

## К ВОПРОСУ О НЕОБХОДИМОСТИ ИСПОЛЬЗОВАНИЯ ЛИНГВОКУЛЬТУРНОГО ПОДХОДА В УСЛОВИЯХ ПРЕПОДАВАНИЯ ИНОСТРАННОГО ЯЗЫКА В ВУЗЕ

**БЕЛОЗЕРОВА Дарья Сергеевна**

магистр педагогических наук, преподаватель кафедры теории и методики  
иноязычной подготовки факультета иностранных языков

**МАУЛИЕВА Алия Серикпаевна**

студент

Карагандинский университет им. Е.А. Букетова  
г. Караганда, Казахстан

*В данной статье раскрывается понятие лингвокультуры при изучении иностранных языков. Раскрываются мнения В.В. Воробьева и М. Байрам по этому вопросу. Авторам рассмотрен лингвокультурологический подход при изучении иностранных языков в Казахстане. Для определения роли лингвокультуры в процессе обучения иностранным языкам авторами был проведен опрос среди студентов специальности «Иностранный язык – два иностранных языка» факультета иностранных языков Карагандинского университета имени академика Е.А. Букетов. В опросе приняли участие 68 студентов факультета. В статье представлены данные опроса с последующим анализом данных.*

**Ключевые слова:** подход, лингвокультура, дисциплины, преподавание, язык, культура.

УДК 378.2

## ANALYSIS OF COMPETENCIES REQUIRED BY A MODERN MEDIA EDUCATOR IN RUSSIA

**KALASHNIKOV Ilya Sergeyevich**

PhD Student, Department of Media Production

**DUBOVER Denis Anatolievich**

PhD in Pedagogical Sciences, Associate Professor

Dean of the Faculty of Mass Communications and Multimedia Technologies

**TRUBCHIK Irina Stepanovna**

PhD in Physical and Mathematical Sciences Associate Professor, Department of Media Technologies

Don State Technical University

Rostov-on-Don, Russia

*This article is an author's study of professional standards on the topic of media pedagogy based on the analysis of the domestic labor market. In the process of research, the methods of analyzing documents and open resources have been used. The study of professional standards demonstrates that the profession of a media teacher is not regulated by any documents in the legal field. It is concluded that there is a formed request for related media skills in a large number of vacancies, including vacancies in pedagogical areas of work. The range of competencies should be added to modern professional standards to improve the quality of pedagogical activity in the field of media.*

**Key words:** media teacher, education, mediatization, society, pandemic, professional standards, job market.

**Introduction.** Mediatization is a multidimensional phenomenon that comprehensively influences society in most of its manifestations, including changes that actively affect the field of education in Russia and in the world. Media skills become an integral part of any pedagogical process, including the current agenda in connection with the epidemiological situation. Foreign teachers demonstrate a high level of competence in the media of social reality. Domestic teachers tend to lag behind in this direction, but circumstances develop in such a way that every teacher has to be skilled in the media sphere. This article examines the prerequisites for the formation of the profes-

sion of media pedagogue in the legal field of the Russian Federation.

**Russian professional standards.** The analysis of the current professional standards that was made using the platform of the Labor Ministry of Russia, indicates that in the Russian legal field there are no characteristics of qualifications that are necessary for media teachers to make their job done in the modern world, despite the fact that any teaching activities are closely related to the use of medical competencies today. Table 1 shows the queries that have been used during the analytical research and the results that have been received:

Table 1

### PROFESSIONAL STANDARDS

Request	Name/code of the professional standard	Comment
Media Teacher	–	–
Media	Specialist in the organization and support of the media content formation and distribution/ 06.039	There are no functions related to pedagogical activity
Media	Specialist in mediation (mediator)/07.001	The professional standard is irrelevant to the research topic
Teacher	Teacher-psychologist (psychologist in the field of education)/ 01.002	There are no functions related to media competence
Teacher	Teacher (pedagogical activity in the field of preschool, primary general, basic general, secondary general education) (educator, teacher)/ 01.001	There are no functions related to media competence
Teacher	Teacher of additional education for children and adults / 01.003	Among the description of the labor functions of the professional standard, there are no functions related to media competence
Teacher	Teacher of vocational training, vocational education and additional vocational education / 01.004	Expired from 13.06.2020

**Domestic job market.** Working at all levels is directly related to media trends today, especially in view of the epidemiological situation in the country and the world. To mark the boundary of the

profession of a media educator while analyzing the job market, the definition of the doctor of cultural Studies, N.A. Simbirtseva, was used: «a media educator is a mediacultural person who is able to

enter into dialogue relations with students at the modern technological level, to offer creative solutions and to encourage interest in creativity and who is able to teach these skills to the others» [1]. The resource of a large Russian Internet recruiting company «HeadHunter» was used as a base for the analysis of the domestic job market.

– Nothing has been found among the vacancies according to the target query «mediapedagogue».

– 5,484 requests have been found for the «media» query from companies that are directly related to work in the media environment and/or take into account work activities indirectly, but closely related to the media environment. Among the requests related to pedagogical activity, it is possible to single out the search for employees for leadership positions, HR specialists and customer service managers.

