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FORMATION OF MEDIA LITERACY AS AN ACTUAL COMPONENT OF TRANSVERSAL COMPETENCE FUTURE TEACHER

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Abstract. *The article examines the essence of the concepts «media literacy» and «media education»; the pedagogical conditions of the process of formation of media literacy of future teachers in modern institutions of higher education of Ukraine are substantiated; the genesis of the phenomenon of media literacy in world science is analyzed, its role in the formation of professional qualities of future teachers as an actual component of the transversal competence of a modern specialist; possible options for the introduction and implementation of the main principles of media education and media literacy in the professional training of future teachers in modern institutions of higher pedagogical education are given.*

Globalization processes and socio-economic changes taking place in modern Ukraine have determined new directions for the formation of professional competence of future teachers. The competitiveness of future specialists depends on the quality of their mastery of knowledge, the culture of communication, the ability to think and act in accordance with the requirements of the modern labor market. Institutions of higher education are designed to create conditions for the training of innovative specialists who possess transversal competences and are able to ensure personal transversality – a new historical form of universality within the global world society. The modern system of training students in institutions of higher education is one of the urgent problems of domestic education, it must meet updated requirements and ensure the appropriate level of readiness of future specialists for effective professional activity.

It has been proven that media literacy has become one of the key competencies in modern pedagogical education. The role of the teacher, according to the new paradigm, has changed from the traditional role of a consumer of information to an analyst who is able to critically rethink the phenomenon of media education, who is able to consciously analyze the information received and methodically competently use it in his professional activity.

Key words: *media education, media literacy, institutions of higher education, pedagogical conditions, formation of transversal competence, professional competence.*

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ФОРМУВАННЯ МЕДІАГРАМОТНОСТІ ЯК АКТУАЛЬНА СКЛАДОВА ТРАНСВЕРСАЛЬНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНЬОГО ПЕДАГОГА

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Анотація. У статті досліджується сутність понять «медіаграмотність» та «медіаосвіта»; обґрунтовано педагогічні умови процесу формування медіаграмотності майбутніх педагогів у сучасних закладах вищої освіти України; проаналізовано генезис становлення феномена медіаграмотності у світовій науці, її роль у формуванні професійних якостей майбутніх педагогів як актуальної складової трансверсальної компетентності сучасного фахівця; наведено можливі варіанти запровадження та реалізації основних принципів медіаосвіти та медіаграмотності в професійній підготовці майбутніх учителів у сучасних закладах вищої педагогічної освіти.

Процеси глобалізації та соціально-економічні зміни, які відбуваються в сучасній Україні, визначили нові напрями формування професійної компетентності майбутніх педагогів. Конкуренційність майбутніх фахівців залежить від якості оволодіння ними знаннями, культури спілкування, уміння мислити й діяти відповідно вимог сучасного ринку праці. Заклади вищої освіти покликані створити умови для підготовки фахівців інноваційного типу, які володіють трансверсальними компетентностями та здатні забезпечити особистісну трансверсальність – нову історичну форму універсальності в межах глобального світового суспільства. Сучасна система підготовки студентів у закладах вищої освіти є однією з нагальних проблем вітчизняної освіти повинна відповідати оновленим вимогам та забезпечувати належний рівень готовності майбутніх фахівців до ефективної професійної діяльності.

Доведено, що в сучасній педагогічній освіті медіаграмотність стала однією із ключових компетенцій. Роль педагога, відповідно до нової парадигми, набула змін від традиційної ролі споживача інформації до аналітика, спроможного критично переосмислювати феномен медіаосвіти, здатного усвідомлено аналізувати отриману інформацію та методично грамотно використовувати її у своїй професійній діяльності.

Ключові слова: медіаосвіта, медіаграмотність, заклади вищої освіти, педагогічні умови, формування трансверсальної компетентності, професійна компетентність.

