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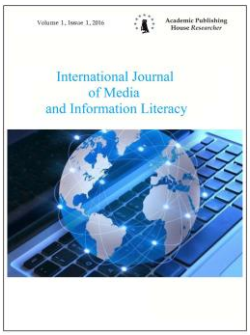
Published in the Slovak Republic
International Journal of Media and Information Literacy
Has been issued since 2016.
E-ISSN: 2500-106X
2019, 4(2): 31-41

DOI: 10.13187/ijmil.2019.2.31
www.ejournal46.com



Articles and Statements

Media Education as a Tool to Develop Foreign Language Communicative Competence

Nataliya Khlyzova [a] , [*]

[a] Irkutsk State University, Russian Federation

Abstract

The article deals with the issues of developing the foreign–language communicative competence by media education of the student. It shows the importance of the research, which is devoted to the organizing teaching a foreign language, e.g. English, in order to form the foreign–language communicative competence by means and on material of foreign–language media. The author analyzes lingo–didactic opportunities of media education from the point of their application in teaching students in the Linguistics direction. It studies the media literacy of the student as the purpose and result of media education, media knowledge, media ability and media attitudes as media literacy components. The analysis of the current state of teaching a foreign language has revealed the contradiction connected with the need of media education to work in foreign–language information space and the lack of due activities to build media knowledge, media abilities and media attitudes of the student. According to the theoretical studying of the scientific works of the Russian and foreign researchers, the described experience of adding a media educational component to the curricular of a foreign language we have held a forming experiment where we were developing the competence by means of media education. The received results confirm the hypothesis; demonstrate high potential of media education to develop the foreign–language communicative competence.

Keywords: media education, media literacy, media competence, foreign–language communicative competence, foreign–language media text, media, critical thinking, global information space.

1. Introduction

The development of the global information space and information technologies creates new conditions for the personality to form and socialize. The citizen of the 21st century interacts with media information every second. “People come in contact with media constantly throughout their daily lives. Being continuously bombarded with messages, the media has a powerful and tremendous influence on their thought processes as individuals and as a worldwide society” (Kayal, 2019). There is a need for abilities to percept media messages, select, estimate and analyze them. Therefore, media education, the autonomous section of pedagogic is getting popular. It can be described as “the process of the development of personality with the help of and on the material of media, aimed at the shaping of culture of interaction with media, the development of creative,

[*] Corresponding author
E-mail addresses: uspehvovsem5@gmail.com (N. Khlyzova)

communicative skills, critical thinking, perception, interpretation, analysis and evaluation of media texts, teaching different forms of self–expression using media technology. Media literacy, as an outcome of this process, helps a person to actively use opportunities of the information field provided by the television, radio, video, film, press and Internet" (Fedorov, 2015).

As the information space has a global feature, a lot of information is broadcasted in a foreign language. "Citizens themselves are now generating and sharing across boundaries of language, culture and geography" (Media..., 2019). To become a full participant of the space it is necessary to master not only the knowledge of rules and systems of a foreign language, but also media language to be able to get foreign–language media, interpret, analyze and estimate media texts. The Council of the European Union determined the purpose of teaching foreign languages as to develop a foreign–language communicative competence, which is an ability and readiness of pupils to have a foreign–language communication and try to understand and be understood by native speakers (Council..., 2018).

Through media education, foreign–language communicative competence expands with the necessary media knowledge, media abilities and media attitudes in order to operate with language tools and communicate effectively in the foreign–language media activity.

According to this, we put forward a hypothesis that the potential of media education can be effectively used in the course of teaching a foreign language in order to form and develop the foreign–language communicative competence due to the new conditions of the information space. This article deals with checking the hypothesis and studying media education as a tool to form and develop the foreign–language communicative competence.

2. Materials and methods

The object of the research is media education as a tool to form and develop the foreign–language communicative competence. The purpose of the article is to study the potential of media education as a tool to form and develop the foreign–language communicative competence. The put–forward purpose requires us to solve the following research tasks:

- to determine the lingo–didactic potential of media education in teaching English;
- to analyze the modern situation to use media education at the English class;
- to develop methodical recommendations to form the foreign–language communicative competence by media education.

To carry out the tasks we used the complex of methods, such as:

- the analysis of the scientific literature of Russian and foreign authors of pedagogic, media education, a method of teaching foreign languages, linguistics;
- comparison, generalization, extrapolation, modeling;
- interviewing, conversations with teachers and students, observation as a method of the qualitative analysis of students' work with the foreign–language media text;
- methods of mathematical statistics.

