



The Model of Media Competence Formation of Future Workers in Film and Television Industries by Means of a Foreign Language

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ABSTRACT

The article presents a theoretical analysis of research related to media education of students. The definition of “media competence of students” as an integral characteristic of the future worker film and television, including the knowledge of the English language media culture; professional media skills and experience of creative activity in the media space by means of the English language; understanding of the professional values of media products has been formulated. One of the hypotheses of the study, which is related to the fact that it is possible to develop and implement a model for the development of media competence of students on the material of film, television, video English-speaking countries by involving them in creative activities on interpretation and analysis of screen media texts, with English language lessons on the material of media products has been presented. The model of formation of media competence of students by means of a foreign language includes the following components: Professional metatext, the substantial-technological and diagnostic component.

Keywords: Media Education, Workers in Film and Television Industries, Media Competence, Professional Metatext, Learning a Foreign Language
JEL Classifications: I21, Z13

1. INTRODUCTION

1.1. Introduce the Problem

Study of the process of media competence formation of students is one of the important areas of psychological and pedagogical science. The problems associated with the formation of professional competences in the process of learning a foreign language are studied from different points of view: The influence of audio-visual technologies on the quality of foreign language study (Zassoursky, Zinchenko, Ignatovskaya, Levshina, etc.), organization of information and educational environment of learning a foreign language (Bashmakov, Bovtenko, Kruchinin, Smolin, etc.), teaching a foreign language using multimedia technologies (Boldova, Galskova, Dragunova, Zaitseva, Evdokimova, Zhdanko, Kapranchikova, Kaschuk, Torosyan, Fedorova, Shturba etc.). Based on the data provided in the studies,

we formulated the notion of “media competence of students” as an integral characteristic of the future film and television worker, including into itself the knowledge of the English language media culture; professional media skills and experience of creative activity in the media space by means of the English language; understanding of the professional values of media products.

One of the hypotheses of our study is that it is possible to develop and implement a model for the development of students media competences on the material of film, television, video of English-speaking countries by involving them in creative activities on interpretation and analysis of screen media texts, with English language lessons on the material of media products. In the process of our thesis research we have developed and tested such a model, consisting of the following components: Professional metatext, the substantial-technological and diagnostic component. Let us consider in more details each of them.

Professional metatext of the formation of students media competence by means of a foreign language involves social and professional order, standards of professional education, aims and objectives of teaching students of secondary professional education (SPE) a foreign language.

Professional metatext is represented by the following theories: Modernization of professional education in the Russian Federation (Belogurov, Blinov, Bordovsky, Danilyuk, Kudryavtsev, etc.); psychological and pedagogical theories that reflect the characteristic features of competence-based approach to education (Belozertsev, Bermus, Zimnyaya, Markova, Mishchenko, Raven, Sokolov, Tatur, Hutorsky, etc.); educational standard of the third generation of SPE; professionally-oriented approach in teaching a foreign language (Bim, Vavilov, Galskova, Ivanova, Kulikovskaya, Liakhovitski, Obraztsova, Slavina, Shevchenko, etc.); the theory of structuring the content of the academic subject (Krajevski, Lednev, Lerner, etc.); theories of the information society and informatization of education (Berulava, Bordovsky, Vagramenko, Gershunsky, Ershov, Kirillova, Kolin, Lapchik, Masuda, Monakhov, Polat, Robert, Rozov, Tikhomirov, Fedorov, etc.).

1.2. Describe Relevant Scholarship

Scientists are exploring the trends in the development of media education. Fedorov and Novikova (Fedorov and Novikova, 2005), analyzing media education in Britain, draw attention to the fact that in 1996 in England Media Education Centre headed by Professor A. Hart was opened on the basis of the pedagogical faculty of the Southampton University. This center has initiated wide-ranging research, both at the UK and international levels, in particular, “Media education in the English language classes” and “International perspectives of media education,” and at the turn of the 21st century – “Europe Media project” which goal was to analyze the current state of media education in the European countries.

Of great importance is the study and analysis of domestic and foreign studies on media education and media literacy in different segments of the population, especially young people, the definition of concepts and content of the programmes in media education, etc. (Barnes et al., 2007; Bolz, 2011; Borg and Lauri, 2011; Buckingham, 2001, 2003; Kirwan et al. 2003; Marci-Boenhcke, 2009; Marta-Lazo and Grandío Pérez, 2012; Masterman, 1983; O’Neill and Howley, 2001; Paris Agenda or 12 Recommendations for Media Education 2007).

