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**Features of the formation of students' media literacy
in the educational process of a modern school**

Abstract. The article, based on the analysis of normative sources, educational, methodological and scientific literature, substantiates the peculiarities of forming media literacy of schoolchildren of general secondary education, identifies the principles and reveals the tasks of media education in the context of today's challenges, and clarifies the possibilities of school subjects in forming the mass media literacy of a growing personality. The study found that the basic goals of media education in the formation of media literacy of schoolchildren are: development of students' communication skills; formation of critical thinking; learning information perception, recoding of a visual image into a verbal sign system; assessing the quality of information, developing the ability to choose when "consuming" information from the media; raising the general cultural level of the individual. It has been proven that media literacy plays an important role in the formation of a personality, because without it, effective learning and development, the ability to navigate the excessive flow of information, the ability to analyze and critically comprehend the information and media texts received are impossible. Since the foundation of many processes is laid at school age, it is very important to help schoolchildren acquire theoretical knowledge and practical skills in the field of media literacy. In this context, an important role belongs to the teacher, who must know and understand what media, media literacy, fakes, etc. are and use them in their daily activities, form the opinion and worldview of students, teach them to navigate the global media space. It has been determined that the educational process can be carried out through electronic resources and the possibilities of their integration into educational activities can be considered in order to involve schoolchildren in the creation of various types of media content during reflection. It is proved that the leading role in this process belongs to school subjects in Ukrainian/native language, reading, computer science, "Civic education", etc. The author emphasizes the use of tasks/exercises in the language and literary field of education that develop skills in working with educational information and promote a critical attitude towards it.

Key words: media literacy, media education, media space, infomedia literacy, mass media, manipulation, media texts, school subjects.

Introduction.

In the context of the rapid development of new information and communication technologies, innovative media technologies, and a new communication space where communication is mainly

carried out through various gadgets, it is extremely important to form a personality that can intelligently navigate the rapidly changing flow of ambiguous information, respond to it adequately, make the right decisions, and effectively acquire new knowledge.

The globalization of society as well as the information revolution contribute to the fact that society and students perceive information and form an idea of the world depending on how it is presented by the media. Therefore, it is extremely important at the present stage to develop the ability to analyze and critically comprehend media texts, to be media literate.

Therefore, the formation and development of information literacy should be considered in conjunction with mastering modern information and digital technologies.

In this regard, it is worth noting the definition of N. Kurmysheva, who notes that "information literacy is the ability to perceive information on the basis of critical thinking and create media products, taking into account the dynamism of environmental events and relying on the analysis and evaluation of media texts in accordance with the context of media functioning, as well as the use of code and representational systems" [Kurmysheva N. *Info-media literacy in pedagogical subject-subject interaction URL: [https:// medialiteracy, org, ua/ infomedijina-gramotnist- pedagogichnej-sub-jekt-sub-yektnij-rzayemodiyi.](https://medialiteracy.org.ua/infomedijina-gramotnist-pedagogichnej-sub-jekt-sub-yektnij-rzayemodiyi)]. Many scholars believe that media literacy is a part of media education. K. Worsnop believes that media literacy is the result of media education, the study of media. The more you study media (with the help of media), the more media literate you are, that is, media literacy is the ability to experiment, interpret/analyze and create media texts [Sheibe S., Rogow F. (2014). *Media literacy. Teacher's manual: translation from English*. K.: Free Press Center. Free Press Academy, 319 p., p.124].*

Other scholars believe that media literacy works to ensure that a person is active and literate, has a developed ability to perceive, create, analyze and evaluate media texts, to understand the socio-cultural and political context of media functioning in the modern world, the code and representational systems used by the media; the life of such a person in society and the world is associated with civic responsibility.

The analysis of scientific research shows that in everyday life and in the educational space, "media literacy helps students to use the possibilities of the information field of television, radio, video, cinema, press, and the Internet. Pupils need to know and distinguish between different types of media, which in the future will become the basis for their understanding of media education as an effective means of developing a creative, independent and critical-thinking personality in the face of an intense increase in information flow. This in a certain way affects interpersonal communication; the development of critical thinking, the ability to understand the hidden meaning of a message, to resist the manipulation of the individual's consciousness by the mass media" [Antonova O. (2020). *Didactic bases of media literacy formation in schoolchildren of primary school*. – K.: Genesis, 96 p. pp. 15-16]. Today's schoolchildren must realize that they are not only capable but also obliged to

master media and information technologies, which are the most important condition for the formation of intellectual competence.

