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## THEORETICAL BASIS OF MEDIA EDUCATION

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**Abstract.** *Media education is the subject of research of a number of domestic and foreign scholars; each of them offers their own definition of the term "media education". The article is devoted to the problem of developing of media education. The author examines interconnection of main notions of media education using the explorations of Ukrainian and foreign scientists.*

**Keywords:** *media education, media literacy, media culture, information society.*

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” [11].

**Analysis of recent research and publications.** Media education is the subject of research of a number of domestic and foreign scholars: H. Onkovych, O. Fedorov, I. Sakhnevich, I. Chemerys, N. Dukhanin, A. Hutorsky, I. Fateyev, K. Beselget, E. Hart and others. Each of them offers their own definition of the term "media education"; there are many theories of the development of media education, new directions and models of media education are being developed.

**The purpose of the article** is to trace the relationship between the main concepts of media education and to make a theoretical analysis of their essence.

UNESCO played an important role in the formation and development of media education. It is believed that for the first time the term "media education" was used in 1973 at the meeting of the UNESCO Information Sector and the International Council of Cinema, Television and Audiovisual Communications. However, some scholars point out that the first educational program of media education was developed by Canadian M. McLuen in 1959, and its active use in the educational process began in the 60's of the twentieth century in the UK, Canada, Germany, the USA, France [12].

It should be noted that UNESCO had four stages of the formalization of the concept of media education. The first stage was the Grunwald Declaration of 1982, which sorted out media literacy, drew attention to the media's impact on education.

The second is the Toulouse Conference of 1990, which contributed to the systematization and more precise identification of this sphere. The third stage, the 1999 Vienna Conference, offered a new look at the media education in the context of technological advances and a new era of communication resulting from the use of digital technologies.

The fourth stage was the UNESCO Seminar in Seville, 2002. It emphasized the need to promote the program in five areas: 1) research, 2) training, 3) cooperation between schools, media, non-governmental sector and government agencies, 4) consolidation and promotion of the public sector and its cooperation with the media. [12, p.7]. Despite the fact that the development of media education in the world has been going on for a long time, there is still no definitive determination regarding this term.

In the Ukrainian pedagogical dictionary S. Honcharenko gives such an interpretation of media education - a direction in pedagogy, whose representatives motivate students to study the laws of mass communication (press, television, radio, cinema). The main tasks of media education is the preparation of a new generation for life in the modern information environment, to the perception and understanding of various information, awareness of the effects of its influence [7].

Doctor of pedagogical sciences, professor O. Fedorov understands the media education as a process of personal development with the help and on the material of mass communication (media) with the purpose of forming a culture of communication with the media, creative, communicative abilities, critical thinking, skills of full perception, interpretation, analysis and evaluation of media texts, teaching different forms of expression through media technology [13].

A. Lytvyn believes that media education is a study of materials and media, whose ultimate goal is media literacy, the ability to critically perceive media messages [15, p. 35].

A. Khutorsky believes that the most important aspects of media education are: the search for the necessary information in various sources; establishing links between different information sources; allocation of the main in the information message; obtaining from the information necessary data, their systematization; understanding of the direction of the information flow, the purpose of communication; detecting mistakes that distort the received information; perception and understanding of different points of view on one message; creating their own reasoned statements regarding the message; conversion of one type of information to another (verbal to visual); information conversion, based on the characteristics of the audience; definition of the form of presentation of information adequate to its content; mastering the simplest tools for working with information [15, p. 36].

N. Dukhanina explains the media education as a purposeful, systematic and permanent process of personal development on media material using modern and traditional media for the purpose of mastering media literacy, with further formation of media competence and media culture of the individual [3].

Media education is a media study that differs from learning through media. Media education is associated with the knowledge of how media texts are created and distributed, as well as the development of analytical abilities to interpret and evaluate their content (while media studies are usually associated with practical work on creating media texts). Both media education and media studies are aimed at achieving media literacy goals [6].

Media education is part of the educational process aimed at the formation of a media culture in society, the preparation of individuals for safe and effective interaction with the modern media system, including both traditional (print, radio, cinema, television) and the latest (computer-mediated communication, Internet, mobile telephony) media in the light of the development of information and communication technologies [11].

