development's programme must include five essential directions. One of the main tasks to be solved by the system of general education consists in following: the traditional teacher has to retire from the stage. For this purpose it is necessary to elaborate selective mechanisms providing accelerated substitution of "ineffective pedagogues and address supporting of effective and perspective ones" [1, p. 44]. A new portrait of pedagogue is being formed, requirements to teacher's personality are being altered. The creation of united, world-wide information-oriented space make discover new types of activity in the framework of this profession, new characteristics appear. Thus, at present time media competence is becoming one of the most important qualities of modern teacher's personality and its formation is one of the urgent problems of general pedagogics.

During the meeting with "United Russia"'s most active members held on May 28, 2010 and devoted to modernization issues the president cited the blogger Vladimir Bourmatov's statement which he liked: "The loss of initiative online results in the loss of initiative offline" (see <http://news.mail.ru/politics/3886340/>). The same relates to the sphere of education. One of the reasons for braking the development of information-oriented society in the country in the context of population's preparation for life in conditions of such society Viacheslav Glasychev – the chairman of Commission of Common Chamber on Regional Development – named school and teacher's corps. He

pointed out that computers' installation at school and their networking will not lead to proper results without changing existing conservative approaches to the realization of school policy [2].

The investigations of Margaret Meed's, well-known American childhood ethnographer, show that there are three types of culture in the human history from the point of view of experience's translation between generations: post-figurative ones where children learn mainly from their predecessors; configurative ones where children and the grown-ups learn from their coevals; pre-figurative ones emerging in the middle of the XXth century and determining a new type of social connection between generations, when older generation's way of life doesn't hang over the younger's one. In the researcher's opinion "in all parts of the world, where are all the peoples of the world are united by electronic communicative net, young people have commonness of experience, which the elders have never had and will never have, and vice versa, older generation will never see in the young people's life the repetition of their unexampled experience of changes replacing one another. This gap between generations is absolutely new, it is global and universal" [3, p. 361]. One may agree with the researcher that these are fundamentally new relations of "the equals" before unknown information-oriented present. According to futurologists' assertions six Wiki-technologies will shake modern education in five nearest years or may be earlier. From the environment where people got information, read the news, listened to the radio, watched TV, the World-Wide Web is being transformed in the platform on the very basis of which joint educational activity will take place. In the most consistent way the idea of collective editing and network complicity is embodied in the wiki sphere. That is why the process of readers', spectators' and listeners' involvement into joint activity aimed at creation and use of network resources is most frequently called wikification. Consequently, social order on teacher's media competent personality is available, such personality which is ready to carry out pedagogical process in wiki-environment and dissertations dedicated to education in milieu 3 D are not a rare phenomenon any more [4]. All above said allows to state that weighty premises have been created by now for professional teachers' training and retraining in the context of media education.

While reading that a question arises. What is actually media education, media competence? In the use of the notion "media education" absence of order is observed, there's no definition having a single meaning. The situation concerning the determination of this notion was very neatly characterized by K. Tiner in her work "Elephant of Media Education": "The definition of media education given by one researcher seems to be nonsense for another one. Like the blind, fumbling an elephant, they often investigate one small aspect of media education and conclude they deal with entire object" [cited by 5: p. 32–33]. Hence its different aims are put forward: "media competence", "media culture", "media literacy", "media erudition", "information-oriented culture", "information-oriented erudition". A big impact on our understanding of media education's leading aim had a well-grounded scientific work by A.V.Federov. In 2007 his monograph "Development of Media Competence and Critical Thinking of Pedagogical University Students" came out and gave us an opportunity to familiarize ourselves with the leading scholar's essence of views in the sphere of media education and made us reconsider our positions. In the above-mentioned monograph the president of professional association of media pedagogues, pointing out "terms' polyphony" in the analyzed domain, proves persuasively that «the term "media competence" defines in a more accurate way the essence of individual's skills to use, analyze critically and transmit media texts in different forms, types and genres, to analyze complicated process of media's functioning in the society» [6, p. 29]. The analysis of research works (V.Weber, R. Cuby, A.V.Federov, S.J. Baran, D. Baacke, A. Silverblatt and others) shows that there's no universally accepted definition of the notion "media competence". The problem of commonly accepted interpretation of

the phenomenon under consideration may be explained by intensive changes of the informative plan in the society, priorities determining, new data of pedagogical science's theory and practice, perspective tendencies of their development, connections' levels. Certainly everything depends on factors and restrictions which are taken into account in the process of the notion's definition. Basing ourselves on axiological, systematic, social and cultural approaches, we define the essence of future teacher's media competence as an integral property of the personality which is characterized by the set of systematized knowledge of information-oriented world's complete picture, by practical skills of navigation in media space, which have been formed by learners' media education abilities in pedagogical process, by built-up value attitude towards media education and creative media educational activity.

Reasoning from all above-said, the research of the category "teacher's media competence" for a new school allows not only to make deeper insight into social and humanitarian context of raising qualification of teachers as a professional group, but also to forecast functional and status alterations of teacher's characteristics in a changing information-oriented world which are likely to be determined by the character of carried out social and pedagogical mission of educational specialist: by the ability to create a child's immunity to negative infomedia impact through pedagogical process' s wikification.

References:

1. Kouzminov Y.I. Russian education – 2020: Education model for innovation economy/ Y.I. Kouzminov, I.D.Froumin and others // Education issues. 2008. №1. P. 32-64.
2. Public hearings of Commission of Common Chamber on Regional Development and of Common Chamber's Workgroup on development of information-oriented society in Russia "Information-oriented society: technological process or social progress?" – Moscow, October 29, 2008. – The document wasn't published. [Electronic Resource]. Access mode: <http://news.mail.ru/society/4364755/> Report for mass media November 11, 2008 (the date of reference 11.11.08).
3. Culture and world of childhood: selected works /M.Meed; [commented and translated from English Y.A. Aseiev; p. 5-30, compiler, afterword's author and editor-in-chief I.S.Kon], Moscow, publishing house "Science", 1988. 429 p.
4. Demina D.A. Methods of forming intercultural competence on the basis of three dimensional visualization (economists, the German language): dissertation abstract of candidate of pedagogical sciences: 13.00.02/ Moscow, 2010. 24 p.
5. Zhourin A.A. Media education's integration with chemistry course of general not specialized secondary school / A.A. Zhourin // Media education. 2005. № 2. P.29-51.
6. Fedorov A.V. Development of Media Competence and Critical Thinking of Pedagogical University Students / A.V. Fedorov. – M. UNESCO "Information for All", 2007. 616 p.

УДК 378.225

Медиакомпетентность как неотъемлемое качество нового учителя для новой школы

¹ Ольга Михайловна Вербицкая

² Людмила Анатольевна Иванова

¹ Восточно-Сибирская академия образования, Россия
664011, г. Иркутск, ул. Нижняя Набережная, 6

Кандидат филологических наук, доцент

E-mail: verba-helga@mail.ru

² Иркутский государственный лингвистический университет, Россия

664025, г. Иркутск, ул. Ленина 8

кандидат педагогических наук, доцент

E-mail: media-lai@mail.ru

Аннотация. В статье рассматриваются социальные и культурные детерминанты влияющие на качественное изменение требований к личности учителя, медиакомпетентность как неотъемлемое свойство нового учителя для новой школы. Представлены основные идеи развития медиаобразования в социально-гуманитарном контексте реализации президентских инициатив «Наша новая школа», которые отражают субъективный аспект понимания категории «медиакомпетентность» в широком социокультурном значении.

Ключевые слова: личность учителя; медиакомпетентность; информационное общество; медиаобразование; медиапедагог.