Since 1995, the media teachers headed by the leader of the research group at the British film Institute C. MacCabe, seriously began to analyze what they were working at, to compare media education and cinema education. As a result, despite the opposition of the Department for Education, British film Institute was able to return the sections devoted to a more detailed study of film and television to the national curriculum. Eventually they managed to shift the focus on media literacy in relation to media culture (cinema and TV in combination with printed texts in teaching reading skills). The national education curriculum of 1995 explained to the teachers the importance of using the

entire spectrum of media (magazines, newspapers, radio and television programs, movies) for analysis and evaluation of high quality material.

1.3. Identify Hypotheses to Research Design

Further consideration of the problem of media education from the standpoint of vocational training of young people in the context of the formation of media competence has led us to the realization that English-language media culture, as an element of media education can be a medium and factor in the development of such competencies. Thanks to English culture, axiological attitude to the media texts is developing the most successfully, as well as experience in analysis, evaluation of media products. An appeal to the English-language media culture in teaching students the English language was associated with the modernization of the content of foreign language education, which, according to Passov (Passov, 2007), is intended to enrich the spiritual world of a person with “foreign culture,” which is a part of human culture in general. This is culture of constructive creative work, the culture of rational consumption, culture of humanistic communication, culture of perception, culture of worldview, culture of aesthetic mastering of reality, etc. We fully share the view of Passov in the point that culture of values used as the content of education, becomes the space of existence, through which people, absorbing this culture, joining its values, can become spiritual. The possession of a foreign culture is the ability to manage human activities in a genuine dialogue of cultures and serves as the basis for further spiritual development and formation of media competence of students.

Currently the problem of the formation of media competence of professionals of various sectors of economy is actualized. Changes in the practice of training the specialists of the cinema and television taking place under the influence of the technological factor, determined by objective processes of informatization of the modern world. Training of specialists with knowledge of modern media space, ways of working with media texts, skills to create and convey them in different kinds and forms is transformed. The foreign language as a transmitter of media culture is becoming one of the most important didactic means of formation of students’ media competences. At the same time media culture is interpreted as a set of information and communication resources, material and intellectual values produced by humanity is in the process of cultural-historical development, contributing to the formation of social consciousness and socialization of a personality (Kirillova, 2006).

The Federal Law “On education in the Russian Federation” (2012), “The national doctrine of education development till the year of 2025,” the Federal state educational standard of SPE in the speciality 55.02.01 “Theatrical and audio-visual equipment (by type)” (Order of the Ministry of education # 1364 dated from 27.10.2014) focus teachers on the development of general and professional competences in students, the most important of which are the understanding of the nature and social significance of their future profession; searching and using of information necessary for the effective realisation of professional tasks, professional and personal development; using

of information and communication technologies in professional activities; creating of simple informational video programs and the use of video projection in the design of spectacular events, etc. All these and other competences can be attributed to media competences, as they are directed to the development of the professionals' ability to understand, create and analyze media texts. Learning a foreign language, according to the Federal state educational standard of SPE should also be focused on developing skills in communicating (both orally and in writing) in a foreign language on professional and everyday topics, translating of foreign texts of professional orientation. This highlights the need to create an integrated system of training of specialists, in which the content and technology of teaching foreign language and general professional disciplines are interrelated, in particular, on the criterion of formation of media competence of students.

On the basis of the theoretical thesis we have identified the principles on which the model of media competence formation of students by means of a foreign language was formed:

- Humanization, involving attention to personal and professional interests of students; understanding of education as a significant public benefits, realized in the interests of the individual, family, society and the state; focus on the humanistically oriented media texts of English language culture;
- Variability that allows to design modules of the content of the program for the study of a foreign language depending on the specific areas of training in the field of film and television, professional and personal requests of students;
- Cross culturalism, determining to the value and importance of English-language and Russian-language media cultures in the future professional activity;
- Personification, meaning maximum approach of students topics or issues under study that appeal to their life experience and taking it into account in the process of formation of media competence by means of a foreign language. The principle of personification allows realizing the transition of the student from theoretical knowledge to practical activities.

The importance of a foreign language is emphasized in the studies of many authors, who note its value for self-realization of students in the professions, in science and the modern media space (Galskova 2012; Zhdanko, 2010; Kulikovskaya et al. 2015; Milrud, 2004; Passov 2007, 2013; Fedorov, 2007).

2. METHODS

Basing on the analysis of the status and trends of development of the media and professional requirements for employees of film and television, the following goal of learning a foreign language has been formulated: The creation of conditions for the formation of students ways of finding and using information necessary for the decision of educational tasks in a foreign language by means of English-language media culture; professional media skills and experience of creative activity in the design of presentation materials in a foreign language.

The objectives of foreign language teaching future employees of film and television is:

1. To enrich the vocabulary related to the English-language media culture
2. To form the ability to communicate (orally and in writing) in a foreign language on the topics of the development of modern media space
3. To translate (with a dictionary) foreign texts of professional orientation.

