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PREPARING FUTURE TEACHERS FOR DIGITAL EDUCATIONAL CONDITIONS: MEDIACOMPETENCE

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The article describes the features of the formation of media competence in the preparation of future teachers for digital education. The authors define media competence, define pedagogical principles and methods of its formation among university students. The issues of the development of media competence among future teachers in the system of higher professional education are also considered, traditional and innovative methods of domestic media education are discussed.
In the course of the study, it was proved that every teacher who in the future will carry out professional activities in accordance with the requirements of digital education, having a basic understanding of the directions and principles of media, will be able to turn it into the main tool for improving their media competence.
The content of the article is devoted to the analysis of the features of the professional training of future teachers in the conditions of digital education and the determination of the possibilities of forming their media competence. The results of a study conducted in the direction of the formation of the media competence of future teachers are presented.
Key words: *digitalization of education, mass media, media competence.*

БОЛАШАҚ МҰҒАЛІМДЕРДІ САНДЫҚ БІЛІМ БЕРУ ЖАҒДАЙЫНА ДАЯРЛАУ: МЕДИАҚҰЗЫРЕТТІЛІК

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Мақалада болашақ мұғалімдерді цифрлық білім беруге дайындаудағы медиақұзыреттілікті қалыптастыру ерекшеліктері қарастырылған. Авторлар медиа-құзіреттілікке анықтама береді, оны университет студенттері арасында қалыптастырудың педагогикалық принциптері мен әдістерін анықтайды. Сондай-ақ жоғары кәсіптік білім беру жүйесінде болашақ мұғалімдердің медиақұзіреттілігін дамыту мәселелері қарастырылып, отандық медиабілім берудің дәстүрлі және инновациялық әдістері талқыланды.
Сондықтан, сандық білім қазіргі заманғы кәсіби маман даярлаудың мақсаты мен міндеттерін жүзеге асыруға бағытталған сандық түрде ұсынылған графикалық, мәтіндік, сандық, тілдік, музыкалық, бейне-фото және басқа да мәліметтен тұратын ақпарат көзі саналатынын, сондай-ақ сандық білім беру ресурстарына: мультимедиалық дыбысталған презентациялар, сандық форматқа айналдырылған мәтіндер және т.б жатқызуға болатынын зерттеп көрсетілді.
Зерттеу барысында сандық білім берудің талаптарына сай болашақта кәсіби қызмет атқаратын әрбір мұғалім медиақұралдардың бағыт-бағдары, ұстанатын қағидалары жайында негізгі түсініктерге ие бола отырып, оны өзінің медиақұзыреттілігін арттыруда басты құралға айналдыра алатыны айтылды.
Мақала мазмұны сандық білім беру жағдайында болашақ мұғалімдерді кәсіби дайындаудың ерекшеліктерін талдауға және олардың медиақұзыреттілін қалыптастыру мүмкіндіктерін айқындауға арналады. Болашақ мұғалімдердің медиақұзыреттілігін қалыптастыру бағытында жүргізілген зерттеу жұмыстарының нәтижелері ұсынылады.
Түйінді сөздер: *цифрлық білім беру, масс-медиа, медиақұзыреттілік.*

ПОДГОТОВКА БУДУЩИХ УЧИТЕЛЕЙ К ЦИФРОВЫМ ОБРАЗОВАТЕЛЬНЫМ УСЛОВИЯМ: МЕДИКОМПЕТЕНТНОСТЬ

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В статье описаны особенности формирования медиакомпетентности при подготовке будущих учителей к цифровому образованию. Авторы дают определение медиакомпетентности, определяются педагогические принципы и методы ее формирования у студентов вузов. Также рассматриваются вопросы развития медиакомпетентности у будущих педагогов в системе высшего профессионального образования, обсуждаются традиционные и инновационные методы отечественного медиаобразования. Ведь переход образования на цифровую систему требует развития у будущих учителей соответствующих компетенций в интеллектуальной, общественно-политической, коммуникативной и информационной сферах.

Проведен анализ цифрового образовательного образования: исследованы и показаны мультимедийные аудиопрезентации, тексты, преобразованные в цифровой формат, интерактивные задания и программа тестирования по определенной теме и т.д.

