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### **MEDIA EDUCATION IN THE MODERN WORLD**

*The article outlines the concept of media education and considers its features as modern educational technology. As a result of the analyzed material, the author demonstrates the importance of the implementation of media education in the educational process.*

*Keywords: media education, media, educational process, mass media.*

It is difficult to imagine the modern world without the media – mass media (traditionally includes periodicals, television, movies, radio, audio and the Internet). Media has gained particular significance in the life of mankind over the past half century. Media today plays an essential role in all spheres of human's live in the whole world. Sociologists estimate that on average “civilized man”, who has reached the age of 75, has about 50 years of active, sleep deprived. And exactly nine years she spends on watching television [6, p.67]. For example, at the turn of the XXI century, 99 % of American families in children and teenagers under 18 years old had at least one television, 97 % – at least one video recorder and radio, 74 % of families used cable or satellite TV, 69 % – personal computers (of which 45 % are connected to the Internet). On average, a modern schoolboy spends more than six hours a day on media communication (42 % of the time goes on watching television and movies, and only 12 % – on reading the printed texts) [4, p. 9495].

Starting from the beginning of the 19th century, we see the social and cultural development of any country in the variety of spheres of people's lives, including education. This development would be impossible without media. UNESCO published a number of resolutions and recommendations that emphasize the importance of implementation and support of media education (UNESCO's conference in Grunwald, 1982, Toulouse, 1990; Paris 1997; Vienna, 1999; Sevilla, 2002) [8]. UNESCO's 2002 recommendations highlight that “media education is part of the fundamental right of every citizen of any country to freedom of expression and information, it promotes democracy. Recognizing the differences in approaches and the development of media education in different countries, it is recommended that it be introduced everywhere, where possible within the framework of national curricula, as well as in the framework of additional, non-formal education and self-education throughout human life” [9].

The problem of media education is investigated by Ukrainian scholars such as V. Bakirov, M. Vatkovska, N. Habor, S. Honcharenko, V. Ivanov, T. Ivanov, A. Lytvyn, h. Onkovych, B. Potiatynyk, H. Pocheptsov, V. Syniov, O. Yanyshyn, etc.

**The relevance** of the article is caused by the directivity of the modern pedagogical approaches to the implementation of media education in the process of teaching.

**The objective** of this article is to analyse the peculiarities of media education as learning technologies of teaching.

According to the Oxford Encyclopedia media education is “a media study that differs from learning through media. Media education (media education) is associated with the knowledge of how media texts are created and distributed, as well as the development of analytical abilities for the interpretation and evaluation of their content. While media studies are usually associated with practical work on creating media texts. Both media education and the study of media are aimed at achieving the goals of media literacy (media literacy)” [4, p. 9494]. Person who is media educated can be defined as one who is able to observe, critically analyze. Media literate possesses the advanced ability to perceive, analyze, assess and create media texts, understand the social or political message that is transmitted through media and the way it impacts the modern world. In the modern world, such person can also be called media literate and these skills are connected with civil liability.

The following areas can be defined in media education:

1) media education for people connected with periodicals, radio, television, movies, audio and the Internet – journalists, editors, directors, producers, actors, operators, etc.;

2) media education for future pedagogues in the purpose of improving the educational process at high schools and universities;

3) media education for pupils at school, as part of general educational process, which is very often integrated with other disciplines;

4) media education in institutions of additional education and leisure centers (cultural houses, centers of out-of-school work, aesthetic and artistic education, clubs at the place of residence, etc.);

5) distance media education for both students and adults which is carried out with periodicals, television, radio, audio, DVD, Internet, etc. In this case the role of media critics has a significant impact;

6) self media education (which is supposed to be implemented throughout the life of a person) [2].

It is known that in the era of globalization, the expectations and requirements of people about education has become more pragmatic. For

example, higher education in the context of “Global Values Orientation” is no longer served as a source of propagation of fundamental scientific values. People who enter universities primarily appreciate the accessibility and convenience of consumption of “goods”, that is, reducing efforts to obtain the desired result; People want to see the efficiency of education; interesting and functional curriculum; mobility of students/teachers; ability for further commercial realization, “Convertibility” of the received knowledge and skills [1, p. 55; 7, pp. 14–15; 5, pp. 70–72; 3].

Hence, based on these factors, the urgent need for intensive media education development seems obvious. Practice shows that the globalization trends in the media education gradually lead to the fact that the traditional “aesthetically oriented” media education positions are becoming less powerful in the world. On the other hand, some researchers and educators confuse the media education with the use of information technology in the educational process of schools and universities, with distance learning (for example, with the help of the Internet) which, once again, determines the importance of implementation of media literacy in the modern society.

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**Катерина Майка**

### **МЕДІАОСВІТА В СУЧАСНОМУ СВІТІ**

*У статті окреслюється поняття медіаосвіти та розглядаються її особливості як сучасної навчальної технології. В результаті проаналізованого матеріалу автор доводить важливість імплементації медіаосвіти в навчальний процес.*

*Ключові слова: медіаосвіта, медіа, освітній процес, мас-медіа.*