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MEDIA EDUCATION AS A FACTOR IN THE FORMATION OF MEDIA LITERACY OF STUDENTS-PHILOLOGISTS

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In modern society the consumption and dissemination level of mass media is quite high, while the amount of media information in various fields and its impact on society consciousness is increasing a lot as well. Media education level and critical thinking can help the one to orient oneself in the era of information technologies and globalization changes.

The article deals with the issue of media education of students-philologists and future teachers as a factor in the formation of their media literacy; it also finds out the topicality of this point in the modern information-based society as well as points out that the media education of future students-philologists requires the ability to read, interpret and create media texts skillfully; to have the capability to search for information effectively, to perceive, organize and evaluate it independently. Besides, it provides the ability to work with different resources, check facts, give reasons for one's preference and make decisions, develop critical thinking, integrate the knowledge, skills and competences acquired in the process of learning.

The media literacy of a future student-philologist is interpreted as the result of the purposeful media education, which allows to master the knowledge in a mass media sphere, to be able to think critically, distinguish facts from disinformation, analyze media texts of different types and genres for the purpose of using acquired knowledge and skills in a future professional activity and also to communicate via the mass media and reveal inventive media creativity.

We conclude that the future philologist during the time of media educational technologies has to be aware of modern media didactic and educational opportunities, psychological and pedagogical conditions of their application in the process of teaching pupils and be able to use different media products in the professional activity for the purpose of the development of media

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literacy of their children, design the lessons by using pedagogical media prospects, combine the pedagogical methods and techniques with media educational technologies.

Key words: *Information-based society, media texts, media education, media literacy, media educational technologies, media educational methods.*

МЕДІАОСВІТА ЯК ЧИННИК ФОРМУВАННЯ МЕДІАГРАМОТНОСТІ СТУДЕНТІВ-ФІЛОЛОГІВ

Л. А. Башманівська, О. А. Кучерук, В. І. Башманівський

У сучасному світі рівень розповсюдження й споживання мас-медійної продукції є досить високим, швидко зростає кількість медіаінформації в різних галузях та її вплив на свідомість суспільства. Саме медійна освіченість і критичне мислення допоможуть орієнтуватися в епоху інформаційних технологій і глобалізаційних змін.

У статті розкрито питання медіаосвіти студентів-філологів як чинника формування їхньої медіаграмотності; доведено актуальність означеної проблеми в сучасному інформаційному суспільстві. Зазначено, що медіаосвіта студентів-філологів передбачає вміння грамотно читати, інтерпретувати й створювати медіатексти; здатність володіти навичками ефективного пошуку інформації, самостійно її сприймати, систематизувати й оцінювати; уміння працювати з різними джерелами, здійснювати перевірку фактів, обґрунтовувати власну позицію й приймати свідомі рішення, розвивати критичне мислення, інтегрувати здобуті в процесі навчання знання, уміння й навички під час творчої діяльності в майбутньому.

Медіаграмотність студента-філолога визначено як результат цілеспрямованої медіаосвіти, що дозволяє оволодіти знаннями в мас-медійній сфері, уміннями критично мислити й відрізняти факти від дезінформації, аналізувати медіатексти різних жанрів з метою використання здобутих знань і навичок у майбутній професійній діяльності, спілкуватися за допомогою медіа й бути здатним до креативної медійної творчості.

Зроблено висновок, що майбутній філолог повинен володіти інформацією про дидактичні та виховні можливості сучасних медіа, психолого-педагогічні умови їх застосування в процесі навчання учнів; уміти користуватися різними медіапродуктами у своїй професійній діяльності з метою розвитку медіаграмотності школярів; моделювати уроки, використовуючи педагогічні можливості медіа; поєднувати педагогічні методи і прийоми з медіаосвітніми технологіями.

Ключові слова: *інформаційне суспільство, медіатексти, медіаосвіта, медіаграмотність, медіаосвітні технології, методи медіаосвіти.*

Introduction of the issue. In modern information-based society there is a rather fast pace of development of new information and media technologies, engineering, and globalization of the world information space is taking place as well. The society has developed a new kind of culture – media culture – which became a determining factor of socialization in the information-based society.