В ходе исследования было доказано, что каждый педагог, который в будущем будет осуществлять профессиональную деятельность в соответствии с требованиями цифрового образования, имея базовое представление о направлениях и принципах медиа, сможет превратить его в основной инструмент повышение своей медиакомпетентности.

Содержание статьи посвящено анализу особенностей профессиональной подготовки будущих учителей в условиях цифрового образования и определению возможностей формирования их медиакомпетентности. Представлены результаты исследования, проведенного в направлении формирования медиакомпетентности будущих учителей.

Ключевые слова: *цифровизация образования, масс-медиа, медиакомпетентность.*

Introduction

In digital education, the problem of training media professionals is of great importance. Digitalization of all aspects of modern life, including education, causes changes. Thus, in the field of education new objectives come to the fore: to teach students to learn constantly, to cope with stress, to develop the capacity for change, to learn to verify information. The last task should be considered special, as the stream of information is constantly increasing, causing difficulties in orienting the person and distrust in information. Scientists claim that a new human begins in characterising the digital reality. In our opinion, media education, which serves as a part of professional education and develops media competence essential for a present-day person, could slow down and partially overcome this process.

Due to changes in the information society and the increasing influence of the media on personal development, higher professional education without information technologies and mass communication media is impossible. Mass media, which acquired special significance in the second half of the 20th century, has become an essential part of the life of all people in the world today. According to studies, 80% of the world is involved in the creation, updating, and distribution of media texts, 90% are active users of media information.

Traditionally media is classified into visual (printing, photography, computer graphics); audio (sound recording) and audiovisual (cinematography, television, video, Internet). Mass media, which can be used in the educational process of a higher education institution, can be classified into two types: publishing (periodicals (in both words and graphic forms): newspapers-magazines; references, bulletins, handouts) and electronic (television (in acoustic and art-creative units), radio (acoustic speech transmission), the Internet (urgent individual creative delivery of information to the users by means of acoustic and art-creative options) [1,p. 616.].

All information disseminated through media in each country must conform to the basic principles of mass media. It includes adherence to the principles of objectivity, reliability of information, respect for private life, honor, dignity of a man and a citizen.

Digital education requires a future teacher to develop media competence, ability to use information on the Internet in accordance with needs. "Competent-represents a set of theoretical knowledge, skills and abilities of the future teacher related to his profession, skills and abilities," and the media group "demonstrates the ability to choose, analyze and rationally use necessary information disseminated through media lessons (especially the Internet) in teaching process.

The increasing force of digitalization leads to the creation of a new society where human assets are intensively developed – knowledge and skills are brought up from an early age, business efficiency and speed is increased through automation and other new technologies, and interaction between citizens and their States becomes clear and free [2,p.34.].

Today the process of digitalization has an impact on all countries in the world. Each country determines its own priorities for digital development. More than 15 countries are currently implementing national digitalization programs. China, Singapore, New Zealand, South Korea and Denmark are leading

countries in the digitalization of national economies. China traditionally combines the digital industry in its "Internet Plus" programme, has established an ICT hub in Toronto, Singapore is building a "smart economy" powered by ICT, South Korea in its "Creative Economy" programme focuses on developing human assets, entrepreneurship and disseminating ICT achievements, and Denmark is focusing on digitalization of the public sector. Due to changes in the world standards, the state program "Digital Kazakhstan" was adopted on December 12, 2017, which implements 5 main directions in the Republic of Kazakhstan [3]. This programme provides for the transition to a digital State and development of human assets.

In general, the system of higher education and the transition to digital technologies, in Kazakhstan Mass media opportunities in organizing the educational process, its didactic and educational potential is not sufficiently used. At the same time, although media training is implemented as an elective course based on integration with general and basic academic disciplines, in many universities this problem is not solved. In the Gumilev Eurasian National University, "Digital Media Pedagogy" and "Digitalization of Social and Pedagogical Education" elective training courses have been introduced. But these courses were introduced only in the curricula of social pedagogy and self-knowledge and remained outside the curricula of pedagogical specialties. This, in turn, has a negative impact on the professional development of future teachers in digital educational conditions and the formation of their media competence.

