CONSTANT CHANGES IN THE EDUCATIONAL ENVIRONMENT AND TEACHERS' CONTINUAL FORMATION OF MEDIA COMPETENCE IN INFORMATION

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Article history:		Abstract:
Received:	July 24th 2023	It should be highlighted that in the current world, education, including media education for teachers, is no more a stage of beginning an independent existence, but rather a continuous process that individuals experience throughout their lives. life. This means that preparing competent media instructors must be a current responsibility of higher education. A dynamic information and educational environment with regular changes that force instructors to explore new methods of teaching is a specific prerequisite for developing teachers' communication skills
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INTRODUCTION. In today's modern social situation of high dynamism of the educational and information environment, reforming education, and rapid changes in the teacher's competence requirements, the implementation of the concept of "lifelong education" is urgent, according to which the formation and development of a teacher's media competence should be viewed as a continuous process of media education in the context of professional training for solving continuous problems. Simultaneously, it is essential to preserve the continuity of diverse forms, levels, and degrees of education:

vocational training (secondary vocational and higher education) - mentoring, methodological support for a novice teacher during vocational adaptation -the implementation of various forms of professional development of teachers - the organization of methodical work with teachers in school - self-education of teachers. [1,2]The dynamic information and instructional environments, as well as their ongoing changes, are the special conditions for the establishment of media competency in teachers. A teacher must be able to detect and identify such changes quickly, predict their impact on educational practice, account for the identified changes, design their activities and personality, master ways to solve new professional tasks, and have the necessary knowledge, skills, and abilities.

In this respect, it is vital to integrate a new component in the framework of the teacher's media competency - preparedness to respond appropriately to changes in the educational and information environment. The objectives of this article are as follows: -identify changes in the information and educational environment that have a substantial influence on teachers' activities and media usage in them; -justify the inclusion of an extra element in the structure of teachers' communication competence. - prepare for appropriate responses to changes in the information and educational environment; - describe the structure and substance of this preparation, as well as the educational circumstances and instruments for its training, within the context of the teacher's continuous educational tasks.

MATERIAL AND RESEARCH METHODS approaches The following approaches were utilized to complete the assigned tasks:

- analyze current information and the educational environment, including changes and their impact on teacher activity, interaction with students, and media use; - design the structure and content of teacher preparation to fully respond to changes in information and the educational environment within the framework of his or her communication competence; - simulate the formation of such preparation in the system of continuing media education. The approaches' implementation is based on the following methodological foundations:

- the teacher's media education theory and the development of his media competency.[3,4]

RESULTS AND DEBATE Much research is being conducted across the world on media education, the use of media in the educational process, and the development of teachers' media competency in today's information society. The works demonstrate the nature of media education, media capacity, educational potential, and the circumstances for employing various educational tools (information technology, Internet, social networks, art). , etc.), models, and tools to train and equip instructors to utilize them (e.g., screen arts, reading, television, advertising, interactive games, computer animation).

However, there is almost little examination of crucial characteristics of communication competency in previous research,

such as instructors' readiness to adapt completely to ongoing changes in the educational environment. Collecting information, evaluating and forecasting these changes, enhancing personal characteristics and talents, and learning new knowledge. knowledge and skills relevant to them. Simultaneously, changes in the educational and information environments are occurring as a result of educational reform, information technology advancement, and the increase of information types and sources. As a result of the investigation, the following important changes in the information environment that have a substantial influence on the components of a teacher's media competency were identified:

- an increase in the volume of transmitted data and models for processing it; - the distribution of software that may be affected by a regular user; - the development of human-machine interfaces, artificial intelligence technologies, semantic systems working with natural language meanings, neural interfaces; - the introduction of quantum and optical computers, among other things.[5,6]. The educational environment varies in reaction to changes in the information environment:

- Using information technology, unique training tools are introduced:
- develop network forms of educational program implementation; - remotely used technologies, e-learning; - robotics lessons are included in school programs; - in training, various forms of introducing students into productive states of consciousness are tested using information technologies (for example, the flow state, when a person is fully immersed in the creative process and does not feel anxious).

The following principles served as the conceptual foundation for developing the model, and may also be considered as conditions for the construction of a teacher's preparedness to adapt properly to changes in the information and educational environments:

1. Games utilizing social networks, information, and communication technologies, the use of e-learning, distance learning technologies, electronic library systems, databases, the organization of topic websites, Internet forums, the conduct of online surveys, the use of processes for processing the results of research of modern software, including software used in industry, the organization of a point-rating system of evaluation utilizing an electronic platform, and so on.

2. During a teacher's professional activity at school or in a special organization, the teacher uses media to perform various professional functions (maintaining various databases, including taking into account students' achievements, automated management of various activities, filling out thematic plans, educational plans, and other documentation on an electronic platform, electronic management of students' journals and diaries, active use of interactive boards, m

3. Media sources should be used by teachers as a method to attain educational and training goals, not as the end aim. Media is only a means of realizing the goals of a teacher, the effectiveness of their pedagogical use depends largely on the teacher`s professional skills.

4. The primary focus in developing pedagogical interaction with media and taking into account changes in the educational and information environment should be the teacher and students, with media serving as a tool for optimizing such contact.

5. The teacher should be able to not only use but also create media to solve training and education problems, i.

6. The use of media should be prioritized as a motivational function - to arouse in teachers an interest in social, professional, and other personally significant issues.

As a result, the instructor must master methods of inspiring pupils to accomplish educational, social, and other individually relevant objectives through the use of media. The teacher must instill knowledge and immunity in himself and his pupils to the detrimental impacts of the media environment on the individual's spiritual and moral world. The teacher must keep his or her own creative originality, individual style of professional thought and action, and pedagogical communication while employing media to solve educational challenges.

The teacher must adhere to the idea of picking methods that correspond to a high cultural and intellectual level while selecting media resources for their use in solving educational problems.

It is necessary to ensure an optimal combination of individual, group, and collective forms of work in the process of forming the teacher's readiness for an adequate response to changes in the information and educational environment (individual counseling on overcoming barriers to the introduction of pedagogical innovations, tutor support for designing and implementing self-design programs for media competence, group psychological pedagogical training, group design). It is essential to ensure the continuity of media education, the creation of teachers' preparedness to respond appropriately to changes in the information and educational environment, and the continuity of content and methods at various stages and levels of education and self-education.

CONCLUSIONS. As a result, the following conclusions may be drawn: instructors' readiness to fully adapt to changes in the information and educational environment must be created in the framework of problem-solving in the classroom. Regular communication and continuing education for instructors ensures the consistency of goals and material at various levels:

professional education (vocational secondary and higher education) - mentorship and methodological assistance for beginning teachers at the career adaption stage AI - Implementation of different types of teacher professional development; - organization of systematic work with teachers at school; - instructors educate themselves.

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