Structural and content components of media literacy in foreign language education

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Abstract

The media have become an integral part of our lives, be they children, young people or adults; we all have our share of the media on a daily basis. Being literate in the 21st century requires changing the pedagogy of the existing education system. Thus, teachers are aware of the need to teach media literacy in their classrooms. The inclusion of media literacy education in the school curriculum is imperative in order to challenge students' critical and creative skills in order to internalize the diverse codes used in today's media system. Thus, the purpose of this document is to examine the manifestation of media literacy in the EFL (English as a foreign language) classroom, focusing on the perception of OA by EFL teachers and practice in the classroom.

Keywords: Media, media literacy, foreign language , education, information, process, socio culture.

Introduction. The increase in information flows lead to the deep transformations in all spheres of human activity. In particular, this has a direct impact on the change in the role of foreign languages (hereinafter referred to as FL) in the educational process.

Media information is one of the effective materials for the development and improvement of the foreign language communicative competence of students, since it is not only a source of information, but also a powerful means of teaching, upbringing and psychological impact. Regarding the latter, it should be noted that often media information is called an "information weapon" - based on the use of destructive information-psychological and information-control effects on the human psyche. Thus, the information space is littered with arrays of insignificant, narrowly focused, specific information, sometimes even dangerous for the younger generation. This is especially true for the Internet. That is why it is necessary for students to form media literacy, where, from our position, a special place is given to the formation of critical thinking.

Media is an integral part of our life, society and education. Recognizing their impact on our life and education, we must realize the importance of their use in the educational process in order to form critical thinking and prepare effective users of various types of media. Therefore, the requirements for mastering information competence (literacy) are imposed on specialists in different spheres of production. A characteristic feature of the development of education is the requirement for the integration of various constituent goals to achieve five basic competencies, which is reflected in the European standard, which will ensure the readiness of future specialists for adaptation, self-realization in market conditions. We consider it important to describe them in order to compare them with our attitudes and requirements for the competence of specialists in foreign languages. So E.N. Solovova (2008. p. 20-26) and after her G.T. Makhkamova (2017, pp. 29-35) interprets them as follows (See: Table1).

Table 1. Five core competencies in accordance with international standard

Types of competencies	Interpretation
1... Socio-political competence or willingness to solve problems	. The effectiveness of the decisions made and the psychological readiness to make and take responsibility for the decisions made: -replenish the missing material; - get the necessary advice; -effectively prepare for control tests; - choose a training course or educational institution;

	-determine the most acceptable form of training; - to formulate the topic and determine the possible forms of presentation of the finished product of design and research activities; - prepare an oral / written report for the conference; - compile a bibliography; -to receive a scientific grant / scholarship / internship; -prepare and conduct a seminar / round table / pedagogical council, etc.
2... Information competence	Willingness and need to work with modern sources of information: - find the information you need using various sources, including multimedia; -determine the degree of its reliability / novelty / importance; -process in accordance with the situation and assigned tasks; -archive and save; -use it to solve a wide range of tasks.
3. Communicative competence	In accordance with the SES, the communicative competence includes for the B2 level: - linguistic; -sociolinguistic; -pragmatic.
4. Sociocultural competence	Willingness and ability to live and interact in a modern multicultural space. For all non-linguistic specialties, however, it is part of the sociolinguistic and pragmatic in foreign language communicative competence (B2)
5. Readiness for education throughout life	Continuing education in the training system of foreign languages: - formation, development and improvement of foreign language communicative competence, as well as information competence; - formation, development and improvement of educational skills for self-education.

Currently, foreign language education focuses on the use of authentic materials for educational purposes. Media published in the countries of native speakers are also considered authentic materials and, taking into account their specificity and purpose, we can form media literacy on their basis. First of all, it is necessary to realize that in order to work with foreign-language media materials, we must teach students to work with information flows and develop critical thinking, since the media influences the thinking, worldview of young people, especially at such a young age. In this case, we mean the impact on the way of thinking, so it is easy to mislead a poorly informed student and impose values that are unacceptable for our society. In addition, a low level of media literacy leads to the emergence of negative thinking stereotypes. We must pay attention to the language of the broadcast. So if you listen to coverage of the same events in English and Uzbek, or Russian, there is a mixture of concepts and distortion of facts, i.e. we can observe an ideological conflict.