In this regard, as we know, "media competence" is that a learner should: be free to understand the presented material and to assess the accuracy of the presented learning information by comparing it with the already existing information; be ready for a constructive dialogue with teachers and stakeholders; be able to defend his or her point of view and, if necessary, to implement various options for its consideration. On the basis of comparison of own results with the established standards the abilities and actions for self-diagnostics, etc., are revealed.[4,p. 219].

Most media researchers offer integration of special courses, electives and clubs in schools and high schools, along with compulsory academic disciplines. The purpose of media lessons may vary depending on the specific topic and tasks, the age peculiarities of the audience, the theoretical base, creative tasks and other circumstances.

We surveyed students of pedagogical specialties in order to define the content of forming media lessons for future teachers. The following objectives and the content of media lesson formation, which are important for future teachers, were defined..:

- developing critical thinking (89.23%):
- developing the audience's ability to accept, evaluate, understand and analyze media assets (70.54%);
- audience preparation for life in a democratic society (53.72%);
- teaching the audience to understand the social, cultural, political and economic content of the media lesson (48.85%);
- mastering the audience's ability to encode media text (45.96%);
- developing the audience's communication abilities (43.21%);
- developing the audience's ability to aesthetic perception of media text, evaluation and understanding of aesthetic qualities of the text (39.74%); %);
- increasing the creative skills of the audience through media (38,22);%);
- interpretation of media text into the audience, testing various ways of technical application of media and mastering the possibilities of creating media products (32,96);%);
- audience mastering media culture based on theory and basic concepts of mediation (26.39%);
- the audience's mastering the history and scientific foundations of mediation (25.11%).

The results of the survey show that "media texts" for future teachers should be aimed primarily at developing critical thinking of the individual and the ability to perceive, evaluate, understand and analyze media lessons. It is also relevant for the audience to know the scientific and theoretical foundations of media competence and, at an early stage, to develop practical skills, such as critical evaluation of information and analysis of media competence. Therefore, in forming media competence it is necessary to focus on practical competencies along with theoretical knowledge.

In the course of our research work, in order to fulfill the task of preparing future teachers for digital educational conditions, we are focused on forming a media content of students of pedagogical specialties. In this regard, the program of elective courses for students of pedagogical specialties "Fundamentals of media education" and "Media competence of teachers" has been developed and introduced into the curriculum of students. The elective course has helped to raise the level of theoretical and practical training of future teachers, to increase motivation for responsible professional activity, to enhance knowledge acquisition on media diagnostics.

Methodology

In the process of realization of practical researches the following methods of theoretical research were implemented: analysis, comparison, inductive-deductive analysis of psychological and pedagogical references. As an empirical method we used methods of survey, interviewing, testing students, analysis of the results of students' educational activities.

The program of the elective course completely corresponds to the requirements of credit-module technology and the tasks for independent and practical work of students were compiled. Traditional and active methods of teaching were commonly used in classroom classes. According to the source of acquired knowledge: dictionary (lecture, conversation, conversation, interpretation, discussion); visualization (illustration and demonstration of media acts); application of practical (performance of various practical tasks on media materials) methods corresponding to the level of cognitive activity: explanatory-illustrative, reproductive, problem, heuristic methods, story and role-playing games, trainings, brainstorming, etc.).

The level of students' knowledge and skills was demonstrated by their ability to apply their knowledge in practice, their ability to accept and analyze media acts and work creatively.

The formation of media competence is subject to the basic laws and principles of didactics. Therefore, the basic methods and techniques of learning can be used in media education. In addition, priority is given to explanatory-illustrative, active, interactive and problematic teaching methods, methods and techniques of critical analysis of media acts. Explanatory illustrative methods and active learning methods (including brainstorming, group discussions) are widely used in lectures, independent work. Purpose-oriented methods and techniques of media act analysis are used during seminars, practical exercises.

