

Вестник Череповецкого государственного университета. 2024. № 3 (120). С. 178–183.
Cherepovets State University Bulletin, 2024, no. 3 (120), pp. 178–183.

Научная статья

УДК 37

<https://doi.org/10.23859/1994-0637-2024-3-120-15>

EDN: HMJASJ

Media literacy as a mandatory component of the future English language teacher's functional literacy

Kseniya A. Aksenova

Lipetsk State Pedagogical University
named after P. P. Semenov-Tyan-Shansky,
Lipetsk, Russia

aksenova89@mail.ru, <https://orcid.org/0000-0001-9355-4464>

Abstract. The article examines media literacy as a leading competency of a future foreign language teacher and argues for its identification as a component of functional literacy.

Materials and methods. The main research methods are theoretical and methodological analysis of linguistic literature on the research problem; generalization and reflection of pedagogical practice in developing the future foreign language teacher's media literacy.

Results. The author clarifies the concept of media literacy, identifies components and content. The necessity of developing the ability of a student at pedagogical university to competently consume media information has been proven.

Discussion. The integration of foreign language education and professionally oriented media education in the future foreign language teacher's training makes it possible to form the personality of a teacher who is ready for effective social and professional functioning, taking into account the requirements of the constantly developing media space. The results of the study deepen the scientific understanding of the foreign language teachers' professional training. Theoretical conclusions are generalized and can be used to further expand the research field into the future teachers' training in the educational process of higher educational institutions.

Conclusion. It is concluded that the media literacy of a future foreign language teacher is continuously developing at pedagogical university; while only at the master's level does a student develop the skills necessary to conduct media education for students at school. The identified components of media literacy make it possible to gradually increase the level of foreign language teacher's readiness to consume media information and realize increasingly complex goals of structuring knowledge, skills and abilities in the field of foreign language education through its specially organized development.

Keywords: future foreign language teacher, pedagogical university, professional education, foreign language training, functional literacy, media literacy

Acknowledgements. The article was prepared within the framework of the state assignment of the Ministry of Education of the Russian Federation on the topic: 'Development of students' media and

information literacy in the framework of general education programmes in the conditions of information polyphony and heterogeneity of modern communicative environment' (agreement No. 073-03-2023-043/1 of 19.06.2023).

For citation: Aksenova K. A. Media literacy as a mandatory component of the future English language teacher's functional literacy. *Cherepovets State University Bulletin*, 2024, no. 3 (120), pp. 178–183. <https://doi.org/10.23859/1994-0637-2024-3-120-15>; EDN: HMJASJ

Медиаграмотность как обязательный компонент функциональной грамотности будущего преподавателя английского языка

Ксения Александровна Аксенова

Липецкий государственный университет имени П. П. Семёнова-Тянь-Шанского,
Липецк, Россия

aksenova89@mail.ru, <https://orcid.org/0000-0001-9355-4464>

Аннотация. В статье исследуется медиаграмотность как ведущая компетентность будущего преподавателя иностранного языка и обосновывается ее рассмотрение как отдельного компонента функциональной грамотности.

Ключевые слова: будущий учитель иностранного языка, педагогический университет, профессиональное образование, обучение иностранному языку, функциональная грамотность, медиаграмотность

Благодарность. Статья подготовлена в рамках выполнения государственного задания Министерства просвещения Российской Федерации по теме: «Формирование медийно-информационной грамотности обучающихся в рамках общеобразовательных программ в условиях информационного полифонизма и неоднородности современной коммуникативной среды» (соглашение № 073-03-2023-043/1 от 19.06.2023 г.).

Для цитирования: Аксенова К. А. Медиаграмотность как обязательный компонент функциональной грамотности будущего преподавателя английского языка // Вестник Череповецкого государственного университета. 2024. № 3 (120). С. 178–183. <https://doi.org/10.23859/1994-0637-2024-3-120-15>; EDN: HMJASJ

Introduction

The concept of functional literacy, widely known in the pedagogical community for several decades, is not consistent and is constantly changing and becoming more complex. At the same time, traditionally understood human literacy remains an academic concept that reflects the effectiveness of the educational process in educational institutions, and functional literacy is considered as a social phenomenon associated with the success of human activity in modern society.

Currently, the tendency to expand the concept of functional literacy is becoming especially noticeable, since society places increasingly high demands on the level of development of a person, who must have a complex of various socially necessary knowledge, skills and abilities that allow him to function effectively in the system of social relations¹.

¹ Chigisheva O. P., Soltovets E. M., Bondarenko A. V. Interpretatsionnoe svoeobrazie kontsepta "funktsional'naiia gramotnost'" v rossiiskoi i evropeiskoi teorii obrazovaniia [Interpretational characteristics of the concept "functional literacy" in Russian and European theory of education]. *Internet-*

In recent years, experts have included a type of literacy called media literacy into the structure of functional literacy. Media literacy is understood as the ability to adequately understand and create texts in print and electronic media, including on the Internet¹. Clarification of the content of this concept, as well as the development of forms and methods for developing an individual's media literacy is an urgent scientific and pedagogical task².

