

UDC 372.881.1

IRSTI 14.35.07

<https://doi.org/10.48371/PEDS.2024.74.3.010>

THE MEDIA TECHNOLOGIES AS A TOOL FOR THE FORMATION OF FOREIGN LANGUAGE MEDIACOMMUNICATIVE COMPETENCE OF A BACHELOR'S DEGREE JOURNALIST

*Beikutova A.M.¹, Kunakova K.O.², Sydykzhan A.N.³

*^{1,2}Kazakh Ablai Khan University of International Relations and World Languages, Almaty, Kazakhstan

³Abai Kazakh National Pedagogical university, Almaty, Kazakhstan

Abstract. This article is devoted to the study of the use of media technologies for the formation of foreign language mediacommunicative competence of a bachelor's degree journalist. The term "media technologies" was defined and its history was presented in the article. The concepts "foreign language communicative competence" and "foreign language mediacommunicative competence" were defined and described. The subcompetences of foreign language mediacommunicative competence of a bachelor's degree journalist were presented and described. The relevance of using media technologies for the formation of foreign language mediacommunicative competence of a bachelor's degree journalist was explained. The set of exercises for the formation of foreign language mediacommunicative competence of a bachelor's degree journalist was illustrated. The process of organizing the experiment related to the study was described. The outcomes of the conducted experiment were analyzed. The purpose of the research is to study the essence of using media technologies for the formation of foreign language mediacommunicative competence of a bachelor's degree journalist. The novelty of the research is that the results of the research will be used in teaching bachelor degree journalists and in advanced courses for foreign language teachers. The theoretical significance of the study is that the theoretical provisions and conclusions gained during the study will assist to contribute to methods of teaching bachelor's degree journalists. The outcomes of the study can be used as a theoretical basis for the further consideration of the problem. The practical significance of the work is that the results of the study can be utilized in the practical work of the university, in the system of training and refreshment training of teaching staff working with future journalists. The study enables readers to use the proposed set of exercises when forming the foreign language mediacommunicative competence of a bachelor's degree journalist.

Key words: media, media technologies, foreign language competence, foreign media language competence, digital educational platforms, communicative subcompetence, socio-cultural subcompetence, media-systemized subcompetence

Introduction

To date, the educational process in higher educational institutions is significantly improved via the use of media technologies, which modernize the educational process, and competences acquired by students remain functional and applicable in their future work. Although the media technologies are used in the training of various specialists, for certain professions, these tools are especially essential for the professions, requiring work with community, for example, the profession of a journalist.

Obviously, the increasingly relevant use of electronic sources and tools dictates a constant need for improvement in this area, keeping up with advances in the digital world. In this context, it is of paramount importance that the future journalists acquire

competences that would enable them to apply media technologies and communicate using them, therefore it is crucial to develop their mediacommunicative competence.

Due to the intensive development of media technologies, this area requires constant development in order to prepare competitive specialists. In the modern world, a foreign language plays an important role, since by means of them specialists are capable of receiving information all over the world, therefore it is significant to teach future journalists a foreign language, which causes the need to form foreign language mediacommunicative competence of future journalists.

Undoubtedly, the profession of a journalist has changed significantly in recent years. It is possible to identify different trends that led to the above changes. First of all, journalists are now resorting more to technical solutions, such as blogging or video editing. Secondly, today journalists not only produce content, they conduct monitoring, collect citizens' opinions from social networks, and scrutinize material in various sources such as the Internet as well as books, then edit and present it as well. It is therefore future journalists are obliged to be capable of using media technologies.

Media technologies, according to I.V. Fotieva, are based on the simultaneous use of various means of presenting information and based on the use of a set of methods, techniques for collecting, accumulating, processing and transmitting audiovisual, graphic, text information within the framework of interactive user interaction with an information system that implements the capabilities of a multimedia language environment [1, p.130]. A.A. Zhurin highlights that the use of media technologies started in the middle of the twentieth century, but it was called media education. The world's first media education curriculum was developed by the famous Canadian scientist Marshall McLuhan in 1959 for 11th grade students in Toronto schools [2, p.30]. I.V. Chelysheva adds that until this time, there was no holistic concept and system of media education. until the end of the 50s of the 20th century, education was based on the material of cinema, the press, television, radio and so on existed in the form of autonomous directions and programs [3, p.157]. Currently, due to the development of media, the use of media technologies is a well-developed area.