3. Discussion

No attempts to protect the personality from the media influence including foreign–language media, to stop their spreading and popularity or to establish control of them are successful. Therefore, there is a social need for media literacy of the personality. Media education seems to be a need of the modern society, aimed to protect the modern personality against media and develop the personality by means of media. According to Carl Heath "Having media and information literacy skills today is a necessity in order to understand what goes on around us in our world. Without those primary digital and media skills, the risk is that some people are left out of quite large discussions in society, and it becomes a clear issue for encouraging democratic dialogue". The potential of media education is indisputable, studied by foreign and Russian researchers (Chelysheva, 2019; Crandall, 2016; Fedorov, 2019; Fedorov, Levitskaya, 2019; Hobbs, 2018; Jolls, 2018). Still media education is not always used in teaching a foreign language, e.g. English.

The concretized subject of our research – the student of the university – can prove it. On the one hand, he can skillfully work with the information technologies, regularly uses them for studying and drilling new vocabulary or grammar rules, looks for the necessary information, on the other hand, he cannot think critically, he has no ability to analyze, estimate, interpret the foreign–language media text, there are difficulties with perception of media. Thus, he does not use the

possibilities of the information space. The main reason of the situation is given by A.V. Fedorov, it is that "some Russian researchers and teachers still don't see a difference between media education and use of information technologies, distance learning, the media equipment in educational process of school and universities" (Fedorov, 2009).

According to Digital Education Survey, which analyzes 2,800+ responses from demographically–diverse teachers, parents, and students in the USA, "despite everyday use, there is room for growth in school technology adoption. Only 4 in 10 teachers say their school is "behind the curve" when it comes to technology adoption and implementation" (Deloitte, 2016). It also shows that "gaps exist between teachers' perceived benefits of education technology and their actual frequency of use. Some of the widest gaps exist around learning outside of the classroom" (Deloitte, 2016).

Stanford University study showed that "80 percent of middle school students didn't recognize an ad that was masquerading as a news story despite it being labeled "sponsored content." The study also found that high school students had trouble telling the difference between the real Fox News Facebook site and a fake account mimicking the conservative news outlet" (Voice..., 2018).

This proves the need of media education in classes.

The analysis of the articles devoted to usage of media at the English classes at school and universities has shown that often teachers use information and communicative technologies only to increase the motivation of pupils and for an illustration. They apply media only to form language skills. Describing the potential of media at the English class A. Zorina notes that: "pupils can study the foreign language and communicate with native speakers by e–mail (that allows pupils to practice writing skills), and, use a web camera (that allows pupils to practice speaking skills)" (Zorina, 2017).

The survey in the USA finds the motivation as the main purpose to use media at the classroom. "For teachers, student engagement is the most important hook for acquisition of digital learning materials" (Deloitte, 2016).

Certainly, such technologies can be used in the didactic purposes, but it is more necessary to emphasize the analysis of the information and media education of the personality. Lindsey Tepe and Anne–Marie Slaughter write that "students need an introduction to methods for judging the credibility of different media and evaluating what they are reading. Most importantly, they need sustained access to trained teachers, librarians, and other professionals—perhaps even journalists themselves—who know how to engage them in critical conversations about what they are consuming and creating. Access to one of the nation's premier newspapers is only a start" (Tepe, 2017). It is not debatable now. The modern society is often attacked by fake news. The advent of it is the worst–best thing to happen to media literacy in school due to Sherri Hope Culver, director of the Center for Media and Information Literacy at Temple University. "In years past, it was tough convincing legislators and reporters that how children are taught to analyze and evaluate media is important" (Stringer, 2018).

California State Senator Bill Dodd, a Democrat representing the Napa Valley said in a statement: "We already require critical thinking skills in our schools. By giving students the proper training to analyze the media they consume, we can empower them to make informed decisions" (Voice of America, 2018).

Meanwhile, Denise E. Agosto writes about the inability of people to identify fake news. "Fake news and other false or misleading information online can have a very real influence on society." Analyzing the reasons to believe and trust fake news the author concludes the low level of media literacy of people (Agosto, 2018).

In addition, Irina Pelea finds "disinformation and Americans' general lack of ability and desire to analyze, interpret and evaluate messaging, particularly on social media, is not confined to foreign interference" (Pelea, 2019).

