

Being exposed to various media sources brings people together and makes language development possible in the ways not thought of even a few years ago. It includes language learning, socialising, entertaining, research. Language learners are involved in a meaningful way when they understand how communication works in a foreign language, rather than only performing it. With incorporating of media literacy into English as a foreign language classroom, students develop language skills and acquire diverse strategies which help them discuss messages from different media outlets, express their personal opinions, and gather additional information to support their findings using the English language. The points mentioned above contribute to developing an active citizen who is interested, willing and able to access information, evaluate it, and make decisions in order to participate in civic and cultural life.

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DEFINITION AND STRUCTURE OF FOREIGN LANGUAGE TEACHERS' METHODOLOGICAL LITERACY

The article deals with the study of methodological literacy of a foreign language teacher, as well as its structure. The structure of the content and educational components of literacy is considered. Various approaches to the definition of the concept of methodological literacy are discussed. This study touches upon the criteria for assessing the methodological literacy of future foreign language teachers.

Key words: methodological literacy; content literacy; educational literacy; assessment of literacy; structure of methodological literacy.

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ОПРЕДЕЛЕНИЕ И СТРУКТУРА МЕТОДИЧЕСКОЙ ГРАМОТНОСТИ УЧИТЕЛЕЙ ИНОСТРАННОГО ЯЗЫКА

Данная статья посвящена изучению методической грамотности учителя иностранного языка, а также её структуры. Описана структура содержательного и образовательного компонентов грамотности, рассматриваются различные подходы к определению понятия методической грамотности. Данное исследование затрагивает критерии оценки методической грамотности будущих учителей иностранного языка.

Ключевые слова: методическая грамотность; содержательная грамотность; образовательная грамотность; оценка грамотности; структура методической грамотности.

Introduction. In recent decades, the topic of methodological literacy of a preservice teacher has become relevant: increased attention to this issue is due to the rapid changes in education. The social order focuses on future teachers training and requires improvement of the quality of their education, which is associated with the introduction of educational standards of a new generation [1]. At the same time, there is a need for an objective evaluation and assessment of literacy.

The purpose of the work is to consider the nature and structure of preservice foreign language teachers' methodological literacy which comprises content and educational literacy, that is necessary for the scientific organization of its mastering and assessment.

Main part. One of the priority activities in the institution of higher language education is professional foreign language teacher training which contributes to the development of methodological literacy of students. Literacy manifests itself in psychological, theoretical, practical and personal readiness of the future foreign language teacher to solve pedagogical situations. In order to embrace a view of literacy that recognizes its dimensions, teacher education programs should help students scrutinize traditional views of literacy. Prospective teachers

should be encouraged to critique the autonomous model of literacy and consider the ways that literacy is bound to various considerations.

Now, literacy means that teachers have to put aside the notion that teaching reading and writing is the only English teacher's job [2]. Teachers have to be trained and ultimately use literacy strategies in their classrooms that will increase learning across the curriculum. Within the discipline "Methods of foreign language teaching", students acquire methodological knowledge of integrated and complex formation of lingvo-socio-cultural, linguistic and speech competencies, and methodological skills of fulfilling lingvo-socio-cultural objectives in the foreign language classroom and extracurricular work. In general, such training makes it possible to understand deeper the pedagogical process and develop professional qualities and positive attitudes.

In the Russian-language scientific discourse, the commonly used generic term is methodological literacy. V. A. Efimov understands methodological literacy as the ability of a future specialist to use information, independently establish causal relationships, extract new knowledge, as well as determine the goals and objectives of their activities on the basis of mutually conditioned phenomena and processes implemented within a single development measure [3, p. 34]. Meanwhile, E. V. Titova considers methodological literacy as the ability to design and implement pedagogical activity at different methodological levels [4]. Another view of the concept of professional pedagogical literacy presented by Mikhalevskaya includes knowledge, skills and qualities that a student acquires at a university, and then improves and develops, being a teacher [5, p. 138]. According to V. I. Viazgina methodological literacy of a teacher is the awareness of the mechanisms of information retention necessary in professional activity, possession of techniques, technologies and methods of teaching and upbringing and the ability to apply them in educational process and methodological work [6]. However, there are other interpretations in the works of foreign researchers. According to R. D. Robinson, content literacy can be defined as the ability to use reading and writing for the acquisition of new content in a given discipline. It is focused that students possess three principal cognitive components: general literacy skills, content-specific literacy skills and prior content knowledge [7, p. 185]. Other foreign scholars offer the term "content and educational literacy" [8]. According to their research, teachers' literacy is a teacher's knowledge framework, which includes a few components (Figure 1).

