



ROLE OF SCIENCE AND EDUCATION FOR SUSTAINABLE DEVELOPMENT

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ROLE OF SCIENCE AND EDUCATION FOR SUSTAINABLE DEVELOPMENT

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2.4. THE ESSENCE AND CONTENT OF THE MEDIA COMPETENCE OF FUTURE DOCTORS

Under conditions of information exchange intensification, information space, media resources and media technologies development, media competence of personality becomes very important. It should be emphasized that the person's promotion in professional space also depends on the level of his / her media competence, interaction skills with information and communication technologies within media environment and the use of multimedia technologies in professional activities.

Today, the media, which is growing in popularity every day, is a powerful tool for influencing human health. This fact concerns both the use of information technology and obtaining information through the media. The media significantly contribute to social norms assimilation and form value orientations in the field of politics, economics, healthcare, law etc. Also, they actually act as non-formal education kind of system, where users acquire quite diverse, contradictory, unsystematic knowledge. The influence of media on human consciousness and health is deep, both in terms of information and through exemplary patterns of this lifestyle. The impact can be not only positive but also negative. It is possible to counteract such influence forming media competence of personality.

Analysis of researches has shown that the use of media in the educational process of the university is an important means of improving the quality of higher education, including medical, as the professional activities of future health care workers are increasingly associated with modern information technology, their own media product creation to promote their resources and services, addressing media security and preventive healthcare through the media. Therefore, the leading component of the professional excellence of a modern doctor is his/her media competence.

The study of media competence of future doctors formation should begin with a general analysis and study of the genesis of the main definitions, in particular "competence", "media", "media education", "media culture", "media literacy", "media competence". The components of the basic concept of "media competence" are "media" and "competence". We are going to consider each of the selected concepts.

Let's consider the meaning of the concept according to a certain classification of the term "competence". The Law of Ukraine "On Higher Education" defines the concept of "competence" as "a dynamic combination of knowledge, skills, ways of thinking, professional, ideological and civic qualities, moral and ethical values, which determines a person's ability to carry out both professional and educational activities and turns out as the result of learning on a certain level of higher education."³⁸³

We agree with S. Sysoeva's point that the concept of "competence" is a specialist's integrated personal quality and background, which is formed during the training, developed and finalized in the process of practical activities and provides a competency-based approach to professional tasks.³⁸⁴ Competence is considered as a set of professional knowledge, skills and qualities that determine the effectiveness of a specialist's professional activities and allows to carry out it successfully. The analysis of the scientific and pedagogical literature makes it possible to state that the result of the professional's activity depends on the competence. Scientists consider the concepts of competence in different ways: erudition, readiness to act and carry out activities, combination of knowledge, skills, norms, emotional attitudes and reflections, credibility, awareness, experience, etc.

V. Chepak notes that if you delve into your own understanding and perception, the competence – "is a certain erudition, skill, talent and so on. Being competent is the same as feeling free, be experienced in any area of life."³⁸⁵ It means having competencies, awareness, erudition,

³⁸³ Закон України «Про вищу освіту». (2020).

³⁸⁴ Сисоева С. О. (2015) Дискусійні аспекти наукового тезаурусу нового Закону України «Про вищу освіту», с. 11.

³⁸⁵ Чепак В. В. (2015) Мовна та комунікативна компетентності в соціологічному вимірі: пошуки взаємодії, с. 73.

credibility.³⁸⁶ The explanatory dictionary of the Ukrainian language explains competence as a quality in the sense of competent, i.e.: 1) one that has sufficient knowledge in any field; who is experienced in something; clever; based on knowledge; qualified; 2) who has certain powers; full-fledged, authorized.³⁸⁷

I. Bech reveals the essence of the "competence" concept not as awareness of the subject in a particular field, but as experience. He also emphasizes that competence, as a complex characteristic of the subject, directly depends on the quality of educational achievements and is based on the desire for self-affirmation, satisfaction of one's own social needs.³⁸⁸

According to O. Murizina, competence is a special type of subject-specific knowledge organization that allows to make effective decisions in the relevant field of activity.³⁸⁹

As O. Ovcharuk notes, competence is an integrated characteristic of personal quality, a productive block formed through experience, knowledge, skills, attitudes, behavioral reactions. Competence is based on a combination of mutually relevant cognitive attitudes and practical skills, values, emotions, behavioral components, knowledge and skills, all that can be mobilized for active action.³⁹⁰