In organizational and methodical terms, the formation of media competence is a system of special methodological approaches and corresponds to the main types of educational activities, confirming its subject, general nature. The most productive for use in the educational process of higher schools is to develop students' ability to critically analyze media acts..:

- Insert -means an interactive writing system for effective reading and thinking;

- Group discussion-study, discussion, analysis of a particular issue. Its first task is to exchange primary information, detect contradictions; the second is the possibility of rethinking the data obtained, comparing one's own opinions with the views and positions of others;

- Bloom questions – methodological approaches to the organization of text reading using various questions;

- Clusters – a method of graphical organization of material, which allows you to create visual aids observed when studying this or that topic;

- cinquain- composition of five lines of a poem. Reflection period is used as a method of material analysis. Content, forms develop the ability to summarize the knowledge gained, to express thought in a few small, compact words;

- A productive lecture is particularly important for organizing lectures using active learning models. The teacher changes the traditional form of lectures for active listening to students and critical thinking;

- Essay-free presentation of any literary, philosophical, aesthetic moral or social problems. In a period of reflection, as a small written creative work, this approach is used in various situations. Writing an essay will help students summarize their knowledge of the material. For the instructor, it provides feedback;

- The "know-want to know-knew" table is a material in the form of a graphic scheme and a logical and conceptual structural scheme;

- Mutual question and methodical approach to pair composition. This form contributes to the development of communication skills of students.

Creative assignments include analysis of media acts in the Mass Media. The main product of the media space is the media act. It is a message that constitutes the content of information presented in any form and genre of media (newspaper article, TV program, video, film, etc.). **Media residents** can be of different nature depending on the consumers: mass and exclusive, global and local, multi – ethnic, urban and rural, men or women, children, adults, etc. The study of media culture products is based on key concepts of media education. It may include "media agency" ("information source"), "media act concept", "media act language", "media technology", "media concept", "media audience", etc. The study of media culture products is based on key concepts of media education [5 p. 312.].

The method of forming students' media competence in the conditions of a higher education institution is related to the performance of creative tasks of different directions. When performing creative tasks, the audience learns the theory and regularities of forming media acts, possesses the methods of critical analysis and its perception, is imparted with logical analysis, receives communication with media culture. When analyzing media reports, the student's motivation grows and becomes an impact on the development of will and personal qualities.

Results

The research work was carried out at L. N. Gumilyov Eurasian National University and U. Sultangasin Kostanai State Pedagogical University. 125 students of pedagogical specialities participated in the research work: 62 students – control groups, 63 students – experimental group.

Thus, in our opinion, the media competence of a student who fully understands the content of media education has basic theories and formulations, technologies and methods should be at the level:

Student education:

- Basic concepts of media education, media education terminology, basic theories of media education, history of media education formation in Kazakhstan and abroad;

- Social-psychological aspect of media resources and media forms;
- Methods and techniques of critical analysis of media acts, proposed by foreign scientists;
- psychotechnologies and methods of psychological manipulations, often used in media resources;
- possess theoretical knowledge of information and psychological security of a person, etc.; possess theoretical knowledge of the methods and techniques of critical analysis of media acts offered by foreign scientists; psychotechnologies and methods of psychological manipulations often used in media resources.

Ability:
- Analytical (critical analysis of various types and genres of media acts);
- Methodical (mastering methods and forms of media education, mastering technology of self-actualization with the help of media education);
- Cognitive-creative (critical and creative perception of media acts of different genres and types);
- Historical-theoretical (using in practice the knowledge about the theory and history of media);
- Mastering practical and pedagogical skills (effective use of media resources, products in everyday life and pedagogical practice) and etc.

Skills:
- Ability to independently develop their own media assets;
- Review of media assets;
- Skills of critical analysis of any media information, etc.

Within the framework of the research there were defined criteria and levels of formation of media competence of future teachers. Theoretical and practical training of students was assessed on the basis of 3 criteria: affective-motivating criterion, cognitive criterion, activity criterion. On the basis of these criteria, the levels of media competence formation were determined: high, medium and low. With the help of these criteria and levels, the evaluation of the formation of the media structure of future teachers was made, and the results of the experimental research work were obtained (Table 1).

