

MEDIA COMPETENCE FORMATION OF STUDENTS IN THE PROCESS OF TEACHING THEORETICAL DISCIPLINES

Victoria Barkasi

Ph.D. in Education, Associate Professor at the Department of the English Language and Literature, Mykolaiv Vasyl Sukhomlynskyi National University, Ukraine
e-mail: vvbarkasi@gmail.com, orcid.org/0000-0003-1112-2209

Tetyana Filippeva

Ph.D. in Education, Associate Professor at the Department of the English Language and Literature, Mykolaiv Vasyl Sukhomlynskyi National University, Ukraine
e-mail: filippjeva@gmail.com, orcid.org/0000-0003-4536-0141

Summary

The article highlights the problem of formation of media competence of a modern student in the process of studying theoretical disciplines. Media competence is seen as a set of knowledge, skills, abilities, facilitating the using, critical analysis, evaluation, creation and transmission of media texts. It is proved that a graduate of a higher education establishment must use traditional and modern information technologies to meet the level of a modern specialist. In the development of modern society, a modern teacher must have the skills to use media resources in his work, follow the media information about existing media products for educational purposes, possess the ability to use it effectively in the educational process. Options for the use of media products in the educational process through the study of theoretical disciplines are considered. The reasons for the need to introduce media education into the educational process are determined. The main provisions of the Concept of Media Education in Ukraine are analyzed.

Keywords: media, professional skills, media competence, media literacy, media product, media education, theoretical disciplines.

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1. Introduction

The actual problem of developing an individual culture of media consumption is one of the most important in the field of education and requires thorough research. The lack of traditions of conscious media consumption and effective processing of information negatively affects the quality of the educational process. Within the framework of educational institutions, it is necessary to purposefully develop a culture of information consumption, to form general cultural competencies and critical thinking among students, as well as media competencies.

Theoretical and methodological principles of the work were monographs and articles by Ukrainian and foreign scientists. Different aspects of media education such as the importance of media education, the introduction of media education into the educational process, the use of media technologies, the formation of media competence, etc. were studied by Ukrainian researchers D. Bachinsky, L. Bidenko, O. Burim, N. Cherepovska, Dychkivska, I. Donina, Yu. Echkalo, Y. Gorun, R. Gurevich, V. Ivanov, V. Kravchuk, M. Kuzmina, A. Kulyok, I. Levshina,

K. Lemkivska, A. Lytvyn, O. Mokroguz, L. Naidyonova, G. Onkovich, B. Potyatinnik, G. Pocheptsova, A. Sulim, O. Voloshenyuk, O. Zima. Significant studies of this problem were made by foreign scientists: P. Auderheid, D. Considine, G. Ferrington, D. Hilli, M. Kerry-Tash, V. Kilpatrick, D. Robinson, K. Tyner and in. (USA), N. Andersen, A. Caron, B. Duncan, G. McLuhan, O. Melli, D. Pangente, L. Roser et al. (Canada), K. Bazalget, D. Buckingham, D. Graham, E. Hart, A. Hawkingson, A. Kerr, R. Kolins, S. Livingston, L. Masterman, B. Moore, R. Volting, K. Worsnop. (UK).

The issues of media literacy have been relevant over the past decades. In this article we analyze the possibilities of using media education and the formation of media competence in the course of teaching theoretical disciplines as the basis for the formation of basic knowledge of both specialized and general disciplines.

The aim of the study is to analyze the relationship between media education and media competence and to determine the role of media competence for a modern student. According to this goal, we set the following tasks: on the base of the Concept of Media Education in Ukraine to analyze the reasons for the need to form students' media competence; to determine the ways of formation of media competence in the process of studying theoretical disciplines; to consider the means and ways of forming all components of media education in the process of higher education in Ukraine.

In modern philosophy, information is considered as processed, organized and structured data. It provides context for data and enables decision making processes. The number of options for interpreting information is limited by the level of the development of people's culture. Information is an integrated concept. It can be considered in the systems "cognitive object – cognizable object", "controlling object – controlled object", "training object – learnable object" (Sulim, 2011).

