Teacher as a Media Figure in Modern Higher Education: A Competence-Based Approach

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The purpose of this study is the development of a qualitative evaluation of a teacher as a media figure in modern higher education within the framework of a competence-based approach. The leading approach in this study involves a combination of a systemic analysis of the issues of evaluating the competence of modern teachers in the higher education system with an analytical study of various aspects of modern media education. The results of this study lie in the identification of the primary models of media education for their further inclusion in the educational process, for the development of the necessary teacher's competences as a media figure in the modern higher education. The practical value of this study lies in the possibility of practical application of its results to develop an objective outlook on the evaluation of the teacher's role and functions as a media figure in modern higher education within the framework of a competence-based approach to the development of this evaluation.

Keywords: media space, teacher, university, communicative function, professional development

INTRODUCTION

Modern media education is one of the top-priority fields in pedagogy and is performed through integration of theory and practice. Media education is a relatively new field in the modern education system, which is rapidly developing today. It is necessary to talk not only about the development of numerous media educational theories and concepts but also about the active search for promising methodological approaches and technological techniques in the field of practical (applied) media education (Mikhaleva, 2009). The training of teachers in universities has changed frequently with the progression of time. At present, modern universities need to choose new promising strategy for training teachers. Nowadays, this is possible due to integration of the content of the global media and educational spaces into one system of the university's media education space. One of the key tasks of the media education space in a modern university should be to unite members of the professional pedagogical community of all age groups to consolidate best practices, as well as to solve professional problems considering informatisation of all spheres of the state (Grigoriyeva, 2011; Oberg & Ingvaldsen, 2016; Lokse et al., 2017; Musek, 2017).

Inclusion of pedagogy into the information space would allow turning it into the main source of knowledge, a space for maintaining the proper level of professional interaction, establishment and controlled development; the high-quality organisation of the educational process in the information space, which is not controlled by the pedagogical community, creates additional risks for information security of the student's identity. Therefore, the general pedagogical task of the modern education system lies in the development of the information space and its consolidation with the educational space of a modern

university. Here, the development of the media competence of a future teacher, which is a feature that enables an effective solution of professional pedagogical tasks by means of media and media technologies, media information, becomes crucial (Grigoriyeva, 2014). In the current system of modern higher education, a new strategy for training specialists has become possible due to the integration of media and educational spaces into one educational media space of a university. This new space, which expands the boundaries of secondary specialised professional education, is necessary for the development of a media-competent student (Belitskaya, 2012; Bradley & Green, 2020; Cisse, 2016; Dolan & Hinchliff, 2017.

The information and educational space of a university (IESU) is a purposefully organised space at the university of open architecture based on the media, informatisation and computerisation for effectively solving the problems of developing the media competence of the future teacher. The information and educational space of the university has such features as expanding the ideas of future teachers about mass communication media, media education as ways of organising the learning process; promoting further life-long independent development of relevant knowledge; preparing for incorporation of professional and cultural dialogue into a media society (Grigoriyeva, 2011; Davim, 2017; Wang et al., 2014; Crook & Schofield, 2017). In general, modern media education should be a significant part of the professional activities of modern teachers, who are obliged not only to equip students with the necessary knowledge and skills, but also to coordinate their interpersonal relations in the team and in society in general, to analyse the influence of the family, of the microcosm on the development of personality, and to select the best possible forms and methods of educational work (Chelysheva, 2012; Liutsko, 2019; Asterhan & Rosenberg, 2015).

Successful pedagogical activity is determined primarily by the teacher's professional skills based on a well-developed system of skills, knowledge for solving important pedagogical tasks; a well-thought-out choice of pedagogical technologies; managing emotional interactions in the team, building a system of pedagogically appropriate relationships creatively; constructively resolve emerging contradictions and conflicts (Nikou & Economides, 2018; Masterman, 1997; Turvey & Hayler, 2017). Thus, the issues of evaluating the teacher as a media figure in modern higher education are multifaceted and involve a variety of approaches for discussing and interpretating them, which creates many opportunities for research in this field.

