

## MEDIA EDUCATIONAL COMPETENCE OF A CONTEMPORARY SCHOOL'S TEACHER IN UKRAINE

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### Abstract

The study provides a generalized analysis of media-education as a phenomenon created in the media space on the basis of integration of education and information and communication technologies, and serves as a way of understanding media culture, which is based on a comprehensive understanding of media activities, as well as a special type of educational and creative microenvironment that ensures fruitful and adequate interaction of the personality with the media culture on the basis of forming a complex of media competences and creating a hyper-media educational process. The theory and methodology of developing the problem are based on the fact that the activity of mass media, as well as the nature of mass communication, is today determined by globalization processes, without which scientific understanding of the static and dynamic characteristics of political culture and ideology, as well as the laws of political culture development, is impossible in modern conditions, comparison of different ideological systems of modernity and their influence on the mental-psychological foundations of national development. The media-educational competence of the teacher of the modern Ukrainian school was elaborated and presented as a complex professional-personal construct, providing understanding of the personality of the teacher of socio-cultural, economic and political context of the functioning of media, reflecting his desire and ability to be a carrier and translator of media-cultural standards, to effectively interact with the educational media space, to reproduce and produce new cultures.

**Keywords:** media, media education in Ukraine, media competence of the teacher.

**Introduction.** For Ukraine, the study of the influence of the media on the social space is actualized by the fact that during its transformation, the social space becomes an unstable state, which leads to the loss of landmarks by people and society in general. The invention of modern information and communication technologies became the mega-fluctuation of social intelligence, which not only changed the contours of the future, but also became a point of bifurcation for the entire terrestrial civilization, turned the sphere of education into a synergistic system. Gradually in the domestic scientific circulation is spreading the concept of "media space", which covers the problems of transformation of social space under the influence of the development of mass media and is a special reality, which is part of the social space and organizes social practices and representations of the subjects involved in the system of production and consumption of mass media.

Of particular importance among modern educational technologies are information and multimedia technologies. The introduction of modern media technology enriches the mental activity of pupils through the acquisition of informational technologies, leads the development of mental abilities, algorithms of thinking, deepening of symbolic experience and development of imagination, enhancing of cognitive interests, expanding of communication opportunities in the global virtual space (V. Kremen, S. Kvit, V. Ognevnyuk).

The scientific and pedagogical understanding of the informatization of education is deployed in the scientific work of outstanding domestic scientists, such as: I. Bogdanova, Y. Galeta, R. Gurevich, R. Gurin, A. Kolomiets, S. Krishtof, O. Mashbyts, O. Morse, L. Petukhova, O. Spivakovsky, A. Yanovsky and others. Humanitarianization of the national educational space by considering the potential of social and humanitarian educational disciplines in higher education is reflected in the fundamental scientific work of M. Yevtukh, M. Knyazian, O. Kopus, Z. Kurland, O. Semenog, T. Symonenko, O. Suhomlynsky.

The analysis of scientific and pedagogical sources has shown that the concept of "media education" is actively included in the scientific and pedagogical thesaurus, categorical apparatus of pedagogy, but there is no proper scientific understanding and theoretical interpretation of the phenomenon "media educational competence". In addition, there is no specific study of the problem of formation of the media education competence of future teachers the process of vocational training.

**The aim of this paper:** to reveal the peculiarity of the phenomenon of "media educational competence of the teacher" in the system of professionalism of the teacher of the modern Ukrainian school.

**Research tasks:** determine the content of the concept of "media education competence"; to reveal the role of media educational competence in the system of

professional and pedagogical activity of the teacher of the modern school.

**Research Methods:** to solve certain tasks, test the hypothesis of the study and achieve the goal, we use the general scientific methods of two levels of cognition, namely: theoretical level - study and analysis of philosophical, psychological-pedagogical and methodological literature, scientific achievements of domestic and foreign scientists on the problem of formation of the media educational competence; logical-systematic, classification, analogy, induction, deduction, generalization of scientific-theoretical and practical data for clarification of pedagogical conditions of formation of media educational competence of students.

