

## ABSTRACT

for the dissertation work of Kuanysheva Bakyt Taupykhovna  
on the topic «Formation of media competence of students in the conditions of foreign  
language training at the university» for the degree of Doctor of Philosophy (PhD) in  
the specialty 6D010300 - Pedagogy and psychology

**Research relevance.** The process of education at the university is aimed at the formation of the personality of the future specialist, his professional formation. The professional formation of a personality, which should begin in the process of professional training, makes it possible to adapt to the requirements of society, to find and choose effective ways for self-realization, self-improvement. Foreign language training is an indivisible part of professional training at the university. The use of the complex of professional knowledge acquired in foreign language training, personality qualities, abilities to manifest their knowledge, experience gained in life and professional activity is the essence of the purpose of teaching a foreign language.

In the process of foreign language training, media resources have recently been used, which, on the one hand, serve as an effective means of teaching, and on the other hand, require confident skills and abilities to use these resources. In the studies of modern scientists, such as A. A. Grihalva Verdugo, M. A. Perez-Rodriguez, A.D. Ponce, D. Perrin, G. Tulodzetsky, S. Graf, I.M. Kyshtymova, Y.S. Tyunnikov, A.V.Fedorov, this concept is designated as media competence. The concept of media competence has emerged in the last decade to describe the audiovisual level of education of citizens, the ability of people to interact with complex media, as well as to establish communication through media.

Studying the issues of improving the process of teaching a foreign language is a problem that is the subject of attention of modern scientists. Of no small importance for the study of our problem are the works concerning:

- theories of media education (L.S. Akhmetova, S.N. Velitchenko, A.V.Fedorov, etc.)

theory of foreign language training (I. L. BIM, N. D. Halskov, N. And. GEZ, Kunanbaeva S. S., E. I. Passov, I. I. Khaleeva, etc.);

- problems of implementation of language policy (O. B. Altynbekova, J. S. Smagulov, E. D. Suleimenova, N. Well. Shaimerdenova, etc.)

methodological aspects of the organization of foreign language teaching (Z. K. Akhmetzhanova).

In foreign language training, the use of media that have a high communicative potential contributes to familiarization with foreign language culture. Methodically, the use of media is conditioned by the integration of activity, socio-cultural and competence-based approaches. Considering that young people are more influenced by the media than any other age group due to incomplete formation of views and beliefs, it is obvious that it is expedient to include these materials in educational activities for teaching a foreign language in general. The specifics of our research also consist in the fact that the experiment was carried out in conditions of mixed

(offline and online) training, contact and distance, due to the fact that the Ministry of Education and Science of the Republic of Kazakhstan introduced restrictions.

The study of scientific literature on the problems of media competence formation in the process of foreign language training at the university and the practical experience of teaching foreign languages revealed **contradictions**:

- between the presence of an extensive complex of resources in higher education, including foreign-language media resources, and the lack of a system for using them in the process of teaching a foreign language;

- between the presence of a large amount of information about the use of media in the educational process of learning and the lack of a scientifically based methodology for the formation of media competence of students in the conditions of foreign language training at the university.

Based on the search for ways to overcome the contradictions mentioned above, **a problem** arises: by what means and how it is necessary to organize foreign language training at the university in order to form the media competence of students.

The research relevance problem determined the choice of the topic of the dissertation research in this formulation: "**Formation of media competence of students in the conditions of foreign language training at the university**".

**The purpose of the research** is theoretical substantiation and methodological support of the process of formation of media competence of students in the conditions of foreign language training at the university.

**The object of the research** is foreign language training at the university.

**The subject of the research** is media competence of students in the conditions of foreign language training at the university.

**Research hypothesis:** if a methodology is theoretically substantiated, developed and tested, taking into account the psychological and pedagogical features of interaction between subjects of study, the specifics of modern means of communication, then the formation of media competence of students in the conditions of foreign language training at the university will be effective, since the socio-cultural conditions of foreign language training are provided.

The purpose, the object and the subject of the study determine its **tasks**:

1. To carry out a critical analysis of existing points of view on the essence of the concept of "media competence", on this basis to determine the prerequisites for the formation of media competence of students in the conditions of foreign language training at the university.

2. To study the main directions of scientific research of the problem and to substantiate the essence and content of the process of formation of media competence of students in the process of foreign language training at the university.

3. To investigate the conditions of foreign language training at the university for the formation of students' media competence, on this basis to develop a model for the formation of students' media competence in the process of foreign language training at the university.

4. Analyze, justify and verify the effectiveness of using modern methods, forms and means of foreign language training for the formation of media competence.

5. To develop recommendations for the organization of activities for the formation of media competence of students in the process of foreign language training at the university.

**The methodological basis of the research is:**

- at the philosophical level: philosophy of culture (A.G. Spirkin, M.G. Aldridge, etc.);

- at the general scientific level: activity approach (A.N. Leontiev, etc.), competence approach (E.F. Zeer, I.A. Zimnaya, etc.), socio-cultural approach (S. G. Ter-Minasova);

- at the concrete scientific level: research on the use of media resources in the educational process of higher education (E.S. Polat, P.S. Seitkazy, A.V. Fedorov, A.Yu. Uvarov, etc.).

