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**PECULIARITIES OF MEDIA EDUCATION TECHNOLOGIES IN  
PROFESSIONAL TRAINING OF UNIVERSITY STUDENTS**

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*Abstract. In modern information society mass media affect every person's lives and to a large extent determine the character of behavior and life activity. They penetrated into all spheres of the modern world including education. In recent decades researchers are paying more attention to the issue of media education. The rapid development of*

*information and communication technologies requires special training of individuals to skillful and safe use of these technologies.*

*The reasonability of implementation of media educational technologies in education is urgent nowadays. The article deals with the peculiarities of implementation and usage of traditional and new media educational technologies in the professional training of university students, and advantages of usage of media educational technologies in the educational process. Media education technologies perform the following functions: informatization of educational process; activation of students' educational activity; development of students' cognitive independence; increase of students' motivation to learn; improving the quality of received knowledge; improving the efficiency of mastering of educational material; motivation for independent and creative activities; the development of students' critical thinking.*

*The usage of media technologies in the professional training of university students provides an opportunity to improve the process of giving new material, to vary the presentation of new information, to interest and reveal each student's individual characteristics.*

*The usage of media-educational technologies in the professional training of university students is the basis for social adaptation of students to modern society. The implementation of media technologies in the educational process can provide the improvement of educational process and European quality of higher education.*

**Keywords:** *media education, media educational technologies, media educational principles, professional training of the students.*

In modern information society mass media affect every person's lives and to a large extent determine the character of behavior and life activity. They penetrated into all spheres of the modern world including education. In recent decades, researchers are paying more attention to the issue of media education. The rapid development of information and communication technologies requires special training of individuals to skillful and safe use of these technologies.

In May 20, 2010 decree of the Presidium of the National Academy of Pedagogical Sciences of Ukraine approved the Conception of implementation of media education in Ukraine. According to which, "there is an urgent need for the development of media education, one of the main objectives of which is to prevent the person's vulnerability to media violence and media manipulation, escape from reality into the mazes of virtual world, spread of media addiction" [6].

The question of implementation of media technologies in education belongs to the urgent issues of today. They are being researched by a number of scientists: G. Onkovych, N. Duhanina, I. Dychkivska, S. Its, V. Fateev and others.

Media education is part of the educational process, aimed at building of media culture in society, preparing the individual to a safe and efficient interaction with modern system of mass media, including traditional (print, radio, cinema, television) and new (computer mediated communication, the

Internet, mobile telephony) media with the development of information and communication technologies [6].

At the UNESCO conference in Vienna (Education for the Media and the Digital Age) there was noted that media education is associated with all types of media (printing and graphics, sound, screen and others) and different technologies; it enables people to understand how mass communication is used in their society, gives the ability to use the media to communicate with other people; provides knowledge of how:

- 1) to analyze, critically reflect upon and create media texts;
- 2) to identify sources of media texts, their political, social, economic, cultural, educational interests, their context;
- 3) to interpret media texts and values spread by media;
- 4) to select the appropriate media to create and distribute their own media texts and to get the audience interested in them;
- 5) to get free access to both the perception and producing the media [9].

Thus, the goals of media education are: development of creative abilities; formation of critical thinking; learning of perception and interpretation of information; one's own evaluation of quality of information; increase the level of the individual media culture (the ability of society to use media resources effectively and apply advanced information technology, it is formed by means of media education. [7]); formation and development of media literacy (ability to use, analyze and evaluate media products, which enables more efficient use of media tools, media sources that not only improves overall media culture, but culture in the broadest sense) [7].

One form of the implementation of media education is the use of media technologies.

The main features of the technology include standardization process, the possibility of an effective and economic reproduction under the given conditions. Pedagogical technology is aimed to increase efficiency of educational process that guarantees the achievement of planned learning outcomes. Technology is designing of the learning process according to a certain scheme that reflects the characteristic features of the traditional organization of educational process: the orderliness of the learning process, goals and evaluation results [2, p. 40].

