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DEVELOPING DIGITAL MEDIA COMPETENCE IN FUTURE TEACHERS IN A
DIGITAL EDUCATIONAL ENVIRONMENT

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Abstract: This article provides a comprehensive overview of media competence, digital and media literacy, digital media literacy, digital media competence, digital technology, basic principles, main paths of development, basic principles, stages of implementation in the educational process, the role of learning platforms and resources in developing digital media competence in future teachers in digital education.

Keywords: Media competence, digital and media literacy, digital media literacy, digital media competence, digital technology, basic principles, main paths of development, basic principles, stages of implementation in the educational process, learning platforms and resources

Аннотация: В данной статье медиакомпетентность, цифровая и медиаграмотность, цифровая медиаграмотность, цифровая медиакомпетентность, цифровые технологии, базовые принципы, основные пути развития, основные принципы, этапы внедрения в образовательный процесс, цифровое образование образовательных платформ и Ресурсы Широко освещена роль цифровых медиа в развитии цифровой медиакомпетентности у будущих учителей.

Ключевые слова: Медиакомпетентность, цифровая и медиаграмотность, цифровая медиаграмотность, цифровая медиакомпетентность, цифровые технологии, базовые принципы, основные пути развития, базовые принципы, этапы внедрения в образовательный процесс, образовательные платформы и ресурсы.

Media competence means the ability to “act competently, independently, creatively and socially responsibly in relation to the media”. Another study identified 5 blocks of skills that form the basis for the formation of media competence, including selecting and using what the media provide; developing one’s own media product, etc. Media competence as an integral quality of a person is manifested through the following indicators:

- motivational (motives for communicating with the media and media texts);
- contact (frequency of communication with media texts);
- informational (knowledge of media culture, theory of mass communications);
- perceptive (ability to perceive media texts);
- interpretative/evaluative (ability to critically analyze the process of media activity in society and media texts);
- practical and operational (ability to select media and media texts, create / distribute one’s own media texts);
- creative (the manifestation of creativity related to the activities of the mass media).[1]

Nowadays, media competence is considered a competence that includes a set of knowledge about creating, transmitting, exchanging, analyzing and selecting media texts in various forms in complex processes.[2]

Rene Hobbs considers it necessary to “support the construction of interdisciplinary bridges in higher education to integrate the basic principles of digital and media literacy education into teacher training programs.” [3]

Digital media competence is a part of media competence. Both of them consist of the idea of media and information literacy, which is to evaluate, identify, effectively find and use media to contribute to oneself or others.

MediaSmarts defines digital media literacy as “Digital literacy” and does not replace or parallel media literacy, but rather builds on it, while incorporating new concepts that arise from the distinction between traditional and digital media. However, many digital issues cannot be understood without the basic concepts of traditional media literacy.[4]

Digital media literacy is not limited to the traditional technology or “information literacy” parts of the curriculum: rather, it is “a fundamental part of learning and teaching history. For it is learning about ICT (information and communication technologies) and learning the skills to use ICT. Indeed, acquiring digital media literacy is an essential set of life skills that complement and extend the skills and knowledge taught in school.[5]

Ultimately, the most important consideration when developing a definition of digital media literacy in a pedagogical context is whether it is useful: useful for teachers to design, adapt, and implement activities and resources, and is the online world important as a lens for students to ask critical questions? Traditional media literacy is of little help in analyzing issues such as cyberbullying and online privacy, but at the same time, similar issues require a media literacy lens to go beyond simple (and quickly outdated) technical instructions. Furthermore, there is increasing evidence that issues such as checking and sharing false information depend on skills related to digital literacy and traditional media literacy.[6]

To remain current and relevant, media education needs to update the foundations of media literacy to reflect the unique aspects of digital media and apply media literacy practices to digital literacy: “Learning how to use and manipulate digital technology is essential.[7]

Digital media literacy is the ability of an individual to use digital media, to acquire, analyze, evaluate, and create information from them. These skills are necessary for effective functioning in a digital environment, which includes the responsible and ethical use of technology.

Preparing future teachers for the digitalization process and developing their digital media competence plays an important role in improving the quality of education. The following are the proposed models, stages and strategies for implementing this process:

1. Basic principles.

The following principles should be taken into account in order to develop digital media competence.

Integration: The application of information technologies and digital tools in the educational process.

Interactivity: The interaction of teachers and the active application of their knowledge.

Adaptability: The ability to use digital tools in different situations.

Critical thinking: The ability to analyze information and identify reliable sources.

2. Main areas of development.

- a) Formation of digital literacy. Using computers and mobile devices, searching, analyzing and synthesizing information, developing and evaluating media content, introducing technological

tools, MS Excel, Google Workspace, Learning Management Systems (Moodle, Edmodo), interactive presentation tools (Kahoot, Mentimeter, Canva), pedagogical capabilities of social media platforms.

b) Developing critical and axiological thinking. Using digital tools to verify the veracity of information (e.g., FactCheck platforms), protecting against information manipulation by developing a critical approach to information consumption.

c) Studying digital pedagogical strategies. Interactive methods:

- Gamification and game technologies.
- Project-based learning.
- Organization of distance learning.
- New approaches:
- Hybrid teaching methods.
- Use of AR/VR technologies (e.g., virtual laboratories).

d) Media ethics and safety. Explaining the rules of conduct and ethical principles on the Internet, teaching the rules of personal data protection and cybersecurity,

3. Stages of implementation in the educational process

1. Diagnostics and identification of needs. Determining the level of digital literacy among teachers. Identifying individual needs using special questionnaires and tests.

2. Training and curricula

- Basic courses:
- Practical exercises in working with digital tools.
- Special training in media and information literacy.
- Developing critical thinking and creativity.

3. Practice and reflection. Using digital tools in a real lesson, exchanging experiences (peer learning), analyzing activities and receiving feedback for improvement.

4. Monitoring and evaluation. Monitoring factors affecting the development of media competence, developing a system of special indicators to assess teachers' skills.

4. Learning platforms and resources

Recommended tools

1. Google Classroom – Managing distance learning processes.
2. MS Excel – Systematizing and analyzing information.
3. Kahoot and Quizizz – Game-style applications for conducting tests.
4. Padlet and Trello – Project and teamwork management tools.

Creating resources

1. Canva and Genially – Creating media content.
2. Audacity and OBS Studio – Recording audio and video materials.

5. Expected results

Teachers learn to use digital tools effectively, develop skills in critical analysis and creation of media content, improve the quality of the educational process with the help of information technologies, and future teachers are ready to organize education using innovative tools.

In conclusion, digital media literacy plays an important role in improving the digital learning environment by increasing student engagement, facilitating personalized learning,

fostering critical thinking and creativity, and fostering communication and collaboration between students and teachers.

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