Introduction and current state of the research problem. As a result of the analysis of the latest scientific and methodical publications, legislative and regulatory documents, it can be stated that issues related to the development of media education and media literacy are reflected in many works of domestic and foreign researchers. Of particular interest to our research was a diverse range of educational and methodical literature on the implementation of media education and media literacy, developed by domestic researchers (T. Bakka, O. Volosheniuk, G. Dehtiarova, V. Ivanov); pedagogical conditions for the formation of media literacy of future teachers in modern institutions of higher education (O. Kravchenko, I. Kurlishchuk); exemplification of the term «transversality» in the modern scientific space through the prism of training a future specialist (O. Matvienko, T. Olefirenko, L. Popova) and others. In the modern scientific discourse, many foreign authors, such as Kubey R., Masterman L., Potter W. J., Pungente J. J., O'Malley M., and others, investigate the theory and practice of media literacy formation and media education.

These studies indicate a growing interest in this issue.

Purpose, tasks and research methods. The purpose of our research is the theoretical substantiation of the urgent problems of media literacy formation as an actual component of the transversal competence of the future teacher in higher education institutions of Ukraine. The work uses such theoretical **methods** as: analysis, systematization and generalization of methodological and scientific principles from the problem of professional training of future teachers for the formation of norms of media education and media literacy. The main methodological approaches (axiological, competency-based and person-oriented) and principles (modeling of professional activity in a higher education institution) have been identified.

Presentation of the main research material. An important role in the formation of the concept of educational categories and concepts of «media education», «media environment», «media literacy» was played by the initiative of the United Nations Educational, Scientific and Cultural Organization (UNESCO), which, starting from the end of the 20th century, gradually worked on the formalization and interpretation of the provisions of the Concept of media education [13].

Scientists O. V. Volosheniuk, V. F. Ivanov, V. V. Rizun in the study «Media education and media literacy» traditionally define four stages of the formation of the phenomenon, namely [4, p. 11-12]:

- *the first stage* is the Grunwald Declaration (1982), which singled out the field of media literacy, drawing attention to the influence of the media on education;
- *the second stage* is the Toulouse conference (1990), which contributed to the systematization and more precise definition of the industry;
- *the third stage* is the Vienna Conference (1999), where a new perspective on media education was proposed in the context of technological achievements and a new era of communication resulting from the use of digital technologies;
- *the fourth stage* is the UNESCO seminar in Seville (2002), which emphasized the need to actively promote programs in five directions: 1) research, 2) training (training), 3) cooperation between schools, mass media, non-governmental sector and state institutions, 4) consolidation and promotion of the public sector and its cooperation with mass media [4, p. 7].

In the conditions of total digitalization of all spheres of society, the 21st century was marked by a new growth of interest in the issue of media literacy of a modern specialist. The reason for the relevance of media education is that globalization processes have made our perception of the world largely dependent on how it is presented by mass media.

In 2007, UNESCO adopted the Paris Program, which contained twelve recommendations on media education, including:

- integrate media education at the initial stage of teacher training;
- to develop effective pedagogical methods;
- to mobilize all interested persons in the educational and social sphere;
- practice lifelong media education [4, p. 7].

In 2008, the European Parliament adopted a resolution on media literacy in the world of digital technologies, in which it emphasized that «media literacy is a basic element of policy in the field of information consumption, and it should cover all categories of people throughout their lives» and recommended the European Commission to include in the teacher training program mandatory modules on media education [4; 5; 6; 8; 12].

According to researchers, media education is related to the study of all media communications and covers the printed word, graphics, sound and moving images delivered by any technology. Scientist I. I. Kurlishchuk in the study «Media education of students in modern socio-pedagogical trends and problems» clarifies this statement and emphasizes that «... Media education is a part of the educational process, aimed at the formation of media culture in society, the preparation of individuals for safe and effective interaction with the modern mass media system, including both traditional (print publications, radio, cinema, television) and modern (computer-mediated communication, Internet, mobile telephony) media, taking into account the development of information and communication technologies. Media education of such a progressive stratum of society as students' needs special attention. It is known that students, in addition to special information, expand their knowledge and worldview at the expense of social information, the main source of which is the mass media» [3, p. 113].