Media literacy as a component of functional literacy is of particular importance in the context of professional training of a foreign language teacher, since it is this teacher, due to his knowledge of one or more foreign languages, who has the opportunity to expand the scope of his media literacy space for an indefinite period in which he functions as a professional and a member of society.

Materials and methods

During the implementation of this research such scientific research methods are used as analysis of scientific literature devoted to the problems of functional literacy of the future teacher, and, in particular, his media literacy, as well as generalization and reflection of the pedagogical experience of the author of the article. These methods are determined by the methodological basis of the research being conducted, based on the basic principles of philosophy, linguistics, psychology and pedagogy; using theoretical and experimental research methods as a single complex; adequacy of research procedures and methods to the goals and objectives of the scientific article; based on everyday teaching practice.

The study established that a future English language teacher should be guided by socially significant norms and values of general and foreign language culture, be able to critically comprehend and creatively process consumed media information, applying varied media educational motives, theoretical knowledge and practical skills. A model teacher is supposed to have a reflexive position that will allow tracking the dynamics of changes in the level of development of his media literacy.

Results

As a result of the study, it was established that the future teacher of a foreign language should be guided by socially significant norms and values of general and foreign language culture, be able to critically comprehend and creatively process consumed media information, apply varied media educational motives, theoretical knowledge and practical skills, have an active reflective position that will allow track the dynamics of changes. the level of development of his media literacy.

zhurnal "Mir nauki" [World of Science], 2017, vol. 5, no. 4. 45PDMN417. Available at: <http://mir-nauki.com/PDF/45PDMN417.pdf> (accessed: 03.03.2022).

¹ Sternin I. A. Mediagramotnost' v strukture gramotnosti sovremennogo cheloveka [Media literacy in the structure of literacy of a modern person]. *Vestnik Voronezhskogo gosudarstvennogo universiteta. Seriya: Filologiya. Zhurnalistika* [Proceedings of Voronezh state university. Series: Philology. Journalism]. 2013, no. 2, pp. 209–211.

² Fedorov A.V., et al. *Mediaobrazovanie v stranakh SNG* [Mass media education in the CIS countries]. Moscow: OD "Informatsiia dlia vseh", 2020. 273 p.

Key media literacy skills include:

- 1) cognitive – the ability to navigate the main trends of modern print and electronic media;
- 2) informational – the ability to find information in the media and analyze it;
- 3) analytical-reflexive – the ability to adequately understand, interpret and critically evaluate information obtained from the media.

The cognitive component includes knowledge about the main trends in the development of print and electronic media in general and in the countries of the language being studied, in particular, about the predominance of certain sources in the modern information field, the role and functions of the media in modern society, and the characteristic features of various media. This also includes knowledge about the types and genres of media text, about verbal, audiovisual, graphic and multimedia tools involved in the production of a media product, the ways of its impact on the audience, the processes of formation of stereotypes in the media space, features of the process of creating a media text, etc. d. This component also presupposes the ability to navigate the functionality of various Russian-language and foreign-language media and draw conclusions about the need to choose one type or another depending on the assigned pedagogical task in the field of foreign language education.

The information component presupposes the ability to search for information in various media sources and media texts, including through information and communication means; gain access to the source of information; to preserve media information. This component also includes the ability to select those media (TV programs, newspapers, Internet resources, etc. in native and foreign languages) that may contain information necessary from a didactic point of view, used in the educational process in a foreign language; the ability to find the necessary information in search engines, electronic dictionaries, educational and information portals, professional pedagogical forums, and social networks.

This set of skills may seem to overlap to some extent with those included in digital literacy. However, in the context of media literacy, the emphasis is not so much on the use of information and digital technologies, but on the analysis of the content of the media source and its compliance with linguistic and pedagogical goals⁶.

The analytical-reflective component is the ability to analyze a media text, determining its genre, theme and communicative intention of the author; analyze explicit and implicit content; identify and interpret key concepts. It is especially important for a teacher to be able to interpret and evaluate the content of a media text, relying on critical thinking; understand and analyze the content and main ideas of the text based on personal experience, knowledge and values; assess the significance of a media text for themselves and other recipients, including students.

¹ Nikitina E. Yu., Miliutina A. A. *Formirovanie mediakompetentnosti mladshikh shkol'nikov na urokakh russkogo iazyka* [Developing media competence in junior schoolchildren at Russian language lessons]. Moscow: Pero, 2016. 202 p.

