INNOVATIVE APPROACHES TO FORMATION OF MEDIA COMPETENCE OF FUTURE SPECIALISTS IN THE PROCESS OF PROFESSIONAL TRAINING

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ABSTRACT

The article highlights the relevance of the distribution of media in educational institutions of different levels. It is emphasized that students show a strong interest in the media (communication, watching movies), but it is necessary to mark the other side of working with gadgets – educational, which requires knowledge and skills of working with electronic platforms, online services, search engines. It is in order for pupils to overcome educational barriers of working with the media that teachers must be media-competent professionals in teaching. The article emphasizes that such requirements affect the modernization of professional training of future professionals, and the introduction of innovative approaches in the educational process of higher education institutions will be favourable to the formation of media competence of students. A retrospective analysis of the term media competence of future teachers was performed. It is determined that a modern teacher must have a certain competence for the formation of media literacy of pupils. The research outlines teaching technologies that will assist to the formation of media competence of future teachers: brain writing, benchmarking, information technology (online classes, distance learning, introduction of electronic platforms in the educational process, coaching technology). Theoretical analysis of the indicated technologies is carried out.

Key words: *media, primary school teachers, professional training, media competence of future primary school teachers.*

INTRODUCTION

The educational process in the XXI century is impossible without the use of popular media: phones, Internet tablets, smart boards, laptops, and computers. Such a rapid development of media allows us to talk about the globalization and

digitalization of education, which, in turn, requires from teachers and educators of educational institutions in-depth knowledge, skills on the didactic functions of media.

Younger learners, who have been fascinated by the virtual world since the age of six and are not always aware of the value of gadgets in the modern world, are showing a strong interest in digitalization. Of course, using phones, Internet tablets outside the school, students develop the need and skills to use phones for virtual communication, creating a group of interests on social networks, watching movies, online games. On the one hand, during the informal use (which takes place in different contexts and under different conditions, mostly suddenly, with interest and without a specific curriculum) of media, younger learners progress, become modern and are active participants in cyberspace, learn about the world of media in various roles, focus on the entertainment functions of the media without realizing how the media affect the moral, physical, mental well-being of the student; on the other hand, the use of media during formal learning (educational process with a clear goal and objectives) requires students to make the appropriate skills to understand the other side of the media – educational. To overcome such problems primary school teachers must be media-competent in order to teach younger learners to implement formal education on the principle of digitalization; to use competently information on the Internet, determining the difference between fakes, misinformation and manipulation; to work on research using the benefits of online tutorials, various web sources; to register on online library sites; to present and visualize the product of educational activities through computer programs, online services. Undoubtedly, a media-competent teacher is able to model the educational paradigm of learning taking into account the interests of students, the requirements of society and the prospects of a professional platform in the XXI century, which is associated exclusively with digitalization of all industries.

Paying attention to the digitalization of general secondary education institutions, it should be emphasized that the training of future primary school teachers in higher education institutions should be transformed and modernized to take into account the development and dissemination of media, which will form the media competence of

future primary school teachers. Therefore, *the purpose of our investigation is to analyze innovative approaches to the formation of media competence of future primary school teachers in the process of professional training.*

RETROSPECTIVE ANALYSIS OF THE CONCEPT OF MEDIA COMPETENCE OF FUTURE TEACHERS

For a more thorough study of the topic, it is necessary to refer to the terms „media", „competence" and find out what is the focus of these concepts.

Modern explanatory dictionary of the Ukrainian language characterizes the definition of "competent" as knowledgeable, educated in a particular field or issue [1, p. 328]; authority, enlightenment, awareness [2, p. 234]; someone who is knowledgeable in a particular field, has sufficient knowledge, knowledgeable, intelligent [3, p. 224]. Thus, a competent person can successfully implement professional activities, applying knowledge, skills, abilities in practice; competently set priorities and demonstrate their own awareness, taking into account changes in society and the state.

