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МЕДІАОСВІТА ЯК ЧИННИК РОЗВИТКУ КРИТИЧНОГО МИСЛЕННЯ УЧНІВ НА УРОКАХ ЗАРУБІЖНОЇ ЛІТЕРАТУРИ У СТАРШІЙ ШКОЛІ

Анотація. У статті розглядається процес упровадження медіаосвіти для розвитку критичного мислення учнів на уроках зарубіжної літератури в старшій школі. Зазначається, що медіаосвіта допомагає учням розвивати навички критичного мислення щодо інформації, яку вони здобувають у медіа, сприяє аналізувати, оцінювати та сприймати різноманітні медійні формати, що робить їх менш вразливими до маніпуляції та недостовірної інформації.

У статті зауважено, що медіаосвіта – це складник сучасної освіти, яка спрямована на розвиток медійної грамотності учнів та охоплює різні аспекти роботи з медіа.

Наголошено, що доцільне використання медіаосвіти, уміння аналізувати, розуміти, критично сприймати та використовувати різноманітні медійні формати сприятиме розвитку критичного мислення учнів.

Доведено, що використання на уроках зарубіжної літератури інформаційних засобів навчання сприятиме використанню мультимедійних ресурсів для поліпшення розуміння текстів, створення контенту для літературного аналізу та активнішому вивченню матеріалу.

Запропоновано інтернет-джерела, які допоможуть результативно планувати уроки та позакласні заходи в закладах освіти.

Наголошено, що на уроках зарубіжної літератури в старшій школі доцільно використовувати різноманітні медійні джерела: фільми, відео, вебсайти, що стосуються творів, які вивчаються та пропонуються для додаткового читання. Медіаграмотність полягає в умінні критично оцінювати ці джерела та їхню відповідність оригінальному тексту.

Проведено порівняння теоретичних концепцій медіаосвіти вчених-дослідників, які доводять необхідність досліджувати не тільки теоретичні можливості медіаресурсів, а й наголошують на практичному значенні медіаграмотності, водночас варто не забувати про проблеми медійного насилля, наслідки його впливу на неповнолітню аудиторію.

З'ясовано, що в процесі медіаосвіти цілеспрямовано формується та розвивається інформаційна компетентність учня. Це передбачає вміння працювати з різною інформацією, створювати та інтерпретувати медіатекст, володіти навичками.

Ключові слова: зарубіжна література, старша школа, медіаосвіта, медіаграмотність, практичні навички, критичне мислення.

MEDIA EDUCATION AS A FACTOR IN THE DEVELOPMENT OF STUDENTS' CRITICAL THINKING IN THE LESSONS OF FOREIGN LITERATURE IN SENIOR CLASSES

Abstract. The article examines the process of implementing media education for the development of students' critical thinking in foreign literature lessons in high school. It is noted that media education helps students develop critical thinking



skills about the information they consume in the media, helps them analyze, evaluate and perceive various media formats, making them less vulnerable to manipulation and inaccurate information.

The article notes that media education is a component of modern education, which is aimed at developing students' media literacy and covers various aspects of media work.

It is emphasized that the appropriate use of media education, the ability to analyze, understand, critically perceive and use various media formats will contribute to the development of students' critical thinking.

It has been proven that the use of informational teaching aids in foreign literature lessons will contribute to the use of multimedia resources to improve the understanding of texts, create content for literary analysis, and more actively study the material.

Internet resources are offered that will help effectively plan lessons and extracurricular activities in educational institutions.

It is emphasized that in high school foreign literature classes, it is appropriate to use a variety of media sources: films, videos, websites, etc., related to the works studied and offered for additional reading. We emphasized that media literacy consists in the ability to critically evaluate these sources and their correspondence to the original text.

A comparison of the theoretical concepts of media education of research scientists is carried out, which proves the need to explore not only the theoretical possibilities of media resources, but also to emphasize the practical importance of media literacy, not forgetting the problems of media violence, the consequences of its influence on a minor audience.

It was found that in the process of media education, the student's information competence is purposefully formed and developed. This involves the ability to work with various information, create and interpret media text, and possess skills.

Keywords: foreign literature, high school, media education, media literacy, practical skills, critical thinking.

INTRODUCTION

The problem formulation. Modern education is characterized by the study of the influence of mass media on the mind, consciousness and habits of young people. Propaganda manipulations in the information field surround us non-stop. Both young people and adults fall under the influence of fakes, become familiar with violence through the informative space, and are unable to understand the truth of events.

The category that is particularly vulnerable to the negative effects of the mass media is those seeking education who constantly use various sites. It is necessary to be able to direct the media in the right direction in order to improve educational services.

Media education plays a key role in modern education for a variety of reasons. First of all, it is the development of critical thinking and the ability to analyze media content. Media education helps students develop critical thinking skills about the information they consume in the media. It teaches them to analyze, evaluate and perceive various media formats, which makes them less vulnerable to manipulation and false information.