2.1. Research Design

The content-technological component is presented in the content based on English-language media culture texts, and innovative media technologies.

The content of the course "Foreign Language" is projected on the basis of media competence of students: knowledge of the English media culture; professional media skills and experience of creative activity in the media space by means of the English language. Traditional content of foreign language teaching is completed with information on media culture as a culture of translation, interpretation and dissemination of messages by technical means, as well as adapted English-language media texts forming the students' interest in contemporary media space. Students were given topics related to the history and theory of media culture, representation of screen culture and its components (TV - air, cable, satellite, cinema, video, DVD, CD-ROM, electronic mail, computer and Internet channels). To the training course its training and methodological support is included, consisting of essay topics, project tasks and the estimated list of questions for the credit. Here are some of the topics for written essays in English: "The media image of the morning (working hours, vacation, holiday, etc.);" "English-language media in my future profession;" "Modern clip-culture;" "Cinematography in my profession." The project task is the creation of a newsreel "We teach a foreign language."

2.2. Experimental Technologies and Manipulations

Innovative media technology in the educational space of organization of system of SPE should motivate students to design their own professional development, to seek a variety of multimedia tools, to participate actively in the learning situation; to communicate with teachers and students, to creative expression. The main technologies of pedagogical support of students' individual route became: Semantic-symbolic and communicative - interactive ones.

The goal of semantic-symbolic technology of development of media competence of students is to create conditions for assigning the terminology of signs and symbols of the future profession by students, allowing to interact with fellow students through symbolic modeling and achieving educational goals by expanding on particular issues and establishing of sign and symbol dependency with a holistic media culture phenomenon. This technology involves the use in learning sign and symbol structures (frames, circuit block diagram structurally logic circuits shaped symbols). Sign and symbol means becoming an important tool internalization figurative representation information. For students

dual consideration of professional information (meaning - meant) creates the integrity of the scope of future professional activity, in which each sign is associated with the purpose of activity, ways to achieve it, the prospects for professional growth.

Visual semantic-symbolic structures are optimal and effective means of concentration of knowledge and cognitive impulse for students in the process of learning English. Signs and symbols are characterized by clarity, brevity and conciseness. That is why a graphical representation of the analysis of media texts encourages students to active use of the new vocabulary.

Semantic-symbolic technology included the following successively implemented teaching methods:

- Cognitive-oriented: Focused on obtaining new knowledge about vocabulary, about the English media culture, the systematization of this knowledge, identifying of ways of using them in future professional activity (tools: Graphic, combinatorial, projection signs, image signs of new lexical units);
- Communicative: Aim to ensure the cooperation of students in the process of fulfilling of the media project “the English-language media culture” (tools: Feature signs, or iconic signs, which are characterized by the “primacy” of the transmitted information, i.e. partial reproduction of objects);
- Modeling is aimed at identifying of logical relationships that exist in English-speaking and Russian-speaking media culture (tools: Logic models, flowcharts).

The aim of communicative interactive technology is to develop in students self-reliance and active position in the process of creating a newsreel “We teach English.” Dialogue and polylog in Russian and English are the main form of search and creative activity of students in the course of which the content of the learning task is determined; the ways of solving it are analyzed. Such a qualitative change in the nature of teaching and learning activities of students actualizes the development of media competence by means of the English language.

The subject of interaction between teacher and students in the field of dialogue are ways to use the knowledge of the media culture, emotional attitude towards them, senses of self-realization in the profession. Actually the situation is openness and fullness of the dialogue space in the implementation of the project is the platform

on which the processes of realizing the value of the profession, sense realizing and predicting the future self-development expand. Communicative interactive technology opens up opportunities for the discovery of new students’ resources necessary to communicate in English on professional topics. New sense appearing in the dialogue process activates unused aspects of life and activity of each student and the whole study group. That is why dialogue is seen as a space of development of media competence of students.

In the professional activity the exchange of information is an essential characteristic that is formed due to the communicative and interactive technology. Students gained experience “to speak on business,” to regulate the content of information, to exclude phrases provoking ambiguous interpretation of information, to choose those terms in English that accurately match the content of the utterance. This technology involves the use of various means of communication - verbal, non-verbal, as well as technical (mobile phone, PC).

2.3. Measures and Covariates

The diagnostic component includes monitoring of formation of media competence of students on the basis of developed criteria and indicators (Table 1).

