

MEDIA LITERACY FORMATION IN THE PROCESS OF SPECIALISTS' PROFESSIONAL TRAINING IN UKRAINE

ФОРМУВАННЯ МЕДІАГРАМОТНОСТІ В ПРОЦЕСІ ПРОФЕСІЙНОЇ ПІДГОТОВКИ ФАХІВЦІВ В УКРАЇНІ

The article is devoted to the study of media education and media literacy in the era of digital technologies and their impact on higher education in Ukraine. It is noted that media literacy becomes an important competence for every future graduate of a higher education institution. The essence, role and peculiarities of media education functioning in the modern information society are defined. An important stage on the way to modernizing education was the development and implementation of the new Concept on the Implementation of Media Education in Ukraine, which proved the priority of developing an effective system of media education for Ukrainian society. It is established that media literacy is the result of media education. The article suggests a definition of the concept of "media literacy" in view of the complexity of this notion. It is emphasized that media literacy is a set of knowledge, skills and abilities that allow people to analyze, critically evaluate and create messages of different genres and forms for different types of media, understand and analyze the processes of media functioning in society and their impact. It is shown that a media-literate person is able to freely navigate media education, find alternative sources of information, skillfully use mass media for education and entertainment, determine true and fake information, manipulative techniques and avoid messages that can harm. It was determined that the main task of modern media education in the process of professional training of future specialists in higher education institutions is the application of effective forms and methods of teaching students to read media texts competently and think critically; to nurture aesthetic taste; to help integrate the acquired knowledge and skills in the perception, analysis of information, as well as in creative activity. It is highlighted that social networks can serve as a powerful tool for learning and self-development. It was concluded that media education should become an integral part of the long-term strategy for the development of future specialists' professional training in higher education institutions of Ukraine.

Key words: *media, media education, media literacy, higher education institutions, professional training.*

Стаття присвячена дослідженню медіаосвіти та медіаграмотності в епоху цифрових технологій та їх впливу

на вищу освіту в Україні. Зазначено, що медіаграмотність стає надзвичайно важливою компетенцією для кожного майбутнього випускника закладу вищої освіти. Визначено сутність, роль та особливості функціонування медіаосвіти в сучасному інформаційному суспільстві. Важливим етапом на шляху до модернізації освіти стало розроблення і прийняття нової Концепції впровадження медіаосвіти в Україні, що засвідчило пріоритетність розвитку ефективної системи медіаосвіти для українського суспільства. Встановлено, що медіаграмотність є результатом медіаосвіти. У статті пропонується визначення поняття «медіаграмотність» з огляду на комплексність цього поняття.

Наголошується, що медіаграмотність – це сукупність знань, навичок та умінь, які дозволяють людям аналізувати, критично оцінювати і створювати повідомлення різних жанрів і форм для різних типів медіа, розуміти й аналізувати процеси функціонування медіа в суспільстві та їхній вплив. Вказано, що медіаграмотна людина здатна вільно орієнтуватися в медіаосвіті, знаходити альтернативні джерела інформації, вміло використовувати мас-медіа для освіти й розваг, визначати правдиву і фейкову інформацію, маніпулятивні прийоми та уникати повідомлень, що можуть зашкодити. Визначено, що головним завданням сучасної медіаосвіти у процесі професійної підготовки майбутніх фахівців у закладах вищої освіти є застосування ефективних форм і методів навчання студентів грамотно читати медіатекст та критично мислити; привити естетичний смак; допомогти інтегрувати здобуті знання та вміння при сприйнятті, аналізі інформації, у творчій діяльності. Підкреслено, що соціальні мережі можуть слугувати потужним інструментом для навчання та саморозвитку. Зроблено висновок, що медіаосвіта має стати складовою частиною довгострокової стратегії розвитку професійної підготовки майбутніх фахівців в закладах вищої освіти України.

Ключові слова: *медіа, медіаосвіта, медіаграмотність, заклади вищої освіти, професійна підготовка.*

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Problem statement. Nowadays in the conditions of globalization and the information society, various forms of media play a significant role in people's lives and influence their perception of the world. The changes taking place in the society today largely depend on the mass media, which, creating intensive information flows, on the one hand, ensure the availability of information, provide greater

opportunities for self-education, communication, dissemination of ideas, self-realization, doing business, and on the other – due to the possibilities of manipulation, propaganda, hate speech, cyberbullying create a threat both on an individual and global scale. Realizing the seriousness of these challenges, educators are actively looking for ways to form a media-literate person being able to turn

the threats caused by the possibilities of the digital society into a resource for self-development.

