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# MEDIA EDUCATION: MODERNISATION OF HIGHER EDUCATION

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The article deals with the currently important issue of media educational technologies use in training students in higher education institutions. The terms "media education", "media educational technologies", "media educational environment" are clarified. The basic goal of the implementation of media educational technologies in the educational process is determined. It includes the training of qualified audience for media, capable to use the cognitive potential of informational activity related to the accumulation, analytical and synthetic processing, creation and exchange of information as well as the development of highly qualified and creative personality, ready to acquire the knowledge during his lifetime independently, quickly adapting to changes in the information-saturated environment. The article is also focused on defining the most optimal way of preparation of students with the help of media educational technologies. The usage of media educational technologies leads to the formation of new models of learning, considerably expands and diversifies the learning content, methods and organizing forms of the educational process. Special attention is paid to the main features and characteristics of global, regional, individual media environments. The experience of the scientists suggesting the different ways of formation of media educational environment is analysed. The aim, conditions and main principles of formation of higher school's media educational environment are determined.

**Key words:** media education, media educational technologies, media educational approach, media educational environment.

**Introduction**. In recent years, the issue of implementation of media education and its technologies in the educational process of high school has been extensively studied in scientific literature. The most important factors specifying the need for the implementation of media educational technologies in the professional training of future specialists are following: the shift from industrial to information society and its impact on the all-round professional development of a personality; a reform of higher education system in Ukraine, the formation of a single European educational space; the labor market and educational services harmonization.

**The purpose of the article** is to describe the capacity of media education, as well as to analyze the peculiarities of its implementation in the educational process and to unlock the potential of media educational technologies in professional training of students in higher education institutions.

**Media education as the factor of modernization and improvement of higher education quality.** Nowadays, the task of the higher education institutions is to form a well-rounded personality, an expert capable of critical thinking and problem solving, ready to acquire the knowledge during his lifetime independently and adapt to ongoing global changes. It has become increasingly clear that the formation of such a personality shouldn't be provided only within traditional training. Therefore, it is necessary to use the latest effective methods that can ensure the active development of media education in Ukraine with the defined objective to develop critical thinking skills, media literacy and media competence of the personality.

According to the definition given in the UNESCO documents, "Media Education

– deals with all communication media and includes the printed word and graphics, the sound, the still as well as the moving image, delivered on any kind of technology;

– enables people to gain understanding of the communication media used in their society and the way they operate and to acquire skills using these media to communicate with others;

– ensures that people learn how to analyse, critically reflect upon and create media texts; identify the sources of media texts, their political, social, commercial and/or cultural interests, and their contexts; interpret the messages and values offered by the media; select appropriate media for communicating their own messages or stories and for reaching their intended audience; gain or demand access to media for both reception and production.

Media education is part of basic entitlement of every citizen, in every country in the world, to freedom of expression and the right to information and is instrumental in building and sustaining democracy" [5, p.152].

Media education, then, is one of the few instruments which teachers and students possess for beginning to challenge the great inequalities in knowledge and power which exist between those who manufacture information in their own interests and those who consume it innocently as news or entertainment [9, p.11].

In the new multimedia environment, media literacy is arguably more important than ever. Nowadays, the faculty and staff in universities and institutes support the concept of media education. Therefore, we need to train students to become critical media consumers, develop students' knowledge and experience of the media and their critical awareness of contexts of media texts.

With reference to McLaren (1988), the aim of media education is to attain **three interacting levels of media literacy**:

–   Functional literacy: pupils decode the symbolic audio-visual and print sign systems of the media; and they have the technical skills to operate the media and even to be creative. Media educators also talk about creative literacy here.
–   Cultural literacy: pupils have knowledge and understanding of a range of media forms and texts.
–   Critical literacy: pupils can interpret, take pleasure in, and analyse the forms, ideas and values in media texts and processes [11, p.2].

The development of media education in Ukraine is based on global experience covered in various international documents, recommendations and resolutions, notably the "Grünwald Declaration on Media Education", the resolution of UNESCO on development of critical media education, Paris (1989), Seville conference "Youth Media Education", UNESCO media education program, Paris,   European Parliament Resolution on Media Literacy in a Digital World (2008), etc.

The issue of implementation of media education and its technologies in the educational process of the higher education institutions is considered by I. Chemerys, A. Fedorov, N. Kirillova, E. Muryukina, H. Onkovych, O. Yanyshyn, I. Zhylavska, and others.

