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УНІВЕРСИТЕТ ІМЕНІ К. Д. Ушинського»

Кафедра германських і східних мов та методики їх навчання

Авраменко Б. В.

Методичні рекомендації

з дисципліни «Англомовна медіа комунікація»

до проведення практичних занять студентів

4-го року навчання спеціальності

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Б. В. Авраменко

Методичні рекомендації з дисципліни «Англомовна медіа комунікація» до проведення практичних занять студентів 4-го року навчання спеціальності 014 Середня освіта (Мова і література (корейська)), 014 Середня освіта (Мова і література (китайська)). Одеса, Магістр. 2024. 45 с.

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Методичні рекомендації з дисципліни «Англомовна медіа комунікація» до проведення практичних занять студентів 4-го року навчання спеціальності 014 Середня освіта (Мова і література (корейська)), 014 Середня освіта (Мова і література (китайська)) покликані допомогти здобувачам 4-го року навчання сформувати знання про феномен, теорії та концепції масової комунікації, види сучасних англомовних медіа, їх особливості та взаємодію, комунікаційні технології в інформаційному суспільстві. Методичні рекомендації розроблені у відповідності до програми дисципліни «Англомовна медіа комунікація».

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ПЕРЕДМОВА

Методичні рекомендації з навчальної дисципліни «Англомовна медіа комунікація» призначені для здобувачів першого(бакалаврського) рівня спеціальності 014 Середня освіта (Мова і література (корейська)), 014 Середня освіта (Мова і література (китайська)), укладені для проведення практичних занять з відповідної дисципліни.

Розроблені методичні рекомендації скеровані на формування здобувачами першого (бакалаврського) знань про феномен, теорії та концепції масової комунікації, види сучасних англомовних медіа, їх особливості та взаємодію, комунікаційні технології в інформаційному суспільстві; вміння орієнтуватися в сучасному англомовному інформаційному просторі.

Головною метою даних методичних рекомендацій є вироблення умінь аналізувати зміст і форму сучасних англомовних медіаповідомлень, створювати власні; навичок публічного мовлення, проведення медіадослідження, використання засобів масової комунікації як джерел актуальної інформації.

Після опрацювання курсу «Англомовна медіа комунікація» здобувачі освіти повинні *знати*:

- історію і тенденції розвитку масових комунікацій;

- засадничі поняття теорії масових комунікації;

- історію розвитку масових досліджень;

- головні елементи комунікаційного процесу в межах масової комунікації;

- форми здійснення процесу комунікації;

- фактори, що впливають на процес масової комунікації;

- правила організації ефективного спілкування;

- правила використання знаків і знакових систем у спілкуванні;

- причини виникнення комунікативних бар'єрів;

- способи встановлення зворотного зв'язку з аудиторією

Після опрацювання курсу здобувачі вищої освіти повинні ***уміти:***

- використовувати знання основ інформатики й сучасних інформаційних технологій;

- узагальнювати, аналізувати і синтезувати інформацію з теорії масової комунікації в співвідношенні з іншими дисциплінами;

- використовувати комунікативну компетенцію для ефективної взаємодії в різних сферах спілкування;

- проводити відбір і систематизацію інформаційних матеріалів, що використовуються з комунікативною метою в різних суспільних сферах;

- проводити медіадослідження;

- оцінювати англомовні комунікації світових медіа;

- аналізувати особливості медіумів різних видів;

- орієнтуватися у проблематиці громадського мовлення;

- використовувати засоби англомовної масової комунікації для отримання, переробки і створення актуальної інформації у вигляді документів, рефератів, доповідей, статей, інтерв'ю;

- вдосконалювати особистісну комунікаційну компетентність, використовуючи отримані спеціальні знання, навички та вміння міжособистісної і масової комунікації.

Методичні рекомендації містять десять розділів та список рекомендованої літератури. У списку рекомендованої літератури пропонується перелік базової та додаткової літератури. Теми розділів методичних рекомендацій відповідають вимогам робочої програми навчальної дисципліни «Англомовна медіа комунікація» та передбачають роботу в обсязі 150 годин для здобувачів 4-го року денної форми навчання.

UNIT ONE
Media and Communication. Functions of Media

1. Answer the questions on the topic of the lesson:

- What comes to your mind when you hear the word 'communication'?

- How the term 'media' can be defined?

- How to define 'media literacy'? Is it important?

- How do you interpret the 'communication media' term?

- What are the functions and dysfunctions of media?

- What are media types or categories?

2. Read the text to get the answers to the questions above.

Technically when we talk about **communication**, we mean the process of generating meaning by sending and receiving verbal and nonverbal symbols and signs that are influenced by multiple contexts. Communication is also an interaction through messages whether electronic or face-to-face.

The word 'media' comes from a Latin word 'Medium'. Medium in Latin means "vehicle, equipment, tool" and also "middle, mid, common". In English there isn't a word describing at the same time a "tool/vehicle" and "the point at an equal distance from the sides of something", that's why the word 'medium' was chosen. Medium is similar to media. So **Media** just means the transmission channels used to store, process and transmit information and/or data to a wide audience.