LITERATURE REVIEW

The growing interest in the information space in modern pedagogy and the search for effective models of educational spaces of universities that interact with it is determined by such circumstances as the educational space of a higher educational institution that can no longer stay closed; the integration of the information and educational spaces in the framework of broader transformations and processes, including socio-cultural ones, personal traits of a graduate of a modern university, specific stages of media interaction. The review of literature sources includes publications on the evaluation of the teacher's role as a media figure in modern higher education demonstrates the wide range of scholars' opinions on the issues discussed in this study. G. Mikhaleva (2009) notes that, according to the majority of media educators, the essence of media education should not be reduced exclusively to technical media competence, but only to usage of technical means (audio/video/computer, etc.). Media education should be discussed in a broad socio-cultural context, and, according to the prominent British media expert L. Masterman (1997), its essence is "practical criticism and critical practice". In other words, modern media education is closely connected to the training people from different age groups to critically analyse and interpret various media texts for their complete personal and socio-cultural development in the boundless and diverse world of media (Mikhaleva, 2009). According to I. Grigorieva (2011, the development of a media-competent teacher as a strategic goal of professional training should be considered in the new media-educational space of the university, which expands the boundaries of professional education. The relevance of the research problem makes it necessary to correspond the features of the media educational space of the university with academic reflection, organised through the transformation of the educational space in the university, its integration with the

global media space, that is, the creation of a new situation of professional pedagogical education, where the teacher's media education plays a crucial role.

O. Belitskaya (2012) emphasises that there are enough studies related to the problem of integrated educational environments and spaces with information content, as well as the establishment and development of information competence of teachers and students in the information and academic world. At the same time, the organisation of the teaching process in modern higher educational institutions, which is responsible for the high-quality training of a new generation of professionals, is performed in a conventional. The intellectual and didactic potential of the current educational media space is still not in demand due to the low level of media competence among both students and teachers. The problem of developing the educational media space of the university to create the media competence among the student is of great importance both for pedagogy in general and for the system of higher professional education in particular (Belitskaya, 2012; Cooper, 2020; Kholod, 2021; Fedorchenko & Fedorchenko, 2020; Nagymzhanova, 2019). Thus, a literature review of the materials available on the subject matter allows concluding that the issues of evaluating a modern teacher as a media figure in modern higher education in the context of the competence approach are complex and their solution depends on a variety of interrelated factors that influence the development of the final evaluation.

MATERIALS AND METHODS

The task of this study is to determine the teacher's role and functions as a media figure in modern higher education in the context of a competence-based approach for solving this issue. The subject matter of this study is the media space of a modern educational institution, which is part of the system of modern higher education, within the framework of the competence approach for considering the possibilities of a teacher's development as a media figure. The leading approach of this research is a combination of a systemic analysis of the issues of evaluating the competence of modern teachers in the higher education system with an analytical study of various aspects of modern media education. The issues of media technologies, media competence, media literacy, media culture, as well as media education as subject matter of the research receive full coverage within the framework of the methodology of this research, thanks to a rationally chosen combination of its materials and methods. Media competence as an integral component of the individual media culture receives its rational coverage due to the systematic analysis of the competence of modern teachers in the higher education system, while the main functions of the modern teacher in the current higher education system are discussed objectively within the framework of analytical research of various aspects of modern media education in modern higher education (Saifnazarov , 2020).

Considering the subject matter, the chosen methodology is the best for solving the tasks set within its framework, and also meets the requirements for solving the issues of an objective evaluation of the teacher's role as a media figure in modern higher education. As part of the application of the competence-based approach to the consideration of the subject matter, a considerable amount of research materials was taken from academic publications of Western authors who were engaged in studies in this subject area. To display the information provided as fully and objectively as possible, as well as for its easier comprehension, all materials from academic publications have been translated into English. The chosen combination of materials and research methods enables an objective discussion of the issues of media competence of a modern teacher in terms of evaluating the level of their creativity, information and communication culture.

