doi: 10.15330/msuc.2025.33.84-88

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Bibliographic description of the article: Hudovsek O., Kandyba N. (2025). Innovative Strategies for Implementing Media Education Technologies in the Educational Process of Training Future Primary School Teachers. *Mountain School of the Ukrainian Carpathians. 33. 84-88.*

Бібліографічний опис статті: Гудовсек О., Кандиба Н. (2025). Інноваційні стратегії впровадження медіаосвітніх технологій в освітній процес підготовки майбутніх учителів початкової школи. *Гірська школа Українських Карпат. 33. 84-88.*

УДК 378.018.8:373.3.011.3-051]:378.013.3:[070+004]:001.895](045)

INNOVATIVE STRATEGIES FOR IMPLEMENTING MEDIA EDUCATION TECHNOLOGIES IN THE EDUCATIONAL PROCESS OF TRAINING FUTURE PRIMARY SCHOOL TEACHERS

Abstract. The article substantiates the relevance of introducing media education technologies into the professional training of future primary school teachers in the context of the digitalisation of education and the transformation of the educational environment, which is determined by contemporary educational challenges and the needs of society. It reveals the essence of key categories such as 'media education technologies,' 'media culture,' and 'media literacy,' and defines their role in the formation of professional competence, the development of critical thinking, media literacy, and the ability to interact safely and responsibly with the digital information environment. Particular attention is paid to the analysis of the history, classification and functions of media education technologies, hardware and software used in the modern educational process, as well as the development of media culture as a component of an individual's information and communication competence.

The article shows that media education is a systematic process of developing the ability to critically perceive, analyse, evaluate, interpret and create media content in various forms. It examines contemporary approaches to the formation of media competence and the development of media literacy among educators, emphasising the need to integrate digital and multimedia technologies, mobile communications, Internet resources, television and other mass media into the educational process, while drawing attention to the potential risks of manipulative influence.

Innovative strategies for introducing media education technologies into the training of future primary school teachers have been identified: integrative, practice-oriented, interactive and reflective, with a description of their content and pedagogical conditions for effective application. The importance of teachers' readiness to use modern technologies, student motivation, the availability of a digital educational environment and scientific and methodological support for the educational process is emphasised.

The structure of media literacy of an individual and its main components are considered: knowledge, skills, values, motivational and cognitive abilities that ensure effective perception, critical understanding and creative application of information in professional activity. The role of media culture in the formation of a holistic personality capable of interacting with information flows, analysing media texts and creating their own media products is shown.

Keywords: media education, media education technologies, media culture, media literacy, innovative strategies, professional training, future primary school teachers.

ІННОВАЦІЙНІ СТРАТЕГІЇ ВПРОВАДЖЕННЯ МЕДІАОСВІТНІХ ТЕХНОЛОГІЙ В ОСВІТНІЙ ПРОЦЕС ПІДГОТОВКИ МАЙБУТНІХ УЧИТЕЛІВ ПОЧАТКОВОЇ ШКОЛИ

Анотація. У статті обґрунтовано актуальність впровадження медіаосвітніх технологій у професійну підготовку майбутніх учителів початкової школи в умовах цифровізації освіти та трансформації освітнього середовища, що визначається сучасними освітніми викликами та потребами суспільства. Розкрито сутність ключових категорій, таких як «медіаосвітні технології», «медіакультура» та «медіакомпетентність», визначено їхню роль у формуванні професійної компетентності, розвитку критичного мислення, медіаграмотності та здатності до безпечної і відповідальної взаємодії з цифровим інформаційним середовищем. Особлива увага приділена аналізу історії, класифікації та функцій медіаосвітніх технологій, апаратних і програмних засобів, що застосовуються у сучасному освітньому процесі, а також розвитку медіакультури як складової інформаційної та комунікативної компетентності особистості.