Table 1. Indicators and levels of formation of media competence of future teachers

Level	Criteria of developing of media competence		
	Affective-motivating criterion	Cognitive criterion	Activity criterion
Low	Poor motivation to improve media competence; unachieving and need for self-improvement.	Distinguishes only some notions of media education; mismatching skills, knowledge and abilities on media requirements.	Low level of intellectual achievement: analysis, comparison, synthesis, accumulation, construction, etc.
Medium	Motivation to improve media competence; does not completely feel the interest and demand for self-improvement.	The content of the material is sufficient; logically combines the basic concepts; has knowledge about the peculiarities of media technology.	Knows how to implement intellectual capabilities: analysis, comparison, synthesis, compilation of information, etc.; Self-control at work with the media.
High	Positive motivation for media education activities, development of media lessons; interest in self-development in media technologies.	Full and complete assimilation of material content; logically free combination of notions of media education; awareness of media technology; compliance with the level of media education.	Knows how to implement intellectual opportunities: analysis, comparison, synthesis, design, etc. mastering of technology for problem solving; high level of self-control.

Quantitative and qualitative data were obtained as a consequence of mathematical and statistical processing of the obtained results. The results of the research, obtained in the framework of the experiment and confirmed by the data of statistical processing, showed the efficiency of the performed work, applied methods and means, aimed at forming media competence. The process of forming media competence of students of pedagogical specialties was carried out in accordance with the criteria and indicators developed on the basis of the complex of research methods.

In our research work, the key tools are media products. In the framework of our research work, priority is given to computer and multimedia, as the main condition for the preparation of a media-competent person is the use of media resources products (any program, story, media assets in a newspaper and magazine, articles, Internet sites, clips, videos, texts in electronic form, messages, etc.).

The implementation of visibility is one of the main capabilities of multimedia. By visually interpreting the educational material, the teacher demonstrates the regularities, processes, phenomena in nature based

on the use of multimedia. In this case, the activities of the teacher-demonstration, demonstration, the source of education of students and pupils are visual aids, multimedia, as well as drawing conclusions from the presented educational material, control of the facts of the demonstration, the formation of students and pupils' ideas.

The use of multimedia made it possible to reveal not only the external nature of the phenomena, objects and processes under study, but also their inner essence, as well as the links between separate phenomena of nature and society.

The advantage of using multimedia is that, for example, an image or picture influences the formation of a certain image in a person's mind, the concept of understanding, the disclosure of the inner essence of the image on the basis of further development of the text and sound-moving image activity, raising the musical – emotional mood [6,p. 459.].

Multimedia in the process of learning can include any means of learning that represent media information of various types. In particular:

- Sound devices (CD player, tape recorder, etc.);
- Television and radio broadcasting systems (a television receiver, radio set, training television, DVD player, etc.);
- Projectors (graph projector, multimedia projector, video projector, interactive projector);
- Interactive whiteboard;
-information and multiplying means (microfilming means, photocopier, risograph);
- Computer tools;
- Telecommunications systems and networks (cable, satellite networks, etc.).

Multimedia helps to motivate and involve other students in the process of solving problems together. It has increased the search activity of the future specialist, increased the desire for creativity.

The results obtained during the research were in accordance with Table 2. According to the results of the experiment in the experimental and control groups high results of the level of media competence formation were not noted. In comparison with the control group in the forming experiment, the results in the experimental group have changed significantly.

Table 2. Results of research on the formation of media competence of future teachers

Name of group Level	Control group (%)			Experimental group (%)		
	Low	Medium	High	Low	Medium	High
The results of the stating experiment						
Affective-motivational criterion	59,9	32,6	7,5	59,4	31,9	8,7
Cognitive criterion	62,5	32,4	4,1	62,9	33,2	3,9
Activity criterion	88,2	11,8	-	88,7	11,3	-
Results of a forming experiment						
Affective-motivational criterion	50,9	36,5	12,6	22,8	63,5	13,7
Cognitive criterion	60,6	33,6	5,8	38,6	52,1	9,3
Activity criterion	86,3	13,7	-	64,7	31,9	3,4

The work aimed at integrating the elective courses into the curriculum, improving the knowledge, skills and abilities of students was productive. According to the results of the research work, the high level of the "Affective-motivational" criteria for students at the formative experiment exceeds 13.7%,

According to Cognitive's criteria, the result rose by 9.3%. The results of the experimental group by the criteria of "Activity" showed 3.4%.

In the control group according to the results of the defining and forming experiment a high level of media content formation is not registered.

