

FORMATION OF MEDIA AND FOREIGN-LANGUAGE COMMUNICATION COMPETENCE OF STUDENTS-JOURNALISTS

*Beikutova A.M.¹

*¹PhD student, Kazakh Abylai Khan UIRandWL, Almaty, Kazakhstan
e-mail:a.beikutova@mail.ru

Abstract. The profession of a journalist, like other professions, has its own specifics. A journalist works with a special kind of information, transforming it into a new information product. The reception and production of information in native and foreign languages requires the development of foreign language competence, which was the main object and aim of the study. Foreign language communication is part of the professional activity of modern journalists who need to be able to build oral speech according to the laws of rhetoric and communication ethics, compose correctly written text - a report, article, essay, business correspondence, be able to correctly formulate questions during presentations and press conferences, be able to conduct a dialogue during an interview, etc. The functions performed by a journalist in his/her professional activities are directly related to the competencies that he/she possesses and which should be formed in the process of media professional training. Speaking about mastering the relevant competencies, it is worth determining the ways to justify them. The article provides an overview analysis of the existing theory in the direction of the formation of competence and components of this concept.

The scientific-theoretical analysis carried out in the work made it possible to identify the possible ways of media and foreign-language communication competence of students-journalists training at the university, corresponding to the competence-oriented, student-oriented and communicative-cognitive approaches in journalistic education.

The primary functions of the modern journalist were substantiated, and, in accordance with them, the place of professionally-oriented competence in the system of training young specialists was determined.

Keywords: media competence, foreign-language communication competence, personal and activity approach, professionally-oriented activities, personality-centered education, competence approach, component composition of the competence, students-journalists.

Introduction

The problem of teaching foreign language communication in educational institutions of various types is constantly in the focus of attention of methodologists-theorists and teachers-practitioners. This question is more relevant than ever before, since the requirements for university graduates - specialists in various fields of professional activity are increasing.

The modern world community is in a permanent process of economic globalization. This process, having affected all spheres of human activity, has indicated a growing need for specialists in the field of journalism. Their activities should contribute to the establishment of new contacts and the development of relations and cooperation between countries in various fields.

The intensification of political and economic contacts between the states has increased the pragmatic importance of foreign language proficiency. The factors of linguistic and extra linguistic influence of future journalists on the participants of

professionally directed communication are of particular importance. Future journalists need to have linguistic and paralinguistic influence in the process of communication in order to convince potential partners in the implementation of a particular activity.

Thus, the recent reorientation of the assessment of educational results from the concepts of "education", "upbringing", "general culture" to the concepts of "competence" and "competency" sounds like a call for a transition from a knowledge-centric to a competence-based approach to learning. This means that the main task of education today focuses not on increasing the amount of subject knowledge of the individual, which was most in demand several decades ago, but on the ability to navigate in the changed conditions of professional and social life, achieving the intended goals, i.e. possession of key competencies [1].

This task can be solved through the purposeful development of the professionally-oriented competence of future journalists, contributing to the development of their motivation for activity, strengthening their need for cognition, the formation of a creative personality, the expansion of horizons, overcoming difficulties with great perseverance. Despite the available scientific research on this problem, the expansion of educational services in this area and the increased interest in the methodology of teaching a foreign language to students-journalists and more broadly - humanitarians, the problem of forming a professionally directed foreign language communicative competence of students remains little studied. In this regard, a number of contradictions arise between:

- modern requirements of the educational standard to the level of proficiency of future journalists in a foreign language for special purposes (English for special purposes), programs that determine the content of teaching a foreign language in a non-linguistic university, and insufficient development of the educational, methodological and didactic base that provides appropriate training;

- the need of the mass media sphere for graduates of the relevant universities who speak a foreign language as a means of professional communication, and the insufficient use of modern interactive technologies for teaching language and culture in non-linguistic universities;

- students' interest in mastering the practical skills of professionally oriented communication and the traditional method of teaching a foreign language in non-linguistic universities, which poorly implements the fundamental principle of communicativeness. In view of the above, dependence on an adequate methodology for teaching a professionally directed foreign language to future journalists is crucial.

