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of Dnipropetrovsk Regional Council**Dnipro, Ukraine**orcid.org/0000-0002-7953-7008***MEDIA EDUCATION AS A STUDENTS' SOCIALIZATION MEANS IN
MODERN MEDIA SCENE**

Abstract. *Taking into account the rapid development of the modern world of information and communication technologies and the media system, there is an urgent need for an individual's focused preparation to use this space skilfully and consciously. The article reveals methods, types, techniques and forms of using media education elements in the educational process in order to socialize students in the modern communication environment. The purpose of the research is to consider media education as a means of forming students' media culture in order to develop a creative personality that is ready for life in modern information environment. Media education is a pedagogical direction, representatives of which emphasize the necessity to study the laws of mass communication (press, television, radio, cinema, etc.). Media education should be an integral part of the educational process of children and young people, as media sources and media scene affect them differently. Thus, a focused process of teaching effective and secure interaction with the media as well as education of a conscious personality would ensure the formation of students' media immunity and lead to significant progress in their self-education, self-improvement and self-actualization. The urgency of this process is explained by the fact that in the context of globalization and information society, mass media often have a decisive influence on the way people perceive the world. Teachers of general secondary, vocational, technical and higher education institutions should be involved in the implementation of this process. In the future, further studies will allow us to identify and substantiate the trends and directions of teacher training who will contribute to the development of media literate professionals.*

Introduction.

The rapid development in the modern world of information and communication technologies and the mass media system urgently requires an individual's focused preparation to use this space skilfully and consciously. Since interaction with various media sources (press, radio, cinema, television, and Internet) takes much free time of modern youth, media has a powerful and controversial impact on the education of the younger generation, often becoming a leading factor in its socialization, spontaneous social learning. Therefore, there is an urgent need for the development of media education, one of the main tasks of which is to prevent human vulnerability to media violence and to provide productive socialization in today's information space. Particularly the defined problem concerns children and adolescents. The foregoing leads to the search for ways and directions of the teacher's activity in order to the student's successful socialization in the modern communication environment.

The purpose of our research is to consider media education as a means of forming students' media culture in order to develop a creative personality that is ready for life in modern information environment. Further studies will allow us to identify and substantiate the trends and directions of teacher training who will contribute to the development of media literate professionals.

The objectives of the research are:

- to define scientific approaches to understanding the concepts of "information environment", "media literacy", "media culture", "media education", "media text", "socialization";
- to consider effective methods, types, techniques and forms of using media education elements in the educational process in order to socialize students in the modern communication environment;
- to outline the ways of effective use of media education during the classes of the Ukrainian language and literature and to find out the advantages of using media education.

1. A formative stage of media education as a direction of modern pedagogy

International concepts related to a formative stage of media education are being implemented to some extent in Ukraine. Let us pay attention to S. Honcharenko's research [1, p. 203], who defined the notion of "media education" as "a direction of pedagogy, which representatives think it is useful for students to study the laws of mass communication (press, television, radio, cinema)". The same definition is given in the sociological-pedagogical dictionary edited by V. Radul [2, p. 131].

According to the pedagogical dictionary edited by M. Yarmachenko, "Media education is a direction of modern pedagogy which involves studying the laws of mass communication (press, radio, television, cinema, video) by students, preparing them for life in the modern information world, mastering the skills of learning and processing various information, especially with the help of technical means" [3, p. 311].

The problem of media education has recently attracted attention of Ukrainian scientists and become the subject of their research works. Thus, A. Lytvyn believes that "media education is a study on the base and with the help of media, the overall goal of which is developing media literacy, the ability to critically perceive media messages" [4, p. 131]. At the same time, he focuses on S. Honcharenko's thesis that "the main task of media education is to prepare a new generation for life in modern information conditions, to perceive and understand different information, to realize the consequences of its impact on the psyche" [1, p. 200]. B. Potiatynnyk has devoted his research to the concept of "media education" and defines media education as "a scientific and educational sphere of activity, which aims to help an individual to form a psychological protection against manipulation or exploitation by the media, as well as to develop / instill information". According to the scientist, media education is "aimed at mass mastering of basic journalistic skills and the latest technologies, as well as on the protection of individuals from excessive aggressive information environment" [5, p. 8].

The Modern Encyclopaedia of Education states that "media education is a technical means of creating, recording, copying, duplicating, storing, distributing, perceiving information and exchanging it between a subject (an author of media texts) and an object (mass audience), and namely: print, photography, radio, cinematography, television, video, multimedia computer systems, including the Internet" [6, p. 17].

If we turn to the "Ukrainian Pedagogical Dictionary", then we learn that "media education is a direction in pedagogy; the representatives of this direction advocate the study of the laws of mass communication (press, television, radio, movies, etc.) by all students".