As regards the advantages of this technology, it can combine text, sound, video and graphics in a computer system. As a result, information is presented in such a way that a person perceives it with several senses at once, not sequentially, but in parallel. It should be noted that it is the parallel presentation of audio and video information, as well as quick access and interactive possibilities for working with it, that predetermine qualitatively new opportunities for increasing the effectiveness of teaching a foreign language to journalist students when forming their foreign language mediacommunicative competence.

W.Westera reckons that the active use of media technologies in the process of teaching creates the following advantages for the student:

1. It promotes multiple repetitions during the preparatory exercises;
2. It allows you to form and improve all four types of speech activity, both in isolation from each other and in parallel in the process of performing one task;

3. It provides the opportunity to independently improve knowledge, skills and abilities with continuous and objective automated control;

4. It maximizes the possibility of using electronic dictionary reference books [4, p.22].

Demonstrating video materials is an essential part of using media technologies in teaching process. According to Man Ching Esther Chan and Dan Jazby, the availability of video materials has transformed the way classroom research and teacher professional development are being conducted and video records allow fine-grained analysis of complex classroom interactions, through replaying the recording and examining the interactions from multiple dimensions or perspectives [5, p.78]. Jennifer Richards et.al claim that teachers can create and share videos from their own classrooms, engage in peer discussion, and watch and discuss videos in addition to this [6, p.54]. Due to aforementioned findings, we believe that the use of video within the framework of using media technologies will be a proper assistant in teaching future journalists since they directly work with video materials.

In order to understand the essence of foreign language mediacommunicative competence, it is obligatory to consider the essence of foreign language communicative competence and media literacy. N.P. Tayurskaya in her article notes that this competence implies “the ability and real readiness to carry out foreign language communication with native speakers, as well as introducing students to the culture of the country of the language being studied, a better awareness of the culture of their country, the ability to represent it in the process of communication” [7, p.43]. According to A.A. Mirolubov this competence is a multicomponent concept and is integrative in nature [8], while H.E. Holf defines it as the ability to effectively interact with representatives of other cultures different from our own [9]. As regards media literacy, P.Yelubayeva et.al define it as a set of approaches to take into consideration language and society interaction, which goes beyond the textual analysis of language [10, p.201]. In addition Zh.Askar and G.B.Noguzova in their article highlight that it is essential to incorporate media literacy into foreign language classes in order to boost language input and enhance students' comprehension [11, p.581]. N.Yu. Khlyzova in her work claims that in a number of Russian scientific works of E.M. Vereshchagin, V.G. Kostomarov, V.I. Narolina, V.V. Safonova, S.F. Shatilov and etc, foreign language media communicative competence is interpreted as an integral part of foreign language communicative competence along with its other components [12, p.77]. However, as E.V. Vasil'yeva highlights, many Western scientists like M.Byram, J. Corbett, Y.Wei, C. Xiao-mei state that it is crucial to integrate these two competencies. Some Russian scientists like M.E. Elizarova, N.D. Galskova, N.V. Yazykova are the proponents of this idea [13, p.108]. They believe that the goal of teaching a foreign language at the present stage should be the formation of a linguistic personality in the role of an intercultural communicator or mediator of cultures. also believes that foreign language media communicative competence is readiness and ability of an individual for adequate intercultural interaction in the field of media discourse based on a complex of knowledge, skills and relationships through a foreign language [13, p.109]. Based on the above, we reckon that foreign language

mediacommunicative competence can be considered as a separate type of competence and it can be interpreted as the ability and willingness to carry out foreign language communication with native speakers, as well as to use media in the process of communication with them.

In training future journalists, foreign language mediacommunicative competence possesses a special status. It is mandatory that they a bachelor's degree journalist is able to use the studied foreign languages in personal and professional communication, for reading literature, working on the Internet, and be able to apply it in connection with professional tasks. There is a strong likelihood that it will be successfully organized by the contribution of foreign language mediacommunicative competence. We developed the system of subcompetences of foreign language mediacommunicative competence of a bachelor's degree journalist (picture 1).



Picture 1 - The subcompetences foreign language mediacommunicative competence

We believe that by means of communicative subcompetence bachelor's degree journalists will be capable of interacting with native speakers, with the help of socio-cultural subcompetence they will be ready to socialize with the representatives of other societies and culture, and media-systemized subcompetence will assist them to apply media in communication. Besides this, the successful formation of foreign language mediacommunicative competence of a bachelor's degree journalist should be based on principles. We offer the modular principle, the communications independence principle, and the principle of media individualism, which will enable separating a complex system into more manageable components known as modules, communicating with interlocutors and media resources independently, and using media technologies for personal aims respectively. The didactic conditions for the formation of foreign language mediacommunicative competence of a bachelor's degree journalist include: determining subcompetences of foreign language mediacommunicative competence, revealing the principles for foreign language mediacommunicative competence, developing a set of exercises, conducting an experiment and analyzing its effectiveness.