The definition of „media" means to transmit information, communicate; messaging in the online environment [4]; means of communication; media, through which it is possible to transmit, create, record, store and disseminate information [5, p. 23]. In turn, media competence is interpreted by us as an individual personality trait; integration of knowledge, skills, creative intelligence, critical thinking; availability of a proactive approach to the implementation of professional, educational, training activities, the formation of skills in working with media for the presentation and visualization of data in a new, improved form.

The problem of formation of media competence of future primary school teachers is studied by foreign (I. Blokhin [11], O. Holub [15], S. Troianska [9], O. Fedorov [5, 12], L. Chikolaieva [14] and others) and Ukrainian (H. Onkovych [8], N. Prykhodkina [7], V. Sharko [6] and others) scientists. The analysis of the scientific literature allowed us to state that scientists interpret the concept differently and distinguish its structural components.

Thus, Ukrainian researcher V. Sharko emphasizes that the structure of media competence of a teacher includes the following components: general using (features of the functioning of various media; awareness of the role and value of media for the current generation of primary school children; the ability to model educational projects, training sessions through a number of computer programs; building of own educational trajectory on mastering media); general pedagogical (provides a set of knowledge, skills, abilities, which allows the creation of media products for their use in future professional activities; awareness of the laws of media in the process of teaching younger learners; determining the educational benefits of media tools for effective professional activity) and subject (experience of using computer programs, online services, mobile applications; features of search engine work) media competences [6]. Taking into account the above components, we emphasize that the formed media competence will allow the teacher to organize training in modern technologies with the introduction of media; to create a single basic set of primary school disciplines; to provide information support for scientific research of students; to model the media environment in general secondary education institutions.

N. Prykhodkina notes that the formed media competence allows an individual to adapt to changes in society, to be flexible in terms of the use of media in the professional sphere. The researcher also claims that higher education institutions are the main basis for the formation of this competence, because only during training future professionals focus on changes and challenges of cyberspace, master the laws of the media in a specially organized media space to successful solving of problems of scientific, professional and leisure activities. According to the scientist, the components of media competence are knowledge, experience in working with media, creative approach – mastery, skills in relation to mobile learning in educational institutions of different levels [7].

The Ukrainian researcher H. Onkovych refers to the concept of „teacher media competence”. She argues that such competence will allow teachers to implement qualitatively educational tasks and teach students of Generation Z to use media productively both in and out of school [8]. We agree with H. Onkovych, because

working with modern students of Generation Z requires a teacher of thorough knowledge of the functionality of media in order to teach younger learners to adapt to the rapid spread of new gadgets, prevent the influence of fake information, analyze data from various web sources, use media for educational, scientific needs, collaborate with friends, classmates, teachers through online services, transmit information using e-mail, cloud services, social networks.

Researcher S. Troianska notes that media competence allows you to use the benefits of media for personal, professional, educational purposes, as well as to understand the language of media, to find quickly the necessary information in the search engine [9, p. 144]. In her own scientific field S. Troianska offers effective recommendations aimed to forming the media competence of future professionals: to engage in self-education, to improve training in the use of media in professional activities; to analyze systematically media texts, to compare data from different information sources, to distinguish reliable facts from fakes, misinformation and manipulation; to develop critical thinking for practical solution of life, professional situations with the use of media; to post text on social networks, following the information style (on the principle of a pyramid); to organize interest groups in mobile applications; to create authorial media products for their future use in professional activities [9, p. 146]. We consider such recommendations to be useful in the training of future primary school teachers, first, students master the media at the theoretical and practical levels; secondly, they work with media texts that broaden the views of students, study current issues of the present, thus, becoming aware and competent in various spheres of life, distinguish reliable data from false; thirdly, students focus on social networks, which are an innovative tool not only for communication, reading news, watching videos, but also for their use in education (creating corporate communities for the target audience, finding training courses, projects, online marathons, competitions that will increase the level of knowledge, skills in a particular field, including media, the creation of interest groups, exchange of materials (documents, photos, videos, books, presentations, links to various online events, etc.) between users and active participants in social networks [10, p. 120].