In Ukraine, the implementation of media literacy education began after the adoption of the Concept of Media Literacy Development in 2010. The main goal of the concept is "to promote the development of an effective system of media education, which should become the foundation of the state's humanitarian security of the state, development and consolidation of civil society, and countering external information aggression. The concept should comprehensively prepare children and young people for safe and effective interaction with the modern media system, form media and information literacy and media culture in citizens in accordance with their age, individual and other characteristics" [Antonova O. (2020). Didactic bases of media literacy formation in schoolchildren of primary school. – K.: Genesis, 96 p. p. 16].

The role of media literacy in human life is increasingly important, and the Audiovisual Media Services Directive was modernized by the European Council in 2018. It calls on EU member states to promote the development of media literacy skills among the population (Article 33). After all, media literacy/info literacy is defined as a tool for empowering pupils, raising their awareness and helping to counteract the effects of disinformation campaigns and fake news, which have become widespread, especially now, in the context of the full-scale Russian-Ukrainian war and increased hostile aggression in the information space.

A study of the scientific literature shows that this problem has been studied by such scholars and media educators as I. Bogdanova, D. Bukinem, O. Volosheniuk, K. Vorsnop, V. Ivanov, L. Karpets, M. Koropatnyk, O. Kucheruk, Y. Mashbyts, H. Onkovych, L. Panchenko, B. Potiatynnyk, F. Rogow, O. Savchenko, N. Talyzina, S. Sheibe, I. Chervinska, and others. The problems of media education and media literacy of schoolchildren of primary school are studied by L. Ampilohova, O. Antonova, O. Volosheniuk, A. Gottmar, S. Dubovyk, A. Efimenko, I. Kuzma, L. Kulchynska, S. Mytnik, L. Naidionova, H. Onkovych, L. Ponomarenko, K. Ponomariova, O. Savchenko, M. Synytsia, I. Chereszniuk, E. Shumaieva, O. Yanyshyn, O. Yankovych, and others. However, the dynamic processes in the information society and modernization changes in the educational branch constantly give rise to new problems in this area and the need for their scientific understanding and practical solution.

The following research methods were used to achieve the goal of the scientific research: theoretical (study of regulatory documents, analysis and generalization of psychological, pedagogical and methodological literature, systematization of theoretical and practical material); empirical (study of school documentation, questionnaires, observations, conversations).

Presentation of the main material

Modern school education, in accordance with the challenges of today, the Law of Ukraine "On Education" and the Concept "New Ukrainian School", should prepare students for life in the educational space and the realities of an ambiguous society, and develop practical skills which will help them to solve the pressing problems which they constantly face in the information society. It should be borne in mind that almost everyone has access to a variety of information and communication sources that continuously saturate the human environment with publicly announced information about socio-political, economic, spiritual, cultural, sporting events and phenomena occurring in the environment and on the international scene. However, it is an indisputable truth that the information we receive is often manipulative and requires critical thinking and adequate response. And while an adult, having a certain life experience and knowledge from various fields of society, can recognize manipulative actions to some extent and consciously resist them, a child's psyche is extremely unstable and therefore is subject to a powerful uncontrollable influence of an endless flow of information. After all, it is known that our students - both schoolchildren and students - spend a significant part of their lives communicating with smartphones, laptops, and other communication devices. Therefore, it is very important that in ambiguous circumstances they can adequately perceive, analyze and evaluate the information transmitted by various sources and use it wisely in their lives. It is important to note that school prepares a person for life and lays the foundation for intellectual development. Therefore, today, "it is extremely important to prepare citizens, especially schoolchildren, to perceive diverse information, to teach them to understand, realize the consequences of its impact on the psyche, and help them master new ways of communication based on non-verbal forms of communication with the help of technical means. Every member of our society must master the mechanism of critical reflection and correction of information, the ability to interpret, analyze and evaluate information materials, understand their essence, targeting, purpose, expose hidden meaning and attempts at manipulation" [Antonova O. (2020). Didactic bases of media literacy formation among schoolchildren of primary school. - K.: Genesis, p. 3].

