TEACHERS`CONTINUOUS FORMATION OF MEDIA COMPETENCE IN INFORMATION AND EDUCATIONAL ENVIRONMENT`SCONSTANT CHANGES

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ANNOTATION: *It must be noted that education, including media education of teacher in the modern world ceases to be the stage at the beginning of independent life, and becomes a continuous process accompanying the person throughout life. This means that the formation of media competence teachers you need to consider like the current task of continuing education. Specific condition for the formation of media competence of the teacher is the dynamic information and educational environment,the constant occurrence of certain changes that requires the teacher to address new types of problems and therefore, inclusion in media competence new knowledge and skills.*

KEYWORDS: *media competence, teacher, information, education, environment, continuous media education, media literacy.*

INTRODUCTION

In the modern social situation of high dynamism of the educational and information environment, reforming education, rapid changes in the teacher's competence requirements, the implementation of the concept of "lifelong education" is urgent, according to which the formation and development of media competence of a teacher should be viewed as a continuous process of media education in the context of solving continuous problems professional training. At the same time, it is necessary to ensure the continuity of various forms, levels and levels of education: vocational training (secondary vocational and higher education) - mentoring, methodological support for a novice teacher during vocational adaptation -the implementation of various forms of professional development of teachers - the organization of methodical work with teachers in school - self-education of teachers. [1,2]The specific condition for the formation of media competence of teachers is the dynamic information and educational environment, their constant changes. For a teacher, it is important to detect and identify such changes in a timely manner, to predict their impact on educational practice, taking into account the

identified changes, to design their activities and personality, to master ways to solve new professional tasks, the knowledge, skills, abilities necessary for this. In this regard, it is necessary to include a new component in the structure of the media competence of the teacher - readiness for an adequate response to changes in the educational and information environment. The objectives of this article are: –idencing changes in the information and educational environment that have a significant impact on the activities of the teacher, the use of media in it; - justification for the inclusion of an additional element in the structure of media competence of the teacher - readiness for an adequate response to changes in the information and educational environment; - a description of the structure and content of such readiness, pedagogical conditions and tools for its formation in the context of the tasks of continuing education of the teacher.

MATERIAL AND RESEARCH METHODS

To solve the set tasks, the following methods were used: - analysis of the current informational and educational environment, changes occurring in them, their influence on the teacher's activities, interaction with students, use of media by the teacher; - designing the structure and content of the teacher's readiness to adequately respond to changes in the information and educational environment as part of its media competence; - simulation of the formation of such readiness in the system of continuous media education of the teacher. The implementation of the methods was carried out based on the following methodological foundations: - the theory of media education of the teacher and the formation of his media competence.[3,4]

RESULTS AND DISCUSSION

In today's information society, media education, the use of media in the educational process, the formation of a teacher's media competence are the subject of numerous foreign studies. The works reveal the essence of media education, media competence, pedagogical potential and conditions for the use of various media in the educational process (information technologies, the Internet, social networks, screen arts, reading, television, advertising, interactive games, computer animation, etc.), models and tools for the formation readiness of the teacher to use them. However, in existing studies there is practically no consideration of such a necessary component of media competence as the teacher's readiness to adequately respond to the constantly occurring changes in the

educational and information environment, evaluate and predict such changes, improve their personal qualities, abilities, master new knowledge and skills in accordance with them. , ways to solve new professional problems using media. At the same time, in the educational and information environment, changes are constantly taking place related to the reform of education, the development of information technologies, and the expansion of types and sources of information. Thus, the analysis made it possible to identify the following key changes in the information environment that have a significant impact on the components of a teacher's media competence: - an increase in the volume of transmitted data and models for their processing; - distribution of software that may be affected by a regular user; - development of human-machine interfaces, artificial intelligence technologies, semantic systems working with the meanings of natural languages, neural interfaces; - introduction of quantum and optical computers, etc.[5,6].