The use of information and communication technologies and the Internet allows young people to actively master new means of communication and obtain information. At the same time, the younger generation has little social experience to adequately understand the rather symbolic and ambiguous media information, and in the context of education, the adaptation of young people to life in the era of the information explosion is not sufficiently updated. High school students and university students are often not ready to integrate into the expanding global information space. Their search on the global Internet is limited, as a rule, to entertainment resources and is aimed at chaotic communication. In modern educational processes, students more and more often prefer the use of texts from the Internet to textbooks and books. This method of obtaining information poses the problem of developing critical thinking and competencies of young people, as well as ensuring their safety. So, in modern conditions of training, development and education in the context of the global information and media space, there is a need to develop media competence among the younger generation.

By introducing special educational programs for the formation of media competence at the university, it is possible to achieve a harmonious balance between the growing volumes of mass media and collective educational values.

Scientific facts and technologies acquire positive social meanings, provided that root or traditional values are preserved and dominate in the individual and collective consciousness. This can be done within the framework of the educational space, systematically developing a kind of information culture in society and forming general cultural competencies that increase awareness of perception and critical evaluation of media products (Bachynskyi, 2018).

Media means of communication play an increasingly important role in people's lives and in the educational process, therefore, the intensive development of media education is

necessary. The concept of "media education" arose as a result of the significant influence of the media on the formation of social and scientific thought. This definition was first used in 1973 at a meeting of the UNESCO Information Sector and the International Council for Film, Television and Audiovisual Communication (*Ivanov, Shkoba, 2012*).

According to L. Masterman, one of the consultants of the Council of Europe and UNESCO, media education is relevant because it reflects:

- superabundance of the modern world of media (television, radio, newspapers, magazines, video games, etc.);
- the impact of mass media on human consciousness;
- creation and dissemination of information, development of information flow control devices;
- the growing influence of media education on the development of democracy in the world;
- growing importance of visual communication and information;
- emergence of "information economy". turning information into a commodity, its privatization (*Masterman, 1999*).

In Ukraine, the first important step in this direction was the Concept of Media Education (*Kontseptsii vprovadzhennia media-osvity v Ukraini, 2010*).

O Zima emphasizes that among the main tasks set in the Concept which was developed for the introduction of media education in Ukraine, one can single out such components as media information literacy; media immunity of the individual; reflection and critical thinking; ability to media creativity; specialized aspects of media culture, in particular visual, auditory and musical media cultures; developed aesthetic tastes regarding art forms; mediated mass media; modern trends in media art, etc. (*Zyma, 2018*). The researcher notes that the use of certain media educational elements in higher education institutions contributes to the formation of media competencies and media culture, to the prevention of human vulnerability to media manipulation and media violence, to an escape from reality, and to the prevention of the spread of media addiction. "Media literacy allows you to resist the aggressive media environment and destructive media-information influences, ensures psychological well-being when consuming media products, provides media awareness, the ability to select the right information, bypass information "garbage", protect against potentially harmful information based on direct and hidden influences" (*Zyma, 2018: 180*).

So, media education is a component of pedagogy aimed at implementing the process of personality development with the help and on the material of mass communication (media) in order to form a culture of communication with the media, creative, communicative abilities, critical thinking, the ability to qualitatively perceive, interpret, analyze and evaluate, teaching various forms of self-expression using media technology.

The main tasks of media education are: preparing a new generation for life in modern information conditions and for the selective perception of different information; teaching a person to understand it, to realize its consequences on the psyche; mastering the methods of safe communication based on non-verbal forms of communication with the help of technical means.

Council of Europe documents define media education as training that seeks to develop media competence, understood as a critical and thoughtful attitude towards media, with the aim of educating responsible citizens who are able to express their own thoughts based on the information received.