Summarizing different approaches to the interpretation of the "competence" concept, it can be concluded that competence is an integrated characteristic of personal qualities, which imply different competencies, combined into a general ability and willingness to productive activity based on formed value-semantic orientations and attitudes, acquired knowledge, skills, experience and behavioral reactions. Competence characterizes a person's integration into professional activities, social and psychological maturity, professional orientation of the individual's worldview and the presence of appropriate value orientations. Competence to some extent reflects the qualitative and quantitative aspects of the competitiveness of the employee in the position he / she takes or in the workplace. Components of competence are knowledge, skills, experience, personal values and attitudes to activities in a particular field.

In W. Müller's English-Ukrainian dictionary, "media" is translated as: mass media, middle, media (mass media), press, environment.³⁹¹ Also "media" is very often explained as a means of audiovisual information, information holders.

Media (means, methods) are channels and tools used to store, transmit and present a certain set of data, something middle, that occupies an intermediate position, middle, and center.³⁹² English-Ukrainian explanatory dictionary indicates "media" as a carrier for storing data in various forms or their transmission through itself, the transmission medium, any kind of information, the industry press.³⁹³

We support O. Boryshpolets's definition of "media" (*Latin* media – means, method; medium mediator) – a system of mass communications – technical means of creating, recording, copying, duplication, storage, dissemination, perception of information and its exchange between the subject (the author of the media text) and the object (mass audience).³⁹⁴

The term "media" is used in pedagogical literature in relation to auxiliary scientific and technical means for teaching. The concept "media" is often used as a global term, encompassing both didactic methods, scientific support, and the media. A. Lytvyn defines media as objects, equipment and carriers that transmit certain data through words, images and sounds and allow this

³⁸⁶ Морозов С. М. (2000) Словник іншомовних слів, с. 282.

³⁸⁷ Бусел В. Г. (2004) Великий тлумачний словник сучасної української мови, с. 445.

³⁸⁸ Бех І. Д. (1998) Особистісно орієнтоване виховання.

³⁸⁹ Муризіна О. (2017) Комунікативна професійна компетентність з реанімації у сімейних лікарів на різних етапах очного безперервного навчання.

³⁹⁰ Овчарук О. (2009) Інформаційні технології і засоби навчання.

³⁹¹ Мюллер В. К. (2008) Великий англо-український словник: 200 000 слів, словосполучень, ідіоматичних виразів, прислів'їв та приказок.

³⁹² Medium. Oxford English Dictionary online.

³⁹³ Пройдаков Е. М. (2006) Англо-український тлумачний словник з обчислювальної техніки, Інтернету і програмування, с. 323.

³⁹⁴ Боришполец О. Т. (2014) Український словник медіакультури.

data to be processed, stored and transmitted.³⁹⁵ O. Moiseeva defines the media as a mediator between virtual and modern reality; means of transmitting information; channels, tools that allow you to store information, create media products; edit texts and other types of media.³⁹⁶

Thus, we assume that the media is a certain set of different in the form of presentation information holders, or means of transmitting information that provide for the presence of media in the communication process. Media can be classified by the form of presentation of information (handwritten, printed, analog, digital) and by means of information transmission (mass events, advertising, printing, mail, telephone, television, radio, Internet). In our study we characterize the media as an intermediary between the subject (who owns the media product) and the object (for whom the information is provided) of virtual and modern space.

The combination of various "media" (text, sound, graphics, moving and still images) to convey the necessary data to others, using a variety of methods (oral, technical) and techniques (pedagogical, psychological) is called media technology.³⁹⁷ Media technology means the integration of different means of information transmission on a common basis (for example, computer-based). This term is used as a global concept that encompasses didactic methods, scientific ground and the media. M. Kademia introduces the concept of "media technology of learning", which is interpreted as ways to build activities with the use of media to achieve pedagogical goals.³⁹⁸

The overall goal of media technology is to select and apply interconnected media in a way that continually improves and enhances information. In the context of our study of "media technology", we understand it as a set of tools that include the preparation, organization and teaching classes with the use of multimedia teaching materials and resources.

