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FORMATION OF MEDIA EDUCATIONAL COMPETENCE IN PROFESSIONAL TRAINING OF THE FUTURE TEACHERS

The modern information society needs training of highly qualified teachers, in particular with established media educational competence. Therefore, the formation of media educational competencies of teachers should be carried out while studying in higher education institutions.

For our research, it is advisable to analyze the term media education competence. Media education competence the set of knowledge, strategies and skills that allows an individual to efficiently face the media environment of today. This term coined by German sociologist Baacke; can be analyzed in four dimensions:

1) knowing about different media and how to use them [5];
2) reflecting the role of media in society;
3) designing media;
4) critical thinking [1].

In my professional activity during the professional training of the future teachers I noted that students in preparation for seminars and practical classes, along with scientific publications, articles in academic journals find a huge amount of information that contains not quite correct facts, and a certain percentage of media content, which deal with the issues of pedagogy and student learning contains "myths" and inaccurate information. The student – the future teacher, must understand that he or she is responsible for the creation and distribution of content.

Therefore, the creation of tools for the formation of media educational competence in professional training of the future teachers is the our further explorations.

The ability to use digital literacy skills necessary for the 21st century in solving problems of future teachers' professional activity should also be manifested at different levels of regulation, and their development should take place according to the logic of the formation of professional competence [4].

Over the years, the role of the teacher and the set of key competencies that are considered essential in the learning process have changed significantly. In the literature on this topic, the term media society is increasingly common, in which the set of competencies necessary for effective and efficient functioning applies to both old and new media. Once upon a time, in an industrial society, the minimum level of qualification was determined by literacy. In today's media community, people need to be empowered to use media education tools, including computer skills and the global IT network. In addition, it is important not only to have technical skills, but also the practical use of certain tools that support the process of achieving goals in the didactic process. Therefore, one of the most important tasks of educational institutions is to provide the individual with the necessary media competencies today [2, p. 307].

Media literacy education seeks to integrate the various texts and contexts for critical media analysis and production into the culture of preparing a teacher. The routine, daily uses of digital devices shape human communication in a symbiotic relationship between form, content and context. As networked devices expand communication to a vast international audience, the mastery of contemporary literacy skills becomes increasingly complex [3, p. 31].

It is important for the formation of media educational competence in the training of future teachers in Ukraine:

1. To study the positive experience in training teachers in EU universities to implement media education in order to implement it in the educational practice of higher education institutions of Ukraine with subsequent publication of scientific articles in international indexed publications.

2. Based on the experience of European universities to develop didactic and methodological support for media education during professional training of the future teachers (curricula, textbooks, manuals, etc.) for higher education institutions in Ukraine.

3. Development and holding of seminars, master classes, trainings on media education problems (full-time and distance formats) for teachers of pedagogical specialties of higher education institutions.

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ЕЛЕКТРОННА ОСОБА В ЦИФРОВІЙ РЕАЛЬНОСТІ: АКСІОЛОГІЧНИЙ АСПЕКТ

Сучасна цивілізація є епохою розвинених технологій автоматизації, робототехніки та штучного інтелекту. Використання цих технологій в нашому повсякденному житті дедалі зростає і охоплює все більше сфер життєдіяльності. Це в свою чергу порушує численні філософські, правові, економічні й інші питання і стикається з труднощами прийняття в соціальній і економічній сферах.

Одним з основних викликів в сучасному світі стає поява автономних систем штучного інтелекту, які маніпулюють знаннями, необхідними для вирішення поставлених завдань. Такі системи, на відміну від програмних роботів, які маніпулюють матеріальними об'єктами, мають здатність приймати рішення автономно, незалежно від зовнішнього контролю чи