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MEDIA TEXT AS A TOOL FOR SHAPING THE LINGUISTIC PERSONALITY OF 5TH–6TH GRADE STUDENTS IN UKRAINIAN LANGUAGE LESSONS

Abstract. The article substantiates the relevance of using media texts as an effective resource for developing students' language competence in Ukrainian language lessons within the framework of the New Ukrainian School. It highlights the impact of the rapid growth of the media space and the spread of innovative media education resources on the need for systematic preparation of students to work with media-digital materials. Media texts, combining verbal, visual, and audio elements, are shown to serve not only as an object of analysis but also as a powerful tool for enhancing speech skills, critical thinking, information retrieval abilities, and the creation of original media products. The study analyzes the language and methods of presenting media texts in modern Ukrainian language textbooks and outlines methodological techniques for their classroom use (analytical reading, work with infographics, creation of blogs, podcasts, and interactive projects). The importance of media didactics and digital tools (Padlet, Canva, Genially, etc.) is emphasized as a means of increasing students' motivation, enriching their vocabulary, and fostering communicative and information-media competence. The purpose of the study is to reveal the features of working with media texts as an effective resource for the formation of language competence of students in Ukrainian language lessons in grades 5-6 of the New Ukrainian School. The author emphasizes that the interdisciplinary nature of media literacy, the understanding of media text as a means of integrating school subjects and media resources, determines the mandatory formation of media literacy and speech competence as basic competencies, and also actualizes the need for dialogization and an interdisciplinary approach during educational interaction of students in Ukrainian language lessons during the adaptation cycle of education in grades 5-6 of the New Ukrainian School. The proposed recommendations can be applied by Ukrainian language teachers to update educational content and organize blended or distance learning.

Keywords: media text, media education, media literacy, language competence, Ukrainian language, language personality, development, integration.

МЕДІАТЕКСТ ЯК ІНСТРУМЕНТ ФОРМУВАННЯ МОВНОЇ ОСОБИСТОСТІ УЧНІВ 5-6 КЛАСІВ НА УРОКАХ УКРАЇНСЬКОЇ МОВИ

Анотація. У статті обґрунтовано актуальність використання медіатекстів як ефективного ресурсу формування мовної компетентності здобувачів освіти на уроках української мови в умовах Нової української школи. Розкрито вплив стрімкого розвитку медіапростору та поширення інноваційних медіаосвітніх ресурсів на необхідність системної підготовки учнівської молоді до роботи з медійно-цифровими матеріалами. Визначено, що медіатекст, поєднуючи вербальні, візуальні та аудіальні елементи, стає не лише об'єктом аналізу, а й дієвим засобом розвитку мовленнєвих умінь, критичного мислення, навичок інформаційного пошуку та створення власних медіапродуктів. Проаналізовано мову й способи представлення медіатекстів у сучасних шкільних підручниках з української мови, окреслено методичні прийоми їх застосування на уроці (аналітичне читання, робота з інфографікою, створення блогів, подкастів, інтерактивних проєктів). Акцентується на значенні медіадидактики та цифрових інструментів (Padlet, Canva, Genially тощо) для підвищення мотивації здобувачів освіти, збагачення їхнього лексичного запасу, розвитку комунікативної та інформаційно-медійної компетентності. Мета дослідження полягає у розкритті особливостей роботи з медіатекстами як дієвого ресурсу формування мовної компетентності здобувачів освіти на уроках української мови в 5-6 класах Нової української школи.



У дослідженні автор наголошує на тому, що міжпредметний характер медіаграмотності, розуміння медіатексту як засобу інтегрування шкільних предметів і ресурсів медіа, зумовлює обов'язковість формування медіаграмотності та мовленнєвої компетентності як базових компетентностей, а також актуалізує необхідність діалогізації й міжпредметного підходу під час освітньої взаємодії здобувачів освіти на уроках української мови під час адаптаційного циклу навчання у 5-6 класах Нової української школи. Представлені рекомендації можуть бути використані вчителями української мови для оновлення освітнього контенту та організації змішаного й дистанційного навчання.

Ключові слова: медіатекст, медіаосвіта, медіаграмотність, мовна компетентність, українська мова, мовна особистість, розвиток, інтеграція.