We also refer to the tutorial "Visual Media Culture of Students" by N. Cherepivsky, which presents cognitive methodological and practical material on media education, media creation, media hygiene and media perception. One of useful guides is supposed to be "Media education and media literacy", which discusses the general information about media education and media literacy as educational categories, describes the main theories of media education, factors that influence the formation of media culture of personality [7].

The Oxford Encyclopaedia defines media education as a subject connected with the knowledge of how media texts are created and disseminated, and the development of analytical skills for interpreting and evaluating their content. A media literate (media-competent) person has a developed ability to perceive, analyse, evaluate and create media texts, to understand the social, cultural and political context of media functioning in the modern world, the code and representation systems used by the media. Media literacy acquired in the process of media education helps a person to actively use the possibilities of the information field of television, radio, video, cinematography, press, Internet, helps him to better understand the language of media culture.

Satellite and digital TV, video recording of various texts, cinema, computer and cellular communications, Internet, radio, newspapers, magazines influence the formation of values and personal outlook. The realities of modern world and the future depend to

a large extent on professionals who fully perceive and are able to select secure and personally meaningful media information: critically reflect, analyse and evaluate it, express their own independent stance on any media texts, create their own media texts, professional-pedagogical activity, learn different forms of communication through technical means. These traits relate to media competence and media culture of the individual; D. Alverman, J. Moon and M. Hagood [8, p. 164] admit it ensures realizing how media texts help to understand the world in different social, economic and political situations [13].

Thus, to form social consciousness and outlook of media users, we need scientific and methodological integration of theorists, practitioners, and state structures as well as defining the main directions of development of media pedagogy, its coordination with journalism, cultural studies, and sociology.

In our opinion, the main tasks of media education are preparing a new generation for life in modern information conditions, “perception and understanding of different information, awareness of the consequences of its impact on the psyche, etc.” [8, p.131].

2. The current stage and prospects of media education development in Ukraine

The National Academy of Pedagogical Sciences of Ukraine constantly initiates introducing media education into the educational process of educational institutions. On April 3, 2013 there was a methodological seminar of the National Academy of Pedagogical Sciences of Ukraine “Media Education in Ukraine: Scientific Reflection of Challenges, Practices, Prospects”, devoted to considering a wide range of issues related to the formation of media education in Ukraine, preparation of children for effective interaction with the modern information space. In general, throughout the course of the methodological seminar, its participants were focused on solving strategic problems of media education in Ukraine, emphasizing the need of including disciplines of media education (Media Culture, Media Education / Media Literacy, Media Psychology, etc.) elements into curriculum of professional training of students from different specialties within communicative elements of industry standards of educational and qualification characteristics of a specialist (organization of personal activity as a part of team work, choice of communication strategy, etc.) and educational and professional programs of specialist training (blocks of content modules of humanitarian and socio-economic training); purposeful introduction of media education innovations, in particular those that have been tested by scientists of the National Academy of Pedagogical Sciences of Ukraine, as well as support of active participation of pupils of secondary schools and students while carrying joint search of forms and means of media education that meet the needs of the younger generation.

A person becomes a subject of social relations since his/her birth, develops under the influence of the environment, and acquires relevant social experience. Therefore, each community faces the problem of creating conditions for social education and social development of children and young people [14].

Despite the fact that the socialization of the individual is considered to be psychological (B. Ananiev, O. Asmolov, I. Bekh, D. Elkonin, R. Nemov), sociological (I. Kon, Y. Shchepansky), and pedagogical (A. Mudryk, V. Sukhomlynsky) problem, the common idea reveals the interpretation of this phenomenon as a process of adaptation to the environment through the assimilation of norms and rules of behaviour set by society.

Based on the research of A. Mudryk, who takes the process of socialization as "the process of an individual's integration into society, into various types of social communities (group, social institute, and social organization) by assimilating elements of culture, social norms and values which are the basis of forming socially significant traits of personality" [9, p. 36–59], we agree that modern society is informational and that the functioning of educational systems is impossible without the means of information and communication technologies. As young people (since pre-school age) are involved in the information and communication environment, there is an objective problem to effectively continue their integration into it. They have not got a significant life experience yet; they are still prone to blind imitation of attractive images. There is a big problem connected with virtual interactive games. All over the world, children and teenagers are often identified themselves with images (avatars) in these games, turning real success and fighting for a worthy place in their social group for ghostly titles and gains. But, of course, this does not mean that you need to hide in a shell and isolate yourself from information flows. Now this is not possible. "Surfing the Internet, students are immersed in a special, virtual world. To find necessary information, young people turn to virtual sources (the Internet, computer guides and encyclopaedias) more often than to ordinary books and manuals. The computer world, including the gaming world, opens up opportunities for today's young generation [6, p. 59]". It is an important source of information: a pupil or a student can find and read virtually any book he/she needs, written in any language, or search for keywords on an exciting topic.

