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The Use of an Eight-Stage Integrative Algorithm in Developing Media-Didactic Competence of Pre-Service English Language Teachers

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ABSTRACT

The article analyzes the pedagogical potential of an eight-stage integrative algorithm for developing the media-didactic competence of pre-service English language teachers. The proposed algorithm provides a systematic mechanism for selecting, analyzing, didactically transforming, and integrating media resources into the teaching and learning process. This approach contributes to improving the professional preparation of future English language teachers, enhancing their ability to work effectively in a digital educational environment, and fostering the competence to use media resources purposefully and pedagogically in foreign language instruction.

Keywords

media-didactic competence, integrative approach, media resources, eight-stage integrative algorithm, English language education, digital pedagogy, reflection.

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Introduction

Nowadays, the effective use of media resources in the preparation of pre-service English language teachers has become one of the important priorities in higher pedagogical education. The rapid development of digital technologies requires future teachers not only to possess information and communication technology (ICT) skills but also to develop the ability to select, analyze, adapt, and pedagogically transform media resources according to educational objectives.

In the modern educational environment, various media resources, including educational videos, podcasts, interactive platforms, digital applications, and artificial intelligence-based tools, provide new opportunities for improving foreign language teaching. However, the availability of digital resources alone does not ensure effective learning outcomes. Their pedagogical value depends on the teacher's ability to select appropriate materials, integrate them into the learning process, and apply suitable teaching methods.

Media-didactic competence is considered an important component of professional competence of future teachers. It reflects the ability to use media resources purposefully and effectively by combining digital literacy, methodological knowledge, pedagogical decision-making, and reflective practice. In English language education, this competence allows teachers to create a more interactive, learner-centered, and technologically enriched learning environment.

In the context of the ongoing digital transformation of education, improving the preparation of pre-service English language teachers requires the development of systematic approaches to media integration. Therefore, the creation of a structured algorithm that guides future teachers through the stages of selecting, transforming, implementing, and evaluating media resources is of particular importance.

The purpose of this article is to reveal the pedagogical potential of an eight-stage integrative algorithm for developing media-didactic competence of pre-service English language teachers and to describe its role in

improving their professional preparation.

Main Part

The eight-stage integrative algorithm represents a systematic methodological framework aimed at developing media-didactic competence among pre-service English language teachers. The algorithm combines technological, pedagogical, and methodological aspects of teacher preparation and provides a consistent sequence of actions for effective media integration into the foreign language teaching process.

The main purpose of this algorithm is to ensure that future English language teachers do not simply use digital materials, but apply media resources consciously and pedagogically based on educational objectives, learners' needs, and expected learning outcomes.

The algorithm includes eight interconnected stages: identifying educational needs, searching for media resources, analyzing selected materials, selecting appropriate resources, didactic transformation, integration into the teaching process, assessment of results, and reflection with further improvement.

Stage 1. Identifying Educational Needs

At the first stage, future English language teachers analyze the objectives of the lesson, expected learning outcomes, and learners' educational needs. This stage involves determining which language skills require additional support through media resources. The identification of educational needs provides a methodological foundation for selecting appropriate digital materials.

Stage 2. Searching for Media Resources

The second stage focuses on searching for relevant media resources through digital platforms, educational websites, electronic libraries, and online learning environments. Future teachers develop the ability to find authentic and reliable materials that correspond to the objectives of English language teaching. Particular attention is paid to the relevance, accessibility, and educational value of selected resources.

Stage 3. Analyzing Media Resources

At this stage, selected media resources are critically analyzed according to pedagogical, linguistic, and technical criteria. Future teachers evaluate the content quality, language level, cultural relevance, and potential effectiveness of media materials. This process contributes to the development of critical thinking and media literacy.

Stage 4. Selecting Appropriate Resources

The fourth stage involves choosing the most suitable media resources based on instructional objectives, students' language proficiency levels, and classroom conditions. The selection process helps future teachers avoid the excessive use of digital materials and focus on resources that provide meaningful educational benefits.

Stage 5. Didactic Transformation of Media Resources

Didactic transformation is considered the central stage of the algorithm. At this stage, authentic media materials are adapted for educational purposes. Future teachers redesign videos, audio materials, and digital content by developing specific tasks, communicative activities, and assessment criteria. As a result, media resources become effective didactic tools rather than simple sources of information.

Stage 6. Integration into the Teaching Process

At this stage, transformed media resources are integrated into different stages of English lessons. Digital materials are used to support students' communication, collaboration, creativity, and independent learning. The integration process allows future teachers to combine traditional teaching methods with innovative digital approaches.

Stage 7. Assessment of Results

The seventh stage focuses on evaluating the effectiveness of media resource implementation. Future teachers analyze learning outcomes through observation, practical tasks, digital portfolios, self-assessment, and reflection. Assessment helps determine the level of students' progress and the effectiveness of selected teaching strategies.

Stage 8. Reflection and Improvement

The final stage involves reflection on the teaching process and further improvement of professional activity. Future teachers identify successful practices, analyze challenges, and make necessary adjustments for

future lessons. Reflection ensures the continuous development of media-didactic competence and creates a cyclical nature of the algorithm.

The implementation of the eight-stage integrative algorithm contributes to the formation of future English language teachers' ability to make pedagogically justified decisions when using media resources. It promotes not only technological skills but also methodological thinking, creativity, and professional reflection.

Conclusion

In conclusion, the eight-stage integrative algorithm represents an effective methodological framework for developing media-didactic competence among pre-service English language teachers. The algorithm provides a systematic approach to selecting, analyzing, transforming, integrating, and evaluating media resources in foreign language education.

The proposed approach demonstrates that effective media integration requires not only technological skills but also methodological knowledge, pedagogical decision-making, and reflective practice. Through this algorithm, future teachers develop the ability to use media resources purposefully and transform them into meaningful educational tools.

The implementation of the eight-stage integrative algorithm in higher pedagogical education contributes to improving the professional preparation of future English language teachers and supports the development of digital literacy, creativity, and reflective competence required in the modern educational environment.

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