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## **MEDIA COMPETENCE IN FUTURE TEACHERS' TRAINING AT MODERN UNIVERSITIES**

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**Abstract.** *There has been considered an urgent need for the development of media education, one of the main objectives of which is to prevent human vulnerability to media violence and media manipulation, escape from reality into the virtual world of mazes, dissemination of media dependencies. Media education is a part of the educational process aimed at creating a society of media culture, preparing the individual for a safe and efficient interaction with modern media, including traditional (print, radio, cinema, television) and new (computer mediated communication, Internet, mobile telephony) media with the development of information and communication technologies.*

**Keywords:** *media competence, future teachers' training, media education*

The rapid development of information technology in the last two decades of the twentieth century and at the beginning of the twenty-first century has led not only to the emergence and dissemination of new electronic mass communication (mass media), but also to a significant expansion of the functions of traditional media (print, audio and video products, traditional radio and television) and their ability to influence the political culture and ideology

and transform human consciousness, directing effect not only on common values, but also the specific expression of national sovereignty. The activities of the media, as well as the nature of mass communication, today defined globalization processes, thus without their scientific research one cannot understand adequately static and dynamic characteristics of political culture and ideology, as well as patterns of political culture in modern terms, comparing different ideological systems of today and their impact on the mental and psychological foundations of national development.

Therefore there is an urgent need for the development of media education, one of the main objectives of which is to prevent human vulnerability to media violence and media manipulation, escape from reality into the virtual world of mazes, dissemination of media dependencies. In many countries the media functions as an educational system that has become an integral part of, on the one hand, the general education of young people, on the other – the mass information processes. It is a feature of globalization transformation factor of economic competitiveness and is inextricably linked to the development of democracy in the information society.

Problems of media education of children and youth have been covered in the dissertations in recent years. Thus, A. Fedorov studied the system of training of teachers to aesthetic education of schooling on the material of Screen Arts, O. Muryukina – the formation of media culture of seniors (based on Film), A. Nevmerzhtsky – the role of entertainment of central TV channels of Ukraine as a moral factor of adolescents' education, M. Fominova – the media education in the context of successful course of world culture in school, O. Stolbnikova – the development of critical thinking of students of pedagogical universities in the media education (based on advertising), N. Ryzhykh – media education of future teachers based on the English Screen Arts, N. Lehotina – pedagogical conditions of preparation of students of the university to implementation of media education in schools. The history of media education around the world studied A. Novikov, A. Hudolyeyeva, I. Chelysheva and others. The issue of mass media educational technology in secondary schools of the USA studied C. Shumayeva. However, we have not seen any scientific works concerning national educational discourse on the relationship of media education and professional future teachers' training at higher educational establishments.

The term “media” comes from the Latin “medium” (agent, broker), “media” (agents, brokers) – indicate hardware creation, storage, distribution and perception of information exchange between the author of the message and the mass audience. The modern meaning of “media” – a means through which communication between people, groups of people is made indirectly. In addition, these all means of mass communication and mass communication and individual, so-called, networked multimedia (print, radio, cinema, television, computer mediated communication, Internet, mobile telephony).

Ukraine has started using “The concept of introduction of media education in Ukraine”, which was agreed in social class Presidium of the National Academy of Pedagogical Sciences of Ukraine in May 2010. The main idea of the concept is to promote the establishment of an effective system of media education in Ukraine for the total preparation of children and young people for safe and efficient interaction with modern media. Three stages of the concept cover the pilot phase (2010 - 2013), the gradual rooting of media education and standardization requirements for it (2014 - 2016) and the further development of mass media education and complete implementation (2017 - 2020).

Media education is a part of the educational process aimed at creating a society of media culture, preparing the individual for a safe and efficient interaction with modern media, including traditional (print, radio, cinema, television) and new (computer mediated communication, Internet, mobile telephony) media with the development of information and communication technologies.

Media educators are teachers, coaches, educators of all parts of the education system, media executives’ studios of different profiles in the structure of youth centers and other organizations that have the appropriate educational and media psychological competence and implement media education.

Media culture is a set of information and communication tools that operate in the community, sign systems, elements of culture communication, search, collection, production and transfer of information and culture of its perception of social groups and society in general. On a personal level media culture means a person’s ability to interact effectively with the media, behave adequately in the information environment.

Media awareness is the level of media culture, which involves mastering by an individual the systems of knowledge of mass media, their history and characteristics of the operation, the benefits and dangers to humans, the ability to protect themselves from the negative impacts of information and navigate freely in the world of information.

