Victoria Sydorenko,
Doctor of Education, professor, Head of Department for Philosophy and Adult Education, Central Institute for Continuing Teachers' Training, University of Educational management under The National Academy of Educational Sciences; Kyiv, Ukraine.

Ponomarevskyi Artemy,
Postgraduate student, Department for Philosophy and Adult Education, Central Institute for Continuing Teachers' Training, University of Educational management under The National Academy of Educational Sciences; Kyiv, Ukraine.

PROFESSIONAL MEDIA COMPETENCE DEVELOPMENT FOR TEACHERS OF FOREIGN LANGUAGES BY MEANS OF CONTINUING EDUCATION COURSES: THEORETICAL PRINCIPLES

According to the "Recommendations of the European Parliament and Council of Europe" on "Education Competences for Lifelong Learning" from December 18, 2016 as well as "New Ukrainian School", the **key teacher's competences** [1] include digital and information competence. From the European perspective, the main competence of interaction with digital media is defined as confident and critical use of information society technologies (IST) for activity, recreation and communication that combines: advanced search of data, its collection and processing, critical and systematic use, value assessment and distinguishing between the virtual and real world; The importance of working with tools for transforming data, perception and introduction, the ability to receive access to online services, as well as critical thinking, creativity and innovations is also mentioned.

Nowadays, society requires **a highly motivated teacher with sound academic background, media literacy skills, capable to child-centered education, free creativity and professional lifelong self-improvement**. Apart from specified characteristics, a foreign language teacher needs to maintain a high level of communicative and professional media competence. Since the main role in the process of teaching foreign languages plays communication and organizing interaction for learners, a teacher faces new challenges in the field of applying media. As mentioned by Paul Gruba, PhD, the University of Melbourne: "…If teaching English as a foreign language can be seen as the study of language in context, then looking closely how media shapes the context can be a productive area for investigation" (16, 181).

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[1]Competence – dynamic combination of knowledge, ways of thinking, views, values, skills, abilities and other personal characteristics constructing a person's capability successfully to carry on professional or continuing learning activity [New Ukrainian School: Teacher's Guide. Chapter 1: Overview on New Ukrainian School Conception. – 2017. – P. 6-7].

Key competences combine personal and social issues within education, refer to comprehensive maintaining of different activities that makes possible to introduce and measure the corresponding indicators; Competences are more specific than genereal and are obtained not only while learning disciplines but also by means of non-formal education and environmental impact. Key competences can be characterized by: multifunctionality, interdisciplinarity, complexity, orienting to critical thinking, reflections, and one's opinion expression.

Teacher's professional development includes the ability to navigate in modern information world, comprehend, perceive, interpret and analyze media messages as well as create and disseminate one's own in the context of teaching and educating new generations. The target implementing and use of media education elements in foreign language teacher's professional activity enables to improve one's language proficiency and also the level of media literacy that is required in the context of open society. That is why applying not only classical approaches, methods and learning techniques by teachers but also media education approach can develop the motivation of all learners, let them be actively involved in the process and ensure the quality education services.

High attention to professional media competence of foreign language teachers is explained by the correspondence of lesson topics and content to the main fields of a person's life which are anyway introduced in a form of media text. Therefore, a modern teacher has to motivate students to critical and informed media consumption for the further creation of one's own messages based not on one-side topic coverage or unconscious rendering of dictated opinions but on the individual processing of different sources, seeing the whole picture and interpretation skills. For cultivating the culture of interaction with media, creativity and communication skills, critical thinking, teaching advanced perception, interpretation, analysis and assessment of media texts, inducing learners' self-expression through media outlets, it is essential for teachers of foreign language to master media information and literacy skills, apply media education techniques in practice and improve students' media literacy for them to become competitive alumni at the market for services and modern European citizens in future.

