



Models of media education in teaching Tatar language

Modelos de medios educativos en la enseñanza del idioma tártaro

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ABSTRACT:

This paper offers an overview of theoretical works on media education and relevant models, as well as their application at Tatar language learning. Media education has been a compelling and arguable matter in theoretical and practical pedagogy in the past few decades. A number of scientific schools and individual scholars worldwide offer their interpretation of such concepts as information literacy, information culture, informational competence, information ability, media education, media culture, media literacy, media competence, media pedagogy, etc. Lots of papers focus on media education subject and explore a variety of its aspects (primarily, through cinematographic art, print media, selected issues related to TV broadcast). Our paper considers actual cases when media education tools are used in teaching Tatar language and provides the findings, it aims at improving language education making it more effective and addressing individual needs, as well as creating authentic Tatar language communication environment using media education models.

Keywords: models of media education; media education; purpose of media education; integrated

RESUMEN:

Este documento ofrece una visión general de los trabajos teóricos sobre educación en medios y modelos relevantes, así como su aplicación en el aprendizaje del idioma tártaro. La educación en medios ha sido un tema convincente y discutible en la pedagogía teórica y práctica en las últimas décadas. Varias escuelas científicas y académicos individuales de todo el mundo ofrecen su interpretación de conceptos tales como alfabetización informacional, cultura de la información, competencia informativa, capacidad de información, educación en medios, cultura de los medios, alfabetización mediática, competencia mediática, pedagogía de los medios, etc. Muchos artículos se centran en educación de medios de comunicación y explorar una variedad de sus aspectos (principalmente, a través del arte cinematográfico, medios impresos, temas seleccionados relacionados con la transmisión de televisión). Nuestro documento considera casos reales cuando las herramientas de educación de medios se utilizan para enseñar el idioma tártaro y proporciona los resultados, tiene como objetivo mejorar la educación de idiomas haciéndolo más efectivo y atendiendo las necesidades individuales, así como creando un

1. Introduction

Professionals dealing with information literacy and media education are facing the evolving system of terms in the past few decades.

The term 'media' stems from Latin 'medium' (a means of, an intermediate), and is currently used as an equivalent for public communications tools (press, photo, radio, cinema, TV, video, multimedia computer systems, Internet). There is basically no inconsistency in interpretation of 'media' throughout the cultures. If any differences, they are merely stylistic. Thus, British media educator Bazalgette (2004) believes that framework of media education rests on six basic concepts: media agency – source of information, media category, media technology, media language, media audience and media representation.

Media pedagogy is a field of knowledge about media education and media literacy that deduces principles of human's personal development in the process of media education (Fedorov and Novikova, 2005; Korilova and Magsumov, 2017).

There are three basic models of media education:

- model based on integration of aesthetic and cultural approaches (Usov,, 1998; Polichko, 1990);
- model based on integration of aesthetic approach, education-through-information approach and education-and-ethical approach (Penzin,2004; Baranov, 2002);
- model based on integration of cultural approach, teaching-through-information approach and practical-utilitarian approach (Fedorov and Sharikov, 2005; Zaznobina, 1996; Spichkin, 1999).

Brief description of the above models is provided below.

The model suggested by Usov (1998) integrates communications technologies, study of traditional arts and video art. The model makes it possible for the students to improve perception of cultural, associative and objective reality and develop logical thinking.

The media education model suggested by Polichko (1990) is about personal development supported by media literary texts. The aims of media education are: encourage the students to understand the language and basic principles of audio-visual media artistic spectrum; develop their ability to analyze media born literary texts, aesthetic, cultural perception and taste; educate the students on the theory of media culture, etc. Forms of media education vary from ad hoc specialized courses, to traditional school subjects, extra-curriculum classes, film clubs, etc.

Based on these findings we may suggest that the models of media education described above are known as synthesis of aesthetic and cultural education models. It is commonly known that in the West aesthetic models were popular in 1970-s.

