

MEDIA EDUCATION TRAINING SYSTEM FOR FUTURE TEACHERS ON SCREEN ARTS' BASIS

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Abstract. The actuality of this article is determined by the urgent necessity of the comprehension of the modern situation of the future teacher's contact with media screen arts (with all usual advantages and disadvantages), the potential opportunities of the cinema, TV and video as the part of media education training of university students. Secondly, the realization of the theoretically and methodically grounded system of the media education on the material of the audiovisual arts, promotes not only the forming of the students' media acknowledgement and individual creative thinking, but also prepares it for the conduct of the circles and optional lessons, special courses on the problems of media culture, film/video clubs in the schools, lyceums, colleges, culture centers.

Keywords: media education, future teachers teaching system, methods, media literacy, media competence, media texts' analysis, Russia, schools, universities, educators, teachers.

Actuality and targets

The importance and role of the screen arts (cinema, TV, video) increases in geometrical progression in truth. The screen arts are the complex means of the mastering of the surrounding world by the person (in social, moral, psychological, artistic, intellectual aspects). By the facts of the numerous researches in the overwhelming majority of the secondary and higher educational establishments in Russia and abroad (Baranov, 2002; Duncan, 1989; Gonnet, 2001; Masterman, 1985; Potter, 2001; Silverblatt, 2001; Usov, 1989; Worsnop, 1999 and others), these, the most popular among the pupils and students, kinds of art are ignored, while the developed critical thinking and perception of the audiovisual texts improves and perfects the faculty of pupils/students to perceive the traditional arts (literature, music, painting, sculpture). In other words, perceiving and then analyzing the film or TV program, the pupil/student simultaneously has the possibility to associate with the literature (the text of the dialogues), fine art (visual composition, sets), music (melody, tempo and rhythm), not autonomously, but integrated form.

The broad spectrum of the influence of the screen arts based on their audiovisual, time-space nature, has the considerable, uncalled potencies of the development of the human personality, individuality – its emotional sphere, intellect, way of thinking, consciousness (the perception, and taste, independent, individual critical and creative thinking).

The actuality of my research is determined by the urgent necessity of the comprehension of the modern situation of the future teacher's contact with media screen arts (with all usual advantages and disadvantages), the potential opportunities of the cinema, TV and video as the part of media education training of university students. Secondly, the realization of the theoretically and methodically grounded system of the media education on the material of the audiovisual arts, promotes not only the forming of the students' media acknowledgement and individual creative thinking, but also prepares it for the conduct of the circles and optional lessons, special courses on the problems of media culture, film/video clubs in the schools, lyceums, colleges, culture centers.

The object of my research is the theoretical and practical activity of the students, who acquire the media knowledges with the help of the cinema, television and video, develop their creative and moral potential, the individual critical thinking, the independence of the analytic judgment, study to teach the pupils on audiovisual basis.

The subject of the research is the pedagogical opportunities for using the screen arts in the university educational process.

The aim of my research is at first, to define the place and role of the screen arts in the sphere of the artistic interests of the future teachers, the psychological and pedagogical conditions of the development of the students' individuality by the means of the cinema, TV, video. Secondly, the aim is to elaborate the effective system of the formation of the consciousness (on the basis of the perception of the audiovisual reality in the cinema, this perception unites the experience of the apprehension of the traditional arts), to develop the individual thinking and creative potential of university students, to prepare the future teachers for media education and training of the pupils.

The hypothesis: it's assumed that students' training for audiovisual media education of pupils may become the effective method of the development, of the acknowledgement (the perception, the skill of the analysis and so on), the creative faculties (through the practical mastering of the audiovisual language, the theatrical and situative games, etc.), the individual thinking of the audience, with the condition of the maximum use of the potential opportunities of screen arts with help of pedagogical model.

This model includes: the mastering of the creative skill by the students on the basis of screen arts, the forming of the apprehension of media structure; the ability of their analysis, the acquaintance with the main milestones in the history of screen media arts, with the modern social and cultural situation; the studying of the methods and forms of the media education and training of the pupils; the use of the obtained knowledges and skill in the process of pedagogical practical work in the secondary school establishments.

The present model foresees the method of the lessons, based on the problematic, in the form of the game and others. These forms of education develop the individuality of the student, the independence of his thinking, stimulate his creative abilities to the direct involvement into the creative activities, the perception, interpretation and analysis of the audiovisual structure of narration, the adoption of the media knowledges.