It should be noted that targeted systematic work on the formation of media literacy of schoolchildren in Ukraine began with the practical implementation of the Law of Ukraine "On Education" (2017), the Concept for the Implementation of Media Education in Ukraine (2016), which states that "the media have a powerful and controversial impact on the education of the younger generation, often becoming a leading factor in its socialization, spontaneous social learning, and a means of distance and non-formal education" [Concept for the Implementation of Media Education in Ukraine. Access mode: <https://ms.detector.media/mediaosvita/post/11048/2010-09-29>]

In the formation of media competencies, an important role is played by the implementation of the provisions of the Concept for the Implementation of Media Education, which are aimed at "creating a system of school media education that lays the foundation for lifelong media education and provides for the development of psychologically based curricula for integrated education for all

grades of secondary schools, promoting the spread of the practice of integrating media education elements into curricula in various subjects, taking into account the profiling of education, developing various optional, in a particular library, media curricula for teenagers, the introduction of a media culture course for high school students, the activation of group work, photo, video, animation studios, in particular media psychology sections of the JAS (Junior Academy of Sciences) at the all-Ukrainian level, others extracurricular forms of student creativity in media education" [Antonova O. (2020). Didactic bases of media literacy formation among schoolchildren of primary school. - K.: Genesis, p. 19].

An important condition for the practical implementation of the tasks outlined in the Concept is to take into account the following aspects that reflect the essence of its basic principles:

" - Media education is based on the actual media needs of students, taking into account their age, individual and socio-psychological characteristics, existing media preferences and the level of formation of media culture of the individual and his or her immediate social environment.

- The content of media education is constantly updated in accordance with the development of technologies, changes in the media system, the state of media culture of society and its individual strata. It uses relevant information precedents, current news, and modern complex media phenomena that are popular among young people. Media education strikes a balance between the present and historical achievements.

- Media education relies on the advanced achievements of information and communication technologies, uses them to organize the work of media educators, create common information resources, facilitate communication and coordination among participants in the media education movement. Media education takes into account the development of the latest media.

Media education is aimed at protecting public morality and human dignity, opposes cruelty and various forms of violence, promotes the establishment of universal values, in particular the value of an individual to society and the state, to people, nature, art, work and oneself" [Antonova O. (2020). Didactic bases of media literacy formation in schoolchildren of primary school. – K.: Genesis, p. 18].

This leads to an extremely important task for a modern teacher: "to develop a child's critical thinking, the ability to analyze and select important information, structure, summarize, and use it meaningfully, as well as create their own media texts. The teacher's activities aimed at shaping a student's media culture should begin with the formation of his or her own media competence. In the context of the development of the information society and electronic media, a teacher must have the skills to use media resources in their practice, have information about existing media products for educational purposes, about media education curricula, and about the integration of media education technologies into the educational process" [Antonova O. (2020). Didactic bases of media literacy formation in schoolchildren of primary school. – K.: Genesis, pp. 3-4]. The analysis of scientific literature and one's own practical experience suggests that media literacy plays an important role in

the formation of a personality, because without it, effective educational activities and the development of the ability to navigate the excessive flow of information, the ability to analyze and critically comprehend the information and media texts received are impossible. It is at school age that the foundation for many processes is laid, so it is very important to help students acquire theoretical knowledge and practical skills in the field of media literacy: learn how to use media in the learning process, analyze texts, and know the rules of online communication culture.

To a large extent, such demands are due to the fact that "the media have a huge impact on the upbringing of our children" and "occupy an important place in their lives and satisfy emotional expectations and needs," although "the situation in the information space is not simple" and "children cannot get answers to the questions: "what is important?" [Antonova O. (2020). Didactic bases of media literacy formation in schoolchildren of primary school. – K.: Genesis, p. 28]. The explanation for this phenomenon is given by German researcher Bolz Norbert, who states: "We live in the midst of information anarchy and, of course, an individual person can no longer control it, so distrust is the flip side of this gradualism: the more information we have, the less we should take it for granted. We do not have a problem of information, but a problem of orientation in the world of information" [Bolz Norbert (2015). The ABC of Media / under the general editorship of V.F. Ivanov; translated from German. V. Klymchenko. Kyiv: Academy of Ukrainian Press, Free Press Center, p. 27].

In this context, the results of a survey of schoolchildren to identify the media resources they most often use to obtain information are noteworthy.