Media literacy is the ability to access, analyze, evaluate, create and act using all forms of communication. It's an **essential life skill** that enables you to become a critical thinker and an effective communicator. Having this skill empowers you to think critically about the content you find when accessing a media outlet. In it's simplest form, media literacy is having the knowledge, understanding and the ability to use various types of media. Media literacy education provides tools to help people develop receptive media capability to critically analyze messages, offers opportunities for learners to

broaden their experience of media, and helps them develop generative media capability to increase creative skills in making their own media messages.

The mass media serves several general and specific **functions**. In general, the mass media serves surveillance, transmission of culture, education, diversion and bonding functions.

Communication media refer to the ways, means or channels of transmitting message from sender to the receiver. Communication media indicate the use of verbal or non-verbal language in the process of communication. Without language, none can communicate. Whenever communication takes place, media are used there. So communication media are regarded as an integral part of communication process.

Finally, we can conclude that media of communication are the ways, channels, or means that are employed in establishing communication. The communicator develops message and sends it to the receiver through a medium.

The **types of media** are the different channels through which information and entertainment reach an audience. Media often includes the content itself as well as the physical device needed to transmit it, such as television programming and a television. Media can be divided into four distinct categories: print media, broadcast media, Internet media, out-of-home media. Broadcast media includes information transmitted through one of several mass communication channels, such as television and radio. Internet media is content distributed online and can include emails and online publications. Out-of-home media, or OOH, is media that reaches people when they are outside of their homes, like billboards.

3. Watch the following video on the functions and dysfunctions of media.
https://www.youtube.com/watch?v=BkokzJvyDr4

4. Having watched the video do the following tasks:
a) fill in the blanks with the appropriate function:
- Usually associated with social media; pertains to media as a means of communicating

with family, friends and even the rest of the world; the media user takes on the role of producer navigating the public sphere. _____ function.

- Usually associated with the news media; pertains to media as a source of information about what is happening in society and the world; assists people in decision- making; makes people aware of actions being taken by the powers -that- be. _____ function.

- Usually associated with printed media (books), videos and television; pertains to media as a source of supplementary educational information such as use of language, math techniques history lessons; supplements public school education and provides teachers with additional teaching materials. _____ function.

- Usually associated with film, television and tech entertainment; pertains to media as a source of escapism, where they can forget their present worries and take a moment to relax. _____ function.

b) find more dysfunctions of media.

UNIT TWO
Traditional and New Media

1. Answer the questions on the topic of the lesson:

- What is 'old/traditional media'? What is an example of old/traditional media?

- What are the key features of traditional media?

- What are the advantages and disadvantages of old media?

- What is 'new media'? What is an example of new media?

- What are the key features of new media?

- What are the advantages and disadvantages of new media?

- How is traditional different from new media?

2. Read the text to get the answers to the questions above.

In today's rapidly evolving digital age, the way information is communicated, consumed, and shared has undergone significant transformation. This transformation is largely attributed to the emergence of two distinct categories of media: **traditional media and new media**. Traditional media encompasses the conventional means of mass communication that have been established over the years, such as print newspapers, television, radio, and physical books. On the other hand, new media refers to modern forms of communication and technology, including internet, social media, mobile devices, virtual reality, and other digital platforms.

Traditional media refers to the conventional means of mass communication that existed before the rise of digital technologies and the internet. It includes various forms of media that have been established over the years, such as:

1. Print Media: This includes newspapers, magazines, and newsletters, which deliver news, articles, and other information in printed formats.

2. Broadcast Media: This category comprises television and radio, which transmit news, entertainment, and other programs through electromagnetic waves.

3. Outdoor Media: This encompasses billboards, posters, and signage displayed in public spaces to convey advertising messages.

4. Direct Mail: This involves sending printed materials, such as brochures and catalogs, directly to individuals' mailboxes.

5. Film: Traditional film refers to motion pictures that are shown in theaters and projected onto a screen.

6. Analog Audio: This includes cassette tapes, vinyl records, and other analog formats for recording and playing audio content.

7. Books: Traditional printed books have been the primary means of long-form information storage and dissemination for centuries.

Here are some **key features of traditional media**:

One-way Communication. Traditional media primarily involves one-way communication, where information is delivered from the source (e.g., newspaper, TV station) to the audience without direct interaction or feedback.

Limited Interactivity. Unlike new media, traditional media lacks the level of interactivity seen in digital platforms. Audiences typically have limited or no ability to actively engage with the content or participate in discussions.

Physical Format. Traditional media often exists in physical formats, such as printed newspapers and magazines, physical books, and analog audio or video recordings.

Scheduled Distribution. Broadcast media, like television and radio, operate on a scheduled distribution model, where content is broadcast at specific times, and audiences need to tune in accordingly.

Localized Reach. Traditional media, especially newspapers and regional television channels, often have a more localized reach compared to the global nature of new media platforms.

Production Costs. Producing traditional media content, especially for broadcast and print, can involve higher production costs and longer lead times compared to digital content.

Longevity and Permanence. Printed materials, such as books and newspapers, have a sense of longevity and permanence, allowing people to access them even without digital devices.

Limited Analytics. Traditional media lacks the advanced analytics and tracking capabilities of new media, making it challenging to gather detailed audience insights.