For the achievement of the aim of the research I decided the following tasks:

- to learn the theoretical sources and practical experience of the media education in Russia and abroad;
- to ascertain the role of the screen arts in the modern social and cultural situation, the causes of its viewer's success and the degrees of their influence on the students' audience.
- to give the mark to potential opportunities of the screen arts in the modern process of the students' media education, to the specific of the appearance of the pedagogical peculiarities of the present process.
- to work out the contents, the principles and methods of the use of the screen arts during media education of the future teachers (taking into account the development of their creative individuality, media perception, the independence critical thinking and analytical abilities, etc.).
- to base on facts the main principles of the training system of students to the pupils' media education on the basis of the screen arts, to work out the method of the studies with the future teachers on the audiovisual topic, to examine it practically, to make the analyses of the results and the conclusions.

This research has been taking place in the Taganrog State Pedagogical Institute.

The points of departure of my research was the training system of university students for media education of the pupils on the basis of the screen arts and consists of:

- the aim: the development of the creative personality of student, his faculties for the perception, interpretation, analysis and the appraisal of the author's position in the film or telecasts. On this basis the eagerness of the future teacher for the pupils' media education is forming;

- the components of the system: media educator and students, the means of the education and training (media screen arts); the pedagogical model of the training (the stages of the forming of the media acknowledgement on the basis of the perception of the screen arts, the development of the creative potential, the study of the theory and history of the cinema, TV, video; the education of the pupils by the means of media, the use of the knowledge obtained in the process of the work in the schools and colleges;
- the structure: the correlation of the components of the system (including the logical ground of the consistency of the main stage of the experimental model, their connections, and so on);
- the functions: the contents, method and the means of the preparation of the future teachers for the use of the screen arts in the work with the pupils (the organizing, informative, active and controlling functions of the pedagogue, the program of the work with the students, the utilization of the problem and game-using method, different audiovisual means of education, and so on);
- the communication with the surrounding reality (the social, psychological, informative and other aspects);
- the results: the total media educational effect of the system.

During the realization on the worked out system of the preparation of students for the media education of pupils on the basis of screen arts, we based on the four main form of the activity, which had created the specific conditions not only for the creative development of the individuality of students, the audiovisual, time-space media perception, critical and creative thinking, practical media activities, the ability of the interpretation and analysis of the films and TV programs, but also, for the creative mastering and practical use of the method of school and school-out lessons with the pupils by the audiovisual means.

The following basic forms of activity are distinguished:

- the mastering of the principles of the creative skills on the basis of the films, TV-programs (the writing of the small scripts, the work on the posters, the amateur video shooting);
- the forming of the media perception, interpretation and appraisal of the production of cinema, TV and video, rising to the identification with author, that is to the comprehension of the complex of the audiovisual images, individual creative mentality;
- the obtaining of the knowledges about the history of the screen arts, about their role and place in the social and cultural life;
- the study acquirement and practical use of the method and program of media education of the pupils on the basis of the screen arts.

I agree with the Russian researchers (O.Baranov, 2002; Y.Ussov, 1989) who proved that the first three forms of activity promote the expected result — the forming of the audiovisual media literacy/competence, that is the ability of analysis and synthesis of the audiovisual, time and space form of the narration, the active development of the creative individuality. As for the fourth form of activity, then it is straightly directed to the training of the future pedagogues for the professional leading of the lessons of the pupils' media education.

For the realization of the research tasks the different methods were used: the systematizing and analysis of the theoretical, methodical literature on this problem, the observation, conversations with students, tests, the study of the results of students creative activities, the elaboration of the theoretical model and methods of the future teachers' preparation for the media education of the pupils on the basis of the screen arts, the pedagogical experiment.

The theoretical importance

1. The system of the training of students for media education of the pupils on the basis of the screen arts is grounded in this research. I took in to consideration: the role and opportunities of cinematograph, television, video/DVDs, Internet in the modern social and cultural situation, and the causes of the their viewer's success; the potentials (informative, educational, ethical, aesthetical,

therapeutic, intellectual, etc.) of the media education on the basis of the screen arts during the development of the perception, critical thinking, creative faculties of the future teachers.

2. The volume, contents a theoretical model, forms, methods, program of the training system of the university students for media education of the pupils on the basis of the screen arts, the criteria of students' media competence in the audiovisual sphere are elaborated. The practical control of this system was made.

