

MEDIA COMPETENCE OF THE MODERN PRIMARY SCHOOL STUDENTS BY O.Y. SAVCHENKO

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Media literacy is recognized as one of the major key skills. "Media competence skills make it impossible to perceive media texts out of the social and political context" [1; 5].

Rethinking, reforming and reorienting education has become a challenge for modern citizens: the introduction of communication and information technologies, the ability to perceive critically, analyze, interpret and assimilate information, the development of key and subject competences, etc. Education and training have undergone a number of changes due to the development of electronic technologies, the introduction of multimedia curricula and interactive communication systems.

The intensive media development is causing changes in society. Education is no exception. The media are increasingly penetrating the daily lives of modern students. Therefore, education is facing a new challenge: to teach students to navigate the media world, process various media products and apply this knowledge in practice. All this ensures the formation of students' media competence [2, c. 3].

Nowadays, the population needs specific education and training in the media materials perception, and it is necessary to create conditions when citizens, especially students, will become media literate, and they can improve their skills and acquire media competence. Many educational institutions in Europe, America, Canada, Australia, and other foreign countries have been teaching disciplines that form the basis of media literacy and develop this competence since the last century. In Ukraine, this issue has only been explored in recent decades.

In 2010, the Concept of Media Education Implementation was approved by the Presidium of the National Academy of Pedagogical Sciences of Ukraine on 20 May 2010 (Protocol No. 1-7/6-150) [1, p. 6].

This problem was studied primarily by foreign scholars and media educators, such as: D. Buckingham, K. Bezeglet, K. Tyner and J. Potter. The basics of media didactics were studied by L. Zaznobina, H. Onkovych and O. Fedorov. V. Luhovyi, H. Freiman, I. Taranenko, A. Ovcharuk and others

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worked on the development of this problem in the context of secondary and high school [2, p. 4].

At the time of modern education reform in Ukraine, the task of introducing personality-oriented pedagogical technologies, developing critical thinking in students, ensuring the development of personality and the level of culture, both spiritual and general, as well as key and subject competences, is important.

The introduction of a competence-based approach to school education, initiated by Oleksandra Yakivna, was a new development in the formation of educational content as a strategic perspective for entering the international educational system, as it ensures that school graduates have the appropriate potential to solve life's problems in practice.

The prominent didactor and teacher argued that "competence is an integrated ability of a personality acquired in the process of learning, it includes knowledge, experience, values and attitudes that can be holistically implemented in practice. Competence cannot be reduced to factual knowledge alone" [7, p. 487].

The State Standard of Primary Education (2017) and the model curriculum developed by the team led by O. Savchenko (2018) for the first time in Ukrainian education define a new content area "Exploring Media", which is a cross-cutting one for all primary school grades.

The implementation of the content area "Exploring and Interacting with Media Products" involves the formation and students' concepts development of different types of media and the verbal and non-verbal means of influencing the reader used in them; the development of skills and abilities to perceive, analyze, interpret, critically evaluate and safely use media; express themselves and communicate with others through their own media products.

Mastering media literacy is a multidisciplinary process that involves connecting with children's daily lives not only at school but also out of it, creating opportunities to gain experience in critical reflection on various media products, which should have a positive impact on expanding their reading and social experience, developing the ability to distinguish useful information from harmful, and avoiding the risks of interaction with media products that are likely to occur at this age [9, c. 20].

According to Oleksandra Yakovlevna, the structure of media skills includes a knowledge component – acquaintance of students with the essence of the concepts of information and media (different ways of its storage and transmission); an 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 judgements; the ability to create elementary media products (individually, in pairs, in groups). The didactic basis of the formative process is activity-based education, the tools of

which are the personal and developmental interaction of junior schoolchildren with each other and with the modern information space [8, p. 154].

A modern teacher should be creative, active and media-competent in order to develop critical thinking in primary school children, the ability to select and analyze the necessary information, structure, summarize and use it as needed. Primary school teachers should direct their actions towards the formation and development of students' media culture. In the context of today's innovative development, a teacher must be able to use media resources, be aware of modern media products designed for learning, and have the skills to integrate these media education technologies and products into the educational process.

In her writings and research, Oleksandra Savchenko demonstrated the importance of competences, including media literacy, and the importance of their formation and development. Intensive development of mass media, education reform, introduction of new integrated technologies, methods and content areas in education require further application, research and rethinking.

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