Offline Consumption. Unlike new media, which often requires internet access, traditional media can be consumed offline, allowing people to read newspapers, watch TV, or listen to pre-recorded content without an internet connection.

New media refers to the modern forms of communication and technology that have emerged in the digital age. It includes various interactive and digital platforms such as the internet, social media, mobile devices, virtual reality, augmented reality, and other digital technologies. These platforms enable users to create, share, and interact with content in real time, fostering a more participatory and interconnected digital environment. New media has significantly impacted how information is disseminated, consumed, and experienced, transforming various aspects of society, culture, and communication.

Here are some key **features of new media**:

Interactivity. New media encourages active participation and engagement from users. Unlike traditional media, which is often one-way communication, new media allows users to interact with content, create their own, and engage in discussions with others.

Accessibility. Digital technologies have made new media widely accessible to people around the world. The internet and mobile devices have facilitated the ease of accessing and consuming information and entertainment.

Global Reach. New media has a global reach, enabling content to be shared and accessed by people from different parts of the world. This interconnectedness has led to a more diverse and inclusive online community.

Multimedia Integration. New media combines various forms of media, such as text, images, audio, and video, to create richer and more immersive experiences for users.

Real-time Communication. Platforms like social media and instant messaging enable real-time communication, allowing people to connect and exchange information instantaneously.

User-generated Content. Users can actively contribute to new media by creating and sharing their own content, leading to a democratization of information and creativity.

Personalization. New media platforms often use algorithms to tailor content and recommendations based on user's interests and behavior, providing a more personalized experience.

Virality and Shareability. Content on new media platforms can quickly go viral and be shared widely, amplifying its reach and impact.

Constant Evolution. New media is continuously evolving, with emerging technologies and trends shaping the way content is produced, shared, and consumed.

Integration of Virtual and Real Worlds. Augmented reality and virtual reality technologies have blurred the lines between the physical and digital worlds, creating new possibilities for immersive experiences.

Overall, new media has revolutionized how we communicate, access information, and interact with each other, bringing about significant changes in various aspects of modern life.

3. Watch the following video on traditional and new media comparison.

https://www.youtube.com/watch?v=0xc2UOV3AkQ

4. Read the article following the link below.

https://edinbox.com/council/media-gmec/1015-traditional-media-vs-new-media-an-analytical-comparison

5. Having read the article do the following tasks:

1) write down traditional and new media features;

2) say whether you agree with its content and why;

3) think and give your opinion on whether traditional media is vanishing or not;

2) explain which media you use more and why.

6. Work with written communication:

Last week you returned from China/Korea where you were taking a course in Media Communications. The tutor of your group asked you to prepare a **REPORT** on

comparative characteristics of communication media in Ukraine and China/Korea and present it to your Ukrainian groupmates.

Please include the following points:

1. popular communication media.

2. censorship and media freedom.

3. similarities and differences of media policy.

Click the link https://grammar.yourdictionary.com/style-and-usage/report-writing-format.html to know more about rules of writing a report if needed.

UNIT THREE
Media Policy

1. Answer the questions on the topic of the lesson:

- What is meant by independent media?

- What is the Ukrainian media policy?

- What social media does Ukraine not allow? Why?

- What is the role of mass media in Ukrainian education?

- What is the Chinese media policy?

- What social media does China not allow? Why?

- What is the role of mass media in Chinese education?

- What is the Chinese media policy?

- What is media policy in North Korea and South Korea?

- What social media do North Korea and South Korea not allow? Why?

- What is the role of mass media in education in North Korea and South Korea?

2. Read the text to get the answers to the questions above.

Anyone who seeks to underestimate the centrality of media in contemporary life does so at their peril. Today, arguably more than at any time in the past, media are the key players in contributing to what defines reality for the citizens of any country. The media comprises major industries within the general economy, systems of representations, a forum for debate and the expression of desires, a source of potential influence and objects for analysis and understanding of society. Many countries have implemented policies to support and regulate the media, usually deriving from very different national contexts, traditions and prevailing political circumstances.

Independence is an essential aspect of human life that can be described as the ability to take care of oneself and make decisions without relying on others. **Independent media** refers to any media, such as television, newspapers, or Internet-based publications, that is free of influence by government or corporate interests. Free, independent media allow the public to make informed decisions, hold leaders

accountable and hear a diversity of opinions — all free of government or corporate influence.

The mass **media in Ukraine** refers to mass media outlets based in Ukraine. Television, magazines, and newspapers are all operated by both state-owned and for-profit corporations which depend on advertising, subscription, and other sales-related revenues. The Constitution of Ukraine guarantees freedom of speech. The constitution and laws provide for freedom of speech and press. However, the government does not always respect these rights in practice. The main regulatory authority for the broadcast media is the National Television and Radio Broadcasting Council of Ukraine, tasked with licensing media outlets and ensure their compliance with the law. Its members are appointed by the President and the Parliament (4 members each) – though the appointment process has been criticized as politicised.