**Subsection 1.** The notion of "media protector" in scientific sources.

For Ukraine, the study of the influence of the media on the social space is actualized by the fact that during its transformation, the social space becomes an unstable state, which leads to the loss of landmarks by people and society in general. In this context, issues of reflection and interpretation of social space come to the fore. The level of scientific understanding of these problems directly influences the vector of society's development. At the same time, the available scientific intelligence in this area concentrates primarily on the coordination of the directions of development of social space and social transformations in general, philosophical reflection on the level of influence of the mass media on this process is significantly behind the needs of social development.

The concept of "media space", which covers the problems of transformation of social space under the influence of mass media development, is gradually becoming more widely used in scientific circulation and is a special reality that is part of the social space and organizes social practices and perceptions of the subjects involved in the production and consumption of the media.

The analysis of the approaches and directions of development of concepts of media education offered by numerous scientific researches of scientists proves that the modern view of the phenomenon of "media" in domestic research has not yet been fully formed. The terminological fund has not yet been properly reorganized, and methodological approaches to the problem have not become definitive.

At the same time, the general principles behind the development of the problem are obvious.

#### **Conclusions to subsection 1**

Thus, media education should provide knowledge about: 1) to analyze, critically comprehend and create media texts; 2) to determine sources of media texts, their political, social, commercial, cultural interests and context; 3) to interpret media texts and values that carry the media; 4) to select the appropriate media to create and disseminate their own media texts and to attract the interested audience; 5) to enable free access to media for consumption and production of own media products.

**Subsection 2.** Functional role of media educational competence in the system of teacher's professional and pedagogical activity.

One of the ways of updating the content of the education of a higher pedagogical school, matching it with the contemporary needs of integration into the European and worldwide educational space is the implementation of a competent approach aimed at the personal self-realization of the student. Such an approach can only be implemented in the conditions of personally-oriented pedagogical teaching technologies, taking into account a single educational space, in which a future humanities teacher can easily study the history of different peoples, language and literature, communicate with foreign specialists, establish contacts, realize their values and priorities, as well as share information and experience, improve own professional level throughout their lives.

The State Standard (Basic General Education in Ukraine) states that competence is acquired in the learning process by the integrated ability of the learner, consisting of knowledge, skills, experience, values and attitudes that can be fully implemented in practice; competence is a socially recognized level of knowledge, skills, habits, attitudes in a particular field of human activity; competency approach is the focus of the educational process on the achievement of results, which are hierarchically subordinated to key, general subject and subject (sector) competencies.

As we can see, both the conceptual content of these basic terms and the strategy of developing the national education system according to the leading tendencies of the European educational paradigm are clearly recorded at the level of state documents.

Currently, the tendency to introduce a competency approach not only into the normative but also into the practical components of education is stood out, and a description of the substantive characteristics of the resulting units of the content of the education content is being developed – competence. Therefore, in vocational education there are changes in goals: from arming with professional knowledge and skills - to the professional development of a future teacher, from the training of a narrow specialist - to the training of a professional who has different competences, that is, generalized ways of performing actions acquired in the learning process.

In the context of the research, it is productive in this position that, firstly, the authors emphasize the possibility of expanding the range of competences according to the required fields of application, and, secondly, emphasize the prospects of this in the context of future teachers' vocational training. We understand this approach in such a way that the teacher's media competence, if necessary, is rightly supplemented by the "educational" component, that is, to present as a sole construct the "media education" competence as a media competence, narrowed to a narrow segment - the educational activity of the teacher.

So, let's try to establish a chain from the "simplest" concept of media to the phenomenon under study in the dissertation - media educational competence. The term "media" is derived from the Latin "medium" (medium, mediator), "media" - means the technical means of creating, storing, distributing, perceiving information and exchanging it between the author of the message and the mass audience. The modern meaning of "media" is

a means through which communication between people, groups of people is indirectly carried out. In addition, these are all means of mass media, as well as means of individual mass media and so-called network multimedia (print, radio, cinema, television, computer-mediated communication, Internet, mobile telephony).

