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DIDACTIC FUNCTIONS OF MEDIA AND THEIR USE IN PHILOLOGICAL EDUCATION

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Abstract:

The article gives a detailed description of the use of media for educational purposes, provides an overview in a historical context, raises problems and contradictions between the demand and readiness for the use of media by future teachers in their professional activities.

Keywords: media educational technologies, media, humanitarian culture, individualization of teaching, didactic functions, multimedia.

Media (mass communication media) every year play an increasing role in people's lives and in the educational process. Accessibility, interactivity, emotional richness and the rapid development and complication of media tools, their emotional richness create unique opportunities for the formation of effective learning in the humanities education. Through multimedia, it is possible to form the humanitarian culture of students on the best world standards.

However, there are certain contradictions between the social demand for the most high-tech and advanced teaching methods and the insufficient readiness of future teachers to use such technologies in their professional activities. Such contradictions are most evident in the training of future teachers of philological specialties. Therefore, the development of theoretical and practical issues of training future teachers of philological specialties based on the use of media educational technologies is an urgent scientific problem. The use of media in teaching is historically associated with philological education, the main goal of which has always been the formation of a humanitarian culture of students. At the present stage, the powerful potential of publicly available multimedia technologies is optimal for achieving this goal. The training of a new generation of teachers of philological specialties should include the use of media educational technologies. This will allow future specialists to develop the practical skills of working with media necessary for



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their professional activities. The use of media educational technologies in teaching requires an analysis of their didactic capabilities. The didactic functions of media educational technologies include:

- 1) presentation (improvement of visual aids);
- 2) developing (creating conditions for personal development);
- 3) training (imitation of professional activity by means of media technologies);
- 4) individualization of education;
- 5) differentiation of the content of education;
- 6) controlling.

The didactic functions of media-educational technologies are implemented in the classroom, independent work, control activities. Lecture is the main form of organization of education in higher education. The use of media educational technologies in the organization of lectures is, in our opinion, primarily associated with the creation and use of Power Point presentations, which ensures the performance of presentation and developmental functions. Practical classes are aimed at deepening theoretical knowledge, developing skills for their practical application. The use of media educational technologies in classroom work in practical classes requires the presence of: 1) a computer; 2) multimedia projector, 3) Internet access. The optimal form of a classroom lesson in the Russian language based on media educational technologies is the use of ready-made media products created by native speakers. Philology students carry out a significant part of the work on mastering the discipline in the process of self-study. This form of the educational process is planned and carried out with the methodological guidance of the teacher, but without his direct participation. The use of media educational technologies in this type of work forms students' skills of independent activity, the ability to use professionally important software.

The use of media educational technologies in the independent work of students can be directed both to work with ready-made media products and to create their own media products. Work with ready-made media products is carried out by preliminary selection by the teacher of stories, films, interviews of specialists that correspond to the level of language learning and allow a deeper understanding of the topic being studied. Such tasks can be posted locally in a computer class, or on the Internet (on a teacher's page or in his blog). The teacher develops tasks for the proposed media products: 1) writing a commentary on the plot (according to a certain plan), 2) preparing answers to questions about the content of the video or audio clip. The use



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of media educational technologies allows to improve the control of knowledge assimilation, first of all, to automate the test control.

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