Most Ukrainian media outlets have private owners. Local governments also own local TV and radio stations. In 2020, the BBC opined that "Funding for the public service network UA:First is meagre and its ratings are low". In Ukraine many news outlets are financed by wealthy investors and reflected the political and economic interests of their owners. The decline in advertising revenues has left media outlets even more dependent on support from politicised owners, hence hindering their editorial independence. Paid content disguised as news remains widespread in the Ukrainian media, weakening their and journalists' credibility, especially during electoral campaigns. According to an April 2014 poll by Razumkov Centre, the Ukrainian media was trusted by 61,5 percent of respondents (Western media 40,4 percent). The Internet in Ukraine is well developed and steadily growing. According to Freedom House (non-profit organization group in Washington, D.C.) the Internet in Ukraine is "Free", in contrast to Ukraine's news media as a whole which is considered to be only "Partly Free". Maybe because in May 2017, president Poroshenko signed a decree blocking access in Ukraine to Russian servers VKontakte, Odnoklassniki, Yandex and Mail.ru, claiming they participate in an informational war against Ukraine.

The situation changed in 2022. Due to the war/martial law, the constantly shifting territory -and so the population- under the effective control of the Ukrainian

Government posed challenges in data collection. Nonetheless, the research behind the report managed to draw some interesting observations. The war decisively impacted the situation of media and citizens' behaviour towards media: unavoidably the legal regime of martial law in Ukraine restricted the right to freedom of expression, necessitating derogation from international conventions protecting it and the freedom to hold opinions and receive information and ideas without interference by public authority and regardless of frontiers. Overall news consumption via traditional platforms decreased as audiences transitioned to social networks. Smartphones emerged as the primary source for news consumption, with Telegram taking the lead and surpassing Facebook compared to the previous year. Studies show that after February 24, 2022, 63.3% of Ukrainians started reading Telegram channels to receive news, while only 35.9% did so before the full-scale invasion. Ukranian's Authorities responded to this change by actively creating their own Telegram channels for direct and fast communication with the population.

The role of mass media in Ukrainian education is great. Nearly a month after Ukraine shut down all schools to slow the spread of COVID-19, the country was using TV to help students study remotely. The new project was called the All-Ukrainian Online School. Launched by President Volodymyr Zelensky and implemented by the Ministry of Education and Science, it has put some of Ukraine's best teachers to work bringing education into the home. The teachers filmed basic lessons, which were aired daily on local TV channels. The classes were also published on the education ministry's You Tube channel and through film streaming services. When the government announced the quarantine, schools had to act fast to transfer their students to distance education to keep up with the curriculum. In Ukraine, every educational institution was allowed to choose its own tools for remote learning. But as they were rarely used, few schools had a prearranged plan. Many teachers had to master online platforms and software on the cuff, while preparing lesson plans. Others – particularly in rural areas, where computer literacy and internet access are lower – decided to give assignments remotely and collect them in person. However, some students from villages had limited or no access to the internet, and no computers. But most households, even in rural areas,

have TVs. That's where the education ministry's initiative came in handy and the All-Ukrainian Online School appeared. Another popular example of educational media was the first online radio for students called "School". It was launched in 2020 in order to attract listeners to interesting educational content. Students, their parents and teachers were offered modern music, educational programs and useful advice. You could listen to it on the official website of this radio "onlineradio.school" or download the radio application in the app stores.

Media in China is strictly controlled and censored by the Chinese Communist Party, with the main agency that oversees the nation's media being the Central Propaganda Department of the CCP. The largest media organizations, including the China Media Group, the People's Daily, and the Xinhua News Agency, are all controlled by the CCP. All media continues to follow regulations imposed by the Central Propaganda Department of the CCP on subjects considered taboo by the CCP and all journalists are required to study Xi Jinping Thought to maintain their press credentials. Reporters Without Borders has described President Xi Jinping as the "planet's leading censor and press freedom predator". It says government policies are aimed at achieving "complete hegemony over news coverage and the creation of an international media order heavily influenced by China". Reporters Without Borders consistently ranks China very poorly on media freedoms in their annual releases of the World Press Freedom Index, labeling the Chinese government as having "the sorry distinction of leading the world in repression of the Internet". As of 2023, China ranked 179 out of 180 nations on the World Press Freedom Index.

Beijing tries to limit access to foreign news by restricting rebroadcasting and the use of satellite receivers, by jamming shortwave broadcasts, including those of the BBC, and by blocking websites. Overseas Chinese-language news outlets that are not state-owned are blocked in mainland China. However, international English language websites like the BBC are often available to view. But content that is contrary to Communist Party rhetoric is filtered and English-language news sites can be filtered at times of tension. Like other more developed economies, traditional media is declining in the Chinese market, while social media is thriving. The Chinese market for entertainment and media

is massive and will continue to grow, driven by various flourishing sectors, especially over-the-top (OTT) videos, online advertising, and gaming.

The newspaper industry has seen a moderate decrease over the past years. The number of newspaper publications was steadily falling each year. The average newspaper reach in China retracted from 52 percent in 2010 to below 20 percent in 2020. In comparison to newspapers, the magazine market has shown a better performance with a generally upward trajectory of publications in the recent decade and its daily reach resided at around 20 percent. When it comes to reading books, the popularity of printed editions stays while digital books have gained more traction. As more Chinese consumers spend more time on their smartphones, many print media companies have also shifted to social media arena, publishing content on the likes of WeChat, Weibo, and Douyin (the original Chinese version of TikTok).