Question	Answer
What media resources do you use most often?	100% - Internet resources
	63% - television
	10% - read children's magazines
	3% - read children's newspapers
Why do you use Internet resources and what needs do they satisfy?	to find something interesting for myself (satisfaction of my preferences) - 48%
	for entertainment - 40%.
	to peers for communication - 24%.
	to find materials for homework or to learn something new - 12%.
What role does a book play?	a source for reference - 6%.
	to learn about the life of peers - 36%
	fiction and adventure stories - 24%.

	look for puzzles or humorous notes in "Kolosok", "Barvinok", "Piznayko", and "Maliatko" magazines - 34%.
What kind of TV programs do you watch more often than humorous programs for adults?	humorous programs for adults - 21%.
	children's movies (for example, "Harry Potter") - 9%.
What exactly attracts you to these media resources?	everything that evokes positive emotions - 18%.
	life of peers - 15%.
	magic - 6%.
	allows to dream and fantasize - 38%.
	23% - other things.

Source: [Antonova O. (2020). Didactic basis for the formation of media literacy in schoolchildren of primary school. – K.: Genesis, p.29].

According to the survey data, schoolchildren have a natural need for entertainment and communication with their peers, but when they immerse themselves in the virtual world, they do not think about the content they perceive. However, according to O. Antonova, whose opinion we support, "they satisfy these needs virtually, via the Internet, which is far from the social system of children's lives, and this interest is not controlled by adults. It turns out that for most children, literature is not a source of pleasure, entertainment, and knowledge of the life of their peers - this is a dangerous factor that can play a negative role in establishing communication in real life. As for television, children consume dubious, low-quality, incomprehensible and even aggressive media products that do not contribute to the development of moral and ethical standards of behavior, and are likely to cause unexpected antisocial actions. Such responses indicate that children who are far from real life satisfy their natural needs for positive emotions, dreams, fantasies through virtuality, which is not controlled by adults, and moral, aesthetic, and spiritual dimensions are not dominant" [Antonova O. (2020). Didactic bases of media literacy formation in schoolchildren of primary school. – K.: Genesis, pp. 29-30].

Concluding his analysis, the teacher makes a quite logical conclusion that "all children use media resources, admire dubious characters who become their idols (Harry Potter, Smisharyky, Fixyky), and they want to imitate them.

Under the influence of media/various information, a child becomes defenseless and more vulnerable and controlled than adults with the help of computer games, mobile communication, television advertising, as their influence on the audience is becoming greater and often misleading due to the spread of fakes, etc. Thus, the need for communication with the beautiful, spiritual and aesthetic enrichment, and the acquisition of knowledge is gradually dulled. Although it is known that

the media can act as a source of the latter, at the same time, and unfortunately, more and more often, they become an obstacle in education and upbringing, a factor that hinders the comprehensive development of a person, contributes to spiritual devastation, moral and aesthetic crisis of the individual. The educational process is designed to create motivation for learning, safe and effective interaction with the media system, and to form an active position of schoolchildren in perceiving and writing media texts and media messages.

In the ambiguous realities of our society today, in order to develop students' media literacy and create a safe educational space in educational institutions of all types, "the basic goals of media education are:

- development of students' communication skills;
- formation of critical thinking;
- learning how to perceive information, recoding a visual image into a verbal sign system;
- assessing the quality of information, developing the ability to choose when "consuming" information from the media;
- raising the general cultural level of the individual" [2, p. 15].

The key task of media education is "to understand the basic principles of functioning of different types of mass media; to distinguish information by the level of influence on the individual, to analyze and evaluate media messages; to decipher and use information encoded in media messages; to know the rules of communication culture in the information society and methods of protection against possible negative influences in the process of mass communication; to collect, process, store and transmit information from media sources; to create media messages independently. [Antonova O. (2020). Didactic bases of media literacy formation in schoolchildren of primary school. - K.: Genesis, p. 15].

It follows from the above that the main task of the teacher in the media education of schoolchildren is to find effective innovative pedagogical techniques to develop their knowledge of the media and practical skills in working with them. No less important is the task of developing pupils' skills and, what is extremely important, forming knowledge about the ways and types of manipulation and the experience of choosing the right information without harming their own mental health.

It is worth noting that modern schoolchildren have considerable audiovisual experience: they have skills in working with computers and mobile phones, but they do not have sufficiently developed skills that would allow them to analyze the information they receive with conceptual judgments. Schoolchildren do not know how to analyze the language of media messages, identify manipulative marker words, defend their own point of view when creating and discussing media texts, or follow ethical norms of communication in the media space.

