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## **Media Literacy in Modern Education: Problems and Achievements of Scholars**

At the beginning of the 21st century, humanity has entered a new era of information society, the defining feature of which is the global domination of mass media.

Technological progress has led to paradoxical changes in human communication, the formation and rapid development of a new communicative space. At the same time, communication has moved to different dimension – virtual. According to the results of research conducted by the Kyiv International Institute of Sociology, 62% of Ukraine's adult population use the Internet. Among people aged 18–39, this figure is 91%. The mass media actively influence the consciousness of people, manipulate them, drawing attention only to certain facts. Statistics show that the duration of the information exchange, transmitted through media technologies, exceeds 11 hours a day, and the TV is turned on in apartments / houses on average for 7 hours 38 minutes a day. Children between the ages of two and twelve watch for an average of 25 hours a week. That is, they spend significant part of their time in a virtual world which is not related to education and real life.

This urgent challenge of modernity forces educators to pay special attention to the media, as they have a comprehensive, powerful and at the same time ambiguous impact on the spiritual world of an individual, the education of the younger generation, often becoming a leading factor in its socialization, social learning, informal education. The experience of introducing media components into the educational process shows that they can

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successfully contribute to solving the problem of preparing a person to communicate with the media during socialization, and this, in turn, will allow, firstly, to protect children from potentially harmful effects of media, secondly, to educate such a media consumer who could effectively satisfy his interests by using the mass media, since most of the information a person receives is obtained through various media and, in particular, through the Internet. In this regard, the formation and development of information literacy should be considered in conjunction with the mastery of modern information and digital technologies.

It is undeniable that each individual is exposed to an avalanche of information throughout the day, which is often manipulative. And if an adult, given some life experience and knowledge in various fields of society can more or less recognize manipulative actions and resist them, the child's psyche is extremely unstable, and therefore under the uncontrolled influence of endless information flow. After all, it is no secret that both schoolchildren and students spend much of their lives in smartphones, laptops and more. Therefore, it is very important that they can adequately perceive, analyze and evaluate the broadcast information and use it wisely in their lives. Media education is called to promote the formation of these personal qualities – a direction in pedagogy aimed at studying the communicative and informational nature of mass media (press, television, radio, cinema, video, etc.) and the principles of using them to actively acquire the basis of modern scientific knowledge.

In UNESCO documents, this term is interpreted as teaching theory and practical skills to master the latest media, which are considered as part of a specific and autonomous field in pedagogical theory and practice. Based on UNESCO documents, the Council of Europe in 1989 approved a "Resolution on Media Education and New Technologies", which recognized that media education should begin as early as possible and continue throughout the school period. In 2008, the European Parliament adopted a resolution on the introduction of compulsory media education for students and teachers in the European Union. Accordingly, Ukraine's entry into the European and world educational space has encouraged domestic scientists and teachers-practitioners to intensify work in this direction, based on foreign and domestic experience. In 2010, in response to the European Parliament resolution, the Concept of Implementing Media Education in Ukraine was approved in our country.

As stated in the new version of this document, approved on April 21, 2016 by the Presidium of the National Academy of Pedagogical Sciences of Ukraine, the main purpose of media education is “the promotion of the development of an effective media education system in Ukraine that should become the foundation of the state’s humanitarian security, development and consolidation of civil society, counteraction external information aggression, comprehensively prepare children and youth for safe and effective interaction with the modern media system, to form citizens’ media information literacy and media culture, in accordance with their age, individual and other characteristics”.<sup>1</sup> The concept of media education is interpreted as part of the educational process aimed at forming a media culture in society, preparing individuals for safe and effective interaction with the modern media system, including both traditional (press, radio, film, television) and modern (computers, mobile communications, Internet) media, taking into account the development of information and communication technologies. The main tasks of media education are: to prepare the new generation for life in modern information conditions, to perceive a variety of information, to teach people to resist the impact on the psyche, to master the means of communication based on verbal and nonverbal forms of communication.

At the same time, the transparency of the educational space, access to various scientific sources allowed Ukrainian teachers to actively master in their implementation the work of foreign researchers and educators. After all, according to UNESCO, media education has emerged as a tool to protect against the harmful effects and trends of the media. The first country to use this paradigm of “vaccination” was the United Kingdom in the 30’s of the XXth century. In the 1960’s the vast majority of Western intellectuals have shifted from media denial to denial and criticism of various media and mass culture. This process is called the “paradigm of mass culture”. Finally, at the end of the last century, it became clear that the ideological power of the media was associated with the naturalization of the image. Today, in the UK and Australia, media literacy is taught as a separate course in the training of humanities professionals.