INTRODUCTION

The problem formulation. Development of Mass Media, Rapid Expansion of Innovative Media-Educational Resources, and the Formation of Students' Media Literacy in Modern Secondary Education

The development of mass media and the rapid spread of innovative media-educational resources determine the need for a systematic preparation of school students for the effective and safe use of these resources in the educational process of modern institutions of general secondary education. This creates the necessity of high-quality training of students to master media education and media literacy, to develop information and communication competence, and to form practical skills for working with media texts.

The State Standard of Basic Secondary Education defines the fundamental knowledge for the language and literature field, which includes the following blocks: information, communication, text, literary work, and language means. Basic knowledge in language and literature education is formed during lessons in the Ukrainian language, Ukrainian and foreign literature, as well as foreign language education. The State Standard also outlines a list of key competencies and cross-cutting skills that students should acquire by the end of the adaptation cycle of study (Grades 5–6) and the basic subject-based cycle (Grades 7–9) of the New Ukrainian School (State Standard of Basic Secondary Education, 2020).

This distribution of key competencies and cross-cutting skills enables teachers, while preparing and organizing Ukrainian language lessons, to better account for the age and individual developmental characteristics, needs, and requests of students. Such an approach to organizing the educational process ensures the implementation of tasks and plans for individual educational trajectories of students. The requirements for mandatory learning outcomes are defined on the basis of a competence-based approach, which provides a list of key competencies. With regard to the language and literature field, this list includes: information and communication competence, free command of the state language, the ability to communicate in one's native language (if different from the state language), and foreign languages. Cross-cutting skills are formed while studying all integrated courses or subjects, as they are common to all competencies that school students must master. These include the ability to read with understanding; to express one's own opinion orally and in writing; to think critically and systematically; to act creatively; to show initiative and logically justify one's position; to manage emotions constructively; to assess risks and make decisions; and to solve problems (State Standard of Basic Secondary Education, 2020).

The requirements of the State Standard (2020) and the realities of the modern information space necessitate updating the methodology of working with media-digital resources in Ukrainian language lessons. The powerful flow of media content (news, blogs, podcasts, social networks, multimedia platforms) creates a new culture of text perception and raises demands on the level of language literacy. In this context, proficiency in media-digital resources facilitates the preparation of students to work with various types of media texts. Under these circumstances, the media text becomes not only an object of analysis but also an effective tool for forming students' language competence, which involves the development of speech skills, linguistic competence, critical thinking, the ability to work with information, and the creation of their own media texts.

As stated in the Standard, "free command of the state language implies the ability to communicate in oral and written form based on knowledge of the functions of language, its resources (vocabulary, grammar) and norms of modern Ukrainian literary language, types of linguistic interaction, and features of the styles of informational and artistic texts, media texts, etc. It also presupposes the ability to obtain and process information from various (printed and digital, including audiovisual) sources in different educational fields and contexts, to critically comprehend it and use it for oral and written communication, for defending one's views, beliefs, social and national values..." (State Standard of Basic Secondary Education, 2020).

Analysis of recent research and publications. The issue of developing media literacy among the younger generation has been the subject of research by Ukrainian scholars (V. Baidyk, K. Binitcka, O. Volosheniuk, O. Hanyk, V. Holoshchapova, H. Dehtiarova, A. Yermolenko, V. Ivanov, T. Ivanova, L. Kulchynska, O. Mokrohuz, and others). Researchers consider the media text as a multi-channel product that combines verbal, visual, and audio elements and transmits information in the context of mass communication. Scholars (O. Achylova, O. Bartash, N. Habor, L. Matsko, O. Ponomareva, I. Liashenko, and others) emphasize that media texts foster the formation of media education and media literacy in young people, develop skills of critical reading and analysis of media texts, and ensure the connection of educational content with real sociocultural processes and students' life experience.

As researcher L. Bashmanivska notes in the article "Topical Issues of the Language of Modern Media Texts": "Today, the language of media texts has become a certain indicator of social processes and reflects changes in methods of information transmission, language practices, and also responds to the demands of an audience striving



for interactivity and personalized experience. This is one of the key factors determining the effectiveness and influence of the media" (Bashmanivska, 2025).