A. Horyunova divides media into five types: early (writing), print (printing, lithography, photography), electrical (telegraph, telephone, audio), media (cinema, TV), digital (computer, Internet). In the information society the term "media" is used as technologies the essence of which is the recording, storage and presentation of information [4]. In the light of the current state of technics and media technologies A. Horyunova offers the following analogy: technics – hardware, media technology – software. So the concept of technology includes the concept of media technology (technics – a set of all algorithms, processes and means of their implementation) [4].

G. Onkovych understands media education as a process of individual's development and self-development by the materials and with the help of the mass media, which is designed to create a culture of communication, the ability to perceive consciously, to comprehend critically, to interpret media texts in order to expand overall, significant cultural and professional knowledge, communicative and creative abilities. [7].

According to G. Onkovych, media-technology is the information-communicative technologies (press-didactics, tele-didactics, film-didactics, Internet-didactics, multimedia-didactics that she combines into general concept of media-didactics) [7].

N. Duhanina notes that media technologies are a powerful motivation for students to learn. Their application increases the efficiency of the presentation of new material, develops their mental and creative abilities. Media education technologies are the use of various means of information in the educational process, namely the written, printed, electrical, television, digital. Various combinations of certain types of media education technologies can be attributed to the so-called "mixed-media education technologies" (the usage of print and television technologies, digital and electrical ones). This alternation of the use of media technologies will have an effective impact on the learning process, increase motivation, students' interest in learning, encourage creativity. This will help the teachers to choose the combination of these media technologies that are more suitable to a particular class with regard to the theme, goals, objectives, etc. [1].

V. Fateev considers that professional education should be based on the following media education principles:

- information transparency and reference to the extracurricular information in mass media;
- unity of media information awareness and media education;
- the use of active forms of media education and technology of media-educational project.

V. Fateev identifies three types of media education: passive, active and mixed (usage of active forms along with passive). Passive media education is aimed at forming only user knowledge, skills and abilities; in this case the student masters the role of recipient mass communication processes. Active media education (media studies) is aimed at mastering the skills of active communicator and is realized through his participation in the development and implementation of media-educational project (newspapers, magazines, television and radio programs, documentaries, animation and other films, internet sites, CD- and DVD- projects created with educational purposes). According to general psychological law, we remember 90% of what we do ourselves [3].

Thus, active media education motivates students to create their own media products, media texts.

Media education technologies involve into the educational process traditional means of mass media (periodicals, radio, television, cinema, etc.) and means of modern information technologies (soft-hardware means and devices that operate on the basis of computer technologies, modern methods and systems of information exchange, providing operations of collection, storage, preservation, processing and transmission of information [1].

Improving of the process of training of university students involves selection of the following:

- cognitive-information films and film excursus according to the curriculum;
- Internet resources that the teacher can use effectively in the classroom on-line or off-line;
- computer complexes that provide set of information: text, sound and visual range;
- “interactive whiteboard”, which has the properties of a traditional blackboard, with greater ability of graphical commenting of the screen image, thus it promotes creative learning which is built on the “audiovisual dialogue”. The right choice and integration of multimedia into training of university students will achieve the goals of media education [5].

In conclusion, it should be noted that media education technologies perform the following functions:

- informatization of educational process;
- activation of students’ educational activity;
- development of students’ cognitive independence;
- increase of students’ motivation to learn;
- improving the quality of received knowledge;
- improving the efficiency of mastering of educational material;
- motivation for independent and creative activities;
- the development of students’ critical thinking.

The usage of media technologies in the professional training of university students provides an opportunity to improve the process of giving new material, to vary the presentation of new information, to interest and to reveal each student’s individual characteristics.

The usage of media-educational technologies in the professional training of university students is the basis for social adaptation of students to modern society.

The implementation of media technologies in the educational process can provide the improvement of educational process and European quality of higher education.

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