Penzin (2004) points out that media education, especially exemplified by media texts (based on masterpieces of 'cinema art authors') is in fact aesthetic education of the audience [Penzin, (2004), p. 152].

Baranov's (2002) model of media education is described as aesthetic, audio-visual, emotional and intellectual education of the audience and personal development supported by media born literary texts.

Sharikov (Fedorov and Sharikov, 2005) considers media education as a process of teaching

practical skills and as theory for acquisition modern means of mass communications which is regarded in pedagogic theory and practice as part of specific and independent branch of education.

Zaznobina (1996) understands media education as follows: students study school subjects in information saturated environment with enhanced media education aspect.

Spichkin (1999) considers media education model as cross-disciplinary model, i.e. mass communications are addressed while studying traditional school subjects. Mass media, specifically digesting media texts, aspectual analysis make the core of this approach. The model's efficiency is driven by the opportunity to study media texts from various angles.

Media education methods can be provisionally broken down to following groups:

- according to source of knowledge acquired: oral (lecture, narration, talk, explanation, discussion);
- visual (images and demonstration of media texts);
- practical (performance of multifarious tasks).

In our opinion, two latter models can gain momentum in media pedagogy of our country: considering our diverse cultural traditions and regional resources they could be used in various educational systems.

2. Methodology

Media technologies have a number of advantages. High quality visual aids available for multimedia promotes cognitive activity, memory improvement, boosts personal development of students and results in augmented learning.

Learning content of a lesson becomes deeper and more attractive due to cross-disciplinary links and diverse tutorial modes and approaches. Students get better chances to be assessed by the teacher and also to do self-checking, as they can read the material several times, promptly correct mistakes, try out a variety of solutions. Media technologies are handy for monitoring, assessment, identification of mistakes, their analysis and correction.

Interactive study materials developed on demand of Ministry of Education and Science of the Republic of Tatarstan have recently become essential aids to our teachers. Thus, multimedia training modules covering creations by G.Tukai, R.Fakhretdin, M.Jalil, G.Iskhaki, F.Yarullin, 'Old and Medieval Literature', e textbook 'Tatar telle zaman', multiple DVDs and CDs are widely used both in class and in extracurricular activities.

Multimedia training modules are also developed by individual teachers who draw some of the advanced students into this work. Students prepare their own presentations and use them both in class and in extracurricular activities (Salimzyanova, 2015; Husnutdinov, D.H., Giniyatullina, 2014; Magsumov and Kornilova, 2015; Osadchy and Akhmetshin, 2015a).

The prevailing forms of media technologies are multimedia abstracts and presentations. The objective of multimedia presentations is to present information outwardly, so that it could be easier to comprehend. Interactive whiteboard plays an important role in demonstrating multimedia presentations. Interactive whiteboard allows the teacher to use multimedia resources and other relevant learnable. Such presentations do not take much time to prepare and can be used at different types of lessons (Fatkhullova et al., 2013; Zamaletdinov et al., 2014; Korableva et al., 2017a; Osadchy and Akhmetshin, 2015b). Media technologies make it possible for educators to use texts, graphics and video information in a fresh new way. This raises students' interest to creative work and stimulates their cognitive activity (Magsumov, 2015; Magsumov, 2013).

One of the key objectives of a Tatar language teacher at a Russian-medium school is to introduce the students to Tatar literature, oral folklore, songs, music, theatre, decorative art, to

biographies of famous Tatar writers, to acquaint the students with selected works of Tatar literature. Teachers of Tatar language and literature shall draw students' attention primarily to words and notions reflecting the authentic national gist of their people, its history, everyday culture, traditions, demonstrate to them language and cultural ties (Yusupov et al, 2015; Nurieva, 2014; Gabidullina, 2014; Korableva et al., 2017b).

Media culture is integral part of media education. Media education is of utmost importance for teacher training colleges, though media training aids are also used in secondary schools. With this in view, we have undertaken a study among teachers of Tatar language and literature.