Basic provisions

In psychology, the main provisions of the personality-activity approach are reflected in the works of such well-known scientists as L. S. Vygotsky, A. N. Leontiev, S. L. Rubinstein, B. G. Ananiev, in which the personality acted as a subject of activity. Moreover, they noted that, on the one hand, the personality is formed in activities and in communication with other people, and on the other hand, it sets the nature of this activity and communication. Speaking about the personality-activity approach, the Winter I.A. defines it as a set of two approaches - personal, or personality-oriented,

and activity-oriented [2]. The personality-oriented approach implies the orientation of the educational process to the personality of the subject of training, that is, to his interests, motives, as well as taking into account its individual and mental characteristics, namely: age, physiological, psychological, intellectual, learning abilities, etc. Consequently, the teacher builds the entire educational process, focusing on the motives, goals and learning needs of students, and thus that this process maximizes the development of the personality of students, that is, the full development of such qualities as the ability to independently choose, reflection, the formation of the image of "I", responsibility, autonomy of the personality, etc.

I.S. Yakimanskaya describes a number of requirements for the construction of training taking into account the student-oriented approach, including: the design of educational material taking into account the subjective experience of the student's previous training; the organization of educational material so that each student has the opportunity to choose the task performed by him; active stimulation of independent educational activities in order to ensure the possibility of self-education, self-development, self-expression in the process the acquisition of knowledge; as well as stimulating the independent choice by students of the most convenient ways for them to work with educational material; ensuring control and evaluation of not only the result, but also the process of teaching [3].

Thus, it can be concluded that, in the process of training future journalists, the personality-activity approach involves the development of individual characteristics through the creation of an individual trajectory for the formation of professionally-oriented competence, the stimulation of such aspirations as self-development, self-education; maximum consideration of the peculiarities of the inner world of the individual. However, in the domestic methodology, it operates with a different term - "personality-centered education".

In connection with the entry into the Bologna process and its adoption as a leading approach, the competence approach in vocational education is considered as the main one. Kunanbayeva S.S. notes that today the competence approach represents the innovative process in education and corresponds to the concept of the educational standard that is conventional for most developed countries. This is directly related to the transition of the content of education and quality control systems of education to a system of competencies. The author analyzes a number of conditions that determine the relevance of this approach, among which are "the formation of the labor market and the associated market of educational services, the variability and alternativeness of educational programs, the increase in competition and the commercial factor in the activities of the educational system" [4, p. 89].

It becomes clear that in the current conditions, the traditional formation of knowledge, skills and abilities as a result of the training of students cannot properly meet the quality of education and measure its level. It should be noted that the competence approach has undergone qualitative changes in the process of its development, but already at the beginning of this century it has established itself as a modern and popular approach, with a certain range of competencies designed to characterize the qualitatively effective indicator of the education system; by this period,

the "key competencies" that a modern specialist should master in the process of university training are also determined [4, p. 92].

Materials and methods

In terms of materials and methods of research we have chosen the analysis and synthesis of research connected with the realization of competency-based approach in educational process. Competence – (from Latin. *competentia* – to belong by right) – "Competence sets the range of purposes, duties, roles, a set of tasks that a person must solve. Competence is a given content of competence that must be mastered in order to be competent" [5, p. 17]. In turn, the psychological explanatory dictionary offers the following definition of the concept of "competence": "Competence is a field of activity significant for the effective work of the organization as a whole, in which the individual must show certain knowledge, skills, behavioral skills, flexible abilities and professionally important qualities of the individual" [6].

According to Kunanbayeva S.S., the distinctive features of the competence approach in education are the "personal centering" of education; the creation of the possibility for students to choose courses that meet their needs and interests; the structure of education is organized taking into account the level of development and age characteristics of students; students show the ability to independently solve socially and personally significant tasks; the formation of search and creative thinking; creative thinking; approach to solving the tasks; the educational process is focused on the development of the personality of students, awareness of their uniqueness; the focus of this approach on the reflective assessment by students of their capabilities; the main goal of education is achieved - the preparation of a professional capable of rapid social adaptation, continuation of professional education, for further professional self-development; this approach combines the intellectual, skill and value components of the educational process; this approach integrates the skills and knowledge related to various fields of activity and personal qualities of the individual [4, pp.93-100].

The essence of the competence approach is also analyzed in a number of works of Russian scientists: Khutorsky A.V., Kasprzhak A.G., Ivanova L.F., Mitrofanov K.G., Polivanova E.N., Ulanovskaya I.M., Tsukerman G.A. and others Lebedev O.E. as the main characteristics of the competence approach highlights the following provisions: "the meaning of education is to develop the ability of students to independently solve problems in various spheres and activities on the basis of the use of social experience, an element of which is the students' own experience" [7, p.3].

