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PEDAGOGY AND PSYCHOLOGY



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The journal is published by the support of Society for Cultural and Scientific Progress in Central and Eastern Europe
BUDAPEST, 2015

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PEDAGOGY

Petryk L.V.

Forming of future teachers' foreign language communicative competence by means of media texts

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Abstract. In this paper the terms "foreign language communicative competence", "media education", "media text" are defined. Theoretical questions of the use of media texts in the process of foreign language teaching to students of teaching profession are considered; particularly the article characterizes the types of media texts. The attention is also focused on the technology of their use in forming of future teachers' foreign language communicative competence.

Keywords: foreign language communicative competence, media education, media text, teaching aids, foreign language, future teachers

Introduction. Integration of Ukraine into the educational world space leads to the reformation of the system of higher education. The formation of future teachers' professional, ideological and civil qualities is necessary at the stage of their professional development. The immense growth of information and media demands not only future specialists' awareness of their professional field and the ability to think free and make decisions, but it also requires the ability to perceive and comprehend information and make use of gained knowledge in their career. International state relations, cooperation, communication in the branches of politics, science, technology, economics and education between different countries and people are expanding in the information society. This fact encourages citizens to learn foreign languages. Thus, the status of foreign languages in Ukraine is increasing and the formation of foreign language communicative competence of every individual, particularly teachers, has become an urgent need of the time. The above requirements lead to search for new approaches, technologies and teaching aids of future teachers' training, which lay the basis of competent, successful and promising personalities of the state. Media, namely media texts, make educational process innovative and informative and will contribute to the formation of future specialists' foreign language communicative competence and their media literacy as well.

Analysis of the recent achievements and publications. At the modern stage teachers' professional development has become the subject of increasing scientists' attention. The preconditions of the professionals' formation and growth have been researched by V. Andrushchenko, V. Kremen, V. Ohneviuk and other scientists. Issues of Ukrainian teacher training in accordance with current state requirements have been outlined in the works of R. Gurevych, O. Dubaseniuk, O. Marynovska, O. Mytnyk, O. Pekhota, S. Sysoieva, V. Shakhov and others.

Recent years the process of formation of primary school teachers' foreign language communicative competence has become a priority issue for research, as according to the State standard of primary education (2011) the beginning of foreign languages study is compulsory in the first form of the secondary school. So the process of formation of foreign language communicative competence has been in the circle of interests of such scientists as L. Gaponenko (formation of readiness of students of higher pedagogical educational institutions to foreign language communication); V. Morozov (future teachers' training for dialogic learning); V. Barkasi (formation of future foreign languages teachers' professional compe-

tence); T. Zubenko (formation of future foreign languages teachers' communicative competence); O. Bigych (theoretical bases of formation of future foreign language primary school teacher's methodic competence), Y. Fedorenko (formation of communicative competence in the process of learning a foreign language) and others.

Problems of children's and youth's media education have been covered by the modern national and foreign scientists, namely: N. Duchanina, V. Ivanov, Y. Kazakov, I. Kurlishchuk, N. Lehotina, O. Muriukina, L. Naidionova, O. Nevmerzhytska, H. Onkovych, N. Ryzhyk, I. Sakhnovich, O. Fedorov, I. Chemerys, N. Shubenko and others. However, the aspect of applying media texts as the means of future teaching profession specialists' foreign language communicative competence requires in-depth study.

The objective of the article. The purpose of our paper is to focus on the theoretical and practical aspects of the use of media texts in the process of formation of future primary school teachers' foreign language communicative competence. According to the objective the following tasks are determined: 1) to clarify the content of the basic terms of the article; 2) to consider the types of media texts; 3) to give consideration to the technology of the use of media texts in the process of teaching future primary school teachers a foreign language.

The statement of the fundamental material. It is advisable to integrate the content of media education into educational process of teaching a foreign language to prepare the students of pedagogical profession for foreign language communication in the information society, because UNESCO proclaimed media education as one of the priority directions in pedagogy of the XXI century. The importance of media education is reflected in the number of international papers, such as Grunwald Declaration on media education (1982), UNESCO resolution on the development of critical media education (Paris, 1989), new directions in media education (1990), the materials of the Vienna conference "Media Education in the Digital Age" (1999), UNESCO: research, education, youth (2001), Materials of Seville conference "Media Education of the Youth" (2002), Paris Agenda-Recommendation for Media Education (2007), European Parliament resolution on media literacy in the world of digital information (2008) and others. Russian media educator O. Fedorov defines *media education* as the process of personal development with the help and on the materials of mass media resources and tools to form the culture of communication with media; creative, communicative abilities; critical thinking skills; abilities of complete perception, interpre-

tation, analysis and evaluation of media texts; learning with various forms of self-expression using media technology [4, p. 27]. Media education is concerned with the full range of media, including moving image media (film, television, video), radio and recorded music, print media (particularly newspapers and magazines), and the new digital communication technologies.

