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MEDIA LITERACY IN THE SYSTEM OF HIGHER EDUCATION

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Summary: the article is devoted to the problem of media and informative literacy forming. The key points in the curriculum development process are represented. The importance of command of foreign languages for media literacy forming is stressed.

Key words: media literacy, media-saturated environment, media landscape, command of foreign languages

The objective of the research is to determine the importance of media literacy forming for educational background of marketable qualification specialist. To become a graduate with good job opportunities Ukrainian students should be able to gather, comprehend, evaluate, synthesize, report on and create a high volume and extensive range of print and digital texts in media forms. And to be up to this standard they need to be media literate.

The main body of the article. Youth of today navigates actual media-saturated environment freely but perceives information from web mostly as a news source and uses its applications as communication tools. Nevertheless students are drowning in digital resources without enough knowledge about what to do with them.

The beginning of media literacy courses can be traced back to the first half of the 20th century. In 1933 F.R. Leavis and his student Denys Thompson offered a framework how to teach mass media in schools. Since the emergence of using media grew, scientists and educators have tried to define the term “media literacy” and to establish standard for what it means to be media literate. The modern media literacy movement arose in the early 1990s. In the 20th century the idea was to teach students how to distinguish the high culture and the popular culture through education.

Media literacy should be incorporated into primary, secondary and higher education and both humanities and engineering teachers should find ways to emphasize media literacy in their classrooms. Nowadays «teaching the media» has two approaches: one school suggests that modern educational system requires separate courses of study in media and media literacy for both adults and children.

But more reasonable approach is to establish distinct media literacy courses, to provide students with know-how on using media world advantages for their professional competence benefit and therefore to make media literacy a requirement for graduation. At university, it should be a part and parcel in every course of every subject in every department. Collecting information to prepare for a class properly demands from modern students surfing the Internet, not visiting a library. It is easier to find innovative data, detailed description or instruction on an English language web-

site and to translate it into one's native language than to search for the reference source intended for presenting at class.

Schools have primarily taught children how to write and to read, but nowadays educational system needs to expand media literacy into the sphere of receiving media messages as well as producing them. Students need to learn how to make a draft as well as how to appreciate one – the same way students need to learn how to find a web page on the Internet as well as to design one; how intelligently watch a video-spot or video as well as how to videotape and to edit themselves. There are two important reasons for this:

1. Normal everyday people have to learn the techniques of modern communication so students need to learn how to use each new communication tool that is introduced.

2. You learn how to appreciate something better once you have mastered it yourself.

Nevertheless teacher's guidance in students' discovering media landscape and using its options is required. Not only the list of links should be represented, but the strategies of adequate digital behavior are to be instilled.

According to *Seth Ashley* there are three key points that can be used by teachers in the classroom and in the curriculum development process:

- mindful consumption means that young people must be taught to be active and mindful in their media consumption rather than relying on automatic processing habits. The important components of media literacy are critical thinking and conscious processing of information.

- media system knowledge implies that students should have command of content formats and frames and knowledge of media routines. While absorbing information from web students should understand economic realities of media (e.g. profit orientations, types of advertising and ownership issues).

- individual responsibility means that students should be aware of their role in making consumption choices and of the need to examine diverse sources. Students' consumption behaviors should be connected with their knowledge about media systems and structures. It serves as a basis for being in control of information processing and individual message consumption.

In Ukraine media literacy has to be developed concurrently with improving profound command of foreign languages since Internet and Web 2.0 are unfortunately the main sources of up-to-date scientific and professionally oriented information. Skills in using media-saturated environment let engineers-to-be find the newest data on techniques and technologies, acquire shared experience or represent their own groundwork. Command of foreign languages extends the communication sphere globally, provides participation in international workshops and webinars online and supplies successful application portfolio execution and uploading.

Conclusion. Helping students to develop their media literacy should be the goal of teachers in every class, researchers and administrators of all educational establishments. It is a vitally important task to make it easier for young people to navigate freely the changing media landscape and build skills that will last a lifetime and provide them with universal instrument for acquiring everyday knowledge and professional information.