У статті показано, що медіаосвіта є системним процесом формування здатності критично сприймати, аналізувати, оцінювати, інтерпретувати та створювати медіаконтент у різних формах. Розглянуто сучасні підходи до формування медіакомпетентності та розвитку медіаграмотності у педагогів, наголошено на необхідності інтеграції цифрових та мультимедійних технологій, мобільного зв'язку, Інтернет-ресурсів, телебачення та інших мас-медіа в освітній процес, одночасно звертаючи увагу на потенційні ризики маніпулятивного впливу.

Визначено інноваційні стратегії впровадження медіаосвітніх технологій у підготовку майбутніх учителів початкової школи: інтеграційну, практико-орієнтовану, інтерактивну та рефлексивну, із описом їхнього змісту та педагогічних умов ефективного застосування. Наголошено на важливості готовності викладачів до використання сучасних технологій, мотивації студентів, наявності цифрового освітнього середовища та науково-методичного забезпечення освітнього процесу.

Розглянуто структуру медіакомпетентності особистості, її основні компоненти: знання, навички, цінності, мотиваційні та когнітивні здібності, що забезпечують ефективне сприйняття, критичне осмислення та творче застосування інформації в професійній діяльності. Показано роль медіакультури у формуванні цілісної особистості, здатної взаємодіяти з інформаційними потоками, аналізувати медіатексти та створювати власні медіапродукти.

Ключові слова: медіаосвіта, медіаосвітні технології, медіакультура, медіакомпетентність, інноваційні стратегії, професійна підготовка, майбутні вчителі початкової школи.

INTRODUCTION

The problem formulation. The modernization of contemporary general secondary education and the implementation of a new model of primary schooling necessitate an in-depth analysis and reconsideration of the existing theoretical, methodological, and conceptual foundations of pre-service primary school teacher training. Ensuring the relevance of such training and its alignment with current educational demands remains crucial, despite the availability of numerous scholarly studies addressing this issue.

The modern higher education system must be oriented toward societal needs, state priorities, and emerging challenges of the digital educational environment. Professional training of future primary school teachers in higher education institutions should be conducted in accordance with the current legislation of Ukraine (the Laws of Ukraine "On Education" and "On Higher Education"), as well as state, professional, and higher education standards.

According to these standards, future teachers are expected to possess a range of competencies, including the ability to search for, process, and analyze information from various sources; to act in a socially responsible and conscious manner; to navigate the information space; to use open resources, information and communication, and digital technologies; and to apply information and communication technologies and digital services in organizing educational and research processes in the field of primary education (Standards, 2020, 2024).

Mass media exert a significant influence on the formation of these competencies, as they generate powerful information flows that provide rapid access to knowledge and substantially expand opportunities for self-education, communication, dissemination of ideas, and personal self-realization. The active development of information and communication technologies, as well as the spread of distance and blended learning formats, has led to intensive use of media products and has actualized media education as an essential component of the contemporary educational space. Today, it is virtually impossible to imagine the educational process (as well as everyday life) without the Internet, mobile communication, television, cinema, and other forms of mass media.

At the same time, mass media may pose certain threats to individuals, including manipulative influence, propaganda, and manifestations of cyberbullying. The ability to perceive, analyze, and process information increases personal resilience within the information environment, as the growing volume of content often exceeds individuals' capacity for critical evaluation, making it difficult to identify misinformation, manipulation, and information propaganda.

In this regard, there arises a need to introduce media education technologies into the educational process of training future primary school teachers in order to ensure their purposeful and systematic preparation for competent, responsible, and safe use of such technologies in professional practice.

THE PURPOSE OF THE RESEARCH

The purpose of the research is to identify innovative strategies for implementing media education technologies in the educational process of training future primary school teachers.

RESEARCH METHODS

The study employs analysis of the regulatory and legal framework governing the organization of the educational process; review and analysis of scientific literature related to the research problem; pedagogical observation; and generalization and interpretation of the obtained results.

RESULTS OF THE RESEARCH

Innovative strategies are understood as comprehensive, long-term action plans aimed at achieving competitive advantages and objectives through the introduction of innovations in processes, technologies, or management, drawing on scientific and technological achievements and best practices. They constitute a system of actions focused on innovation-driven qualitative change and sustainable development, taking into account both internal resources and external conditions.