The problem of quality information selection, spreading of "screen-screen" communication in modern society, information and study overload of learners, a total transporting of simulated world and virtual images (avatars) to real life by young people, worldview generation gaps and other criteria make "face-to-face" communication more difficult. The lack of teachers' guidance and learning materials on how to implement media education elements in education is the reason for low education quality and efficiency. The outlined tendencies of modern education determine the **importance of professional media competence development for the teachers of foreign languages by means of continuing education courses.**

Ukrainian researchers of the investigated problem who made a significant contribution into the development of professional media competence in education are: V. Ivanov, G. Pocheptsov, H. Onkovych, V. Osadchyi, S. Its, O. Baryshpolets, A. Voloshyna, D.M. Fateeva, I.M. Cheremys. This domain of education is thoroughly studied by such foreign researchers as Marshall McLuhan, Andrew Hart, David Buckingham, Renee Hobbs, Len Masterman, W. James Potter, Cary Bezalgette, Robert Kubey, Cyndy Scheibe and Faith Rogow, Jack Jackino, Fred Schnell and others who introduce international experience in media education development, show a variety of methodologies and sources, give the possible ways for teachers' professional media competence improvement. In 2010, the "Conception for Implementing Media Education in Ukraine" was approved that speaks for existing demand on preparation of different models and forms of professional media competence improvement by means of formal and non-formal continuing teachers' training.

However, we still observe the lag of Ukrainian education in comparison with other states in the context of media literacy development, insufficient level of professional teachers' media competence development, taking not all opportunities of formal (courses of advanced training, second education, etc.) and informal (self-education, project activity, etc.) continuing education. Though, the implementation of a better world experience through direct borrowing without a thorough analysis and adaptation to Ukrainian conditions is impossible due to the significant difference between the national and western educational systems.

Currently, there are different approaches to defining the term "media literacy". The difference is caused by several factors that identified several vectors of media literacy development in the world. First, the peculiarities of mass communication, in particular activity of

media outlets and mass culture impact on the social systems of different regions led to the need for selection of appropriate information and communication skills and tools. Secondly, the level of development and the educational systems in different countries do not allow to introduce a single mechanism for teaching media literacy, and therefore, understanding essence and structure of the concept appears differentiated. Thirdly, non-simultaneous development of information technologies and the shift in demand for different environments paid consumers' attention to the reality that is taking place and transforming under their local borders. As Cindy Scheibe and Faith Rogow argue: "…the word media literacy is used in many various meanings and understood differently by people. This is like different kinds of bread: even if the basic ingredients are the same, different bakers can produce not one and the same bread".

International organization UNESCO managed somewhat to specify the definition by claiming that media literacy, in complex with the information literacy as the basis for freedom of speech and information, provides citizens the opportunity to comprehend the functions of media and other information sources, critically to analyze the content perceived and to make the corresponding decisions, being consumers or producers of information or media content (Available:http://www.unesco.org/new/en/communication-and-information/media-development/media-literacy/mil-as-composite-concept/).

National Association for Media Literacy Education (of the United States) defines media literacy as the ability to receive, analyze, assess, create and use all communication forms in the interdisciplinary context. Media literacy, according to the researchers, appears to be an important, complete and strong respond to challenges of virtual environment and communication stream that are constantly transforming (Available:https://namle.net/publications/media-literacy-definitions/).

Researchers from the Academy of Ukrainian Press, in particular Prof. V. Ivanov (3) notes that media literacy should be the result of media education and consists of a set of motives, knowledge, skills and abilities that facilitate the collection, use, critical analysis, evaluation, creation and dissemination of media texts in various forms as well as genres, and also includes the analysis of complex processes of media functioning in society. Media literacy is aimed at ensuring that a person is active and competent, with the developed ability to perceive, create, analyze, evaluate media texts, understand sociological, cultural and political contexts of media functioning in the modern world, and also representative systems that they use. The life of such a person in society means civil responsibility.

According to the vocabulary of media education, media pedagogy, media literacy and media competence by A. Fedorov, media literacy is the result of media education process, the ability to analyze and synthesize time-and-space activity, the ability to "read" (decode) media text. Teacher's media competence, according to A. Fedorov forms a set of one's knowledge, abilities, skills, motives according to such indicators as motivational, informational, methodical, practical, operational and creative, which allows to carry out media education activities in audiences of different ages (11, 24).

As introduced by experts from the National Association for Media Literacy Education (of the United States), professional media competence development is possible when teachers first of all improve their skills of media analysis looking for the answers to the following key questions (5):

1. Authorship and audience.
1.1. Authorship
1.1.1. Who created the message?
1.2. Goals
1.2.1. What was the goal for creation?
1.2.2. What does the message push the audience for?
1.2.3. What kind of audience is the message targeted?
1.3. Economy
1.3.1. Who paid for the message?