The term *media-educational* narrows the direction of application of media products, media information, media to the educational field.

Thus, media educational competence in the general form is a media competence "narrowed" to a purely professional segment of professional activity of a specialist - educational activity. The needs of teachers in the context of implementing the concept of media education have also not been ignored by the scientific community, as evidenced by the beginning of comprehensive "mediation" of all links of school and preschool education. Teachers of different specialties from different regions need more intensive sharing of media education teaching experience. According to experts, such professional interdisciplinary personal communication is not enough. Most experts also link the further prospects of media education development with the possibilities of its integration into various disciplines. It is recognized the need to include elements of media education not only in the upper classes, but also in the junior and secondary schools. Teachers of different specialties have been involved in teaching media education at the present stage, so it is possible to meet the need to develop textbooks and teaching materials for integrated courses based on their practice. There is a request for practical tasks and an accessible systematic library. There are not enough tests and materials to control. It is important to use the creative potential of teachers who develop their own programs and engage in scientific work to enhance the practical component and improve the media education course. This approach will bring the completion of the course closer to the practical needs of students.

#### **Conclusions to subsection 2**

In our opinion, media educational competence of the teacher of the modern Ukrainian school includes: the general technical media literacy; the general awareness of the media in the aggregate and the patterns of

their functioning in particular; the ability to collect and filter information further; the ability to adequately perceive and interpret media information; the ability to think critically as a consistent analysis, logically reasoned judgments about the content and form of media texts, their justified evaluation; the ability to think critically, not only operationally, but also as a personality trait: independence, independent thinking from existing stereotypes, which results in the formation of one's own position on some media texts; practical skills in finding and assimilating media information; practical skills in removing media that is unnecessary for the individual; practical application of the system of media-hygienic measures as psycho-physiological prevention; the creative skills in the field of media: possessing technical creative techniques; creating your own variety of media texts; creative rethinking of content and form of existing media products, creative interpretation of its meanings; creative style of perception and thinking as a necessary component of a person living in the new conditions of the informative world.

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### **ДІАГНОСТИКА ГОТОВНОСТІ ВЧИТЕЛІВ ПОЧАТКОВОЇ ШКОЛИ ДО ІННОВАЦІЙНОЇ ДІЯЛЬНОСТІ В УМОВАХ ІНКЛЮЗИВНОГО НАВЧАННЯ**

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### **PRIMARY SCHOOL READY DIAGNOSIS TO INNOVATIVE ACTIVITIES IN THE CONDITIONS OF INCLUSIVE LEARNING**

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#### **Анотація**

В статті розглянуто особливості діагностики готовності вчителів початкової школи до інноваційної діяльності в умовах інклюзивного навчання. Проведений аналіз наукових досліджень дозволив визначити

в структурі готовності вчителів початкової школи до інноваційної діяльності в умовах інклюзивного навчання мотиваційний, когнітивний, діяльнісний, рефлексивний та емоційний компоненти. Для розробки методичних рекомендацій щодо формування готовності вчителів початкової школи до інноваційної діяльності визначені критерії, показники та рівні сформованості. Вважаємо, що готовність вчителів початкових класів до інноваційної діяльності в умовах інклюзивного навчання доцільно оцінювати за критеріями, які відображають стан розвитку кожного компонента: цільовий характеризує мотиваційний компонент, знанневий – когнітивний, операційний – діяльнісний, корегувальний – рефлексивний та вольовий – емоційний.

#### Abstract

The features of diagnostics of the readiness of primary school teachers to innovate in the conditions of inclusive learning are considered in the article. The conducted analysis of scientific researches made it possible to determine motivational, cognitive, activity, reflexive and emotional components in the structure of elementary school teachers' readiness to innovate in the conditions of inclusive learning. Criteria, indicators and levels of development have been defined to develop methodological recommendations on how primary school teachers are prepared to innovate. We believe that it is advisable to evaluate the readiness of primary school teachers to innovate in inclusive learning by the criteria that reflect the state of development of each component: the target characterizes the motivational component, the cognitive – cognitive, operational – activity, corrective – reflective and strong-willed – emotional.