I. Blokhin notes that the formation of media competence of a specialist is possible only if a special media space is created in higher education institutions, which will modernize the educational process in accordance with changes in the field of mass media communications. According to the scientist, higher education institutions should become a center for quality provision of educational services at the theoretical and practical levels of media mastery. I. Blokhin understands the media competence of a specialist as a complex integration structure of knowledge, skills and abilities, the context of which depends on the level of media education of students, as well as on the specifics of teaching professionally oriented disciplines of the specialty [11, p. 138].

The structural components of media competence are informational and communicative competences. Information competence means the ability to work with media texts, search for reliable data and sort facts and information from various information sources; critical comprehension of media texts, their context and essence. Working with texts, the individual acts as a consumer [11, p. 142–143]. Communicative competencies, according to the researcher, are formed as a result of the behavior of communicators, through which network structures are formed. According to the scientist, communicative competencies are characterized by the ability to search, transmit information, and interact with other communicators. [11, p. 144]. Thus, mastering these competencies will contribute to the accumulation of knowledge about working in the information network, developing skills to work with media texts, as well as services for searching, processing and receiving information from communicators, identifying themselves as an aware, competent media consumer, forming critical thinking . We believe that such a set of competencies will be the key to the successful formation of media competence of the specialist.

O. Fedorov, a leading specialist in the field of media, notes that modern youth at a high level have practical skills in using media, however, an experimental study conducted by O. Fedorov together with a Canadian media educator showed a low level of analysis of media texts by media consumers. This gives grounds to claim that technical skills do not affect the technique of analysis, reading and selection of

reliable media texts, which, in turn, indicates a low level of media competence (lack of skills to analyze media data, to evaluate critically them, to correlate reliable facts with fake information, inability to work with various web sources, characterized by ignorance of the language of the media, the manifestation of a low level of complex media texts). In his research, O. Fedorov emphasizes that the main core of media competence is the ability to work with media texts, understand the language and symbols of the media, analyze critically the texts of various web sources [12]. We agree with the opinion of media educator O. Fedorov, because when working with media, users primarily come across media texts (Internet, websites, social networks, communication through mobile applications, e-mail, etc.), which directly affect user consciousness, physiological, psychological, social system of the individual's body; through media texts a view of the present is formed, events that take place in different spheres of the state; information and communication flows on the Internet can affect the formation of clip thinking, which leads to nonlinear perception of media texts, fragmentary reading, without any awareness, analysis, misunderstanding of the conceptual apparatus; information, meaning and significance of media texts are read not through words, but through a vivid presentation of information [13]. Therefore, it is important to have media competence, which will make it possible to resist competently, professionally and correctly the influence of fakes and inaccurate information in social communities and websites.

In L. Chikolaieva's research, the media competence of a future specialist is defined as a set of knowledge, skills, abilities that allow to implement skillfully professional activity, thus forming a social action. The level of media competence, according to the scientist, depends, first, on the specially modeled media environment in educational institutions; secondly, the training of teachers on the use of media in the training of students, awareness of the functional educational capabilities of media and the level of formation of media competence; third, the formed motivation of future professionals. The main component of media competence of future professionals is cognitive, which consists of the following components: "mediator" (media, computer programs and applications through which a person can transmit,

receive information, create media products, visualize data); „Signs" (everything that is not text, information is structured through graphs, charts, tables, figures); „Content" of information (when visualizing and presenting research, scientific developments, reports should take into account the context of information that will be placed, for example, on a slide; information visualized on the screen during the defense should convey the context of what the speaker wants to convey to audience and convey the essence of the study (perhaps it will be just one sentence or graph or diagram, etc.) [14]. The opinion and scientific works by L. Chikolaieva are interesting for our research, because the cognitive component in the formation of media competence of future professionals plays an important role, as students must master not only the functional features of media, but also master the elements of structuring and visualizing information through a special set of programs and applications, finding ways to convey the content and essence of research or other types of scientific developments. We believe that such knowledge will allow future professionals to treat correctly and competently the analysis of information, work with media texts and present data not only through words but through graphic symbols.

