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## **MEDIA TEXT AS A MEANS OF FORMING THE VALUE-SENSE ORIENTATIONS OF FUTURE KINDERGARTEN EDUCATORS**

**Abstract.** The article is devoted to the problem of formation of value-sense orientations of future educators of kindergarten and search for appropriate pedagogical technologies. The author proves that working with media texts makes it possible to understand, critically evaluate and realize the essence of values, to accept those, which are necessary for future educators of kindergarten for further professional activity. Among the most optimal types of media texts we have selected: media texts on social networks and on Youtube channel, films, cartoons, video fragments, scientific and educational texts, audio recordings, iconic signs.

**Keywords:** values, value-sense orientations, future educators of kindergarten, text, media text.

**Introduction.** The current socio-economic and political situation in Ukraine is characterized by instability, which provokes negative mood among the population on the one hand, and the reorientation of the value system to a more material vector - on the other. This problem is especially acute, when we talk about student youth, in particular, future preschool educators of kindergarten, as they will in the future become a kind of translators of values for preschool age children.

**Literature review.** The problem of formation of value-sense orientations of future kindergarten educators is presented by researches of such scientists: A. Andryunina, S. Gusakovskaya, S. Kaminskaya, A. Lysenko, O. Padalka, etc. However, the authors emphasize on the formation of professional value orientations using traditional technologies for their formation, leveling the work with semantic texts, which include media texts.

Based on the urgency of the problem, the purpose of the article is to characterize the essence and structure of technology for working with media texts in terms of its axiological potential.

**Result and discussion.** In the process of vocational training, students, including future kindergarten educators, are constantly confronted with the need to process different types of media texts both in the classroom and in the non-classroom activities (reading special and fiction in the open access and on paper, watching video clips, movies, cartoons, followed by discussion and analysis, etc.). In this sense, M. Bakhtin's idea is true that the text is the primary source of all scientific disciplines [1].

The essence of the structure and classification of media texts are investigated today in the works of T. Dobrosklonskaya, M. Kazak, O. Krasnoyarova, K. Stetsyura, etc. We note that the category "media text" is analyzed today at the interdisciplinary level and it is the study subject of philosophy, medialogistics, journalism, psychology and pedagogy. A deep analysis of the scientific literature gives us the opportunity to state, that this definition is considered in the framework of different approaches and is interpreted as:

- media-culture, because it can be understood as a system of symbols, signs and meanings (semiotic-information approach);



- the means of communication in the systems “society – personality”, “personality – personality” (communicative approach);
- cumulative communication product – media product that can be created by any non-professional user (modern approach).

In our research, we look at media text in terms of a multicultural approach. Firstly, the semiotic-informational approach presents media text as a reflection of the culture itself, which is interpreted through these texts as meaning streams. Culture itself, according to K. Stetsyura, becomes a “Mega-Text” – “a fabric, a web of media texts, which defines human patterns of behavior that can be adhered to and inherited” [2, P. 57]. Thus, in the texts are those values that are professed by culture and society itself, and it is thus embodied in various texts.

Secondly, the communicative approach to understanding the essence of the media text reflects the semantic space where the interchange and mutual enrichment of values between subjects (culture in general, the subjects of the educational process in higher education institutions). Thirdly, the problem of critical analysis of media texts arises especially sharply due to the fact, that each of them carries a different context and can be created by any person, which actualizes the introduction of technology for the development of critical thinking in future educators for the formation of positive value-sense orientations.

Thus, the media text reflects the value-sense context of culture, which makes it possible to use it in working with future kindergarten educators as a technology for acquaintance, critical assessment, understanding, awareness and acceptance of positive values.

Among the main characteristics of media texts M. Kazak, O. Krasnoyarova determine:

- media – the embodiment of the text using various media (newspaper, magazine, television, radio, personal computer, tablet, smart-phone, etc.);
- mass character – accessibility of the same text to a significant audience;
- integrativity – combining several semiotic codes, meanings, subtexts into a single whole;
- intertextuality / openness – interaction with a wide society, being in the field of other texts, the possibility of intercommunication [3, P. 323; 4].