National association for media literacy education in SNAPSHOT 2019 singles out "the disconnect between recognition of need and demonstration of action is vast and poses multiple challenges" (The National..., 2019). "The presence and placement of media literacy continues to be an area of debate and interest. Respondents referred to varied placements for media literacy in their organizations and institutions. Thirty–eight percent of respondents reported media literacy is part of a standard content area course, while 24 % shared it is a standalone subject. In 16 % of

responses, media literacy was described as part of an informal context, such as an advisory, after school program, or community event. In about 13 %, media literacy was included as part of Library Curriculum, while about 9 % collectively shared it is part of professional development, seminar or guest lecturing, or special events. Together, these varied placements suggest media literacy is valid and viable in a range of contexts and in addressing many purposes, from cross–curricular integration to professional development and community events. Media literacy, in turn, offers not only a subject of study, but also a way of teaching and learning that is meaningful across contexts" (The National..., 2019).

It proves the necessity to develop media education and media literacy of a student.

Christina Hicks–Goldston and Amy Applebaum Ritchart study digital literacy. They include "seniors into the category of digital immigrants. The term describes current seniors who need to adapt to changes in society, based on digitization and technical progress, when so many offline activities are moving to online spaces" (Hicks–Goldston, 2019). We can predict the effectiveness of teaching English through media education.

Besides, as "the interpretation of media texts is changeable and often depends on the rate of political regimes" (Fedorov, 2016), for the students whose major is "Linguistics" who will work with cross–cultural communication, it is especially important to get the knowledge and abilities to interact with the foreign–language media text. O.V. Pechinkina, studying the integration of media education with teaching cross–cultural communication, concludes that: "there is a synergetic effect promoting more conscious and critical perception of information, easy penetration into the foreign–language culture and comprehension of its bases. Such approach to mass media of the USA allows pupils not only to learn about the previous and new events, tendencies and innovations, but also to understand the features of the perception of the current situation by the native speakers of one of the numerous cultures of the USA. That is a fundamental factor helping to carry out a successful cross–cultural communication" (Pechinkina, 2015). Nowadays the best way of teaching English seems to be the integration with media education.

Douglas Kellner and Jeff Share agree here and think that: "most education in the United States has not kept up with advances in technology or educational research. In our global information society, it is insufficient to teach students to read and write only with letters and numbers. We live in a multimedia age where the majority of information people receive comes less often from print sources and more typically from highly constructed visual images, complex sound arrangements, and multiple media formats" (Kellner, 2007). They offer "transformative pedagogy" where pupils can explore the "interconnections of media, cultural studies, and critical pedagogy" (Kellner, 2007) to be able use the whole potential of the information society.

Heather Crandall, teaching a course of rhetoric, theorizing communication, small group communication, interpersonal communication, public address, gender communication thinks it is better to integrate it with media literacy. Heather Crandall created a course "Seminar in Media Literacy', where one of the required relevant to media literacy is a practicum. It is a skill intensive course in public speaking, writing, and multi–media. In it, students complete a multi–media project that combines speaking and writing to improve their skills. Finally, the students are familiar with theories in rhetoric, cultural studies, semiotics, media ecology, agenda setting, framing, cultivation, standpoint theory, and the spiral of silence. It also means they have basic skills, and perhaps more advanced, with multi–media tools (Crandall, 2016). The integration of teaching any communication and media literacy of the students need a lot of practice. The idea with practicum can fit the purpose of developing the foreign–language communicative competence.

Paul Mihailidis and Benjamin Thevenin note that perspectives on media literacy vary widely, but also think that there is a growing consensus among scholars and educators that media education is a promising means of "developing informed, reflective and engaged participants essential for a democratic society" (National Association of Media Literacy Education, 2007). They make an argument for a pedagogical tool for media literacy and develop three critical media literacy outcomes—critical thinkers, creators and communicators, and agents of social change—that position media literacy as developing core competencies for engaged citizenship in a participatory democracy" (Mihailidis, 2013). Such teaching outcomes would be perfect for our students.

No doubt any foreign language is taught through culture. Bulgarian scientist Milena Tsvetkova thinks that "culture encompasses norms, beliefs, behaviours, values, traditions, languages, myths, ways of life, and so forth. Through the media, groups can create and represent

cultural identities, and the media play an influential role in the cultural practices of individuals. Media are manipulating minds some times, and controlling them. Powerful media nowadays such as social networks are able to wash brains and reshape identities especially for people who are not well educated" (Tsvetkova, 2019). That is why it is very important to master media literacy while studying the English language. So, we established a contradiction with the modern need in media education in the course of teaching foreign languages according to its proved relevance and the lack of the work to develop media knowledge, media abilities and media attitudes while forming the foreign–language communicative competence in real. Then we held a forming experiment where we formed and developed the required competence by means of media education. An indicator of media education of our students was the level of their media literacy, obligatory components of which are media knowledge, media ability and media attitudes.

