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PROFESSIONALLY ORIENTED MEDIA EDUCATION IN UKRAINE

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Abstract. *The purpose of this paper is to investigate new educational technology for higher education such as using media educational technologies in general or at least media resources. The latest researches of Ukrainian scientists in the area of professionally oriented media education give reason to distinguish the general and special purposes of using media educational technologies in university environment. Introduction of media education in the learning process should be the means of improving the effectiveness of training future specialists. The active use of media educational technologies in the learning process will help future specialists to acquire a steady habit of appropriate using the professionally oriented media resources in their future roles.*

Keywords: *educational technology for higher education, professionally oriented media education, media educational technologies, media resources, lawyers professional training.*

Building a democratic state, the development of civil society in Ukraine coincides in time with the process of forming the information-oriented society. Modern scientists urge the necessity of developing media and information literacy in a knowledge society. This situation causes fundamentally new requirements for the training specialists in different spheres.

The opinions that dominate in high school pedagogy assert that the complexity of the goals and objectives of professional education demand the fundamental changes in the process of students training to bring all of its components to the new conditions of professional activity.

Researches undertaken in recent years suggest that media education as a method of preparing young people for successful functioning in the information society attracts the attention of educators. Analysis of the research shows that the most widespread practice in the Ukrainian education is using materials of mass media with the aim of learning a foreign language, teacher training, as well as an educational tool in secondary school. The media resources specially

selected for use in the educational process of higher education have been studied by domestic and foreign researchers, in particular H. Onkovych, B. Potatynyk, A. Fedorov, N. Legotina, N. Dukhanina, I. Chemiris, I. Gurinenko and others.

However, despite the goals that lie in the thorough preparation of new generation to active life in the rapid development of information technological society the question of using media educational technologies is, in our opinion, not enough disclosed in the educational environment of higher education. So the main aim of this paper is theoretical justification of using media educational technologies in the professional training.

Trends in the development of modern higher education in Ukraine are inseparably connected with the widespread introduction of the learning process and the various forms of active learning. Such changes in education require improvement of training programs. Rapid development of information and communication technologies and media in the modern world urgently needs skilled individual to use them safely.

Although the role of the media in society becomes more powerful, modern higher education in Ukraine is not very active and does not take all advantages of the potential benefits offered by the information society, also thanks to media educational technologies.

In general, it should be noted that the understanding of media education by foreign and domestic educators varies widely. The West emphasizes the formation of autonomous media personality; Ukraine emphasizes media equipment mastering and use of media opportunities in the classroom. At high school media education elements have to be involved into the various specialties curriculums of professionally oriented humanitarian training in corresponding volumes.

Modern researchers advise to use the process of rapid development of information technologies to improve professional education, to ensure its accessibility and effectiveness in preparing young people for life and work in the information society today. Teachers should create students ability to control the flow of information resources, to master communication techniques [3, p. 236].

As it is indicated by prof. G. Onkovych, for the first time the term “professionally oriented media education” was introduced to the educational community by Ukrainian researchers and now probably we should talk about the new vector of research, not just about the term. It is caused by introduction of media educational technologies in training professionals in different areas [2, p. 18]. The vector is represented by professionally oriented media education scientific school the leader of which is Professor Ganna Onkovych. Different research areas are developed under her expert guidance among them are: “Mass media techniques usage in professional training of future state fire safety officers” by Inna Gurinenko; “Media Educational Technologies Usege in

Training Masters of Computer Science” by Natalya Dukhanina, “Usage of media educational technologies in the process of future specialists in oil and gas sphere professional training” by Inna Sakhnevych, “The efficiency of media educational techniques to form communicative skills of records managers” by Olga Yanyshyn.

Media literacy / media competence, which the human gets during the media education, helps to use actively the opportunities provided by the television informational space, radio, video, film, media and internet. It also assists in better understanding of media culture language [5, p. 167]. Here becomes increasingly clear that the training of such a media competent person cannot take place only within the limits of traditional training [1, p. 191]. Being active consumers of information or media competent is certainly a necessary requirement for a modern specialist. So now teachers should train their students to read and recognize implicit meaning of the mass media texts, to understand how mass communication means effect humans – in other words to think critically and to live in the modern information-oriented society.