David Buckingham, draws upon the Grunwald Declaration, and highlights **three key emphases of Media Education:**

–   Media education is concerned with the *full range* of media, including moving image media, radio and recorded music, print media, and the new digital communication technologies. It aims to develop a broad-based 'literacy', not just in relation to print, but also in the symbolic systems of images and sounds.
–   Media education is concerned with teaching and learning *about* the media. This should not be confused with teaching *through* the media – for example, the use of television or computers as a means of teaching science, or history. Media education is not about the instrumental use of media as 'teaching aids'.
–   Media education aims to develop *both* critical understanding *and* active participation. It enables young people to interpret and make informed judgments as consumers of media; but it also enables them to become producers of media in their own right, and thereby to become more powerful participants in society [4, p.2].

The main foreign teachers and researchers of media pedagogy such as K. Bezelhet (C. Bazalgette), E. Khart (A. Hart) and others suggest that **media education should be based on the study of the so-called six "key aspects"**:

–   Media Agencies (who produce a text; roles in the production process; media institutions; intentions and results);
–   Media Categories (different media (television, radio, cinema, etc.); forms (documentary, advertising, etc.); genres (science fiction, soap opera, etc.); how categorisation relates to understanding;
–   Media Technologies (what kinds of technologies are available to whom; how to use them; the differences they make to the production process as well as the final product).

– Media Languages (how the media produce meanings; codes and conventions; narrative structures);
– Media Audiences (how audiences are identified, constructed, addressed and reached; how audiences find, choose, consume and respond to texts);
– Media Representations (the relation between media texts and actual places, people, events, ideas; stereotyping and its consequences) [4, p. 9 - 10; 11].

There are several **approaches to the implementation of media education in the educational process**: the integrated approach (through traditional disciplines figurative arts, history, literature, music, etc.); the optional approach (the organizing of study groups, clubs, sections, etc.); the specific approach (organization of special courses).

A modern pedagogy considers the technologies of media education to be the one of effective methods for the improvement of training and education quality. We agree with the view point of H. V. Onkovych, who defines the technologies of media education as a separate part of pedagogy called media didactics. Media didactics develops a theory of media education and training, theoretically substantiates the content of media education and studies the regularities, principles, methods and forms of training organization with the assistance of media products and mass media. The technologies mentioned above embody the principles of humanization of education and contribute to the intellectual, cultural, spiritual and moral level of the future expert [3; 10].

While analyzing the technologies of media education, two basic approaches to its understanding and practical implementation should be distinguished: 1) as a part of media didactics exploring the peculiarities of training with the help of media; 2) as a real learning process, within which the problems of media education are solved.

The usage of media education technologies in educational process performs the following functions: informatization of educational process (the access to various sources of information); activization of students' learning and cognitive activity, increasing of students' motivation to education; interactive learning; monitoring of educational process, improving the efficiency of educational material assimilation by students, enhancing the creative activity and so on.

**Creating a media educational environment of the education institutions.** The formation of media educational environment is the essential component of media education. The interaction with media educational environment provides the person with all the necessary conditions for conscientious work with different types of information as well as its searching, processing, creating, distributing, and using.

N. Kirillova states that the media environment is a set of social, economic and spiritual conditions, within which the media culture operates. The media environment is a sphere that connects people with the world. It informs, entertains and promotes certain moral and aesthetic values, and has an ideological or organizational impact on the worldview and social behavior of the person by means of mass communication (press, radio, television, video, cinema, computer channels, Internet etc.) [2].

Since, the media environment serves as the educational process, it is relevant to raise the issue of targeted formation of media educational environment, which is closely related to the improvement of educational content, implementation of media education in the educational process, improvement of learning and teaching materials, logistics, training of pedagogical staff and so on.

The formation and technical development of media educational environment can be provided in several ways: 1) improvement of already existing models of media educational environment; 2) creation of own or collective media educational environment; 3) creation of a particular media educational environment of the educational institution by teachers and students.

It is suggested that the components of media educational environment should be divided into two categories: subjects and objects. Subjects include students, teachers and administrators. The activity of subjects of educational process can occur both in the same room and at any distance. The teacher's role within the media educational environment involves the modelling, organizing and coordinating of educational process; media teacher should constantly improve his or her qualifications and creative skills, to have a good command of special knowledge as well as innovation or current developments and to keep pace with the times.