4. Results

Before our experimental work, we have determined statistical similarity of experimental and control groups by revealing a normal distribution of the studied size. For this purpose, we had a special diagnostic class where the first–year students dealt with the English–speaking media activity. It stimulated their media literacy as a result of media education. The diagnostics shows that media knowledge, media ability and media attitude of the students are elementary. This conclusion allows us to separate two groups randomly: experimental (EG) and control (CG). Thus, 30 (15 in EG, 15 in CG) first–year students participate in the experimental work. It takes place within one academic year.

For fixing the level of students' media literacy at the beginning of the experimental work with EG and CG we have a diagnostic activity with the news report of popular American radio station NPR "For one family contract work means 'feast or famine' as income varies" (https://www.npr.org). The purpose of such an activity to identify media knowledge, media abilities and media attitude in the interaction with the foreign–language media text. Table 1 gives the results.

Table 1. Results of the first diagnosing of students' media literacy in the foreign–language media activity

Group	Media literacy level		
	elementary	intermediate	advanced
	%	%	%
Students EG	60	26.6	13.3
Students CG	63.3	26.6	10.1

The data show that the contingent of both groups has an elementary level of media literacy. These results are compared with the monitoring data, conversations, and observations. Thus, we conclude the received data are true and reflect initial knowledge, abilities and attitudes of the students of EG and CG in the English–speaking media of activity.

As for media knowledge, most of the students know about media education, media language and media functioning in the foreign–language society very little. A part of them (71 %) understand media education as "watching movies, playing computer games, using chattering messengers or e–mail, using the Internet, etc. In addition, they are not aware of the main categories and concepts of media education, regularities of perception and understanding English media text, media products. The results are in Table 2.

Table 2. First diagnosing of students' media knowledge

Group	Media knowledge level		
	elementary	intermediate	advanced
	%	%	%
StudentsEG	57	29	14
StudentsCG	56	28.4	15.6

As for media abilities of the students during the special diagnostic activity, most of them show only some of media abilities. The most developed abilities are to send, receive media message in English (82 %), ability to search, save English information, using various search engines (84 %), ability to orientate in the information space (44 %). Abilities to analyze the media text critically (2 %). The ability to interpret an author's position of the English–language media text is 10%, only 6 % of the students can build logically the sequence of events in the plot. None of the students can create a media product in English. Thus, the analysis of the monitoring has shown that the most part of the students (72.8 %) have no media abilities. The results are given in Table 3.

Table 3. First diagnosing of students' media ability

Group	Media ability level		
	elementary	intermediate	advanced
	%	%	%
Students EG	59.8	24	16.2
Students CG	61	23	16

In order to identify the students' media attitude to media literacy as a result of media education, to English media texts and mediated cross–cultural communication, the main motives to participate in it, the students have written a three–paragraph essay "Media literacy is a key skill of the modern society". About 15 % of the students support the idea, expressing the positive attitude to media education daily and especially in the professional field of translators and interpreters, reasoning the position with modern information conditions. About 60 % express the neutral attitude, 25 % criticize the developing media literacy and media education in general at the English class. Generally, they think that studying all–known categories connected with media is worthless and enlarging educational process by additional knowledge and abilities is irrational. The analysis of the essays shows that 28 % of the students express the interest to the mediated cross–cultural communication, 21 % are motivated to improve in it, and 14 % of the students are ready for developing media literacy in the course of studying English. The students also answer yes/no questions about media education. The questions and the percentage of positive answers are in the Table 4.

Table 4. The results of the first media attitudes questionnaire

Media attitudes	EG (%)	CG (%)
Media education is necessary today	35	38
Media literacy is an obligatory part of my professionalism	31	37
I want to be able to understand and analyze English media text	56	51
Media literacy helps to study English	33	35
I want to have a high media literacy	32	31
My media knowledge, abilities and attitudes must answer the modern demands	45	43
I want to know how English mass media work	28	30

I want to have self–development in the mediated cross–cultural communication	27	24
I want to study English through media education	65	65
I do as much as possible to be media educated	14	12
I want to take part in the mediated cross–cultural communication	27	32

In general, we conclude that the level of interest to media education, mediated cross–cultural communication, the attitude to the media literacy is rather low (Table 5).