Computer is a form of fun and relaxation. Playing computer games, listening to CDs, watching movies are all accessible to any pupil or student.

One of the advantages is that computer technology can be used as a learning tool. It includes distance learning, studying scientific data, directories, maps, and "downloading" essays which is so familiar to almost every participant in the educational process. The availability of any information, novelty, great entertainment, virtual reality closeness to emotional and aesthetic canons, etc., explains the continuing popularity of the computer world. It is known that in order to develop motivation to the learning process, it is necessary to activate learning and cognitive activity, expand the range of cognitive interests. Cognitive activity at school age is quite high, it includes the curiosity of a child, who asks many questions, seeks to learn new things about familiar objects and phenomena of the world around, but at the same time, a large amount of new information can cause fatigue, pupils' and students' loss of interest and the desire to switch over to a different kind of activity.

Thus, media education has a great influence on forming cognitive activity and media culture during the educational process. Experts consider integration of media literacy in other subjects to be the most effective direction. This is widespread in countries with advanced media education, particularly in Sweden, the United States. The easiest way is to integrate media education into computer science and computer literacy classes. That is, more attention can be paid to cyber security, students can be told about the modern programs through which they can create media products. The second option is to combine it with literature classes, involving the topic of cinema and theatre [6, p. 200].

Taking into consideration all above, we agree with the Ukrainian researcher I. Dychkivska, who noted that “the main tasks of media education are to prepare students for life in the information society, to develop the ability to use information in any form, to realize communication and to understand media influence on the human” [10, p. 341]. A. Lytvyn’s opinion is almost similar: the researcher thinks “the task of media education while forming a critically thinking, socially active, communicative personality, who easily and consciously operates in the media space. Firstly, media education must protect against the potentially harmful effects of the media, and, secondly, grow such a media consumer who can effectively satisfy his/her interests by using mass media” [4, p. 59]. A person should be able to handle information.

There are enough theories worked out. Even the real mechanisms of realization of the conceived are thought out. But is this enough in practice? Although the development and adoption of the Media Education Implementation Concept in Ukraine is an important component of the modernization of education, unfortunately today the results are not very comforting today. There are some theoretical developments in the field of media education in Ukraine.

But it should be noted that, firstly, in Western countries there is a stable media education practice that can and should be guided, secondly, the theoretical developments of the majority of Ukrainian scientists are aimed, in most cases, not at the critical thinking formation and autonomous media personality (as in many Western countries), but at mastering the media equipment and using the media in the educational process. Media education remains fragmented and is usually chaotic.

3. System of media education activities

Regarding the development of modern world, future societies will increasingly rely on information and communication technologies: web technologies, cloud-based computing and big data, smart phones and the Internet of “smart things”, artificial intelligence and other gadgets. Interaction with various media sources takes an increasing share of Ukrainian citizens’ free time, which causes a significant impact of the media on the population, especially on children and young people.

Media has a powerful and controversial impact on the education of the younger generation, often becoming the leading factor in its socialization, spontaneous social learning, becoming a means of distance education and a source of non-formal education.

The implementation of media education activities in the educational institution is entrusted to the teacher, concerns his/her preventive, consulting and social-transformative functions. The first one will ensure forming of a healthy student lifestyle, the prevention of negative phenomena in the student environment, which includes computer addiction.

In order to form a student's value orientations in the media space, it is necessary for a teacher to have *a system of work tools* that would form the norms and culture of communication (including in the process of Internet communication), cultivate a body culture and culture of behaviour [11, p. 36].

Media education can include:

- 1) media didactic material in the form of visual media texts (photographs, advertising and music videos, documentaries and feature films of patriotic content);
- 2) methods of organizing classes in an integrated format of trainings and media clubs (joint watching a video, reflective and analytical work during the perception or discussion of the revised);
- 3) applying special methods and techniques of developing reflection of emotions, feelings and analytical or critical comprehension of the perceived [12, p. 36].

Therefore, to form harmonious relations with the surrounding world, it is advisable to organize extra-curricular activities with the use of media education: competitions, exhibitions, projects; "research and creative work on studying history, culture, customs, and historical values of the native land using computer technologies. Adults' attention, educators' systematic and purposeful work in the outlined field will help to realize the modern students' potential, form balance in emotional and intellectual development of the world, personal and public position" [6, p. 36].

The decisive priorities for practical work should be based on a person-centred approach, individualization and differentiation of learning. Orientation to a particular student, his/her potential as a partner who consciously acquires knowledge, develops abilities, gains experience of communication in dialogue, reasonably defends his/her opinion [15, p. 40].