3. The theoretical importance of the work consists in elaboration of the complex system of university students' training for the media education of the pupils on the basis of the screen arts, and this system forms the basis for the development of the creative personality of future teachers in the conditions of the intensive increase of the media stream.

The results of the research can be used in the process of students/pupils media education.

The Test and Application of the Results of the Research

The main results of this research are practically realized in the system of the students' training for the media education of the pupils (in the frame of media education specialization 03.13.30, Taganrog State Pedagogical Institute, Russia), in the practical activity of many former students of my university, who, after the graduation, work in the schools of Taganrog and Rostov region.

The theoretical basis of the training of the students of the pedagogical universities for the pupils' media education on the material of media screen arts

The specifics of the students' contacts with the cinematograph, TV, video/DVDs and Internet have the following line: the dominant part of the orientations on the recreative, compensatory, therapeutically function of the media screen in this process, on the spectacular genres (comedy, melodrama, thriller, etc.) of popular media texts. Proceeding from this tendency, it's given the analysis of the phenomena of the media mass culture, the causes of the aspect author's success of media texts, the mechanisms of the their influence and potential opportunities in the forming of the acknowledgement of the young audience.

Summing it up I came to the conclusion that it's necessary to take into consideration the peculiarities of the modern social and cultural situation, the different peculiarities of the contact of the young audience with the mass /popular culture while elaborating and realizing in practice the communicative and functional aspects of the system (the model, method, and so on) of students' training for the media education of the pupils.

I also classify and analyze the existing models of media education, which are necessary for the elaboration of the component, structural and functional aspects of the training system of the university students for the pupils' media education.

On the whole, the essence of such models is brought together to the following main stages:

- obtaining of the knowledges about the history and theory of the media culture;
- the formation of the skills of the perception and analysis of the media texts;
- the forming of the creative practical experience on the basis of media.

The comparison and analysis of such systems of media education showed that the essential lacks can be found in them: isolation of the consideration of the forms and contents during the analysis of concrete media text, the appraisal of the media text as some set of the "expressive means" and so on. Another consists of the fact the art component of the analysis is either absent.

The analysis of Russian and foreign researches (Baranov, 2002; Duncan, 1989; Gonnet, 2001; Masterman, 1985; Potter, 2001; Silverblatt, 2001; Usov, 1989; Worsnop, 1999) gave the opportunity to systematize, to distinguish the most characteristic motive of the activities, which in these or those interpretation define the structure of the personality, individuality. This motives (therapeutically, compensative, recreative, etc.) were taken into consideration while elaborating the different aspects

(component, structural, functional) of the system of the future teacher's training for media education of the pupils.

Proceeding from the fact, that one of the most important factor of the influence on the personality is the media, I meant, its potential opportunities (in motivative, intellectual, moral, aesthetic, creative and others aspects) during the elaboration of the above-mentioned system.

There took into consideration the contradictions of the modern process of the education in Russia also between :

- the role of media in the modern society and their place in the schools' educational plans,
- the increased intensity of the informative sight and sound flow and its relatively poor use in the Russian secondary and higher education;
- the premises for the improvement of process of media education (the liquidation of the bureaucratic prohibitions etc.) and the scanty use of screen arts in the mass education;
- difficult economic situation in Russia and the wish of the youth to get the support of life;
- the potential of the subjects of media culture in the sphere of the development of the acknowledgment, the creative individuality of the students and the quality of their practical use.

The essential defects of the media education in Russia (the one-sided, isolated study of the literature, music, and other arts, the isolated consideration of the forms and contents when analyzing the concrete work, and so on) and the basic conditions of the improvement of the process of the modern education (the definition of the criterions of the perception and development of the individuality of the student; the improvement of the models, programs, methods, forms of the lessons made by the future pedagogues on the basis of screen arts; the general orientation to the formation of the acknowledgement and the development of the creative potentials of the individuality in accordance with the ideas of the humanism, which don't depend on the social origin, race and religion; the consideration of the Russia social and cultural situation, psychological peculiarities of the young audience; the insertion of media courses into the university programs).

According to the hypothesis of my research a lot of the above mentioned difficulties and lacks can be overcome with the help of the maximum use of the potentials (emotional, creative, informative, aesthetic, etc.) of the screen arts, which help the development of the independent mentality, acknowledgement, creative individuality.

