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MEDIA LITERACY AND MEDIA COMPETENCE: BASIC APPROACHES TO STUDY, DEVELOPMENT, TEACHING AND DIAGNOSTICS

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Development of approaches to education and improvement of media literacy and media competence is one of the primary routes in modern theory and practice of communication research. At the moment, researchers have accumulated some experience in this area, a number of interesting approaches and models were proposed. It makes sense to focus on the main ones in more detail.

One of these approaches is New Media Literacies, which is considered to be the dominant conceptual paradigm among researchers. The majority of media education programs have been developed on the basis of this approach. For representatives of New Media Literacies [5, pp. 50–58] the point of reference is the interest of citizens in the media, which determines the specifics of their interaction with traditional media and the peculiarities of their use of social media. Interaction with social media is given special attention, because it opens up opportunities for recreation and self-expression for the citizens, allows them to produce media content and form their own information space. The main emphasis of this approach is made on participants' familiarization of educational programs, the latest media technologies and Internet resources, which open up the way for their self-realization. The basic criteria for assessing the media literacy and media competence, according to the representatives of this approach, is the ability

to search for information and possess modern media technologies to exchange relevant information with other people, in case free access to Internet resources and social media is provided [3, p. 23–41]

Another approach – Critical Media Studies has the largest number of supporters among educators and psychologists, because the views of the representatives of these branches of scientific knowledge were the basis for its development. For representatives of Critical Media Studies [4, pp. 3-23] the starting point is the position about the manipulating impact of media on users. That is why, in the process of media education, the development of a critical attitude to information and sources of its dissemination, the ability to resist manipulations in the information space is most important for the representatives of this approach. The basic criteria for assessing the media literacy and media competence, according to the representatives of this approach, is the ability to understand informational messages using critical thinking, quality analysis and authentication skills, ability to use reflection to reduce the negative effects that arise in the consciousness under the influence of media [1, pp. 659–679]. This approach has many supporters in Ukraine among the developers of specialized media education programs. This is quite natural, to look for the danger of external advocacy and the current state of relations with neighbor countries.

The views of the representatives of another approach – Medium Theory have much in common with the two previous ones. However, in this conceptual paradigm there are certain peculiarities. Representatives of Medium Theory focus on the study of the real practice of social interaction that occurs between people indirectly through modern media technology [7, pp. 32–48]. The basic criteria for assessing the media literacy and media competence, according to the representatives of this approach, is the ability to generate media content, because this provides creative self-realization and is based on the selective acquisition of media technologies, promotes the creation of social interaction systems based on the awareness of their own goals and needs of the potential target audience [1, pp. 659–679].

In recent years, another approach is gradually gaining popularity – Pragmatism. Representatives of this approach [6, pp. 436–455] believe that the development of media literacy and media competence should be based on the analysis of informational messages and media content and the capture of modern forms of communication taking into account social and transnational trends. The basic criteria for assessing the media literacy and media competence, according to the representatives of this approach, is the ability to develop their own communication activities on the principles of social responsibility and ethics, to spread the acquired knowledge, skills and abilities among people who belong to the circle of real social interaction

(family, friends, colleagues, other formal and informal communities) of participants in media education programs [1, pp. 659–679].

Based on the main approaches to understanding "media competence" and "media literacy" researchers create different models. The most popular of these is the Media Literacy Model, developed by a group of experts from Mediawijzer.net [2]. In our research we take into account the creative potential of the ideas suggested by colleagues-scientists. We use a modified version of this model, which is aimed at developing media competence during the development of educational programs and trainings [8, pp. 49–77]. According to this model, we think that the main areas of development of media competence can be: 1) development of understanding of the role of media in society (increasing media influence, principles of work and technology of media operation, multivariate media reality); 2) development of the skills of using modern media (orientation in the media environment, the use of modern equipment, programs and applications); 3) development of communication skills in the media space (search and processing of information, content creation, partaking in social networks); 4) development of strategies for interaction with the media (selection and creation of own media resources, use of media for their own achievements) [11, pp. 82–89].

In process of the development of media education programs and trainings we pay particular attention to the selection of active learning methods that, while working with student youth, should be relevant to the target audience, contain innovative components, meet the requirements of higher education in organizing and provide training. The analysis of modern trends shows that the methods of active training, which: contain elements of gamification and interactivity, allow the use of Internet resources and social media, provide opportunities for the expression of independent creative activity and self-realization, provide conditions for cooperation in execution training exercises and tasks have the greatest potential in working with students [9, pp. 72–77]. Web-quests and comics belong to innovative methods of active learning that are suitable for the development of media competency of student youth. These methods contain elements of gamification and interactivity, allow the use of Internet resources and social media, provide opportunities for students / participants of training to demonstrate their own creative activity and self-realization, and provide circumstances for cooperation in carrying out educational exercises and tasks. We also have positive experience of using this model to study the activity of social media users [10, pp. 160–181], development of civic activity of young people through social media [8, pp. 49–77], use of digital tools for Cooperative and Collaborative Learning in educational practice [11, pp. 82–89]. Prospects for further research are to develop and standardize methods for

diagnosing the types of social activity of social media users and the level of media competence development.

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