It can be distinguished general and special purposes of using media educational technologies as a coherent set of methods and techniques to ensure the achievement of goals and objectives of students media education. General educational objectives are to achieve the same educational goals as through traditional means of education – textbooks, manuals, exercises and practical tasks. As it is pointed out by Y. Sukharnikov, higher education in Ukraine should reach four major, fundamental goals which include: preparation for the labour market, preparation for life as active citizens in a democratic society, personal development, the development and maintenance of a broad, advanced base knowledge [4, p. 38].

In this aspect media educational technologies will help future specialists to determine quickly and accurately their place in the system of social relations; to get desirable social status. They also will assist students’ personality molding, allow them to become active members of the society providing them with the necessary knowledge, shape their world outlook and promote creativity.

The special purpose is the following. Media educational technologies become the means of understanding the point of media product which makes a significant impact on the society. One of the directions of such influence is the ability to shape the legal culture of citizens and at the same time to monitor its level. Thus, in Ukraine active promotion of legal clinics and ensuring their interaction with mass media are recommended. This trend will be productive only so long as future professionals in the sphere of law get the high level of media culture.

In cooperation with the media as part of the university educational process this interaction is also expected in future professional activities of lawyers because besides the formation of legal culture of citizens, another direction of future professionals in the field of law is to reform legislation regulating the

media.

But for effective use of media educational technologies the interest of students and their needs should be taken into account. A teacher needs to know how much attention students pay to the media and what their purposes are. To clear these issues we drew up a questionnaire.

According to the results we can say that students spend different time budget for different media. The most popular resource is Internet. 46% of respondents spend more than two hours a day searching different information on it and 32% of respondents increased the time budget after they had become students. The less popular resource is television informational space 69% of respondents spend less than 30 min a day watching different TV programmes and 63% of respondents reduced the time budget after they had become students. The least popular resource is printed media. 76% of respondents spend less than 30 min a day reading it. 48% of respondents didn't change their time budget and 35% even reduced after they had become students.

The results of questioning showed the differences of time budget for different media and also the purposes of students.

But the percentage of media resources which propose information linked with their future profession is too low. So we can state on low level of media literacy and media competence of the respondents.

The questionnaire also shows the perspective in introducing elements of media educational technologies in the law students professional training process. Different TV programmes mentioned by the respondents can be used in practical classes in order to improve professional speech skills. The answers demonstrate the lack of knowledge about professional scientific publications but such publications can give the latest information and this issue needs to be solved too. And one more aspect demonstrated by the questionnaire and by real practice is the believability of materials proposed by the Internet.

All these facts, in our opinion, indicate the need for the introduction of media-educational programs for the students.

Based on the above-stated, it is possible to assert that the use of media education, the main goal of which is the development of personal critical thinking, media literacy, media competence, in the professional education should become a quality improving factor of future professionals training.

In addition, media education of future lawyers is paramount, as they have to create a civilized democratic legal framework within which operate media, which undoubtedly has a significant impact on society.

It should be noted that the theme of the use and role of media education technologies in training lawyers is still not enough developed, so there is a need for further theoretical and practical research, the creation of media-educational programs, projects, methodological kits.

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THE PROBLEM OF POLITICAL COMPETENCE IN PUBLIC ADMINISTRATION

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Abstract. *The problem of the government competence in matters of political governance is one of the most topical practical problems of politics. The government can be act effectively and successfully only when they have necessary and sufficient body of knowledge and skills that allow them not to disturb a social life by volitional means, and act in accordance with the laws of social processes.*

The question of the competence of higher authorities is very important for any country of the world, since the success of the country, its economic and political well-being depends on the quality of the political elite – on their abilities and skills, competence and professionalism, however, just as on their honesty and good will. But if honesty and good will are the phenomena that are difficult to undergo a theoretical analysis and socio-political reflection, the competence can and should be understood by theorists both in the perspective of idealized, sample forms, and in the context of the real problems that politician who strives to act competently faces.