**The theoretical basis of the research** consists of: the theory of computer-mediated communication (I. N. Rozina, M. Varshauer); theories of linguistic personality, activity, creativity, self-realization in the process of activity (A. A. Verbitsky, I. A. Zimnaya, N. F. Koryakovtseva, I. I. Khaleeva).

**Research methods** were used in the work:

- analysis of scientific and methodological literature on pedagogy, psychology, methods of teaching foreign languages;

- analysis of the experience of using media in teaching a foreign language;

- analysis of educational and regulatory documentation, authentic Internet materials;

- empirical methods (questionnaire, observation, conversations, testing, experiment);

- methods of statistical data processing.

**The experimental base of the research was:**

M. Kozybayev NCSU, where the diagnostic tools "Diagnostics of media competence formation", teaching aids, electronic manuals were tested at the preparatory stage.

Ekibastuz Engineering and Technical Institute named after K.Satpayev, where a control group of students (59 1st year students) were formed at the initial stage, and the NAO Toraigyrov University, an experimental group (61 1-st year students), where the methodology of forming students' media competence in the conditions of foreign language training at the university was tested.

In total, the experiment involved: 271 people, 152 1-2-year students at the preparatory stage, 103 1st-year students and 16 teachers at the main stage.

**The main stages of the research.** The study was conducted in three stages from 2018 to 2021.

The first stage (2018-2019) is search and theoretical. Studying the state of the problem on the basis of scientific sources on the methodology, psychology of teaching a foreign language, pedagogical theory and practice of media education; formulation and understanding of the research problem; formulation of the purpose and hypothesis of the study; determination of the theoretical and methodological basis of the study.

The second stage (2019-2020) is theoretical and modeling. Development of a methodology for the formation of media competence; conducting an experiment as part of preparatory work.

The third stage (2020-2021) is experimental. Conducting experimental work; analysis, generalization and evaluation of its results, clarification of conclusions; design and editing of the text of the study.

**The scientific novelty of the research consists of:**

- in the definition of the concept: the formation of media competence of students in the conditions of foreign language training at the university is a process aimed at the development of media competence by means of media education, interactive perception of media, media criticism, media design, used on the basis of the principles of personal orientation, based on the full orientation of students in the studied subject; interactivity, based on the problem orientation; maximum completeness of the cultural context; tolerance and humanity; realism, multimodality, multilevelness, multidimensionality, consistency and environmental friendliness (copyright).

- in the theoretical development and methodological support of the step-by-step process of formation of media competence of students in the conditions of foreign language training at the university;

- in substantiating the effectiveness of the use of modern methods, forms and means of using media in teaching a foreign language as an activating factor of activity, as a means capable of ensuring the individual and adaptive nature of blended learning and increasing the student's interest in a foreign language.

**The theoretical significance of this work** consists in the fact that a system of ways of organizing activities using Internet technologies is proposed, and the expediency of using media in foreign language training is substantiated.

**The practical value of the research** lies in the possibility of using the developed methodology for the formation of media competence of students in the process of foreign language training at the university. The developed materials of four teaching aids, materials of the online course "English & Media" can be used at all stages of foreign language training. Methodological recommendations can be used to form the media competence of students in the process of foreign language training at the university.

**The reliability and validity of the conclusions determined:**

- methodology and logical structure of the study;
- adequacy of the research methodology to its subject, goals and objectives;
- the duration of the experimental work, which allowed making additions and changes to the teaching materials;
- statistical processing of experimental results;
- approbation of the developed methodology in the process of personal teaching and positive experience of colleagues using the author's materials.

**Provisions submitted for the defence:**

1. The formation of media competence of students in the conditions of foreign language training at the university is a process aimed at the development of media

competence by means of media education, interactive perception of media, media criticism, media design, used on the basis of the principles of personal orientation, based on the full orientation of students in the studied subject; interactivity, based on problem orientation; maximum completeness of cultural context; tolerance and humanity; realism, multimodality, multilevelness, multidimensionality, consistency and environmental friendliness (author's).

2. The process of formation of media competence of students in the conditions of foreign language training at the university is carried out in stages (initial, basic, final) in accordance with the model, which includes target, content, activity and control blocks of implementation, criteria (motivational-personal, cognitive, operational-activity), indicators (motivational, informational, perceptual, interpretative-evaluative, practical-operational) and levels (high, medium, low).

3. Methodological support of the process of formation of media competence of students in the conditions of foreign language training at the university is implemented through the use of media criticism, media education, perception and creation of media, media design, the use of methods for the development of critical thinking through a combination of classroom classes and online work, based on interactive interaction.

#### **Approbation and implementation of research results.**

The results of the study were reported and discussed at meetings of the Department of Psychology and Pedagogy (2018-2021) of Toraigyrov University, presented at international scientific and practical conferences in Kazakhstan «Innovative and digital technologies in foreign philological education», L. N. Gumilev ENU, Astana, 2018, «Topical Issues of Foreign language professional Training», Plekhanov Russian University of Economics (Moscow, Russian Federation). The results of the work were reflected in 7 printed publications, including three of them - in the publication recommended by the CCSON of the Ministry of Education and Science of the Republic of Kazakhstan, two articles in journals indexed by the Scopus database.

**The structure of the dissertation work:** the dissertation consists of an introduction, three chapters, a conclusion, a list of sources used, applications.