Today the problem of media literacy of future teachers, philologists in particular, is becoming of great

significance. The integration of media education technologies into the vocational training of students of philological specialties, teaching them information-literacy and the basics of critical thinking are due to the urgent needs nowadays. Modern information-based society demands the graduates of philological faculties not only qualitatively acquired professional knowledge, skills and abilities, but also readiness for self-development to take an active part in public life and to prepare informatively competent young

generation as well as to form its media culture. Higher education institutions, especially pedagogical ones, should train professionals who will help young people to develop critical thinking and the ability to withstand misinformation and outreach.

Today's media education is closely linked to different technologies and all kinds of media. It has to give students the opportunity to understand how mass communication is used in modern life, to form a critical facts-based worldview. In addition, it must provide knowledge and skills to analyze, interpret and create media texts as well as show how they should teach their students. Therefore, the concept of media education of students-philologists and the formation of their media literacy is becoming more and more relevant nowadays.

Today in Ukraine there are many scientific and educational projects and programs that are designed to introduce media education, to form media literacy, critical thinking in society. The International Research and Exchanges Council (IREX), which works in partnership with the Ministry of Education and Science of Ukraine and the Ukrainian Press Academy with the support of the British and US Embassies, plays a particularly important role. IREX organizes symposia, conducts trainings for general school teachers, teachers of higher educational establishments in order to increase their media literacy, form practical skills, critical thinking, resistance to influences. After all, teachers will contribute to the appropriate education of the young generation, its professional development, civil activity in the era of information technology and "hybrid" wars.

Current state of the issue. The problems of media education and media literacy were scientifically analyzed by O. Bondarenko, N. Dukhanina,

V. Ivanov, A. Korochenskyi, L. Naidonova, G. Onkovych, S. Penzin, I. Sakhnevych, T. Tukhtarova, Yu. Usov, O. Fedorov, R. Khyloko, I. Chemerys, N. Shubenko, O. Yanyshyn and other scholars. They considered the media education as a development (including self-development) of personality by means of varied media for perception, interpretation and media texts analyses, for the formation of media competence, which can provide the effective usage of the press, television, radio, Internet in the professional activities. The scientists distinguish directions, which are oriented to the development of corresponding media technologies. That can be used in the educational activity and will promote the development of the media education and the media literacy of future specialists: journalists, editors and other media stuff, as future teachers in universities or pedagogical institutes in the system of professional development of teachers of higher educational institutions and secondary schools, as a part of school children and students general education, as the media education in the institutions of additional education and leisure centers, as a distance media education for schoolchildren, students and adults through television, radio, Internet; as an independent media education, as well as future specialists in different areas of media education [5: 80]. As we can see the researchers attached considerable importance to this problem and emphasized its relevance in our time.

The aim of this article is to highlight the problem of media education of students-philologists and future teachers as a factor of their media literacy formation, bring to light the essence of such terms as "media education" and "media literacy", their topicality in the current information-based society.

Research results and discussion.

The fact that nowadays the consumption and dissemination level of mass media is quite high indicates about the topicality of modern media education. Besides, the amount of media information in various fields and its impact on the consciousness of society is increasing immensely. It is media education and critical thinking that can help to navigate in the era of information technology and globalization. Taking into account current needs of social life, it is necessary to teach students to navigate in educational technologies, in the field of mass media in particular.

A thorough research in the field of media education belongs to O. Fedorov. The author thought that media education is a process of development of an individual by means of mass-media to form the culture of communication with media, communicative ability, critical thinking, the ability to perceive, analyze and assess some media texts [6]. In other words, a personality has to be able of active using the information field of press, radio, TV and Internet. A researcher enumerates the fundamentals of art studies in the sphere of media (for example, kinds and genres of media, functions in the society, language, the history of media culture etc.), statements about the fields of use of theoretical knowledge (for instance, professional media, amateurish media sphere, media dissemination channels and others), practical and creative tasks based on varied media material [6]. The study of V. Ivanov is at particular importance in the given context. The author names the media educational models in particular informational and educational (the study of theory and history, the language of media culture), educative and ethical (the review of different problems based on the media material), practical and utilitarian

(practical study and usage of media techniques), aesthetic (raising a fine taste in art by the example of the best samples of media culture), socio-cultural (the development of a creative personality in terms of perception, imagine, visual memory, interpretation, analysis, critical thinking in relation to the media text of any kind and genre, etc.) [3: 35]. Scholars consider that media education as a factor in the formation of media literacy will help students to communicate with today's media, to understand its importance in life because media literate student should critically evaluate media texts and, if necessary, oppose multiple types of manipulations.

