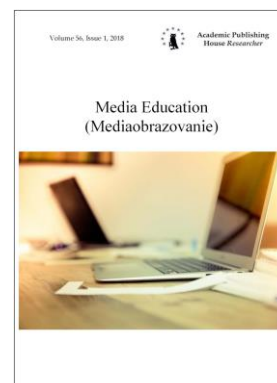


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Monitoring Indicators of the Developing Potential of Media Materials

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Abstract

The article presents the potential of media material developmental as a set of cognitive, informational, communicative, axiological, hermeneutic, emotional, activity-related resources, the purposeful use of which by the teacher and students in the educational environment allows stimulating the intellectual, emotional, mental, moral development of students and ensures the improvement of the quality of the educational process. The main factors of the development media potential are identified: the content of the media material, the resources contained in it; methods and conditions (environmental factors) of the use of media in the educational process by the teacher; methods and conditions for the use of media in self-cognitive activity, self-education of students. In relation to the listed resources, the monitoring indicators of the media material are defined, which allow assessing the developmental potential both of its content and the process of use by the teacher and students. Indicators have been identified to assess: (1) the content of the media material; (2) the process of its use by the teacher for didactic and educational purposes; (3) the process of its use by students for independent cognitive activity and self-education. The proposed indicators can be used to select media content as a component of educational content in the creation of educational standards and programs, calendar and thematic planning, solving learning problems, assessing the quality of students' independent cognitive activity, the effectiveness of electronic and informational-educational environments, educational computer programs, electronic textbooks, etc.

Keywords: media material, pedagogical selection, assessment, monitoring indicators, students, educational standards.

1. Introduction

The key trends in the development of modern society are informatization, digitalization, globalization, active dispersion of media resources, the ongoing process of technological development (information and communication, cognitive, etc.). Education is designed to respond to these trends and stimulate their further development, integrate new technology and media resources into the educational process. However, despite the avalanche-like progress of information and communication technologies (communication services, social networks, network games, virtual and augmented reality, etc.), their role in the school environment is immeasurably less than in the daily life of schoolchildren. “There is a clear contradiction: children live outside the school in the modern information society, and at school at the turn of the 20th and 21st centuries

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(the level of web pages and e-mail) at school. There is an obvious lag of 15-20 years!” (Dolmatov, 2017).

Wide distribution and use of social media (social networks, instant messengers) occur against the background of their disregarding by education system and even prohibitions. At the same time, the interest of young people to Internet resources is incredibly high. According to research conducted in Russia and abroad, 90% of American teenagers, 63 % of European children (9–16 years old) and 97 % of Russian high school students (Moscow sample) have a social network account (Polivanova, Koroleva, 2016).

In an extensive study of the use of mobile technologies and social networks by modern adolescents at home and at school, conducted by D. Koroleva, the situation is described as follows: “A regular school class today is a community of advanced Internet users who are constantly online and easily switch between learning, communication, entertainment. The school artificially immerses pupils in an environment completely alien to them, depriving them of all these possibilities” (Koroleva, 2016).

Thus, in education it is necessary to use media more actively, and therefore - to consider it as a significant component of educational content, to select it, to introduce appropriate methods and technologies, to create an electronic educational environment, to assess the quality of its use by teachers and students in teaching, educating and self-education.

Media, like any other component of educational content, requires *selection and evaluation of the results of its use by students*.

In modern conditions of “excess of information with a lack of meaning” (Bermus, 2018), teacher competition as a source of information with the Internet and Mass media, it is especially important for the media *to have a capacity building potential* – to stimulate the development of intelligence, mental abilities, problem-solving thinking, the ability to detect contradictions, formulate and solve problems, put forward hypotheses, ask questions, give definitions to concepts, classify, work with paradoxes, experiment, express and evaluate judgments. At the same time, it is important to consider the potential of the media in terms of the development of not only intellectual, but also other areas of the personality of a student: spiritual, moral, aesthetic, emotional-volitional, subject-practical.