Students acquire the necessary skills and abilities to work with media products at the lessons of Ukrainian/native language, reading, computer science, the integrated course "Civic Education,"

etc. At Ukrainian/native language lessons, schoolchildren learn to identify the main idea of a text, evaluate the accuracy of the information provided in it, and determine their attitude to it and the possibilities of its practical use. Answering questions posed by the teacher, students find differences between real events and events presented in the media, distinguish between manipulations, and identify fake information. Please note that the main teaching methods used are the teacher's story and conversation, as well as practical observations. "Through the system of practice-oriented tasks, children learn to distinguish the main and secondary in media texts, establish cause-and-effect relationships, and present the processed information in the form of a drawing, icon or diagram" [Krasnopiorova O.V., Bilyatska O.P. (2015). *Implementation of the content line "Exploring media" in the process of teaching literacy to first-graders: a collection of scientific papers*. Kharkiv, p. 52].

The analysis of pedagogical practice proves that among interactive methods in the formation of infomedia literacy in Ukrainian language lessons, didactic games are of particular interest to schoolchildren. Pupils are happy to be involved in role-playing games such as "TV News", "Reportage", and reviewing media texts (clips, movies, TV programs, Internet sites).

Observing the experience of practicing teachers shows that an effective form of work in the Ukrainian language lesson, in which it is advisable to involve schoolchildren, is the creation of mental maps/knowledge maps, which can be used to consider any topic or issue and which are recommended to use for the whole class, a group of students or individually for a single pupil.

The study of professional literature on the issue and the analysis of teachers' practical experience suggests that reading lessons have significant potential in the formation of the media literacy of the younger generation. According to O.Ya. Savchenko, their effectiveness is ensured by the use of the knowledge component, i.e. "familiarizing students with the essence of the concepts of information, media - different ways of storing and transmitting information; activity component - the ability to find, analyze, interpret information from various sources; the ability to evaluate it, showing their attitude, expressing different types of evaluative judgments; the ability to create elementary media products (individually, in pairs, in groups). The didactic basis of the formative process is the transition to the principles of activity-based and effective education, the tools of which are the personal and developmental interaction of schoolchildren with each other and with the modern information space" [Savchenko O. (2019). Potential of the new content of education in the context of formation of media literacy in younger schoolchildren. *Collection of articles of the Seventh international scientific and methodological conference: Modern space of media literacy and prospects for its development*. Kyiv: Free Press Center, Academy of Ukrainian Press, p.188].

For example, when studying the Ukrainian folk tale "The Mitten" at a reading lesson, in addition to the text of the work, it is advisable to use the cartoon of the same name available on the Internet. Schoolchildren should be introduced to the components of a cartoon (music, words, drawings/puppets) and the technology of its creation, and told about the creators of this genre of

cinema. The following forms of learning activities can be used to achieve the lesson objective: working with a children's book, watching the cartoon "The Mitten", comparing cartoons by different directors, discussing the content of the fairy tale, working in pairs, groups, staging the fairy tale "The Mitten".

The analysis of scientific and methodological literature and educational practice gives grounds to agree with the opinion of researchers who argue that at the lessons of language and literature education, "the teacher needs to properly build the process of learning with the use of media, as well as take into account the fact that the structural elements of such work should be: tasks, the content of work, methods used to achieve tasks, forms that characterize the relationship between schoolchildren and a teacher, as well as the results achieved by students." After all, according to their beliefs, "only work that is carried out systematically and with the introduction of an appropriate typology of tasks and exercises can be effective and efficient in the formation of various skills, including the formation of media literacy of younger schoolchildren" [Yefimenko, A., Ishutina, O. (2021). *Working with media text at the lessons of language and literature educational field as a method of forming media literacy of primary school students. Professionalism of the teacher: theoretical and methodological aspects, 1(14)*, p.128].

The study found that in recent years, various forms of working with media texts have been used in the educational process. The most common ones include the following:

- preparation of (electronic, handwritten, printed) issues of the school newspaper;
- publishing a literary magazine or almanac on the role of books and reading in human life;
- creating a multimedia presentation;
- preparing a television program or a short video;
- writing abstracts to a book (work) for a school newspaper or almanac;
- preparing photographs, drawings, collages for holidays and special events;
- drawing posters for literary events (announcements);
- drawing covers and illustrations for favorite books;
- creating promotional products (texts for print advertising, posters, slogans, videos, photo collages);
- preparation of interactive comments to the work" [Antonova O. (2020). *Didactic bases of media literacy formation in schoolchildren of primary school. – K.: Genesis*, p. 46].