O. Holub's opinion is interesting for us, which emphasizes the importance of media competence for the modern personality. In the flow of information and man-made influence on consciousness, the individual must transform their own knowledge, efforts to analyze competently the data, to achieve confidently the goal, taking into account those media that are relevant today. Undoubtedly, today everyone uses smart watches, TVs, phones, tablets, laptops, programs and regulates their time through mobile applications and online applications, communicates through online services: mail, social networks, cloud technologies; solves professional, educational, scientific tasks through computer settings, Internet search engines, as well as through messengers, group chats, channels, public accounts, bots. This set of media functionalities changes, modernizes thinking, worldview, allows individuals to move confidently into the virtual world and develop in accordance with the requirements of society, the state and information resources. According to the scientist, media

competence reveals the essence of the skills that modern specialists of the information age should possess; media competence allows you to adapt thoroughly to the requirements of cyberspace. Without this competence, the individual becomes less competitive, often exposed to fakes, misinformation and manipulation by the media, the reaction to media viruses is somewhat primitive or absent [15]. The researcher emphasizes that it is impossible to form media competence on your own. Classes, courses, webinars, marathons should be specially organized so that the individual can understand the globality and scale of such competence in the context of mediatization. Therefore, the construction of a clear educational trajectory on the part of higher education institutions should be carried out in accordance with the requirements of education to the figure of the teacher and the identification of the role of media for society.

In our opinion, it is also important that media competence allows you to have the basics of information security, which requires knowledge of e-mail services (Mailchimp, UniSender); services to increase efficiency and teamwork ("Pomodoro" method – full focus on what we are working on, reward at the end of this method is an important component, as well as an effective way to combat procrastination; Getting Things Done); services for online meetings (Skype, GoToMeeting), services for webinars (FacebookStreem), etc.

The analysis of the scientific literature allowed to state that the problem of formation of media competence of future specialists is in the field of view of researchers. This is primarily due to the active distribution and development of media in today's educational environment. According to scientists, media competence enables effective work with media, as well as with popular online services, mobile applications, programs, which increases information literacy and security, awareness of effective implementation of services in the professional, educational and scientific spheres. The category of media competence involves the formation of future professionals in a proactive position on the use of media in various spheres of life, including pedagogical, taking into account cognitive (awareness of the role of media in the XXI century, the ability to read information, understand media language,

analyze data , have a stable marginalization) and general pedagogical (awareness of the educational benefits of media, their role and importance for primary school students) approaches. In our opinion, having media competence, future primary school teachers become leaders in the educational space, understand what competencies must be possessed in order to successfully implement professional activities, as well as ways and approaches to achieve cooperation with primary school students. Understanding the essence and versatility of the concept in the information age, it is necessary to modernize the training of future primary school teachers, make every effort to organize, model effective approaches, forms, innovative techniques for the formation of media competence. In turn, the formed media competence of the teacher will be a guarantee, first, of constructive realization of pedagogical activity; secondly, establishing contacts and cooperation with students of general secondary education; third, critical analysis of media texts, as media users are constantly working with information without realizing its impact on consciousness, thinking, perception; fourth, possession of emotional (ability to motivate themselves, determine the values and priorities of professional activity taking into account the development of media, self-regulation of their emotions when working with media texts, understand the interests and needs of students of generation Z), analytical (ability to solve professional, educational tasks through media), creative (have practical thinking that helps to solve life's needs, taking into account the benefits and educational functions of media, creating new, non-standard tasks and situations, finding ways to solve them successfully) intelligence. Thus, the formation of media competence of future primary school teachers in the process of professional training requires a combination of disciplines with such innovative approaches to learning, namely modeling of pedagogical situations through the use of electronic platforms, online services (mail, search, cloud, social networks), messengers, computers, computer programs, etc. To solve this problem, we consider it appropriate to describe the innovative pedagogical approaches and their practical value, which will be discussed in the next section.

