



DOI: 10.2478/rpp-2014-0028

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MEDIA EDUCATION OF FUTURE NATIVE LANGUAGE TEACHERS: EXPERIENCE OF GERMANY AND UKRAINE

ABSTRACT

The achievements of media education in higher education of Germany have been highlighted. The notions of media education that exist in scientific literature have been outlined. Media education has been defined as a direction in pedagogy (media pedagogy) aimed at an individual's media-culture formation in society, as well as a process of development and self-development by means of media materials and mass media. The main goal of media education is to enhance general, professional, communicative and creative competences. The main national programs of media education implementation into educational process of Ukraine and Germany are the following: "New Media in Education", "Media-pedagogical manifest", "Concept of Introduction of Media Education in Ukraine". The process of media pedagogy implementation in future native language teachers' professional training in Germany is developing in three directions: integrated, special and optional. In particular, the attention has been focused on using methods of media education in higher philological schools (methods of creative writing – creative linguistic project of German language teaching; portfolio as a method of students' media literacy (media competence) formation; methods of presenting a term paper in a form of television project; creating video libraries for teachers and students). The ways of implementing German experience in future philology teachers' professional training at Sumy State Pedagogical University named after A.S. Makarenko have been considered. The activity of students' scientific circle "Media Culture of Philology Teacher" has been characterized.

Key words: media education, media education facilities, native language teacher, professional training, Germany, Ukraine.

INTRODUCTION

The globalized world is characterized by special media reality – a combination of traditional and new media. Mass media influence the formation of a user's worldview, contribute to development of critical thinking, media literacy, improve the ability to analyze media texts received from different sources, teach to create one's own media texts. It is essential for future native language teachers. Using media (films, TV, video, CD-ROM, DVD, TV, Internet etc) in the process of future teachers' professional training changes structure, methods, techniques and methodology of training. One of the main tasks of higher education institutions is to prepare future teachers for using media in their professional activity. In this context, the problem of introducing media education for teachers with regard to the requirements of international educational standards acquires particular importance. Focus should be made on introducing media education to German higher educational establishments. In Ukraine media teacher profession is still in the forming stage. National Academy of



Pedagogical Sciences of Ukraine constantly initiates measures to implement elements of media education in the educational process of comprehensive educational institutions, universities, post-graduate education. According to Order of Ministry of Education, Youth and Sports of Ukraine No. 886 dated from 27.07.2011 "On a nationwide experiment on introducing media education into the educational process of secondary schools in Ukraine" an experimental check is performed on national models of media education effectiveness, relevant innovations in teaching and educational process at secondary schools, projects of preparing media teachers to work at educational establishments of Ukraine. The above mentioned questions necessitate research of progressive international experience, in particularly that of Germany. Germany occupies leading positions in developing and introducing international standards of media education, maintains a balanced approach to combining national traditions with modern trends of media means. This contributes to the country's success at preparing highly qualified specialists for the needs of the state itself, as well as for European labor market.

Since 2001 Germany has been implementing a national program "New Media in Education", the main goal of which is to design new program content for secondary schools. The program "New Media in Education", which is supported by the Federal Ministry of Education and Research (BMBF), deals with the conditions which provide the transition from teaching by means of textbooks to teaching by means of multimedia.

Multimedia materials and teaching materials, developed by teachers and based on their own experience, nowadays became available to other teachers in the framework of "Teacher-On-line" program. Such activities correspond SEMIK Program (systematic introduction of media, information and communication technologies into the learning and educational processes) and new media as a cultural introduction of new technologies in school (Іванов, Волошенюк, Кульчинська, Іванова, Мірошніченко, 2012).

The need for media literate teachers is stated in the Concept of Introducing Media Education in Ukraine (2010). Under support of Ministry of Education and Science of Ukraine a program of media education for teachers is implemented. At the Institute of Postgraduate Education teachers learn educational material presentation techniques; acquire skills necessary to use multimedia technology and media facilities in the educational process. UNESCO specialists offer all States to implement media education into national curriculum and system of additional, informal and "lifelong" education. The term "media education" is more common in England, the USA, Canada, France, Russia, and the term "media pedagogy" is widespread in Germany. In this country, media pedagogy as a part of media culture is considered from several perspectives: media in education – "medienerziehung" and media studies – "mediendidaktik".