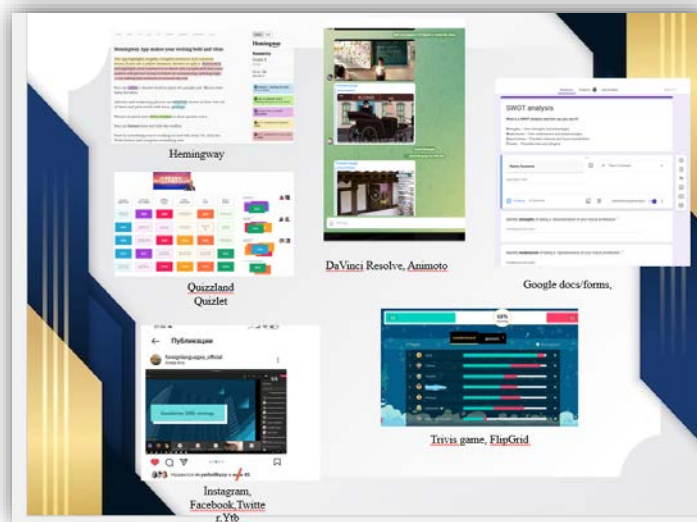
Methods and materials

A.V. Fedorov [2], I.V.Chelysheva [3], and W.Westera [4], M. Chan studied the use of media technologies in the education process. J.Richards, [6] A.A.Mirolubov [8], H.E. Holf [9], N.Yu. Khlyzova [13], and E.V. Vasil'yeva [14] scrutinized the concept of foreign language mediacommunicative competence.

The following methods were used in the research process: descriptive to describe and define the basic concepts like “foreign language communicative competence” and “foreign language mediacommunicative competence”, comparative to compare and contrast the basic concepts, analysis method to analyze the results of the research, determination of qualitative and quantitative indicators to analyze the results of the conducted experiment.

Results

The successful formation of foreign language mediacommunicative competence of a bachelor’s degree journalist requires the formation of each of its subcompetence. So, in order to develop foreign language mediacommunicative competence of a bachelor’s degree journalist, we developed a set of exercises devoted to the formation each subcompetence of foreign language mediacommunicative competence bachelor’s degree journalist based on modular principle. This set was developed by using several digital educational platforms such as Hemingway, Quizland, Quizlet, DaVinci Resolve, Animoto, Google docs, Google forms, Instagram, Facebook, Twitter, YouTube, Trivia game, and FlipGrid. The illustration of tasks is demonstrated in picture 2.



Picture 2 – The digital educational platforms used to develop a set of exercises

As the volume of the article does not enable us to perform the whole set of exercises, we demonstrate some samples of task devoted to the formation of each subcompetence. In order to develop communicative subcompetence students were given the task dedicated to communication on the basis of communications independence principle. Students complete this task pairs and defend their works. Once

each pair is done, they interact with each other by discussing each other's works (picture 3).

Logics, facts consideration and data collection

Use examples found in different online newspapers to complete this chart.
Remember, I = inform, P= persuade and E=entertain.

Article/message headline	Page and section	Category: I, P or E	Why did you use I, P, or E?	Group(s) interested in the article/message

Questions for discussion:

1. Discuss the results with your partner or in small groups.
2. Would people in your country be interested in reading such articles in the local newspaper?
3. What ideas would you like to include in your local newspapers?

Picture 3 – example of the task from the set of exercises

Another task for developing this subcompetence was a speaking assignment, devoted to discussing the position of an international correspondent. Students should communicate sharing their opinions and proving their ideas. This task was based on communications independence principle (picture 4).

4. SPEAKING: Cool job

Being an international correspondent sounds like a cool job. Which of the following “perks” of being a reporter sound most appealing or attractive to you?

1. You get to travel around the world.
2. Your friends and family see you on TV.
3. You get to see amazing things happening.
4. You meet world leaders.
5. You have the opportunity to change people's lives with your reports.
6. The money must be good.
7. Telling people you're an international correspondent sounds cool.
8. You can tell the world the truth about the world's bad leaders.
9. You see history being made right in front of you.
10. You get a BBC / CNN... T-shirt.