INNOVATIVE LEARNING TECHNOLOGIES AS A CONDITION FOR THE FORMATION OF MEDIA COMPETENCE OF FUTURE TEACHERS

In the modern educational environment methods of active training of students and technologies which have an interactive orientation become popular [16]. According to I. Melnychuk, interactive learning is characterized by motivating future teachers to innovations; creation and modeling during the educational process of a friendly, positive, kind atmosphere; accumulation of interesting ideas and their presentation through a number of modern topical media; creation of research projects and their integration with professionally oriented disciplines. Education in higher education institutions should be based on the modernization and dissemination of modern educational technologies that will be interesting to students, useful for future professional activities, as well as will be favourable to the successful mastery of techniques for working with media. After all, only the formed motivation will allow students to master professional knowledge, implement tools and technologies that are relevant to society and will become a constructive element in the educational space. The researcher identifies technologies for the effective implementation of educational activities by future professionals in the context of mediatization of education: productive (involvement of students in learning the material, studying the terminological basis of disciplines through non-standard methods); personality-oriented learning (taking into account the interests of students, the formation of their creativity, perseverance, independence and professionalism, the definition of their own pedagogical credo); partner technology (modeling in the educational institution of pedagogical conditions for self-improvement of their own judgments on innovation in education) [17].

In the scientific field of T. Martsinko it is noted that usually primary school students are objects of study, and the teacher plays a leading and fundamental role during the educational process, respectively, not allowing students to take an active part in discussing problematic issues, research of any concept or phenomena [18]. Taking into account the changes in education and the rapid spread of media, the educational process must change dramatically, students of digital age are too mobile

and energetic, they are children – practitioners and researchers who are ready to acquire knowledge, be seekers, open new educational, scientific, innovative horizons, implement their own ideas for solving educational problems. To do this, students need educational freedom and the opportunity to use media in the educational process, which will make learning easier, attractive and interesting. Therefore, interactive technologies will avoid stereotypes in learning, passivity, memorization of already ,,ready" information.

When it comes to the formation of media competence of future primary school teachers and does not take into account current trends in teaching, the spread of media, the formation of such competence will be impossible or it will be primitive. We believe that brain writing technology will be interesting for future primary school teachers, the purpose of which is to generate new ideas on topics that need to be discussed, such as the use of media in future professional activities, non-standard educational approaches to teaching mediatization of education. This technology involves group discussion of current educational ideas and tasks, but opinions should be generated in writing on pre-prepared forms, complementing the statements of the creative team. Brain writing allows you to form the creativity of students, the ability to interact with the team, to analyze and correct the impressions of the participants and to visualize competently their own beliefs about the task. It should be noted that this technology will generate more new views, proposals, reformat this problem to a new, improved level, which will be the basis for the successful solution of professional problems. Working on brain writing technology, future teachers improve communication skills, the ability to form tactics of presenting their own judgments in written perspectives, prioritize further professional activities, analyze and supplement the views of other members of the creative group, make their own adjustments to improve partner ideas.

Benchmarking technology will become effective for the formation of the professional position of future primary school teachers, the purpose of which is to determine the reference media lessons; qualities of teachers, the presence of which will allow to implement successfully the educational process in primary school

through the media. Scientists emphasize that benchmarking is a process of comparing effective methods, techniques, provisions for the successful operation of enterprises, including educational institutions [19]; clear, structured, systematic, consistent decision-making process in any field, taking into account the reference samples of approaches, the available positive results of the functioning of other institutions [20]. Taking into consideration that future primary school teachers must have media competence, benchmarking will increase the level of professional position of students, to form a positive motivation for the use of media in teaching; will promote the development of interest in improving their own level of knowledge on the functional educational capabilities of media, modernization of practical skills, skills in creating authorial media products. To achieve this goal in the process of professional training should, first, organize offline meetings, video meetings with primary school teachers who practice different approaches in the classroom, tactics for the competent use of media to improve the knowledge of younger learners, to attend lessons of such teachers with further analysis of classes, focusing on the role and place of media in the educational process; secondly, to study the experience of leading practitioners on the formation of media literacy of primary school children, joining various forms of work: conferences, seminars, round tables, webinars; thirdly, to take online courses on electronic educational platforms, in particular, „Prometheus", „Na Urok" (For the lesson) in order to improve professional self-esteem, to identify the level of knowledge, skills, abilities on the didactic features of media; fourth, to participate in pedagogical competitions, which allows to communicate with teachers, teachers from around the world, share best practices through e-mail services, social networks, mobile applications to improve, diversify the educational process in primary school through a range of relevant media funds. Only close cooperation with primary school teachers, who in the process of teaching primary school students prefer media and use skillfully all the didactic features of electronic services, computer programs, mobile applications, will clarify the features and benefits of media lessons, their structure and content; will contribute to the