Television secured its leadership with the highest penetration rate among traditional medium in China. Although internet ad revenue has surged swiftly, it is still hard to replace television in advertising and marketing, especially for food and beverage brand promotion. After all, it is a channel to reach to over 200 million audience. On the other side, traditional radio programs have a group of loyal listeners with a gradual increase in radio industry revenues. Despite the fact that advertisers are investing more on the new marketing medium, the combined revenue of radio and television networks has been rising, exceeding 1.2 trillion yuan in 2022.

China is a mobile-centric nation, and its social media world is growing vigorously. Apart from a huge userbase - half of the Chinese population are using social networking sites, the internet and social media engagement among Chinese consumers is also high. Influencer marketing has become the new marketing trend and has proved to be effective in affecting consumption decisions. Considering all these factors, it comes as no surprise that social media ad revenue would maintain double-digit growth in the next few years. Internet behemoths like ByteDance, Alibaba, Tencent, and Baidu would continue to be benefited from this market trend.

China unveiled the international version of its National Smart Education Platform (csmartedu.cn) at the 2024 World Digital Education Conference (WDEC) on Jan. 30.

The platform, which was created with assistance from the Ministry of Education, accords with China's pledge at the UN Educational Summit and with UNESCO's mission. In keeping with the 3Cs principle (connection, content, cooperation), the platform aims to provide universal access to integrated, intelligent, international-class digital education. The platform offers a unique learning environment, free learning services customized to each user's needs, and a collection of excellent digital educational resources. Available in all six UN official languages, the platform is divided into three sections: news, resources, and government services. With an emphasis on global digital education, the news section offers the most recent advances from the world's leading educational fora. About 780 courses in various subject areas are available in the resources section, which also links students to online museum resources. Exam information is provided by the government services section for students who are studying either in China or overseas. The launch of the platform demonstrates China's dedication to promoting global collaboration in digital education and building an inclusive society.

The **mass media in North Korea** is amongst the most strictly controlled in the world. The constitution nominally provides for freedom of speech and the press. However, the government routinely disregards these rights, and seeks to mold information at its source. All North Korean journalists are members of the Workers' Party. Only news that favours the regime is permitted, whilst news that covers the economic and political problems in the country, or criticisms of the regime from abroad is not allowed. The media have consistently upheld the personality cult of the Kim family since the country's formation. Often, the news is released to the international community and withheld from the domestic North Korean population, and other news is released domestically but not internationally. Restrictions on the dissemination of information do not only apply to the civilian population but North Korean officials themselves, depending on ranking. Foreign newspapers are not sold on the streets of the capital. Reporters Without Borders has consistently ranked North Korea at or near the bottom of its yearly Press Freedom Index since it was first issued in 2002. The latest report, published in 2024, puts North Korea at the 177th slot out of 180.

In the past, if you wanted to get a degree or certificate, or just learn something new, you needed to physically attend classes. But since 2018 this is not the case anymore as the online learning revolution has started in North Korea. In particular, North Korea's propaganda news websites have extensively promoted online education provided by different institutions and organizations inside the country. Let's take Kim Il-sung University as an example. It is one of the most prestigious universities in North Korea, the alma mater of North Korea leader Kim Jong-un and most of his family members. It is a must-attend educational institute for North Koreans who hope to climb up the country's social ladder. This prestigious university recently awarded degrees to those who finished their program via a distance learning course for the first time. Kim Il-sung University is not alone. A distance learning course first became available at the Kim Chaek University of Technology, and now many universities across North Korea offer degree courses online, according to a North Korean propaganda website, DPRK Today. Students in North Korea even can take university courses via their mobile phones, DPRK Today claimed. Government organizations and local authorities are also taking similar steps. DPRK Today said there is a growing number of student taking university lectures using their mobile phones and tablets. For instance, the number of students studying at the Kim Chaek University of Technology via distance learning courses jumped to about 10,000 across North Korea as of October last year, up from 40 when the program began. This goes along with some reports suggesting that mobile phones are becoming more widely used among North Korean people. According to research by Korea Information Society Development Institute (KISDI), the North Korean authorities limit mobile phones to one per person. Kim Yoon-do, a researcher at KISDI, added that it had been confirmed that it is possible to share files such as games and songs via Bluetooth on mobile phones, but international phone calls and internet access are blocked.

Mass media in South Korea consists of several different types of public communication of news: television, radio, cinema, newspapers, magazines, and Internet-based websites.

According to most outside observers, political discourse is unrestricted in South Korea; however, persistent concerns are worth noting. Today, much of the news in South Korea is delivered through electronic means and the country is at the leading edge of the digital revolution and a trailblazer for high-speed and wireless internet services. In Korea, as in many other countries, the number of newspaper subscribers is decreasing. There are many radio stations in Korea, but channels are not uniquely distinctive.