We consider such characteristics of the media text important from the point of view of the didactic goal. Firstly, while working with media texts, future kindergarten educators realize not only the meaning of the content, but also the subcontext, that has a value-semantic content. Secondly, the media text is a field for dialogue, exchange of thoughts, meanings between the subjects of communication about what they read, saw or heard. Thirdly, the media text most often synthesizes in itself the influence on the visual, auditory sensory organs, the emotional and personal sphere of the student, which makes it more understandable and close on the one hand, and on the other hand, influences the inner world of the future kindergarten educator.

It is important for our study to determine the types of media texts for the further selection of those, that are appropriate to use for the formation of value-sense orientations of future kindergarten educators. We are impressed by the classification proposed by O. Krasnoyarova, which distinguishes the following types in accordance with the given criteria:

- by the way of media implementation: newspaper and magazine printed text, television text, radio text, film production, mobile communication text (SMS, chat), Internet text (blog, post with comments), alternative communication texts (rumors, street advertisement);
- according to the method of perception: paper-printed text, audio text, screen text, web publication;
- by subject and type of activity: professional and non-professional journalistic, advertising, propaganda, PR texts, scientific specialized texts (books, articles, monographs);



- according to the style and subject matter of the media text: documentary, journalistic, scientific, artistic, mass-entertaining texts;
- on the discourse: socio-political, socio-problematic, historical, artistic, cultural, philosophical, religious texts [4, P. 91].

The interest to our study is the classification of media, which future kindergarten educators should

possess, presented in the studies by E. Kravchishina. The author supplements the existing classifications with the criterion of “according to the purpose of use”, distinguishing between media texts, informational, educational, for communication, problem solving, entertaining, and for the purpose of social management [5, P. 51].

Table 1. – Types of media texts and their influence on the formation of value-sense orientations of future kindergarten educators

Type of media text	The influence mechanism on the system of value-sense orientations of future kindergarten educators	Methods of work with media text
Posts on social networks and comments on them	Understanding the context of content, developing own axiological position regarding the problem.	Methods of developing critical thinking and interactive technologies, dialogue, discussion.
Films / Cartoons	Awareness of the values and axiological meanings of the media text through emotional inclusion, empathy, reflection, juxtaposition and rethinking of one's own value system with generally accepted moral norms, and the production of one's own value orientations.	Dialogue, discussion, problematic issues, essays, methods of interactive technology, technology for solving moral dilemmas.
Video recordings of classes and other forms of work with preschool age children	Awareness of values by solving problem situations, comparing and rethinking one's own value system with generally accepted moral norms, producing one's own value orientations.	Dialogue, discussion, problematic issues, methods of interactive technology, case technology, technology for solving moral dilemmas.
Scientific, educational and other texts in the public domain.	Definition, understanding and awareness of values through comprehension, reflection and rethinking of texts, development of one's own axiological position, production of one's own value orientations.	Dialogue, discussion, method of solving moral dilemmas, methods of technology of development critical thinking.
Audio recordings (music, songs, audio books)	Awareness of values and axiological meanings through aesthetic pleasure, reflection; production of one's own value orientations.	Dialogue, discussion, problematic issues, essays.
Iconic signs (photos, drawings, reproductions, infographics)	Awareness of values through emotional living plot and rethinking their own system of values; production of one's own value orientations/	Dialogue, discussion, methods of interactive technology, essay.

It is obvious that any classifications of media texts are conditional, however, they make it possible to sin-

gle out those media texts that are appropriate to use in the process of training future kindergarten educators

from the point of view of forming value-sense orientations in them. To the same, we include: media texts on social networks (Facebook, Instagram) and the YouTube channel (posts and comments on them), films (feature, documentary), cartoons, video clips, scientific and educational texts (articles, textbooks, monographs, other texts in the public domain), audio recordings (music, audio books), iconic signs (photos, drawings, reproductions, infographics, etc.).

We characterize them from the point of view of axiological potential in the process of training (table 1).

**Conclusions.** As we can see, today a media text is a powerful means of influencing the personality of the future kindergarten educators, since it accumulates a value-sense outline of culture on the one hand, and work with such texts acquires the features of the technology of forming value-sense orientations of students on the other. The theoretical justification of the technology of working with media texts in the process of training future kindergarten educators is the prospect of our further research.

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