Picture 4 – example of the task from the set of exercises

One more task covers writing five good questions about journalism in the table. This is a pair work. Each student should write the questions on their papers. Once they are done, they should interview other students. This task was based on communications independence principle as well (picture 5).

7. **GROUP SURVEY:** Write five GOOD questions about journalism in the table. Do this in pairs. Each student must write the questions on his / her own paper. When you have finished, interview other students. Write down their answers.

	STUDENT 1	STUDENT 2	STUDENT 3
Q.1.			
Q.2.			
Q.3.			
Q.4.			
Q.5.			

Picture 5 – example of the task from the set of exercises

In order to develop socio-cultural subcompetence students were given the task dedicated to enable students to interact with other societies and cultures. Students were asked to define the words. If students do not know words, they were instructed to use dictionaries, social media or digital educational platforms to define them. This task was based on principle of media individualism (picture 6).

Define the words. When you have finished analyzing the words, you can try to make 10 sentences with some of the vocabulary.

Here are 10 sentences set as examples to inspire you. You can make your sentences longer if you wish.

- **Bi-monthly:** A **bi-monthly** newspaper is published twice a month.
- **Influential:** Mainstream newspapers are **influential** because they often have large audiences.
- **Scientific:** You will read about science discoveries in **scientific** newspapers.
- **National:** **National** newspapers cover stories of **national** interest.
- **Travel:** **Travel** journalists are passionate about their work.
- **Lifestyle:** Articles about **lifestyle** can mostly be found online.
- **Powerful:** **Powerful** newspapers are often rich and influential.

Picture 6– Example of the task from the set of exercises

The next task will contribute to the development of this competence as it asks students to elaborate at ways students can stay in touch, communicated and get informed using several tools. On the basis of principle of media individualism, students utilize and exemplify the use of those tools (picture 7).

7. **GROUP SURVEY:** Your university is trying to find out how students can stay in touch, communicate and be kept informed. They want to know which of the following tools are the most useful and why: Decide which are most useful. Agree on three.

- email
- Skype
- blogs
- online discussion groups
- social media sites (e.g. Facebook, Instagram, etc)
- texting

Picture 7 – Example of the task from the set of exercises

The task devoted to correct pronunciation and finding definitions of the words was also developed for the formation of this competence, taking into consideration communications independence principle (picture 8).

b) Pronounce the following words and word combination properly and give them definitions:
Humanitarian, nature, encouragement, Chinese, representatives, majority, budget, proposal, requisitioning military forces, twice, health, though, to strengthen, judicial, headquarters, to adjudicate, advisory opinion, procedure, to ensure, non-self-governing territories, neighbouring, statute.

Picture 8 – Example of the task from the set of exercises

In order to develop media-systemized subcompetence students were given the task devoted to use the media to for interaction. Students were asked to read the text and demonstrate its content using the digital educational platform called Animato. The task was based on a principle of media individualism (picture 9).

Experimental School in California Has No Homework

Khan Lab School is bringing back the one-room model to teach young students in Mountain View, California. The school is a laboratory for an experimental kind of learning. Silicon Valley, known for its technology companies, is also the birthplace of the school.

Twelve-year-old Misha and Junaid loves the Khan Lab School's untraditional methods. "When I wake up in the morning, I want to wake up, unlike my last school where I want to sleep in and not go to school..."

Junaid and her sister's reactions to the school surprise their parents. The girls' father, Junaid Qurashi, told VOA: "Our children, they love going to school, to the point that even if they are tired or sick or have the flu," they will not stay home from school. "To the point that we worry why kids come home so happy. Are they really learning things?"

Students ages 5 to 15 attend the experimental Khan Lab School. It has no grade levels and no homework. The students are in school from 8:30 in the morning until six o'clock at night. And, the school is open all year long, with small breaks here and there.

Nine-year-old Holly Thompson enjoys going there. "You get to choose what you learn, and it's not just a teacher hands you a worksheet and tells you what to do. You get to set your own goals. You have a schedule. You go to different classes."

"Where I see the future going is somewhat revisiting the past. There's a lot of really good things about the one-room schoolhouse that you might have had in the rural areas that you still have today in a lot of places where you have mixed-age classrooms..." He said this system lets the older students take responsibility and help younger students. That means the younger children get a lot of help. They get the help of the teacher and the older students.

Picture 9 – Example of the from the set of exercises

Another task for the development of this subcompetence was a reading task based on principle of media individualism, which asks students to analyze the article writing comments (10).