Other foreign scientists believe that, in its essence, media literacy is aimed at a person being socially active and literate in the perception of modern information, able to analyze and evaluate the processes taking place around him, highlight the main points and critically evaluate artificially created information. Thus, scientist Robert Kubey emphasizes that media literacy is the ability to use, analyze, evaluate and transmit messages in various forms [11]. Researcher Jane D. Brown specifies that the concept of media literacy has different definitions for people of different professions and forms of employment [4].

We share the opinion of the president of the Canadian Association of Media Education Organizations, John J. Pungente, who formulated eight key principles of media literacy that allow for better learning of media products, namely [15]:

1. Any media product is a constructed reality. It does not reflect the real world, but carefully selected ideas about it. Media literacy helps to destroy such artificially created constructions and understand the principles of their creation.

2. Media constructs reality. It is they who form more ideas about the environment and personal attitude to what is happening. The media to some extent shapes our sense of reality.

3. Recipients of a media message interpret its content based on their own experience and such individual characteristics as personal requests and expectations, current problems, formed national and gender ideas, social and cultural experience, etc.

4. Media has a commercial support... Creating a media product is first and foremost a business that should make a profit. Behind every media business there are specific people with their own interests, it is the latter who determine the content of what the recipient of the media message watches, reads, and listens to.

5. Any media message broadcasts ideology and information about certain values... form consumer tastes and give an idea of the general ideological position.

6. The media perform social and political functions. They influence the political situation and provoke social changes. The media make us think about the events happening in other countries.

7. The content of the message depends on the type of media. Different media convey the message of the same event, emphasizing different aspects. Therefore, the audience has the opportunity to get acquainted with different views and form their own position.

8. Each media resource has its own unique aesthetic form. Each media product must be presented to the audience in an aesthetic form, which allows, to some extent, to get pleasure from the form and content [14].

According to the findings of scientist James Potter in his study «Media Literacy», media literacy is the ability of an individual to control media consumption. A media-literate person navigates the media world more easily, finds the information he needs more easily, and prevents messages that could harm him... [9; 14].

The research of domestic and foreign authors (Kubey R., Masterman L., Potter W. J., Pungente J. J., O'Malley M.) during the last decades led to the emergence of a whole series of theories of media education and media literacy, among which the following scientific research gained particular importance, namely:

- *Protectionist Approach* (Inoculatory Approach, Inoculative Approach, Hypodermic Needle Approach, Civil Defense Approach);
- *Theological Approach*;
- *Ethical theory of media education* (Ethic Approach, Moral Approach);
- *Theory of media education as development of «critical thinking»* (Critical Thinking Approach, Critical Autonomy Approach, Critical Democratic Approach);
- *Ideological theory of media education* (Ideological Approach);
- *Ecological theory of media education* (Ecologic Approach, Therapy Approach);
- *The theory of media education as a source of «satisfaction of the needs» of the audience* (Uses and Gratifications Approach);
- *Semiotic theory of media education* (Semiotic Approach);
- *Sociocultural theory of media education* (Social and Cultural Approach) and others [4, p. 26-35].

Media education in Ukraine is a part of the educational process aimed at forming a media culture in society, preparing individuals for safe and effective interaction with the modern mass media system, including traditional and new media, taking into account the development of information technologies. In May 2010, the Presidium of the National Academy of Pedagogical Sciences of Ukraine adopted the «Concepts for the Implementation of Media Education in Ukraine» [2].

Modern standards for the training of a future teacher in higher education institutions of Ukraine provide that graduates of pedagogical educational institutions must possess the methods of searching, processing and using information, be able to interpret it, and correctly adapt it in accordance with the set goal. In the conditions of globalization and total digitalization of society, the relationship between media education and professional training of the future teacher should be considered as an important component of the formation of the professional competence of a modern specialist. Readiness to actively introduce the possibilities of media education into the educational process of professional training of a future teacher involves studying the real practice of the relationship between program disciplines and media culture [2].