THE AIM OF THE STUDY

Taking into consideration the research mentioned above, monographs, journal publications, universities websites, programs in media pedagogy for higher education institutions, within the framework of the article we will describe specifics of future native language teachers' media pedagogy in German higher education, and will research certain aspects of using German experience in Ukrainian universities.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

Analysis of the literature (Reinders, 2010; Reyer & Franke-Meyer, 2010; Робах, 2006) and websites of German universities (Федоров, 2014) shows that different aspects of media pedagogy as an interdisciplinary science were considered by H. Toyner, D. Spangel. B. Sherba paid attention to application of media courses and elective media courses in the educational process of German universities. S. Aufenanger paid attention to teaching literacy in the sphere of using mass media, learning techniques and methods of work with the contents



of texts. Funok R. concentrated attention on image and sound research. C. Robak studied achievements of German experts in the sphere of media pedagogy.

RESULTS

The analyzed sources provide an opportunity to describe media education (from Lat. "media" – means) as a direction in pedagogy ("media pedagogy"), which studies the patterns of mass media (press, television, radio, film, video etc.), a component of the educational process directed at developing social media culture of a personality, as well as a process of development and self-development on the materials of mass media and with the use of mass media for expansion of general, socio-cultural and profession-oriented knowledge, communicative and creative abilities (Онкович, 2007). In the article much attention is paid to the second aspect of media education due to the use of media technologies and media products during the professional training of native language teachers at German higher educational establishments.

German media pedagogues state that future teachers' ability to work with media tools becomes extremely important to teachers of native language. Among the required skills are the following abilities: to study theoretical material presented in different data sources; to study theoretical material which is presented in different media, different coding systems (analytical, verbal, graphic, objective, schematic, textual); to consciously obtain theoretical information (symbolic, textual, numerical, graphical) using conventional training (printed textbooks, handbooks, additional literature) and virtual (electronic textbooks, Internet) information funds, sources of extra-curricular information such as printed means of media education (books, newspapers, magazines), electronic means of communication (radio, terrestrial, cable, satellite television, video, computer networks, computer games, etc.); and successfully utilize them in professional activities (Варецька, 2014).

The analysis shows that the main focus of the scientific sources is made on forming the wish of future native language teachers to develop the ability to use media education in professional activities creatively. For example Bernd Shorb, PhD in the field of media pedagogy (University of Leipzig), holds this view. He focuses research attention on improving media competence of teaching staff by means of media, in particular during extra-curricular activities. Dieter Spangel (University of Nuremberg) notes that media pedagogy is one of the most important aspects of pedagogy. Its "core", which today is still rather vague, must be developed (Робак, 2006).

The need for future teachers' media education was supported by more than a hundred well-known public figures and leading scientists who signed "Manifest of media education" at the International Conference "Game Cultures" in Magdeburg in March 2009. According to the manifest one of the main tasks of higher, secondary and post-graduate education is a transition of media pedagogy from project status to a phase of structural changes and implementations. In particular, it is proposed to integrate media training into all spheres of education. The manifest emphasizes isolation of media pedagogy as a separate discipline in higher professional education. These academic disciplines will be taught by personnel of specially formed departments of higher educational institutions.

German universities websites and scientific studies overview proves that media pedagogy in future native language teachers' professional training is implemented in several directions: integrated, special or optional. The integrated program presupposes including components of media subjects into the educational cycle. Special program implies the introduction of special courses and optional program embraces extracurricular activities (groups, clubs, etc.). In the framework of the article we will consider integrated implementation (Семенов, 2013; Федоров, 2014; Horburger, 2014).



The question of media education integration into educational process of higher schools was explored by scientists of Kassel University, Berlin Technical University, Münster University, National Institute of Cinema and Science in Education (Institute für Film und Bild im Wissenschaft – FWU) (Федоров, 2014), which regularly publish special periodicals, visual aids (video tapes, brochures, books) as a means of teaching young people to critically evaluate events and so on.

Our analysis shows that a journal “Media in practice” is issued in Thuringia quarterly. The journal regularly gives information about new movies, literature and media sources, scientific symposiums, media fairs etc. The use of such materials in the educational process contributes to the development of students’ understanding of philology media tools’ influence on people and society; develops the ability to promptly search necessary media information, the ability to avoid manipulation; stimulates the ability to create one’s own media product and successfully use it in professional activity. Special centers – video libraries – are established in German higher education institutions for educational needs. Movies for different subjects (history, ecology, hygiene, native language and so on), which are taught at secondary schools, can be found there (Побак, 2006).