Table 5. First diagnosing of students' media attitudes

Group	Media attitudes level		
	elementary	intermediate	advanced
	%	%	%
Students EG	26.9	57.9	15.2
Students CG	25.6	60.3	14.1

After the monitoring of media literacy of the students in the English activity, we start to introduce media education in the process of forming and developing the foreign–language communicative competence.

The analysis of the curriculum "Foreign language" shows that the topics for studying can easily integrate with media education, all of them can help to form media literacy of the student. So, in EG we enlarge the curriculum with a media educational component, we use English media texts of different types and genres, all kinds of media, combining interpersonal communication and mediated one. The foreign–language communicative competence is formed and developed through mastering of media knowledge, media abilities, and media attitudes. A variety of forms allows us to involve all aspects of language. We form all structural components of the foreign–language communicative competence with the help and on material of media:

1) skills to make dialogical and monological statements, to perceive an authentic speech, to read, to write (speech competence);

2) pronouncing, lexical, grammatical skills (language competence);

3) social and cultural knowledge of the region, the abilities to use it in a proper way in the English communication (sociocultural competence);

4) abilities to use the available arsenal of knowledge and abilities in case of the lack of language means (compensatory competence);

5) meta skills and personal abilities in self–education and self–development in studying English (educational and informative competence).

In CG we teach English according to the traditional curriculum without media educational component, but with use of information technologies as a didactical means of teaching English. We emphasis the language aspects: speaking, listening, reading, writing. The foreign–language communicative competence is formed by traditional methods and means.

The dynamics of forming and developing the foreign–language communicative competence of the student by media education means is checked in different tests with the help of calculation of a complex indicator.

At the end of the experimental work there are huge changes in the attitudes of the students. In spite of the fact that in both groups the motives to study English through media education increase; nevertheless, the students of CG show an elementary level of media attitudes: 37.8 %. The students of EG have this level much less often (1 %). Such conclusion bases on the analysis of the essays, activities at the classes, conversations, observation and final media attitudes questionnaire. The results are in the Table 6.

Table 6. The results of the final media attitudes questionnaire

Media attitudes	EG (%)	CG (%)
Media education is necessary today	95	75
Media literacy is an obligatory part of my professionalism	99	77
I want to be able to understand and analyze English media text.	100	80
Media literacy helps to study English.	97	75
I want to have a high media literacy.	95	51
My media knowledge, abilities and attitudes must answer the modern demands.	96	53
I want to know how English mass media work.	95	50
I want to have self–development in the mediated cross–cultural communication.	100	93
I want to study English through media education	95	77
I do as much as possible to be media educated.	97	35
I want to take part in the mediated cross–cultural communication.	100	55

At the same time in CG there is an insignificant growth of motivation to media education, but we get a significant increase in motivation to self–development in the mediated cross–cultural communication (from 24 % to 93 %). The growth of motivation in this field can be explained by the need of the students in the mediated authentic communication. The opposite situation we have in EG where besides the growth of motivation to study English through media education (from 65 % to 95 %), we observe a significant increase in motivation to form media literacy (from 32 % to 95 %) and motivations to the mediated cross–cultural communication (from 27 % to 100 %). In general, EG have more demonstrative dynamic of forming and developing attitudes of the student: reliability of distinctions due to Student's t–test between the first and third tests in EG is 42.6 (<0.001), in CG – 17.5 (<0.001). The results of the final diagnosing of students' media attitudes are given in the Table 7.

Table 7. Final diagnosing of students' media attitudes

Group	Media attitudes level		
	elementary	intermediate	advanced
	%	%	%
Students EG	59.8	24	16.2
Students CG	61	23	16

The diagnostics of media abilities shows that 92.4% of the students in EG and only 14.2 % of CG have an advanced level of media abilities. We explain such a result in CG with a low degree of media production. The students of CG have no abilities to analyze characters' positions, to interpret the idea of the author of the media text, to give a logical judgment, to resist to the external influence and manipulation, etc.

In the beginning the students in EG had also an elementary level of media abilities. The majority analyzing a media text retold the plot, they could not interpret an author's position, could not see the logical sequence of events in the plot, could not perceive a latent component of the audiovisual media text, could not estimate the media text critically. A. Novikova, characterizing skills of a critical, thoughtful viewer, writes: "Our purpose is not as well training of future film critics. To benefit from one of the most popular pastimes of young people and teach them to analyze art, technical and commercial aspects of the movie are our tasks to achieve the main purpose – to promote the development of critical thinking of pupils and students" (Novikova, 2004). Our purpose extends to the different types and genres of the media text and in the end of the year the students of EG can understand codes and conventions of a certain media text, the

interrelation of form and content, the author's message and its technical and language means. They can analyze a media image, characterize acts of characters, their psychological condition, they think critically. The results of the final diagnosing of students' media abilities are given in the Table 8.