formation of the professional position of future primary school teachers and media competence as a necessary feature of the teacher of the information age.

The practical aspect of professional training in order to master the didactic functions of media is important for the formation of media competence of future primary school teachers. Information technologies of training directed on interaction system of the student with media means will become expedient. In the scientific field of researchers it is noted that information technology is a way of transmitting, receiving, searching for information through media; a set of electronic, software learning tools [21]; a model of the educational process in which the goal is achieved through relevant media [22]; interaction of teaching aids and information activities [23, p. 11]. It is emphasized that information technologies are aimed at improving the quality of education, as well as will prepare young people for the conditions in the information and media society. Among the information technologies include: online classes, distance learning, the introduction of electronic platforms in the educational process [21]. Undoubtedly, any activity with the use of media will allow future teachers in both theoretical and practical subconscious to rethink pedagogical activities in the context of mediatization of education. Thus, thanks to online classes, students can become a participant in the educational process in real time, following the methods of face-to-face learning, master the functionality of various programs (Skype), services (Zoom, Google Meet), mobile applications (Viber, WhatsApp), conduct video meetings with classmates, teachers to attend classes, as well as receive additional advice on various educational tasks or issues. Working with video communication services, future teachers have the opportunity to organize conferences, seminars, involving teachers of higher education institutions, primary school teachers who test electronic educational technologies in classes with primary school students, as well as innovators, education managers, researchers' consultants.

By learning through distance learning technology, future teachers have the opportunity to master a wide range of technical capabilities of websites (blogosphere) and electronic platforms, such as G Suite for Education. Learning is asynchronous; the student decides when to perform a task. Working with websites and electronic

platforms, future teachers improve the skills of receiving, transmitting, editing information (via mail, comments); communicate with classmates, teachers through video services; track the evaluation for the completed task in the electronic journal, which is completely confidential; work is underway with a variety of information: videos, audio clips, text, online literature, manuals; check their own level of knowledge through a series of various simulators, online tests; record the list of cases in the calendar of events. This wide range of activities will allow future primary school teachers to create their own blog for future professional activities or join the G Suite for Education cloud services, which will allow them to master Google programs and additional Google services: Gmail, Google Drive, Google Class, Google Meet (service for video), Google Calendar, Google Docs, Google Spreadsheets, Google Presentations, Google Sites, Google Chat, Digital Jamboard. Thus, it can be emphasized that online classes and distance learning will contribute to the theoretical and practical training of students to work with electronic platforms, online services, mobile applications, computer programs. This, in turn, will interest future teachers in a different perspective to implement professional activities; form a call sign for working with the media; increase the level of self-education and pedagogical qualification in order to teach junior schoolchildren in accordance with the requirements of mediatization of education.

In order to form the media competence of future primary school teachers, coaching technology will be useful during professional training, the purpose of which is to improve the results of professional training, find ways to solve current problems, prepare students for teaching in the mediatization of education. One of the priority tasks of coaching is cooperation with classmates, teamwork, and analysis of opinions and suggestions of group partners to build a strategy for future professional activities. Studying the technology of coaching, students form a positive motivation for the use of media in the learning process of younger learners; the attention of students is focused on the requirements that face the teacher of the information age; future professionals adapt to the choice of profession and mediatization in education, as well as master the qualities that are important for teachers of the XXI century. Teachers,