The analysis and description of various types of media texts are the focus of linguistics, communication theory, and media education. Scientific investigations by O. Volosheniuk, V. Ivanova, O. Podariashcha, I. Serebrianska, and H. Onkovych reveal the educational and sociocultural functions of media texts, describe general psychological and pedagogical aspects of their analysis, and define contextual connections in the information-digital society within the framework of new information-communication and digital paradigms of educational development.

The process of forming students' media literacy during the study of the language and literature field is addressed in the works of N. Bondarenko, N. Hohol, O. Isaieva, L. Melnyk, O. Slyzhuk, V. Shuliar, and others.

THE PURPOSE OF THE RESEARCH

The purpose of the research is to reveal the specific features of working with media texts as an effective resource for developing students' language competence in Ukrainian language lessons in Grades 5–6 of the New Ukrainian School.

The objectives of the research are to:

- conduct an analysis of the language of media texts in basic school textbooks on the Ukrainian language;
- identify the specific features of presenting material in modern media texts;
- summarize the ways of presenting media texts in Ukrainian language school textbooks;
- reveal the features of students' media training in Ukrainian language lessons;
- scientifically substantiate and test the effectiveness of a methodology for developing the language personality of students in Grades 5–6 through the systematic use of media texts, and determine its impact on the development of students' communicative, speech, and media literacy competencies.

RESEARCH METHODS

The methodological basis of the study included methods of content analysis of texts for a thorough examination of psychological, pedagogical, and methodological resources (school textbooks, educational and methodological manuals, workbooks for the development of media literacy); systematization of scientists' views and achievements; methods of linguistic analysis and synthesis for forming knowledge about the functioning of language units; descriptive methods to highlight the specifics of educational media texts; and the method of continuous sampling for systematizing the types of media texts used in school textbooks.

For Ukrainian language lessons, it is particularly important that a media text reflects living language practice, enriches students' vocabulary, and demonstrates the variability of styles and genres.

RESULTS OF THE RESEARCH

The modern educational environment is characterized by an ever-increasing flow of information reaching students through diverse communication channels. Learners are constantly immersed in the media space: they read news, watch video blogs, use social networks, and listen to podcasts. The rapid development of the media sphere is transforming approaches to teaching the Ukrainian language.

Researchers of media education processes S. Verbeschuk, N. Lutsan, and I. Chervinska emphasize that "the modern educational process requires the integration of innovative media tools capable of significantly enhancing students' communicative skills. The importance of being able to adequately articulate one's thoughts and emotions, as well as to deliver logical and coherent monologues, is beyond doubt, since these skills form the foundation of effective communication in society" (Verbeschuk, Lutsan & Chervinska, 2024).

School-age youth interact daily with a variety of media texts—news, advertisements, social media posts, podcasts, videos, blogs, and multimedia articles. Using these texts in Ukrainian language lessons not only increases motivation but also creates a natural environment for developing language competence, which includes the ability to perceive, analyze, interpret, and produce oral and written statements in accordance with communicative norms.

Under these conditions, traditional forms of teaching Ukrainian require renewal. One of the most effective tools for updating educational content is working with media texts. A media text serves not only as learning material but also as a resource for developing language competence—the ability to use the Ukrainian language correctly, precisely, appropriately, and expressively in all spheres of communication.

In mainstream pedagogical practice, experience in organizing learning through various media-educational resources is actively emerging. Media didactics, as an innovative branch of pedagogical knowledge, offers a wide range of tools that make it possible to integrate educational content with media-educational methods and techniques in Ukrainian language instruction. The most effective include:

Visual media using infographics, maps, and digital collages to present educational content and ethnocultural heritage.

Interactive platforms (Padlet, Canva, Genially, etc.) for creating modern ethnocultural language projects.

Media narratives for building digital stories connected with folk traditions, holidays, and folklore themes.

Media text analysis integrated with discussions of films, music videos, or news in terms of cultural codes and symbols.

Network collaborations that enable international online projects where students compare ethnocultural features of different regions and ethnic groups.



Gamification techniques aimed at creating interactive quizzes and quests with QR codes revealing facts about the Ukrainian language, such as stress patterns and lexical nuances.

Mastering these media tools provides students with practical experience in applying media resources during Ukrainian language lessons.