Researcher I. Sakhnevych believes that "media technology" is "a process of all possible actions, ways, methods of organizing educational activities with the involvement of multimedia teaching materials to form a media culture of the student's personality (future specialist) at the levels of media literacy, media competence and media awareness."³⁹⁹ O. Yanyshyn considers "media technologies" as "those that are included to media education arsenal and provide solutions to educational problems based on using any media resource."⁴⁰⁰

The result of effective use of media technologies by future doctors is their media competence. Media competence is considered here as a developed ability to perceive, analyze, evaluate and create media texts, to understand the socio-cultural and political context of the media, as well as the ability to be a carrier and transmitter of media cultural tastes and standards, to have media dialogue between producers and consumers of new information society.⁴⁰¹

N. Zmanovska interprets the concept of media competence as a set of systematized media knowledge, skills, values of media education in general, as well as defined levels of skill⁴⁰². She believes that the formation of media competence is the result of media education. Media education is "the study of media, which is different from learning through the media, involves both learning how media texts are created and disseminated, developing analytical skills to interpret and evaluate their content."⁴⁰³

O. Fedorov explains the concept of "media education" as "the process of formation and development of personality by means of mass media in order to form a culture of communication, creative, communicative abilities, critical thinking, interpretation skills, analysis and evaluation of

³⁹⁵ Литвин А. В. (2005) Використання технологій мультимедіа у професійній підготовці, с. 8.

³⁹⁶ Моисеева Е. В. (2011) Проблемы эффективности продвижения медиапродукта

³⁹⁷ Tarleton G. (2014) Media technologies : essays on communication, materiality, and society, p. 52.

³⁹⁸ Кадемія М. Ю. (2009) Інформаційно-комунікаційні технології навчання : термінологічний словник, с. 135.

³⁹⁹ Сахневич А. (2010) Упровадження медіаосвіти у вищих навчальних закладах України: проблеми та перспективи.

⁴⁰⁰ Янишин О. К. (2011) Формування комунікативних умінь майбутніх документознавців засобами медіаосвітніх технологій.

⁴⁰¹ Баришполець О. Т. (2014) Український словник медіа культури, с. 105.

⁴⁰² Змановская, Н. В. (2004) Формирование медиаобразованности будущих учителей, с. 21.

⁴⁰³ Smelser Neil J. International encyclopedia of the social & behavioral sciences.

media text, learning various forms of self-realization with the help of media technology."⁴⁰⁴ The content of media education includes "Art history in the media sphere (types and genres of media, media functions in society, media language, history of media culture, etc.), basic theoretical knowledge (professional media, amateur media sphere, media distribution channels, leisure institutions, educational institutions, etc.), practical creative tasks with media material."⁴⁰⁵

A group of researchers led by L. Naidyonova proposes the definition of media education as "the process of learning and personal development with the help of media material in order to form a culture of communication, creative communication skills, critical thinking, interpretation skills, analysis and evaluation of media texts, self-expression with the help of media technology; system of educational activities for the formation of media culture of the younger generations. Media education is a system of outreach activities among the population of all ages on the social role of the mass media, methods and content of their activities, formative and destructive influences."⁴⁰⁶

K. Bezelget and E. Hart developed six key concepts of media education: media agencies (systems of functioning, goals, sources of information that create and distribute media products), categories of media (types of media products), media technologies (technological process of creating media products), media audiences typology of the audience according to the level of perception of the media product), media representation (presentation of the content of the media product), media language (means of expression of the media product). According to scientists' opinion, everything makes sense in the media text. "In critical work individual images or short fragments of the audiovisual text are analyzed, it is offered a very detailed analysis of what is actually visible and can be heard, before moving on to comments interpretation and expressing one's reaction. As students understand media language comprehension, we can expect that comprehension should include more complex ideas about how certain sets of meanings can be encoded: how to signal a change in time or place of action in visual, audio, and printed texts, e.g. how typical characters or situations can be introduced."⁴⁰⁷

Thus, it can be stated that media education is an educational process of interpretation skills formation, evaluation and critical thinking, skills of careful analysis of media messages, media studies, as well as tools and methods of teaching media perception. The general tasks of media education include once aimed at improving the media literacy of the individual and creating a favorable media environment. Media education and media studies are aimed at achieving the goals of media literacy.

The result of media education is an increase the level of media literacy. It is believe that media literacy is a part of media education. Media literacy is media analysis and evaluation skills acquired during training.