Media literacy is the level of media culture concerning the ability to use information and communication technology, to express themselves and communicate through the media, perceive consciously and critically interpret information, to separate reality from its virtual simulation, i.e. to understand reality constructed media-sources, reflect power relations, myths and types of controls they cultivate.

Media competence is the level of media culture, providing an understanding of individual socio-cultural, economic and political context of the functioning of the media, confirming its ability to be a carrier and transmitter of media and cultural tastes and standards to interact effectively with media space, to create new elements of media culture of contemporary society.

There have been found the basic conditions of formation and development of media education in Ukraine: the formation of individual resistance to

manipulative influence of the media; focus on the psychological, intellectual and cultural media development (formation of media perception, artistic taste, critical thinking, creativity and skills of media text analysis, competent creation of one's own media products etc.); development and implementation of a system of continuous education; improvement of the content, methods, forms of teaching and learning using media education technology, development of educational and methodical complex on media education and its implementation in the educational process etc.

We analyzed the general requirements for a specialist of social and humanities:

- Ability to effective communication interaction;
- Ability to exercise tact and sensitivity in communication, sociability, creativity;
- Ability to create a trusting atmosphere in consultation, promote mental relief;
- Ability to use tools for individual and group communication in different social and educational situations;
- Ability to adopt organizational means and forms of the process;
- Ability to take into account gender features of broadcasting: melody, rhythm, tempo, timbre;
- Skill of own speaking skills;
- Ability to apply communication skills;
- Ability to make decisions in different situations.

The system analysis of the investigated phenomenon, its semantic content and features makes it possible to consider the use of Media Technology as a coherent set of methods and techniques that achieve the goals and solving problems of media education through a certain sequence of actions on the material of the media and in the process of learning and lifelong education of the person.

Thus one could argue that pedagogical science has been enriched by a new direction, i.e. media pedagogy, which, logically, should consist of media upbringing, media education and media training and be served by the relevant technologies. So, as we see today media pedagogy and media education are developing rapidly in different countries. Due to the experience of the modern world, it is clear that the educational system of Ukraine needs a “media teacher”. And pedagogical universities training personnel not only from different fields of pedagogy, but also in journalism, publishing and editing have to cherish these professionals.

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## **AESTHESIS OF PERSONALITY AS A PROFESSIONAL QUALITY OF MUSIC TEACHER**

*Odessa, Ukraine*

**Abstract.** *The article deals with the problem of personality's aesthetic development. The result of aesthetic development of personality formation represents the maturity of sensation, perception, understanding and evaluation of the aesthetic in its various manifestations, the ability to respond to the given mental processes and include them into the activity plan. The aesthetization of mind and senses is anthropological, and at the same time, socio-cultural phenomenon that affects the aesthetic qualities of the individual, his aesthesis. Based on the analysis of scientific concepts there is revealed the essence of characteristic features of the phenomenon of aesthesis, among which mentality, multimodality, activity-based character are distinguished.*

*The core that forms it is a search of artistic meaning, the idea of the work and its interpretation. In this creative process cross and focus the most important for the theory and practice of personality's aesthetic development phenomena: understanding a work of art, the adequacy of its meaning experience. As a result, the transformational changes in personality traits occur: focus artistic and aesthetic priorities, taste; his emotional experience is enriched, improved his moral qualities are imperfed.*

*The aesthesis of music teacher personality as an integrated professional quality consists of two block components: the reflexive-sensory and mental-ideological. They include both mental processes caused by personality's individual traits, and sociocultural, value, caused by objective factors: national values, traditions and ethnic identity of the individual and others as well.*

**Keywords:** *aesthetic development, aesthetic abilities, aesthetic experience, aesthesis of personality, music teacher.*

Aesthetic development of personality is one of the most important functions of art in the educational environment. In the broadest and generally accepted meaning, aesthetic development is the process and the result of the individual's ability to see, to perceive, to feel and experience the beauty in the surrounding reality, nature, life and human relations. Herewith, aesthetic development is more often viewed as a process of dynamic changes of this ability. At the same time, there arises a question of phenomenological aspect – if aesthetic development is a process, what is the result of this process. The result of the aesthetic development of the person can be considered maturity of sensations, perceptions, understanding and evaluation of the aesthetic in its various forms, the ability to respond appropriately to these mental processes and include them