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TÍTULO: Un concepto educativo para los medios del desarrollo continuo de la preparación individual de autoaprendizaje de por vida.

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RESUMEN: El artículo presenta un concepto educativo de los medios para desarrollar la preparación individual de autoaprendizaje de por vida. El conocimiento de este último proporcionará un diseño pedagógico productivo del proceso de desarrollo del autoaprendizaje de la preparación individual, tanto durante la educación individual formal como a través de la combinación efectiva de formas de educación formal y no formal durante la vida profesional posterior y después de la profesional.

PALABRAS CLAVES: educación en medios, un concepto de educación en medios, autoaprendizaje, preparación individual, habilidades de autoaprendizaje, una competencia en medios.

TITLE: A media educational concept of the continuous development of lifelong self-learning individual readiness.

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ABSTRACT: The article presents a media educational concept of developing lifelong self-learning individual readiness. The knowledge of the latter will provide productive pedagogical design of the development process of self-learning individual readiness, both during formal individual education and across the effective combination of formal and non-formal forms of education during the subsequent professional individual life and after the professional career endings.

KEY WORDS: media education, a media educational concept, self-learning individual readiness, self-learning skills, a media competence.

INTRODUCTION.

The development characteristics of a modern society and education, in particular, “dictate the needs for a person to continue uninterrupted and life-long learning after the university graduation, both in a professional sphere and in terms of a personal development” (Akmanova et al, 2018).

Successful education and development of a person throughout his/her life will be promoted by his/her developed self-learning readiness, which refers to the developed self-learning competences, namely, knowledge, skills and ideas associated with the process of self-learning. It is hard to disagree with

the opinion of a Canadian media educator K. Worsnop that the environment of a modern man is media (Worsnop, 1994), therefore self-learning competences must include skills of information and media literacy, critical thinking, information analysis and using it for self-expression, independent media learning skills.

In many countries of the world and Europe, educational systems are subjected to a process of standardization in order to create a single educational environment of a country, Europe or the world. The standardization of education is due to the processes of globalization, the wide penetration of new information and media technologies into various spheres of human life and activity, the progression of online forms of education, and the increased mobility of teachers and students. All of the above contributes to the continuous growth of new discoveries in all areas of science and technology. In this regard, the need of an individual for continuous self-learning is actualized, and at different levels, both at home and at a professional level. Therefore, the issue of developing lifelong self-learning individual readiness in the context of a constantly changing media environment becomes topical.

We consider individual self-learning as a purposeful, systematic, autonomous activity of a person in obtaining, acquiring and creative processing of knowledge (Akmanova, 2004). In modern conditions, such an activity cannot be carried out outside media environment. Therefore, the necessary condition of self-learning success may be high-quality media educational training of an individual in combination with other important self-learning competences, such as the skills of scientific work organization (optimal organization of working and free time, intellectual self-regulation, safe behavior in media space, self-control, etc.), communication skills (skills in working with a book, media information, “reading” media texts, quick information search, processing and transformation of media information and others), research activity skills (skills of logical thinking processes: analysis, synthesis, generalization, concretization, reflective creative thinking, as well as media literacy, etc.). We call these skills as self-learning skills and view them as automated actions for self-

mining, mastering and creative processing of knowledge that have a positively reproducible result (Akmanova, 2017; Kanashiro et al, 2014). These skills, together with individual media education, constitute the content of the definition "self-learning individual readiness".

As shown by our statistical observations, these university students' skills are rather poorly developed, therefore, most university students do not have self-learning readiness. They cannot be competently engaged in self-learning, improving their intellectual and personal potential, even while studying at a university, that is, within a formal education, so it isn't necessary at all to talk about university graduates' self-learning readiness, which must be concerned after university graduation, that is, within non-formal or informal education. In this regard, higher education is faced with the task of creating a special educational environment in higher educational establishment, which would contribute to forming and developing self-learning individual readiness and design the development of this readiness at the intersection of formal and non-formal forms of education (Kondubaeva et al, 2018; Matsubara & Yoshida, 2018; Shirvani et al, 2015).