Modern Ukrainian school textbooks (V. Zabolotnyi, Ukrainian Language, Grade 5 (2022); O. Hlazova, Ukrainian Language, Grade 5 (2022); O. Avramenko, Ukrainian Language, Grade 5 (2022); S. Svintkovska et al., Ukrainian Language, Grade 5 for Schools with Instruction in Moldovan (2022), and others) of the New Ukrainian School actively employ various types of work with media texts, which enhances effectiveness and fosters the development of students' critical thinking.

Textbooks developed by scholars of the Institute of Pedagogy of the National Academy of Educational Sciences of Ukraine for the adaptation cycle of basic secondary education are aimed at shaping a holistic system of knowledge, skills, and value orientations in 5th–6th graders. As T. Zasiakina and O. Topuzov note, "In designing the didactic system and the concept of textbooks as its components, it was taken into account that new instructional materials should focus on achieving the expected learning outcomes defined by model curricula and on forming key competencies and cross-cutting skills specified by the State Standard of Basic Secondary Education" (Topuzov & Zasiakina, 2022, p.195).

Researcher N. Bondarenko highlights the positive impact of working with media texts on the development of students' language personality. In her view, this type of activity "opens opportunities to supplement and update textbook content with interesting and useful up-to-date information, newly presented scientific discoveries, and facts that stimulate discussion and sometimes even refute the data given in the textbook" (Bondarenko, 2021, p.16).

In the context of martial law, well-organized work with media texts is particularly relevant for distance and blended learning formats. Organizing the educational process under such conditions requires intensifying media-digital content, increasing student engagement with the media space, mastering information-digital resources, and analyzing media texts that convey verbal or non-verbal information in textual, graphic, associative, and other forms.

The methodology of using media texts in grades 5–6 represents a multi-level system where lessons, exercises, and creative projects complement one another. Students not only master linguistic norms but also become active communicators capable of critical thinking, information evaluation, and responsible creation of their own media texts.

Analyzing modern media texts, Bondarenko notes that their content extends beyond traditional texts by combining media and verbal units. Effective work with media texts in Ukrainian lessons, she argues, requires students to complete diverse tasks, primarily of a creative and research nature, such as:

- analyzing the content of a media text;
- connecting a media text with printed textbook material;
- supplementing media text information with examples from a textbook or real-life situations;
- interpreting a media text within the textbook;
- determining the cognitive value or novelty of a media text;
- selecting thematically related media texts that provide new information (Bondarenko, 2021, p.17).

Media texts—news reports, analytical articles, advertisements, social media posts help students to identify main ideas, find supporting arguments, and recognize manipulative linguistic techniques. Working with media texts in Ukrainian language lessons in grades 5–6 promotes language competence, media literacy, and the ability to edit texts according to language norms while creating original media products such as blogs, posts, and podcasts.

"Media text has established itself as a convenient means of information exchange and influence on the socio-cognitive sphere of human existence (even though information is interpreted according to the author's value system). The content of media texts affects the formation of the recipient's values, worldview, biases, and stereotypes. Media text contributes to the creation of a friendly informational and educational space and saves time and mental effort needed for perceiving, selecting, processing, understanding, and assimilating information" (Bondarenko, 2021, p.15).

Working with media texts in Ukrainian lessons is therefore an essential component of students' media education, ensuring a systematic approach to the formation of media literacy and providing a unified logic and integrity to the entire process of media-educational activity.

Ukrainian language teachers frequently use media texts during the educational process. These may include informational news fragments. For effectiveness, teachers must clearly define tasks that determine how to work with a news-format media text for example, "identify the topic and main idea, underline key words, find examples of official-business expressions."

Analysis of publicistic and conversational texts can draw on social media, which students use most actively. Tasks such as "transform a social media post into an official announcement for the school newspaper" or "explain why the author used colloquial elements ('friends,' 'and what about you?)" help develop critical thinking.

Work with commercial media texts (advertisements, posters) involves identifying linguistic means of influence such as epithets, calls to action, and emotionally charged vocabulary. A collective creative task might be to "rewrite the text in a neutral style without emotional coloring," fostering teamwork, creative interaction, and the development of emotional intelligence.