C. Worsnop believes that media literacy is the result of media education, the study of media. The more you study and use media, the more media literate person you become, i.e. media literacy is the ability to experiment, interpret / analyze and create media texts.⁴⁰⁸ R. Kubey believes that media literacy is the ability to use, analyze, evaluate and convey messages in various forms.⁴⁰⁹ P. Aufderheide and C. Firestone define media literacy as a movement that must help people understand, create and appreciate the cultural significance of audiovisual and printed texts. Media literacy is aimed at the development of a person's critical autonomy in relation to the media, the main thing in media literacy is a wide range of information in the civic, social, consumer spheres, regarding critical perception and creativity.⁴¹⁰

⁴⁰⁴ Федоров А. В. (2000) Терминология медиаобразования, с. 35.

⁴⁰⁵ Федоров А. В. (2014) Словарь терминов по медиаобразованию, медиапедагогике, медиаграмотности, медиакомпетентности, с. 26.

⁴⁰⁶ Л. А. Найдьонова (2009) Медіакультура особистості: соціально-психологічний підхід.

⁴⁰⁷ Buckingham D. (1999) *Watching Media Learning. Making Sense of Media Education.*

⁴⁰⁸ Worsnop C. (1994) *Screening Images: Ideas for Media Education.*

⁴⁰⁹ Kubey R. (1997) *Media Education: Portraits of an Evolving Field.*

⁴¹⁰ Aufderheide P. (1993) Firestone C. *Media Literacy: A Report of the National Leadership Conference on Media Literacy.*

Thus, a media literate person is able to control the media, to navigate the media environment, to find needed information and reject false reports. It can be argued that media literacy is a component of media culture. The term "media culture" was introduced to denote a special type of information society culture, which is a mediator between society and the state, society and the government.

The concept of media is common to the concept of media product. After all, media is directly related to the creation of a media product, and the outcome is a media text.⁴¹¹

I. Shevyreva defines a media product as a means that enables effective and efficient activity; thanks to the media product, it is possible to establish links between virtual world and reality; a tool that meets the information needs of the individual.⁴¹² A variety of media should be actively used in the training of future doctors, because only a media competent specialist can create interesting and meaningful media products.

C. Von Failitzen in his research emphasizes that an essential element when working with the media is to create your own media product. Therefore, the process of creating a media product contributes to the mastery of certain types of media; it is established a critical and independent view on its content; availability and originality data of the software are formed.⁴¹³ Critical thinking is developed in the process of creating own media product and the media product itself is planned to be introduced in professional activities.

The Concept of Media Education Implementation in Ukraine states that "media culture is a set of information and communication tools that function in society, sign systems, elements of communication culture, searching, collection, production and transmission of information, as well as peculiarities of its perception by social groups and society in general. At the personal level, media culture means a person's ability to interact effectively with the media, to behave adequately in the information environment. Media culture includes "the culture of transferring the information and the culture of its perception; it can also act as a system of personal development, which is able to perceive, analyze, evaluate a particular media text, be engaged in media creativity, learn something new through the media."⁴¹⁴

When studying psychological and pedagogical literature, various interpretations of the definition of media culture were analyzed, but a general definition wasn't found. In Ukrainian pedagogical encyclopedic dictionary edited by S. Honcharenko media culture is interpreted as a set of information and communication tools, material and intellectual values produced by mankind in the process of cultural and historical development.⁴¹⁵

We agree with N. Zrazhevskaya's definition, where media is considered from the socio-communicative perspective and in terms of social communications, which allows to interpret it primarily as a "communication phenomenon associated with the transfer of cultural artifacts and meanings in the social environment, which influence ideologically, politically and culturally on the audience".⁴¹⁶

Thus, media culture involves the development of certain skills: to interpret information; understand its essence; understand the main point of the message; find the necessary information; edit information; be able to prove the correctness of one's own point of view; affects the personal development, intelligence, emotions, contributes to the worldview, creative and critical thinking formation. Media culture is a holistic system that has formed its media space and operates through information exchange. Media space actively influences on cultural, social and psychological values, forming and changing attitudes and models of human behavior.

⁴¹¹ Dorr A. (2001) Media Literacy.

⁴¹² Шевирьова І. Г. (2018) Медіа-продукт як результат практичної діяльності майбутніх учителів початкових класів.

⁴¹³ Feilitzen C. (1999) Media Education, Children's Participation and Democracy.

⁴¹⁴ Концепція впровадження медіаосвіти в Україні (2016).

⁴¹⁵ Гончаренко С. У. (2011) Український педагогічний енциклопедичний словник, с. 275.