2. Media competence as a quality of a media literate person

Media competence as a quality of a media literate person is the result of media education, which helps a person to actively use the possibilities of the information and educational field – television, radio, video, press, the Internet – forms a culture of communication, develops creative, communication skills, critical thinking, the ability to perceive, interpret, evaluate media texts, to teach different forms of self-expression with the help of educational technologies, including media technologies. It is media competence that develops the skills of professionally oriented critical thinking, which help to make independent judgments and make competent decisions in response to information transmitted through mass communication channels. (*Sulim, 2011*).

The media education aspect of pedagogy was formed in the second half of the 20th century, when the problem of preparing students for life in the information society, shaping their ability to use information in any form, to communicate, to be aware of the consequences of the impact on a person of the media, especially mass media arose (*Dychkivska, 2004: 352*).

G. Onkovich believes that it is time to talk about media didactics of higher education, since didactics is a part of pedagogy that substantiates and reveals the content of education, methods and organizational forms of education. Media didactics is a set of ordered knowledge about the principles, content, methods, means and forms of organizing the educational process using mass communication materials in teaching media pedagogy or other disciplines that provide the solution of educational problems with the applying of the media. New circumstances require the orientation of higher education towards the comprehensive development of the personality of a specialist in the process of his training. The task of an information age specialist is to develop critical thinking, the ability to analyze and select personally significant information, generalize and use media products in a meaningful way, that is, to be a media-competent person. The scientist emphasizes that the media competence of a specialist is an integral characteristic of a person, which consists of separate private competencies and is a sign of media culture. (*Mediakompetentnist fakhivtsia: kolektyvna monohrafiia, 2013*).

The formation of media literacy is of particular importance for the system of higher language education, because the texts of foreign media are intensively used in the process of training specialists in the field of foreign languages (teachers, translators, specialists in intercultural communication). It is obvious that media literacy is a necessary condition for critical understanding and interpretation of the phenomena of a foreign culture. Therefore, media competence is extremely important for students of language faculties in the aspect of continuous education (*Mediaosvita i mediahramotnist: pidruch, 2012*).

3. Lecture as the main type of educational activity

Within the framework of this article, we will focus on the problem of the formation of media competence among philology students in the process of studying theoretical disciplines. Teaching a foreign language as a specialty involves mastering not only practical knowledge, but also a deep knowledge of the theory of language. The teaching of theoretical disciplines today reflects the development of modern trends in linguistics, in particular, the achievements of such sciences as communicative linguistics, cognitive linguistics, linguo-pragmatics, linguo-cultural studies, historiography of linguistics, intercultural communication, etc. These new vectors in the study of language theory require serious and thorough elaboration, as they involve the use of new approaches to revealing the focus and content of academic disciplines. The updated

program of academic disciplines requires updated types of educational activities that reflect a communicative approach to obtaining and consolidating knowledge.

Lectures and practical classes are the main types of educational activities at the university today.

Practical classes are a traditional method of mastering theoretical knowledge, during which presentations on the topic in the form of multimedia reports are heard, a survey and testing with an assessment of the results obtained are conducted.

A practical lesson, according to S. Goncharenko, is a form of a training session in which the teacher organizes a detailed consideration by pupils or students of certain theoretical provisions of the subject and also forms the skills and abilities of their practical application (*Honcharenko, 1997: 268*).

The purpose of lectures is to form an argumentative basis for the subsequent assimilation of educational material by students. Lectures are not a retelling of the content of educational literature, but the ability of a teacher and a student to think, search, and reason together.

Lecture, according to S. Goncharenko is a systematic, consistent presentation of educational material, any issue, topic, section, subject, methods of science.

The main requirements for lectures are scientific, accessible, unity of form and content, emotional presentation, connection with other types of educational activities – seminars, practical classes, etc. (*Honcharenko, 1997: 198*).

On account of the changed sanitary-epidemic and military-political situation in Ukraine, which led to the transition to distance online learning system, some specialists in the field of education have expressed doubts about the appropriateness of using lectures, as a basic form of giving and receiving knowledge, considering them to become outdated. Their reasons to abandon lectures are as follows: the lecture stops independent thinking and leads to the passive perception of other people's opinions; the lecture discourages the desire to learn independently; lectures are needed only if there are no textbooks on a particular topic or there are few of them; some students have time to comprehend the information being outlined, while others can only mechanically write down the words of the lecturer, etc.