8. Reading

You are going to read an article from 2014 on Google Glass, a state-of-the-art invention that later turned out to be a failure as a consumer product. Study the list of features and uses below and tick the ones that are mentioned in the text.

- mapping guidance
- voice recognition
- medical advice
- live translation
- appointment booking

Picture 10 – Example of the from the set of exercises

Hence, the set of exercises contains a plethora of task dedicated to the development of each subcompetence of foreign language mediacommunicative competence of a bachelor's degree journalist on the basis of principles for the formation of foreign language mediacommunicative competence, which we proposed.

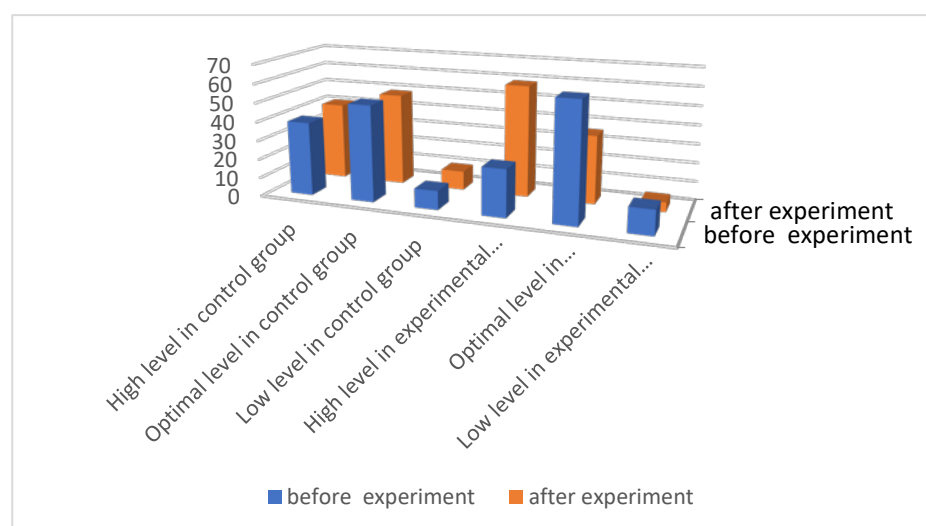
Discussions

The experiment dedicated to the formation of foreign language mediacommunicative competence of a bachelor's degree journalist and verification of developed set of exercises was arranged at Al-Farabi Kazakh National University and Kazakh Ablai khan University of International Relations and World Languages. 100 sophomores of the educational program "6B03201 – Journalism" from Al-Farabi Kazakh National University, 22 students of the educational program "6B03202 – International journalism" and 24 students of the educational program "6B03202 – Connection with the community" from Kazakh Ablai khan University of International Relations and World Languages were involved in the experiment. They were divided into control and experimental groups. However, we had an objective to divide them equally, so we chose 70 students out of 100 from Al-Farabi Kazakh National University as a control group and the rest of them, more precisely 30 out of 100, were added to the experimental group, which all students of Kazakh Ablai khan University of International Relations and World Languages were engaged in. Overall, the experimental group contained 76 students. In order to conduct experiment the discipline "Professionally-oriented foreign language", which all students from both universities studied, was selected as a means of forming foreign language mediacommunicative competence of a bachelor's degree journalist. Prior to the experiment they passed the entering test with an attempt to check their existing level of foreign language mediacommunicative competence and in order to check the outcomes of the experiment they took the final test. To assess the results, we produced 3 levels of the formation of foreign language mediacommunicative competence: high, optimal, low. Students of a high level were between 85-100%, the optimal level students reached between 50-84% and the low level students demonstrated 0-49%. The results of the experiment are presented in table 1.

Table 1 - The results of the experiment

Groups	Levels	Enter test		Final test	
		Number of students	%	Number of students	%
1 Control group 70 students	High level	27	39%	29	41%
	Optimal level	36	51%	34	49%
	Low level	7	10%	7	10%
2 Experimental group 76 students	High level	19	25%	45	59%
	Optimal level	47	62%	27	36%
	Low level	10	13%	4	5%

To analyze the outcomes of the experiment in details, we created the diagram, demonstrating the percentage of students in each level before and after the experiment (picture 3).



Picture 3 – The analysis of the conducted experiment

As is seen in the table, as a result of the experiment the control group had almost the same result. Students of a high level increased from 39% to 41%, whilst optimal leveled students decreased from 51% to 49% and the low level students demonstrated the same 10% result. When it comes to the experimental group, the outcomes are comparatively better. The high level surged up from 25% to 59%, the half of students remained at an optimal level and the low level students lessened dramatically from 10 to 5. It illustrated that the developed set of exercises were sufficient for the formation of foreign language mediacommunicative competence of a bachelor's degree journalist.