In the modern system of higher education, the issues of media culture and media competence development, considering the special training courses, necessitate an in-depth research focused on determining the main factors that influence the teacher's development as a media figure in modern higher education (Tatenov & Askarova, 2014b; Begalinova & Ashilova, 2018). The chosen collection of materials and methods for this study can serve as a qualitative basis for further research in this field, while ensuring the high quality of the study and the most complete and objective coverage of these issues. The methodology of this study can be recommended for the future research on the evaluation of the teacher's role and function as a media figure in the current system of higher education.

RESULTS

The study of the teacher's role and function as a media figure in modern higher education within the framework of the competence approach to solve research problem produced the following results. Being an integral component of the media culture of the individual in modern higher education, media competence is developed through the implementation and practical application of modern media technologies, which are the means of developing the future teacher's competence as a media figure. Modern media culture constitutes certain information and communication tools, material and cultural values developed by humanity during its cultural and historical development, contributing to the emergence of public consciousness and socialisation of the modern personality (Sabadash et al., 2020; Zholmakhanova et al., 2018; Mukhitov et al., 2022). It includes the culture of spreading and understanding information, while being a system of levels of personality development in the modern world capable of understanding, analysing, evaluating media text, engaging in media creation, and spreading advanced knowledge through the media (Fedorchenko, 2020).

The functions of a modern teacher are quite broad and range from direct communication with applicants to remote interaction through the media. This determines the need for the development and practical implementation of various models of media education into the educational process, which allow qualitatively solving the issues of developing the necessary teacher's competences as a media figure in modern higher education. The diagram in the Figure 1 below reflects the modern models of including media education into the educational process of modern universities:

FIGURE 1
**MODERN MODELS OF INCLUDING MEDIA EDUCATION INTO THE EDUCATIONAL PROCESS OF A MODERN UNIVERSITIES**
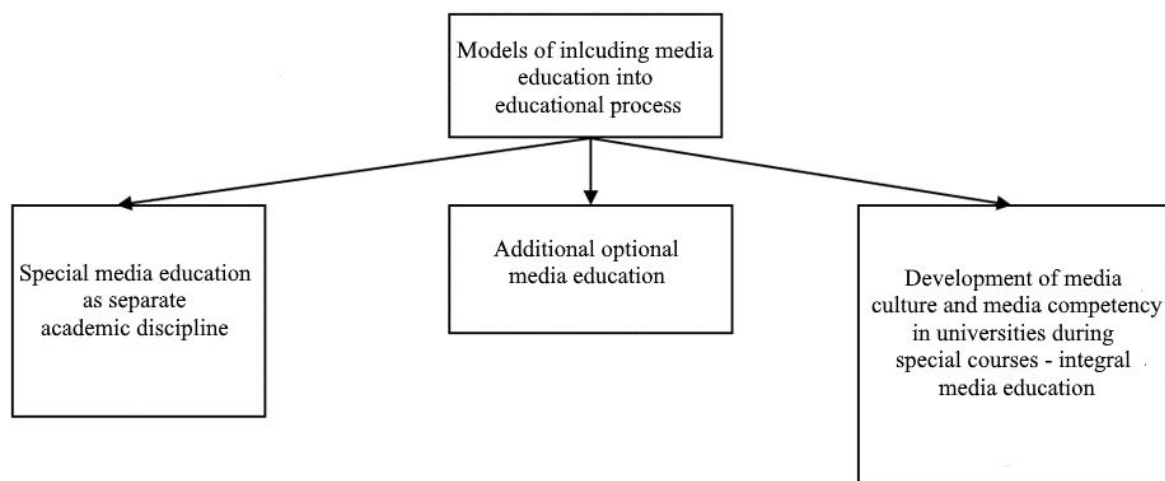
The separate academic discipline for creating appropriate environment for getting a special media education contributes to developing students' special skills necessary for completing special tasks of future professional. At the same time, there is a development of field-specific professional teacher's competences as a media figure capable of solving local problems. Optional media education expands the existing professional competences to increase the range of the teacher's practical activities as a media figure. The development and practical implementation of special courses in the university training programme for the development of media culture and media competence during studies at universities is the most difficult and responsible stage of developing the teacher's competence as a media figure in modern higher education system. Special courses, which are basic elements of a comprehensive media education, are designed to qualitatively solve the problems of improving the existing professional skills of a teacher and adding new

professional competences, which can become a qualitative foundation for the development of a high level of media culture and the teacher's media competence as a media figure in modern higher education (Sydykhov et al., 2017; Tatenov & Askarova, 2014a).