In response to changes in the information environment, the educational environment also changes: - innovative training tools are introduced using information technologies: online courses, simulators, simulators, online gaming worlds, etc .; - develop network forms of implementation of educational programs; - remotely used technologies, e-learning; - Robotics lessons are included in school programs; - in training, various forms of introducing students into productive states of consciousness are tested using information technologies (for example, the flow state, when a person is fully involved in the creative process and does not feel anxiety about possible success or failure); - the learning process adapts to the needs of a particular learner and his personal characteristics: the learner can choose the learning format and its pace, focus on a very narrow topic or, on the contrary, master an interdisciplinary program; - electronic educational environments are being created, incl. online platforms; - practice-oriented educational programs are increasing, the emphasis shifts from theoretical training to the inclusion of students in the development and implementation of real projects; - forms of mastering educational programs are being developed that allow combining training with labor activity ("dual training", training at the workplace). The question arises: how should these changes be reflected in the structure of the teacher's media competence? In accordance with the accepted understanding, media education is aimed at mastering the knowledge and skills that enable individuals: 1) to analyze, critically interpret and create media texts; 2) to determine the sources of media

texts, their political, social, commercial and / or cultural interests, their context; 3) to interpret media texts and values distributed by the media; 4) select the appropriate media to create and distribute their own media texts and find the audience interested in them; 5) to get the opportunity of free access to the media both for perception and for products. As we see, this definition does not include such a component as knowledge and skills that allow individuals to evaluate and predict changes in the media environment, the emergence of new media, use them in their own activities, design their activities and personality in accordance with such changes.[7].

The conceptual basis for building the model was the following ideas, which can also be viewed as conditions for the formation of a teacher's readiness to adequately respond to changes in the information and educational environment: 1. The teacher's professional development should take place in a rich media environment that encourages him to actively use media to solve professional and life tasks . Media technologies should be built into the process of continuing education and teacher self-education. [8].Thus, in the period of university training and advanced training, this may be expressed in the use of IT tools for mastering professional competencies (computer testing, online simulators, computer simulators, computer games, etc.), creating online platforms with training courses, organizing role-playing and business skills. games using social networks, information and communication technologies, the use of e-learning, distance learning technologies, electronic library systems, databases, organization of topics eskih websites, Internet forums, conducting online surveys, using vuchebnom process for processing the results of research of modern software, including used in the industry, the organization of a point-rating system of evaluation by means of an electronic platform, etc. In the period of professional activity of a teacher at school, in a special organization, the teacher performs various professional functions by using media (maintaining various databases, including taking into account students' achievements, automated management of various activities, filling in thematic plans, educational plans and other documentation on an electronic platform, electronic management students' journals and diaries, active use of interactive boards, media projectors, electronic presentations, educational software, computer games, the use of social networks for sharing information, organizing educational online forums, maintaining their own page on the school's website (the author's website), etc.). 2. Using media to solve

pedagogical tasks will be more effective if the teacher masters new media, new ways to use them in solving professional and personal tasks together with students as subjects of informational and pedagogical interaction (here you can use the ideas of Waldorf pedagogy, where one teacher together with students "from scratch" studies all academic subjects). In this way, the role of the teacher changes from manager to co-activist. 3. Media sources should be for the teacher only a means to achieve the goals of education and training, but in no case the goal. Media is only a means of realizing the goals of a teacher, the effectiveness of their pedagogical use depends largely on the teacher's professional skills. 4. The main thing in building pedagogical interaction with the use of media and taking into account changes in the educational and information environment should be the teacher and students, and the media should remain a means of optimizing such interaction. The media should not be allowed to become an "idol" for a teacher or student. It is necessary to detect both the constructive, developmental and destructive influence of media on the development of the individual. 5. The teacher needs to take preventive, preventive measures to prevent the occurrence of students and dependent behavior in relation to the media (computer, Internet, gaming, television addiction, etc.). For this, it is necessary to use the means of complex prevention of social addictions.