In virtue of the classification and analysis necessary for my research system of the criterions of students' media competence is formulated in the following way:

- the contact criterion: the contact frequency with media, the skill to take orientate in their stream (that is to choose the favorite genres, themes and so on);
- the cognitive criterion: the knowledge of history and theory of media culture, concrete works of the media arts;
- the motivation criterion: the emotional, hedonistic, compensatory, aesthetic and others motives of the contact with media;
- the appraisal / interpretative criterion: the level of the perception, the faculty for the audiovisual thinking, the independent critical analysis and synthesis of the space and time form of the narration of the screen art's text, the identification with the character and author, the understanding and appraisal to the author's conception in the context of the structure of media text;
- the creative criterion: the level of the creative basis in the different aspects of the activity, first, of all — perceptual , analytical, artistic, game-form.

Basing on the different classification of the levels of the media perception, suggested in the researches, and connected with the problems of media education, I came to the following variant, corresponding to the aims and tasks of my research:

- the level of the “initial identification”: the emotional, psychological coherence with the media screen environment and the plot (bond of the events) of the narration;
- the level of the “second identification”: the identification with the character of media text;
- the level of the “complex identification”: the identification with the author of the media work, with preservation of the “initial/primary” and “second” identification (with the following interpretation).

Besides, I distinguished the following criterions of the professional readiness of the student for media education of the pupils:

- the cognitive pedagogical criterion: the theoretical and pedagogical knowledges in the sphere of media culture and media education;
- the pedagogical motivation criterion: the direction to the media education of the pupils, the aspiration to the improvement of the knowledges and skills;
- the operating practical criterion: the methodical skills and pedagogical conduct;
- the pedagogical creative criterion: the creative point of view in the process of the pupils’ media education.

After the clarification, comparison and analysis of the criterions of students’ media education, levels of their perception and appraisal, I formulated the basic model of the training of the future teachers for pupils’ media screen arts education. This model was formulated in virtue of the analysis and comparison of the different Russian, western models.

In short, the tasks of these models are reduced to the following:

- to get the idea about the levels of media perception and analysis of media texts by students;
- to develop media perception of the future teachers of full value (level of the “complex identification”), creative, individual mentality, the skill to skill, etc.);
- to acquaint the audience with the main land-mark of the history of the media culture and the typical peculiarities of the modern social and cultural situation;
- to teach the future teachers the methods and forms of media education;
- to give the opportunity to students to put into practice the obtained knowledge sans skills in the schools and out of school establishments;
- with the help of the definitive tests and written works, conversations to make the comparative analysis of students’ media competence before and after the study of media education literacy course and thereby to get the opportunity to judge about the effectuation of the model and methods.

The above mentioned basic model is orientated on the development of the media acknowledgement, intellect, creative individuality world outlook of the student, on the consideration of the dialectics end the synthesis of the development and education, on the formation of the knowledges about the media screen arts, the skills of the critical analysis of the audiovisual, spaces and time form of the narration, creative game potentials, opportunity to communicate, and so on.

The present model is considered as the basic component plot of the system of students training for the media education of the pupils. The present system is counted in the realization in the framework of the university specialization “Media Education” (N 03.13.30).

The types of the perception and criterions of students’ media competence

The analysis of the results of my experiment showed that in the initial phase of the teaching of the specialization “Media Education” the level of the “second identification” (64, 7% of 990 questioned university students) predominated in the media perception by students, and only small part of the student audience can be conditionally attributed to the level of the “complex identification”. The

experiment showed that because of the small influence of the level of the “complex identification” in the media perception of the works of the screen arts, future teachers most popular film and TV programs are those of the entertaining genres, which are often based on the folklore source and have the features of the serial and standard films.

So, the most popular cinema and TV production is: the film with the brightly marked entertaining (88,6 %), recreative (48,1%) and compensative (62,5%) function, with the dynamics (68,4%) and exotic of action (72,6%) with the charming characters or leading person from the TV program (86,2%), with the happy end (31,9%). For all that the so-called popular culture in the limits of the screen arts takes the first places in the media preferences of the students and therefore makes the maximum influence on their acknowledgement and world out-look.

The analysis of the criterions of students' media competence revealed that the “cognitive criterion” (the knowledge of history and theory of media culture, concrete works of the media arts) practically was absent in the all three tests, the “contact criterion” (the contact frequency with media, the skill to take orientate in their stream) reduce to the entertainment genre and theme choice, which pushes aside the problematic, difficult for media language.

