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Розвиток медіакомпетентності у контексті виховання особистості
Development of Media Competence in the Context of Personality Education

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Abstract. *The article analyzes modern approaches to the development of media and human potential. It presents a modern European approach to digital tools in the educational process, especially in the professional activities of teachers, supporting new levels of communication and interaction for all participants in the educational process, as well as digital subjects of the educational process aimed at developing competencies.*

The study used the theoretical method of historical and pedagogical analysis, generalization, comparison, study of curricula, other documentation and practices of educational activities, and factual generalization, which allowed us to explore the origins of the concept of "media. Foreign experience in domestic practice is determined by the empirical method - observation and analysis.

The results reflect the general state of digital literacy in Ukrainian society, it was determined that the most prepared in this regard are representatives of the age group of students. The categories of media and information and communication competence, structural analysis allowed us to consider the system of competencies based on their basic components.

The article focuses on the importance of teachers and students acquiring the knowledge, skills, and abilities to realize and protect their democratic rights and responsibilities on the Internet. According to researches, media literate students should be able to critically and consciously evaluate media texts, maintain a critical distance from mass culture and resist manipulation.

Media-literate students should be able to critically and consciously evaluate media texts, maintain a critical distance from mass culture, and resist manipulation.

Key words: *media literacy, information technologies, media education, media culture, media personality, future teachers.*

Introduction. This article delves into the intricate relationship between media consumption, its impact on intelligence, and the broader educational framework, underlining the importance of media competence in contemporary society. As information and communication technologies dominate the modern landscape, their influence on our intelligence, ways of learning, and broader societal interactions cannot be ignored. This exploration centers on the pressing need for media literacy in the backdrop of an information-rich world, aiming to highlight its significance in modern education systems.

Bridging the gap between traditional educational methods and the digital world is crucial in the age of the internet. Through an analysis of media's influence on intelligence, this article underscores the transformative role of media in shaping our educational paradigms and the urgent need for a media-literate generation. From emails to chat apps, and from digital libraries to global databases, the distinction in media usage between educators and students has never been more apparent.

Aims. Our aim is to provide actionable insights for educators, policymakers, and platform developers to promote responsible and enlightened digital citizenship in an era dominated by social media. Through this, we endeavor to reinforce the critical importance of media competence as an integral facet of

modern personality education. Also it is important to examine the relationship between media competence and its influence on personality development, with a focus on how media literacy shapes individual cognition, social interactions, and educational outcomes.

Objectives. The use of digital learning tools is becoming a new technology that is the basis for the development of self-education skills, modern culture and the level of education. Media literacy in working with information sources affects the intellectual growth of the individual and his or her point of view. The use of media tools in education is not only about providing the education sector with new, previously unavailable technical learning tools and new forms of presentation of educational materials, which is a means of supporting new levels of communication and interaction between participants in the educational process.

It is also important to create new opportunities for the development of media competence. The latest highly individualized educational technologies are being introduced, based on the modern personality. Therefore, teachers have an important task - to teach how to live and use the digital space in the same way as the physical world. Media education has a unique function of preparing children for life in the information space.

In today's society, media education is designed to teach the culture of communication with media, creativity, communication skills, critical thinking, the ability to fully perceive, interpret, analyse and evaluate media texts, and various forms of self-expression through media technologies. The process of personal development takes place through the use of media materials, and the skills developed transform into media literacy.

Literature Review. The concept of digital citizenship is a definition that is widely used today in the European and global communities.

Research on the problem of the media's influence on the individual and society in the field of education is presented in the works of D. Buckingham, J. Gonnet, I. Dzialoshynsky, D. Lull and L. Sellers.

Psychological aspects of media influence on personality occupied a central place in the scientific interests of L. A. Naidenova and Y. Usov. E. Miller, G. Onkovych, N. Sayenko, O. Serbenska, V. Usata, I. Chemeris and others have studied the use of media materials. The use of computer software in pedagogy was considered in the studies of V. Bezpalko, N. Rotmistrov, G. Shetzer, L. Morska, and others. In psychological and pedagogical opinion, the issue of building the educational process is considered in the context of productive research of teacher's pedagogical activity.