Another option for creative-analytical work is analyzing news headlines and exploring clickbait techniques. Journalists often use clickbait—sensational or misleading headlines sometimes accompanied by equally manipulative



images—to attract attention, generate advertising revenue, and increase site traffic. Creative tasks may include “compose several extended informational messages based on the provided headlines using complex sentences and direct speech,” which helps develop students’ monologic speech.

An additional area of media text work is infographics (visual-verbal material). Students learn to read infographics, work with statistical tables, analyze content, and describe it as “describe the chart using adjectives and adverbs, create a title, and summarize it in one sentence.”

Innovative techniques also include analytical reading of newspaper or magazine articles and social media posts, during which students identify the topic, subtext, and other textual units while analyzing the use of linguistic means to highlight key information. Editing tasks may involve correcting errors in a news fragment or social media publication, while stylistic transformation exercises require rewriting a news item in a different style (scientific, journalistic, literary, etc.).

Interactive options include school debates based on media texts, where participants discuss socially significant issues, prepare arguments, and present factual material. Particularly engaging are creative educational projects such as “school media center,” “school blog,” “interactive school webpage,” or “school online newspaper.” Implementing such tasks and projects combines traditional Ukrainian language instruction with the development of media competence and creativity in 5th–6th graders.

Thus, a media text is a text created and disseminated through mass communication channels (print, electronic, or online) that combines verbal, visual, and auditory codes. In contemporary mass media, the concept of “media text” serves as a basic, dynamic unit through which a specific audience communicates with the media. In this context, we concur with N. Bondarenko’s observation that “with the development of online information resources, we observe changes in the process of creating media texts: first, the authors of such texts may include not only professional journalists but also specialists in other fields (politicians, political scientists, sociologists, lawyers, etc.); second, the journalistic style and its genres are undergoing transformation. The core of the genre system of mass communication is considered to be the text of media news. News texts in online media are characterized by lexical units and stylistic techniques with a pronounced ideological orientation” (Bondarenko, 2021).

Developing students’ language competence entails enhancing lexical and grammatical knowledge, forming stylistically appropriate speech skills, and improving communicative and media literacy. The use of media texts is based on a competency-based approach that integrates speech activity with critical thinking and analytical skills.

Educational potential of media texts in Ukrainian lessons:

Relevance and motivation. Working with real-life examples increases students’ interest in language study, strengthens motivation, and highlights the importance of media education and media literacy.

Interdisciplinary integration. Media texts allow Ukrainian language instruction to be combined with history, literature, civic education, and media literacy, integrating knowledge across disciplines. This interdisciplinary nature underscores the necessity of forming media literacy and language competence as core competencies while promoting dialogue and cross-subject approaches in classroom interaction.

Critical thinking development. Analyzing news or advertisements fosters the ability to distinguish between facts and opinions and to justify one’s own position, which collectively supports the growth of critical thinking.

Formation of diverse speech activities. Working with various types of media texts involves the integrated development of reading, listening, speaking, and writing skills.

The educational and instructional context of media texts for use in Ukrainian language lessons includes materials for studying specific topics in the school curriculum or for completing various exercises. These may be news excerpts or short reports from Ukrainian online outlets such as Suspilne or BBC Ukraine; content from social media platforms (posts from Facebook, Instagram, Threads, or X/Twitter) featuring materials that describe contemporary linguistic trends.

Advertising texts—such as slogans, banners, posters, and audio commercials—are of particular interest to students. Learners also become participants and authors of podcasts and video blogs, preparing short interviews or reviews of cultural events. Examples of creative exercises with media texts in Ukrainian language lessons are presented in Table 1.

Table 1.

Examples of creative exercises with media texts

Type of Activity	Example of Media Text	Task
News Structure Analysis	Excerpt from a news portal	Identify the headline, lead, main and secondary information; create an outline.
Stylistic Editing	Social media post with colloquial elements	Rewrite the text in a journalistic style.
Lexical Work	Advertising slogan	Find synonyms/antonyms; explain emotionally evaluative vocabulary.
Creative Writing	Photo from an online publication	Write a comment or a short report using the assigned words.
Critical Analysis	Video clip	Distinguish between facts and opinions; formulate your own position.



To better understand the essence of working with media texts in Ukrainian language lessons within the New Ukrainian School, it is necessary to identify the advantages and challenges of this type of educational activity.