The “motivation criterion” (the emotional, hedonistic, compensatory, aesthetic and others motives of the contact with media) was seen in the wish of the audience to have fun (88, 6%), that is 877 students from 990 of the tested), in the identification with media text's character (86, 2%). The motive of cognification forms – 51, 7%, compensatory – 62, 5%.

“Interpretational criterion” of students' media competence was in the straight dependence on the level of the media perception (the common tendency is the predominance of the “second identification” level).

The “creative criterion” (the level of the creative basis in the different aspects of the activity, first, of all — perceptual , analytical, artistic, game-form) often proved to be more developed than the interpretational.

The analysis of the real students' media interests, the clarification of the levels of media perception leads to the conclusion that because of the poor audience media competence it's necessary to foresee the stage of the formation of their media acknowledgement, creative individual mentality, the faculty for the analysis of the structure of the narration, the acquaintance with the genres and forms of media arts, the main landmark in their history, the study of the methods and forms of the leading the media education lessons with pupils.

The preparation of the future pedagogies for media education training work at school and out of school

In the functional aspect of the system worked out by me, the main methods of media education were taken into considerations the persuasion, involvement in to the media activity, the organization of the problem situations , the stimulation games, self-education, the account of the theoretical and historical media material (the lectures, conversations, the opening address before the media contacts, the discussions about media texts), the use of the fragments, stills, photos, literature and press etc.; the application of the different creative tasks and exercises: the employment, of the creative, game forms of the education; the control and appraisal of the tasks and works by the students.

Then it's given the detailed analysis and description of the detailed analysis and description of the leading of the lessons on the media culture topic (students' acquirement of the creative on the material of the cinema, TV and video, Internet with the help of the game-form method and technical means; the understanding media language in the process of the group discussion; the lecture's stage with the parallel practical tasks; the acquaintance with the theory of media perception and its types; the analysis of the main causes of the popularity of media texts of different kinds and genres).

For the development of student's media perception I meant the mastering of some kind of a cutting mentality by the audience – the emotionally meaning, correlation of the elements of narration, their

plastically, rhythmical junction in the still, episode, scene. That is in order to base the media perception and analysis of media texts on the correlation of the following processes:

- the perception of the dynamically developing visual images;
- the preservation of the previous audiovisual elements of the screen image;
- the description of the space-and-time, audiovisual image in the rhythmical y organized plastically form of narration on the basis of the discussion of the cutting combination of the stills (accounting their front depth, color-light composition) and the episodes, for the dynamics of the formation of the sight and sound image in media screen arts appears just in the correlation of the stills and cutting.

The aim of the present tasks is the developing of the emotional activity of the future teachers, their creative individuality, independent mentality, sight-and-sound memory, that is the developing of the factor, promoting the analysis and synthesis of the audiovisual, space and time image.

The analysis of the results of the forming experiment (which was made in the Taganrog State Pedagogical Institute) proceeding from the theoretical model of the students training for media education of the pupils, showed, that at first, during such lessons, the association coherences are arranging between media and viewer's experience of students. Secondly, the emotional experience with the heroes and the authors of media texts had happened at first, on the basis of the intuitional, subconscious perception of the dynamics of the sight and sound image of the episode, then the future teachers realized the process of its analysis and synthesis (the clarification of the meanings of the stills, plans etc., their generalization, combination, comprehension, the expression of their own attitude), they went from the linear to the associative, versatile interpretation of the narration.

Students' knowledges, the emotional and intellectual experience was being replenished, the faculties for media perception of media screen images were being developed, that is the events, the motives of characters, the artistic, musical design were perceived in the close connection at whole. During the repetition of the present method on the different examples of media texts of the various kinds and genres the such skills of the students were enriching and fixing: their media acknowledgement was forming, together with the individual creative sight and sound mentality, without which, the perception on the level of the "complex identification" is impossible. The judgments of students corresponded to the main criterions of the media competence on the whole (cognitive, contact, motive, appraisals, creative).

Finally, the complex of the practical tasks of the creative nature based on the various form of the activity (perceptive, artistic, creative etc.) completed the knowledges and skills had been obtained by the students earlier: the future teachers' interests in cognition, fantasy, imagination, associative and creative individual thinking, audiovisual media literacy were developing.

