METHODOLOGY FOR DEVELOPING LANGUAGE UNIVERSITY STUDENTS' MEDIA COMPETENCE THROUGH DIGITAL TECHNOLOGIES

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AbstracT: The article addresses the issue of developing media competence among students of language universities in the context of digital transformation of higher education. Media competence is substantiated as an integrative professionally significant competence of future translators and philologists. Based on the analysis of domestic and international research, the theoretical, methodological, psychological, and pedagogical foundations of media competence formation through digital technologies are revealed. An original methodology grounded in competence-based, project-oriented, and interdisciplinary approaches is proposed. The structure of instructional modules, types of learning tasks, and assessment criteria are described. The study concludes that systematic integration of media competence into translator training significantly enhances students' readiness for professional activity in the digital media environment.

Keywords: media competence, media literacy, digital technologies, language university, translator training, higher education.

Modern society is characterized by a high degree of mediatization, in which digital technologies and media function not only as means of information transmission but also as mechanisms for shaping worldview, value orientations, and professional identity. Under conditions of globalization and the digital transformation of education, particular importance is attached to the training of specialists capable of conscious and critical interaction with media content in different languages and diverse cultural contexts.

For students of language universities, this issue is of fundamental significance, as the professional activities of translators, philologists, and foreign language teachers are increasingly carried out within multimedia and digital environments. A future specialist must not only possess language proficiency but also be able to analyze media texts, identify their pragmatic and ideological orientations, and adapt and produce media content while taking ethical and intercultural factors into account. In this regard, media competence becomes one of the key professionally significant competencies [1, p. 15].

In contemporary pedagogy, media competence is interpreted as a complex integrative construct encompassing a set of knowledge, skills, value orientations, and reflective abilities that ensure effective and responsible interaction with the media environment. Unlike the functional understanding of media literacy, media competence presupposes a conscious critical attitude toward media content and active engagement in media-related activities [2, p. 36].

Based on multiple interpretations, media competence is viewed as a complex integrative phenomenon located at the intersection of educational theory, media pedagogy, psycholinguistics, sociocultural theory, and digital didactics. In contrast to the narrow understanding of media literacy as the ability to use digital tools at a technical level, media competence includes cognitive, axiological, operational, and reflective dimensions that ensure conscious and responsible interaction with media reality.

Within the context of language universities, media competence acquires a profession-specific character, as students act not only as consumers of information but also as mediators of intercultural communication, translators, and interpreters of meaning. This necessitates the

formation of future specialists' ability to analyze media texts across different linguistic and cultural codes, identify implicit ideological and pragmatic orientations, and adequately convey content in a digital environment [3, p. 71].

From a theoretical perspective, media competence correlates with the competence-based approach, according to which educational outcomes are determined not by the accumulation of knowledge but by the formation of stable modes of activity. In this context, media competence is regarded as a metacompetence that ensures the effective functioning of other professional competencies of translators, including linguistic, communicative, intercultural, and technological competencies [7, p. 172].

In language education, media competence assumes a professionally oriented character, as it is associated with the interpretation and transmission of meaning in intercultural communication. A future translator acts as a mediator between cultures, which requires not only linguistic knowledge but also a deep understanding of media discourse [4, p. 34].

From the standpoint of cognitive psychology, the process of media content acquisition is multimodal, engaging visual, auditory, and verbal channels of perception. This requires learners to coordinate different types of information and construct a coherent mental model of the message. In digital media environments, the risk of cognitive overload increases, which makes conscious instruction in working with multimedia materials particularly important.

The formation of media competence in language universities involves the development of metacognitive skills, including the ability to manage attention, assess the reliability of sources, distinguish between facts and interpretations, and recognize the influence of visual and auditory effects on meaning perception. These skills are directly related to the professional activity of translators, who must not only understand texts but also reconstruct their communicative intent.

From a methodological perspective, media competence is aligned with the competence-based approach, within which educational outcomes are determined not by the volume of assimilated information but by the formation of sustainable modes of professional activity.