In education, innovative strategies are aimed at the modernization and innovative development of the educational process through the implementation of advanced approaches, technologies, and methods, such as personalized and blended learning, the use of artificial intelligence, and the development of soft skills, including flexibility and lifelong learning ability. These strategies enhance the role of learner-centered approaches and innovative pedagogical activity in achieving improved educational outcomes.

The goal of innovative development of the educational process is to achieve qualitative changes in the content of educational components for higher education students, in the organization and implementation of practical training, and in ensuring innovative teaching approaches by academic staff. Contemporary educational programs for training students majoring in Primary Education fully comply with the State Standard of Primary Education, the Professional Standard "Teacher of a General Secondary Education Institution," and the Higher Education Standards for specialty 013 Primary Education at the first (bachelor's) and second (master's) levels. However, continuous monitoring of educational quality, labor market needs analysis, consideration of accreditation outcomes, stakeholder recommendations (employers, students, graduates), as well as dynamic changes in educational policy and the digital educational environment contribute to the annual updating and improvement of existing educational programs.

Clearly, achieving this goal is a complex and long-term process that must be implemented gradually through the fulfillment of a set of interrelated tasks.

In contemporary scholarly discourse, media education is viewed as a purposeful process of developing an individual's ability to critically perceive, analyze, interpret, and create media content. Media education technologies, in turn, are understood as a set of methods, forms, and teaching tools based on the use of digital, multimedia, and interactive resources.

In the training of future primary school teachers, media education technologies perform a number of important functions, including educational, developmental, formative, and motivational functions. Their application facilitates the integration of theoretical knowledge and practical skills, promotes reflection, enhances creative potential, and supports professional mobility of future educators.

Accordingly, higher education institutions improve educational programs by incorporating topics aimed at developing students' digital literacy into compulsory course syllabi, and by offering elective courses and modules focused on advanced mastery of media education technologies, development of media competence, critical thinking, creative and communicative skills, as well as readiness for safe and pedagogically appropriate use of digital resources in professional practice.

K. Taylor and N. Colet (2023) emphasize that teacher education programs should be oriented toward the development of digital competencies, critical thinking, and the ability to work in inclusive educational environments. Y. Supriani et al. (2022) highlight the effectiveness of practice-oriented learning models aimed at developing verbal and communicative skills, creativity, critical evaluation abilities, and logical thinking through the integration of modern interactive technologies into educational programs. At the same time, M. Halaweh (2023) focuses on educational strategies that consider the impact of the digital educational environment on students' cognitive development, activation of reflective activity, and formation of information and digital competence.

The concept of "media education technologies" is defined as tools for organizing learning activities through the use of media resources to achieve pedagogical goals. Although terms such as "technology," "information technologies," "information and communication technologies," and "media technologies" are widely used, there is still no unified interpretation of these concepts.

Technology (from Greek τέχνη – art, skill, craftsmanship, and logia – study) is understood as a set of methods and tools for achieving a particular result, or a way of transforming an existing state into a desired one (Maiboroda, 2014).

Media education technologies can be classified into hardware and software tools. Hardware tools include:

Basic tools: computers, multimedia projectors, manipulators (mouse, keyboard, etc.);

Additional tools: CD and DVD players, video and audio players, video and audio recording devices, and sound systems.

Software tools relevant to teaching philological disciplines include multimedia applications and tools for creating multimedia products, such as presentation software, multimedia reporting tools, electronic publications and online resources; video and audio editors, image editors, hypertext tools, and online platforms for creating blogs and web pages.

Media education is considered a component of the educational process aimed at forming media culture in society and preparing individuals for safe and effective interaction with modern mass media. It encompasses both traditional media (print publications, radio, cinema, television) and modern forms (computer-mediated communication, the Internet, mobile communication), taking into account the rapid development of information and communication technologies.