Baskaev R.M. emphasizes that "education from the position of the competence approach is the formation of experience aimed at solving problems that are significant for the individual using the achievements available in the culture of society and understanding the students' own experience" [8, pp. 10-15]. According to Bidenko V.I., "the competence approach allows you to create an end-to-end model of a specialist that coordinates the interests of the individual and society and allows you to build a system of advanced translation of the labor market system and the demands of society into the educational space" [9, p. 114]. Shadrikov V.D. defines the competence approach as "a priority orientation to the goals - vectors of education: learning ability, self-

determination, self-actualization, socialization and development of individuality" [10, pp. 34-41]. As we can see, the view of domestic and Russian scientists on the definition of the essence of the competence approach largely coincides.

As noted by N.N. Morozova and I.M. Fadeeva, the mechanism for the formation of competence is the consistent achievement by a person of a higher level of development in the process of movement at the following levels: pre-university, university and postgraduate. At the university level, the task is set of forming on the basis of general education such competencies that allow a person to most fully and productively realize himself in specific types of professional and labor activity that correspond to the socially necessary division of labor and market mechanisms to stimulate the most effective and competitive functioning of an employee of a particular qualification and profile. It is supposed to focus on the application and organization of knowledge, on a strategy to increase flexibility in favor of expanding employment opportunities and the range of tasks performed, an infinite variety of professional and life situations [11, p.44].

The functions performed by a journalist in his/her professional activities are directly related to the competencies that he/she possesses and which should be formed in the process of media professional training. Speaking about the mastery of the relevant competencies, it is worth determining the ways to justify them. Thus, focusing on the personal and activity models of competencies, Zimnyaya I.A. identifies three main groups of competencies [12, p.18]:

- competencies relating to oneself as a person;
- competencies related to the social interaction of a person and the social sphere;
- competences relating to human activity, manifested in its types and forms. Since

we are interested in the formation of a journalist as a professional, we will consider in more detail this particular group of competencies, and attribute them directly to the professional activities of a journalist. In this group, the author identifies the following competencies: «competence of cognitive activity; competence of information technologies» [12, pp. 22-25]. From the set of competencies presented, it is clearly seen that research competence and possession of modern technologies underlie human activity, and mainly in his professional activities.

An urgent issue is the definition of the qualities that a university graduate should possess. Chaklikova A.T. as the main personality qualities of a graduate of a modern university considers the following: "the ability to flexibly adapt to changing life situations, independently acquiring the knowledge necessary in practice, skillfully applying them to solve various problems; the ability to find your place in life" [13, pp. 64-67]. Analyzing the proposed set of qualities-skills, we have come to the conclusion that a special place in the development of the personality of a university graduate is occupied by those personality qualities that are associated with his ability to work with sources of information - to independently search for information, its analysis and critical evaluation, i.e. special emphasis is placed on the development of skills of independent search activity; and the ability of learners to seek solutions to problems and practical problems in new ways, using a creative approach.

Thus, having considered the competencies manifested in the activity and the main qualities that require development in the process of training university students, we find confirmation that it occupies a leading position in the training of a professional, and in particular a future journalist. Any competence is manifested in the process of a particular activity, respectively, professionally-oriented competence finds its expression in research activities.

In the field of education, we consider research activity as the activity of the subject of the educational process to obtain subjectively or objectively new knowledge that is confirmed in science, which is a necessary condition for the professional growth of a journalist, since once learned ways of carrying out this activity are not enough for its qualitative implementation. These qualities are shared by Stavrinova N.N. into four groups that act as components of professionally-oriented competence:

"The cognitive component is considered as the possession of knowledge and concepts that are necessary for a journalist.

The motivational component is the meaning that research activities have for a particular individual.

The indicative component is a set of skills that allow you to identify the need for some knowledge and form an image.

An operational or technological component is a set of abilities and skills of a journalist to perform research actions" [14].

In turn, Ushakova O.V., in the field of training future specialists and the formation of basic competencies among students, also identifies four components of competence, including motivational-personal, intellectual-creative, cognitive and effective-operational components. The author clarifies that "the motivational-personal component is a system of value and volitional attitude to real reality, other people, oneself, as well as one's skills and abilities" [15]. This component determines the need of future specialists in research activities, their cognitive activity, readiness to overcome difficulties in the process of research or study of a certain phenomenon, independence in decision-making and their evaluation.