In general, in Western Europe, media education took different forms, depending on the specifics of the national consciousness of their citizens. In Finland, it was included in the list of secondary school subjects in 1970, and

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<sup>1</sup> Concept introduction of media education in Ukraine: April 21, 2016, <https://ms.detector.media^mediaosvita^post^2016> (access: 21.02.2022).

in higher education – in 1977. In Sweden, media education is mandatory for secondary school students (gymnasiums) since 1980, in Denmark – since 1979. Beginning from the 60's of the XXth century in many developed countries of the Old World, as well as in Canada, USA, Australia, a specific direction of educational, cultural activities: media education (media culture, media literacy), which aims to help students navigate in a comprehensive multicultural modern informational flow to form the ability to analyze and comprehend media texts.

The theoretical foundations of this process were laid by the works of David Buckingham, Chris Worsnop, David Considine, Len Masterman, Denis McQuail, Elizabeth Thoman, Andrew Hart, Yury Usov, Aleksander Fedorov and others. Ukrainian researchers Valery Ivanov, Lubov Naidionova, Hanna Onkovych, Borys Potiatynnyk and others made a significant contribution to the development of this area.

The problem of media education in the context of the world information space is complex, it was directly or indirectly studied by such domestic journalists as Volodymyr Rizun, Mykola Tymoshyk, Vasyl Shkliar, Igor Slisarenko and others. Recently, representatives of the exact sciences have been dealing with this problem, in particular scientists Leonid Shulman and Volodymyr Pugach, their colleagues from the National Academy of Sciences of Ukraine, who actively promote in print and electronic media the idea of integrating Ukrainian science into the world process.

At the same time, it should be noted that in the 21st century, young people are increasingly turning to audiovisual text and less and less to pick up printed text. In such conditions of development of education and upbringing, media education plays a significant role. It can help a modern teacher to interest students in books, will help to increase the desire to read, will form reading competence, media culture of students and more.

It should be noted that media education is a set of special knowledge and methods of preparation for the perception of information produced by both regional and interstate media. Recently, the concept of media education has included ethical categories of tolerance and religious tolerance. However, the main issue of media education remains the adequacy of the interpretation of information.

Media education as part of the educational process has a three-component structure: learning about the media, through the media and for the media. It is designed to help the younger generation better adapt to the

world of media culture, learn the language of the media, learn to analyze and create media products.

If the press cannot be reworked, its audience must be changed. This is the approach used by media education in an attempt to instill “psychological immunity” to the pathogenic influence of the media, which is associated with excessive advertising, propaganda and falsification, screen violence and pornography. Thus, media education is, on the one hand, the mastery of modern communication technologies, and on the other – the formation of a more responsible attitude to the use of these technologies. It should be noted at the same time that there is no unambiguous interpretation of this concept in science today. Thus, the *Encyclopedia of Education* (published by the National Academy of Pedagogical Sciences of Ukraine) interprets it as a technical means of creating, recording, copying, reproducing, storing, disseminating, perceiving and exchanging information between the subject (author of media text) and object (mass audience), namely: printing, photography, radio, cinema, television, video, multimedia computer systems, including the Internet.<sup>2</sup>

This fundamental encyclopedic edition also contains the following definitions of the term:

- 1) tasks M.-e. (tasks of media education) – to teach to “read” media text competently; to develop the ability to perceive and reasoned evaluation of information, to develop independence of judgments, critical thinking, preferences, aesthetic taste; to integrate knowledge and skills acquired in different classes in the process of perception, analysis and creative activity;
- 2) the content of M.-e. – basics of art history in the media sphere (types and genres of media, media functions in society, media language, history of media culture, etc.), information on the main areas of theoretical knowledge (professional media, amateur media, media distribution channels, leisure institutions, educational institutions, etc.), practical creative tasks on media material;
- 3) methods M.-e. (methods of media education) – means of work of the teacher and the student, by means of which the goals of M.-e.; typical methods: verbal (lecture, conversation, discussion, discussion, etc.), visual (viewing of audiovisual material), reproductive, research, heuris-

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<sup>2</sup> *Encyclopedia of Education*, ed. V. G. Kremen, Kiyv 2008, p. 481.

tic, problem, game (modelling of artistic and creative activity of media text creators, improvisation, etc.);

- 4) subject M.-e. (subject of media education) – human interaction with the media, media language and its use in society, media and its functioning in society, the system of knowledge and skills necessary for a person to fully perceive and analyze media texts, for socio-cultural development of creative personality.