Research methods. The study used the theoretical method of historical and pedagogical analysis, generalization, comparison, study of curricula, other documentation and practices of educational activities, and factual generalization, which allowed us to explore the origins of the concept of "media". The results reflect the general state of digital literacy in Ukrainian society, it was determined that the most prepared in this regard are representatives of the age group of students.[12, p. 45] The categories of media and information and communication competence, structural analysis allowed us to consider the system of competencies based on their basic components. The scientific method and comparative analysis became the basis for determining the peculiarities of the development of media and IC competence in the international educational space. Foreign experience in domestic practice is determined by the empirical method - observation and analysis.

Results and Discussion. At the present stage of society's development, the media network has a significant impact on society, everyday communication, education and professional activities of people. In this aspect, special attention should be paid to the training of future teachers, whose activities contribute to better preparation and adaptation of children to life in this society [8;9].

The result of the media education process is media literacy. Media literacy is the ability to use, analyze, and evaluate media products (Encyclopedia of Education, 2008, p. 165). Media literacy is the most important set of skills and knowledge needed by a person in the modern information society: how to find the information they need and make sure it is reliable, how to separate

propaganda from facts and filter information in situations of conflict, understand the concept of information security and how it differs from censorship, how to recognize manipulation [11;13].

Media literacy is especially important when a teacher works with children. The mass media and the Internet, having taken priority positions in shaping children's worldview, have become a particular threat to the vulnerable child's mind.

Media-literate students should be able to critically and consciously evaluate media texts, maintain a critical distance from mass culture, and resist manipulation [8].

Actions of a very different nature, composition, purpose, intent, motive, and possible consequences take place on the Internet. Here are some of the most common ones:

- Hacking - hacking into a website, with or without left-handed modification of the website's content;
- Curling - stealing information that identifies an Internet user as the owner of a bank credit card and using this information for potentially illegal financial transactions; and
- cracking - removal of software protection for further free use or distribution of pirated copies of legally purchased software;
- d.o.s. - unauthorized acquisition and use of another person's credentials to use a network;
- d.o.s. crash - any activity that causes the computer to freeze;
- Spam - unauthorized mass distribution of electronic messages of an advertising or other nature or spoofing of an e-mail address.
- Reading other people's e-mail messages.

The UN has developed a classification of computer crimes, which includes

- Fraud using computer manipulation;
- Computer interference with documents or data (usually using a computer or copying equipment);
- Damage or modification of programs and computer data (e.g., computer vandalism, use of viruses, worms and logic bombs);
- Unlawful interference with computer systems and services;
- Illegal reproduction of licensed computer programs [13].

Thus, there are many malicious activities on the Internet, and the functioning of the network requires some control. Big business owners are most concerned about attacks on their economic interests, while non-governmental organizations and international non-profit organizations are most concerned about the availability of child pornography on the Internet [7].

Undoubtedly, the best way to provide security is to ensure that children are properly educated. Professional advice, such as limiting children's computer use, monitoring their online communication, and using the computer with them, is not always feasible. Even the appropriateness of some advice is questioned, especially in the case of young people who are very sensitive to intrusion into their privacy and are knowledgeable and competent enough to circumvent the controls imposed on them. Moreover, children today are much more confident online than their parents.

It is worth mentioning organizations that can inform people about the presence of illegal materials on the Internet. The most famous of these are NLIP (Nederlandse Internet Providers) and the Internet Watch Foundation (UK; www. delitosinformaticos.comJ <http://www.delitosinformaticos.comJ>) [1].

According to the British researcher Jane D. Brown, the concept of media literacy is defined differently for people of different professions. Traditionally, media literacy allowed people to analyze and evaluate literary works and create high-quality texts. However, in the second half of the 20th century, media literacy has evolved into the ability to competently analyze, evaluate, and use print media, film, radio and television programs, and the Internet.