senior students, primary school teachers, teachers-methodologists can act as coaches during the professional technology during professional training. Coaches, in turn, must adhere to the following principles: regular coaching; synergetic (coaching tasks should be implemented through the use of media, or topics should be specific to the mediatization of the educational process of primary school); participatory (a style of learning through which students will be interested in how to organize the educational activities of younger learners using media). When conducting coaching sessions, in particular, „Activation and focus of students of generation Z through the media", „Personal professional blog of the teacher: design, content, promotion", „Implement the content line „Exploring the media" in primary school of NUS: practical tips for teachers", „Development of skills of the 21st century through a set of media tools" future teachers have the opportunity to model a design roadmap for teacher self-education in the context of mediatization of primary school, increase knowledge about the functionality of media, create information materials on the use of media in future professional activities that will be useful for educators seeking self-improvement, practice modeling media lessons using online services, electronic platforms, mobile applications, etc. Students within such activities are aware of the following aspects: the importance of using media in future professional activities; the influence of media on the quality of knowledge of younger learners; the need for practical mastery of media tools to create authorial media products. The organization of coaching sessions will promote self-development, goal setting of students for successful professional activity with the use of media, awareness of values inherent for the teacher of the information age, formation of communication skills, intellectual and creative abilities to work with media.

Analysis of the scientific literature gives us the opportunity to determine the optimal innovative technologies for training future professionals in the process of training (fig. 1).
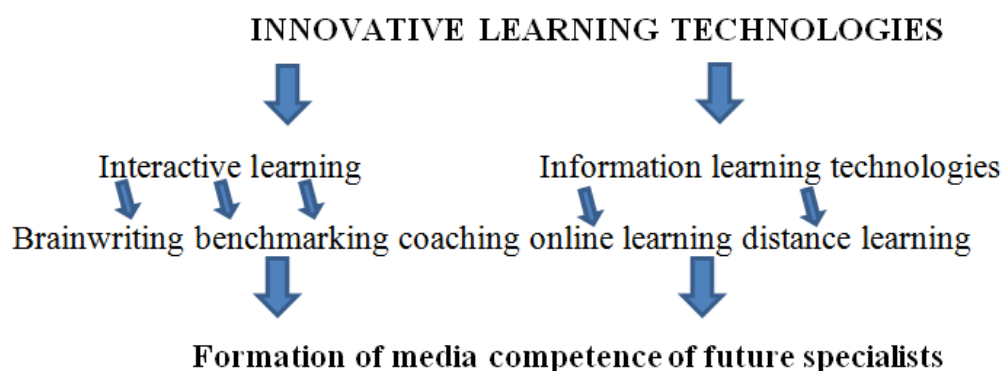
INNOVATIVE LEARNING TECHNOLOGIES

Interactive learning

Information learning technologies

Brainwriting benchmarking coaching online learning distance learning

Formation of media competence of future specialists

Fig.1. Innovative learning technologies

Source: prepared by the author

CONCLUSIONS

Thus, seeing the transformation and digitalization of the educational process of primary school students there is a question of changing the context of methods, techniques, technologies, approaches to teaching future primary school teachers who should regulate, define and adjust the rules of teaching disciplines, taking into account the interests of students of Generation Z and learn to use the educational potential of media in future professional activities [24, 25]. Therefore, the modernization of the content of professional training in higher education institutions is becoming relevant and should be aimed at forming future competences of future primary school professionals, the availability of which will meet the reform and innovative development of education, taking into account social and individual interests. We believe that the proposed technologies for teaching future teachers update knowledge about mediatization in education; will generate new ideas for solving professional problems through a set of media tools and relevant online services, applications, programs, educational platforms; identify priorities for future professional activity; studying the design approach of teachers-innovators on the formation of media literacy of primary school students; will be useful for the creation of authorial media products and staffing of motivational and informational materials for self-improvement, self-development on educational opportunities of media. In addition, professional training with using the latest learning technologies allows to form a critical thinking of future teachers and, most importantly, media competence as an important feature of the new generation professional.

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