Teachers of Tatar language and literature working in Vakhitovski and Privolzhski districts of Kazan city (Republic of Tatarstan, Russian Federation) took part in our survey.

The total number of participating teachers was 94, including:

- 15 teachers aged 21 to 30;
- 39 teachers aged 31 to 40;
- 29 teachers aged 41 to 50;
- 11 teachers aged 51 and over.

Length of time worked as a teacher of Tatar language and literature:

- 30 teachers – 1-10 years;
- 40 teachers – 11-20 years;
- 21 teachers – 21-30 years;
- 3 teachers – 31 or more years.

The third item in our questionnaire was about teachers' attitude to media education. The results are shown below:

- 50% of teachers believe media must be part of in-class learning;
- 27% of teachers believe that media education shall be delivered in the form of selected lessons;
- 22% of teachers think that media education shall be exercised as extra-curriculum activity;
- 1% of teachers don't think there is a need in media education for students.

Next question was about main functions of media education:

- 36 % of teachers pointed out improvement in students' critical thinking;
- 34 % - acquiring skills to display his/her image;
- 24% - students get socialized so that they could be functional in a democratic society;
- 22% - developing students' communicative skills;
- 17% - meeting a range of students' needs in media education field;
- 8 % of teachers believe media education is harmful and students shall be buffered against media.

As for using media in classes where Tatar language and literature is taught, the results are shown below:

- 90% apply elements of media education as part of in-class teaching (15% of them say they do it every time they run a class, optional course, leisure activity whereas 56% claim they often use media);

2% of teachers do not use media.

The survey also asked what media teachers preferably use when they prepare for lessons. The results are shown below:

86% of teachers use the Internet;

41% - films and videos;

17% - media press;

8% - use TV information.

A separate question in the questionnaire was for those who do not use elements of media education. The following reasons were cited for non-use of media:

9% of teachers who do not use media do not have adequate knowledge on theory and methodology of media education;

3% - do not use media as they do not want to;

3% - do not use media as they are not interested;

2% - do not use media as they do not know how to use technical aids;

6% - do not apply elements of media education as there are no orders/suggestions from school authorities;

5% - do not use for some other reasons.

Following factors were offered as 'other reasons':

- lack of own classroom;

- lack of multimedia library;

- lack of technical aids needed to use media education elements.

Teachers with higher pedagogic education took part in our survey. That is why we were also interested to know their attitude to including media education as a curricular subject in teacher training schools.

18% of teachers agreed to this;

29% - media education shall be included as an optional course;

53% - media education shall be taught alongside with major subjects.

As is known, each branch of science has its advantages and disadvantages. We wanted to know teachers' opinion about negative impacts of media education:

11% of teachers of Tatar language and literature think that media provoke bad taste;

27% - point out violence on the screen;

32% - low quality films;

38% - ads make negative impact on kids.

Based on Q-data following conclusions were made: the majority of school teachers make use of media education techniques in classes. They believe media education helps to improve students' critical thinking and skills of self- presentation.

However, there are teachers who do not have enough information on the media education techniques. We believe that based on the findings of our research aimed at using media education models, a number of practical approaches could be implemented which eventually would enhance the teachers' competence. We strongly believe teachers should familiarize

themselves with media education and do it continuously. We also believe that media education concept and techniques should be taught in teacher training schools and colleges as a compulsory subject. We also think positive of delivering media education courses for senior aged teachers.

3. Results

In terms of modern models the technology suggested is usually based on creative and play activities (cycles, blocks, modules). Teachers may use such cycles both in class and in extra-curricular activities. An important feature of the above models is that they are suitable for a wide range of application: common schools, higher schools, institutions of supplementary and further education. Therefore, media based classes may be delivered as individual lessons, extra-curriculum classes, in the form of advanced courses linked to a variety of compulsory subjects; media based tasks may also be used during workshops and leisure activities.

