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PEDAGOGICAL SCIENCES

Strategic directions of reforming the education system

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TO THE ISSUE OF CLARIFICATION OF THE ESSENCE AND CONTENT OF "MEDIA EDUCATION" CONCEPT

At the present stage of development of the information society the success of human's life greatly depends on his level of media culture formation, which is manifested in the ability to work with different media tools intelligently, to choose necessary information from them, to analyze it critically and interpret it in a right way. One of the effective ways in forming this culture in the youth's life is media education itself.

During the research it is established that the meaning of the concept "media education" is interpreted in different ways by the authors of different scientific sources, for example:

the development of the individual by the means and with the help of mass communication (media), formation of communication culture with media, creative and communicative skills, critical thinking, mutual perception skills, interpretation, analyzing and estimating of media texts and skills of creative expression basing on modern media (Y. Kazakov, A. Federov);

the process of human's culture formation of media social communication (A. Korochemskiy);

the development of people's cognitive abilities and tastes, enriching their communicative skills of intelligent communication with the media (A. Sharikov).

In the context of the raised problem, it should be noted that according to UNESCO proceeding media education is connected both with all types of media (printed, graph, sounds, screen and etc) and different technologies also. Media education gives people not only better understanding how mass communications are used in the society, but also how to seize knowledge and skills of intelligent usage of media tools in the process of communication with other people. Among this knowledge and skills the central positions goes to those one which provide a human

with ability: to analyze, to think critically, to create media texts; to identify the sources of media texts, their contexts and aims; to interpret media texts and their values, which media spreads; to adopt appropriate media texts to create and spread own media texts among the audience interested in; and to get the possibility of free access to the media (both for perception and for production). In the relevant UNESCO documents special attention draws to that fact that media education is an important tool of supporting the democracy in every state, hence it is recommended to be implemented into the national educational plans for educational institutions of different types.

It is specified in Oxford encyclopedia, media education – is the process of studying the media, and this process is different from the process of human's studying with the help of media. Thus, media education provides the youth's with knowledge how to create and spread media texts, and also with the developing of analytical skills and personal interpretation and estimation of the context of these texts. As for the media studies, so this process is usually connected with the person's practical work at the creation of media texts. At the same time both media education and media studies have similarities, as these two processes are aimed at the reaching the goal of human's media literacy.

It should be noted that scientists' different points studying as for the interpreting the concept "media education" let to get mutual understanding of this phenomenon. Moreover we have to tell that in the background of our research laid the definition of this concept which is introduced in "The conception of the implement of media education in Ukraine", where media education is understood as "a part of educational process, which is aimed at the formation the media culture in the society, training a person to a safe and effective interaction with modern media, including as traditional media (printed publishing, radio, cinema and TV) as new media (computer mediated communication, the Internet, and mobile telephoning) considering the developing of informational- communicational technologies".

Determining the role and the place of media education in modern society, it is important to emphasize that in the conditions of further globalization of modern society media is widely used in all its fields. However at the same time it is important to mention that the influence of this media on the forming of human's points of view and on human's subconscious do not differ uniqueness. As Y. Kazakov rightly emphasizes, on the one hand, mass media (printed publishing, video-production, TV, the Internet, radio) gives the youth an opportunity to expand horizon,

introduce with other cultures, digest values and behaviors, which dominate in the modern society, master modern informational and communicational technologies. From the other side, the functioning of the most media institutions (video distribution, satellite and cable TV, Radio) on the commercial basis activated the penetration of anti-human, anti-religious, immoral video, television and radio programs to a wide range of youth. Beside this, lack of life experience, uncritical attitude of some percent of the youth to the given information, and low quality of wide range of media products, the lack of integrity and honesty in some representatives of mass media not only accentuate the relationships between society and the mass media, but also set the conditions for the possibility of wide manipulation of young people consciousness (Y. Kazakov).

Taking into consideration the results of studying foreign and local experience of the media education organization, and having identified deficiencies in this process, the basic measures have been defined which will facilitate the improvement of this process: 1) the development of special educational courses of media education for pupils and students of different specialties, the integration its context into other curriculum subjects/disciplines; 2) paying close attention to the formation of human's critical thinking with different media tools during extra-curricular educational work, involving media business specialists into it; 3) the creating of special media educational journals, which will help to the wide range of readers, but particularly teachers and lectures and pupil's parents ; 4) the organization of the well-qualified specialists to implement media education in different types of educational centers.