

**MEDIA COMPETENCE FORMATION OF STUDENTS OF  
SPECIALTY “PUBLISHING AND EDITING” IN UKRAINE**

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**Abstract.** *The article describes the results of pedagogical experiment with students of specialty “Publishing and Editing” in Ukraine that deals with media competence of editors and professionally oriented sites as means of its formation. Results were obtained through the questionnaire which consisted of 9 questions that are described in this paper. The level of media and information literacy of respondents with the purpose of its further improvement through the creation of a special course was defined. Also the article provides the definitions of media competence of editor and professionally oriented websites.*

**Keywords:** *media competence of editor, media and information literacy, professionally oriented Internet resources, pedagogical experiment, students of specialty “Publishing and Editing”, questionnaire.*

Nowadays with the intensive development of information technologies there are more ways to disseminate information among the people. There is a significant role of mass media in this process. However, not all the information is useful and necessary for everyday life as well as for professional activities. Today there are a lot of media products that actually have nothing to do with art or culture, science, education etc. A person without media education perceives audiovisual information without proper analysis.

There is a need of society to create such conditions that each citizen will have the ability of critical thinking, skills to interpret, analyze and evaluate media texts, to understand their target, purpose. An individual also have to be able to expose the hidden meaning and the harmful effects of information.

Media education contains huge informational, didactic and motivational potential in the educational process. Each person must not stand aside the huge flow of information and use it confidently, filter and select everything that contributes to the full development of the individual. Today the aforementioned skills are very important for the specialists in various fields, especially for those who work primarily with information. This applies to the editors. Their professional responsibilities include processing large amounts of information, selection of the necessary and useful information, critical analysis of it and creation their own media products. At the same time any specialist is a participant of communication processes, that's why he must take into account

the realities of the information environment and be able to form relationships in society.

Besides you should not forget about technological progress, when most of the information is disseminated by modern technologies. Nowadays specialists must have the ability to use these technologies, which is called information literacy [1].

Many scientific papers devoted to the problems of media education, its aims and methods. The essence and development perspectives of media- and information literacy in their scientific works covered I. Kasinskaite-Buddeberg, M.-C. Torras Calvo, A. Boekhorst, J. Lau, S. Kurbanoglu, S. Spirane, J. Lipschitz, S. Koutilainen and others. One of the leading scientists in this field is a Russian scientist A. Fedorov, who studied the theory, history of development, methods of media education, created glossary of media education, media pedagogy, media literacy and media competence [4]. Some scientists have proposed their own models of media education, which differ in a conceptual framework, goals and objectives (Y. Usov, A. Sharikov, A. Spichkin, L. Zaznobina, N. Duhanina, A. Yanyshyn). Media competence was explored by O. Zapevalina, N. Hlyzova, R. Salnyi, I. Chelysheva, O. Muryukina, I. Hryhoryeva, the problem of formation of media literacy – by N. Chicherina, N. Hittsova, O. Erofeeva. In Ukraine, media education and related fields of scientific knowledge was examined by N. Zrazhevska, L. Naidyonova, G. Onkovich, B. Potyatynky, I. Hurinenko, N. Duhanina, I. Sahnevych, I. Chemeris, N. Shubenko, O. Yanyshyn and others. The issues of professional competence have been the focus of S. Druzhyllova, E. Zeyer, V. Gluzman, M. Yevtuh, E. Klimov, A. Markova, V. Luhovyi and others.

Some pedagogical and methodological aspects of computer technology and website usage in higher education were considered in papers of Y. Afanasiev, V. Bezpalko, Y. Baranovsky, A. Verkhola, T. Vezirov, L. Doliner, I. Zubkov, A. Kutsenko, S. Panyukova, A. Filatov and others. Professionally oriented Internet resources as a means of formation of professional foreign language communicative competence of students were the subject of attention of A. Dragunova [2].