Conclusion

Foreign language media communicative competence, as already mentioned, can be classified as a separate competence that reflects the specifics of a particular subject area. The component composition of foreign language media communicative

competence coincides with the content of basic foreign language communicative competence, but at the same time acquires its own specific features, determined by the framework of media discourse.

This article illustrates that the use of media technologies is essential for the formation foreign language mediacommunicative competence of a bachelor's degree journalist, since this competence is associated with the willingness to interact in foreign language using media. In order to enable bachelor's degree journalists to delve into their future profession it is significant to teach them foreign languages, so that they are able to make research from a variety of sources.

Determining the status of foreign language media communicative competence and its place in education allow us to consider the relevance of the formation of this competence. Solving this problem requires clarifying the content of all subcompetences of foreign language media communicative competence and developing a set of exercises for its formation. As a result of this research the subcompetences of foreign language media communicative competence of a bachelor degree journalist were identified, as well as this the set of exercises for its formation was developed. To verify their effectiveness the experiment was held, and the outcomes of the experiment demonstrated that the students of the experimental group illustrated an outstanding result, which proves the effectiveness of a developed set of exercises.

REFERENCES

- [1] Фотиева, И.В. Медиа технологии в современном образовании. Pro Et Costra. //Мир науки, культуры, образования. – 2016. - № 3. – С. 129-131
- [2] Федоров, А.В. Медиаобразование: история, теория и методика. – Издательство Директ-Медиа, 2013. – 708 с.
- [3] Чельшева, И.В. Методика и технология медиаобразования в школе и вузе. – Издательство Таганрогского государственного педагогического института, 2009. – 320 с.
- [4] Westera, W. Reframing the Role of Educational Media Technologies. //Quarterly Review of Distance Education. – 2015. – №16(2). – P. 19-32.
- [5] Chan M., Jazby D. Positioning video in classroom research: Ontological and epistemic tensions. //Learning, Culture and Social Interaction. – 2022. - Volume 37, 100669. – P. 75-92.
- [6] Richards J et.al., Complexities and opportunities in teachers' generation of videos from their own classrooms. //Learning, Culture and Social Interaction. – 2022. - Volume 37, 100490. – P.48-65.
- [7] Таюрская, Н.П. Иноязычная коммуникативная компетенция: зарубежный и российский опыт. //Humanities vector. Faces of Professional Development. – 2015. - №1(41). – С. 83-87.
- [8] Миролюбов, А.А. Методика обучения иностранным языкам: традиции и современность: коллективная монография. – Обнинск: Титул, 2010. – 463 с.
- [9] Holf, H.E. The Evolution of Intercultural Communicative Competence: Conceptualisations, Critiques and Consequences for 21st Century Classroom Practice. //Intercultural Communication Education. – 2020. - №3(2). – P. 55-74.
- [10] Yelubayeva P., Khudiarova Sh., Tleubai S. The role of media literacy in promoting critical communication skills in language teaching classrooms. //Bulletin of Ablai Khan KazUIRandWL Series “Pedagogical sciences”. – 2023. - №3 (70). – P.188-206
- [11] Askar Zh., Noruzova G.B. The role of media literacy in foreign language education. //Bulletin of Ablai Khan KazUIRandWL Series “Pedagogical sciences”. – 2024. - №1(72). – P. 576-588.

[12] Хлызова, Н.Ю., Иванова, Л.А. Медиаобразовательная среда обучения в процессе формирования медиакомпетентности языковой личности. //Вестник Иркутского регионального отделения Академии наук высшей школы России. – 2010. - №1(16). – С.76-80.

[13] Васильева, Е.В. Статус иноязычной медиа коммуникативной компетенции в структуре профессиональной компетентности выпускника языкового вуза. //Вестник Бурятского Государственного Университета. – 2011. - №15. С.106-111.

REFERENCES

[1] Fotieva, I.V. Mediatehnologii v sovremennom obrazovanii (Mediatechnologies in modern education). Pro Et Costra. //Mir nauki, kul'tury, obrazovanija. – 2016. - № 3. – S. 129-131. [in Rus]

[2] Fedorov, A.V. Mediaobrazovanie: istorija, teorija i metodika (Media education: history, theory and methodology). – Izdatel'stvo Direkt-Media, 2013. – 708 s. [in Rus]

[3] Chelysheva, I.V. Metodika i tehnologija mediaobrazovanija v shkole i vuze (Methods and technology of media education at school and university). – Izdatel'stvo Taganrogskogo gosudarstvennogo pedagogicheskogo instituta, 2009. – 320 c. [in Rus]

[4] Westera, W. Reframing the Role of Educational Media Technologies. // Quarterly Review of Distance Education. – 2015. – №16(2). – P. 19-32.