Developing media literacy helps students develop media literacy, meaning the understanding and ability to create media content. It includes skills in writing, visual perception, working with video and audio, which are important in today's information world. The development and ethical standards of students play an extremely important role in the use of media. It teaches the rules of information use, privacy protection and responsible consumption of media resources. Media education promotes the development of students' creative skills, as it often includes the task of creating media content (video, audio, graphics, etc.) that stimulates creativity and innovation.

The analysis of legislative support shows that the activities of the media sphere in Ukraine relate specifically to the activities of the media or the regulation of the information sphere, in particular: Laws of Ukraine «On printed mass media (presy) in Ukraine», «On television and radio broadcasting», «On information agencies», «About communication», «About advertising», «About state support of mass media and social protection of journalists», «About National informatization program», «About scientific and technical information». Legislation may set standards for education, including media education, and require that it be included in curricula at various levels of education and provide for the funding of media education programs, the provision of appropriate resources, materials and infrastructure for their implementation.

In today's society, separate laws include rules for controlling the media industry, for example, requirements for the coverage of diversity of views in programs, ensuring objectivity and accuracy of information, etc.

Analysis of recent research and publications. Media education and media information literacy is an important component of modern education. Foreign and domestic scientists investigate the fundamental foundations of media education (D. Buckingham, M. McLuhan, J. Pangente, U. Potter, Ivanov, G. Onkovich, B. Potyatynnyk, G. Pocheptsov, O. Fedorov). Researchers D. Bachynskyi, M. Kovalova, A. Knyazev, M. Koropatkin, and O. Fedorov deal with the origins of media education in individual countries. R. Hobbs, L. Masterman, S. Livingston, M. Fitzula, O. Petrunko study the relationship between media, society and personality. O. Volosheniuk, L. Naidyonova, V. Ivanov, O. Boryshpolets, R. Buzhikov and others revealed the practical importance of media education in their works.

AIM AND TASKS RESEARCH

Elucidation of the problem of media education as a factor in the development of students' critical thinking in the lessons of foreign literature in high school.

RESEARCH METHODS: method of researching innovative ways of studying media literacy, descriptive method, method of explanation and analysis, method of gathering information.

RESULTS OF THE RESEARCH

Media literacy in the context of foreign literature lessons focuses primarily on understanding the context of an artistic work. The study of literature can include an analysis of the historical, cultural, and social context of the time when the work



was created. Media literacy consists in the students' ability to determine the influence of mass media, the Internet and modern means of communication on their understanding of this context and creative processing of the text.

Quite often, in conducting research on pedagogy, scientists use a symbiosis of qualitative and quantitative methods, and for testing the obtained results, the emphasis in the analysis shifts to quantitative indicators. The descriptive method is perceived only as a necessary addition, as part of the research (Golovchenko, 2020).

Using the acquisition of theoretical and empirical research methods, we note that the professional competences of teachers of foreign literature are built on the development of students' critical thinking, the ability to analyze and evaluate the actions of literary heroes.

High school foreign literature classes involve researching a variety of media sources: films, videos, websites, etc., related to the works being studied and suggested for additional reading. Media literacy is the ability to critically evaluate these sources and their correspondence to the original text.

Students can create media projects to convey their understanding and interpretation of foreign literary works. This may include creating videos, presentations, blogs, visual collages, etc. that will allow them to express their thoughts and understanding of the work through modern media formats.

Media literacy also includes the ability to analyze and critically evaluate information presented in the media, including online resources, social networks, and other sources. In the context of studying foreign literature, this can be manifested in the ability to distinguish between different interpretations and adaptations of a work in different media formats.

The task of a philologist teacher is to take into account ethical issues related to media literacy. For example, using the work on the creation of storytelling, the student draws conclusions about the social behavior of the hero, his attitude towards parents, friends and the surrounding environment.

The use of media literacy in foreign literature lessons will help students better understand and adapt the acquired knowledge to the modern media environment, as well as develop critical thinking and creative skills in the study of literature (Golovchenko, 2020).

For the effective implementation of media education and with the aim of reaching the general population of its implementation, it is necessary to use media tools in various extracurricular and extracurricular activities, in groups, at electives and individual classes. City and school libraries will also be widely involved in media education activities. Critical thinking will be formed in the lessons and media communication competence will be developed.

Since the beginning of the XXI century, the development of theoretical concepts of media education has accelerated. The most complete point of view is presented in the monograph of B. V. Potyatynnik «Media: keys to understanding» [Potiatynnyk B. V., 2004]. In particular, considerable attention is paid in it not only to the theoretical provisions of media education, but also to the problem of media violence, the consequences of its impact on a minor audience. Representatives of the Academy of Pedagogical Sciences of Ukraine, led by Professor H. V. Onkovich, focused on the problems of media didactics - a set of «ordered knowledge, principles, skills, methods and forms of organizing the educational process using the material of mass communication media while integrating media pedagogy with other disciplines» (Onkovich, 2007, 357-363). The researcher is convinced that media literacy should be extended not only to schoolchildren, but also to adults, paying attention to the need for self-improvement throughout life.