By developing media literacy, a person can more clearly recognize the boundaries between the real world and the world created by the media [8].

British media education researcher Len Masterman (Len Masterman) identifies four most important areas of media education:

1) authorship, ownership and control in the media industry;
2) ways of realizing the impact of media texts (i.e., how information is encoded);
3) representation of the environment through media;
4) media audiences. To this can be

added the specific characteristics of media as a channel of information transmission.

The Dutch organization was established in 1996 and, upon receiving a signal, usually advises the content provider to remove the material from its website. If this advice is ignored, the police are contacted. The British Foundation, also established at the same time, works in a slightly different way, not only bringing together access providers but also changing the content of information. Government organizations are also actively involved, and the Foundation works in close cooperation with the police. In most countries, there are now special computer departments of the police and security services to combat pedophilia. The non-governmental organization "Save the Children" is also working on the safety of children in cyberspace [1].

They have good attitudes toward security but less knowledge and fewer skills and practices related to the safe and responsible use of the Internet. Future lines of work are proposed, aimed at responding to the demand for a better prepared and more digitally competent citizenry.

The demand for education in security, privacy and digital identity is becoming increasingly important, and these elements form an essential part of initial training.

Pedagogical innovations based on the use of information and communication technologies are the main direction of modern development of national education, a single educational space that serves the purposes of forecasting the development of education, purposeful design, planning and forecasting the results of determining the criteria for achieving educational goals.

Education systems recognize the importance of training teachers in ICT mastery, particularly in relation to safety, but initial teacher training programs usually treat digital competence transversally [5].

For example, it includes educational concepts, luminous methods, educational systems, and other technologies.

If we understand media competence as a synonym for media literacy, then according to Kubbey R., media competence/media literacy is the ability to use, analyze, evaluate, and communicate messages in their various forms.

The Russian aggression in 2014 exposed the problem of Ukrainians' unpreparedness to face hybrid challenges and real information threats.Much of the disinformation was spread through the Internet and other digital channels. The government's response to the huge amount of pro-Kremlin content in 2015 was the disconnection of Russian channels from cable television packages, the removal of blatant anti-Ukrainian periodicals and books from the print media market that intensified propaganda, and the blocking of popular social networks VKontakte and Odnoklassniki. Along with the ban on the dissemination of fake messages, the transformation of the information sphere in Ukraine was taking place, and the next step was a new rethinking of the work with digital sources of information. [15, p.48]

Media competence (media literacy, media culture) is a set of motives, knowledge, skills and abilities that facilitate the selection, use, critical analysis, evaluation, creation and transmission of media texts of various types, forms and genres. Analysis of the complex functioning of the media in society.

The following elements of media competence are identified:

- Knowledge of educational opportunities and current trends in the development of various multimedia technologies.
- Ability to navigate the information flow and quickly analyze this flow.
- Knowledge of how to develop e-learning tools and the ability to use them in the educational process.
- Understanding of the pedagogical qualities of different media and their ability to develop a personality.
- Ability to make a rational choice of multimedia tools to achieve educational goals.
- Ability to design pedagogical goals and objectives, taking into account the educational resources of electronic learning tools.
- Knowledge of the perceptual uniqueness of media texts.
- Ability to analyze the content of media texts.
- Ability to create media texts independently.
- Ability to develop methods for conducting practical classes and exercises on

the computer.

- Ability to create lecture notes, auxiliary video materials in analog and digital formats, electronic teaching and learning collections.

- Ability to work with electronic mail (e-mail).

- Ability to work with websites, conduct virtual consultations and teleconferences [14].

The concept of "digital literacy" is a dynamic combination of skills, knowledge, and ways of

of thinking in the field of information, communication, and digital technologies. It influences the formation of a person's ability to successfully organize professional activities and socialize using the latest information and digital technologies. Note that this competence is also determined by the responsible application of the information in the real and digital dimensions of human activity.