The hypothesis of our research was that the productive formation and development of self-learning individual readiness at a formal educational stage, or during studying at a university, should be based on the actualization of the informational and cognitive needs of a person when realizing project-productive academic activities at the intersection of formal and non-formal education. This is possible through the expansion of university information and educational environment "in demand for solving the assigned objectives of the external educational media environment resources" (Akmanova et al, 2018).

DEVELOPMENT.

Methodology.

As materials for research and development of the media educational concept of developing lifelong self-learning individual readiness, we used scientific advances in the field of higher educational

establishment students' self-learning, the development of their competences of self-learning, as well as in the sphere of Russian and world media education (Andresen & Brink, 2013; Anisimov et al, 2018).

In addition, we studied the experience of media educational students' training in various educational institutions of Russia and the world (Fedorov, 2014; Chelysheva, 2016; Eliason, 2018; Dimitrios, 2018; Wan & Niu, 2018; Akgunduz & Akinoglu, 2016; Mendoza & Mendoza, 2018; Ramani, 2013; Barjasteh et al, 2016).

The object of our research was the professional students' training in higher educational establishments and media education of an individual in the course of self-learning or non-formal education.

The main methods of our research were: analysis, synthesis, comparison, generalization, specification, modeling.

Results and discussion.

Media education, being a process of personal development through media and media material, has several directions. One of these important areas of media education is independent and continuous media education, which can be carried out throughout life. For its productive realization, at the stage of university preparation it is necessary to form and develop self-learning individual readiness in a constantly changing media environment.

Thereafter, we should consider "a media-educational concept of developing lifelong self-learning individual readiness to be a way of comprehending this readiness that exercises the ideas of media education and defines a system of key statements and constructive principles of its existence in a real life and practical realization in the processes of formal and non-formal education" (Akmanova, Kurzaeva, Kopylova, 2018, p.43). This concept's purpose is to develop the foundations of the pedagogical design of the lifelong self-learning individual readiness development process.

This concept provides:

1. Enriching the informational and educational university environment by using an external educational media environment with the help of creating an adaptive management system for informational support of educational process and balanced introduction of open educational resources.

2. The continuous improvement of the university teachers' competency in the field of pedagogical design of the studying process through the harmonious combination of formal and non-formal education forms through the timely actualization of external media resources and the development of their own educational media resources, the realization of educational process with the active involvement of media environment.

3. The actualization of informational and educational students' needs in the course of project-productive learning activities through the formation of their professional value orientations, positive Self-concept, self-study competences, the continuous inclusion of the student's personality in media educational processes at all stages of project-productive learning activities (Akmanova, Kurzaeva, Kopylova, 2018; Kameneva, Bondarenko, 2018).

This concept assumes the consideration of the research problem within the framework of the system, competency-projective and environmental approaches. A system approach is the general scientific basis for studying the process of developing lifelong self-learning individual readiness.

A competence-projective approach allows you to build a pedagogical system that ensures the expected results' achievement of developing self-learning individual readiness and takes into account the content of lifelong self-learning individual readiness, the levels of this readiness, the qualitative and quantitative increment of self-learning competences, personal characteristics from level to level. The environmental approach builds an improvement strategy of developing self-learning individual readiness using media environment resources, taking into account the inter-system interaction of the

information educational environment of a higher educational establishment and the external media environment, as well as the influence of intrapersonal factors on this process, since the emphasis is on researching the system "self-learning readiness development environment – personality".

These approaches allow us to consider the process of developing self-learning individual readiness from the standpoint of structural-functional, dynamic, competence-based and factor modeling of this process.