Historically, media education technologies have accompanied humanity for centuries and can be conditionally classified into five types:

- Early – writing;
- Print – printing, lithography, photography;
- Electrical – telegraph, telephone, sound recording;
- Mass media – cinema, television;
- Digital – computers, the Internet.

Issues of media education have been explored by Ukrainian scholars such as D. Bachynskyi, H. Onkovych, L. Naidonova, B. Potiatynnyk and I. Chervinska. Significant contributions to the study of media education and media literacy have also been made by international researchers, including R. Hobbs, E. Hart, L. Masterman, and D. Buckingham. The formation of teachers' media competence has been examined by L. Naidonova, I. Donin, and O. Shkurenko, while the role of media education in personality development has been investigated by A. Lytvyn and I. Zadorozhna. Problems of implementing media education in the educational process have been analyzed by V. Rizun and M. Skyba.

Professional competence is widely recognized as a key indicator of readiness for professional activity. Media education constitutes an integral component of general pedagogical competence. H. Onkovych defines teachers' media literacy through media competence, understood as an integrated personal characteristic that includes motives, knowledge, skills, values, and abilities ensuring effective implementation of media education for learners of different ages (Onkovych, 2014).

According to S. Herhul, media competence encompasses an individual's ability to perceive, create, and transmit information, taking into account the specifics and limitations of technical and semiotic systems. The foundation of these skills lies in critical thinking and the capacity for effective dialogue within the information space (Herhul, 2017).

R. Kubey conceptualizes media competence as a system comprising motives, knowledge, skills, and abilities that enable the selection, use, critical analysis, evaluation, creation, and dissemination of media information through various means and forms (Onkovych, 2013).

The formation of teachers' media competence, given their sociocultural role, should be based on principles such as individual socio-psychological approach, patriotism, continuous content renewal, prioritization of moral and ethical values, productive motivation, respect for national traditions, civic orientation, and systemic integrity (Concept, 2016).

In addition to the aforementioned concepts, scholars also address the notion of media culture, which is considered one of the functions of media education. Media culture is viewed as a system comprising needs, orientations, knowledge, skills, abilities, and other social characteristics formed through interaction with the media environment (Baryshpolets, 2010).

Researchers emphasize that media culture is part of information culture, which, in turn, constitutes a component of communicative culture and overall personal culture. These forms of culture are interrelated, mutually enriching, and complementary.

According to K. Shvorak and I. Karpik, media culture is a multifunctional phenomenon that expands individuals' experiential boundaries and serves as an important mediator between social structures, enabling effective interaction with mass media and competent behavior in the information environment (Shvorak, 2018).

Given contemporary challenges, the activation of media education components in the educational process is particularly relevant. The ability to identify misinformation and avoid its dissemination contributes to the development of analytical thinking among future professionals.

In the training of future primary school teachers, the following innovative strategies for implementing media education technologies are proposed:

- Integrative strategy – systematic inclusion of media education components into professional disciplines, teaching practice, and research activities;
- Practice-oriented strategy – formation of practical skills through modeling lessons, creating media products, and project-based activities;
- Interactive strategy – use of active learning methods (web quests, case studies, project work, online discussions) to stimulate cognitive activity and critical thinking;
- Reflective strategy – development of self-analysis skills, evaluation of one's own media activity, and awareness of pedagogical risks and opportunities of the digital environment.

Among the key pedagogical conditions for effective implementation of media education technologies are teachers' readiness for innovation, availability of a modern digital educational environment, students' motivation for media educational activity, systematic monitoring of learning outcomes, and adequate scientific and methodological support.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Further research on innovative strategies for implementing media education technologies in the training of future primary school teachers may focus on the development and testing of new methodological models for integrating media education into academic disciplines; analysis of differentiated training approaches considering students' individual characteristics and levels of media literacy; investigation of the impact of interactive, game-based, and digital media technologies on professional skills, communication abilities, and soft skills; assessment of long-term effects of media education technologies on graduates' professional practice; and exploration of interdisciplinary media education projects aimed at fostering creativity, critical thinking, and communicative competence.

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Received *03.09.2025*
Accepted *21.09.2025*