Absolutization of didactic and ignoring of educational goals when working with media materials limits the capacity development for such materials. The main mission of education in modern conditions is the training and education of people in the long term, and not just the solution of tasks related to adaptation to the needs of the market (Medium-term strategy). In a crisis of values, which is characteristic of the modern stage of development of our civilization, education is called upon to play a crucial role in the moral and ethical development of young people, to promote the formation of the culture of peace, which begins with respect, taking into account the interests and desires of other people (World Declaration, 2000). The media cannot only contribute to the development of the cognitive and intellectual qualities of the student – with the proper selection and organization, media contributes to the formation of moral values, education of the citizen who is aware of the responsibility for the destiny of his country and of all human civilization (Traynev, 2008; Andreev, 2011 and others). In this connection, the researchers note: “The pedagogy of the information society is being shaped and formed in new socio-economic and technological conditions, when its main mission is to develop and enrich the human intellect, creative energy, spiritual and moral forces to successfully withstand the rapidly changing life conditions of sometimes negative direction” (Shirshov, 2008).

Thus, the problem arises of the teacher identifying and evaluating the development potential of media material, its selection on the basis of the identified potential and indicators for its assessment. The *purpose of this article* is to reveal the essence of the development potential of media material and to describe monitoring indicators for its selection and evaluation.

2. Materials and methods

To solve the problems, the following methods were used: analysis of media as a component of the content of modern education; system description of the development potential of media material; criterial analysis of the developing potential of media material.

The implementation of these methods was carried out based on the following methodological grounds: theories of pedagogical use of media resources, their impact on education and socialization of the individual (Baake, 1999; Blumeke, 2000; Bowker, 2000; Buckingham, 2003;

Fedorov, 2009; Gálík, Gálíková Tolnaiová, 2015; Gripsrud, 2003; Gura, 2005; Khlyzova, 2010; Konovalova, 2004; Kubey, 1997; Petranová et al., 2017; Ryzhykh, 2006; Toiskin, 2009; Tyunnikov et al., 2017 and others); theory of developmental education: D.B. Elkonin, V.V. Davydov (Davydov, 2001), L.V. Zankov, L.S. Vygotsky (Vygotsky, 1991), problem-based training (S.L. Rubinstein, N.G. Dayri, V. Okon, A.M. Matyushkin (Matyushkin, 2003), T.V. Kudryavtsev, I.Y. Lerner, M.M. Makhmutov, Yu.S. Tyunnikov (Tyunnikov, 1990); theories of education quality and its evaluation (V.L. Kalnei, O.V. Lebedev, V.P. Panasyuk, M.M. Potashnik, N.A. Selezneva, A.I. Subetto, S.E. Shishov and others).

3. Discussion

The concept of "potential" is widespread in various areas of science and social practice. In general terms, the potential refers to the qualitative characteristics of a particular natural or social system, reflecting the presence of any real capabilities (features) associated with the preservation (adaptation, reproduction), functioning and / or development (self-development) of this system (Timonin, 2008).

The essence of the development potential of media material also allows one to understand the approaches to the definition of the "personal potential" concept, the existing interpretations of the term: a set of real opportunities, skills and abilities that determine the level of their development (G.L. Pikhtovnikov, L.N. Moskvicheva); synthetic (integrating) quality, characterizing the degree of capability of an individual in the carried out activities (I.O. Martynyuk, V.F. Ovchinnikov); socio-psychological attitude towards non-traditional solution of contradictions of objective reality (E.V. Kolesnikova); a degree of the conformity of the individual's activity qualities to the social norm (social role) required for his self-determination as a subject of creativity (S.R. Evinzon); a characteristic quality of the individual, which determines the degree of his possibility in creative self-realization (M.V. Kolosova); a developed sense for new, openness to everything new, a high degree of development, flexibility and originality of thinking, the ability to quickly change methods of activity in accordance with new conditions (T.G. Brazhe, Y. Kulyutkin), etc.

