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Onkovych G.V.

VECTORS OF MODERN MEDIA EDUCATION DEVELOPMENT

Kyiv, Ukraine

Abstract. *Media education (media education) - active process of development and self-development with the help of material and means of mass communication (media). In one case it is the formation of information literacy (IL), the other - on media literacy (ML). Since this active process usually takes place at the same time, recently another concept has been actualized - media and information literacy (MIL). Some researchers consider it as an umbrella term, comprising many concepts, which include the lexem "literacy". The term "profession oriented media education" now is being enriched with new content. This is due to the fact that media is included in the system of higher education in the preparation of specialists for different industries. In the monograph "Media competence of a specialist" is an example of the introduction of profession oriented education in the training of future specialists for editorial sphere. This is stated in the submitted article.*

Currently the problems of media education are in the focus of educators, journalists, arts specialists, social pedagogues, psychologists, experts from different fields of knowledge. They pay attention to interdisciplinary and increasing interest in this relatively new phenomenon of human knowledge. The author defines vectors of modern media education, predicts its development in the coming years.

Also there is the time to talk about media sociological vector in the development of modern media education. You can expect the emergence of media sociology as a new field of human knowledge.

In the paper author examined the vectors of modern media education, having defined them as profession oriented, media pedagogical, media psychological, media ecological, media sociological. Some of them have already roots in the Ukrainian educational field, formed a new research areas (media psychology, media ecology, media pedagogy, media didactics, etc.), while others just get momentum for separation and development (media sociology, mediocrities).

Keywords: *media education, media education development vector, profession oriented media education, media psychology, media ecology, media sociology, media didactics, umbrella term.*

Only recently, while analyzing the ways of media education development, its theoretical concepts and models developed by teachers, journalists, arts specialists, social pedagogues, psychologists and experts from other fields of knowledge, we paid attention to interdisciplinary and

steady interest in this relatively new phenomenon, we also talked about bright prospects for the media education in future. First there was a strong awareness of educational and training possibilities of the press which later led to a new concept "pedagogic journalism", and then to the concept "media education". Later with varying degrees of persistence we had to distinguish between "journalistic education" and "media education» which are still often used as synonyms (and sometimes it is correct – regarding the journalists' training). Initially three vectors of media education were distinguished – journalistic, media pedagogical and media psychological [5, pp.296 - 302].

Journalistic education is a training of qualified personnel for media industry. And probably we ought to talk about the broader context – media education. The transfer of methodological experience for training mass media professionals into other educational institutions, on its other levels testified to the presence of journalistic (media) vector in media education. One of the bright examples of scientific knowledge advancing in this area one can name I.V. Zhylavskaya research "Optimization of interrelation between mass media and younger audiences based on media strategies and technologies" [4], in which, she focuses on media educational functions of journalism, journalistic important role as a leader in the communicative process. This function means an increase in media competence of mass audience, development of the ability to perceive information contained in the media adequately, use it for social orientation, self-development and self-education, and to involve representatives of different social groups to create socially significant information products.

First of all the development of creative skills is in the focus of attention such as learning to create media products in various forms and genres (it is described in details by experts in media literacy teaching), and second is learning how to use media devices (it is research interests of specialists for the formation of information literacy). So pedagogical factor can not be avoided.

Observing the processes in the field of media education research led us to look more thoroughly at the vector specified as "journalistic" because modern media specialist is not only a journalist. So, perhaps, in this case, one should talk about the broader "media" vector. However, an address of the individual to media devices often means desire even on a subconscious level to self-education, to professional advancing. We have seen it through the author's experience in teaching the course "Media Education" in NTU of Ukraine "KPI" [6], we also realized the need of transforming the concept

"journalistic" vector (which in general can be used in the case when it means training of journalists) in "profession oriented". That practical experience in teaching this course in high school revealed a necessity to distinguish new concepts – profession oriented media education [7; 8] and high school media didactics [10]. Understanding for this distinguishing has come through the use of media devices (and consequently media products) in order to create / enhance / development of professional competence. But perhaps it was the result of further development in the field of media education.