The result of the process of media education is media literacy, which is defined as one of the key competencies of the student of the New Ukrainian School.

Since the subject of media education is the media, consider the essence of this social phenomenon.

In the narrow sense, the media are all channels of mass media and communication: television, print newspapers and magazines, radio stations, Internet sites, blogs, social networks (Facebook, Instagram, Telegram, Twitter, TikTok, etc.). In the broader sense of the media, there are all the texts, images and codes of natural and artificial languages that can capture and transmit messages. And the term “media literacy” is believed to have been derived from the terms “critical vision” and “visual literacy”. Terms such as “technology literacy”, “information literacy”, “computer literacy”, etc. are also used. D. Considine notes that in the United States the terms “media literacy” and “media education” are used in parallel, and the former is better known to the general public. The term “media education” is often understood as the acquisition by students of knowledge about the media<sup>3</sup>. But many scholars believe that media literacy is part of media education. K. Vorsnop believes that media literacy is the result of media education, the study of media. The more you study the media (with the help of the media), the more you are media literate, ie media literacy is the ability to experiment, interpret / analyze and create media texts.<sup>4</sup> 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 in the modern

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<sup>3</sup> D. Considine, *Media Education in United States America. In Educating for Media and the Digital Age. Country Reports UNESCO*, Vienna 1999, p. 125.

<sup>4</sup> S. Sheibe, F. Rogou, *Media literacy. Textbook for teachers: translation from English language*, Kiyv 2014, p. 124.

world, code and representation systems used media; the life of such a person in society and in the world is associated with civic responsibility.

Media literacy is an open process in time. It allows modern man to make informed decisions, less dependent on influences, better understand the line between reality and the media picture of the world, between fact and manipulation. That is to remain yourself and compete for your own values. Media literacy is the key to survival and success in the new information environment.

Most researchers believe that media literacy is the most important set of skills and knowledge needed by man in today's information society. First of all, it is the ability to use, analyze and evaluate media products.

In our opinion, the most accurate definition of "media literacy" was given by the American professor James Potter: "Media literacy is the ability of an individual to control media consumption. A media literate person is easier to navigate in the media world, easier to find the information he needs, and to prevent messages that could harm him, such as contaminated and poisoned water or food"<sup>5</sup>.

Other scholars believe that media literacy is aimed at being active and literate, with a developed ability to perceive, create, analyze, evaluate media texts, understand the socio-cultural and political contexts of media functioning in the modern world, code and representative systems use.

Canadian scholar John Pangente has identified eight principles of media literacy that better understand media texts. The textbook *Media Education and Media Literacy* lists the following criteria:

1. Any media product is a constructed reality. It does not reflect reality, but some subjective, carefully selected ideas about it. Media literacy helps to question such texts and understand the principles of their creation.
2. The media constructs reality. The attitude to real-world objects is formed on the basis of assimilated media messages, the authors of which pursue their clearly defined goals. The media to some extent form a sense of reality.
3. The audience of the media message interprets its content. Recipients of the message interpret and comprehend, based on their own experience and such individual characteristics as personal requests and expectations, current issues, national and gender perceptions, social and cultural experiences, etc.

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<sup>5</sup> *Media education and media literacy*, ed. V. F. Ivanov, O.V. Volosheniuk, Kyiv 2012, p. 245.

4. The media have commercial support. Media literacy gives the impression that creating a media product is a business that should be profitable.
5. Any media message broadcasts ideology and information about certain values. Any media product is, in a sense, an advertisement for a way of life and certain values. Explicitly or indirectly, the media creates in the eyes of the audience an idea of “good”, “beautiful” life; form consumer tastes and give an idea of the general ideological position.
6. The media perform social and political functions. Media is a tool for influencing and managing society through information.
7. The content of the message depends on the type of media. Different media report on one event, emphasizing different aspects. Thus, the audience has the opportunity to get acquainted with different views and form their own position.
8. Each media resource has its own unique aesthetic form. Each media product should be presented to the audience in an aesthetic form, which allows, to some extent, to enjoy the form and content<sup>6</sup>.