Media literacy is the level of media culture that relates to the ability to use information and communication technology, to express and communicate with the media, to consciously perceive and critically interpret information, to separate reality from its virtual simulation, that is, to understand the reality

constructed by media sources, to reflect on power relations, myths and types of the controls they cultivate [11].

I. Fateyeva defines the media education as purposeful and systematic actions designed to meet the educational needs generated by the fact of the existence of mass media, and considers media education as a subsystem of general and vocational education [5].

Leading foreign media educators and researchers C. Bazalgette, A.Hart and others believe that media education should be based on the study of the so-called six key concepts: media agencies, media categories, media technologies, media languages, media audience, media representations, media agencies [4].

Professor B. Yerzhakova defines the following directions of media education:

- 1) Integrative pedagogy of the mass media (media as a source of education;
- 2) critical mass media pedagogy (media as an instrument of manipulation and ideology);
- 3) instrumental (media as a means of education, tuition and training);
- 4) preventive (focuses on preventing the adverse development of children as a result of the perceived media information) [1].

N. Kirilov offers ten theories of media education:

- 1) media education as a theory of the development of critical (democratic) thinking of the audience;
- 2) media education as a culturological theory;
- 3) media education as a sociocultural theory;
- 4) semiotic theory of media education;
- 5) aesthetic (artistic);
- 6) “practical”;
- 7) ideological;
- 8) media education as a theory of “use and pleasure”;
- 9) “injectable” (preventive);
- 10) ethical theory of media education [10].

One of the forms of media education is the use of media technology. Pedagogical technology is aimed at increasing the efficiency of the educational process which guarantees the achievement of the planned learning outcomes. Under the technology we understand the design of the educational process by a certain scheme which reflects the features inherent in the traditional organization of the educational process: the orderly process of learning, the purpose and evaluation of results [2, p. 40].

O. Horyunova notes that media technology has been accompanying a person for a long time. Media is divided into five types: early (written language), print (printing, lithography, photography), electrical (telegraph, telephone, audio), media (film, television), digital (computer, Internet). Most modern researchers who work with the phenomenon of the information society, the dominant of

which is information, uses the term media as the one that denotes those technologies, the essence of which is the recording, storing and reproduction of information [8].

In the light of the current state of technology and media technologies O. Horyunova suggests the following analogy: the technique is hardware, and media technology is software. Consequently, the notion of technology contains the concept of media technology, if the technique is understood as a collection of all algorithms, processes and means of their implementation [8].

We agree with H. Onkovych who understands media education as a process of development and self-identity on materials and through the media which is designed to create a culture of communication, the ability to consciously perceive, critically comprehend, interpret media texts to expand general, sociocultural and professionally relevant knowledge, communication and creativity. She conditionally divides the media into two large blocks: mass media education (which should be continuous as the majority of media educators insist) and professional media education (university). In the process of informatization of society, the way of life of society changes, and each of directions needs corresponding pedagogical technologies. The use of media is inextricably linked with the use of new information technologies, which is of particular importance in the professional training of students, in the professional development of specialists, self-education [13].

According to H. Onkovych, media technology is the information and communication technologies (press didactics, TV didactics, film didactics, internet didactics, and multimedia didactics) that are combined into general concept of media didactics) [13].

**Conclusions.** At the UNESCO conference Education for the Media and the Digital Age (1999) in Vienna it 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 societies, to master the ability to use media in communicating with other people; provides the person with knowledge of how:

- 1) analyze, critically interpret and create media texts;
- 2) determine the sources of media texts, their political, social, economic, cultural, educational interests, their context;
- 3) interpret media texts and values spread by the media;
- 4) select the appropriate media for the creation and distribution of their own media texts and obtaining an audience interested in them;
- 5) to get free access both to perception and to the production of media [14].

Thus, the purposes of media education include: development of creative abilities; formation of critical thinking; learning to perceive and interpret information; proper evaluation of the quality of information; to increase the media cultural level of personality development.

It should be mentioned that in most Ukrainian higher educational institutions media education remains fragmented which updates the desire to create an efficient media system in Ukraine that can provide the educational process and improve the quality of European higher education.

It should be noted that the media education promotes democracy, education of media literate individuals capable of critical thinking, developing creativity and being ready to live in modern information society.

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