Advantages of working with media texts include:

- Increased motivation to learn thanks to the relevance of the material;
- Development of critical thinking and skills for safe interaction with the media environment;
- Integration of cross-curricular connections (history, civic education, computer science) through media text materials.

Challenges include:

Careful selection by teachers of media resources and materials appropriate to the age and individual characteristics of school students;

The need for Ukrainian language teachers to be prepared to work with dynamic media content;

Risks related to the dissemination of unreliable or manipulative information.

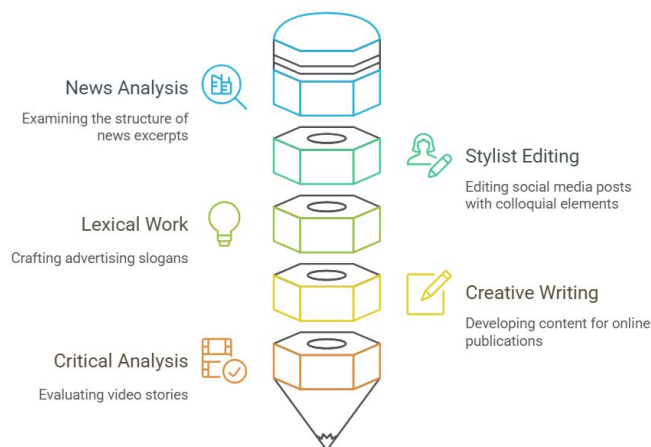


Fig. 1. Overview of various types of media activities

So, it should be noted that the media text serves as a powerful resource for developing the language competence of students during Ukrainian language lessons. Its use promotes the growth of speaking skills, media literacy, critical analysis abilities, and creative self-expression. However, it is important to emphasize that “the analysis of media texts cannot simply duplicate the work with traditional texts without taking into account their specificity. This requires the introduction of a new literacy dialogical, interdisciplinary, and so on” (Bondarenko, Vaskovska, 2021). The systematic integration of media texts into the educational process enhances the quality of language education, fosters students’ ability to use the Ukrainian language consciously and responsibly in the modern information environment, and ensures the formation of a well-rounded linguistic personality.

The integration of media education with the Ukrainian language lies in finding as many points of intersection as possible between educational content and the information flows that contemporary students encounter both during the learning process and in their organized leisure time. During this integration of language and media education, a wide range of textual resources is used: literary works, school textbooks, reference and encyclopedic literature, didactic materials and literary criticism, press materials (professional, pedagogical, and other periodicals), television broadcasts, audio and video recordings, musical works, as well as information obtained during visits to exhibitions, museums, and other cultural events.

The choice of methodological techniques for such integration depends on the media-educational and competence-based objectives of a specific Ukrainian language lesson in grades 5–6, as well as on the professional competence and level of media literacy of the Ukrainian language teacher. The ability to organically combine media education tasks with subject competencies can be realized through the application of interactive methods of educational interaction, such as:

- selecting samples of painting, graphics, or music that correspond to the literary text under analysis;
- conveying the content of poetic works or students’ own poems through visual representation in drawings, comics, or scribing based on what they have seen or heard;
- creating original media products through online interaction (fanfiction style), announcing premieres, writing or producing advertising videos, video clip scripts, reviews, and more.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Effective examples of practical use of media education technologies in Ukrainian language lessons in grades 5–6 include preliminary viewing and analysis of films followed by the writing of an annotation. While working on the annotation, students are encouraged to record the characters’ thoughts and feelings, identify subtext, and explore the memories and relationships of the on-screen characters. It is important for students to experience the role of a



film critic who provides a detailed review of the viewed film, including the characterization of style, historical period, characters, structure, conflict, and its comparison with the literary source.

Thus, it is worth noting that the described innovative approaches and techniques of working with media texts aim to develop a linguistic personality as an active, critically thinking, and socially responsible communicator. The combination of psychological-pedagogical and linguodidactic principles ensures motivation (media texts and life-relevant situations for a particular individual), develops communicative skills (oral and written speech, multimedia products), and forms value orientations (responsibility for words, ethical communication).

Further scientific investigations are focused on cultivating students' behavioral skills in the digital media world, since at this stage of growing up the influence of media resources on the formation of language competence and the worldview of the developing personality becomes increasingly significant.

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