Thus, digital literacy is a complex, complex phenomenon affecting human life activities in the information, globalized society. In general, digital competence consists of the following components: informational, communicative, technical, consumer. [12; p.50]

Today, children and young people, the most vulnerable social groups, are being targeted by computers, as they are increasingly connected to virtual games and are the most active consumers of cyber products. The cyber industry has only recently begun to develop, so the older generation has been exposed to it at a fairly mature age. However, this is not the case with today's youth, who have learned to use computers from an early age.

As young people develop their personality, they develop and form a set of desires that are directly realized in interaction with the environment, i.e. society. These are primarily the needs for cognition, self-realization, and communication. These needs can be satisfied in various areas, such as education, hobbies, communication with peers and elders. They are an integral part of a young person's life. The main condition for the realization of all desires, including those that contribute to the development of a young person's personality, is participation in various social groups [2; 4].

Computers are an alternative tool for realizing these desires and allow young people to satisfy their needs without leaving their place. Moreover, they even offer opportunities for self-realization through virtual communication and the creation of a virtual self, which is most attractive to adolescents. In general, this aspect of the impact of computerization on consumers can be called isolation.

Rene Hobbs, director of the Harvard Institute, also pays considerable attention to media literacy in his research. He calls the competent perception of media information the key that opens the door to new ways of teaching and learning. Therefore, it was the Harvard Institute that authorized the public to outline the main tasks that would be solved in the process of studying a course on media literacy. At the same time, the question was raised as to how such a course could be taught at school. As a result of this work, curricula for a course on the competent perception of media information were developed. Rene Hobbs himself names seven important fundamental positions regarding the need to introduce such a course, which, in his opinion, makes it possible to understand what it means to be an educated person in modern society:

1) Appreciate and tolerate different types of information.

2) To be able to make the right choice in an information-rich environment.

3) Understand and respect different points of view.

4) Be able to formulate and disseminate messages.

5) Effectively develop family, social and cultural ties.

6) Identify tasks for the future that are significant for the individual.

7) To be part of a community that is valued and respected by colleagues and friends [10, 11].

American media educator S. J. Behren created a classification of skills for a media competent person:

- Ability and willingness to make efforts to perceive, understand the content of the media text and filter the "noise"

- Understand the impact of media text

- Ability to distinguish between emotional reactions when perceiving media texts and respond accordingly

- Make competent assumptions about the content of media texts

- Knowledge of genres and the ability to determine the synthesis of media texts

- Ability to think critically about media publications, regardless of how influential their sources are

- Knowledge of the specific language of different media and the ability to understand their impact, regardless of the complexity of media texts.

Barry Duncan names 6 main reasons, which, in his opinion, explain the need to implement such a course:

1. The media dominate our political and cultural life;

2. Almost all information that does not belong to direct experience is media information;

3. The media contribute to the creation of powerful models of social values and behavior;

4. Information affects us without us realizing it (McClaren, "The Invisible Environment");

5. A competent perception of the media can increase the amount of information mastery;

6. Competent perception of the media can change passive relationships into active ones [3].

Scientists who advocate the need for special training of children and youth in the competent perception of the media attach particular importance to the sixth point. The organization Citizens for Media Literacy also encourages the public to turn a passive attitude to information into an active one, and tries to attract privatized, commercial sources of information in order to ensure pluralism in citizens' political views [3, p.44].

Analyzing the works of R. Cuban and J. Potter, we can distinguish the basic concepts of media education: "media agencies", "media categories", "media technologies", "media languages", "media representations", "media audiences".

According to the analysis of W. Potter's information sources, the development of media competence is based on the following elements:

1. experience;

2. active use of media skills;

3. maturity and readiness for self-education.

The main tasks in the formation of a media competent personality are

- awareness of media, ability to choose the right information, avoid information "garbage", protect oneself from the potential impact of harmful information and take into account its direct and hidden influence;

- reflection and critical thinking, which ensures conscious consumption of media products, is based on effective orientation in the media space, and understanding of the media needs of the individual, adequate and comprehensive assessment of the content and form of information, complete and critical interpretation;

- the ability to create media for competent and healthy self-expression and the realization of life goals, improving the quality of interpersonal communication, familiarity with the social environment, networks of relationships and quality of life in communities important to the individual;

- creation of certain aspects of media culture: visual media culture (perception of cinema, television), music media culture, evolution of aesthetic preferences in media-mediated arts, and current trends in media art [9].