The choice of media materials for educational, developmental, upbringing and practical purposes of teaching foreign languages depends on the specific tasks of teaching and upbringing. However, while recognizing the diversity and authenticity of the media, as well as their impact on learners' perceptions of the world, educators should be aware of the importance of using them to shape / develop critical thinking and prepare effective users of various types of media in English. In view of this, it is necessary to form students' media literacy, which has been the object of many studies and even projects (Chicherina, 2008; Adams & Hamm, 2006; Beach, 2007; Hobbs, 2006; Potter, 2008; Quinlisk, 2003; Worsnop, 2014 and others) ... Currently; media literacy is understood in a broad context and is associated with

- Information literacy,
- Media education,
- Information and communication competence (ICT or e-competence)

It should be borne in mind that people live in an information world filled with various technologies, thanks to which they interact with a huge amount of information. For educational purposes, media education allows not only to involve in teaching foreign languages through media texts, but also to teach the types and characteristics of media resources (Adams & Hamm, 2006). The possession of ICT competence (ICT or e-competence) is also associated with media literacy; in order to use certain Internet resources, we must be able to search for them, process them and use the necessary information. In other words, students must select reliable and relevant information from sources, process the information, and use an appropriate format to store and use it in their communication. The didactic value lies in the awareness of the diversity of information resources.

All progressive countries have vast experience in the implementation of media education-related curricula (Aufderheide, 1992; Adams & Hamm, 2006), as well as the widespread use of Internet technologies in teaching other subjects. Therefore, specialists of any profile are required to possess information literacy or media literacy,

In order to have a clearer picture of the component composition of media literacy, let us turn to some definitions, which sometimes differ, but in them you can find something in common. Media literacy is defined by theorists and practitioners as
- The ability to access, analyze, evaluate and communicate information in its various forms "(" Media literacy is the ability to access, analyze, evaluate and communicate messages in a wide variety of forms ") (Aufderheide, 1992);
- a set of knowledge, skills and abilities necessary to understand the media and the formats in which the creation, storage, transmission and presentation of data, information and knowledge, as well as reflexive skills necessary for working with media information (Quinlisk, 2003; Arutyunov , 2012).
- think critically, adequately evaluate and interpret the information received, independently create media resources for educational and professional purposes (Worsnop, 2004 Hobbs, 2008).
Thus, media literacy is a complex of knowledge, skills and abilities necessary to understand media information and use it.
Summarizing these definitions and the results of the analysis of existing models of media literacy (Gilster, 1997; Hobbs, 2005, 2006, 2007; Adams & Hamm, 2006; Manuel, 2002; Potter, 2008; Quinlisk, 2003; Quinlisk, 2004; Arutyunov, 2012, Chicherina, 2008; Dvorghets & Shaturnaya, 2015), we include the following components in the media literacy that students of non-linguistic universities must master in English classes:
The cognitive component includes skills and abilities:
- Search for information in various media sources;
- Identification of specific and distinctive features;
- determining the degree of its reliability / novelty / importance;
- archiving and storing information;
- understanding the message, taking into account the peculiarities of the picture of the world of native and non-native speakers.
- processing the material in accordance with the situation and the assigned tasks;
- Critical analysis and assessment of the content of the media text;
- interpretation of media information using verbal, audible, visual, graphic, multimedia and other means of conveying meaning and meaning.

The communicative component includes knowledge, skills and abilities:
- about the functions and types of media, and their features in terms of genre and language;
- Perception, interpretation and use of media information for various communication purposes;
- Adequate use of verbal and non-verbal means to exchange information;

- Creative implementation of reproductive and productive recoding of information when creating or producing a secondary text in oral and written forms;

- Implementation of poly logical communication in order to demonstrate the poly variety of the interpretation of the media message and achieve the only correct interpretation of it.

