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## Media Literacy and Social Media Competence in Teaching Foreign Language

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### ANNOTATION

this article deals with the emerging new terms regarding with the utilization of both terms in the use of teaching language effectively, and similarities and dissimilarities as well as how foreign language teachers are falling back on employing both terms in teaching any kind of foreign language.

**KEYWORDS:** digital education, media literacy, social media competence, competency, media education.

**INTRODUCTION:** Critical analysis of media texts has historically dominated the media education curriculum. From the early 1980's through the mid-90's, theorists rarely explored the role that creative media production played in media literacy, and either held disdain for or purposefully condemned students' creative media production. [Ferguson, 1981; Alvarado et al., 1987].

The rapid integration of social media into personal, professional, and educational settings has catalyzed the need to assess social media competence. This study provides the rationale for developing an instrument to conduct such an assessment, and the research illustrates evidence of validity and reliability in assessing social media competence in the field of higher education. [1]. In an age of increased reliance on digital and social media across all age groups for information and communication needs (Pew Research Center's Project for Excellence in Journalism, 2012), citizens must be able to critically access and analyze a constant and diverse stream of information on which to base their democratic participation. Traditionally, media education has emphasized the analysis of media texts—introducing students to issues of representation, authorial intent, aesthetic presentation, and soon (Considine & Haley, 1999; Potter, 1998; Silverblatt, 2001). Over the past decade, the rapid development of information technology has led to the birth of new media. As an integral part of new media (Hennig-Thurau et al., 2010). Social media channels have become an intricate component of individuals' personal and professional communications, as well as an outlet for learning, receiving, and disseminating news. social media is defined as, "Internet-based channels that allow users to opportunistically interact and selectively self-present, either in real-time or asynchronously, with both broad and narrow audiences who derive value from user-generated content and the perception of interaction with others" (Carr & Hayes, 2015, p. 50). Social media competence (SMC) refers to an individual's capacity to use social media appropriately as a means to send messages, engage with others, and encourage conversation and participation in a community (Alber et al., 2014). In context of skill- and competency-based education, the investigation on

and discussion of skills and competencies actually plays a major role in the scientific research and discourse, because they are supposed to lead to a global understanding of these terms. One focus category of this discussion is media competence, playing a significant role because of its future relevance to humanity.[ Hobbs, R.; and Jensen, A. (2009). The Past, Present, and Future of Media Literacy Education. *Journal of Media Literacy Education*, pp. 1-11.]. Media Literacy in Great Britain: In Great Britain, the discussion is focused on the concept of media literacy, and media education plays an important role at least since the 1930s. While, in the domain of media pedagogics, media literacy is often understood equal to media education, media literacy lately gets more and more into the focus of political campaigns and discussions, relating to the necessary.[ Wijnen, C. W. (2008). *Medien un Pädagogik international. Positionen, Ansätze und Zukunftsperspektiven in Europa und den Munich:kopaed*].

**MAIN PART:** Competencies in context of media usage, and, therefore, is seen as goal for media education. At this point, it can be assumed that the presented approaches based on media literacy, ICT literacy, and information literacy provide a number of similarities, but differ in details. Thus, the traditional term media literacy mostly gets applied in countries with a huge background in media-related discussions, such as the US, the UK, Canada and the countries in Northern Europe. In some countries that do not have a long lasting background on media-related discussions, such as in Iberian Peninsula or some Asian regions, the discussions focus especially terms relating to new or digital media and approaches are mostly seen skill-based in terms of an economic discussion.

The word "communication" comes from the Latin verb "communicare," which denotes engaging in specific behaviors or sharing information with others. Tomasz Goban-Klas points out that there are multiple layers, different forms, and tools used in the communication process. Every instance of communication must have at least two of its participants present for it to exist. In the process under discussion, they take on the roles of senders or receivers utilizing universally recognized codes, or contractual symbols in the form of messages. The author stresses how the code and message work objectively to produce what Goban-Klas refers to as "intersubjective cognition." The media's role in educating the public Understanding the characteristics and influence directions of mass media is important, but it's also important to recognize and highlight what makes them unique among other forms of social communication. Activities, tasks, relationships, mutual dependencies, and even positions or duties are considered to be among the functions of mass media.

Some of the previously listed functions are included in the educational function of mass media to some extent. It is built on giving people knowledge about their surroundings, presenting data that enables knowledge moulding, demonstrating the truth, and communicating information that develops skills and competencies. According to this perspective, contemporary mass media play a significant role in educating the audience about the outside world. However, the educational role goes beyond merely disseminating information because many recipients would find it useless and worthless if it were not accompanied by commentary and embodiment in a particular context (i.e., if mass communication lacked a correlation function).

The use of mass media in pedagogy and school education is only a small part of this educational role. Because it places a strong emphasis on the mature, developed, and formed recipient, the impact of mass media in this context is more a component of the idea of long life learning. The appropriate definition of mass media functions reflects the results of studies on media consumption and satisfaction. The traditional method used in these research focused on the direct effects of mass media on audiences, attempting to address the question of what mass media does to people—or how it shapes, transforms, and educates them. more natural. In another model, an audiovisual text can be effectively used in the process of conscious science. This happens when the

viewer is interested in a movie, an actor or a program, and watches the program many times. In this way, the learner remembers phrases, entire sentences, the sound of actors' or teacher's accent. In this situation, he or she can also analyze comparatively the content of the subtitles with the original text that had been seen before. The mass media, which currently use modern technologies, are commonly used in the process of educating the entire society as well as the particular communities functioning in it. The most important meaning in this area is primarily the Internet network. It dynamically enters the educational system at all levels of education. It also applies to foreign language teaching, which takes place outside the institutional model. In language schools, internet communicators, social networking sites as well as "virtual classes" are used. A modern man has the opportunity to develop his/her language skills without leaving home. Also, the public education system gradually begins to meet the standards of civilization, which refers to modern technologies. In everyday practice of foreign language teaching in primary schools, middle schools, secondary education and in higher education institutions, information technology has become a common didactic tool. Especially in higher education institutions, lecturers use e-learning platforms, treating them as an integral component of traditional classes. Foreign language teachers can use any of the materials available on the Internet. These include websites, YouTube website, online forums, various types of interactive platforms. The teacher must be fully aware that the application of modern technologies as didactic instruments does not bring the desired effects if it is not based on a well thought-out methodical process. First and foremost, it is necessary to make a change in all aspects of teaching, and therefore broadly understood educational philosophy. Foreign language teachers themselves, and also the school establishment must create conditions that enable the mastery of new technology use by teachers, but also the schools should be prepared to assess teachers' competences in this area. If the person conducting the classes does not have adequate knowledge and practice, then he/she is more willing to return to traditional didactic forms. Currently, the teachers of foreign languages have OHP projectors, allowing multimedia presentations, CD and DVD players or interactive boards. However, at present, the Internet has become the dominant methodological tool used in foreign language teaching.

**CONCLUSION:** The fact that mass media and multimedia education approaches are more closely associated with entertainment than with duties or chores demonstrates their superiority. Thus, the use of mass media in the classroom and other settings where foreign languages are taught, computers, Internet networks, multimedia boards, and other electronic information carriers are implemented, as well as places where traditional and new forms of communication are used, is strongly encouraged

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