– 5,484 requests have been found for the «media» query from companies that are directly related to work in the media sphere or from the companies that are closely related to the media environment.

Among the requests related to pedagogical activity, it is possible to single out the search for employees for leadership positions, HR specialists and customer service managers.

– 15,600 vacancies have been found for the «teacher» query. There are no formulated requirements with the word «media» among vacancies, but each request traces the need for basic or advanced competencies in the media sphere, which are formulated through the descriptions of upcoming work responsibilities.

– **Conclusions.** The current professional standards are not regulating the media skills of teachers, that can affect the quality of teaching and educational work. In the labor market, there is a specific request for media skills from teachers whose competence are not regulated today.

**Scientific discourse.** Table 2 reveals the analysis of the Russian literature on the subject of such definitions as: «media pedagogue», «media education», «media skills», «digital competencies».

Table 2

**RUSSIAN LITERATURE ANALYTICS**

Title	Quote	Link
«Media pedagogue as one of the high-tech professions of modern society» A.O. Samarina, O.G. Startseva	«A media educator is generally defined as a specialist in the field of media education, that is, a teacher who combines a pedagogical gift and a deep understanding of the essence of the media sphere. Combining these two qualities, the media teacher, is able to be modern and preserves the basic values as one of the tasks of media education» [2].	<a href="http://conf.bspu.ru/wp-content/uploads/2019/12/Экология-и-образование.-Материалы-конференции-23-24-октября-Уфа.pdf">http://conf.bspu.ru/wp-content/uploads/2019/12/Экология-и-образование.-Материалы-конференции-23-24-октября-Уфа.pdf</a> – page=267
«Media educational technologies in the space of a modern lesson» V.O. Krekotneva	«Thus, it is impossible not to note a radical change in the educational environment, in which information technologies occupy an important place» [3].	<a href="https://cyberleninka.ru/article/n/mediaobrazovatelnye-tehnologii-v-prostranstve-sovremennogo-uroka/viewer">https://cyberleninka.ru/article/n/mediaobrazovatelnye-tehnologii-v-prostranstve-sovremennogo-uroka/viewer</a>
«An art-cultural approach to creative training Bachelor's and Master's degrees in Advertising and Public Relations» I.L. Goldman	«Among the media pedagogical forms of cultural mediation, there are project creative online sessions, during which non-standard solutions of the problem are searched and structured, as well as mudboards for creating a collage of new creative ideas for future projects» [4].	<a href="https://pure.spbu.ru/ws/portalfiles/portal/71947934/MEDIA_2020.pdf">https://pure.spbu.ru/ws/portalfiles/portal/71947934/MEDIA_2020.pdf</a> – page = 40
«Media education in Uzbekistan: trends, problems, prospects» I. Ismailova	«In many countries, media education has become widespread and compulsory for all students in educational institutions» [5].	<a href="https://journal.fledu.uz/wp-content/uploads/sites/3/2019/04/Klimentina-Ismailova-2.pdf">https://journal.fledu.uz/wp-content/uploads/sites/3/2019/04/Klimentina-Ismailova-2.pdf</a>

«Media pedagogical competencies of teachers in the field of adult education in Germany» E.K. Kurkchi	« <i>The heterogeneous field of adult educators requires to be familiar with the media usage habits and media skills of participants. In addition, they need contextual knowledge related to media, that is, they must have well-founded ideas about how digitalization is changing the areas of students' lives and work and what opportunities and obstacles to learning arise as a result</i> » [6].	<a href="https://www.elibrary.ru/item.asp?id=44864141&amp;">https://www.elibrary.ru/item.asp?id=44864141&amp;</a>
«Digital competencies of a teacher in the light of the modern education system» A.A. Vasilyeva, I.N. Potapova, I.V. Taratuta	« <i>The Digital European Teacher Competence System is designed to help teachers assess their digital literacy skills and identify personal learning needs. However, most of the acquired competencies are not just a new methodology, but also a question of the traditional image of the teacher</i> » [7].	<a href="https://www.elibrary.ru/item.asp?id=42574694">https://www.elibrary.ru/item.asp?id=42574694</a>
«Digital competencies of a teacher as a subject of educational activity» I.E. Bondar	« <i>The concept of «digital literacy» of a teacher implies his ability to effectively perform tasks in a digital environment</i> » [1].	<a href="https://rep.bntu.by/handle/data/97358">https://rep.bntu.by/handle/data/97358</a>
Teacher's competencies for effective work in a digital educational environment. Vladyka A.V.	« <i>The state policy in the field of digitalization of the economy is directly related to the transformation of the education system, including vocational education, since it is the task of providing the economy with the necessary personnel with formed digital competencies</i> » [8].	<a href="https://elar.urfu.ru/handle/10995/86159">https://elar.urfu.ru/handle/10995/86159</a>
Media and information literacy as a key competence of a modern teacher. N.G. Danilova	« <i>Teachers, armed with media and information literacy, contribute to strengthening partnerships between representatives of youth Internet communities, specialists and developers of content and software for the IT industry when creating innovative programs and interactive projects using digital resources to strengthen intelligence, health, and to ensure universal access to technological reserves</i> » [9].	<a href="https://volconf.ru/files/archive/01_29.04.2020.pdf">https://volconf.ru/files/archive/01_29.04.2020.pdf</a> – page=118
Media competence of a physical education teacher in the context of digital education. N.V. Zamyatina, I.A. Ushakova, V.B. Mandrikov	« <i>Lecturing in the traditional format is already a thing of the past. It is being replaced by more interesting and informative methods of organizing theoretical lectures</i> » [10].	<a href="https://www.elibrary.ru/download/elibrary_45663786_43046548.pdf">https://www.elibrary.ru/download/elibrary_45663786_43046548.pdf</a> – page=17