L.A. Naidonova developed a model of media culture consisting of four interrelated blocks: «reaction» (search for information, its reading/scanning, identification/recognition of media texts); «actualization» (assimilation, integration of new knowledge related to media); «generation» (incubation, creative conversion, transformation of media knowledge and skills); «use» (information transfer, innovative activity, research in the field of media) (Naidonova, 2007, 165-166).

When studying media resources for students, we can recommend excellent media education materials on the website of the Academy of the Ukrainian Press. It offers free e-textbooks and manuals that they have developed. The website of the Academy of the Ukrainian Press has information about media education – medialiteracy.org.ua, which is dedicated to educators with proposed development of classes and presentations. Developments for both extracurricular activities and lessons. There is a link to the game on the site «Медіазнайк» is presented in the form of a quest and is closely related to the "Basics of Media Literacy" program.

There are a lot of materials on sites dealing with media education: "Media Detector", StopFake, site IREX. In addition, there are Facebook pages of individual educators who actively post materials on this matter. Also, specialized communities have already been formed on Facebook for posting and discussing media education materials [Mediaosvita – tse pidgruntia dlia vsikh shkilnykh predmetiv. Khto i yak navchaie mediahramotnosti vchyteliv (Media education is the basis for all school subjects. Who and how teaches media literacy to teachers, 2019)].

Mass media are mostly unsystematic and unpredictable. It is characteristic of the media that they sometimes provide random, superficial, unverified information that is aimed only at the ratings and interest of the audience of the media source.

The possibility of manipulation of the means of mass communication is increasing for both young people and adults.

Taking into account the above characteristics, media education is called to perform a unique function of preparing for life in the information space, that is why one of the ten key competencies of the student, defined by the Concept of the New Ukrainian School, is information and digital, which provides for the reliability and safety of the use of information and communication technologies, as well as information and media literacy.

The problem of education of modern students in modern life, which is characterized by the leading trends in the development of society and reflects the processes of global digitalization, is particularly acute. Modern education is impossible without the use of mass communication and information technologies.



A wide range of opportunities for the development of the student's individuality resonates with emotion, intellectuality, independence of creative thinking, worldview, activation of knowledge acquired in the process of studying academic disciplines, aesthetic consciousness (perception, artistic analysis, etc.).

The use of media education in the educational process of educational institutions is a modern priority, the goal of which is to introduce it into modern pedagogy.

We offer basic methods of using media education in foreign literature lessons.

The «plus and minus» approach, the purpose of which is to be able to distinguish high-quality video production from low-quality (work with video presentations of various authors «Goethe "Faust»»). There are many adaptations of the work, which will contribute to the development of students to compare critical articles about films, the performance of actors.

The reception «book trailer from the author» will help to emotionally use a short story about Julien Sorel or Quasimodo. Acquaintance with the writer and his literary heroes on behalf of the author himself (when studying the program works of Ibsen or Arthur Rimbaud).

Maurice Maeterlinck's dramatic work «The Blue Bird» will allow you to compare the reality and fiction of the thoughts of the author and the characters.

The «polyglot» reception will test knowledge of the plot (viewing fragments of Byron's «The Adventures of Childe Harold» in English without subtitles, further discussion of what was seen).

Reception «musical illustration» («Gustave Doré and Minkus ballet based on Cervantes' novel «Don Quixote or Eugene Delacroix's lithographs and Charles Gounod's opera based on J. Goethe's drama «Faust»»).

Reception «an important detail» (movie episode from the feature film Captain «Pilgrim», directed by A. Prachenko, 1986 - during the study of J. Verne's novel «The 15-Year-Old Captain»).

Media competence of students, preparation for adult life in modern information conditions, development of the ability to think critically and independently of one or another information, compare and evaluate messages transmitted by media channels - an important component of media literacy.

In the process of media education, the student's information competence is purposefully formed and developed. This involves the ability to work with various information, create and interpret media text, and possess skills.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

All aspects of media education and media literacy come together to prepare students to function successfully in today's world, where media awareness and skills have become an important part of culture and education. Thus, media education in Ukraine has a certain instructional and normative support, its implementation is supported and popularized by public organizations, scientific institutions develop the necessary scientific, educational and methodological support, the coordination of activities is carried out by the National Academy of Pedagogical Sciences of Ukraine.

In the future, there is a need to outline the modern system of media education in Ukraine, to determine the forms and means of formal and informal media education, principles and criteria for evaluating the level of media information literacy of both specialists, in particular media educators, and ordinary citizens of various ages, and to submit proposals for consideration by the working group of the Ministries of Education, culture and digital transformation regarding the prospects of development of the all-Ukrainian project on media literacy.

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