However, experience shows that refusing lectures reduces the level of students' training and violates the system and uniformity of work during the semester. At the same time, new modern approaches to the organization of lectures are needed (*Iechkalo, 2011: 261-266*).

The authors of this article believe that the lecture should remain the leading form of organization of the educational process in the study of theoretical disciplines. Lectures should be the main source of information, especially in cases when the material on a particular topic has not yet been included in existing textbooks, some of its sections are outdated, or when certain topics of the curriculum are especially difficult for independent study and require methodological revision. Sometimes on some issues there are conflicting concepts that are difficult for the student to understand. So, some of the advantages of modern lectures are: creative communication between the lecturer and the audience; co-creation, emotional interaction; a lecture is a very economical way of obtaining in general terms the basics for obtaining knowledge; the lecture activates mental activity, if it is well understood and carefully listened to.

Lectures on theoretical disciplines, which are the main source of theoretical training for students of philological faculties, provide a systematic basis for getting scientific knowledge, reveal the state and prospects for the development of science, focus students' attention on the most complex and key issues, stimulate their active cognitive activity, and contribute to the formation of creative thinking (*Kaidalova, 2014*). This is possible with the use of modern forms of lectures that help to form students' media competence. Media competence is the result of

media education and promotes the development of professionally oriented critical thinking, which helps to put together an independent judgment and competent decisions in the form of completely obtained information.

4. The educational potential of modern lectures as a means of developing media competence

The widespread implementation of information technologies in the educational process has led to the emergence of innovative lectures such as a visualization lecture, a lecture with multimedia supplement, a video lecture, etc.

During a visualization lecture the principle of visibility is fully implemented. This type of lecture contributes to teaching students how to convert oral and written information into a visual form, thanks to the systematization and selection of the most significant, essential elements of the content of a lecture.

The ability of visual information to influence the awareness and understanding of new information contributes to the formation of linguo-cognitive skills. This impact can be more effective if the video material is used by the teacher not as a visual commentary on verbal information, but as a set of problematic tasks leading to active mental activity of the learning subjects.

Thus, a visualization lecture is not only the transmission of oral information converted into a visual form using multimedia tools, but also serves as a means of organizing students' intellectual activity. The preparation of such a lecture consists in reconstructing, recoding the content of the lecture or its parts into a visual form for presentation through a computer. The main task of this type of lecture is to facilitate the perception of complex linguistic material as much as possible, when it is necessary not only to take into account key concepts and phrases and basic definitions, but also to be aware of the nature of the relationship between them.

A video lecture can be considered a kind of a visualization lecture. It is a summarized version of a lecture by a leading scientist which is filmed and recorded on disk, supplemented with diagrams, tables, photographs that illustrate scientific theoretical material. Therefore, the visually presented educational material should ensure the systematization of students' knowledge, the implementation of opportunities for analysis and synthesis, classification and generalization of educational material, the creation of problem situations and conditions for their solution, which is important for the process of forming linguo-cognitive skills.

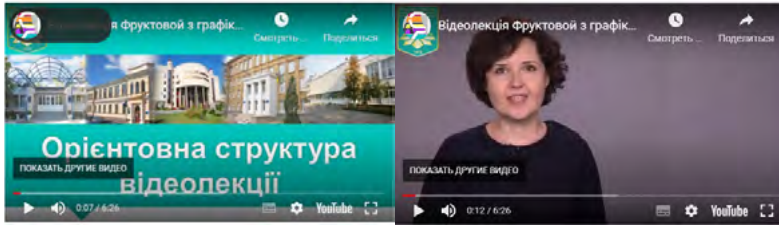
A lecture with multimedia accompaniment is somewhat different from a visualization lecture. It represents a lecture during which the lecturer relies fragmentarily on multimedia tools (whereas a visualization lecture is a series of interconnected video fragments). Thus, a lecture of an innovative type allows intensifying the activity of students; to improve the quality of assimilation of the material, as well as to focus on the most important characteristics of the studied objects from the point of view of educational tasks and goals (*Bidenko, 2020*).