The structural-functional model of developing lifelong self-learning individual readiness reflects the structure, composition, and realizable functions of this process in the internal system and intersystem interaction, indicating the normative guideline in the development of dynamic and factor models of this concept. This model considers the development of self-learning individual readiness from the principles' standpoint of personality activity, goal-setting, problem-solving, individualization, reflection and optimization. It takes into account the levels of education (Bachelor's programme and Master's programme), the stages of self-learning readiness development at each level (diagnostic, motivation-orientation, educative, developing, control and corrective – for Bachelor's programme and all the same stages are for Master's programme except educative), information-technical features of the process (forms, methods, techniques and means of education), assessment activities to identify the achieved level of developing lifelong self-learning individual readiness and comparing it with the expectation result – a higher level of this readiness development. According to this model, a student's personality is "considered as a self-organizing system with the following signs: openness, randomness and development inequality, non-linear thinking, freedom of choice, integrativeness, purposefulness in development, ability to accumulate and use one's own experience" (Akmanova SV, 2004, p.10) .

The dynamic model of developing lifelong self-learning individual readiness describes the stages of this process, taking into account the processes of individual socialization and professionalization. We distinguish three stages in developing self-learning individual readiness such as preparatory, operational-activity and professional-activity. At the first stage, the basic students' knowledge on the organization of self-learning in a random sphere of an activity is formed, and it involves the following phases: knowledge accumulation, motivation and willing orientation, media educational training. At the second stage, the operational component of this readiness is formed, and it includes the phases of goal-setting, the formation of self-learning skills and media readiness. At the third stage, the usage of the developed self-learning individual readiness for future professional activity is performed and it passes through the phases of the individual adaptation to the future profession, the development of self-learning competences at the interface of formal and non-formal education and the realization of self-learning individual readiness in real media conditions.

The competence-based model of developing self-learning individual readiness is "a model of learning results that presents the hierarchy and interrelation of its structural components that are necessary to ensure self-learning individual readiness in the conditions of formal and non-formal education" (15, Akmanova, Kurzaeva, Kopylova, 2019, p. 10). It allows you to develop the indicators for assessing the development level of self-learning individual readiness and describe the levels of this readiness development, while this model is interconnected with the dynamic model, since the development levels of self-learning individual readiness are related to the stages of the development process of this readiness (16, Akmanova, Kurzaeva ,Kopylova, 2019).

The factor model of developing lifelong self-learning individual readiness defines the main mechanism of the interconnection between the personality and his/her development environment, highlighting the groups of factors and their role in the realization of this mechanism. According to our opinion, these factors include the social and media environment factors, the factors of educational

organization of higher education, and the intrapersonal factors. The factor model is associated with the dynamic and competence-based models, revealing the role of factors in developing self-learning individual readiness at each stage of this readiness development.

After graduating from a higher educational establishment self-learning individual readiness can be maintained during the integration of non-formal and informal education, while the main factors in the developing this readiness will be provided by the intrapersonal factors and the social and media environment factors. Informal education assumes the individual activity in implementing a daily cognitive process, which does not always lead to a specific result. A person can carry out this education both in the course of professional activity and outside it (Kurzaeva L.V., 2015; Kurvaeva L.V., Gavrilova I.V., Mahmutova M.V., Chichilanova S.A., Povituhin S.A., 2018). Note that only a person who has a continuous need for self-development and a certain level of self-learning readiness development is able to achieve success in learning new things and develop this readiness to a higher level, continuously improving their skills taking into account the changing media reality.

CONCLUSIONS.

Our developed media educational concept of developing lifelong self-learning individual readiness includes a multi aspect model representation of this process. All models of the concept are interconnected, have a clear functional purpose. This article describes the essence of the media educational concept at the stages of training in Bachelor's and Master's programmes, shows the interconnection of the structural-functional model corresponding to it and the dynamic, competence-based and factor models arising from it.

The presented concept reflects the complexity of the approaches to the research of the development process of self-learning individual readiness and its depth, which makes it possible to think its potential effectiveness.

It is easy to understand that the realization of an educational process on the basis of the presented concept will allow a student, and later a university graduate, to acquire a developed readiness for self-learning and continuously improve it in rapidly changing conditions, which means that he will be able to master everything new both in his/her profession and everyday routine by continuously increasing their professional and media competencies.

Thus, the realization of this concept of developing lifelong self-learning individual readiness prepares a person, both for self-learning and media education, developing his/her media competency.

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