Media competence of editors and professionally oriented sites as means of its formation has not been the subject of research. The urgency of the problem of our research is that in Ukraine so far there is no course or separate discipline called “Media competence of editor”. Today you can only learn this kind of competence through self-education.

***The purpose of the research*** is to determine ways to develop media competence of students of specialty “Publishing and Editing” in Ukraine. Our main objective is to propose as one of the ways to acquire media competence is to use professionally oriented websites which contain materials about media education and related disciplines in the educational process.

In our research we use such method as mathematical statistics – for processing and generalization of data, obtained from the first stage of pedagogical experiment that has been conducted in 2016 in Ukrainian universities.

The main purpose of the experiment was to investigate the state of future editors' knowledge about features and problems of media competence, their understanding and level of media- and information literacy; to analyze how they use professionally oriented websites and Internet resources in general in fulfilling their needs (enhancing knowledge about editors' specialty in particular) and what sources of information they prefer for education and daily life.

The experiment was held among 300 students of specialty "Publishing and Editing" in National Technical University of Ukraine "Kyiv Polytechnic Institute", Taras Shevchenko National University of Kyiv, National Pedagogical Dragomanov University, Borys Grinchenko Kyiv University, Mykolaiv Interregional Institute of Human Development of the University "Ukraine", Mykhailo Hrushevsky Humanitarian Pedagogical College of Bar.

Studentd were asked to complete the questionnaire, which consisted of 9 questions.

1. What sources of useful information for editors do you prefer?

<input type="checkbox"/> Books	<input type="checkbox"/> TV	<input type="checkbox"/> Internet
<input type="checkbox"/> Periodical	<input type="checkbox"/> Radio	<input type="checkbox"/> Other

2. How often do you use Internet resources to obtain useful information?

<input type="checkbox"/> Always	<input type="checkbox"/> Sometimes
<input type="checkbox"/> Often	<input type="checkbox"/> Never

3. If you use Internet resources, which do you prefer?

<input type="checkbox"/> Electronic libraries	<input type="checkbox"/> Webinars (online conferences, workshops or seminars)
<input type="checkbox"/> Blogs	<input type="checkbox"/> Online special courses
<input type="checkbox"/> Social network communitis	<input type="checkbox"/> Internet media
<input type="checkbox"/> Forums	<input type="checkbox"/> Other
<input type="checkbox"/> Video hosting services	
<input type="checkbox"/> Pages of specialized departments	

4. What exactly catch your interest in the Internet?

<input type="checkbox"/> News	<input type="checkbox"/> Specialty education
<input type="checkbox"/> Communication in social networks	<input type="checkbox"/> Self-education
<input type="checkbox"/> Games	<input type="checkbox"/> Enhancing knowledge of what is interesting for me personally
<input type="checkbox"/> Watching videos	<input type="checkbox"/> Other
<input type="checkbox"/> Reading books	

5. Do you trust the information you get on the Internet?

<input type="checkbox"/> Yes	<input type="checkbox"/> Rather no
<input type="checkbox"/> Rather yes	<input type="checkbox"/> Hard to tell
<input type="checkbox"/> No	

6. In your opinion, can the Internet resources completely replace other sources of information (books, periodicals, libraries, etc.)?

<input type="checkbox"/> Yes	<input type="checkbox"/> Did not think about it
<input type="checkbox"/> No	

7. Do you know the meaning of information literacy/media literacy/media competence?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
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8. On a scale of five, evaluate your level of information literacy.

1	2	3	4	5
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9. On a scale of five, evaluate your level of media literacy.

1	2	3	4	5
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The purpose of this questionnaire was to define the efficiency of formation of editor's media competence as part of his professional competence with the professionally oriented websites usage. We think that the media competence of an editor is a combination of his knowledge, abilities and skills that contribute to the selection, use, critical analysis, evaluation of information and its creation and transfer in the professional study of works of different types, forms and genres, including media products. As we said earlier, it is a part of his professional competence – personal opportunities by which he or she can effectively implement the tasks of the editorial process, harmoniously combining theoretical and practical achievements, required for employment activities.