An individual who is able, due to the availability of appropriate competencies, to consciously capture and consider, as well as demandingly transmit and produce media texts, skillfully and critically checks the accuracy of information and is media literate.

Analysis of the above definitions and our own experience in this area gives grounds to support the interpretation of this term in relation to teachers: media literacy of a teacher is a level of media culture of a teacher, an integrated result of his personality, which reflects the ability to express themselves successfully obtain the necessary information, consciously perceive and critically interpret it; get it from different media sources; to separate reality from its virtuality (reality that is constructed media), to comprehend power communications, myths and types of control that they cultivate, to use media in their professional activities.<sup>7</sup>

We believe that it is necessary to form media literacy from primary school through the introduction of elements of media education in the educational process. After all, children should be prepared for safe and efficient interaction with the outside world, knowledge of which they receive from

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<sup>6</sup> *Media education and media literacy...*, op. cit., p. 245–247.

<sup>7</sup> M. O. Antonchenko, *Media information literacy as a component of information and digital competence of teachers. Digital competence of a teacher: theory and practice: a collection of scientific papers*, ed. L.G. Petrova, Sumy 2019, p. 2–10.



the media. It should be emphasized that in the modern information age, anyone can become a “newsmaker” if he has a smartphone, the Internet and a page on social networks.

It is important to take into account that the school prepares a person for further life. This is a very responsible mission. And a special role here is given to its primary level, because it lays the foundations for successful learning in middle and high school, provides an algorithm for all school, and often in general for all years of life. It is here that the love of learning, media skills, reactions to different types of messages are instilled. The content of primary education today is characterized by interdisciplinary integration and the formation of practical skills, which allows to take into account the characteristics of younger students, to balance emotional, intellectual, spiritual, social, physical spheres of life, to build learning around the child and “action” through the use of a variety of organizational forms of learning and a competency-based approach. It is necessary to teach primary school students to perceive the network as a tool for learning and opportunities to maintain contacts, to behave in it actively, effectively, safely, culturally and for the benefit of their development. That is why the development of media literacy and media culture is an extremely important factor in the formation of moral and ethical qualities and civic position of primary school students.

The formation of these competencies in the participants of the educational process in the schools of Ukraine is carried out in the following ways:

- way 1: basics of critical thinking;
- way 2: analysis of media messages;
- way 3: work with toxic content (analysis of examples of misinformation and intolerant vocabulary);
- way 4: identification of own stereotypes;
- way 5: visual sources and visualization;
- way 6: search and verification of information;
- way 7: drawing parallels between processes or phenomena in the subject and between media, information processes;
- way 8: create your own media messages / media products;
- way 9: media text for analysis.

The State Standard of Basic Secondary Education of Ukraine stipulates that the language and literature education sector contains a significant number of media educational components. And this is quite natural, be-

cause the formation of a media literate student is one of the priorities of modern school education. That's why the Standard Elementary School Curriculum includes the Media Exploring content line, which requires students to acquire skills related to media products.

Integrated primary education in media education helps students to think critically, learn to search and check information, analyze media messages and create such media products on their own. After all, today it is not enough to just be a literate person and learn about the news from the press to be aware of all events. It is important to become a media literate person, that is, to understand modern media and information, where paper is rapidly losing ground and news and technology are changing almost at the speed of light. Media literacy includes the following components:

1. Aesthetic and creative skills: the ability to see, hear, create and interpret media content.
2. Interactive skills: the ability to communicate through the media and try on different media roles. Interactive skills indicate a willingness to express one's thoughts and instructions.
3. Critical analysis skills. This is the ability to interpret and understand the meaning of different media content. The student can interpret and evaluate media forms and content using various analytical tools. These skills are better developed through the study of a variety of media content and genres.
4. Security skills. This is the ability to find a way out of difficult situations and avoid them. The most important skills of safe behaviour in cyberspace are the protection of private space and the ability to avoid harmful contacts and content.

Traditionally, media literacy has enabled a person to analyze and evaluate literary works and create quality texts. But in the second half of the twentieth century it was transformed into the ability to competently analyze and skillfully evaluate and use printed forms of communication, cinema, radio and television programs, as well as Internet content.