Table 8. Final diagnosing of students' media ability

Group	Media ability level		
	elementary	intermediate	advanced
	%	%	%
Students EG	59.8	24	16.2
Students CG	61	23	16

The diagnostics of media knowledge is also positive. In order to determine the level of forming it in the end of the experimental work we give a new questionnaire developed to discover the development of the media knowledge. The open questions are about media education terminology, history, general categories. Then, the students create a web quest devoted to media knowledge. Here we can check both the media knowledge and media abilities in the mediated cross–cultural communication.

The analysis of the received results proves the efficiency of the classes in EG during this academic year within our experimental work which forms and develops media knowledge. The advanced level characterizes the majority in EG. 97.3 % of the students have such a result. 2.7 % have the intermediate level, none of the students has the elementary level in EG. Most of the students in CG have the elementary level. 48.4 % of the students show this level. 42.7 % of the students have the intermediate level. And only 8.9 % have the advance one. In general, the students in CG do not know media language, media technologies, and regularities of media functioning. At the same time, the average result of their knowledge in the field of media education increases. Also, there is a stability of positive dynamics of all indicators both in EG, and in CG. The reliability of distinctions according to Student's t–test between the first and third tests in EG expresses more considerably 43.8 (<0.001), than in CG 15.1 (<0.001). More details are in the Table 9.

Table 9. Final diagnosing of students' media knowledge

Group	Media knowledge level		
	elementary	intermediate	advanced
	%	%	%
Students EG	57	29	14
Students CG	56	28.4	15.6

Also, the interterm test demonstrates the formation and development of the foreign–language communicative competence through media education. It is given in one semester of the purposeful work. It shows the essential growth of the complex indicator of media abilities in the English media activity at EG (46.3±3.4 point). At CG the growth of the complex indicator of the abilities is also registered; however, it is not so considerable (18.4±4.2 point).

After the next test, at the end of the academic year and our experimental work, the complex indicator is already 84.2±2.1 point in EG and 34.4±1.5 in KG. This test confirms the stability of the positive dynamics of the studied process only in EG. The reliability of distinctions according to Student's t–test between the first and third diagnostics in EG is 40.4 (<0.001), in CG is 18.2 (<0.001).

Therefore, it is possible to say that the reliable increase in level of the foreign–language communicative competence through media education of EG is registered. That demonstrates the efficiency of media education in the course of forming and developing the foreign–language communicative competence. The offered curriculum of the discipline, its volume and content promote the successful development of media abilities of the students to search, perceive,

understand, think critically the English media text of different genres, forms; media abilities to analyze difficult processes of how media work, to analyze the received information, to single out a latent idea, to interpret it, to create a media text.

The diagnostics proves the changes in the level of media literacy. Table 10 shows the results.

Table 10. Results of the final diagnosing of students' media literacy in the foreign–language media activity

Group	Media literacy level		
	elementary	intermediate	advanced
Students EG	0	2.7	97.3
Students CG	38.4	42.7	18.9

5. Conclusion

The research, which is devoted to the studying of opportunities of media education to form and develop the foreign–language communicative competence of the university student, gives the results of the theoretical analysis and practical realization. That allows concluding the following:

According to the new conditions of the society, to the global information space the training of the students in the Linguistics direction at the English class demands special knowledge, abilities and attitudes. They need to deal with the English media text, to understand how English media work, to interact with them and contract their manipulative influence, to use new information technologies in studying English. In this foreshortening media education – a new pedagogical phenomenon directed to develop media literacy of the personality has great opportunities. The results received in the research prove the hypothesis, which has been given, show that media education has a high lingo–didactic potential, and can be an effective tool to form the foreign–language communicative competence of the student. However, to use this potential it is necessary to develop state standards, integrate media education into educational process of teaching English, to train teachers, to media educate systematically and purposefully.

The results of the given research also have a practical value. The developing of the foreign language communicative competence by media education through forming media literacy and its components: media knowledge, media abilities and media attitudes can be realized in teaching any foreign language, in various types of the highest professional educational institutions and secondary schools.

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