In our opinion, it is correct to believe that competent and competent perception of information can help students regain a sense of attraction to the spiritual word, and show the fundamental differences between the culture of visual and printed text. Thus, given the powerful influence of the media on personal development, we can conclude that it is necessary to introduce a media education course in Ukrainian secondary schools, using the best achievements and traditions of teaching this course in Western schools. The end result of mastering this discipline should be the media literacy of students, which would provide them with analytical thinking and adequate perception of the information offered by the media [11;12].

Today, innovative information technologies are used in all fields related to modeling reality, but the most important political, economic, spiritual and other problems of society are being solved and will be solved by those who recognize reality.

Human activity in the process of mass communication is constantly expanding, determined by the effectiveness of media involvement in the sphere of influence, which is manifested in the improvement of the social and cultural level of individuals. The spectrum

of information needs is expanding, awareness is deepening, and requirements for the quality of mass information are increasing. In addition, the simultaneous assimilation of social experience increases the influence of the media.

The development of the Internet is largely determined by users. The Internet is inherently democratic. The most important reason for this is that the network structure increases the opportunities for the public to express their views.

The scientific community, which once participated in the development of the "web of networks", is increasingly frustrated by the "cluttering" and commercialization of the Internet. Therefore, it has been proposed to create a more closed Internet-2 network that would function as a better means of transmitting and exchanging scientific information.

However, the functions of the Internet are much broader and are rather a "hybrid" means of communication - mass and interpersonal. In addition, an important function of the network is to receive, process and store information. The Internet is not only a radio station, newspaper, telephone and post office, but also a huge library and archive.

In today's world, saturated with information and communication technologies, many skills that were previously required only by a narrow circle of specialists are now in demand. The ability to work effectively in the face of powerful information flows is required in many industries and in most modern professions. That is why it is very important for young people to choose the right profession and career, as well as to have a productive working life.

It is important to choose a profession and make a career in the future.

This means effectively interacting with the modern information world mediated by various media.

Media socialization is a new phenomenon in the information society (and perhaps in human civilization as a whole) and is associated with the disappearance of traditional ways of meeting and entering the adult world and the crisis of the family as a social institution. The period during which this change took place is not yet sufficient to fully analyze its consequences and draw clear conclusions. The psychological logic of analyzing the mental world of children in the context of media socialization raises concerns about current trends. Therefore, it is necessary to increase the level of media psychological competence of parents who are responsible for providing the necessary conditions for the happy development of their children's personalities.

Since the beginning of 2000, US scientists have identified 12 types of intellectual skills necessary for effective interaction with the information space (the findings of 1999 were confirmed by the National Research Council in 2006). Focusing on the development of these skills, a computer game was developed that can be used for educational and developmental activities with children:

1) Constant immersion in reasoning (solving problems requires several days of reflection using various sources);

2) managing complexity (solving a problem requires considering complex systems with unpredictable outcomes, such as epidemics or environmental problems);

3) testing solutions (solving a problem requires an assessment of the current situation as well as a plan for implementing solutions);

4) managing problems with imperfect solutions (you need to be prepared for the fact that your own actions and interventions in the situation will not always give the ideal result, sometimes action plans need to be reorganized based on feedback from the experience of implementing the solution);

5) organizing and navigating knowledge structures and evaluating knowledge (this involves collecting and evaluating information from different people, which may be contradictory)

6) collaboration (this is an important principle in the modern information world, where we must be together);

7) communicating with other audiences (the ability to find ways to present the results of your work to others who are not involved in the process of cooperation);

8) expectation of the unexpected (this paradox is related to the complexity of the world and the need to be prepared for all kinds of unexpected events (the probability of which is very low), because it is impossible to predict all events in a linear way)

9) anticipation of technological changes (technological changes are constantly changing, and intellectual problem-solving skills should be easily transferred to new situations)

10) abstract thinking about information technology (the goal is not to specialize in technology, but to understand the functions of technology and how it can be a resource in solving problems) [9].