[5] Chan M., Jazby D. Positioning video in classroom research: Ontological and epistemic tensions. // Learning, Culture and Social Interaction. – 2022. - Volume 37, 100669. – P. 75-92.

[6] Richards J et.al., Complexities and opportunities in teachers' generation of videos from their own classrooms. //Learning, Culture and Social Interaction. – 2022. - Volume 37, 100490. – P.48-65.

[7] Tajurskaja, N.P. Inojazychnaja kommunikativnaja kompetencija: zarubezhnyj i rossijskij opyt (Foreign language communicative competence: foreign and Russian experience). // Humanities vector. Faces of Professional Development. – 2015. - №1(41). – S. 83-87. [in Rus]

[8] Miroljubov, A.A. Metodika obuchenija inostrannym jazykam: tradicii i sovremennost': kollektivnaja monografija (Methods of teaching foreign languages: traditions and modernity: collective monograph). – Obninsk: Titul, 2010. – 463 s. [in Rus]

[9] H.E. Holf. The Evolution of Intercultural Communicative Competence: Conceptualisations, Critiques and Consequences for 21st Century Classroom Practice. //Intercultural Communication Education. – 2020. - №3(2). – P. 55-74.

[10] Yelubayeva P., Khudiarova Sh., Tleubai S. The role of media literacy in promoting critical communication skills in language teaching classrooms. // Bulletin of Ablai Khan KazUIRandWL Series “Pedagogical sciences”. – 2023. - №3 (70). – P.188-206

[11] Askar Zh., Noruzova G.B. The role of media literacy in foreign language education. Bulletin of Ablai Khan KazUIRandWL Series “Pedagogical sciences”. – 2024. - №1(72). – P. 576-588.

[12] Khlyzova, N.Ju., Ivanova, L.A. Mediaobrazovatel'naja sreda obuchenija v processe formirovanija mediakompetentnosti jazykovoї lichnosti (Media educational learning environment in the process of forming media competence of a linguistic personality). //Vestnik Irkutskogo regional'nogo otdelenija Akademii nauk vyssheї shkoly Rossii. – 2010. - №1(16). – S.76-80. [in Rus]

[13] Vasil'eva, E.V. Status inojazychnoї media kommunikativnoї kompetencii v strukture professional'noї kompetentnosti vypusknika jazykovogo vuza (The status of foreign language media communicative competence in the structure of professional competence of a language university graduate). //Vestnik Burjatskogo Gosudarstvennogo Universiteta. – 2011. - №15. С.106-111. [in Rus]

МЕДИА ТЕХНОЛОГИЯЛАР БАКАЛАВР ДЕНГЕЙИНДЕГІ ЖУРНАЛИСТІНІҢ ШЕТЕЛ ТІЛІ МЕДИАКОММУНИКАТИВТІК ҚҰЗЫРЕТТІЛІГІН ҚАЛЫПТАСТЫРУ ҚҰРАЛЫ РЕТІНДЕ.

***Бейкутова А.М.¹, Кунакова К.О.², Сыдықжан А.Н.³**

*^{1,2}Абылай хан атындағы Қазақ Халықаралық Қатынастар және Әлем
Тілдері Университеті, Алматы, Қазақстан