The process of teaching people to perceive media messages, evaluate, analyze and use them for their own purposes is becoming increasingly important in today's world. The information war is a component of Russian aggression against Ukraine, and only a media-literate person will be able to resist this form of aggression. Therefore, the task of media education is the formation of skills that help develop a culture of interaction with the media, the independent ability to critically evaluate media content, communication skills, as well as the ability to interpret, analyze and assess media texts. The result of media education is media literacy, which allows a person to be an active user of the information field.

Considering global trends, under the conditions of active educational reforms in Ukraine at the state level, the foundation has been laid for the formation of a media-literate personality of the student. Thus, on April 21, 2016, the Presidium of the National Academy of Pedagogical Sciences of Ukraine approved a new edition of the Concept on the Implementation of Media Education in Ukraine, which declares "the introduction of media education into pedagogical practice at all levels", as well as "the spread of the practice of integrating media education elements into curricula of various subjects » [1]. Taking this into account, the investigation of the current trends and possibilities to form media literacy in students of higher educational establishments is relevant nowadays.

Analysis of recent research. In pedagogical science, considerable attention is devoted to the problems of media literacy and media education. In recent years, a number of domestic and foreign scientific studies have been dedicated to the development of a media-literate personality. Among foreign scientists, we single out L. Masterman, D. Buckingham, U. Wagner, K. Worsnop, M. McLuhan, B. McMahon, A. Silverblatt, R. Cubby, J. Potter, and others. A significant contribution to the development of this direction was made by Ukrainian scientists, in particular V. Bakirov, O. Belyak, S. Fiyalka, N. Gabor, V. Ivanov, S. Honcharenko, I. Karpuk, N. Kovalenko, L. Kulchytska, A. Lytvyn, O. Markiv, O. Mokroguz, G. Onkovich, I. Sakhnevich, K. Shvorak, V. Tarasyuk, O. Volosheniuk, Yu. Yaroslavtseva, O. Zarivna, and other researchers. Despite numerous thorough studies, the topic of media education and the analysis of the peculiarities of forming media literacy and media competence has not been investigated.

The aim of the article is to define the concepts of "media literacy" and to substantiate the features of media literacy formation as a crucial component of the future specialists' professional training in the higher educational system of Ukraine.

Research results. The widespread introduction of digital technologies into all spheres of life has led

to restructuring modern social and cultural conditions of existence in society, which, in turn, result in various problems in the field of higher education, the search for ways to solve them is largely related to future specialists' training in higher education institutions. The reform of the higher education system in Ukraine led to updating the list of basic competencies of a modern graduate. One of them is information-digital, which involves the ability to navigate in the information space, receive information and operate it in accordance with one's own needs and requirements of the modern high-tech information society, and therefore media literacy.

In the digital era, media literacy is becoming an extremely important competence for every future graduate of a higher education institution, so the analysis of this issue is important in view of current trends. Most researchers consider it possible to prepare a person for life in the information society, to develop the media culture with the help of media education.

Media education is considered to be the process of personality development and upbringing with the help of media to promote a culture of communication with the media, the formation of communicative and creative abilities, critical thinking, the ability to interpret, analyze and evaluate media texts, teaching various forms of self-expression using media technologies. Media education aims to develop critical thinking and analytical skills in people so that they can be conscious consumers of media, able to analyze and assess the information they receive through the media. Media education can also include learning to create one's own media products, such as blogs, videos, photos and others, so that people can express their thoughts and views through the media. In today's world, where media has a huge impact on our lives, media education is becoming more and more significant. It helps people to become well-educated citizens, able to critically analyze media messages and use them for the development of themselves and their society [4]. A. Lytvyn believes that media education is an important component of modern education and a democratic society, and it should contribute to the formation of critically intelligent and media literate citizens who will be able to actively participate in the life of society and influence its development [2].

In the modern educational space of Ukraine, media education is still at the stage of its formation. The development and adoption of the new Concept on the Implementation of Media Education is not only a vital component of the modernization of education, but it is the evidence of the undeniable value of media education for modern Ukrainian society. According to the Concept, media education is interpreted as a part of the educational process aimed at forming media literacy in society and preparing individuals for safe and effective interaction with modern mass media, using both classic mass media (newspapers, radio,

cinema, television) and the new media (computer communication, Internet, mobile phones), considering the constant development of information and communication technologies [1].

The result of the media education process is media literacy, which consists of a set of motives, knowledge, skills and opportunities that contribute to the selection, use, critical analysis, evaluation, creation and transmission of media texts of various forms and genres, as well as the analysis of complex processes of media functioning in society and their influence. This approach in the higher education system is aimed at preparing the individual for life in the information society, where the media play a key role in the formation of opinions, values and behavior. Media literacy is a complex concept that includes formed competencies, specific knowledge, and, most importantly, experience.