On the wholes, the lessons of the development of media perception prepare students for the next stage - the critical analysis of media texts (Potter, 2001; Silverblatt, 2001): the consideration of the episodes' contents, with the maximum brightness embodying the typical conformity to natural laws of the media text on the whole; the analysis of the logic of author's mentality; the definition of the author's conception and the basis of students' personal attitude to that or another position of the creators of media works.

I elaborated also the game's method and the problematic method of the group discussions about media texts. The scheme of the discussion about media texts: group seeing a media text; post communicative stage - the discussion about in student audience. In the capacity of the basic criterion of the students' faculty for the critical analysis of the audiovisual, space-and-time structure of media texts; the skill of the comprehension of the varied figurative world of the media text is distinguished. The skill of the comprehension of the logic of the sight and sound, plastic development of the author's thoughts is also very important in the complex unit of the various means of the organization of the sight and sound. For all that I take into consideration the specific peculiarities of the each media audiovisual arts.

In particular, according to the our media education system, university specialization foresees the study of the parts "The Main Stages of the Media Culture History" and "The Training for Media Education of the Pupils on the Basis of Screen Arts".

During the realization of the program of the last part, the following stages were foreseen:

- the acquaintance of the future pedagogues with the problem of media education and training of pupils in Russia and abroad;
- the study of the methods of media education;
- the use of the obtained knowledges and skills during students' pedagogical works with pupils.

In the process of the forming experiment, the future teachers mastered the creative point of view in the work with the pupils, with the help of the games in roles, the tasks of the creative nature, the differentiated attitude to the pupils, proceeding from their individuality, cultural development. The attention of the audience was drawn to the media education of the pupils: the purposeful selection of media texts, the definition of the main tasks, organizational and methodical principles, best conditions forms and methods (the persuasion, stimulation, the organization of the problem situations, etc.) of the lesson with the pupils. Such lessons must be corresponding to the process of the formation of the pupil's creative individuality, media perception, including the concrete practical tasks, the use of the technical means control and appraisal of pupils' work.

The creative tasks for future teachers media education include: the writing ones (the working out of the plan-summary of the lesson, conversations, the opening words before the students' group seeing, competitions, the choice of the themes and the ground of the plans of the media education course's and diploma's works), the "theatrical and situation's" role games ("The Media Education Lesson", "The Conversation with the Pupils about Media", the theatrical sketches on the themes of media study, etc.).

The criterions of the fulfillment of the present studies (as ones of the control lessons during the pedagogical practical work are: the skill of the future teachers to draw up the plans and choose the subjects of the different kinds of works with the pupils theoretically grounded and methodically literately, to lead the studies of the clubs and optional lessons on media material.

In the result of the realization of the formative experiment, the levels of the criterions of the professional readiness for pupils' media education on the basis of media screen rose. Thus I got the evidences of not only the effective work of my system (the result aspect), but the proofs of the necessity of the maximum development of the knowledges and skills, corresponding to the worked out criterions of the professional readiness for media education of the pupils.

The results of the student pedagogical practice in the school classes showed that media studies with the pupil led most successfully those future teachers, who owned the high level of the criterions of the professional readiness for the present kind of the pedagogical activity. Thereby this fact testified the correctness of the criterions' principles of the system worked out by me.

The comparative analysis of the results of the formative stage in experimental student groups with reference to the control ones is devoted to the analysis of the positive changes in the sphere of formation of media acknowledgment, individual creative mentality and the practical skills for the preparation for the pupils' media education which happened in the students' experimental groups as compared with the control, having studying by the ordinary university's program.

This way, in the result of the formative experiment the students' level of media perception and individual mentality, the faculty for the independent analysis and synthesis of the audiovisual space and time narration of media texts rose, the level of the creative nature in the pedagogical, researching, artistic activity extended.

During the student pedagogical practice the information about the levels of the readiness of the future teachers for media education was got. In the process of the observations, conversations, tests I fixed: the degree of the attitude of students to media education of the pupils, the requirement in media education of the pupils, the independence, the individuality of the mentality (the inclination to the self-education, emotional receptivity and so on).

The results of the experiment testify the effective work of my system of the students' training for media education of the pupils. The supply of the media acknowledgement, individual creative mentality has got the development. The students have studied to analyze the media texts; they have learnt to lead the various studies with the pupils of the secondary schools on the material of the screen art.

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