When it comes to Internet use, a governmental survey in 2023 found that the internet usage rate among South Koreans aged 3 years and older was at around 94 percent. Many businesses utilize the Internet in Korea for services such as news, social media, shopping, banking, games, and educational content. As in other countries, social media has become the spotlight in South Korea. Korea has the second-highest rate of active social media users in the world. Content within Korean Media is often quite restricted, depending really. They tend to censor out mass amounts of gore and violence (usually depending on what source it's on) and anything that may go against important Laws.

As of February 2022, the e-learning and online studying aid website with the most users in South Korea was megastudy.net with around 1.13 million users. Following were hackers.com and the Educational Information Service System (EDUNET).

3. Watch the following video and share your opinion on North Korean influencers.

https://www.youtube.com/watch?v=ZzFoNe5rNMo

4. Work with written communication:

1. You have just watched/listened to some educational programmes on Chinese/Korean TV/radio. Write a **BLOG** in which you:

- express your opinion about those programmes and about educational TV and radio in general;

- list all the pluses and minuses of such kind of education;

- say how to improve the programmes.

- compare Chinese/Korean and Ukrainian educational programmes.

Click the link to know more about rules of writing blogs if needed.

https://libguides.newcastle.edu.au/c.php?g=914193&p=6586115#:~:text=Allow%20you%20to%20be%20creative,Require%20referencing.

2. After a thorough study of the first online radio "School" (https://bestradio.fm/en/kids-radio/3438-radio-school-kyiv-ukraine.html) an idea of creating similar thing related to your faculty came to your mind. Write an **EMAIL** to the dean of your faculty and tell about your suggestions.

Click the link https://business.tutsplus.com/articles/how-to-write-a-formal-email--cms-29793 to know more about rules of writing emails if needed.

UNIT FOUR
Media Impact

1. Answer the questions on the topic of the lesson:

- How does media influence the way we think?

- What are the characteristics of twenty-first century learners?

- What is digital media and how does it impact learning?

- What is "multitasking madness"?

- What are the costs of multitasking?

- What do students focus while studying?

- What disrupts students the most?

- How can teachers enhance literacy skills of students of 21st century?

- What is the A-B-C method?

- How can the A-B-C method help in teaching?

2. Follow the link below and watch the video on media influence. Express your opinion on it.

https://www.youtube.com/watch?v=F7SzwMJ3MZQ

3. Read the text to get the answers to the questions above.

The way the media influences what we think is a topic that's been debated for ages. Stanley J. Baran's Agenda Setting theory (see the link above) suggest that while the media might not dictate our opinions, it sure shapes what we think about. So, media has certain impact on the way we think. Anyone who spends time with today's students appreciates the impact digital media has on the lives of our younger generations. They consume, create and publish media content continuously throughout each and every day using a variety of digital devices such as cell phones tablets and computers. They generate original and innovative products through programs, apps and the web as a means of communicating and representing their lives, their ideas and their feelings. Unfortunately, not all students understand how to apply media literacy or media safety

and many do not know how to truly analyze media content for its value in society. Today's educators must learn to harness the enthusiasm students have for multimedia (content that uses a combination of text, images, audio, animation and video) into daily lessons in order to enhance student interest, engagement, motivation and achievement in classroom environments.

Since the dawn of the digital age new technologies have reshaped the way students learn and create. In the 21st century digital devices provide instant access to information in a dynamic and versatile way unlike any other time in history. Today's students are natives in this rapidly evolving and often bewildering new media landscape. Educators must not only understand the changing ways that students are acquiring knowledge and interacting with content but also serve as guides to help them navigate the nuanced challenges of this digital world. Multimedia literacy, online privacy and digital content creation are just a few of the unique and important areas that 21st century educators must become well versed in as they work to teach and inspire the next generation.

Over the past several years, media use among younger generations has exploded. Today's students use instant messaging, texting, Instagram, SnapChat, YouTube and many other digital tools - ranging from incredibly simple to highly complex - to consume, create and share digital media products with family, friends, acquaintances and sometimes even strangers. Outside of the classroom, students are bombarded with digital media content from a variety of sources. These sources include television, the Internet, smartphones and gaming consoles through which they access all types of programs, apps and games. Some digital interfaces not allow students to interact with digital media content in virtual realities, while others ask students to interact in a real-world context. Either way, students are continuously exchanging media content with countless numbers of people within their social networks. It might appear, in fact, that today's students are constantly "plugged in", spending every spare moment tapping away on their smartphones, compulsively gaming, or posting updates and photos to social media. Perhaps they seem to be permanently connected because, for growing numbers of adolescents, on- screen activities occupy far more time than face-to-face

interactions. Recent screen-times statistics for today's students are staggering. In fact, children aged 8 to 18 spend an estimated 7 hours per day, on average, glaring into screens (American Academy of Pediatrics). Teenagers compose an average of 3,417 text messages per month. And, the bedrooms of an estimated 97% of adolescents contain at least one electronic device.

