

Section 6: Topical issues of social and pedagogical research

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MEDIA LITERACY EDUCATION FOR A NEW UKRAINIAN SCHOOL

The 21st century is the era of artificial intelligence, tablets, smartphones and the Internet technologies. Everyone is day-to-day exposed to their informational, psychological and social influence. It seems to be impossible to imagine our lives without all modern Internet facilities and digital technologies. The opportunities, which these technologies can offer in the sphere of education, are really unique, especially on condition that they are designed for the particular education systems and their specific education purposes.

New Ukrainian system of secondary education is strongly oriented on efficient using didactic capability of new digital technologies and media in the education process. Today many Ukrainian students are more likely to study different school subjects by engaging with web-based media in a classroom as well as outside of it. Media literacy education has become a priority for a new

Ukrainian school because of the importance of all digital and Internet technologies in students' lives.

As is obvious, educators cannot ignore any more the complexities of the digital and media technologies with which students interact today. Ernest Morrell (2008) wrote that “media are, for today’s youth, their primary cultural influence, surpassing the family and the school” [5, p.156]. As noted by Jeremy Stoddard (2014) “young people are crafty consumers of information and find it more natural to interact virtually than in person” [6]. Social media, such as Facebook, Instagram, Twitter, YouTube, Telegram, Like are extremely popular among Ukrainian secondary students. So, young students should understand the impacts of media products have on their minds.

Thus, all digital technologies and media are only means of communication, teaching and learning and do not guarantee educational success by themselves. Everything depends on the educators and students, their mentality and intellect, their knowledge how to effectively access, evaluate and use these resources. Nowadays we need media literacy and media education as there is a definite connection between them and students’ ability to learn by the means of digital technologies and media. To be critical and responsible media users, students need to develop skills and habits of media literacy. So, we consider that in our days media literacy education must be a part of students’ school learning experience.

The phenomena of media literacy and media education has been always attracted the attention of Ukrainian social and media educators. The fundamental works of T. Bakka, N. Gabor, S. Gorbachov, V. Ivanov, O. Mokroguz, L.Naidonova, O. Voloshenyuk and others give an opportunity to understand the most effective mechanisms and the process stages of media education and media literacy.

It is necessary to mention that media literacy is one of the most important skills to attain the world of modern digital technologies and efficient usage their resources for specific individual needs. It is not just technical skills but the ability to access and critically analyze the nature, techniques and impacts of media products on their audience as well. Media literacy covers all forms of media such as television, radio, newspapers as well as online Internet content. So, media education is the process and the result of media-pedagogical work through which individuals become media literate. Among the core principles of media literacy education are such principles as: 1) student-centred media learning that includes students' critical thinking about the different types of media messages, it helps them to become engaged media users; 2) media education is a mean of school subjects' integration into real life and media is the part of this life and modern culture; 3) media literacy affirms that youth uses their individual skills and experiences to use multimedia resources creatively; 4) media literacy supports students' personal growth and social development, helps to form self-image and lifestyle; 5) media literacy helps students to distinguish between reality and media fantasy as they compare media information and reality, for example media violence and real-life violence , etc. [2; 4].

The conception of media literacy education in Ukraine was approved by the National Academy of Pedagogical Science in 2010 and includes 3 stages:

- 2010 - 2013 – experimental stage;
- 2014 - 2016 – implementation and standardization of requirements;
- 2017 - 2020 – further development and final overall implementation.

According to some researches [1; 3; 6], the following key media literacy competencies are identified:

- technical competencies (knowledge of peculiarities of different kinds of media, ICT skills);
- conceptual competencies (innovative thinking, critical thinking and problem solving skills);
- practical competencies (learning skills, information literacy, reflective skills);
- human-oriented/social competencies (social skills, self-management, humanistic personal orientation, interaction skills).

Media literacy education has a place in nearly every course and subject in a new Ukrainian school. Today it is a part of the official comprehensive school curricula and an integrated part of any classroom practice. On one hand, media literacy education for a new Ukrainian school includes the process of using different media and ICT sources during the school course in whole, and on the other hand, the process of spreading and supporting the range of special National Programmes of Media Education Study for both students and teachers as well, etc.

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