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DEVELOPMENT OF PEDAGOGICAL-PSYCHOLOGICAL MEDIACOMPITENCY OF TEACHERS

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Introduction

An increase in the number of information messages, the complexity of the forms of their presentation; variety and dynamics-it actively becomes a media environment. Media formative products remain heavily but, under-studied, and this, coupled with a steady increase, leads the consumer in the media to create new formats and methods of influencing information. The development of mediacompitence of educators imposes a multifaceted work on educators:

- first of all, information is associated with necessity, understanding the mental mechanisms that are carried out in the conditions of emergence and the perception of the media;
- secondly, psychological analysis of media texts with the importance of the development of their algorithms, identification of their developmental or destructive norms;
- thirdly, the creation of self-appropriate diagnostic methods and the impact of media texts on consumers;
- fourth, to organize educational work and establish cooperation with the participants of the educational process: children, their parents and teachers-to ensure psychological security in the media environment.

We consider pedagogical mediacompitence as an education, the derivative of which is understood by high-level concepts: "psychological competence" and "media competence", on the other hand,their semantic intersection is understood as psychological mediacompitence.

In the process of perception of media information, it is important to be able to understand and critically analyze. Pedagogical mediacompitence has social and personal significance for children. Their parents,teachers and psychologists, shape the skills of students to determine their ability to defend themselves .The influence of media texts, the negative impact on the processes of forming the personality of readers and its actualization, as well as the use of their positive potential for effective development and teaching self-expression are some of the important tasks of the educator. The importance of educational institutions is very great in protecting students from media texts, their negative impact, the formation of counter-immunity. The effects of media manipulation have already been implemented in the early stages of scientific research.

The development of psychological mediacompitence begins in childhood with a family, and then forms in educational institutions (kindergarten, school, additional and professional education). The first institution that mediates child development is the family. Psychological mediacompitence of parents is a determining factor in time and nature, the interaction of the child with cartoons, musical and oral texts, video games, which parents choose for themselves, as well as the content of "background" media, which is not characteristic of children's age, strongly affects the child.

In conclusion, studies show that pedagogicompitence imposes enormous tasks on educators as the media progresses.

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