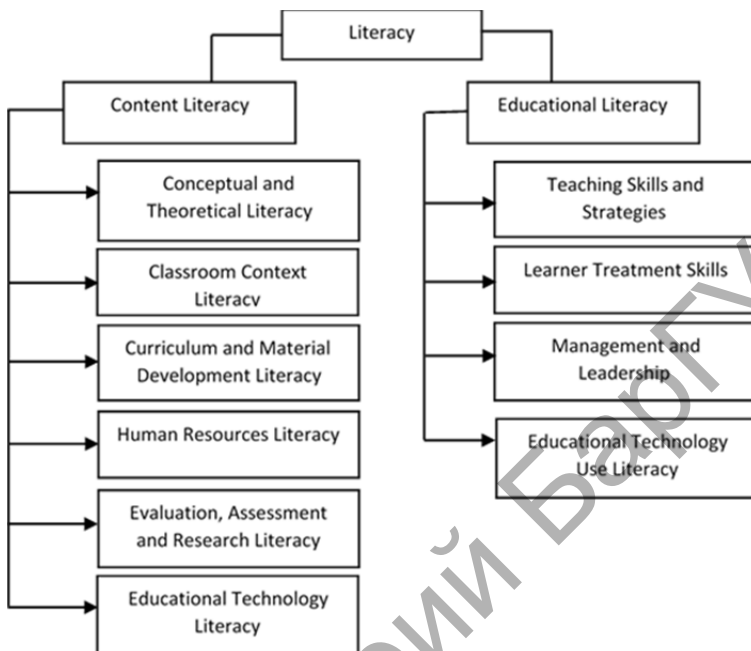


Figure 1 — The structure of teacher's content and educational literacy

Content literacy consists of six main components: (1) conceptual and theoretical literacy; (2) classroom context literacy; (3) curriculum and material development literacy; (4) human resources literacy; (5) evaluation, assessment and research literacy; (6) educational technology literacy. Conceptual and theoretical literacy includes command of languages, grammar and language acquisition. Teaching approaches and methods are a part of conceptual and theoretical literacy too. Researchers ascribe physical and sociocultural context knowledge to the classroom context literacy, and consider knowledge of the curriculum, syllabus design and development of materials as constituents of curriculum and material development literacy. According to some studies, human resources literacy includes literacy of both teacher and student. Evaluation, assessment and research literacy present literacy in the field of research and knowledge in evaluation and assessment. Finally, educational technology literacy is connected with two subthemes namely Web 2 tools (eg., blogging,

social networking, social media) and Web 3 tools (eg., 3D encyclopedia, online games, etc.).

Another main construct is educational literacy which comprises four structural elements: (1) teaching skills and strategies; (2) learner treatment skills; (3) management and leadership; (4) educational technology use literacy. Teaching skills and strategies presuppose language proficiency skills and facilitators' competences and strategies. Learner treatment skills include knowledge and skills that reflect health and safety requirements. Management and leadership includes class management, course management and time management. Educational technology use has technologically integrated teaching and computer assisted language testing as constituents. The above subliteracies of methodological literacy correlate with factual and procedural knowledge which reflect the cognitive domain of preservice teacher education. In particular, the components of methodological literacy reflect the specifics of foreign language teachers and their professional qualities. The content component of methodological literacy is based on teachers' theoretical competence. The language teachers' literacy is a framework demonstrating the key findings of the available literature and serving as a means to facilitate teacher literacy growth [8].

One of the basic conceptual ways of modernization of national education systems in contemporary world is competence-based approach. The aims and the content of the general and vocational training are defined on the basis of competence-based approach. The formation of methodological literacy is directly related to assessment, since it allows to analyze the degree of formation of the teacher's skills and abilities. Accordingly, the criteria for assessing literacy should correspond both to regulatory documents and to its constituent components [9]. Some of the documents suggest five criteria of assessment including assessment of higher-order cognitive skills, assessment of critical abilities assessment that is internationally benchmarked, use of the educationally valuable items and assessment that is valid and reliable [10]. Other researches consider particular skills, e.g., evaluating collaborative skills as part of class management and use the criteria of equality, participation and shareness [11]. Thus content and educational assessment demand the design of rubrics and use various types of tasks.

In their professional activities teachers should possess a technological competence, theoretical and practical training, be aware of the modern pedagogical approaches, methods and technologies to improve the quality of education, use the latest teaching aids and effective forms of organizing the educational process. The methodological basis for the formation of the methodological literacy of preservice foreign language teacher is a multi-level system of attitudes that focus on a complex, comprehensive account of its features. The methodological foundations that contribute to the formation of methodological literacy of the future teacher are based on the ideas of interconnectedness and interdependence of pedagogical processes and the guidance of contemporary methodological approaches and principles [12, p. 103]. The term content and educational literacy serves as the basis for the development of professional competence of prospective teachers.

Conclusion. Methodological literacy of preservice foreign language teacher is a complex structural formation, including a number of interrelated components. It is understood as a teacher's knowledge framework that gives the ability to design and implement pedagogical activity at different levels. Methodological literacy's components correspond to specific areas of teacher's knowledge. The described framework can be used to assess preservice foreign language teachers' methodological competence.

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