Scientists identify the media literacy as the result of media education. They mean the ability to express oneself and communicate by means of media tools, interpret the mass-media information consciously and estimate it critically, determine the possibilities of media to influence a person. A media literate student-philologist will be able to use various means and sources of information in the professional field, because he / she will have the necessary skills of effective searching for information, abilities of working with different sources, and verifying the facts. Such a student can analyze data, messages that are transmitted in the media field, and also use media tools for professional and cultural growth. Thus, it is important to promote the introduction of media education in the educational process of higher education institutions as a factor in the formation of students-philologists media literacy.

Overall, media education is intended to achieve media literacy and develop the ability to perceive media messages critically. We can separate such major tasks of media education as the ability to read, interpret and create media texts competently; the capability to systematize, perceive and assess the information; to substantiate their own

position and make informed decisions; to evolve the critical thinking, artistic and aesthetic sense, but also the skill to integrate acquired knowledge and skills during the process of studying, abilities during the perception, analysis and creative activity in the future, etc.

We can interpret the media literacy of a future student-philologist as the result of the purposeful media education. It allows to master the knowledge in the media sphere, the skills to think critically and differentiate the facts from misinformation, analyze media texts of various genres and kinds to be able to use acquired knowledge and skills in a future professional activity. And, also, we can consider the media literacy as the knowledge of different mass-media and their impact on a young generation, but also as the communicative skills by means of media and, of course, the ability of inventive media creativity.

If we consider media education as a factor of media literacy formation, we should pay attention to the role of mass media in the life of modern students. Current media is not only the source of information which has educational importance, but also the constituent for viewpoint formation on modern information-based world. It can occur during the perception of various media texts and during the attempt to create their own media texts. Therefore, in the process of training future teachers, it is necessary to introduce courses in media education and media literacy, or to select individual modules in the subjects that are being taught.

Students-philologists get familiar with the basis of media educational technology, analyze media texts of different kinds and genres, create their own media texts in various fields of media education during training process. They do this because they will have to develop different educational and methodological recommendations on the basics of media literacy for their

future schoolchildren, choose and formalize the handout to the media educational lessons: TV programs, photos, tables, presentations; to prepare game assignments for pupils' media education etc.

At lessons a teacher can, for example, offer the students to prepare an oral resume about their own perception of any media text; or to describe the main characters; or to write a verse which shows the perception of media text. And also he / she can be given a task to create a collage based on the press clipping; to write a message text for TV news; to think about answers on reporters' questions; to write an interview with a writer or a journalist; to make a TV report; to prepare a newspaper; to reason the ad which will display the media perception. In addition, a teacher can also suggest to create some new images of new characters; to write a film script or screen version of a famous literary work, a mini-script of media cultural text (video clip or TV plot) and so on [1: 18]. In the learning process students should be familiar with how the media works, be aware of their target audience; navigate in the types of media, styles and genres of journalistic messages, types of advertising; know what plugola, censorship, self-censorship, and more is.

Media education of students-philologists may go to an integration direction, that is, during the media-text visual use process while teaching individual subjects for the purpose of media education integration and concrete subject based on the implementation of multimedia projects. When using modern media material in the educational process, except the ability of collecting and checking the information, it is necessary to develop students' creative thinking, their capability to analyze and make decisions. The use of media educational technologies has unlimited

opportunities for the development of critical thinking and the realization of the student's creative potential. Nevertheless, a teacher has to possess special training in the field of multimedia technologies and use those methods and techniques which are connected with the use of educational technological tools. And, of course, he / she must stimulate the self-sufficiency and creativity of the students. What is more, everyone can use various methods and techniques of media education during the process of studying. Among them there are exploratory, heuristic, problematic, interactive and game etc. For instance, among the problematic methods there are describing feelings and emotions which are caused by the media text; analyzing the subject, the main idea, depicted events, characters of the media text; finding the subtext of the message; making associations with other media texts (printed, audio visual, Internet etc.); analyzing the artistic features of the media text language.