*1.4.	Influence*
*1.4.1.	Who can win or lose from the message?*
*1.4.2.	Is this message useful for me and others?*
*1.4.3.	Does narrator wants us to remember the message?*
*1.5.	Reaction*
*1.5.1.	How can I respond to the message?*
*1.5.2.	How does this message influence my feelings?*
*1.5.3.	What emotions can influence the interpretation of message?*
2.	Messages and meanings.
*2.1.	Content*
*2.1.1.	What does the message induce to think about?*
*2.1.2.	What can be found out from the message?*
*2.1.3.	What ideas, values, information or views are evident?*
*2.1.4.	What was not said about in the message?*
*2.2.	Techniques*
*2.2.1.	Which techniques are used and why?*
*2.2.2.	How do they render this message?*
*2.3.	Interpretations*
*2.3.1.	How can people understand the message differently?*
*2.3.2.	What is my interpretation and what can I get from my reaction*?
3.	Representation and reality.
*3.1.	Context*
*3.1.1.	When was the message created?*
*3.1.2.	When and how was it shared?*
*3.2.	Reliability*
*3.2.1.	Is this a fact, view or something else?*
*3.2.2.	Can the message be true and to what extend?*
*3.2.3.	What are the information sources?*

Upon completion of the information analysis, a media-educated teacher can give it to students for reflection in a complex with the topic. Learning foreign languages requires discussing the events, phenomena and relevant news that occur in society. Therefore, a foreign language teacher of new Ukrainian school should learn how to work with a huge amount of data that has impact on social life, choose the key ideas from it, improve students' knowledge and actively use media messages in the process of education.

American scholars S. Sheibe and F. Rogou [5] singled out the knowledge, abilities and skills that belong to media literacy concept:

• *Free access to modern media technologies and high quality content;*

• *Comprehension of simple messages coming from media sources, put analytical questions to these sources and messages;*

• *Pay enough attention to media messages and their role in social life*;

• *Analyze and decode media messages for independent and critical perception*;

• *Assess the value and usefulness of media messages*;

• *Create media messages for different purposes and refer to different media formats*;

• *Reflection on how personal experience and values influence the reaction to media messages*;

• *Participate in activity that is carried out as a result of using interactive media technologies (e.g. Wikipedia, social media and virtual worlds).*

S. Sheibe and F. Rogou [9, 44] have also defined the functions of media competent teachers for meeting educational requirements:

- Integrate the skills of XXI century, in particular, ability to independent thinking, team-work, focus on productive activity and assessment of one's work;
- Teach thinking skills which are necessary for having a job;
- See the media technology boom from educational perspective with respect to media as a part of students' extracurricular activity, combining school work with students' daily routine;
- Pay attention to convergent media technologies that can improve sustainable abilities and skills;
- Teach literacy through quick transformation of real but not extra time provided for learning due to information overload
- Improve academic progress through involvement of students in their own cultural territory, meeting their interests;
- Integrate teaching skills with the content.

V. James Potter believes that media literacy encourages us to adapt to changes in communication technologies and draw our attention to new media messages. This makes us change both positive and negative impacts of these new forms of communication. The latest technologies provide not so many opportunities for the development of particular skills, but at the same time, develop some other. In addition, media literacy helps us adapt to changes, instead of ignoring or denying them. We adapt ourselves through interaction with a wide range of messages, analyze them, open new elements, and afterwards we assess them and determine their value.

It is necessary to realize that with the advent of new media and their influence on the consumers' audience, the role of teachers is undergoing important transformations. At the present stage of education development, the teachers' function as some sort of encyclopedia of knowledge is no longer relevant, but instead a teacher appears to be a moderator of the educational process who is responsible for applying media and providing the important information to students, data processing in the most accessible and comprehensible way, organization of group work on the basis of analyzed material, etc. These transformations require new organizational forms, methods and technologies for the development of professional media competence.

According to O. Buturlina [1], the use of media in educational process depends on the ability of teachers to organize the learning environment, to combine the latest informational and traditional pedagogical practices in order to conduct exciting classes, to encourage educational cooperation and cooperation among schoolchildren. This requires a number of new skills from the teacher: readiness to manage class activity through the development of new ways of ICT and media usage that would enrich educational environment and develop students' competencies; mastering the advanced knowledge, and the ability to create new ones. Professional media competence of teachers becomes a key element in the improvement of education system. At the same time, continuing teachers' training has impact if only it is aimed at bringing certain changes in teacher's activity.