The objects of media educational environment include the media educational resources comprising electronic as well as text, audio, visual and technical resources they function within [1, p. 65]. It should be marked that the content of education must meet the needs of the individual, society and the time, and to satisfy the informational, educational and cultural needs.

The effectiveness of subjects' activity of media educational environment depends on the different forms of classes. It should be mentioned that different scientists actively use a literary analysis, literary imitation, theatrical and in-role performances as well as artistic and imitative creative exercises during their media educational classes. The analysis of key aspects of media education is the basis for creative exercises [6; 7].

**Conclusions.** Summarizing the results of pedagogical studies on the implementation of media education in the educational process, it is necessary to emphasize the relevance of media education as a technology for training the proper perception of the media, creating the own high-quality media products and forming the media culture of the personality. Media education is the process through which individuals become media literate. One of the goals of media education is not only to provide the future specialists with a desired capacity of knowledge, but to teach them think, analyze, evaluate and produce media.

A media literate person is expected to have the following competences in the 21st century:

1. Critical awareness of the media impact: to be aware of the influence of the media on individual's life and on the society as a whole.

2. Understand the operation of the media and the techniques used by the media.

3. Media analytical skills: to master the skills to analyze various kinds of media messages (particularly the hidden messages).

4. Critical appreciation of the media: to use a critical standard to evaluate media performance and appreciate those outstanding media products.

5. Learn through the media.

6. Creative expression.

7. Monitor and influence the media: to be able to voice out one's opinion about the performance of the media and ask for improvement.

8. Practice media ethics as responsible prosumer: People in the age of Web 2.0 are both media producers and consumers so they need to practice media ethics when they are engaged in media production.

9. Wisely and constructively apply what has learned from the media to everyday life [12, p. 3].

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**Н. М. Духаніна. Медіаосвіта: модернізація вищої освіти.**

У статті обгрунтовано необхідність впровадження медіаосвіти у педагогічний процес вищої школи. Проаналізовано поняття "медіаосвіта", "медіаосвітні технології", "медіаосвітнє середовище". З'ясовано, що основними умовами впровадження медіаосвіти в педагогічний процес є: формування стійкості особистості до маніпулятивного впливу засобів масової комунікації; орієнтація на психологічний, інтелектуальний і культурний медіарозвиток (формування медіасприйняття, художнього смаку, розвитку критичного мислення, творчих здібностей, умінь та навичок аналізу медіатекстів, компетентне створення власної медіапродукції тощо); розвиток і реалізація системи безперервної освіти; розроблення навчально-методичного комплексу з медіаосвіти; удосконалення змісту, методів, форм навчання та самонавчання із застосуванням технологій медіаосвіти. Визначено особливості застосування медіаосвітніх технологій у педагогічному процесі. Зазначено, що їх використання призводить до утворення нових моделей навчання, значно розширює і урізноманітнює зміст навчання, методи та організаційні форми  навчально-виховного процесу. Проаналізовано особливості формування медіаосвітнього середовища навчального закладу.

**Ключові слова:** медіаосвіта, медіаосвітній підхід, медіаосвітні технології, медіаосвітнє середовище навчального закладу.

**Н. М. Духанина. Медиаобразование: модернизация высшего образования.**

В статье обоснована необходимость внедрения медиаобразования в педагогический процесс высшей школы. Проанализированы понятия "медиаобразование", "медиаобразовательные технологии", "медиаобразовательная среда". Определено, что основными условиями внедрения медиаобразования в педагогический процесс являются: формирование устойчивости личности к манипулятивному воздействию средств массовой коммуникации; ориентация на психологическое, интеллектуальное и культурное медиаразвитие (формирование медиавосприятия, художественного вкуса, развития критического мышления, творческих способностей, умений и навыков анализа медиатекстов, компетентное создание собственной медиапродукции и т.д.); развитие и реализация системы непрерывного образования; разработка учебно-методического комплекса по медиаобразованию; совершенствование содержания, методов, форм обучения и самообучения с применением технологий медиаобразования. Определены особенности использования медиаобразовательных технологий в педагогическом процессе. Указано, что их использование приводит к образованию новых моделей обучения, значительно расширяет содержание обучения, методы и организационные формы учебно-воспитательного процесса. Проанализированы особенности формирования медиаобразовательной среды учебного заведения.

**Ключевые слова:** медиаобразование, медиаобразовательный подход, медиаобразовательные технологии, медиаобразовательная среда учебного заведения.