The intellectual and creative component is responsible for the development of cognitive processes and skills of potential journalists, the level of their creative, intellectual and experimental thinking. This is due to the fact that creative qualities, including: imagination, flexibility of mind, freedom of thought, as well as a critical attitude to perceived information, the presence of their own scientific views and positions characterize the readiness of future journalists to overcome difficulties and transformation of reality.

The cognitive component implies the possession by students of a certain stock of knowledge in various fields of science, the mastery of which ensures the appearance in the minds of research journalists of the scientific picture of the world. Within the framework of research activities, this component is reflected mainly in the knowledge of the essence and possession of the basic technologies of the research methodology, the ability to identify problems, detect cause-and-effect relationships between phenomena, the ability to analyze the data obtained and formulate conclusions. An integral part of this component is the ability to work with information sources, since in

the process of research activities students are mainly receive and process information from literary and Internet sources.

Finally, the operational component involves the characteristics of students necessary directly to conduct any type of research. In a general sense, this is the ability to understand the goals of educational and research activities, and, as a result, the manifestation of the ability to active creativity. In a narrower sense, this component implies the ability to form your own vision of the problem, to pose questions; the ability to systematize the data obtained during the study, the ability to observe the phenomena and processes of interest and to be investigated; the ability to plan and conduct an experiment, as well as evaluate and describe its results, and, which is not unimportant, to be able to prove the conclusions obtained and defend your point of view. Thus, analyzing the existing ideas about the components of professionally-oriented competence, it would be appropriate to include the following components: a cognitive component; motivational component; indicative component; creative component; operational component; pragma-professional component; personal qualities of the student, which determine the mastery of a particular subcompetence.

Result

The scientific-theoretical analysis carried out in the work made it possible to identify the possible ways of media and foreign-language communication competence of students-journalists training at the university, corresponding to the competence-oriented, student-oriented and communicative-cognitive approaches in journalistic education.

The primary functions of the modern journalist were substantiated, and, in accordance with them, the place of professionally-oriented competence in the system of training young specialists was determined. A definition of the concept of «media and foreign-language communication competence of students-journalists " was given. Based on the data of the research work done by us, the component composition of the above mentioned competence was identified, and its inherent characteristics (subcompetences) were described, including a set of certain skills.

Discussion

The organization of training aimed at the formation of media and foreign-language communication competence of students-journalists on the basis of information and communication technologies contributes to the high motivation of students to the educational process, the formation of professional competence, the qualitative improvement of the thought processes of students, the formation of a tendency to critical assessment of the information presented, increasing the speed of working with the text - its analysis, comparison and synthesis of information, development of creative abilities; and also, is the key to the development of such personality qualities as professional activity, self-reflection, the desire for continuous development and improvement.

Conclusion

Determining the status of foreign language media communicative competence and its place in the structure of professional competence of a specialist allows us to speak about the relevance of the formation of this competence. Solving this problem requires clarifying the content of all components in the foreign language media of communicative competence and developing a methodology for its formation.

The study and analysis of scientific works on the problem of developing media and foreign-language communication competence of students-journalists made it possible to establish that professionally directed foreign language communicative competence is a set of linguistic, speech, sociolinguistic, socio-cultural knowledge, communicative-pragmatic skills of professionally oriented communication and a culture of interaction in various fields and situations, as well as personal qualities: sociability, responsibility, tactfulness, tolerance, reflection, identification, attraction, causal attribution, commitment.

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ЖУРНАЛИСТИКА МАМАНДЫҒЫ СТУДЕНТТЕРІНІҢ МЕДИА ЖӘНЕ ШЕТТІЛДІК КОММУНИКАТИВТІ ҚҰЗЫРЕТТІЛІГІН ҚАЛЫПТАСТЫРУ

*Бейкутова А.М.,¹

*¹PhD докторант, Абылай хан атындағы Қазақ ХҚжәнеӨТУ Алматы,
Казахстан, e-mail:a.beikutova@mail.ru