Some Ukrainian researchers (O. Boryshpolets, O. Golubeva, S. Kizim, N. Saltanovska, etc.) in the process of analysis of teacher's media competence focus on the means of mass communication and needs to use the latest technical equipment in educational establishments. However, the availability and ability to use technical devices does not guarantee the quality and professional rendering of educational material by teachers and is not the subject of media education, although it facilitates access to the presentation of content in the desired media format. Instead, the main indicator of teachers' media competence is the professional use of information received from media resources, its comprehension and retranslation in the audience for the purpose of following educational objectives.

According to I.Mostyshina, it is extremely important for modern educators to develop the skills of critical perception and comprehension, to construct verbal copies of visual images, understand semantic peculiarities of information that can be used in practice [6]. In our opinion,

this process can be achieved by including the mentioned aspects in the curriculum and also by strategic vision of learning a foreign language using media education technologies.

As mentioned by N. Dudakhina, media competent teacher's training covers the improvement of skills necessary for organizing the learning process supported with various methods and systems of information exchange such as: printed, visual, audial, digital, etc., in order to ensure interactive teaching, creative activity, educational cognitive activity, increase of motivation among learners [2, 2-4]. It is worthy of note, that for this purpose a foreign language teacher needs to know for sure why, how and when to involve media in the education process and to provide the accompaniment of the presented material with the appropriate selection of comments and tasks.

The ways of dealing with information to be used while teaching are given by Ukrainian researcher, O. Yankovych who points out, that having retrieved some information from a source, a teacher has to assess its reliability and usefulness in the context of applying in the audience. It is necessary to find out which points of content are in priority. A drawback of sources in a particular situation can be an advantage in a different one, for example, generalizing is not applicable when we want to find details, however it becomes useful in case if we do not know anything about the topic [13, 91].

S. Its is persuaded that teachers of foreign language are communicative and informative partners for their students, culture representatives of the country the language of which is taught, therefore teachers of this discipline should critically reflect upon the information coming from different channels, classify it depending on individual students' needs, define the value of certain content and correct one's activity with them. So, media education technologies promote critical thinking of teachers, shape the culture of their thinking, independence, intellectual abilities and increase reflexive mechanisms in educational activity in the context of new media education environment [4,26-27].

Consequently, professional media competence development for teachers of foreign language provides the organization of educational process using learning materials for presentation in appropriate media format. Strategic planning of studying topics in synergy with the acquisition of media education technology enables teachers to implement educational tasks and to ensure the quality as well as productivity of the educational process. Media education development helps to change the relationship between a student and a teacher, allowing for reflections and dialogues, polylogues and discussions.

Media education develops significantly more open and democratically orientated educators and aims primarily at stimulating the group learning [1, 11-12]. A media competent foreign language teacher should focus on the effective mastering of material by the students, development of their critical thinking, cultivating their picture of the world, etc. By means of media messages, a teacher offers students the key values, assertions, elements of culture and worldview of society the language of which is being learned.

While teaching it is better to give instructions to the tasks taking the media influence on modern society into account. For example, working on a foreign language section for a school newspaper or magazine will help you find interesting and useful information about students. Students work independently, and the teacher acts at the same time as the editor-in-chief, correcting mistakes when necessary, deleting the duties to students, raising responsibilities, giving evaluation of their work and communication. Organizing the discussion of video clips where situational communication of native speakers is provided also appears to be an effective teaching method. A media competent teacher acts as a moderator in subgroups of students, discussing the structure of the content watched and listened, analyzing the genre and style of speech, place of speaking, external characteristics and non-verbal signs.

Thus, professional teachers' media competence development is an adequate response to challenges of information world that can meet requirements of open education and customers of educational services (students, parents, etc.).

Open continuing teachers' training can develop professional media competence of foreign language teachers through open adult learning technologies, open content and open knowledge, system of transparency, congruence of all its components, as well as common preparation, experimental verification, reflection and usage of accumulated ideas and knowledge, information and experience exchange among all learners. Admission to educational environment and getting a high-quality education is realized without gender, age, national or territorial concerns. A modern system of continuing teachers' training provides advantages of distance learning technologies as one of the lifelong learning forms with a wide access to the best world educational resources, self-education in the easiest way, obtaining professionally oriented and personally relevant information throughout one's life. In this context, distance learning is practical way of implementing the open postgraduate education principles.

The formal system of continuing teachers' training with its professional human resources, innovative scientific and methodological, educational and information support, is able to create all the conditions for the qualitative and systematic teacher's training and media competence development.

Formal education is institutionalized, purposed, planned education with the participation of state and recognized private organizations that forms the formal education system of the country providing curricula and relevant qualifications recognized by the state.