The result of media education is the formation of individual's *media literacy*, namely the ability to analyze and synthesize media texts [4, p. 25]. Specific methods and learning forms with mass communications in the process of foreign language teaching provide an opportunity to achieve educational, methodic, cognitive outcomes [3, p. 25]. The result of teaching a foreign language, the formation of foreign language communicative competence, is achieved with the help of the content, methods, forms, teaching aids etc. The purpose of foreign language communicative competence is the ability to use knowledge in foreign language activities but not the accumulation of it [3, p. 13].

According to Y. Fedorenko's statement the foreign language communicative competence is all the knowledge, abilities and skills that you need to have in order to deal with communicative situations, the content of which covers the basic knowledge of linguistics (*speech styles, types, ways of linking sentences in the text*), skills of the analysis of a text and their own communication domain [5, p. 6]. Foreign language communicative competence includes linguistic competence (*competence in listening, speaking, reading and writing*), language (*phonetic, lexical and grammar knowledge*), sociocultural competence (*cross-cultural and linguacultural competence*) and multicultural competence.

Therefore, to achieve the goals of media education and teaching a foreign language media texts should be implemented into the educational process. *Media text* is the text of any media type or genre [4, p. 29] such as printed texts in the press, photos, audiovisual productions in cinema, on TV or their scenes, messages on radio, advertisements, labels of any product, text messages (SMS), multimedia messages (MMS), web pages, blogs, virtual photo albums etc. Topics and content of modern media texts are diverse. Media texts are designed for mass audience and this is the specific feature of them. Media texts have universal features: word, sound, visualization (film shots, photos, video plots). Media texts are traditionally divided into radio, television, newspaper and the Internet texts.

Since media didactics is the part of general didactics, media texts can be one of the teaching aids of foreign language teaching within the courses "Foreign language", "Foreign language (advanced study)", "Practice of oral and written speech", "Practical course of English", which aim at developing students' language, speech, sociocultural and multicultural competences of a foreign language acquisition within a specific topic. Teaching future primary school teachers a foreign language should ensure implementation of practical, educational, vocational, developmental objectives.

Though it is emphasized that media education is concerned with teaching and learning *about* the media but not *through* them, we may claim that learning *with* media makes the educational process innovative, informative, fruitful and creative because they offer rich access to all

sorts of creative tools, language of native speakers, their traditions, customs, manner etc. Using media texts for formation of future teachers' foreign language communicative competence, lecturers should base the educational process on such principles:

- the learning environment must be open, explorative and open-ended;
- the learning must be linked to the interests and aspirations of the future specialists;
- the young people must be involved in defining problems and missions;
- the learners must critically explore the knowledge available;
- the learners must interact with external experts and community resources in the learning process;
- the students must learn to organize, elaborate on and present the knowledge;
- the learning process should be product-oriented, as it offers the future specialists concrete, focused and practical perspectives in the learning;
- the learners should use a variety of expression forms along the process and when delivering the final outputs, as using different forms of expressions help the learners develop different forms of intelligences;
- the learning should be linked to real tasks, not to artificial or simulated tasks [2].

In case lecturers choose various learning forms, methods, technologies to deal with using media texts in the foreign language classes, they reach pedagogically justified objectives and also teaches students to think critically (analyze, synthesize, compare, evaluate, make decisions, express their opinions by means of a foreign language).

As well as any other teaching aids the use of media texts is reflected in the opportunities of enhancement the quality of the foreign language communicative competence; visualization of phenomena, processes, event; the formation of students' cultural knowledge; formation of attention, memory, aesthetic taste, cognitive activity. Authentic media texts (animated films, movies, television programs, videos, material of sites etc.), in addition to formation of foreign language communicative competence, develop critical thinking; develop skills of independent work; engage in the interactive learning; develop creative abilities. The use of media texts in foreign language class is appealing, interesting and didactically helpful for students' foreign language learning.

We have investigated that different learning forms in the foreign language classes (independent learning, cooperative learning, self-organized learning, game-based learning, creative learning - project work, portfolios, presentations etc.) using media texts will encourage the formation of both students' foreign language communicative competence and media literacy. We want to note that the procedure of work with media texts in practical classes within the above mentioned courses relates to the procedure of organization of work with speech material (listening, reading, writing and speaking). Thus, work with any media text consists of three main stages:

- the first stage involves preparatory work with the media text (brainstorming, predictions, vocabulary work etc.), motivation for further work with the media text, the formulation of communicative tasks;
- the second stage is the intensive work with the media text,

in which students solve problems set in the above stage;
– the purpose of the third stage is to check the above communicative task and a critical analysis of the media text. This stage usually includes activities that should enable students to get a deeper understanding of the text [1].