The conducted analysis demonstrates the relevance of the discourse in the scientific environment devoted to the formation of an understanding of the role of media and digital skills and competencies in the formation of a modern teacher.

A preliminary list of competencies related to media skills that are necessary for the implementation of pedagogical tasks, based on the

analysis carried out:

1. Understanding multimedia data formats and implementation of their conversion procedure.
2. Composition and layout of multimedia data depending on the intended purpose.
3. Decomposition of the multimedia data production cycle depending on the intended purpose.

**LITERATURE LIST**

1. *Bondar I.E.* digital competencies of a teacher as a subject of educational activity. – 2021 – С. 111 (ru)
2. *Samarina A.O., Startseva O.G.* Media pedagogue as one of the high-tech professions of modern society // Ecology and education: problems of development of the Eurasian information and educational space: materials of the International Scientific and Practical Conference (October 23-24, Ufa) –Ufa: Publishing House of BSPU. –2019. – 335 с. – 2019. – С. 267. (ru)
3. *Krekotneva V.O.* Media educational technologies in the space of a modern lesson // Media environment. – 2019. – №. 1. – С. 141-145. (ru)
4. *Goldman I.L.* Art-cultural approach to the creative training of bachelors and masters of advertising and public relations // V International Scientific Conference «MEDIA Education: Media as a total everyday life». – 2020. – С. 40. (ru)
5. *Ismailova K.* Media education in Uzbekistan: trends, problems, prospects // Scientific and methodological electronic journal «Foreign languages in Uzbekistan». Email source. (Date mod. 28.06.2022). – URL:<https://journal.fledu.uz/wp-content/uploads/sites/3/2019/04/Klimentina-Ismailova-2.pdf> (ru)
6. *Kurkchi E.K.* Media pedagogical competencies of teachers in the field of adult education in Germany // Shamov pedagogical readings of the scientific school of educational systems management. – 2021. – С. 288-291. (ru)
7. *Vasilyeva A.A., Potapova I.N., Taratuta I.V.* Digital competencies of a teacher in the modern education system // APK: innovative technologies. – 2019. – №. 4. – С. 43-47. (ru)
8. *Vladyko A.V.* Competence of a teacher for effective work in a digital educational environment // Strategies for the development of social communities, institutions and territories. Vol. 1. – Ekaterinburg, 2020. – 2020. – С. 263-266. (ru)
9. *Danilova N.G.* Media and information literacy as a key competence of a modern teacher // Science today: Global challenges and development mechanisms. – 2020. – С. 118. (ru)
10. *Zamyatina N.V., Ushakova I.A., Mandrikov V.B.* Media competence of a physical culture teacher in the conditions of digitalization of education // Scientific notes of the PF Lesgaft University. – 2021. – №. 3(193). – С. 121-127. (ru)

## АНАЛИЗ КОМПЕТЕНЦИЙ, НЕОБХОДИМЫХ СОВРЕМЕННОМУ МЕДИАПЕДАГОГУ В РОССИИ

**КАЛАШНИКОВ Илья Сергеевич**

аспирант кафедры медиатехнологии

**ДУБОВЕР Денис Анатольевич**

кандидат педагогических наук, доцент

декан факультета медиакоммуникации и мультимедийные технологии

**ТРУБЧИК Ирина Степановна**

кандидат физико-математических наук, доцент кафедры медиатехнологии

ФГБОУ ВО «Донской государственный технический университет»

г. Ростов-на-Дону, Россия

*Данная статья является авторским исследованием профессиональных стандартов на тему медиапедагогики на основе анализа отечественного рынка труда. В процессе исследования используется метод анализа документов и открытых ресурсов. Исследование профстандартов демонстрирует, что профессия медиапедагога не регламентируется какими-либо документами в правовом поле. Сделан вывод о том, что есть сформированный запрос на сопутствующие медианавыки в большом количестве вакансий, включая вакансии по педагогическим направлениям работы. Определен круг компетенций, необходимых к добавлению их в современные профстандарты для повышения качества педагогической деятельности в сфере медиа.*

**Ключевые слова:** медиапедагог, образование, медиатизация, общество, пандемия, профессиональные стандарты, рынок труда.