Formal education is a state system of professional development for specialists with approved educational (professional and research) programs and terms of training. It occurs, as a rule, in specially created conditions (institutions) and is controlled by the state. Educational institutions of this system provide "educational qualifications" – certificates and diplomas which confirm the acquisition of a certain level of knowledge, abilities, skills, and competences, assessed according to generally accepted criteria.

Formal continuing teachers' training includes:

1. specialization - specialized training in order to acquire the ability to perform individual tasks and functions according to the chosen specialty;
2. Professional development is a component of formal professional education, organized form of adult education, the main purpose of which is to bring the professional and functional competence of specialists in accordance with the needs and requirements of society, the state, the labor market, as well as meeting personal educational requests, cultivating one's competitiveness in the professional field;
3. Internship - the specialist's experience while carrying out professional tasks, responsibilities and functions of a particular activity or field of knowledge;
4. Obtaining another specialty based on educational level and practical experience previously attained.

Continuing foreign language teachers' training is running on the basis of institutions through realization of the licensed and certified professional, study or research programs by specialist, as well as participation in projects, trainings, internships, re-training for the whole course period.

Non-formal education is institutionalized, purposed, planned education, not providing educational programs and qualifications, being additional, alternative and / or complementary to formal education during lifelong education. It serves to ensure the right of people in all ages for free access to education but does not provide obligatory structural sequence for obtaining education and can be short-term, intensive or not, including courses, seminars, and practical classes. . Informal education does not have age, professional or intellectual restrictions on the participants, is often not time limited.

Non-formal education is carried out in in educational centers, universities, clubs, cultural centers, museums, libraries, studios, schools, workshops of crafts, computer and language courses, interest groups, etc. The field of non-formal education includes individual lessons led by

andragogues, coaches, tutors as well as trainings and short-term courses pursuing practical short-term goals. Institutions or organizations engaged in non-formal education usually do not award qualifications and do not formally assess the achievements of participants. Formal qualifications may be obtained by a specialist through the development of specific individual programs of non-formal education and the corresponding recognition of the acquired knowledge, skills and competences by the authorized body.

Informal education (self-organized education, self-education) is an unorganized, not always conscious and purposed process that is running throughout the life. This includes obtaining the necessary knowledge, skills, abilities in the form of life experience by specialists. Informational education is realized at the expense of the teacher's own activity in cultural and educational environment, while the specialist transforms the educational potentials of society into effective factors of development. Informal education can be carried out through the purposed communication, reading, watching TV programs, visiting cultural institutions, travelling, etc. Like non-formal education, informal education is not time limited, is not necessarily systematic, has no age, professional or intellectual restrictions on the participants, its results can be approved within the formal education in the way provided by the current legislation.

Continuing teachers' training is the integral component of lifelong education in Ukraine, the form of adult education that meets their personal requirements and needs for obtaining some knowledge, improvement of skills, personal and professional development throughout one's life.

Professional media competence development among foreign language teachers during continuing training courses provides in particular:

- Creation of educational space network for productive professional polylogue focused on the production of professionally relevant information and processing ICT streams;
- Provision of advanced and differentiated educational services;
- Functionality and flexibility;
- Modularity, the presence of built-in tools for developing and editing educational content;
- Full and comfortable interaction of all participants;
- Synchronous / asynchronous communication;
- Providing information and communication support for the professional development of specialists through the creation of a unified information and technology infrastructure for continuing teachers' training system, including educational telecommunication network, knowledge sharing platforms, educational websites, educational portals, information databases, electronic catalogues, personal web resources, etc. ;
- Development of media competence, media culture of specialists, including ability to navigate the information space, increase the volume of information, create their own electronic products, build their own style of communication in society, etc .;
- Wide personal access to the best world educational resources;
- Obtaining educational, professionally oriented and personally relevant information throughout the whole andragogic cycle.

Professional media competence development of foreign language teachers by means of continuing teachers' training primarily includes the preparation of topics for trainings, practical classes, thematic discussions, etc., special courses that will help students to acquire new knowledge, skills, and master the skills of implementing media education in the educational process. In order to provide media education process carried out by professional foreign language teacher, it is necessary to understand how media messages work (taking into account their influence on the audience) and use them for education of a competent person.