**Ключові слова:** інноваційна діяльність, інклюзія, інклюзивне навчання, початкова школа, діагностика.

**Keywords:** innovation, inclusion, inclusive education, elementary school, diagnostics.

Потреба в упровадженні інноваційних процесів у шкільній освіті викликана змінами соціально-економічних умов і, відповідно, парадигми сучасної освіти, центром якої стала особистість школяра; розробкою стратегій та політики поліпшення соціальних та економічних умов для людей з обмеженими можливостями; інтенсивним розвитком інформаційних технологій у всіх сферах людської діяльності.

У зв'язку з цим важливого значення набуває формування готовності педагога до здійснення інноваційної діяльності. Проблема здійснення інноваційної діяльності педагогом знайшла відображення у працях І. Беха, Л. Даниленка, І. Дичківської, Л. Карамушки, М. Кларіна, О. Красовської, О. Пехоти, Л. Подимової, А. Прігожина, В. Слатьоніна, А. Хуторського та інших.

Дослідниця О. Красовська обґрунтувала думку про те, що термін «інновація» складається з новаторської ідеї та процесу, методики, технології її практичної реалізації та результату, що призводить до якісних змін в освіті [6, с. 4]. Погоджуємося із твердженням В. Вакуленко в тому, що «інновацію в освіті розглядають як реалізоване нововведення – у змісті, методах, прийомах і формах навчальної діяльності та виховання особистості (методиках, технологіях), у змісті і формах організації управління освітньою системою, а також в організаційній структурі закладів освіти, у засобах навчання та виховання і в підходах до соціальних послуг в освіті, що суттєво підвищує якість, ефективність та результативність навчально-виховного процесу» [3].

Однак, у наукових публікаціях інновація розуміється і як інноваційна діяльність, і як процес, спрямований на досягнення певних результатів, а також як зміни, спрямовані на оновлення та вдосконалення існуючої освітньої системи для досягнення визначених результатів. Зокрема В. Паламарчук вважає, що інновація – це результат творчого пошуку оригінальних, нестандартних рішень педагогічних проблем» [8, с. 67]; О. Савченко стверджує, що інноваційними є процеси створення, поширення

та використання нових засобів (нововведень) для розв'язання тих педагогічних проблем, які досі розв'язувалися по-іншому [10, с. 6].

Найбільш повне трактування терміну «інновація» здійснене І. Дичківською, яка вважає, що його доцільно використовувати у таких значеннях: форма організації інноваційної діяльності; сукупність нових професійних дій педагога, спрямованих на вирішення актуальних проблем виховання і навчання з позицій особистісно-орієнтованої освіти; зміни в освітній практиці; комплексний процес створення, розповсюдження та використання нового практичного засобу в галузі техніки, технології, педагогіки, наукових досліджень; результат інноваційного процесу [5].

Аналіз наукових досліджень дозволяє зробити висновок, що здійснення ефективної інноваційної діяльності можливе за умови усвідомлення майбутнім учителем необхідності та практичної значущості інновацій у закладах середньої освіти, а її реалізація потребує формування готовності до цього виду діяльності у педагога. В процесі впровадження інновацій педагога повинні вирішувати низку педагогічних проблем. Ефективність прийнятих рішень буде залежати саме від рівня його готовності до здійснення інноваційної діяльності.

Тому в структурі готовності вчителів початкової школи до інноваційної діяльності в умовах інклюзивного навчання нами виділені мотиваційний, когнітивний, діяльнісний, рефлексивний та емоційний компоненти. Для розробки методичних рекомендацій щодо формування готовності вчителів початкової школи до інноваційної діяльності в умовах інклюзивного навчання та організації формування педагогічного експерименту необхідно визначити їх критерії, показники та рівні сформованості.

В наукових дослідженнях не існує єдиної точки зору щодо визначення понять «критерій», «показник» та механізму їх визначення в контексті певної педагогічної проблеми. Наприклад, О. Діденко вважає критерій тією ключовою ознакою, яка дозволяє оцінити психічні явища, дії або діяльність