Аңдатпа. Басқа мамандықтар сияқты журналист мамандығының да өзіндік ерекшелігі бар. Журналист ақпараттың, мәліметтің ерекше түрімен жұмыс істеп, оны өңдеп, жаңа ақпараттық өнімге айналдырады. Ана тілінде және шет тілдерінде ақпаратты қабылдау және шығару зерттеудің негізгі нысаны мен мақсаты болған шетел тілінің құзыреттілігін дамытуды талап етеді. Шетел тіліндегі қарым-қатынас – риторика және қарым-қатынас этикасы заңдылықтарына негізделеді. Сонымен қатар бұл бағыттың маманынан тілдік қарым-қатынасқа түсе білу, сауатты жазылған мәтін – баяндама, мақала, реферат, іскерлік корреспонденция жаза білу, презентациялар мен пресс-конференциялар кезінде сұрақтарды дұрыс құрастыра білу, сұхбат барысында диалог жүргізе білу сияқты журналистердің кәсіби қызметінің бөлігі ретінде есептелетін қабілеттерге ие болу талап етіледі. Журналисттің кәсіби қызметінде атқаратын қызметі оның иеленетін құзыретіне тікелей байланысты және ол кәсіби медиа оқыту процесінде, кәсіби қызметте қалыптасуы тиіс. Тиісті құзыреттерді меңгеру туралы айтқанда, оларды негіздеу жолдарын анықтаған жөн. Мақалада құзыреттілікті қалыптастыру бағытында қалыптасқан теорияларға және осы тұжырымдаманың құрамдас бөліктеріне қысқаша аналитикалық талдауы берілген.

Жұмыста жүргізілген ғылыми-теориялық талдау құзыреттілік-бағдарлы, тұлғалық-бағдарлы және коммуникативті-танымдық тәсілдерге сәйкес журналистика мамандығы бойынша университетте білім алып жатқан студент-журналисттердің БАҚ және шет тілінің коммуникативтік құзыреттілігін дамытудың мүмкін жолдарын анықтауға мүмкіндік берді .

Журналистика мамандығы бойынша сипатталатын құзыреттіліктер түрі сан алуан. Сол құзыреттіліктерге талдау жасап, мақала авторының жүргізген зерттеуі нәтижесінде мақалада қазіргі журналистің негізгі қызметтеріне тоқталып, соған сәйкес жас мамандарды даярлау жүйесіндегі кәсіби-бағдарлы құзыреттілік орны айқындалды.

Тірек сөздер: медиа-құзыреттілік, шет тілінің коммуникативтік құзыреттілігі, тұлғалық-белсенділік тәсілі, кәсіби-бағдарлы іс-әрекет, тұлғалық-бағдарлы білім беру, құзыреттілік-бағдарлы көзқарас, құзыреттілік құрамдас бөлігі, журналист студенттер.

ФОРМИРОВАНИЕ МЕДИА И ИНОЯЗЫЧНОЙ КОММУНИКАЦИОННОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ- ЖУРНАЛИСТОВ

*Бейкутова А.М.¹

*¹PhD докторант 3 курса, КазУМОиМЯ им. Абылай хана, Алматы,
Казахстан, e-mail: a.beikutova@mail.ru

Аннотация. Профессия журналиста, как и другие профессии, имеет свою специфику. Журналист – это боец информационного фронта. Вестник новостей и событий происходящих во всем мире. Журналист работает с особым видом данных, информации, обрабатывая и превращая ее в новый информационный продукт. Прием и производство информации на родном и иностранном языках требует развития иноязычной компетенции, что и являлось основным объектом и целью исследования. Иноязычное общение является частью профессиональной деятельности современных журналистов, которым необходимо уметь строить устную речь по законам риторики и этики общения, составлять грамотно написанный текст - репортаж, статью, реферат, деловую переписку, уметь правильно формулировать вопросы во время презентаций и пресс-конференций, уметь вести диалог во время интервью и т. д. Функции, выполняемые журналистом в его профессиональной деятельности, напрямую связаны с теми компетенциями, которыми он обладает и которые должны формироваться в процесс профессионального обучения СМИ. Говоря об овладении соответствующими компетенциями, стоит определить способы их обоснования. В данной статье проводится обзорный анализ существующих теорий в направлении формирования компетентности и составляющих этого понятия.

Проведенный в работе научно-теоретический анализ позволил выявить возможные пути развития медийной и иноязычной коммуникативной компетентности студентов-журналистов, обучающихся в вузе, соответствующие компетентностно-ориентированному, личностно-ориентированному и коммуникативно-когнитивному подходам.

Обоснованы основные функции современного журналиста, и в соответствии с ними определено место профессионально-ориентированной компетентности в системе подготовки молодых специалистов.

Ключевые слова: медиакомпетентность, иноязычная коммуникативная компетенция, личностно-деятельностный подход, профессионально-ориентированная деятельность, личностно-ориентированное образование, компетентностный подход, компонентный состав компетенции, студенты-журналисты.

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