A media literate person knows and is able to critically perceive and evaluate information and, accordingly, makes informed and adequate decisions. For example, teachers need to know and understand what media, media literacy, fakes, information throws, trolls, bots, clickbaits, trigger words, fact-checking, bot farms, deadlines, and more are.

The following forms of work help to form media literacy and media culture of primary school students, for example, in language and literature lessons:

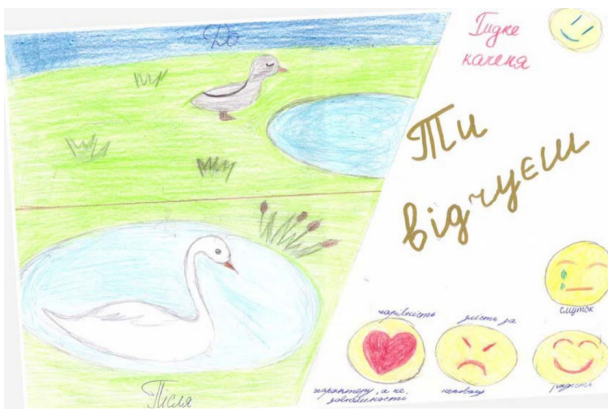
1. Viewing a film version or theatrical production of a work studied by the program and comparing it with a literary text. At the same time, it should be noted that viewing and discussing a screened version of any work of art is possible only after reading the work itself, as such work is done to compare film and book, to critically reflect on the work of director and screenwriter. watching its TV version is impossible. Analysis of media text, in particular film adaptations of a work of art, will allow to be critical of any media texts, to form one's own vision and attitude to the phenomena of reality, to develop the ability to understand the hidden content of a message, to resist manipulation of consciousness by mass media.
2. Writing a screenplay for the work being studied. This form of work is directly related to the work on the text and involves its careful reading and deep understanding. This form of activity in the classroom provides a game form of learning, along with a high degree of independent work of students, acquaintance with the work of the director and screenwriter, the opportunity to try on their roles. The purpose of this lesson is to develop students' coherent speech; development of the ability to perceive and describe events comprehensively; fostering a culture of coherent speech; development of imagination, ability to establish associative connections between different types of art, mastering by students of basic literary and media concepts.
3. Creation of magazines and film magazines based on the writer's work. Most often, students do this in the form of an electronic presentation. Doing this kind of work provides an opportunity to do something interesting alone or in a group, to show their abilities, test their strength, apply knowledge, be useful and present to the public the end result. This is an activity aimed at solving an interesting problem formulated by the students themselves as goals. In addition, the opportunity to create your own media text is always a creative independent work of students.
4. Creating posters, drawings, illustrations, photo collages on the works of media culture, which allows students not only to discover their own creative abilities of the artist or photographer, but also to find important, meaningful theses when reading a work of art or reading and writing.

5. Write your own journalistic or scholarly text on topics that do not have an unambiguous interpretation, such as: “Will borrowing foreign language terminology devalue your native language?”, “Modern gadgets: are they useful, or how to stay healthy”, “Conservation principle of education”, etc.

There are many such works, so the task of the teacher is to find out and apply in the lesson the most optimal and effective forms of educational activities for both the teacher and the students. Comprehensive application of the above forms of work will: develop critical thinking and media competence of students; interest in reading; provide general and literary development of the student, a deep understanding of the work of art; fill lessons with new content; teach to systematize knowledge; will promote the development of a creative approach to the perception of the world around us, curiosity, etc.

In the advice on the formation of media literacy of students, it is recommended to use in lessons such forms of work as informing on Twitter, blogging, showing student work in Instagram. All this contributes mainly to the development of the ability to generate informational messages, rather than critical thinking of the media. In addition, teachers are invited to use the media in the following ways: to combine the presentation of theoretical information with demonstration material, to conduct vocabulary work, to search for necessary information, to create media products, to interpret media texts, to determine the possibilities of documentary film. Of course, this approach works on the formation of media literacy.

Statistics from recent years show that children hardly read books. One of the main reasons for this phenomenon is the lack of promotion of the book in the media. So, given this aspect, the teacher in the lessons of “Literary Reading” during the study, for example, the theme “Fairy tales from around the world” invites students to create media content (advertise a peer fairy tale so that they have a desire to read it).



