THE USAGE OF MEDIA TECHNOLOGIES IN THE EDUCATIONAL PROCESS

Gordey Olga

Student of Pedagogical Institute, Belgorod State National Research University, Russia, Belgorod

Markov Alexander

научный руководитель, Scientific Supervisor, Senior lecturer foreign languages department, Belgorod State National Research University, Russia, Belgorod

ИСПОЛЬЗОВАНИЕ МЕДИАТЕХНОЛОГИЙ В ОБРАЗОВАТЕЛЬНОМ ПРОЦЕССЕ

Гордей Ольга Викторовна

студент педагогического института, Белгородский государственный национальный исследовательский университет, РФ, г. Белгород

Марков Александр Владимирович

научный руководитель, старший преподаватель кафедры иностранных языков, Белгородский государственный национальный исследовательский университет, РФ, г. Белгород

Abstract. This article discusses new opportunities for the use of media technologies, introduction of media education in the educational process, in order to increase the interest of students in the study of natural science disciplines at an early stage of education.

Аннотация. В данной статье рассматриваются новые возможности применения медиатехнологий, внедрения медиаобразования в учебный процесс, с целью повышения заинтересованности учащихся в изучении естественно-научных дисциплин на раннем этапе обучения.

Keywords: pedagogics, education, media technologies, media education, natural sciences.

Ключевые слова: педагогика, медиатехнологии, медиаобразование, естественно-научные дисциплины.

Nowadays, information technologies have become an important component of the educational process, which has the character of subject-subject relations between teacher and child and includes a third subject, namely interactive learning tools.

Despite the active use of information technologies, media education has not yet become a component of the educational process for most teachers, even though UNESCO documents

proclaim media education as a priority area of cultural and pedagogical development in the 21st century. For the most part, schoolchildren master the achievements of media culture independently and spontaneously, and often the choice of what they study, view, or independently create with the help of available media technologies is not informational and meaningful, but more often serves as a means of entertainment.

First, let us define what the concepts of "multimedia", "media technologies" and "media education" include.

The term "multimedia" is a Latinism that originates from English-language sources and literally can be translated as "polysmedia", "multimedia". M.V. Eremenko, N.B. Kirillova, Y.S. Pashukevich give the following interpretation of this concept: multimedia is presented as a set of various digital technologies that use all kinds of technical and software tools to have the strongest and most effective impact on the person using these or those technologies. The same person now combines several roles simultaneously: reader, listener, viewer [3].

Let us consider the concept of media technologies in the sphere of psychology and pedagogy. A.V. Krapivenko gives his own full definition of the concept under consideration: "Multimedia is modern computer technology that allows combining in a hardware-software system various types of multimedia data (image, sound, video, tactile sensations, etc.) to create a unified information environment in order to influence human perception through the senses" [4, p. 10].

One of the main reasons that explains this widespread use of media technologies in education is the fact that teaching methods based on these technologies can in many cases increase the effectiveness of the learning process [2].

As for media education, A.V. Sharikov associates this concept with a social process. His views are shared by N.B. Kirillova, who presents media education as a complex social phenomenon consisting of various disciplines such as pedagogy, journalism, cultural studies and others [3].

It is important to note that in practice, media technologies and some media educational elements are most often used in the teaching and learning process, as opposed to media education in general. Some schools do have various specialized courses, and media education is being introduced into subject teaching, but, unfortunately, this phenomenon is not yet widespread [3].

The following trend is also observed in the educational process itself: students have a decreasing interest in science disciplines and, therefore, low performance in the relevant subjects. Thus, in the period from 2010 to 2022, the results of exams in physics, chemistry and biology are among the lowest among the disciplines passed by graduates. According to the statistics published by Rosobrnadzor in 2022, the highest average score was in English and amounted to 78.3, in contrast to physics (54.1), chemistry (54.3) and biology (50.2), which were the lowest.

It is necessary to understand why exactly this is the case, to determine the true root causes.

According to the results of PISA and TIMSS studies, which were conducted to assess the quality of education in Russia and other countries, we can conclude that there may be a decrease in the level of students' knowledge of science disciplines, to some extent also depending on the decline in cognitive interest of schoolchildren, may occur due to the choice of ineffective forms of teaching and presentation of educational material [1].

Consequently, we can agree that one of the possible methods for solving problems of science education can be media creativity based on project activities. The use of such a method as media creativity in the educational process assumes that students will be provided with a decent media education in advance.

Based on domestic and international experience, we can distinguish three existing directions for incorporating media education into the educational process. It can be presented as a separate discipline; otherwise this direction can be called special media education. It can also be organized in institutions of additional education, and in this case it will be an optional course. In addition, media education can be implemented directly at school by including it in the curriculum of some

school disciplines. In this case, we are talking about integrated media education [5].

In order to increase the effectiveness of lessons at the initial stage of learning science disciplines, teachers should introduce elements of media education and media creativity into lesson plans in order to establish students' sustained interest in these subjects throughout their education. Media materials can be used at the very beginning of a lesson, at the goal-setting stage, as an integrating objective. Media materials can also be used at the lessons of learning new knowledge, in the form of video fragments, fragments of fiction and popular science films, developmental programs and others. It is advisable to gradually introduce creative differentiated homework in the form of media texts, video clips, presentations into the general teaching practice. As for the introduction of media education in the form of elective classes, this option is possible, if the plan for such classes is closely linked to the curriculum for the relevant disciplines. It is also worth recommending to school administrators that in order to effectively and efficiently integrate media education into the teaching process, it is necessary to provide support to the teaching staff in the form of training courses, recommendations on relevant educational literature.

To summarize, we can say that the use of media technologies and media education opens up great opportunities for increasing students' interest in learning a particular subject. We have determined that in order to increase motivation to study science disciplines at an early stage, integrated media education should be introduced, as well as electives or clubs of this orientation, but closely related to the study plan of a particular discipline.

References:

1. Andreeva, N.D. Problems, disadvantages and advantages of natural science education of Russian schoolchildren / N.D. Andreeva // Izvestiya DGPU – Psychological and pedagogical sciences, 2014. – pp. 92-94

2. Andresen, Bent B. Multimedia in education: a specialized training course / Bent B. Andresen, Katya van den Brink. - 2nd ed., ispr. and add. - Moscow: Bustard, 2007. – 221 p.

3. Bondarenko, E.A. Media education: prospects for integration into the modern educational process / E.A. Bondarenko // Integration of media education in a modern school environment. Collection of scientific papers of the I All-Russian scientific and practical conference with international participation. – Moscow; Berlin: Direct Media, 2020. – pp. 15-19

4. Krapivenko, A.V. Multimedia technologies and perception of sensations: a textbook / A.V. Krapivenko. – M.: BINOM. Laboratory of Knowledge, 2009. – 271 p.

5. Zhurin, A.A. Integration of media education with the chemistry course of secondary school / A.A. Zhurin. – M.: Moscow State Regional University, 2004. – 41 p.