To achieve objectives of the class lecturers should realize what material according to the curriculum must be presented; what teaching aids, in particular media texts, should be used to arrange the activity in the class; what learning form is the best to achieve the objectives. It is obvious that the choice of professionally directed media texts will provide students' future professional development as well.

The tasks may be of different nature according to the various topics of classes. Here are some examples of tasks on the topic "Theatre and Cinema".

Example I.

Subtopic: Invitation to the theatre

Objectives: to teach to understand and analyze the content of a billboard, to introduce new vocabulary on the subtopic, to develop dialogue speech skills

Media aid: theatrical billboards

Procedure:

1. Ask your students to complete the sentence *Theatre is ...*
2. Show a billboard you had or found in the Internet to your students and introduce new vocabulary on the subtopic (*billboard, performance, to be in, to be on, to book tickets beforehand, a director, the House is sold out, to be a success*).
3. Ask your students questions to check if they remember the expressions.
What performance is on?
When is it on?
When does the performance start?
Who is in?
Who is the director of the performance?
Do you need to book tickets beforehand? Why will you book tickets beforehand?
3. Pair the students and ask them to discuss the same questions to practise the vocabulary.
4. Ask the students to look at another billboard and analyze its content to identify the key information and predict the plot of the play using the new vocabulary.
5. Encourage students to ask you questions on the content of the billboard to get the information about the venue for the performance, the date the play is on, the time the performance starts, the actors' names who are in, the director's name of the play etc.
6. Pair students and ask them to discuss the above information to make up a dialogue in which they invite their friend to the theatre and provide him / her with necessary information about the play.
7. Change the students' working pairs and supply them with one more billboard with the aim of practising the vocabulary and dialogue speech. Give them the task to search for details about the performance, interest the friend in the show and suggest him / her going to attend it.
8. Get feedback from the students.
9. For the home assignment ask the students to find a billboard of the play in the Internet according to their interests and prepare a piece of information about the performance using the content of the billboard, be ready to get the information about the plays their friends want to see.

Example II.

Subtopic: Film review

Objectives: to form students' skills to comprehend a billboard and a trailer (to understand, to analyze, to compare their content with the aim to realize what usually makes people to watch films), to practise speaking and listening skills

Media aid: billboard, trailer

Procedure:

1. Suggest your students answering the question: What usually makes people watch films?
2. Group the students and propose them to discuss if a billboard or trailer has more influence on viewers' choice to watch the film. Ask the student to make a list of justifications of their opinions.
3. Get a feedback from the students.
4. Show a billboard of the film *Mona Lisa Smile* to the students; give them the task to ask you questions about all the details of the film (plot, actors, director, critics etc.)
5. Ask them if they are interested in the film, what has interested them the most and if they want to see it. Persist on justification.
6. Ask your students to read the title of another film *Dead Poets' Society* and think of its genre.
7. Explain to the learners that they are going to watch a trailer mute. While watching they need to think of film genre again. Discuss if the opinions coincide with the previous ones. Ask them to prove why or why not.
8. Introduce the trailer again but with the sound this time. Hold the discussion about the film genre, plot, actors' performing, setting, costumes etc. ask the learners if they prefer watching this film.
9. Having talked about the films according to the billboard and the trailer ask the students to analyze and determine which of them affected their choice to watch the film more.
10. For the home assignment suggest the learners to watch both films and write reviews. Find in the Internet critics' reviews of the film, compare their critics' point of view with their own ones, analyze and explain what ideas they agree or disagree with.

All of the above tasks encourage students to critical analysis of media texts, expressing their own opinions and fulfilling the tasks in a foreign language.

Conclusion and prospects for further research. It has become obvious that the use of media texts as a teaching aid of formation of future primary school teachers' foreign language communicative competence in the foreign language classes is not only the requirement of the contemporary time, but also the effective component of educational process. Systematic work with media texts contributes to the development of professional and media competent specialists. Media aims at developing both critical understanding and active participation. It enables young people to interpret and make informed judgments as consumers of media; but it also enables them to become producers of media, and thereby to become more powerful participants in society. As future research we propose to develop a system of exercises and tasks with the use of media for the formation of foreign language communicative competence in the foreign language classes in the process of future primary school teachers' training.

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Петрик Л.В.

Формирование иноязычной коммуникативной компетентности будущих учителей средствами медиатекстов

Аннотация. В статье дано определение понятиям «медиаобразование», «медиатекст», «иноязычная коммуникативная компетентность». Рассмотрены теоретические вопросы использования медиатекстов в процессе обучения иностранного языка студентов педагогической специальности, а именно, определены типы медиатекстов и сконцентрировано внимание на технологии их использования для формирования иноязычной коммуникативной компетентности будущих учителей.

Ключевые слова: *иноязычная коммуникативная компетентность, медиаобразование, медиатекст, средства обучения, иностранный язык, будущий учитель*