Within this article, we would like to share our experience in organizing a video-lecture as one of the key opportunities for using information technology in the educational process on the topic "English as a Global Language".

The basic principles of organizing a video lecture are discussed in a video created by Ya.S. Fructova.

Before the lecture, students received video materials that briefly reflect the problems that will be considered in the lecture by the outstanding contemporary linguist David Crystal.

Referential structure of the video lecture (<http://ctdn.kubg.edu.ua/orientovna-struktura-videolektsii>)



David Crystal:

Why a Global language?

- A language has traditionally become an international language for one chief reason: the power of its people – especially their political and military power.
- The history of a global language can be traced through the successful expeditions of its soldiers/sailor speakers.

What makes a Global language?

- Not as much with # of those who speak it but rather who those speakers are.
- Latin was an international language not because it was spoken by more people but by the more powerful people.

- Other dominance factors: economic, technological and cultural power.

What is the impact which the Internet is making on language?

- Is the Internet going to be bad for the future of language – technospeak will rule, standards be lost, and creativity diminished as globalization imposes sameness?

or

- Is the Internet enabling a dramatic expansion to take place in the range and variety of language, and is providing unprecedented opportunities for personal creativity?

Such preparatory work created the conditions for better assimilation and understanding the lecture material. At the online lesson, students listened to a fragmentary lecture material

presented in video form. After each video clip, the students and the lecturer discussed the information received, made a brief outline of the lecture passage and expressed their attitude to the problems presented in the lecture

1. Will English Always Be the Global Language

<https://newlearningonline.com/literacies/chapter-1/crystal-on-the-multiplicity-of-the-english-language>



2. The effect of the new technologies on English

<https://www.youtube.com/watch?v=qVqcoB798Is>



3. How is the Internet changing language today? <https://www.youtube.com/watch?v=P2XVdDSJHqY>



4. The Future of Englishes

<https://www.youtube.com/watch?v=MqqlSb9uGUQ>



After the lecture students are given links to reference material and other additional resources. The assimilation of the received information and its concretization and consolidation in the form of knowledge took place at the practical lesson on this topic. The assimilation of theoretical knowledge obtained at the lecture was carried out through the implementation of project work and listening to its results in the form of multimedia reports at the practical lesson. The topic of the formation of media competence in the process of studying theoretical disciplines in practical classes will be considered in more detail in the next article devoted to this problem.

5. Conclusions

Media competence as a quality of a media educated person is the result of media education, which helps a person to actively use the possibilities of the information and educational field, forms a culture of communication, develops creative, communication skills, critical thinking, the ability to perceive, interpret, evaluate media texts, to teach different forms of self-expression with the help of educational technologies, including media technologies.

Consequently, the media competence of a person is a combination of his knowledge, skills, abilities that contribute to the selection, use, critical analysis, evaluation, creation and transmission of media texts in various types, forms and genres, analysis of the complex processes of media functioning in society.

The formation of media competence among university students means achieving a level of media culture that provides an individual with an understanding of the socio-cultural, economic and political context of the functioning of the media, indicates its ability to be a carrier and transmitter of media cultural tastes and standards, and to interact effectively with the media space.

The use of multimedia technology and the formation of media competence activates the teaching process, increases students' interest in the discipline being studied and the effectiveness of the educational process, and allows to achieve a greater depth of understanding the educational material. The use of video in lectures on theoretical disciplines is the basis of a successful and effective lecture. Such an organization of the educational process makes significant changes in the activities as of a lecturer, as of students, it changes their roles and functions. The involvement of multimedia tools into the lecture is only an auxiliary method of teaching and learning, it is not the only source of information for students: the lecturer should play the leading role, as an organizer of the productive and meaningful activities of students in the classroom.

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