In the experimental group on a low level of the criterion "Affective-motivational" result decreased from 59.4% to 22.8%. By criterion of Cognitive " result decreased from 62.9% to 38.6%, by criterion" Activity "from 88.7% to 64.7%. This change in the results of the low, medium and high level in the experimental group showed the effectiveness of the complex work performed by our side.

Improving the results of the experimental group on Affective-motivational criterion, Cognitive criterion and Activity criterion contributed to the students' performance of practical exercises and creative tasks. Creative tasks that develop skills to analyze mediaactive materials: collecting information from available resources on a particular topic; presenting the title and themes of articles, programs, video or audio products that complement the knowledge and skills related to a particular subject; selecting three films or cartoons

shown this week to suit your taste. The information presented included works on ranking, compiling announcements or reviews of a particular source of information, etc.

Media classes with students are based on variation, improvisation, and dialogic form of learning. Courses are composed of both theoretical materials and practical exercises, including active use of creative and games tasks based on media materials. As a result of the study of media education courses, future teachers acquire not only the necessary theoretical knowledge but also the skills to use the knowledge gained in pedagogical practice and to master the skills to apply in practice all methods of media education (vocabulary, figurative, reproductive, research, heuristic, problem, game) [7,p. 176.].

In the process of media education, future teachers carried out various types of activities: descriptive (to present the media act, to present the events in the media act), classification (to determine the place of media education in the historical and socio-cultural context), analytical (to analyze the structure of the media act, to determine the language, audience of the media act, to analyze the main goals and conclusions of the author, etc.).), personal (to report feelings and anxieties, memories, associations, which emerged in the course of media active analysis), explanatory (formation of a certain opinion and view on the media act, determining the significance of the media act according to aesthetic and moral criteria), and others.

The effectiveness of work aimed at formation of media competence of future teachers was proved by obtained interpreting the results , the growth dynamics of the results in the experimental group in comparison with the control group.

Discussion:

A number of factors, such as: globalization, digitalization, labor market change, higher education reforms, are influencing changes in the entire education sector and the new pedagogical practices emerging. The intermediate results of the research have determined the conditions for the formation of media competence. There were identified pedagogical (to evaluate Internet resources based on a number of criteria that facilitate the pedagogical adaptation of information; to provide the process of media education with a complex of didactic tools; to involve students in the process of forming a variable part of media education content; to conduct professional development of teachers in order to improve their IT culture); psychological (to encourage teachers to make greater use of information technologies and Internet resources in the learning process; to form students' motivation for media education; to overcome stereotypes of traditional teaching) and organizational (to select mass media in accordance with the requirements of basic state legal and regulatory documents; to equip special classrooms with modern technical equipment; to coordinate the work of teachers by management structures) conditions ensuring the development of media competence of future teachers.

Based on the results of the research, we have clarified several structural elements necessary for developing the media competence of future teachers. Among them, the following can be pointed out:

- Positive motivation to create media lessons (positive motivation of future teachers to be active in media activities, desire to create media lessons);
- Values-based attitude to the application of mediation (awareness of the need to form media lessons as a professionally important quality of the future teacher, interest in self-development in media engineering);
- Media education (the opportunity of the future teacher to use media in various fields of activity; knowledge of the principles, forms and methods of media, as well as patterns of perception and understanding of media message; understanding the impact of media on education, development and development of personality, the consequences of the effects of media on the psyche);
- Media-business (the future teacher can find, accept, understand, keep and share information; can communicate without dictionaries using technical tools; can develop an alternative approach to information; can organize the educational process on the basis of media);
- Personal qualities: cognitive activity (responsible attitude to the process of learning media, acquiring knowledge and abilities in media, the willingness to improve media education and media competence), critical thinking (the skills to find mistakes, objectively assess, clearly ask a question, look for justification, accept the situation as a whole, choose an approach and principles); creative thinking (the skills to develop ideas, critically think, correctly build relationships and communicate with the good, to control their emotional state, to control emotions); communication (the abilities to communicate with both verbal and non-verbal types of communication), reflexion (the ability to evaluate one's opportunities, to be able to recognize the necessity of its continuous development, to be aware of one's difficulties, to organize and control oneself, to understand one's position, the ability to perceive the observers' positions);
- Experience in using media in different areas (having skills in using media information in training activities, preparing for different activities and obtaining information for assignments) [5,p. 176].