K. Worsnop suggests that media literacy can be developed through studying and experimenting with media. The more a person interacts with media texts, the more he is able to analyze and critically interpret their messages and representations, and create his own media texts [7]. However, it is worth noting that media literacy also involves the development of a general culture of information perception and a conscious attitude to media, which can be achieved not only through independent work with media texts, but also with the help of media education and specially developed educational programs.

The term "media literacy" is a complex concept that covers various aspects of media culture and requires a person not only to have knowledge, but also to possess the skills and abilities to use media. At the same time, media education can be viewed as a process aimed at forming media literacy and other necessary competencies in the field of media. Both of these concepts are important in the context of modern information culture and require attention at the level of future specialists' professional training. Media literacy should be aimed at forming an autonomous personality that can consciously and critically perceive media materials, as well as use them to meet their own needs. In this context, media literacy can be considered a crucial competence in the information society, where mass media play an important role in shaping people's worldview and public opinion.

A fairly broad theoretical definition of media literacy is provided by the Concept on the Implementation of Media Education in Ukraine, where media literacy is specified as a component of media culture, which refers to the ability to use information and communication technology, to express oneself and communicate with the help of media, to successfully obtain the necessary information, to consciously perceive and critically interpret information obtained from various media, to separate reality from its virtual simulation, that is, to understand the reality constructed by media

sources, to understand the power relations, myths and types of control they cultivate [1]. In view of foreign experience, it is worth mentioning the characteristics of media literacy by the German researcher B. Schorb, who defines it as the ability to use media and their content in a way that meets one's own goals and needs [6].

It is essential to understand that media literacy consists not only in the perception of information, but also in the ability to analyze, critically evaluate, and create one's own media materials. Therefore, media literacy should include not only knowledge of various media technologies, but also skills in using these technologies for one's own creativity and communication with others. In his interview, J. Potter proved that media literacy should be an important component of modern education, because people should be able not only to use the media, but also to consciously and critically evaluate their influence on their lives and on society as a whole [5].

Media literacy is directly focused on the competence of the individual, necessary for active and conscious participation in the life of the media society. Learning to analyze and create media texts, to determine their sources and appropriate context, to select appropriate media for creating and distributing one's own media texts are extremely important competencies for future graduates of higher education institutions in today's media world. A media-literate person is able to freely navigate media education, find the information they need more easily, and avoid messages that can harm them. According to the definition of the International Encyclopedia of Social and Behavioral Sciences, media literacy should also develop a person's ability to understand the social and political context of the existence of the media, their coding and representational systems. That is, a person must be able to determine true and fake information, manipulative techniques actively implemented and offered by mass media, as well as their political affiliation. Hence, a media-literate person is capable of finding alternative sources of information, skillfully use the mass media for education and entertainment and be sure not to become a victim of manipulation by the mass media and other sources of information.

The role of media literacy in the context of future specialists' professional training is substantial for the youth being the most active and progressive segment of the population. The main task of media literacy in higher education institutions is to teach young people to read media text competently and think critically; to nurture aesthetic taste; to help integrate knowledge and skills acquired in various classes in the perception, analysis of information, in creative activity; manifest and form through media activity.

During media literacy training, students acquire the skills to use media safely, and also learn to

express their opinions, form their own point of view, and participate in public life. An important component of media literacy is the ability to analyze the media environment, critically perceive information from the media and express one's attitude to events and phenomena through media means [3, p. 7].

The perception of information that comes from the media requires not only self-analysis and critical thinking, but also the effective use of media tools for online learning, self-development, skillful use of social networks. It is social networks such as Facebook and Instagram that serve as communication and platforms for self-realization, searching for the necessary information, posting news, and holding theoretical and practical online conferences. The use of social networks and the Internet in combination with media awareness creates conditions for quick and effective assimilation of information, narrows the search on sites, allows to discard unnecessary information, and increases the level of literacy, awareness and culture among students. Thus, network data can be used as a powerful tool for learning and self-development.

The application of diverse forms and methods of protecting students from the manipulative influence of the media, the development of technologies for orientation in the information flows of a modern globalized society, critical thinking, the ability to fully perceive, analyze and evaluate media texts are the main tasks of modern media education. We believe that a long-term strategy for the development of media education in higher education will contribute to the development of media literacy and civic responsibility in the student community.

Conclusions. Therefore, in the modern digital world understanding of the media situation is becoming key to the development of our society and

education. It will help higher education institutions create conditions for students to independently determine what information they perceive and how they interpret it. Teaching the young generation to analyze information, determine its reliability and check sources becomes a priority task that requires the development of critical thinking, the ability to ask questions, seek alternative points of view, and overcome haste and emotional reactions. This will enable graduates to take responsibility for the way they use the information published in the media. By developing these skills, we make education a real force for positive change in our society.

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