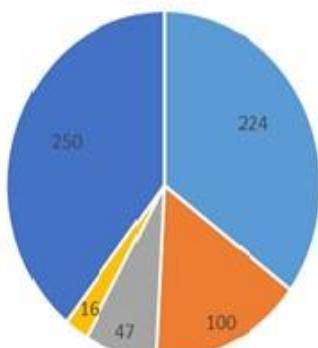
In our opinion, professional qualities, which are required for the editor's professional activity, can be developed with the help of websites that contain certain media tools of the formation of professional skills – professionally oriented Internet resources. Qualities and competencies generated through these sites make up the media competence of the individual. These sites are not only modern information channels, and means of access to the relevant information resources, but also a means of information competence formation.

Among the many sites we distinguish are those that are useful to editors in their activities: information portals, blogs, sites with educational materials, translators, dictionaries, evaluation sites etc. [3] Also in question 3 we present a list of professionally oriented Internet resources. They all have specific features that help to shape certain professional skills and abilities of editors.

**Results and discussion.** We divided the questions in our questionnaire in 3 sections:

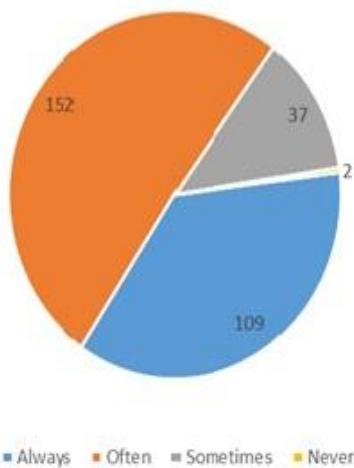
I. Questions 1–4 are about students' preferences in selecting sources of information, useful for their specialty, and what professionally oriented Internet resources they use and for what purposes. Students could pick multiple answers. Results of the survey data processing are displayed in following diagrams (see diag. 1–4):

Diag. 1. What sources of useful information for editors do you prefer?



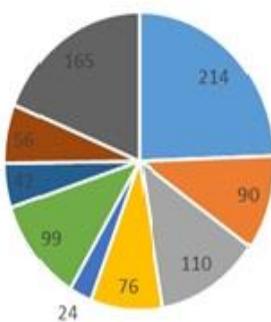
- Books
- Periodicals
- TV
- Other
- Radio

Diag. 2. How often do you use Internet resources to obtain useful information?



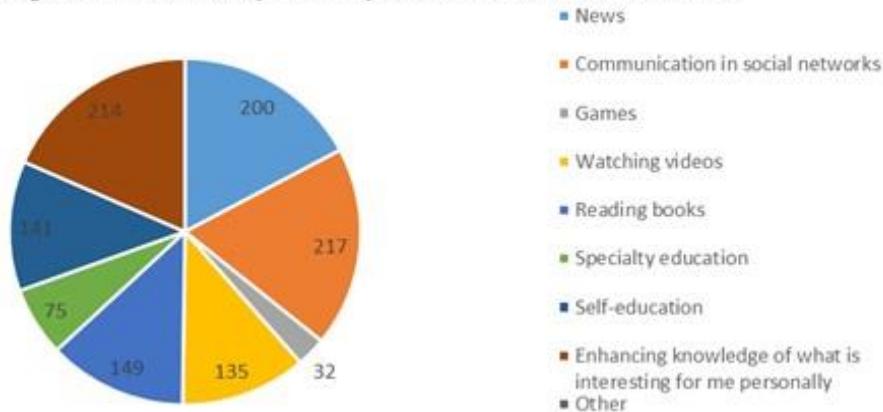
- Always
- Often
- Sometimes
- Never

Diag.3. If you use Internet resources, which do you prefer?



- Electronic Libraries
- Blogs
- Social network communities
- Forums
- Video hosting services
- Pages of specialized departments
- Webinars
- Online special courses
- Internet media
- Other

Diag. 4. What exactly catch your interest in the Internet?