³Абай атындағы Қазақ Ұлттық Педагогикалық Университеті, Алматы,
Қазақстан

Аңдатпа. Бұл мақала бакалавр деңгейіндегі журналистің шетел тілі медиакоммуникативтік құзыреттілігін қалыптастыру үшін медиа технологияларды пайдалануды зерттеуге арналған. Мақалада «медиа-технологиялар» түсінігіне анықтама беріліп, оның тарихы көрсетілді. «Шетел тілі коммуникативті құзыреттілігі» және «шетел тілі медиакоммуникативтік құзыреттілігі» ұғымдарына анықтама беріліп, сипатталды. Бакалавр дәрежесіндегі журналистің шетел тілі медиакоммуникативті құзыреттілігінің субқұзыреттері ұсынылып, сипатталды. Бакалавр дәрежесіндегі журналистің шетел тілі медиакоммуникативтік құзыреттілігін қалыптастыру үшін медиа технологияларды қолданудың өзектілігі түсіндірілді. Бакалавр дәрежесіндегі журналистің шетел тілі медиакоммуникативтік құзыреттілігін қалыптастыруға арналған жаттығулар кешені көрсетілді. Зерттеуге байланысты экспериментті ұйымдастыру үдерісі сипатталды. Жүргізілген эксперимент нәтижелері талданды. Зерттеудің мақсаты – бакалавр дәрежесіндегі журналистің шетел тілі медиакоммуникативтік құзыреттілігін қалыптастыру үшін медиа технологияларды қолданудың мәнін зерттеу. Зерттеудің теориялық маңыздылығы – зерттеу барысында алынған теориялық ережелер мен тұжырымдар бакалавр дәрежесіндегі журналистердің оқыту әдістемесіне ықпал етеді. Зерттеу нәтижелері мәселені одан әрі қарастыру үшін теориялық негіз ретінде пайдаланылуы мүмкін. Жұмыстың практикалық маңыздылығы зерттеу нәтижелерін университеттің практикалық жұмысында, болашақ журналистермен жұмыс істейтін профессорлық-оқытушылар құрамын даярлау және олардың біліктілігін арттыру жүйесінде пайдалануға болады. Зерттеу бакалавр дәрежесіндегі журналистің шетел тілі медиакоммуникативтік құзыреттілігін қалыптастыруға арналған жаттығулар кешенін қолдану пайдалы болғанын дәлелдейді. Зерттеу оқырмандарға бакалавр дәрежесіндегі журналистің шетел тілі медиакоммуникативтік құзыреттілігін қалыптастыру кезінде ұсынылған жаттығулар кешенін пайдалануға мүмкіндік береді.

Тірек сөздер: медиа, медиа-технологиялар, шетел тілі құзыреттілігі, шетел тілі медиа құзыреттілігі, сандық білім беру платформалары, коммуникативті субқұзыреттілік, әлеуметтік-мәдени субқұзыреттілік, медиа-жүйеленген субқұзыреттілік

МЕДИАТЕХНОЛОГИИ КАК СРЕДСТВО ФОРМИРОВАНИЯ ИНОЯЗЫЧНОЙ МЕДИАКОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ ЖУРНАЛИСТА БАКАЛАВРИАТА

*Бейкутова А.М.¹, Кунакова К.О.², Сыдыкжан А.Н.³

*^{1,2}Казахский университет международных отношений и мировых языков
имени Абылай хана, Алматы, Казахстан

³Казахский Национальный Педагогический Университет имени Абая,
Алматы, Казахстан

Аннотация. Данная статья посвящена исследованию использования медиатехнологий для формирования иноязычной медиакоммуникативной компетенции журналиста бакалавриата. В статье дано определение термину «медиатехнологии» и представлена его история. Определены и описаны понятия «иноязычная коммуникативная компетенция» и «иноязычная медиакоммуникативная компетенция». Представлены и описаны субкомпетенции иноязычной медиакоммуникативной компетенции журналиста бакалавриата.

Объяснена актуальность использования медиатехнологий для формирования иноязычной медиакоммуникативной компетенции журналиста бакалавриата. Проиллюстрирован комплекс упражнений по формированию иноязычной медиакоммуникативной компетенции журналиста бакалавриата. Описан процесс организации эксперимента, связанного с исследованием. Проанализированы результаты проведенного эксперимента. Цель исследования - изучить сущность использования медиатехнологий для формирования иноязычной медиакоммуникативной компетенции журналиста бакалавриата. Теоретическая значимость исследования заключается в том, что теоретические положения и выводы, полученные в ходе исследования, будут способствовать методике обучения журналистов бакалавриата. Результаты исследования могут быть использованы как теоретическая основа для дальнейшего рассмотрения проблемы. Практическая значимость работы заключается в том, что результаты исследования могут быть использованы в практической работе университета, в системе подготовки и повышения квалификации профессорско-преподавательского состава, работающего с будущими журналистами. Исследование дает возможность читателям использовать предложенный комплекс упражнений при формировании иноязычной медиакоммуникативной компетенции журналиста бакалавриата.

Ключевые слова: медиа, медиатехнологии, иноязычная коммуникативная компетенция, иноязычная медиа коммуникативная компетенция, цифровые образовательные платформы, коммуникативная субкомпетенция, социокультурная субкомпетенция, медиасистематизированная субкомпетенция

Received 2 May 2024