One of the popular forms of work in higher philological schools is preparing a term paper in the form of a television project (Побак, 2006). The subject of one’s paper can be presented in the form of theatrical performance (in this case the work also involves a theater teacher).

The method of portfolio, used at German higher education institutions, is also popular. Since 2002, this method has been introduced in all the universities of the Federal State of North Rhine-Westphalia. For instance, at the Institute of Creative Writing and Literary Studies during native language classes for future native language teachers the program “Methoden für Kreatives Schreiben” (“Methods of creative writing”) is used. It is a creative linguistic project initiated by a writer and literary critic Hanns-Joseph (Horburger, 2014). The goals of the project are to change the strict methods of teaching German and allow not only writing dictations, but also creating one’s own media texts, including comic books, screenplays, short stories, video material, poetry, transforming one genre into another. For example, students are offered to transform a story into a play. By the way, teachers prove that such exercises are a wonderful practice for students in the use of different verb tenses and sequence of tenses in indirect speech.

Students are offered to write a detective story using audio records of noises (sea noise, screaming of gulls, steps of a man, music, and so on) or write an essay using complex objects. The work begins with a portrait of protagonists of future series. Students create, describe the appearance of characters, their character features, and ‘bring the characters to life’. The work can be done individually as well as in teams. Students can be enriched by such experience, combined with discussions of the created media-product, its social, aesthetical, educational value for one’s self-development and cognition of society as a whole.

In the process of creating media texts of a given type, teachers try to select high-quality educational media-material to stimulate mental and speech activity, develop critical perception of information.

The analysis shows that during the course “Fundamentals of rhetorics” students use materials of “Media-culture online” web-site at classes (Horburger, 2014), which contain recommended rhetorical techniques to master body language, gestures, correct intonation, pronunciation by means of training exercises.

We are using experience of German higher education establishments in the implementation of media tools in training future philology teachers at Sumy State Pedagogical University named after A.S. Makarenko. At the institution a student research circle “Media culture of



language and literature teacher” functions. The aim of the scientific club is to focus on the issues of media information representation, characteristics of media audience, effective methods of applying media education in the professional training of future Ukrainian language and literature teachers.

The structure of classes is aimed at detailed characteristics of mass communication: a review of cognitive-institutional, structural and functional approaches to mass communication, theory of stereotypes, cognitive dissonance, usefulness and enjoyment, learning and cognition, social media analysis, dialogue and communication and so on. The science club considers media education and media literacy as educational categories, gives the characteristics of the main theories of media education, identifies factors that influenced the formation of a personality’s media culture. Useful tips for better understanding of professional standards in media and manipulation recognition can also be found there. First of all, future philology teachers are interested in review of contemporary magazines, professional values of illustrated magazines, recommendations of the kind “What do you need to know when you read the magazine?”, peculiarities of drama, video games, video games classification and genres, media socialization and media abuse, the impact of media on the intellectual, emotional and volitional development, parasocial communication, terms of media use.

Practical aim of training media club members is to build a dialogue, discuss topical issues of media psychology in the context of future professional activity. As an example, the researchers may use professional materials from newspapers, magazines, videos, cartoons, and audio.

Using the experience of Germany, we gradually organize our own video library created by students. Video-library contains materials concerning problems of media linguistics, media sociology, media criticism. The issues of media education were reflected on the round table “T. Shevchenko in the media” during the regional workshop for young scientists “The power of Shevchenko’s words in the education of the Ukrainian linguistic personality”.

CONCLUSIONS

Thus, the review of the German higher education institutions’ websites enables us to determine interesting forms and methods of future native language teachers’ media education. In particular, higher philological school lecturers are actively using the method of creative writing and portfolio in the educational process. Video libraries for students, teachers, parents and pupils’ media culture enrichment operate at higher educational establishments. Presenting term papers in the form of a television project is one of the most popular methods used by students.

As practice shows, certain forms of works are used in Ukrainian higher educational institutions. Namely, the club “Media culture of a language and literature teacher” functions at Sumy State Pedagogical University named after A. S. Makarenko.

In order to carry out more extensive further research we plan to consider media education in the professional training of future native language teachers in higher educational institutions of the USA, France, England, Poland and Russia.

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