The study found that the language and literary education sector provides significant opportunities for the use of media technologies in the educational process. The main task of the teacher is to enable pupils to compare the events depicted in the work with real life. For example, before studying the text of a literary work, students can be told the most striking facts from the writer's life, and then be asked to create their own media product (illustrations, collages, mind maps, wall newspaper) based on the knowledge gained about his life and work [Yefimenko, A., Ishutina, O. (2021). *Working with media text at the lessons of language and literature educational field as a*

method of forming media literacy of primary school students. Professionalism of the teacher: theoretical and methodological aspects, 1(14), p.129].

The third area is the creation and presentation by students independently and in a group of simple audio media products (presentation of the group's work, announcements from the stage, news announcements through a loudspeaker, etc.), simple visual media products (photographs, postcards, comics, books, wall hangings, collages, etc.), simple audiovisual media texts (video recordings of performances, plays, excursions, interviews) with the help of a teacher, taking into account the purpose and audience" [*Ponomariova K. I. Work with media products in the process of learning the Ukrainian language in primary school. Access mode: <https://cutt.ly/sJRdARD>].*

Multimedia simulators are of great interest to children in the classroom, as they are training programs focused on developing students' skills and acquiring skills in a particular discipline. For example, in the first grade, during reading (literacy) lessons, younger students learn the Ukrainian alphabet in a playful way using multimedia simulators such as the "Ukrainian Alphabet", "The Baby Alphabet" from "The Auntie's Owl Lessons" series, "The Alphabet of Names", "The Primer book with Tigger and Winnie", "The Primer book with Kotygoroshko", and "The Literate Girl Helps the Animals". The creation of "Literary portraits" and "virtual excursions" arouses interest among teenagers.

An analysis of teachers' educational activities shows that, starting from the first days of school, schoolchildren in the language and literature classroom often work with paintings, photographs, and drawings even before they have mastered reading and writing skills.

According to teachers, the simplest of media texts is a photograph, as it can be perceived as a picture and repeatedly returned to for consideration, discussing its content. At the same time, it differs from a picture in its "documentary" nature. After all, no matter how artistic a photograph is, it is still closer to reality than a painting, which is why it is called a "snapshot."

Experience shows that when getting acquainted with this type of media products, students compare personal, family and public photographs; characterize the main means of expression in photography; master the primary skills of analyzing media text and create photos of various genres themselves.

In the process of working with photo illustrations in reading lessons, depending on the topic being taught, teachers mostly offer students "practical creative tasks of the following kind:

- Take a picture of your family doing your favorite activity. Come up with a title. Take pictures of your favorite places in the school and make a photo collage with the title "My School".
- Tell about yourself and your family (development of coherent speech). Travel to the family album.
- After listening to the audio story, find photos in old magazines that could be illustrations for this story.

- Make up a story based on the photo.
- Create a photo movie "School family", "The world of my hobbies", "My native village" (under the guidance of the teacher).
- Find a photo to match the text.
- Write a story based on the photo.
- Guess what the people in the photo are talking about and act out the dialog.
- Read the poem and prepare a storyboard for a future photo movie.
- Make photo illustrations for the book" [Antonova O. (2020). *Didactic bases of media literacy formation in schoolchildren of primary school*. – K.: Genesis, p. 50].

The above suggests that students are enthusiastic about working with media products, they like to experiment and create. When developing students' information and media literacy skills and media competencies, it is necessary to take into account their individual psychological characteristics, needs, interests and hobbies.

The leading place in this process belongs to lessons that use media technologies to influence the emotional sphere of students, form a positive attitude, and increase their motivation to learn.

Conclusions.

The results of the study show that the use of innovative resources of various media in the educational process of a modern school affects the formation of independence, critical thinking, development of a creative personality who should be able to navigate the rapid flow of diverse information, and, therefore, lays the foundations for students' media literacy at the present stage.

The formation of skills and abilities in the education system is based on an integrative approach that involves the use of elements of media education in existing subjects and courses of educational institutions of various types and levels, including computer science, language and literature, foreign languages, civic education, etc., the successful implementation of which is ensured by taking into account the age and individual psychological characteristics of students, using a variety of tasks and exercises using media texts. In our opinion, the prospects of this approach are also due to the fact that in the future these elements can serve to prepare schoolchildren for mastering a particular discipline, as well as serve as an additional means of connecting the educational material with the ambiguous realities of our turbulent present, which is a prerequisite for the educational process and obtaining the expected learning outcomes.

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