By the *development potential of media material*, we will understand the totality of its resources (capabilities), the purposeful use of which by the teacher and students in the educational environment will allow stimulating the intellectual, emotional, mental, moral development of students and ensure the improvement of the quality of the educational process. This is a latent opportunity inherent to the media, ensuring the development of students' mental functions.

The development potential of certain media materials, primarily information and communication technologies, is the subject of study of Russian psychologists and educators, including developers of the concept of "electronic pedagogy" (Andreev, 2011; Davydov, 2001; Gershunsky, 1987; 1998; Izvozchikova, Simonova, 2006; Novikov, 2010; Polat, 2001; 2002; Soldatkin, 2003, etc.). The researchers note: "Information and communication technologies (ICT) allow to move from strictly regulated, algorithmized ways of organizing the educational process to developing, activating, intensifying and role-playing. ICTs make it possible to organize training as a collective, joint activity of students and at the same time differentiate and individualize the learning process, creating the conditions for the manifestation and development of the abilities of each students" (Andreev, 2011). The possibilities of ICT in solving the following pedagogical tasks are noted:

- the development of the student's personality: creative, constructive and search thinking; communication skills; the ability to make out-of-the-box decisions in complex role-playing situations (in the course of computer business games and use of training programs); research skills (when working with modeling programs and intelligent tutoring systems); general information culture, the ability to quickly process necessary information; moral culture (thanks to unrestricted access to socio-cultural and historical information, which allows, based on a comparative historical approach, to develop its own life position on a wide range of socially significant issues);

- the intensification of various levels and forms of the educational process: activation of the cognitive activity of trainees, taking into account their individual and personal characteristics; deepening of interdisciplinary communication in the educational process (based on computer modeling) (Andreev, 2011; Polat, 2001; 2002).

Scientists are interested in media evaluation issues from the standpoint of business objectives (for example, predicting indicators for social network performance in brand promotion

(Moro et al., 2011), using media in business (Edosomwan, 2016), and in the context of educational objectives (Kinchin, Hay, Adams, 2000).

There are examples of successful use of development potential at various educational levels (pre-school, school, secondary vocational, higher), as well as in the professional training of teachers. A successful example is the development computer aids Archicard and Magnematika as a means of implementing the concept of probabilistic education and “azartining” (thrill of the competition and mystery) A.M. Lobok (Lobok, 2018);

However, wrong selection and poor use of media material can have a destructive impact on the results of training and education;

- the emergence of various dependencies among schoolchildren (Internet, computer, gaming, electronic (gadget dependency), etc.);

- development of deformations of the emotional, intellectual and mental sphere, social deformations;

- the formation of a consumer attitude to information (Ostapenko, 2015);

- “mental debilitation and inculcating either aversion or indifference and tolerance to the repetition of meaningless actions” (Khagurov, 2015).

- deformations of oral and written communication, in particular, the loss of skills to create a coherent, structured and complete text: “the Internet destroys not only long reading, but also long writing. In social networks, writing becomes similar to oral speech. Being supported by the dialogue form (context), intonation (emoticons) allows one not to bother writing out a lot of detail. Texts fall into cues and interjections. Never in history have there been published so many drafts, sketches and unedited nonsense. A significant part of our daily writing, even letters from journalists, is now organized not in portions, for further editing when it is necessary to polish and finish, but for social networks, when you cannot polish and publish as it was written from the first call. Under these conditions, the skill of a coherent, structured and complete literary text turns out to be the same special feature as any ability to program” (Miroshnichenko, 2018).