Based on the above models we may come up with an exemplary model for teacher training schools so that their students could acquire media skills. The demand is to build both on common didactic teaching concepts (respect for student's personality and holistic development in the learning process, scientific rigor, consistency, co-relation between theory and practice, visual expressiveness, solid learning outcomes, positive emotional background, accounting for student's individual-specific features), and on specific characteristics of video materials.

These principles may tell about integrity of emotional and intellectual initiatives, sustaining wholeness of person's thinking in lesson plan aimed at developing creative abilities. This correlates with maximal use of media potential. Applying media models at Tatar language classes opens new ways to organize teaching process. In such a framework teaching process is targeted at the key objective – expose student's intention to active communication, make room for emotional and intellectual development of a child.

Among the most effective media technologies used at schools are electronic textbooks and training aids. Teachers extensively use electronic textbook 'Күңелле татар теле' (Exciting Tatar language) by R.Z.Khaidarova et al. (2013), training manual 'Татарча сөйләшәбез, укыйбыз, язабыз' (Speak, read, write Tatar) by Fatkhullova, Yusupova, Denmukhamedova. (Fatkhullova et al., 2015). The contents of these textbooks and training aids raise interest to Tatar language as a school subject. Their positive features are: attractive design, admirable typography of texts and tasks, artistic colour mix, texts and clips that are of interest to kids, tasks and activities are graded by age and abilities, availability of audio tracks.

World known ABBYY issued yet another version of electronic dictionary Lingvo. Alongside with English, Spanish, German, Italian, Chinese, Turkish and other languages there is Tatar language there. The total range of their products include 154 e-dictionaries in 12 languages. Translation is available not only into Russian, but also into other languages.

Mardzhani foundation (Мәржәни) published in Moscow (Russian Federation) an audio book for children with Tatar folk tales. Two disks produced in 1000 copies include such popular tales as 'Башмаклар' (Bootees), 'Әтәч белән төлке' (Rooster and Fox), 'Әхмәт' (Achmed), 'Гөлчәчәк' (Gulchechek) and other well known Tatar compositions. The language of this audio book is Russian. The zest of the product is that the tales are narrated by famous actors whose nationality is Tatar.

In their work teachers use <http://belem.ru/>, this site is of great help to teachers of Tatar language and literature. The site offers abundant information for teachers, students, school children, preschool kids, virtually for everyone who is not indifferent to Tatar language. This site has following sections: News, Library (<http://miras.belem.ru/>), Resources, Index, etc. Considerations offered by experts on hot topics, talks, latest science news; press reviews covering issues of education; information on contests, conferences, courses for school children and teachers; regulations adopted in Russia and Tatarstan are available in Internet-Knowledge portal. In Library section original classic works are published, as well as their

summary/abridged versions, publications on language and literature, biographies and works by outstanding writers both electronically and in audio format.

Teachers of Tatar language and literature use following websites when preparing their presentations: <http://www.rusedu.ru/>, <http://metodisty.ru/>, <http://nsportal.ru/>, and sites with cross-word puzzles <http://www.openclass.ru/node/224468>. Tatar animated movies, stage plays, films can be found at <http://ggulnaz.jimdo.com/>, <http://ras2203.narod.ru/>. Kushlavich village (Republic of Tatarstan, Russian Federation) site <http://qushlawich.ru/node/134> also has a variety of methodological materials. When running activity programmes teachers often use <http://ras2203.narod.ru/shubino-karaoke.html> site with Tatar karaoke.

Using models of media education at their lessons teachers were able to accomplish the following:

- improve oral skills of students, enrich their vocabulary;
- provide the insight into Tatar culture, arts, literature;
- each student acquires portfolio with creative assignments;
- enrichment of learning activity;
- enhancing creative aptness of the students while in class.

Another beneficial effect is the fact that school children who were exposed to media education models achieve top results at competitions, contests, conferences and subject olympiads. Students attending such classes are interested and willful.