The second task associated with identifying of characteristics of the media competence of students, was solved by the following methods. Testing was used to determine the level of development of students knowledge about information and the information-oriented society. Identification of the level of media skills of students was carried out by means of a questionnaire and study of products of students’ activity. For a more complete definition of the level of development of media competence of students according to the activity criterion, they were asked to create their own English-speaking media product, which can be a presentation, a fragment of a TV show, a video, etc. The created media product was evaluated according to the following criteria: Quality of the English language (lexical and grammatical minimum), the use of specialized software; the quality of selection, recording and installation of music and noise; the use of the information environment of electronic databases, archives, media libraries, information and communication networks; the use of different technologies for recording, storing and playing back audio and video information. To identify the level of development of media

Table 1: Criteria and indicators of formation of media competence of students

Criterion	Indicators	Diagnostic methods
Cognitive	To know the basic terminology in English, related to the understanding of information as information about the world (object, process, phenomenon, event), which are the subject of conversion (including storage, transmission, etc.) and are used to generate behavior, to take a decision, to control or to learn	Testing
Activity	Knowledge of the specific character of the English language media culture Ability to translate with a dictionary English texts of professional orientation The ability to “read” the English-language media texts Independent search of (media) information to answer professionally oriented questions	Questionnaire study of products of students’ activity
Axiological	The ability to analyze and evaluate English-language media products Understanding the value of media products and media texts in English for professional work in the field of film and television. Identification of the opportunities the English media texts for professional self-realization and for perspectives of various types of international interaction	Questionnaire interview

competence of students according to the axiological criterion used questionnaires and interviews were used.

3. RESULTS

The study of the dynamics of the development of media competence of students by means of the English language has allowed us to obtain the following data. We have identified positive changes in the concepts of information, information society and the English media culture. The explanation for this is that in the educational process were included signs and symbols that carry professional content, allowing students to explore the world of the profession, to fix the value of professional terms in a foreign language. Axiological aspect of their knowledge had improved significantly, as the semantic-symbolic technology was focused on the formation of this quality.

In the dynamics of the development of media competence of students we have identified three periods:

- Diffuse representation of media competence, characterized by fragmentary knowledge of the media space, elementary media literacy at the level of common the skills of using technical means of communication;
- Mosaic representation of media competence, in which certain criteria dominate - axiological aspect can be at a quite high level (the student understands the value of media texts in the modern world), but the activity component is at a low level of development (there is no ability to translate English the texts of professional orientation, low level of independence in the search of (media) information and the average level of ability to analyze and evaluate the English-language media), the cognitive criterion is correspondingly low. Another student may have a different combination of media competences;
- Integral representation of media competence as an integral combination that includes a harmonious blend of essential characteristics (cognitive, activity and axiological criterion).

4. DISCUSSION

Analysis of the results of the study showed that media competence of students has certain peculiarities depending on the stage of learning English. At the stage of primary adaptation professional ideas of freshmen are characterized by such features as fragmentation, diffuseness of ideas about media space. Its understanding is rather simplified, diagrammatic, not reflecting the specifics of their future profession. At the same time emotional attitude towards the English language is often neutral. At the stage of immersion in the educational and professional activities (2nd year) students understanding of the value of the media competences for their future profession becomes more accurate, complete and bright. There is an aspiration to independent search of information about the English media culture and attempts to use it in the educational process for self-expression. At the stage of readiness for independent professional activity (completion of learning) media competences of students are characterized by a holistic presented sufficient completeness. However there appears a different attitude to the future professional development. One can define a group of students who find it necessary to pursue higher

education after graduation; another group of students deems it necessary to go to work because the gained competence will allow you to become a professional; the third group of students formed the belief that they must continue their education in another field.

5. CONCLUSION

Thus, the developed model for the development of media competence of students - future employees of film and television - by means of a foreign language was tested in real educational process and proved its effectiveness. Dynamics of development of media competence of students is positive, characterized by a change in the attitude to the world in their chosen profession, to your personality as a future professional. There appears an interest, a desire to continue their education for a successful self-realization in the profession. The effectiveness of the developed pedagogical conditions has been confirmed. The main achievement in terms of quality was the realization of the many-sided nature of the world of their chosen profession, mastering of professional terminology in English, understanding of English and Russian media culture.

The effectiveness of the development of media competence of students, in our opinion, depends on the following factors:

- In the process of learning English with knowledge about media culture of modern society must be integrated;
- It is necessary to allocate media competence as a core element of the profession in the structure of professional competences of students;
- There will be held an adequate diagnosis of the media competences of students, allowing to adjust their methods of development;
- The cognitive component of media competence will be based on the knowledge of the English-speaking world masterpieces of media culture;
- Activity component of media competencies will be linked to the learning activities focused on the necessity of use of modern technical means for the creation of a media product;
- Axiological component media competencies will be updated when thinking about the value of modern means of communication, among which the most important are film and TV.

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