⁴¹⁶ Зражевська Н. І. (2012) Феномен медіакультури у сфері соціальних комунікацій, с. 126.

Having defined the terms "media" and "competence", let's turn to the essence of the concept of "media competence". Today, the term "media competence" is considered popular and necessary, its status is determined by the needs of information society. However, the common definition doesn't exist and there is a certain confusion and uncertainty of terms according to the "media competence" terminology.

Media competence of a person is defined as a personal quality that helps use media competently and productively, to master practical skills, to improve one's own level of interaction with media, to analyze media information methodically, to interpret it correctly. Today, media competence is studied as a structural component of teacher's professional competence, which is why it is worth talking about the media competence of primary school teachers.

In pedagogy, media competence is considered as an element and the outcome of media education. It becomes an element of professional culture and an indicator of success in the modern media space. At the same time, media competence acts as a means of obtaining knowledge, a way for self-realization.

Media competence – as an integrative personal quality, which is manifested in the willingness to select, use, critically evaluate, create and transmit media texts (in various types, forms and genres), as well as analyze complex processes of functioning media in society.⁴¹⁷

J. Potter considers media competence as a complex of experience, skills in using the media, readiness for self-improvement and presupposes skills in creating a media product. He also believes that the individual should constantly improve the level of interaction with the media.⁴¹⁸ R. Kubey defines a person's media competence as the ability to analyze, use, evaluate and transmit messages in various forms.⁴¹⁹

According to A. Sulim, media competence is the result of media education and helps a person actively use the possibilities of the information field actively – television, radio, video, press, the Internet – and develops critical thinking skills that help make independent judgments and competent decisions in response to information transmitted through mass communication channels.⁴²⁰

O. Kravchenko combines media competence with professional and economic competencies. She states that modern life is impossible to imagine without media, so the person's promotion in career and status enhancement becomes directly dependent on the level of his / her media competence. The indicator of any specialist's readiness to perform a certain type of activity is recognized today as media competence.⁴²¹

V. Ivanov, O. Volosheniuk explain media competence as “responsible implementation of social communication in public practice, i.e. the ability to understand, analyze and evaluate the media content, the ability to use the media during study and leisure time, to be a co-creator of personal content in media, to have skills in self-presentation and communication with other media users and, if necessary, to be able to evaluate critically their own media activity”.⁴²²

M. Zhyzhyna emphasizes that media competence is not only the result of media education, but is considered, on the one hand, as a personal quality, and on the other hand, as a system of requirements for a certain type of social behavior in the media space.⁴²³ A. Lytvyn and V. Robak believe that media competence, above all, includes the ability to think critically, the ability to make their own independent judgments and make competent decisions in response to information transmitted through mass media. Person's media competence is a willingness to use a set of knowledge, skills, abilities that contribute to the selection, use, critical analysis, evaluation, creation

⁴¹⁷ Бодалев А. А. (2011) Психология общения. Энциклопедический словарь.

⁴¹⁸ Potter W. J. (2001) Media Literacy. Thousand Oaks.

⁴¹⁹ Kubey R. (1997) Media Literacy in the Information Age.

⁴²⁰ Сулім А. А. (2011) Медіакомпетентність як результат упровадження медіаосвіти.

⁴²¹ Кравченко О. (2011) Медіакомпетентність як основна складова професійної кваліфікації сучасного вчителя громадянської освіти.

⁴²² Іванов В. Ф. (2012) Медіаосвіта та медіаграмотність.

⁴²³ Жижина М. В. (2016) Медиаграмотность как стратегическая цель медиаобразования: о критериях оценки медиакомпетентности.

and transmission of media messages in various types, forms and genres, analysis of complex media functioning in society.⁴²⁴

Thus, we believe that the person's media competence is a set of knowledge, skills, abilities that contribute to the selection, use, critical analysis, evaluation, creation and transmission of media texts in various types, forms and genres, analysis of complex media functioning in society. Media competence develops critical thinking skills that help to make independent judgments and make competent decisions in response to information transmitted through the media. We understand the media competence of future doctors as the competence to apply media technologies in professional activities. The use of media in university educational process is an important means of improving the quality of higher education as the professional activities of future professionals are increasingly associated with the use of modern information technology, creating their own media product to promote their resources and services and solving media security problems through the media. Therefore, future doctors should be able to navigate the media environment confidently, have the skills to create their own media product. The leading component of the professional skill of a modern doctor is his / her media competence.

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