The methodology for developing media competence is based on a competence-oriented approach that presupposes the design of the educational process in accordance with planned learning outcomes. In this case, the outcome is the student's ability to function effectively within the media environment, using a foreign language as a tool of professional communication [9, p. 20].

From a methodological standpoint, this requires:

➤ shifting the focus from reproductive forms of learning to problem-based and project-oriented activities;
➤ incorporating tasks aimed at the analysis of authentic media texts;
➤ developing skills of independent and collaborative work in digital environments.

Information culture is traditionally associated with skills related to searching, processing, and storing information. Digital literacy focuses on proficiency in digital tools and technologies. Media competence, in turn, encompasses a broader range of abilities, including critical analysis of media messages, understanding the mechanisms of media influence, and the ability to create original media products.

Digital technologies possess significant didactic potential, as they ensure interactivity, variability in content presentation, and opportunities for modeling real communicative situations. In the context of media competence, they function not merely as instructional tools but also as objects of analysis and critical reflection [8, p. 34].

The use of digital platforms, multimedia editors, online media, and social networks in the educational process creates conditions for authentic interaction with media content. This contributes to the development of skills related to interpretation, translation, and adaptation of information in contexts closely approximating future professional activity.

Therefore, media competence can be regarded as a qualitatively higher level of development of digital and information skills, which is particularly significant for students of language universities.

Project-based activity occupies a central position in the methodology of media competence development, as it enables the integration of linguistic, analytical, and technological skills. Through the implementation of media projects, students not only master digital tools but also acquire experience in responsible media production, which is especially important in the context of professional ethics in translation.

Research-oriented tasks, such as media discourse analysis and comparative studies of media representations of the same issue across different cultures, contribute to the development of critical thinking and the formation of a scholarly approach to working with media information.

From a theoretical perspective, the assessment of media competence should be multidimensional and include:
- ✓ cognitive indicators (knowledge of concepts and analytical strategies);
- ✓ operational indicators (ability to work with digital tools);
- ✓ analytical and critical indicators (capacity for interpretation and evaluation);
- ✓ reflective indicators (awareness of one's own media activity).

Such an approach makes it possible to objectively assess not only learning outcomes but also the process of media competence formation.

The process of media text perception is multimodal and involves the simultaneous processing of verbal, visual, and auditory information. This requires learners to possess well-developed metacognitive skills, including the ability to manage attention and recognize the influence of information presentation on meaning interpretation [6, p. 286].

The inclusion of media competence in the training system of language university students is обусловлено the transformation of translators' professional activity, which is increasingly carried out in digital and multimedia environments. Translators become participants in media processes, which necessitates not only linguistic but also media-pedagogical preparation.

A systemic approach to media competence development ensures:
- ⇨ improvement in the quality of professional training;
- ⇨ development of intercultural sensitivity;
- ⇨ readiness to operate within the digital economy and global communication environments.

The formation of media competence in language universities should be aimed at developing students' ability to deconstruct media messages, identify hidden meanings, and recognize manipulative strategies.

Digital technologies create conditions for the implementation of activity-based and communicative approaches in foreign language teaching. They enable the modeling of authentic communicative situations, the use of real media materials, and the engagement of students in active media practice.

The methodology for developing media competence is based on the following principles:
- integration of the media component into core disciplinary courses;
- practice-oriented learning;
- project-based and research-oriented activities;
- intercultural orientation;
- ethical responsibility.

The methodology is implemented through a modular system of instruction that includes media text analysis, translation and localization of media content, the creation of original multimedia products, and work with digital tools.

The assessment of media competence is comprehensive in nature and incorporates cognitive, operational, analytical, and reflective indicators. Assessment tools include rubrics, portfolios, analytical reports, and project-based assignments.

The integration of media competence into the system of professional training ensures the formation of future specialists' readiness to work in digital media environments, enhances their professional autonomy, and strengthens their intercultural sensitivity [5, p. 35].

The development of media competence among students of language universities through digital technologies constitutes a necessary condition for the modernization of language education. The proposed methodology ensures a systematic and goal-oriented process and contributes to improving the quality of professional training of future translators and philologists.

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