4. Discussions

Media education is an approach where mass media (press, television, radio, films, video, etc.) trends and patterns are studied. Media education sets the new generation up for modern information-saturated environment, trains students to be selective towards information, comprehend its contents, be aware of its psychic impact (mental hazard), and also acquire non-verbal communication mode/forms aided by gadgets (Korableva and Kalimullina, 2016). Media education is inseparable from understanding and perception of artistic works and cultural heritage, their weight and value has significantly increased since the 20th century (Husnutdinov, 2015).

Pedagogics and education process undergo significant transformation nowadays. New skills are included into content standards, information processing skills are improving, high priority is placed on common spiritual values and good morals (Shakurova and Mirzagitov, 2014). The key objective of lessons is raising achievement-oriented, spiritually and bodily ideal individuals. Teachers of Tatar language and literature face additional tasks: to help students acquire a good command of Tatar language, appreciate cultural traditions of Tatar people and be willing to sustain them. Present-day media technologies are appropriate to accomplish these tasks.

Media technologies demonstrate their advantages in terms of training and education. High visual characteristics of such materials combined with multimedia potential makes positive impact on mental development, improves memory, highlights students' personal traits, intensifies learning process (Korableva and Kalimullina, 2014). Due to crosslinks among the lessons on different subjects, due to variety of forms and education methods the overall value of in-school classes increases. Moreover, students get better chances to be assessed by the teacher and/or do self-checking, as they can read the material several times, immediately correct mistakes, try out a variety of relevant solutions. Media technologies are handy for monitoring, assessment, identification of mistakes, their analysis and correction. Availability of media technologies allows teachers to come up with new approaches and techniques, introduce changes into pedagogic system, modify workstyle. This aims specific tasks in organizing pedagogic process and management. Applying innovative media technologies at the lessons of Tatar language and literature means in fact new system of School Organization and

Management. Its vital aspects are: evoking students' interest to the subject, promoting cognitive function, creating the environment of mutual understanding and assistance in communication process, exposing and developing students' creative abilities.

Tatar language is one of the global prominent languages. It has full capacity to be the nation's official language for people who appreciate and retain it. Maintaining and developing the mother tongue is an important mission of national standing. The principal way to broaden Tatar language outreach and enhance the awareness level is to provide effective high standard teaching of the Tatar language and literature to students of Russian-medium schools.

These days it is hard to imagine how lessons of Tatar language and literature could be delivered without digital books and texts. Tatar language teacher instills in children love of Tatar language, expose its delight, riches, deep thought. The Tatar language introduces people into nation's culture, enables their balanced development and self identity. Consequently, the teacher remains the key confident for students who helps to find them place in the adult world.

Survey on use of media education models in Tatar language teaching was carried out with the help of college and school teachers of Tatar language and high and secondary school students of Kazan city (Republic of Tatarstan, Russian Federation). A series of articles on Tatar language training methods incorporating media education models and a monograph on this subject are currently being finalized for publication.

5. Conclusions

Exposure to new technologies and their use in class, reading literature on teaching methods which upholds professional development, continuous search activity - these are the short-term outlook for teachers of Tatar language and literature.

We have to point out that pedagogical sciences offer sufficient range of technologies facilitating education process.

It is imperative demand of our time: teachers should not go astray in the new trends, they shall seek the most appropriate means and use them in delivering subject material. Meanwhile, teachers have to remember that new technologies need to correlate and be consistent with each other. We shall always keep in mind: conventional technologies allow to remember 40% of the material learnt whereas new technologies 85%. The extend media education models were used in teaching Tatar language was defined by us experimentally. The aim of pedagogical experiment was to identify how often media is used: Internet resources, audio and video materials, media texts in Tatar; watching and discussing films and stage plays in Tatar; attending museums and exhibitions related to Tatar artists and prominent public figures, writers, poets composers; making use of video lessons from on-line resource 'Ана теле' (On-line school EF-ANA TELE), etc.

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