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DEVELOPMENT OF MEDIA COMPETENCIES AMONG STUDENTS OF NON-MEDIA AREAS

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Today, one of the key areas in education is media education. Not only specialized areas (journalists, PR-specialists, photographers, etc.) are interested in the development of media competencies, but also engineers, mathematicians, programmers. At the Don State Technical University, the Media Production Department has been implementing the discipline "Culture of Media Consumption" for many years, and the Faculty of Media Communications and Multimedia Technologies has been implementing the "Media School" for students and staff of the entire university. The article discusses the experience of working with technical and socio-humanitarian areas and the results of the work.

Keywords: project method, project activity, educational sphere, project education, media education, media communications, students, project.

РАЗВИТИЕ МЕДИАКОМПЕТЕНЦИЙ У СТУДЕНТОВ НЕМЕДИЙНЫХ НАПРАВЛЕНИЙ

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Одно из ключевых направлений в современном образовании — медиаобразование. В развитии медийных компетенций заинтересованы не только представители профильных направлений (журналисты, PR-специалисты, фотографы и т. д.), но и инженеры, математики, программисты. В Донском государственном техническом университете на кафедре «Медиапроизводство» на протяжении многих лет изучается дисциплина «Культура медиапотребления», а факультет «Медиакоммуникации и мультимедийные технологии» открыл «Медиашколу» для студентов и сотрудников всего университета. Автор статьи рассматривает опыт их работы по техническим и социо-гуманитарным направлениям образования и анализирует ее результаты.

Ключевые слова: проектный метод, проектная деятельность, образовательная сфера, проектное образование, медиаобразование, медиакоммуникации, студенчество, проект.

Introduction. Media competencies and the pedagogical search for ways to develop them among students of various levels have been one of the most urgent problems of media education for a quarter of a century. This is due to a number of factors, among which are the development of the media space, the availability of media resources, the abundance of content on all media, the spread of broadband Internet and wireless access [1]. On the one hand, this becomes a significant threat to society and requires the formation of critical thinking and the ability to act confidently in the media space, on the other hand, these are opportunities for professional and personal growth, career development, entrepreneurship and the implementation of creative initiatives [2].

This implies the need to establish media competencies and teach media literacy. First, you need to define what media literacy is. There is no single definition for this term. But we can define it as "a set of skills and abilities that enable people to analyze, evaluate and create messages in different types of media, genres and forms." That is, it is the ability to read and understand media. Many educational organizations are now adding disciplines to their educational programs aimed at establishing media competencies and raising the level of media literacy [3].

The degree of knowledge. The issues of studying media competencies are considered in the works of Russian and foreign scientists. For example, in the domestic discourse, the works of I. V. Zhilavskaya, I. A. Fateeva, D. A. Dubover are devoted to the problems of setting media competence within the framework of the concept of media and information literacy. Media competencies in the context of the ability to recognize features and confidently interact with media content (film content, print media) are reflected in the works of the Taganrog school of media education, namely A. V. Fedorova, I. V. Chelysheva and others. Media competencies as universal and meta-subject competencies are considered in the works of D. A. Dubover and A. V. Penyaz. While A. V. Penyaz focuses on the study of generational characteristics of media and information literacy of adolescents and students, D. A. Dubover studies media competencies through the prism of achievement within the system-activity approach [4–7].

Statement of media copywriting in DSTU. So at the Don State Technical University for many years the Media Production Department has been implementing the discipline "Culture of Media Consumption". This discipline is also included in the curricula of non-core, non-media areas. The discipline is taught in the 2nd year in such areas as: "Applied Mathematics", "Information Systems and Technologies", "Power Engineering", "Mechatronics and Robotics", "Innovation", "Trade", "Economics".

The objectives of the implementation of this discipline are:

1. To acquaint students with the media sphere, its development, teach them to identify fakes when reading a news feed, form general cultural competencies and skills in working with information sources.
2. To teach the basic level of proficiency in such media competencies as: writing text, creating photo and video materials.

In the 2021-2022 academic year, the discipline "Culture of Media Consumption" was given in several directions, but in this publication we would like to describe in detail the experience of working with two specialties — "Mechatronics and Robotics" (technical direction) and "Trade Business" (humanitarian direction).

As part of the course, students acquired the skills of searching and analyzing information, creating presentations and their public defense, working with fake news, consciousness and processing of photo and video materials, working in graphic editors, writing texts on various topics.

As part of the course, students were offered a solution to a theoretical case: the creation of any media product and its presentation in three formats: text, photo and video. Given the non-profile discipline "Culture of Media Consumption", the subject of the project was chosen based on the personal interests of the students.

Students who work daily with formulas and diagrams ("Mechatronics and Robotics") showed an increased interest in creative work, they did a lot of work to complete the final task. Most of the students used the resources of the Faculty of Media Communications and Multimedia Technologies — they used specialized equipment, filmed in the studio and worked with chromakey.

The result of the course was a public defense of one's media product, which is also a skill obtained as a result of the course "Culture by Media Consumption".

Conclusion. Every year, the discussion about the expediency of setting media competencies for students who are not related to media specialties becomes more methodical than fundamental. If until recently the majority of administrators of educational programs and the leadership of universities did not see the expediency of spending time in the curriculum on setting media competencies, since students have nothing to do with journalism, media production or integrated communications, today the dispute has moved to another plane, namely: what means, forms, ways of setting media competencies are the most effective today. At the same time, it is important to note that there is no universal model that could be applied at any university, and the idea of its creation seems utopian, since the formation of media

competencies is influenced by many factors, including the general cultural level of the student, his involvement in communication processes, environment of the university, features of setting up project activities [8].

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