Медіаконтент групи «Емоція»



Медіаконтент групи «Герой»



Медіаконтент групи «Подія»

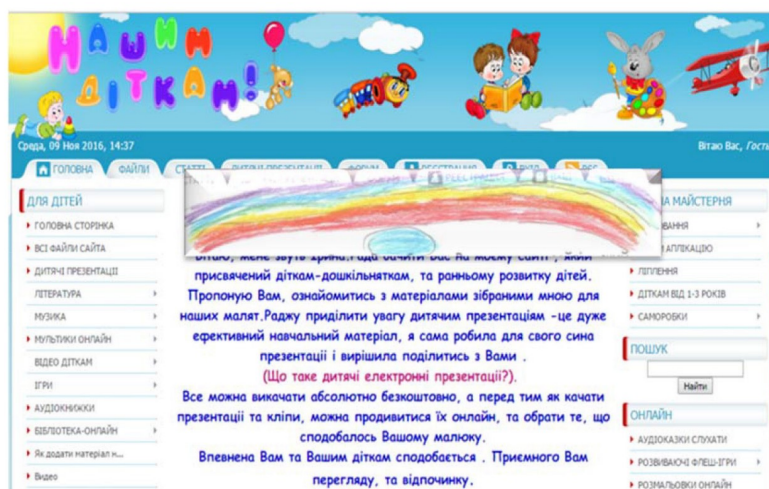
## ГИДКЕ КАЧЕНЯ



Медіаконтент групи «Враження»

The day before, students find out that this fairy tale is not advertised in the media. During the reflection stage, the teacher invites the students to form groups (“Hero”, “Event”, “Impressions”, “Emotion”) and create an advertisement for the fairy tale “Ugly Duckling”. In the created media content, students discover the elements that attract the most. Their works are posted on the site, and after viewing them, children are invited to add an element that will make this work more attractive.

After supplementing the pages of the site, it turned out that children prefer rainbow colours.



It is important to note that the idea of media education of primary school students was expressed in the fact that the curriculum “Fundamentals of Media Literacy: Interaction with the Media” for students of grades 1–4 of the secondary school of the author’s team consisting of O. Voloshe- niuk was integrated into the programs of individual primary school sub- jects. G. Degtiareva, G. Kravchenko, S. Kramarovska, O. Romanova, O. Stadnyk. The creation of a system of work on media education encour- aged primary school teachers to creative pursuits. In contrast to the Pro- gram for Secondary Schools in 2012, in the Standard Curriculum of the New Ukrainian School, one of the content lines of the language and litera- ture education sector is “Exploring the Media”. It is advisable to implement this program in grades 2–3 in the lessons of reading, basics of health, fine arts.

Consider, for example, the possibility of forming media literacy of 2nd grade students in reading lessons using different types / means of media. Thus, when studying the Ukrainian folk tale “Glove” in the reading lesson, in addition to the text of the work, it is advisable to use the eponymous car- toon available on the Internet. Students need to get acquainted with the components of the cartoon (music, words, pictures / dolls) and the technol- ogy of its creation, to tell about the creators of this genre of cinema. To achieve the goal of the lesson you can use the following forms of educational activities: working with a children’s book, watching the cartoon “Glove”, comparing cartoons of different directors, talking about the content of the tale, working in pairs, groups, staging the tale “Glove”.

While studying Yuri Yarmysh’s work “Hare’s Tale”, students should be offered to watch the cartoon “Well, wait a minute!”. Effective forms of edu- cational activities in the classroom are watching and analyzing a cartoon, a game “Make a compliment” (children find the positive in the images of cartoon characters), a quiz “Recognize the character’s character by voice”.

Familiarization of students with the differences between the types of me- dia can be continued while studying the topic “Choosing friends. Friends by interests”, because it provides an opportunity to acquaint students with computer games, their impact on humans, to prevent gambling. The teacher uses such types of educational activities as group work, information ex- change, interactive exercise “Loan position” and others.

Thus, it is undeniable that the information that a person receives daily through the media and social networks, forms his consciousness. Therefore,

it needs to be checked and analyzed. To do this, use the Google search engine, fact-checking sites and services, open registers and databases, reputable scientific and popular science resources to investigate any message before trusting it. Today's student must realize that he is not only capable, but also obliged to possess media information technologies, which are the most important condition for the formation of intellectual competence. Children tend to trust everything they hear from adults. It is important to teach them from an early age the principle of "trust, but check", in other words – critical thinking. That is why the development of media literacy and media culture is an extremely important factor in shaping the moral and ethical qualities and civic position of primary school students of the New Ukrainian School, which is now integrated into the European and world educational space.