Although such astounding statistics might seem cause for panic, there exist no solid evidence to prove that technology is deteriorating the cognitive capacity of today's students. Nevertheless, excessive screen time can still present numerous potentially negative ramifications. For instance, today's adolescents (and adults, for that matter) might often seem somewhat distracted, and an obsession with social media may amplify to contribute to certain psychological issues. Even still, researchers have also identified many unique advantages to growing up in this digitally infused world. Dr. Larry Rosen, author of *Rewired: understanding the iGeneration* asserts that various forms of social media may support students in discovering their identity or "place in the world". Additionally, recent research - including a study demonstrating that toddlers grasped concepts and words more quickly after screen interaction - points to the notion that digital tools may effectively support students' learning endeavors.

Traditionally, multimedia is defined as a "communication format integrating several media (text, audio, visual), most commonly implemented with a computer" (defn by Grabe). Jonassen, Peck and Wilson define multimedia more liberally as the integration of more than 1 medium into some form of communication. Today, digital media means much more than this, according to Richard Smith, director of the Centre for Digital Media at the University of British Columbia. He suggests that not only is it taking media (like newspapers, movies, magazines, books, radio and television - mostly one-to-many communication tools) into consideration, but it also includes the use of computers, building interactivity between the users and groups. According to Jonassen and colleagues, multimedia representations are available in many forms, including on the World Wide Web, and are often highly engaging for today's generation because they stimulate the senses with a barrage of sounds and images. For students, multimedia is attention-getting and attention-holding. Yet, this alone is not enough to promote

meaningful learning, primarily because meaningful learning requires much more than simply grasping the attention of a student. While using media to simply transmit information in the classroom has not proven effective, research demonstrates that multimedia might be used to support learners in accessing prior knowledge, evoking emotion, stirring interest, heightening curiosity and appealing to multiple intelligences. Also, when students are granted the opportunity to create original products using some form of multimedia, gains in achievement have resulted. Such results are not surprising, given the fact that children today live in a "mediasphere" of electronic media where images, audio bites, videos and web streaming stimulate them at a continual rate. What is astounding is the significant segment of educators still gravitating toward print-based resources as the primary format for classroom activities and assessment. Today's students find an abundance of print literacy to be stilted and static, yet many teachers feel less comfortable using visual media and thus resort to their "tried and true" traditional methods.

A survey conducted by the Kaiser Family Foundation revealed that with the ever-present availability of media access in the day -to-day existence of children and teens, the amount of time young people devote to entertainment media has risen radically, reaching an average of 53 hours per week. Moreover, because they allocate much of their time to "media multitasking", or utilising more than one medium at a time, they essentially manage to cram a total of approximately 10 hours, 45 minutes of media content into each day. Staggeringly, homework gets slightly less than 50 minutes of attention on an average every day. Among today's digital generation, electronic media is increasingly alluring, instrumental and inescapable. Even still, many educators treat the written word as the lone mode of communication worthy of study. As a result, the vast majority of students remain ill-equipped to critically consider and convey meaning through the media that characterizes their lives. Progressive educators realize that interactive multimedia holds vast potential to enhance student engagement, encourage creativity, offer differentiated learning experiences, provide richer assessment opportunities, and deepen students' abilities to connect that which takes place in the classroom to the circumstances of their daily lives. Thanks in part to innovate and far-

reaching advances in technology, learning experiences once only imagined now exist at the fingertips of teachers and students. The following scenarios represent several examples of multimedia's potential applications within learning environments:

- Elementary students might study a variety of fairy tales originating from different countries around the world before analyzing stories within media representations. Next, they could write their own versions of fairy tales and act them out as a teacher or classmate films their performances. Alternatively, they might create an animated version of their original fairy tale. Either way, these students would be exposed to novel opportunities to analyze stories and construct their own media.

- In middle school, students could collaborate in groups to create an online clearinghouse of student- created podcast or video tutorials to be utilized as a resource for supporting one another in preparing for semester exams.

- Students of any age might create stop- motion videos for sharing and commenting on science lab experiments and results, using either freely available web-based programs or any one of a variety of apps.

- Middle school or high school English, social studies or histories students could study media coverage of social protests over the ages including protest- related newscast, documentaries, songs and even poetry. In doing so, they might be asked to analyze these resources for different forms of persuasive techniques and apply these techniques through film in protest of an issue they feel strongly about.

- In a high school history course, student could investigate propaganda media surrounding past and current political events or campaigns, seeking to determine factors that render one strategy more effective than another. On the basis of their fundings, they might create posters or videos designed for use in persuading the public to vote for a future presidential candidate.

Unquestionably, each of these projects requires the guidance and support of media-savvy teachers. Yet, not only must these educators be capable of utilizing and directing students in the use of digital tools and resources, but they must also have a strong understanding of visual literacy and its importance to communication in the 21st century.

Visual literacy intersects several disciplines and is defined as the ability to understand, express and relate visual images to meanings beyond the images themselves. Paivio suggests that incorporation of multimedia in the classroom provides students with exposure to both pictures and verbal information or dual coding, which yields two memory codes instead of one. Media literacy is included within the realms of visual literacy. Media literacy, as defined by the center for Media Literacy is the ability to access, analyze, evaluate, create and participate with media content. In order for today's students to live fully productive lives, they must be taught how to critically think about media. Also, it is imperative that they learn to produce media content through which to meaningfully and beneficially contribute to an increasingly media-rich culture. Teachers must focus on pedagogy and content that analyzes media in all disciplines for accuracy, relevancy and importance. This is a vital component of effectively traversing their content objectives so that students are able to learn from and with multimedia.