Interactive methods and techniques, which promote the cooperative decision of suggested problems, mutual understanding, active cooperation with various modern media texts, with information-based environment are quite widespread nowadays. Trainings, discussions, business and role-playing games, case method, projects method and so on can promote the artistic search. In order to form media literacy for future philologists, we can propose tasks for the compilation of a thematic collection of information materials on a specific topic from print media, websites, etc.; recording some plots to TV shows with a written comment; making a description of a video plot on a specific topic or plan of the information message; finding and correcting the mistakes in a media text; making a review. Also, we can offer to describe feelings, associations, caused by a media text; to analyze the people

images, their behavior, language, artistic features in media texts; to refresh their memory with literary works which are associated with a specific media cultural text etc.

A thorough attempt to classify media educational methods which involves a comprehensive approach to addressing the media education goals, is carried out by O. Konevshchynska: The researcher offers the following methods: a) by the source of knowledge: verbal (a lecture, retelling, narration, conversation based on media texts etc.), visual (observations, demonstration of a media material, illustration of some media text fragments), practical (tasks based on the cooperation with the mass-media etc.); b) by the level of cognitive work: explanatory and illustrative (the information about media), reproductive (presentation of information about the mass media in the finished form), problematic (the creation, solving and analyzing of media texts problematic situations), partially search (searching the ways of solving media assignments, analyzing and generalization of the received knowledge); exploratory (searching the information ways, means and methods of a specific media situation); c) by the logic of cognition: analytical, synthetic, analytical and synthetic, inductive, deductive, inductive and deductive, comparing methods, analogs, the deployment of a hypothesis; d) interactive methods: discussion, game, training [4: 125]. The scientist thinks that the efficiency of the proposed methods of media education implementation depends on the proficiency of the teacher as well as the media texts quality.

This is a quite interesting special course for students-philologists proposed by A. Voloshyna and K. Voloshyna "The formation of a teacher philologist media competence by means of audio-visual technologies", where the scholars point out the

creative methods of mastering the literary concepts. Moreover, the authors suggest to conduct classes in the form of a game, when students are as screenwriter and they write the script of an episode of a literary work or a mini-script of a media cultural composition etc. The scientists offer literary and imitative, theatrical and situational, figurative and imitative ways of training [2: 515].

The development of media literacy of students-philologists and its success are provided by specific pedagogic conditions. In particular, they are grounded on personality and active, cultural approaches, a dialogue interaction with the information-based society, which combines personal and creative, value and technological components, due to psychological peculiarities, young peoples' interest, making the criteria of media perception development and the ability to analyze media texts critically. And they are also provided by means of a purposeful process of media education, the content of which can be presented on special courses and integrated into educational disciplines.

Due to above information we can note the importance of future teacher-philologist's preparation to the effective interaction with modern media, the formation of his/her media literacy, because students will form the media culture of their pupils in the future professional activity. Herewith, it is necessary to take into account the speed of development of modern technologies, the changes in the mass-media field, because the content of media education is constantly updated.

A media literate student will be aware of how to use the possibilities of information field of TV, radio, press, Internet as the important means of communication, and also modern media, among which there are blogs, photo- and video services, social news, online forums, which are very popular

now through the development of the information based society. That is why a qualified specialist, especially the future teacher, has to be aware of the current media educational technologies, often used by young people to communicate in their circles, be able to find a necessary information (verbal, sound, audio visual, multimedia), select and demonstrate its according to settled tasks, create multimedia presentations which can combine text, sound or cinema materials as well as to be media literate to impart knowledge to students.

Conclusions and research perspectives. Consequently, the topicality of this problem motivates the media education of future teachers, who should be able to navigate in the modern media, use it, increase their professional level, and apply the current media in the educational process. The philologists have to master the skills of purposeful usage of the different media texts in their practice, be capable of making their analyses, designing the lessons by using media pedagogical possibilities and due to combining the pedagogical methods and techniques with media educational technologies. If a future philologist has a high level of media literacy, he / she will be guided in the diversity of the genre and thematic range of media texts, will get a new information, try to develop has/her own competence in various spheres of media culture, find new materials for educational, scientific, exploratory targets to form the pupils' media literacy. That is why the future philologist has to be media literate, be aware of the information about the didactic and educational possibilities of current media, psychological and pedagogical conditions of their usage in the process of pupils teaching in the time of media educational technologies.

Further researches of the formation of media literacy of future teachers-

philologists in the process of studying of subjects of professional orientation have a great perspective.

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