The results of the research showed the effectiveness of the integrated activities carried out in order to prepare a future specialist who has developed media analytical competence in the era of globalization. The integration of "Fundamentals of Media Education" and "Media Education of Pedagogical Staff" into the curricula of elective courses and the development of creative assignments of different genres of media education analysis have proved to be effective.

The elective course helped to motivate future teachers to perform their professional activities responsibly and to supplement their scientific and theoretical knowledge in the field of media. Practical skills and abilities of future teachers on selection, analysis and critical assessment of media information were formed. The growth indicators of the experimental results show that it is possible to form media education of future teachers in the conditions of higher education institution on the basis of complex and consistent, systematically implemented creative work.

Conclusion

As a result of the formation of media competence of future teachers of higher education institutions, their preparation for the digital education system is an important problem that needs to be solved.

The media sphere of the global information process has become very relevant for the whole world. In the 20th century, media communication is the basis of all modern society. Currently, there is a situation where any person, including future teachers, cannot live outside this developing "media space".

Thus, the media competence of future teachers is a set of knowledge, skills, and professional qualities that allow them to consciously perceive information, segregate, critically evaluate, interpret, and use mass media texts. We also refer to emotional stability in the perception of media motives and media forms that provide psychological stability to the meditative imbalance of the individual, as well as to manipulation.

Students in the process of communication with the media can not only receive information on their own, but also orientate themselves to the basics of media acts (analysis of the author's goals, oral and written analysis of the characters' behavior and story development), connect it with their own experience and others (putting themselves in the place of the character, evaluation of facts and reviews, identification of the results of the action, actions, causes and consequences), comment on the work (review, writing small scripts), understand cultural heritage (to see personal, historical, national,).

Learning (getting acquainted with the main types and genres of media, determining the development of a topic in different genres in different historical periods, studying the main directions of creativity, style of outstanding masters), mastering the criteria and methods of evaluation of the media text, etc.

Within the framework of the experimental research the analysis of psychological, pedagogical references, mutual comparison of data, inductive-deductive analysis was carried out. In the course of the survey, the main goals and content of media competence formation were defined, which are important for future specialists. As a result, 89.23% of the surveyed expressed the opinion that the media group should develop critical thinking of the audience, 70.54% that the media group should pursue the goal of developing the audience's ability to accept, evaluate, understand and analyze.

As a result of the survey, the content of the elective courses "Fundamentals of Media Education" and "Media Education of Pedagogical Staff" was developed considering the views and conclusions of future teachers. The training of the elective courses resulted in a significant increase in the results of the experimental group in comparison with the control group. The results obtained are determined by the formative experiment and are shown in Table 2.

Thus, in the conditions of the high school, the most important task is to form media education of future teachers, their preparation for the system of digital education, as well as the need to solve them. Special attention should be paid to the formation of media competence of future teachers in the conditions of digital education. Implementing an elective course on media education and media literacy in high educational institutions creates conditions beneficial to the formation of media competence of students. And so, if the work on formation of students' media competence is set up in higher education institutions, there is an opportunity to prepare a professional specialist who is able to assess the degree of reliability of any information; to be ready to establish feedback with teachers; to defend their point of view, to work with their own errors, to critically analyze media texts, to conduct independent diagnostics.

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РЕКОМЕНДАЦИИ И ПРОГНОЗЫ ИЗ ОПЫТА РАЗВИТИЯ ПРЕДПРИНИМАТЕЛЬСКОГО ОБРАЗОВАНИЯ В РК

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Статья посвящена изучению уровня успешности организаций и реализации стратегий развития предпринимательских университетов Казахстана. Актуальность исследования обусловлена переходом к модели Университета 3.0 и связанными с этим новшествам в системе высшего образования. Целью исследования является создание прогнозов развития предпринимательских университетов на основе анализа их деятельности. Методология исследования основывается на результатах анализа исследований казахстанских ученых по примерам развития предпринимательских вузов, реализаций их стратегий, а также на практическом опыте изучения мнений студентов и ППС предпринимательских вузов гг. Астана, Алматы и Павлодар.