4. Results

The development potential of media material can be revealed as a system of its *development resources*:

- *cognitive resource*: maximum implementation of the principle of clarity (3D-images, color and volume maps, charts, graphs, tables, photographs, reproductions, documentary photographs, etc.), specific computer effects (video, audio, animation, graphic fragments), the ability to combine various types of visibility in the necessary teacher and student combinations; An attractive form of media presentation (vivid pictures, animation, games) develops a cognitive interest in the subject matter; conditions for self-study of the material (self-test, video lectures, etc.);

- *information resource*: the possibility of a systemic and compressed presentation, storage of large volumes of information; providing free access to the database of domestic and foreign information centers, which allows one to fully explore the problem under study;

- *communicative resource*: the possibilities of media as a means of communication, educational, personal and other types of communication between students – expanding the range of pedagogical communication due to the possibility of diverse contacts with peers from other cities and countries;

- *axiological resource*: the values embodied in the media material (cognitive, moral, cultural);

- *hermeneutic resource*: meanings inherent in the media and meanings and that can be extracted by student;

- *emotional resource*: the impact on the emotions and attitudes of the individual;

- *activity resource*: the possibility of using media in various activities by students (educational, creative, labor, entertainment, etc.), in the implementation of joint educational projects (training in cooperation); stimulation of mutual creativity of the teacher and students by reducing the share of reproductive activity; a field for the application of new didactic technologies and means (situational (role) training, simulations, virtual experiment, case-technology, TV technologies and network technologies, video conferencing, computer testing, interactive textbooks, etc.).

All of these resources can carry a didactic load under certain conditions. The listed resources are in a latent state and become more active under necessary pedagogical conditions, the main

ones being the correct selection and effective organization of work with the media material both for the teacher and the students.

The development potential of media is determined by three main *factors*: the content of the media, the resources incorporated in it; methods and conditions (environmental factors) of the use of media in the educational process by the teacher; methods and conditions for the use of media in self-cognitive activity, self-education of students.

The analysis of the media as a component of the content of modern education and the criteria-based analysis of its content made it possible to determine and systematize the *monitoring indicators of the development potential of media materials*. Indicators are recognized to assess: (1) the content of the media material; (2) the process of its use by the teacher for didactic and educational purposes; (3) the process of its use by students in independent cognitive activity and self-education.

Monitoring indicators for assessing the development potential of the content of media material:

Cognitive resource: stating problems; degree of novelty – social and personal; the presence/absence of contradictions in the content of the information; fragmentation/integration of knowledge in different areas, the presence/absence of meta-subject knowledge; the level of difficulty for the learner; the degree of familiarity of the material to the student, compliance with the psychological and age factors, the focus of the content of the material on the zone of the nearest development of the student;

Information resource: the scope of the material, coverage of subject areas; the degree of diversity of information; the ratio of factual and analytical information; information density; availability of presentation, terminology used, its comprehensive representation in the material as a thesaurus;

Hermeneutic resource: dialectic – representation of different points of view; associativity of images; the ratio of visual and semantic attractiveness of the material;

Emotional resource: emotional coloring of information; the emotional background of presenting information in the media;

Axiological resource: social value of information (the ability to use for achieving socially significant goals); the personal value of information for participants in the educational process (the desire to obtain, the ability to use to solve a specific task, usefulness / harm);

Activity resource: incompleteness – the need for self-active and creative work of the student to refine the media material – layout, selection, combination, etc .; relatedness to the system of educational tasks, to student's cognitive activity tasks, to the educational situation; the possibility of structuring, combining to further create new tasks;

Monitoring indicators for assessing the use of media by the teacher for educational and teaching purposes:

Cognitive resource: the possibility of didactic processing (selection, structuring, combination for new tasks); the level of the problems, taking into account the topic being studied, the specific teaching situation;

Information resource: the correlation of the content of media with the content of the Federal Education Standards, specific educational programs; representation of the scientific picture of the world;

Hermeneutic resource: the quality of the possibilities laid down in the media for seeing implications, meaning-making and personal interpretation in the educational process; correlation with the personal meanings of the teacher;

Emotional resource: emotional perception of media by the teacher and students (interesting, boring, indifferent, etc.); the impact of media on learning motivation;

Axiological resource: compliance with universal spiritual and moral values; compliance with the values and strategic goals of educational development and the goals of specific educational programs; compliance with the pedagogical values and goals, the system of professional values of the teacher;

Activity resource: connection with a specific training or educational situation; possibility of modeling non-standard educational, cognitive, problem, role-playing situations; opportunities in organizing reproductive and productive learning activities; possibility of implementing effective didactic technologies based on media material; ability to customize the media for specific students

based on their current needs and the level of preliminary training, the individualization of the student's work with the media.