- using the received media information to solve a wide range of tasks.

The value-semantic component includes ideas and knowledge about:

- Cultural specificity of media information and culturally-marked concepts, artifacts;

- Norms for the presentation of mass messages and message exchange;

- Informational and manipulative influence on consciousness;

- Features and means of constructing reality from the position of a certain ideology;

- Commercial and mass-influencing target;

- Awareness that the recipients of media texts construct certain meanings.

Having studied the positive experience of the formation of media literacy in foreign literature (Gilster, 1997; Hobbs, 2005, 2006, 2007; Adams & Hamm, 2006; Manuel, 2002; Potter, 2008; Quinlisk, 2003; Quinlisk, 2004; Arutyunov, 2012, Chicherina, 2008 ; Dvorghets & Shaturnaya, 2015), we conclude that in the context of learning foreign languages, the abundant use of media information will allow

- updating the content of the textbook with additional authentic material;

- transfer and exchange of linguistic experience and provision of a certain context of a foreign language authentic communication;

- development and improvement of language skills, since they contain a large number of words, phrases, idiomatic phrases, figures of speech, grammatical structures, etc. .;

- teaching receptive and productive types of speech activity;

- teaching non-verbal means of communication, since they contain symbols, non-verbal means, tables, diagrams, photographs, etc.

- using authentic material and creating real / life communication situations, including interaction with native speakers;

- Development of skills and abilities of understanding the meanings and manipulation of interlocutors by means of persuasion, argumentation and other means of verbal influence;

- The formation of research skills and abilities;

- the development of high-level imaginative, creative and critical thinking;

- Acquaintance with cultural facts by visiting attractions, studying the historical, geographical, ethnopsychological characteristics of the people of the target language;

- providing a cognitive experience that they have not previously had. For example: traveling to the past or the future, visiting exotic places, listening to music, songs, live speech of famous people;

- creating motivation for students to understand many global problems of our time and ways to solve them;

- improvement of skills and abilities of forecasting, anticipation, interpretation, commenting, etc .;

- awareness of cultural concepts and communication strategies in a pragmatic sense;

- the use of various games and educational programs;

- formation of educational skills of self-education, self-correction and cooperation.

Therefore, we have a real opportunity to integrate media literacy with teaching a foreign language. A well-organized English language teaching program in a non-linguistic university (B 2) should focus on an integrated model for the development of communicative competence (in listening, speaking, reading and writing) and the formation of media literacy (knowledge about the functions, types, characteristics of the media).

So, in the course of working with media materials in English classes, students should focus on the perception and construction of ideas, thoughts and feelings. In written and spoken forms of

speech, students must perceive and explain visual, verbal supports as meaning signals. To teach understanding of the text, it is also necessary to teach students to decode meanings on the basis of various supports, based on previous experience and critical thinking. Therefore, the ability to understand meanings and correctly interpret them must become an object of control. The teacher can organize in the classroom various forms and types of interaction with media text, taking into account the cognitive and cultural experience of the learners. During this interaction, students must use different strategies for understanding and producing speech. So the integration of strategies of representation and argumentation contributes to a thorough study of the ways of expression and content in the aspects of interpretation and construction of meanings in practice.

Documentaries are usually perceived as objective and believable by users. But you should still carry out an analysis (research) of any fact, information, as well as goals and strategies undertaken by the filmmakers. Anything that will increase awareness of the features of documentaries and the verbal and non-verbal means of expression in them.

The linguodidactic potential of resources for the formation and development of media literacy is also seen in such as electronic resources on the Internet, where you can find photographs, news messages, audio and video materials, but to use them you need to have e-competence. There is no doubt that possession of critical thinking (analysis, synthesis and evaluation according to Bloom) will allow them to be successful users of this kind of information.

With the appropriate preparation of students in this regard, they will be willing to take responsibility for their learning and find and use the information they need.

Thus, modern students live in an information world filled with various technologies that can be used to form / develop media literacy so that students can perceive, process and use information.

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