As we can see from results, students prefer such sources of useful for editors information as Internet resources (250) and books (224). Students use Internet resources for obtaining useful information mainly often (152), but still many of them use them always (109). Some students use Internet sometimes (37) and only 2 – never, and we think that this is caused by lack of access to this type of resources or by their distrust of the information on the Internet.

The most popular Internet resources among students are electronic libraries (214) – which is caused by great availability of books for education and leisure; Internet media (165) – because the information there is relevant, diverse and quickly updates, also Internet media contains information that is disseminated by traditional media (TV, radio, newspapers) as well, and therefore can completely replace them; social network communities (110) – environment where people exchange ideas and thoughts about common interests or simply fulfil their communication needs. But not many students use Internet resources that are designed specifically for education, for example webinars and online special courses got fewer results – 42 and 56 respectively. Many students don't know about learning opportunities of professionally oriented Internet resources, so there is a need to make them acquainted with it.

As we can see from diagram 4, the most students use Internet as a platform for communication (217). Also they mostly search for information that coincide with their own interests (214). But, as we have mentioned above, educational resources don't really catch students' interest in the Internet. 149 student responded that they use Internet resources for self-education, for example for learning languages or other disciplines, but only 79 students are interested in

enhancing their knowledge in specialty “Publishing and Editing” with the means of professionally oriented Internet resources.

Therefore, we can see that respondents use Internet resources for communication and entertainment rather than education. So we need to enhance their knowledge about such Internet resources as professionally oriented websites which role is to improve their professional competence in general and media competence in particular.

II. Questions 5–6 were designed to understand the level of students critical thinking development and their trust to the information on the Internet. Only 32 students responded undoubtedly “Yes” about if they trust the information on the Internet, and 7 – “No” (these are people who don’t use Internet resources often and prefer other information sources). The most students don’t know if they can trust information, but they rather trust it (149) than not (17); 95 students can’t give clear answer. It should be noted that some students mentioned that even if they trust information they try to verify it with more reliable sources, if possible. These results show us that respondents have such important skills for editors as critical thinking and selection, critical analysis and evaluation of information, because they are aware that Internet contains some unreliable and biased sources of misinformation. We can say that in general they know that editors in their professional activities have to use reliable, accurate, and trustworthy sources.

Question 7 is also about sources of information, namely if Internet resources can completely replace other sources of information. We wanted to know if students use Internet resources over other sources as well. 222 students responded “No”, 59 – “Yes” and 19 respondents didn’t think about such possibility, believing that all sources of information can coexist harmoniously. In our opinion such amount of negative responses is due to the need to check credibility of information on the Internet – with the use of alternative sources.

III. Questions 7–9 show us whether students understand the meaning of media- and information literacy and differences between them. Also by their answers we can define the current level of media- and information literacy and provide a conclusion about a need to develop it further. Majority of students responded that they know what are the concepts of media- and information literacy (236) and on a scale of five they mostly evaluated their level of these skills as 4 (146 – information literacy, and 123 – media literacy). As we can see, students distinguish these two kinds of literacies and are more skilled in using modern technologies (information literacy), than in analyzing, evaluating, and creating information they receive through these technologies (media literacy). However, half of respondents evaluated their level of media and information competence from 1 to 3, therefore they cannot be considered as media competent. So in general students need more detailed explanation of these concepts and special training in order to develop their media competence.

As a conclusion we would like to say that obtained results will be used in the next stage of experiment. We still need to enhance students' knowledge about concepts of media and information literacy, media competence and to teach students about the educational opportunities of professionally oriented Internet resources, especially through which components and how exactly they can help to develop media competence of editor. All that will be possible through creation a special course program "Media competence formation of future editors with professionally oriented websites usage", which will be used in training of students of specialty "Publishing and Editing" in Ukrainian educational establishments.

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