Communicative resource: possibility of organizing educational cooperation on the basis of media; a range of educational communications that can be organized on the basis of media material (class, school, city, region, Russian Federation, certain foreign countries, the whole world);

Monitoring indicators for assessing the use of media material by students in independent cognitive activity and self-education:

Cognitive resource: relevance, compliance with the interests of the student; availability of media material for the student, compliance with its capabilities; orientation to the zone of proximal development; problem awareness, the relevance of the problems for the student; representation of different ways of perceiving the media material: logical, sensual, figurative, receptor;

Information resource: degree of novelty of the information presented in the media for the student; completeness, lack of insufficiency and redundancy of information; temporal characteristics of the information provided by the media material for the student: early, timely, late; the degree of reliability of the information; expectancy and desirability of information by the student (desirable/imposed, expected/unexpected, usual/unusual); compliance with the scientific picture of the world; accessibility of educational resources;

Hermeneutic resource: the degree of dialectical information, the richness of the possibilities laid out in the media for sense-building, meaning-making, personal interpretation, the development of students' independence, reasoned opinions on the issues being studied; possibility of extracting new meanings from the content of the media;

Emotional resource: vector of emotional perception of media material by the student (positive, negative, neutral, balanced); richness of emotions caused by the media in students; vector of influence on educational and self-development motivation (stimulates or constrains, boring / interesting / indifferent);

Axiological resource: compliance of the values laid out in the media material with universal spiritual and moral values (good, truth, beauty, etc.); correlation of the values embedded in the media material with the life values of the student; compliance with the perspective life goals of the student and the goals of self-education; the orientation of the values laid out in the media material to the development of one's own life position, the learner's life values system; vector of influence on self-improvement: stimulates or constrains the learner's need for self-improvement in the intellectual and moral aspects;

Activity resource: the possibility of involvement in the activities relevant for the student; the possibility of self-selection and combination of media resources; the possibility of self-testing.

5. Conclusion

At the present stage of development of society, media should be a significant component of the content of education. It can have both constructive and destructive influence on the results of training and education. To prevent destructive influences, it is necessary to make the right selection of media material, choose adequate ways to use it in the educational process and self-education, create the necessary conditions. An important criterion for the selection of media material is its development potential in the intellectual and moral aspects. Development potential is represented by a set of resources of the developing media material: cognitive, informational, emotional, axiological, hermeneutic, communicative, active, which can have didactic features under certain conditions. The listed resources are in a latent state and become more active when the necessary pedagogical conditions are created, the main ones being the correct selection and effective organization of work with the media material both for the teacher and the students. The development potential of the media material is determined by three main factors: the content of the media material, the resources contained in it; methods and conditions for the use of media in the educational process by the teacher; methods and conditions for the use of media in self-cognitive activity, self-education of students.

The analysis of the media as a component of the content of modern education and the criterial analysis of its content made it possible to determine and systematize the monitoring indicators of the development potential of media materials. Indicators have been identified to assess: (1) the content of the media material; (2) the process of its use by the teacher for didactic

and educational purposes; (3) the process of its use by students in independent cognitive activity and self-education.

These indicators can be used when performing the following procedures:

- selection of media by educational authorities in the preparation of educational standards and programs;
- selection of media by the teacher in calendar-thematic planning, drawing up lesson plans and educational activities;
- selection of media material by the teacher to solve problems of training and education of a particular student;
- selection of media materials for students to perform educational tasks, tasks for independent work, cognitive and research activities, self-education;
- evaluation of the effectiveness of the electronic-informational and educational environment of an educational institution as a systemically organized set of information, technical and educational support, oriented towards the student as a subject of the educational process;
- assessment of the quality of the student's learning activities by the teacher;
- evaluation of educational computer programs, electronic textbooks and other teaching aids.

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