Studying language and literature, students have the opportunity to learn: "to analyse, critically reflect and create media texts; identify sources of media texts, their political, social, commercial, cultural interests and context; interpret media texts and values that the media bring; select the appropriate media to create and disseminate their own media texts and to attract the interested audience; allow free access to media for consumption and production of own media products" [6, p. 39–59]. The more positive experience a student will have while the learning process, the easier it will be for him / her to adapt in the modern world. Students are co-authors of educational process.

They are involved in it as active participants; they create a media product based on the results of their research activities in the content of a literary work, while developing the characteristics of a hero or the biography of a writer. This effective form helps us to generalize, refine, repeat, systematize and create new things grounded on what you have learned. Media education can be implemented at certain stages of the lesson by performing various creative tasks. J. A. Comenius (Czech: Jan Amos Komenský) stated in his work “Didactica Magna” (“The Great Didactic”): “All that is possible should be given for the perception by the senses, namely: visible – for perception by sight, audible – by hearing, odours – by smell, accessible by touch – by touch. If any objects can be perceived by several senses, let them be perceived immediately by several senses”.

At the present stage, the change in priorities, teaching methods and knowledge control are dominant in education. All these ideas are impossible without the use of interactive technologies that are used at the lessons and non-school hours, without the use of computers and multimedia projectors. Such work requires careful training of both teachers and students, but it increases the interest in learning and as a result improves the quality of knowledge on the subject. Nowadays it is impossible to imagine television, radio, Internet without advertising. In the Ukrainian Internet space, book trailers (videos that create a visual image of a book) are becoming increasingly popular. Book trailer is a “short video based on the book, a clip for the book”.

A book trailer is usually created to promote a book, get across an idea, and leave a mark in his mind. At the same time, it should intrigue and prompt the desire to read the book. Its peculiarity is that the story of the book is presented in a figurative, intriguing form. For the vast majority, the duration of a book trailer should not exceed three minutes. A book trailer solves several problems: draws attention to a book and creates a readership [7, p. 36].

A book trailer is a new genre of advertising and an illustrative character that combines literature, visual art as well as electronic and Internet technologies. It motivates young people not only to play games and communicate via the Internet, but to study computer science more deeply and apply their knowledge and skills in practice. Therefore, it is advisable to use the method of “advertising” when studying certain topics in order to motivate learning activities. Students can advertise whether it is a work of fiction, or even a certain section of linguistic science [13, p. 12].

Videos about famous Ukrainian figures, especially created by students, make a big impression on the audience. They discuss together not only the content of the video, but also the technical aspects. This is how cross-curricular integration takes place.

Systematic use of *computer videos and demonstration presentations* develops imagination, abstract thinking, and increases interest in the study material and the subject as a whole. The use of audio and video accompaniment makes literature classes vivid and meaningful.

Therefore, to form and practically implement effective concepts of media education, it is important not only to take into account the current state of information society, but also the philosophical and pedagogical views of theorists and practitioners of educational models of the past, including the use of media in the educational process.

A student, having the ability to solve problems creatively, using computer capabilities, learns to be a competitive member of modern society: creative, intellectually educated, responsible, sociable, and able to solve problems autonomously, independently and effectively apply knowledge in everyday life practice. In such circumstances, the Internet allows us to organize a space where we can not only retrieve information, but also solve many other communicative tasks, that is, to promote the individual's development, not his/her degradation.

Conclusions

Therefore, media education should be an integral part of the educational process of children and young people, as media sources and media space affect them differently. A focused process of teaching effective and secure interaction with the media as well as educating a conscious personality would ensure the formation of students' media immunity and lead to significant progress in their self-education, self-improvement and self-actualization.

Media education contributes to the formation of students' media culture and their socialization in the modern information space. The urgency of this process is explained by the fact that in the context of globalization and information society, mass media often has a decisive influence on the way people perceive the world. Media education is designed to empower the individual through self-critical media communication training. Systematic use of *computer videos and demonstration presentations* develops imagination, abstract thinking, and increases interest in the study material and the subject as a whole. The use of audio and video accompaniment makes literary classes vivid and meaningful.

The decisive priorities for practical work should be based on a person-centred approach, individualization and differentiation of learning. Orientation to a particular student, his/her potential as a partner who consciously acquires knowledge, develops abilities, gains experience of communication in dialogue, reasonably defends his/her opinion.

We think the main tasks of media education are to prepare the next generation for life in modern information conditions, to perceive and understand various information, to realize the consequences of its impact.

Prospects for further research are considered to be the identification and substantiation of vectors in teachers' training that will contribute to the formation of media literate professionals. Teachers of general secondary, vocational, technical and higher education institutions should be involved in the implementation of this process.

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