The innovative resource of the professional development for specialists of the new formation, and the improvement of one's professional media competence, is the Virtual Department of Andragogy of the Central Institute for Continuing Teachers' Training under the National Academy of Educational Science of Ukraine (https://ppo.mk.ua/#; E-mail: andragog@gmail.com). This educational platform will help the teacher continuously to ensure

one's self-development and self-improvement throughout life by means of formal and informal education.

The Virtual Department of Andragogy (hereinafter - VDA) is an independent, non-profit, voluntary, virtual-integrated scientific community of specialists in the field of adult education, national and foreign andragogues, creative, socially active specialists in the field of interdisciplinary and transdisciplinary sphere, created for:

• Carrying out research, research-methodical and coordinating activities on the development and introduction of new techniques and technologies of professional teacher's activity by means of formal and non-formal continuing teachers' training;

• Joint implementation of research findings;

• Participation and conducting scientific and practical events on different levels;

• Knowledge and experience dissemination, etc.

The founder and moderator of VDA is the Department of Philosophy and Adult Education, Central Institute for Continuing Teachers' Training "University of Educational Management", National Academy of Educational Science.

The main goal of the VDA is to create a virtual cluster community of teachers for conducting research and methodological, experimental and practical activities on the development and implementation of the innovative techniques and methodologies of adult education in formal and non-formal postgraduate education; training of highly skilled professionals in the field of adult education, coordinating activity of researches on professional development of specialists, etc.

Discipline Profiles of VDA: Philosophy of adult education; the history of formal, non-formal and continuing teachers' training; inclusive adult education; methodology of professional development for andragogues; research and methodological support of professional development for andragogs; monitoring of professional development of specialists, etc.

For realization of the main goal, the VDA conducts the following activity:

- Systematic study of national and world adult education problems;

- Analysis of the state policy in the field of education, employers and key stakeholders on the professional development of specialists, as well as meeting the educational needs of the person as a specialist or consumer of educational services;

- Development and testing of variation adult education models in the national and foreign educational practice;

- Involvement of potential partners from research, methodological, and practical spheres in solving urgent tasks of professional development of specialists in accordance with socio-economic transformations in the context of knowledge society;

- Providing research and methodological assistance to post-graduate students and andragogues by the national and foreign researchers;

- Research, educational, organizational, methodological, information and communication support of specialists undergoing professional development according to the national education models of advanced training courses and in the intercurricular period within the single andragogic cycle;

- Promoting self-development and self-education of andragogues through networking, experience exchange, training and peer education among community members and other citizens within formal and non-formal continuing teachers' training;

- Providing advisory, research and methodical assistance to the members of Adult Education Department through joint educational events (trainings, round tables, seminars, conferences, webinars, chats, videoconferences, online studios, laboratories, pedagogical web-quests, Internet consultations, coaching sessions, Internet lectures, etc.);

- Sharing the information and providing open access to research methodological findings, carried out on the basis of VDA;

- Studying, analyzing, generalizing and promoting the latest techniques in formal and non-formal adult education;

- Promotion of interaction among non-profit organizations and society, mass media, local self-government bodies, and commercial structures for the development of adult education system.

The VDA provides for the following forms of participation: legitimate peripheral participation (LPP), which is determined on the basis of the agreements on research collaboration of the Department of Philosophy and Adult Education with other structural units of the virtual education cluster, and a modified form of participation that provides an opportunity for non-members of the virtual community to participate in the VCA.

The author's section "Media education studio" (moderator -Artemy Ponomarevskyi) has been launched within the VDA. The section is aimed at disseminating ideas and practices for competent perception, analysis, interpretation and interaction with the media, as well as their implementation in the educational process. Success of future alumni of being patriots and innovators depends on how foreign language teachers can create, distribute their own media products, select information, and appeal to reliable sources. Targeted introduction and use of media education elements in the professional activities of teachers will increase their level of professional media competence, which is a requirement of time in an open society.

Thus, the "Recommendations of the European Parliament and the Council of Europe" (December 18, 2016) "On Educational Competences for Lifelong Learning", define the main competence of interaction with digital media is as confident and critical use of information society technologies (IST) for activity, recreation and communication that combines: advanced search of data, its collection and processing, critical and systematic use, value assessment and distinguishing between the virtual and real world; The importance of working with tools for transforming data, perception and introduction, the ability to receive access to online services, as well as critical thinking, creativity and innovations is also mentioned. The Virtual Department of Andragogy gives preference to distance learning technologies as one of the forms of continuous education system providing a wide access to the best world educational resources, self-education in the easiest way, the acquisition of professionally oriented and personally relevant information throughout one's life.

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