Figure 2 demonstrates the main types of media competence of a modern teacher within the framework of the modern higher education. These competences are fundamental in terms of trends in the development of a modern teacher as a media figure. The model clearly shows that the media competence of a modern teacher constitutes an integrative quality, which is a combination of several components at once.

FIGURE 2
THE MAIN TYPES OF MEDIA COMPETENCE OF A MODERN TEACHER WITHIN THE FRAMEWORK OF THE MODERN HIGHER EDUCATION SPACE
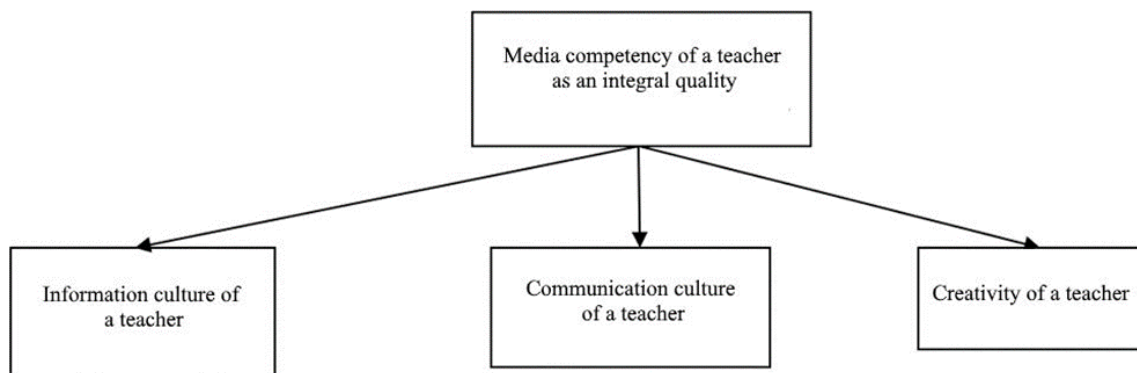
The information culture of a modern teacher is defined by finding the necessary information and processing it qualitatively to develop methodological materials necessary for the efficient teaching process in a particular academic discipline. This also includes working effectively with materials that are the foundation of modern media technologies, which determines the teacher's level of media literacy in general. The teacher's communicative culture is defined by competently and qualitatively conveying to the audience the information that is the methodological foundation of the compulsory disciplines in the educational process. The creativity of a modern teacher is reflected in finding non-standard, effective solutions that enable qualitative improvement of the process of conveying compulsory knowledge to students to develop he necessary professional competences consistently (Syzdykbayeva et al., 2015). Thus, the teacher's media competence is an integrated qualification that includes several main components, considering the realities of the modern space of the higher education system. Their consistent implementation within the framework of the competence-based approach to evaluating the modern teacher as a media figure in modern higher education suggests the ultimate effectiveness of the development of the teacher's competences and their ability to further build a high-quality educational process within the system of modern higher education.

In general, the tasks of developing the competences of a teacher as a media figure in modern higher education can be effectively solved by creating and implementing pedagogical models of media competence development in the activities of modern universities with the possibility of their refinement at the stage of practical application, considering the situation in modern higher education system (Khan, 2018). Thus, further development, theoretical and practical substantiation of the model for the development of the media education in a modern university is necessary within the framework of finding ways to effectively and timely solve the problem of the development of media competence of future teachers who are ready to implement media education in educational institutions within the modern system of higher education.