Groups such as the aforementioned Center for Media Literacy (www.medialit.org) provide curriculum to guide and support teachers in deconstructing media literacy and rendering it more relevant for student consumption. For instance, units entitled "A recipe for action: deconstructing food advertising" and "Beyond blame: challeging violence in the media" are just two examples of how media literacy can be creatively and meaningfully incorporated into the curriculum across content areas and grade levels. Produced by the International Society for technology in education (2007) the National Education Technology Standards for Students point educators to the skills students obtain in their progress toward becoming productive members of society. They include:

1. Creativity and innovation (both as process and product)

2. Communication and collaboration (with digital media)

3. Research and information fluency (using digital tools to gather, evaluate and use information)

4. Critical thinking, problem-solving and decision making (along with appropriate digital tools and resources)

5. Digital citizenship (understanding human, cultural and societal issues related to technology, and practicing legal and ethical behavior)

6. Technology operations and concepts (being able to select and use applications effectively and productively)

In examining these standards, there surfaces and undeniable presence of necessary skills related to multimedia. These standards recognize the ubiquitous nature of digital media in the 21st century and its vital role in human communication and development. Today's educators may find these standards daunting, thinking their students are already more media savvy than they could ever be, but this ignores the vital role that teachers play in offering students wisdom, discernment and context as they explore a developing digital frontier. While students may appear to be more technologically adapt, they lack the experience and the perspective that a teacher can offer. Familiarity with today's tools and mediums is important, but educators should prioritize key principles that are embodied within these standards - such as creativity, communication and critical thinking - and show students how these timeless principles can be applied to any kind of media and technology.

Unfortunately, not all students grasp even the basics of applying media literacy or media safety, and many are unsure of how to truly analyze media content for its value in society. Today's educators must learn to harness the enthusiasm students have for multimedia or content that uses a combination of text, images, audio, animation, and video - into daily interactive lessons. As they do so in meaningful ways, teachers hold greater potential to enhance student interest, engagement, motivation and achievement in classroom environments.

4. Do the following tasks:

a) After watching the video https://www.youtube.com/watch?v=B7pN0189glY write the main idea of it. Do you agree/disagree with the author? Give your examples to illustrate your point.

b) Taking some social problems (such as crime; drink-driving; child abuse; racism; unsafe sex; unhealthy lifestyle) what various roles might the media play in aggraving or ameliorating them as a social problem?

c) Watch the videos following the links below. Having watched them do the following tasks:

- describe the main idea of the videos;

- compare the advantages and disadvantages of such education;

- explain which approach you prefer and why.

https://www.youtube.com/watch?v=eAZ-fuWdz8M

https://www.youtube.com/watch?v=e45-3qOImYE

5. Work with written communication:

1. Translate into English. Indicate and explain which ways are more suitable for:

a) primary school students,

b) secondary school students,

c) high school students.

Ось декілька способів, які можуть бути використані для творчого використання медіа в навчанні:

1. Відеостворення. Учні можуть створювати власні відеоролики, документальні фільми, анімацію або відеопрезентації на різні теми. Вони можуть розповісти історії, демонструвати концепти, розв'язувати завдання або відтворювати експерименти. Це сприяє розвитку навичок дослідження, комунікації та творчості.

2. Вебпублікації. Учні можуть створювати свої власні вебсайти, блоги або електронні портфоліо для демонстрації своїх проєктів, досліджень або творчих робіт. Це дозволяє їм розвивати навички вебдизайну, написання, представлення та критичного мислення.

3. Подкасти та аудіо записи. Учні можуть створювати свої власні подкасти або аудіозаписи, де вони можуть розповідати процес навчання, обговорювати теми, читати свої твори або вести інтерв'ю. Це дозволяє розвивати навички голосу, розмовної мови та редагування аудіо.

4. Графічний дизайн та ілюстрація. Учні можуть використовувати медійні інструменти для створення графічних проєктів, ілюстрацій, інфографіки, постерів або коміксів. Це розвиває їхні навички візуального сприйняття, творчості та комунікації.

5. Соціальні медіа. Учні можуть використовувати соціальні медіа платформи для спілкування, обміну ідеями, представлення своїх робіт та отримання зворотного зв'язку. Вони можуть створювати власні блоги, канали на YouTube, сторінки в Instagram або групи у Facebook для спільної роботи над проєктами та обговоренням ідей.

2. You have just read about the challenges in implementing media in Ukrainian education. They are the following: insufficient teacher training, lack of funding and updated teaching materials, not enough equipment and facilities. An idea on how to improve the situation came to your mind. Write a **PROPOSAL** to the Ministry of Education and Science of Ukraine and tell about your suggestions.

Click the link https://www.languages247.com/writing-in-english/writing-a-proposal/ to know more about rules of writing proposals if needed.

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Навчальне видання

Авраменко Богдана Володимирівна

**Методичні рекомендації
з дисципліни «Англомовна медіа комунікація»
до проведення практичних занять
студентів 4-го року навчання спеціальності
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