The author's course "Media Education" gave rise to thinking and searching, as in modern Ukrainian high school courses are not taught on media psychology, critical thinking, educational opportunities of comics are not considered... And this is illustrated by examples in the book that proves: media education not only can but must be a separate discipline, interesting to students of any profession.

So, it is the practice that shows profession oriented media education should be implemented for the senior students in high school [7 - 10], to provide students with knowledge on media and information literacy in a way they can independently develop it and use it not only being a student, but throughout life. Any specialist must be media competent and always search texts and forms for media culture enrichment both personal and public.

To make a pupil and a student get used to a permanent address to profession oriented media is one of the objectives of media education as a process for development and self-development on the materials and with the means of mass communication. It is designed to create a culture of communication, the ability to perceive consciously, critically comprehend, interpret media texts with the aim to expand general, sociocultural and professionally relevant knowledge, communication and creativity. It is obvious: this trend tends to education and educational aspects, indicating the presence of teaching (media pedagogic) vector in media education development. This can be effectively illustrated by Taganrog scientific school on media education, created and managed by professor A.V. Fedorov [13].

A lot of examples on achievements in Ukrainian media pedagogic vector can be given. Recently, they are successfully enriched by Ukrainian pedagogues' research due to the support of the Media Foundation "Renaissance" and the Academy of Ukrainian Press [11].

Perhaps such attention and advance for the phenomenon called in the middle of the last century as a media education would not be paid, if there were no deep roots originated from pedagogical traditions of journalism. It should be noted that these studies can be a reference for researchers on media didactics; as such theses reveal a great number of hopes relied on education, self-education, training professionals (in our example pedagogues) by the means of media.

Media pedagogues from different countries consider the theoretical assumptions of media education development either a positive or negative impact of media on personal development in particular and society in general, which led to the diversity of approaches, theories and models in media education. And of course, we can not but mention the achievements of psychologists in the creation and use of media products. German researcher P. Vinterhoff-Shpurk, cofounder of mediapsychology, defined it as a branch of science that at microanalytical level describes and explains human behaviour due to the influence of individual and mass communication means. In his book "Media psychology" [2] he examines the psychology of media and highlights the cognitive and emotional aspects of media use, studies the impact of media on public opinion and behaviour, as well as identifies prospects for research and development of applied media psychology. In current media psychological studies, as the Russian scholar M. V. Zhyzhyna underlines, the emphasis is shifted toward working out problems and creation of programs for protection against negative influence of media technologies. Media psychology subject area includes a description for the main components of media culture, identifies psychological patterns of attitude and behaviour in the multicultural media sphere, and the study of psychological phenomena and mechanisms for perception of media culture, processes of formation and functioning personality media competence in media education systems, media production and media consumption. [3, p. 4] The researchers (note, not only media psychologists) share the opinion that the role and influence of the media sphere in the social behaviour of the individual and on society in general will increase.

Currently, there are a lot of studies in the field individuals and media; there is every reason to believe that the future interest of psychologists and experts from different fields to media psychology will grow, so we can talk about the prospects for media psychological vector of modern media education. Ukrainian researchers' achievements in this area indicate success of the Ukrainian school in media psychology. Let us name

L.A.Naidionova school [1] from the Kiev Institute on Social Psychology (NAPS in Ukraine) or see the works of a young researcher from the Higher Education Institute (NAPS in Ukraine) Natalia Lytvyn [9, p.133 - 179], who, by the way, has already focused on "profession oriented mediapsychology" .

Vladimir Stepanov, Belarusian researcher, states this concept appeared in 1968 during the "ecologization" of science when ecology (defined as the study of the interaction between organism and environment) becomes an interdisciplinary branch of knowledge, a new integrated discipline. By placing a human in different living conditions, the researchers studied human and the new branches of ecology emerged: ecology of culture (1955), political ecology (1972), spatial ecology (1989), ecolinguistics (1990) ecology of history (1995) ecology of information (1999) ecology of knowledge (2000) and others [12]. The focus of media ecologists is media technologies impact on the psychic of the individual and sociocultural processes in society, bringing it closer with media psychology and environmental psychology; social and cultural effects of mass media from sociology, philosophy, anthropology and cultural studies; analysis of complex information systems from cybernetics, synergy, computer science, communication theory; creating solutions to the problems of environmental media ecosystem with the ergonomics [12].