The impact of media on intelligence depends on how a person uses media and how media practices are integrated into their daily work and meaning of life.

The information society leads to fundamentally new types of social relations, as the life of a modern person is somehow realized through information and communication technologies. Under these conditions, the functioning of the education system is fundamentally changing, which gives rise to a number of serious problems.

According to our observations, the main difference between teachers and students is that there is almost no element of entertainment (games, music, movies) for teachers. The main means of communication for teachers is e-mail, and for students – chats and instant messaging programs to ensure simultaneous communication [7;11].

One of the main ways the Internet is being used in education is to provide access to digital libraries and databases around the world.

Many countries are currently implementing large-scale projects to digitize library collections, providing free access to materials not protected by intellectual property rights. Much of the information gets into digital libraries not in an organized way, but thanks to enthusiasts who scan books and other materials to share information with the community, even if it violates intellectual property laws.

On the other hand, there is also the problem of oversaturation of the field with information on certain topics. Another problem is the low quality of published materials. In addition, most websites are written in English. Therefore, Ukrainian consumers need to know English and other foreign languages to make full use of the Internet.

Conclusions. A modern teacher needs flexibility and innovative thinking, the ability to adapt to rapid changes in living conditions, which place new demands on the teacher's professional competence.

The rapid development of information and communication technologies and media systems in modern society requires their skillful and safe use. Media competence is a multifaceted concept that depends on many factors and should be developed throughout life. Extremely changing social spheres of modern society require an unbiased approach. The analysis of media products and their use in education contributes to the development of media culture and media competence. However, no innovation can ensure the technical efficiency of the educational process without taking into account past experience and future needs. The prerequisites for the development of a person's media competence are their readiness for self-improvement and clear internal motivation.

It is important to remember that "becoming media competent" does not mean that it will be enough to take some courses, get a certificate, and that's it. Media literacy is a practical skill and a lifestyle trait. A media-literate society is ready to check questionable information, to be in the flow of this information, and is able to critically evaluate this flow. Thus, the low level of social media literacy can be eliminated through media education, which is implemented on a mandatory basis at the national level in schools and higher education institutions.

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Анотація. *У статті аналізуються сучасні підходи до розвитку медіа та людського потенціалу. Він представляє сучасний європейський підхід до цифрових інструментів в освітньому процесі, особливо у професійній діяльності вчителів, підтримці нових рівнів спілкування та взаємодії для всіх учасників освітнього процесу, а також цифрових суб'єктів освітнього процесу, спрямованих на розвиток компетенцій. .*

У дослідженні використано теоретичний метод історико-педагогічного аналізу, узагальнення, порівняння, вивчення навчальних програм, іншої документації та практики освітньої діяльності та фактографічного узагальнення, що дозволило дослідити витоки поняття «медіа». Зарубіжний досвід у вітчизняному практика визначається емпіричним методом - спостереженням і аналізом.

Результати відображають загальний стан цифрової грамотності в українському суспільстві, визначено, що найбільш підготовленими в цьому плані є представники вікової групи студентів. Категорії медійної та інформаційно-комунікаційної компетентності, структурний аналіз дозволили

розглянути систему компетентностей за їх базовими компонентами.

У статті акцентується увага на важливості набуття вчителями та учнями знань, умінь і навичок для реалізації та захисту своїх демократичних прав і обов'язків в Інтернеті. Згідно з дослідженнями, медіаграмотні студенти повинні вміти критично та свідомо оцінювати медіатексти, зберігати критичну дистанцію до масової культури та протистояти маніпуляціям.

Медіаграмотні студенти повинні вміти критично та свідомо оцінювати медіатексти, зберігати критичну дистанцію до масової культури, протистояти маніпуляціям.

Ключові слова: *медіаграмотність, інформаційні технології, медіаосвіта, медіакультура, майбутні вчителі.*