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The development of mediacompetence and linguadidactic communicative competence by means of video filming with elements of theatricalization

The article proves the current importence and effectiveness of video filming with elements of theatricalization as a means of the development of mediacompetence and linguadidactic communicative competence. The value of mediaeducation integrated in the foreign languages' teaching under the conditions of influence of civilization's technological achievements and modern means of communication (computer technologies, video, etc.) is underlined. The essence of philosophical theory which is the base for a possible analyses of the development of pupils' mediacompetence and linguadidactic communicative competence is revealed.

***Key words:*** *mediacompetence, mediaeducation, mediaculture.*

The influence of civilization's technological achievements and modern means of communication (computer technologies, video, press, films, radio, television) on the development of the world linguistic landscape requires the enlargement of the functions of a foreign language as a school subject, and, as a result, the aims of studying foreign languages should be defined more precisely. The objective necessity in development of the models and technologies of including mediaeducation into the curricula of the modern school arises.

"Media education can be described as the process of the development of personality with the help of and on the material of media, aimed at the shaping of culture of interaction with media, the development of creative, communicative skills, critical thinking, perception, interpretation, analysis and evaluation of media texts, teaching different forms of self-expression using media technology" [7, p. 6].

Infrastructure of a modern society with its access to the variety of information and values gives an excellent opportunity for development of creative and mediacompetent personality.

Integration of the mediaeducation to educational sphere is encouraged at the international level. UNESCO with the support of the Council of Europe initiated an international conference which was held in Paris on the 21–22 of June in 2007. As a result 12 practical recommendations in the field of mediaeducation were developed [6, p. 3]. These recommendations can be applied to any level of education and coordination (local, national, regional, international) by all motivated officials.

According to our pedagogical experience, we consider that the connection between media education and foreign languages is very strong because they are united by the general idea – the idea of communication. Mediaeducation integrated to the teaching of foreign languages contributes to the development of mediacompetence and linguadidactic communicative competence of the pupils.

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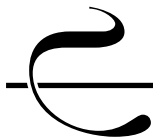
In such a case audiovisual art, and video filming with elements of theatricalization in particularly, as an extremely strong means of impact on people of all ages is of great value. It creates a trustworthy atmosphere and spontaneous communication that means a lot in studying of foreign languages because it helps to get plunged into the linguistic environment, eliminate a language barrier, develop mediacompetence, get rid of formal approach, create a comfortable atmosphere on the lesson, increase pupils' motivation.

One of the theories according to which the analysis of modern mediapedagogical tendencies aimed at the development of means, conditions and mechanisms of self-determination, development of creativity, an effective teaching of foreign languages is possible is a philosophical theory of "dialogue of cultures" by V.S. Bibler and M.M. Bakhtin. A dialogue is a an interaction. Forms of interaction represent different types of interactive relationships, such as, for example, a dialogue of nations, a dialogue of a teacher with his pupils, a dialogue of a person with technics, a dialogue of an author with spectators or readers. Only due to the interaction, "dialogue of cultures" self-realization of cultures as well as a person is possible.

Mediacompetence contributes to "dialogue of cultures" and as a result to self-realization of a person. This effect is doubled when mediacompetence is integrated to the studying of English language. Teaching of mediacompetence and foreign languages is based on communicative and interactive approaches. In our opinion, video filming with elements of theatricalization helps to apply these approaches to the last degree. We agree with N.F. Khilko who points out that "technics' culture is a part of personal and technological transformations where the productive development of a personality provided a value indicated activity is emphasized" [5, p. 26].

Application of theatrical elements is methodologically correct. Teaching and acting have a lot in common. A dialogue of a teacher with his pupils as well as an actor with spectators should be maintained. The process of teaching – is not just a transmission of knowledge, it's a two-way communication where "a teacher like a director during the repetitions should obtain an ability of producing vivid, emotional impact on pupils, a teacher should organize a studying process in such a way that pupils could apprehend him" [1, p. 5]. Theatre allows to expand the boundaries of real existence and live in "suggested circumstances". Space of the lesson's topic and space of a mediatext are examples of such "suggested circumstances". Principles of interactiveness and person-oriented education are realized by means of the theatre. Use of theatrical elements allows to distinguish and develop pupils' talents, gives an opportunity to develop a creative personality of a teacher and his pupils, helps to understand better the other culture and plunge into the linguistic environment.

English language is a bridge connecting different cultures. It's necessary to know and understand the cultures in order to maintain a productive dialogue between representatives of different cultures. We agree with M.M. Bakhtin who believed that understanding should be creative, cultures should enrich each other. "A foreign culture reveals itself in full measure only in the presence of the other culture … a dialogue

starts between them, it helps to overcome isolation of the cultures. There is no merging of the cultures during such a dialogue, they just enrich each other" [2, p. 334]. Language is a reflection of the culture, it's a powerful source of its structure: "In real functioning in history language and culture are inseparable: it's impossible for a language (in a full sense of the word) to exist without being plunged into the context of the culture, as well as it's impossible for a culture to exist without language" [3, p. 486].

Language as well as audiovisual art are sign systems. People create their own polysemantic language by means of signs. Audiovisual perception is an interactive process. Y.N. Usov mentioned that understanding of visual information is a result of defining of meanings (meanings of words or shots), their combination in a new concept (word combinations, shot combinations) and defining the attitude towards them [4, p. 33].

In teaching English language dialogue of cultures can be effectively implemented by means of watching screen versions, plays and creating own videoproducts with theatrical elements in English language. Such mediaproducts can be analyzed by russian pupils as well by native speakers.

Thus, video filming with elements of theatricalization, combining theatrical and media arts put communicative and interactive approaches into practice to the most degree. Principles of interactiveness and person-oriented education are realized by means of the theatre. It's also allows to live in "suggested circumstances" such as space of the lesson's topic and space of a mediatext.

With a person-centered orientation mediaculture contributes to a productive development of a personality. Theatre, films, music, literary works as forms of existence of cultural values are powerful means of impact on a personality, moreover they help to plunge pupils into the linguistic environment.

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