DISCUSSION

The discussion of the results obtained in this research work along with their comparison with the conclusions from researchers on a wide range of issues relevant to the subject matter this research allows presenting a complete picture of researchers' ideas about the problems of evaluating the teacher as a media figure in modern higher education within the framework of a competence-based approach to solve the issues mentioned in the study. According to G. Mikhaleva (2009), modern media culture should be viewed as a combination of book (print), auditory, visual and audio-visual cultures; concepts such as "screen culture", "cyber-culture", "media arts", etc. have become widely known recently. When analysing the processes of modern development of media culture, the author also discusses such concepts as "media environment", "media space", "media policy", "media creation", "media management", "media pedagogy" ("media education"), which are related to the topic of this study, complementing the theory and practice of media culture. All this supports the fact that the study of media culture is interdisciplinary (Mikhaleva, 2009; Ushakov et al., 2020; Koval et al., 2020).

At the same time, A. D. Grigoriyeva (2011) claims that discussing the problem of the media educational space in a modern universities considering the social need for media-competent teachers is a significant social task, which solution can significantly increase the overall effectiveness of the conventional educational space in modern universities, the general level of preparedness of the future graduate to perform their professional activities in the educational environment, as well as the level of media competence of the students in general. This statement is similar to the conclusions of O. Belitskaya (2012), who believes that the study of acute issues of the media educational space in a modern university considering the social need for media-competent specialists is an important social task, which solution is there to increase the effectiveness of the conventional educational space in modern universities, the general level of preparedness of the future specialist for professional activity, as well as the level of one's media competence and media culture. The media space contributes to the development of media competence as the main proficiency for a modern person in an increasingly complex information space (Belitskaya, 2012; Bakhov, 2013; Begalinova et al., 2020).

Here. the conclusions of I. Chelysheva (2012) are worth mentioning since in her study of the features of the media education component in activities of a university teacher, she notes that the competence approach, which emphasises on the effectiveness of education, is not a given volume of knowledge gained by the student or the volume of information learned, but he ability to make right decisions in various complicated situations, correctly find, analyse and effectively use the necessary information. Therefore, modern teachers have to be not only knowledgeable on the theory and methods of teaching academic disciplines, in pedagogy and psychology, but also have specific skills in working with media information for the successful performance of professional activities.

The opinions of Western researchers on the issues related to the subject matter are particularly interesting. K. Turvey and M. Hayler (2017), in their study of the features of the organisation of teachers' education, note that the theoretical and practical substantiation of the model of the media educational space in the university, can effectively solve the problem of the development of media competence of future teachers who are ready to implement media education in general educational institutions. At the same time, V. Cooper, G. Forino, S. Kanjanabootra, and J. von Meding (2020), in their study of the issues of web modelling of the educational process in universities, emphasise that the preparation of media educational projects, interactive forms of working with products of media culture, the identification of acute issues, etc. can successfully solve the main tasks of media education, contribute to the development of media competence of future teachers as media figures in modern education. Thus, the discussion of the results of this study, along with their comparison to the results of other scholars related to subject area, reveals a wide variety of opinions, which proves the relevance of the subject matter and the need to continue academic research therein.

CONCLUSIONS

The study of the teacher's role and function as a media figure in modern higher education within the framework of the competence approach to solve research problem produce the following results. The teacher's competence as a media figure in modern higher education is a combination of certain factors that shape the ability of a modern teacher to perform effectively in the modern system of higher education. A modern teacher, as a media personality, must have the skills to search effectively for information necessary for the qualitative construction of the educational process in the higher education system, as well as using modern media technologies in practice that enable effective contact with the audience to consistently convey the necessary information. The communicative function of a modern teacher as a media figure should also be at a sufficiently high level, a teacher should be able to engage the audience and maintain constant information and emotional contact with it. In addition, a teacher as a media figure in modern higher education should be able to find non-standard moves and techniques that can make the presented information interesting to the audience and, ultimately, contribute to understand it qualitatively at the proper level.

A teacher as a media figure in the space of modern higher education is a dynamically developing person who can timely and effectively understand and implement modern trends of media technologies, constantly work towards maintaining and improving the level of their media culture and media literacy. The goals and objectives of modern media education largely coincide with the goals and objectives of the higher education system, which allows combining them to find effective ways to solve practical problems of maintaining the proper level, as well as the subsequent development, of the teacher's competences as a media figure in modern higher education.

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