Conclusion

The results of the study indicate that the foundations of media literacy are laid in the learning process at all levels of school education⁷, then developed during the educational process in undergraduate and graduate programs. At the same time, it is in the master's program that the future foreign language teacher receives the level of professional training at which we can talk about achieving media literacy and mastering the readiness to shape students' media literacy in the learning process. professional activities at school.

References

Chigisheva O. P., Soltovets E. M., Bondarenko A. V. Interpretatsionnoe svoeobrazie kontsepta "funktional'naiia gramotnost'" v rossiiskoi i evropeiskoi teorii obrazovaniia [Interpretational characteristics of the concept "functional literacy" in Russian and European theory of education]. *Internet-zhurnal "Mir nauki"* [World of Science], 2017, vol. 5, no. 4. 45PDMN417. Available at: <http://mir-nauki.com/PDF/45PDMN417.pdf> (accessed: 03.03.2022).

Sternin I. A. Mediagramotnost' v strukture gramotnosti sovremennogo cheloveka [Media literacy in the structure of literacy of a modern person]. *Vestnik Voronezhskogo gosudarstvennogo universiteta. Serii: Filologiya. Zhurnalistika* [Proceedings of Voronezh state university. Series: Philology. Journalism]. 2013, no. 2, pp. 209–211.

Fedorov A.V., et al. *Mediaobrazovanie v stranakh SNG* [Mass media education in the CIS countries]. Moscow: OD "Informatsiia dlia vseh", 2020. 273 p.

Nurmamedova N. Kh., Magomedova Z. Z. Praktika formirovaniia professional'noi kompetentnosti budushchikh bakalavrov v usloviakh pedvuza [Practices for forming the professional competence of future bachelors in conditions of a pedagogical university]. *Mir nauki, kul'tury, obrazovaniia* [The world of science, culture and education], 2017, no. 5 (66). Available at: <https://cyberleninka.ru/article/n/praktika-formirovaniya-professionalnoy-kompetentnosti-budushchikh-bakalavrov-v-usloviakh-pedvuza> (accessed: 03.03.2022).

Ivanov V. V. Podgotovka budushchego uchitelia k obespecheniiu informatsionnoi bezopasnosti obrazovatel'nogo protsessa v shkole. Mediainformatsionnaia gramotnost' sovremennogo uchitelia [Training of the future teacher to ensure information security of the educational process at school. Media-information literacy of a modern teacher]. *Materialy Vserossiiskoi nauchno-prakticheskoi konferentsii, 30–31 oktiabria 2018 g.: v 3 chastiakh* [Proceedings of the All-Russian research and practice conference, 30–31 October 2018: in 3 parts]. Orenburg: Orenburgskaia kniga, 2018, Part 3, pp. 229–232.

Nikitina E. Yu., Miliutina A. A. *Formirovanie mediakompetentnosti mladshikh shkol'nikov na urokakh russkogo iazyka* [Developing media competence in junior schoolchildren at Russian language lessons]. Moscow: Pero, 2016. 202 p.

Miliutina A. A. Lingvodidakticheskii podkhod k formirovaniu mediakompetentnosti mladshikh shkol'nikov na urokakh russkogo iazyka [The linguo-didactic approach in formation of the media competence in younger pupils at lessons of the Russian language]. *Universum: Filologiya i is-*

² Miliutina A. A. Lingvodidakticheskii podkhod k formirovaniu mediakompetentnosti mladshikh shkol'nikov na urokakh russkogo iazyka [The linguo-didactic approach in formation of the media competence in younger pupils at lessons of the Russian language]. *Universum: Filologiya i iskusstvovedenie* [Universum: Philology and Art History], 2017, no. 6 (40). Available at: <http://7universum.com/ru/philology/archive/category/6-41> (accessed: 03.03.2022).

kusstvovedenie [Universum: Philology and Art History], 2017, no. 6 (40). Available at: <http://7universum.com/ru/philology/archive/category/6-41> (accessed: 03.03.2022).

Сведения об авторе

Ксения Александровна Аксенова – кандидат филологических наук, доцент; <https://orcid.org/0000-0001-9355-4464>, aksenova89@mail.ru, Липецкий государственный университет имени П. П. Семёнова-Тянь-Шанского (д. 42, ул. Ленина, 398020 Липецк, Россия); **Kseniya A. Aksenova** – Candidate of Philological Sciences, Associate Professor, <https://orcid.org/0000-0001-9355-4464>, aksenova89@mail.ru, Lipetsk State Pedagogical University named after P. P. Semenov-Tyan-Shansky (42, ul. Lenina, 398020 Lipetsk, Russia).

Статья поступила в редакцию 20.12.2023; одобрена после рецензирования 10.01.2024; принята к публикации 24.01.2024.

The article was submitted 20.12.2023; Approved after reviewing 10.01.2024; Accepted for publication 24.01.2024.