Then it is time to talk about media ecological vector of media education. In Ukraine studies in this field are being conducted by the Institute of ecology on mass information created by the Academic Council of Ivan Franko Lviv National University in June 1999 as an interdisciplinary research unit because subjects for research needed interdisciplinary approach.[http://lnu.edu.ua/mediaeco/pro_nas.htm].

You can see that the buds are swelling on one more vector in media education - media sociological. And despite the fact that sociologists have long relied in their studies on media products, the term "sociology of media" is a common part of sociological methods successfully moved into the domain of journalism and even created there separate genres ("rating", "forecast" and so on). On August 9, 2013 at the Centre for public knowledge at New York University the Conference on Media Sociology was held, its mission was to declare the need for a section of media sociology in the Sociological Association for the unification of all social scientists studying the media. There is a section on communication and information technologies in the American Sociological Association, but its scientists mostly deal with new technologies and examine media as a

technological platform, rather than as a social institution [<http://asamediasociology.blogspot.com/>].

So, it is advisable to talk about media sociological vector in the development of modern media education and development can be expected in media sociology as another new integrated field of human knowledge. [<http://webscience.ru/news/sociologiya-media-mozhet-poluchit-novyy-status>]. Thus, we examined the vectors of modern media education, having defined them as profession oriented, media pedagogical, media psychological, media ecological, media sociological. Some of them have already roots in the Ukrainian educational field having formed new research areas of human knowledge (media psychology, media ecology, media pedagogy, media didactics, etc.), others just get momentum (media sociology, mediocrities). We can predict their future success. Emphasize when we mean the advancing process of knowledge, it is the media education, an umbrella term which combines all these concepts.

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Orekhova L. I. , Shamsitdinov Alayar

SCIENCE AND EDUCATION IN UKRAINE ON THE VERGE OF XIX - XX CENTURIES

Odessa, Ukraine

Abstract. *In this article is proved that peculiarities of literary process in Ukraine in the second half of XIX - the beginning of the XX century were works designed on a wide range people and also the works addressed to an intellectual level of society as the organizations urged to lead these wide national layers in national and spiritual release was feature. Literature acted in Ukraine as a mirror of the broad educational movement; through it ideas of consolidation of the nation and its national and spiritual revival were formed.*

Development of science in Ukraine was inconsistent and difficult. However the Ukrainian scientists made a significant contribution in science progress. It was promoted by numerous scientific organizations which arose during the 70-90th years, such as: scientists (Kharkov, Kiev, Odessa), mathematical (Kharkov), physical and mathematical (Kiev), historical and philological at the Kharkov, Kiev and Odessa universities, historical society of Nestor the Chronicler, Scientific organization of T. G. Shevchenko in Lviv, etc. Development of science in Ukraine was connected mainly with universities, and also with other higher educational institutions. Exactly there were first Ukrainian schools of sciences. All works of the Ukrainian scientists promoted a development of education in Ukraine. Though the development of education in the second half of XIX - the beginning of the XX century, allowed some Ukrainian to come nearer to knowledge.
Keywords: *science and education in Ukraine, at a turn of the XIX-XX centuries, prosecutions of Ukrainian, society, universities*

The peculiarity of Ukrainian culture in the second half of the XIX century was that from the middle of the XIX century in a culture processes we have certain laws inherent in many European nations that were under imperial authority and were trying to get the way to independence.

In the first half of the XIX century were searching ways of evolution of national culture relied primarily on national past and its idealization.

In the second half of the XIX century has been transformed purely cultural movement in the national liberation movement, whose purpose was solving a wide range of socio-economic and political issues - from the overthrow of the autocracy and the abolition of serfdom in infrastructure Ukrainian culture.