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### **Abstract**

The article on the basis of systematic retrospective analysis of domestic and foreign scientific literature and modern educational realities, substantiates the relevance of the formation of media literacy of the individual in the information society. Since the media ambiguously affect the spiritual world of a person, the education of the younger generation, its integration



into society, it is necessary to teach children and young people to adequately perceive, analyze and evaluate broadcast information and use it wisely in their lives.

The views of scientists from different countries on the essence of the concepts of media education and media literacy, which entered into the scientific circulation and educational space in the 30s of the twentieth century and are aimed at the perception of a diverse information, to prepare growing generation for life in modern information conditions, to teach people to communicate verbal and nonverbal forms of communication through technical means.

Emphasis is placed on the need to start the formation of media literacy in primary school, in particular during the study of the content line "Exploring the media" in the lessons of language and literature. It analyzes the ways of carrying out this process and the components of ineffective literacy, as well as various forms of organization of educational activities of primary school students, the use of which allows to develop critical thinking and media competence of students. Theoretical considerations are confirmed by methodical developments in the study of the topic "Fairy tales from around the world" in the lessons of "Literary reading" ("Ugly duckling", "Mitten", "Bunny fairy tale", etc.) using media.

It is argued that the development of media literacy and media culture is an extremely important factor in shaping the moral and ethical qualities and civic position of primary school students of the New Ukrainian School, which integrates today into the European and world educational space.

**keywords:** media education, media literacy, information society, forms and means of media, primary school, innovative technologies, language and literature branch, literary reading, junior pupil

### **Streszczenie**

#### **Wiedza medialna we współczesnej edukacji: Problemy i osiągnięcia naukowców**

Na podstawie systemowej retrospekcyjnej analizy literatury ojczystej i zagranicznej oraz współczesnej rzeczywistości oświatowej uzasadniono w artykule aktualność kształtowania wiedzy medialnej jednostki w warun-

kach społeczeństwa informacyjnego. Biorąc pod uwagę, iż massmedia niejednoznacznie wpływają na świat duchowy człowieka, edukację młodego pokolenia, jego integrację w społeczeństwie, niezbędne jest nauczenie dzieci i młodzieży adekwatnego odbioru, analizy i oceny przetwarzanej informacji oraz mądrego wykorzystywania jej we własnej działalności życiowej.

Przedstawiono poglądy naukowców różnych krajów na istotę pojęć „edukacja medialna” i „wiedza medialna”, które weszły w obieg naukowy i przestrzeń edukacyjną w latach 30. XX wieku i mają na celu przygotowanie dorastającego pokolenia do funkcjonowania we współczesnych warunkach informacyjnych, do odbioru różnorodnej informacji, a także komunikacji werbalnej i niewerbalnej za pomocą środków technicznych.

Akcent postawiono na niezbędność rozpoczęcia kształtowania wiedzy medialnej już w szkole początkowej, w szczególności w czasie realizacji zajęć z badania mediów na lekcjach dotyczących zagadnień językowo-literackich.

Dokonano analizy sposobów realizacji tego procesu i składowych wiedzy medialnej, a także różnorodnych form organizacji działalności edukacyjnej młodszych uczniów. Ich wykorzystanie umożliwia rozwój krytycznego myślenia i kompetencje medialne uczniów. Teoretyczne rozważania potwierdzono w działaniach metodycznych dotyczących tematu „Bajki z całego świata” na lekcjach literackiego czytania („Brzydkie Kaczętko”, „Rękawiczka”, „Bajeczka Zajęczka” i in.) z wykorzystaniem pomocy medialnych.

Stwierdzono, iż rozwój wiedzy medialnej i kultury medialnej jest nad wyraz ważnym czynnikiem kształtowania właściwości moralno-etycznych i postawy obywatelskiej uczniów klas początkowych Nowej Ukraińskiej Szkoły, która integruje się dziś w europejską i światową przestrzeń edukacyjną.

**słowa kluczowe:** edukacja medialna, wiedza medialna, przestrzeń informacyjna, formy i środki medialne, szkoła początkowa, technologie innowacyjne, dziedzina językowo-literacka, czytanie literackie, uczeń młodszy