6. The median should replace the live communication of the teacher with the pupil, but only enrich it. Priority should be given to live, not virtual communication subjects of the educational process. 7. The teacher should understand the essence and strategy of the ongoing changes in the educational and information environment, interpret them from the standpoint of key spiritual and moral values and encourage students to make this understanding. In this case, the ability is formed not only to critically evaluate, but also to predict changes. 8. The teacher should be able to not only use, but also create media for solving the problems of training and education, i.e. possess the skills of computer programming, creating learning interfaces and programs. 9. The use of media should not come to the forefront as an informational, but rather a motivational function - to arouse in teachers an interest in social, professional and other personally significant issues. Accordingly, the teacher needs to master ways of motivating students to solve educational, social and other personally significant tasks using media. 10. The teacher needs to develop information and immunity in himself and students for the negative effects of the media

environment on the spiritual and moral world of the individual. In the process of using media to solve pedagogical problems, it is important for the teacher to maintain his own creative individuality, individual style of professional thinking and activity, and pedagogical communication. Media should serve to enrich this style, its more optimal implementation, but should not level this style. Therefore, the teacher should not copy samples of the use of media by colleagues, as well as those presented in the methodological literature - it is necessary to adapt them to specific conditions and to the peculiarities of their own personality. 12. In the selection of media resources for their use in solving pedagogical tasks, the teacher must adhere to the principle of selecting means that correspond to a high cultural and intellectual level. 13. In the process of formation of the teacher's readiness for an adequate response to changes in the information and educational environment, it is necessary to ensure an optimal combination of individual, group and collective forms of work (individual counseling on overcoming barriers to the introduction of pedagogical innovations, tutor support for designing and implementing self-design programs for media competence, group psychological pedagogical trainings, group design, collective workshops, webinars, eminary, round tables, etc.). 14. It is necessary to ensure the continuity of media education, the formation of the teacher's readiness to adequately respond to changes in the information and educational environment, continuity of content and means at various stages and levels of education and self-education.[9].

The theoretical model of the process of continuous formation of a teacher's readiness to adequately respond to changes in the information and educational environment reveals the goals, objectives, functions, stages, content, subjects, tools of this process through a system of goal-functional, structural-logical, informative, organizational and managerial, instrumental technological characteristics. The goal-functional characteristics of the model reveal: The general goal of the process being modeled is the formation and constant development of the teacher's readiness to adequately respond to changes in the information and educational environment as an integral component of its media competence. Objectives: - the formation of the teacher's ability to detect and predict changes in the educational and information environment; - development of skills to assess the impact of past and forecasted changes in the information and educational environment on teaching activities and pedagogical interaction; - preparing the teacher for the design of

pedagogical reality, professional activity and his own personality, taking into account the past and forecasted changes in the educational and information environment; - development of the teacher's ability to adjust their own actions and personal qualities in order to adequately respond to changes in the information and educational environment. Functions of the process being modeled: - developmental - development of the personality of the teacher as a subject of innovation activity; - predictive - forecasting changes in the information environment and the educational system; - adaptive - adaptation of the teacher's activity to the changed conditions of the information and educational environment, adaptation of the teacher's personality to new professional functions and tasks that have arisen in connection with the changes in the information and educational environment that have occurred; - optimizing - regulation of the teacher's actions in order to make optimal use of the media for solving pedagogical problems. The substantial characteristics of the model reveal the content of the process being modeled, including the detection of changes in the information and educational environment, their translation into pedagogical tasks, the analysis and solution of these problems, the analysis of the results obtained and the correction on this basis of their personality and pedagogical activity. Structural and logical characteristics of the model reveal the logic and stages of the simulated process. For their construction, a matrix was used that reveals the interrelationships of media competence invariants and the levels of formation of readiness for an adequate response to changes in the information and educational environment.[10].

CONCLUSIONS

Therefore, the following conclusions can be made that the teacher's readiness to adequately respond to changes in the information and educational environment must be shaped in the context of solving the problems of its continuous media education and continuous training, ensuring continuity of goals, content and means at its various levels: vocational training (secondary professional and higher education) - mentoring, methodical support for a novice teacher during the period of professional adaptation AI - Implementation of various forms of professional development of teachers - the organization of methodical work with teachers in school - self-education teacher.

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