The main principles of media education can be called the following, namely:

- *a personal socio-psychological approach* (based on current media needs, age, individual and socio-psychological personality characteristics);
- *permanent updating of the content of media education* (according to the development of technologies, changes in the system of media culture of society);
- *focus on the development of information and communication technologies* (takes into account the development of the latest media);
- *the priority of moral and ethical values* (aimed at the protection of public morality and human dignity, opposes cruelty and various forms of violence);
- *respect for national traditions* (aimed at the development of national culture);
- *civil orientation* (contributes to the development of civil society, relies on the potential of public associations and associations);
- *aesthetic endowment* (uses the best achievements of various forms of modern art and aesthetic education by means of visual arts, music, fiction, cinema, folklore practices);
- *productive motivation* (emphasis on the creative perception of media and the development of the individual's ability to create his own media production are combined) [2].

The priority directions of media education in the Ukrainian educational environment mean its implementation in all components of the continuous education system in Ukraine (media education in preschool, school, extracurricular, media education in higher education, media education by means of media) [2, p. 14-15].

The following stages were identified as the main ones in the implementation of the Concept:

1. experimental stage (2010-2016): conducting an experiment on the introduction of media education in general educational institutions; development of educational programs and organization of professional development courses for the training of media pedagogues on the basis of higher educational institutions and institutions of the post-graduate pedagogical education system; coordination of the efforts of scientists and pedagogues-initiators for the experimental expansion of media educational practices at all levels of schooling, preschool, out-of-school education and adult education [2, p. 14-15];

2. the stage of gradual rooting of media education and standardization of its content (2017-2020): organizing a wide public discussion of the results of the experimental implementation of media education in pedagogical practice, taking into account the identified risks and resources, continuing the formation of positive public opinion; development and approval of state standards and educational programs for the professional training of teachers, psychologists, employees of extracurricular institutions and other professions in media education specializations, which establish requirements for the content, scope and quality of lifelong education; organization of systematic improvement of media information literacy of pedagogical personnel, creation of methodical commissions on teaching media culture courses, conducting professional competitions of media educators, etc. [2, p. 14-15];

3. the stage of further development of media education and ensuring its mass implementation (2021-2025): scientific, methodical and organizational support for the process of mass implementation of media education in preschools, vocational schools, post-secondary educational institutions and universities, extracurricular education institutions based on the analysis of practical problems, exchange of experience, implementation of appropriate psychological and pedagogical support; the introduction of a media education component into the curricula of higher schools and postgraduate education in the humanitarian training of specialists of all profiles; development

of applied research topics on improving the effectiveness of media education to provide scientific support for its implementation [2, p. 14-15].

The question of defining the concept of «transversality» for the formation of transversal competences in the process of training a future teacher in higher education institutions in Ukraine was considered in the scientific investigations of researchers O. Matvienko, T. Olefirenka, L. Popova and others. «The competitiveness of future specialists depends on the quality of their mastery of knowledge, the culture of communication, the ability to think and act in accordance with the requirements of the modern labor market. Institutions of higher education are designed to create conditions for the training of innovative specialists who possess transversal competences and are able to ensure personal transversality – a new historical form of universality within the global world society» [10, p. 52].

In our opinion, the mastering of the basics of media education and media literacy by the future specialist will contribute to the formation of transversal competencies in the process of forming the professional identity of the future teacher [7]. The change in the paradigm of higher education in Ukraine proves the need to modernize the system of professional training of future teachers; highlights the urgent need to develop a deep understanding of the phenomenon of media education and media literacy as an actual component of the transversal skills of a competitive specialist in the modern labor market.

Conclusions and perspectives. Thus, in the system of continuous training of the future teacher, improvement of his professional skills throughout his life, the process of forming media literacy is particularly important, as an actual component of the transversal competence of a modern teacher. The introduction into the educational environment of the methodological foundations of the formation of media literacy will allow the preparation of qualified specialists of a new level who will be capable of independent creative activity in the media environment. will be able to critically analyze and rethink available media resources, will be competitive in the modern labor market.

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