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УДК 37.02

РОБОТА З МЕДІАТЕКСТАМИ ЯК ЧИННИК МОВЛЕННЄВОГО РОЗВИТКУ ЗДОБУВАЧІВ ШКІЛЬНОЇ ОСВІТИ

Анотація. У статті розкриваються особливості роботи здобувачів шкільної освіти з медіатекстами, дається їх опис та класифікація. Наголошується, що організація систематичної роботи з медіатекстами на уроках української мови сприяє розвитку мовлення та формує основи медіаграмотності, закладає основи медійної культури.

Автор вказує, що впровадження медіаосвіти в освітній процес сприяє формуванню медіаграмотності здобувачів освіти, що виступає невід'ємною складовою підготовки зростаючої особистості до життя в інформаційному медіапросторі та позитивно впливає на розвиток критичного мислення, загальної культури спілкування, налагодження соціокультурних відносин, удосконалення міжособистісної комунікації.

Відзначається, що стан розвитку мовного середовища нашої країни породжує нагальну потребу у формуванні мовної особистості, яка прагне до реалізації власних інтелектуальних можливостей, творчого потенціалу, компетентності та конкурентоспроможності. Звідси виникає об'єктивна необхідність вдосконалення інформаційно-дидактичних засад процесу навчання мови в сучасному закладі загальної середньої освіти.

Вказується, що використання медіазасобів на уроках української мови, допомагає активізувати навчально-пізнавальну діяльність, дозволяє урізноманітнювати освітній процес, підвищує якість та результативність уроку, робить його яскравішим, більш емоційно та інформаційно насиченим й привабливим для учнів.

Метою статті є розкриття значимості роботи з медіатекстами для мовленнєвого розвитку здобувачів шкільної освіти шляхом застосування інноваційних медійних ресурсів в освітній процес сучасного закладу освіти.

Під час роботи над організацією й проведенням дослідження використовувався комплекс загальнонаукових методів. Застосування методу контент-аналізу під час узагальнення інформації з психолого-педагогічної літератури, сприяло визначенню провідних аспектів проблеми, розкриттю сутності базових понять. Емпіричні методи використовувалися під час опитування та бесід з педагогами щодо їхньої готовності до реалізації ідей, форм, моделей та технологій роботи з медіатекстами для покращення розвитку мовлення школярів.

Ключові слова: медіатекст, мовлення, мовленнєвий розвиток, медіаосвіта, медіаграмотність, медіакультура, шкільна освіта, розвиток.

WORKING WITH MEDIA TEXTS AS A FACTOR IN THE SPEECH DEVELOPMENT OF SCHOOL STUDENTS

Abstract. The article reveals the features of working with media texts among school students, providing their description and classification. It emphasizes that organizing systematic work with media texts during Ukrainian language lessons promotes speech development and forms the foundations of media literacy, laying the groundwork for media culture.

The author notes that the integration of media education into the educational process contributes to the development of students' media literacy, which is an integral component in preparing the younger generation for life in the informational media space. It positively influences the development of critical thinking, general communication culture, the establishment of sociocultural relationships, and the improvement of interpersonal communication.

It is highlighted that the current state of the linguistic environment in Ukraine creates an urgent need to shape a linguistic personality who strives to realize their intellectual capabilities, creative potential, competence, and competitiveness. Hence, there is an objective necessity to improve the informational and didactic foundations of the language teaching process in modern secondary education institutions.

It is stated that the use of media tools in Ukrainian language lessons helps to activate educational and cognitive activities, diversify the educational process, enhance the quality and effectiveness of lessons, and make them more vibrant, emotionally and informationally rich, and engaging for students.



The purpose of this article is to highlight the importance of working with media texts for the speech development of school students through the application of innovative media resources in the educational process of modern educational institutions.

During the organization and implementation of the research, a set of general scientific methods was used. The use of content analysis in summarizing information from psychological and pedagogical literature contributed to identifying the key aspects of the issue and revealing the essence of basic concepts. Empirical methods were applied during surveys and interviews with teachers to assess their readiness to implement ideas, forms, models, and technologies for working with media texts to improve students' speech development.

Keywords: media text, speech, speech development, media education, media literacy, media culture, school education, development.

INTRODUCTION

The problem formulation. The information society redefines the process of communication and interaction. The informatization of society significantly influences the development of the education system, setting new goals and tasks while changing the requirements for the literacy and competence of learners.

The process of informatization broadens the scope of human communication and interaction. The evolution of information exchange tools—ranging from oral and written speech to book culture and digital communication—demonstrates that means of communication serve as a driving force behind the progress of civilization. Modern trends in the informatization process highlight new features of communication tools. They encompass a wide range of print and electronic media, becoming dynamic, interactive, dialogical, contextual, alternative, and individualized.

Analysis of recent research and publications. In Ukrainian science, the problems of media education are studied by researchers such as O. Baryshpolets, O. Volosheniuk, M. Gabor, V. Ivanov, L. Naidionova, I. Slysarenko, and M. Tymoshyk. Researchers O. Pometun and O. Shunevych focus on modern strategies for interpreting educational texts, while N. Stavytska and M. Kutsenok explore speech development.

Scientific investigations into the implementation of media education for primary school students are conducted by O. Volosheniuk, S. Romaniuk, and N. Siranchuk. Researchers I. Ivanova, I. Chervinska, and O. Shkurenko study the specifics of forming the media environment within educational institutions. A. Kozhanova examines the process of developing information-processing skills and the quality criteria for media messages. International scholars such as R. Hobbs, R. Kubey, J. Gon, K. Ermelen, and B. Sherb investigate media education, media studies, and their influence on students' skills necessary for effective interaction in modern educational spaces.

The research of L. Naidionova and H. Onkovych (Naidionova & Onkovych) on general secondary education institutions (GSEIs) in media education development shows that most students struggle with analyzing and synthesizing textual messages, as well as critically evaluating received information. This confirms our hypothesis about the insufficient level of media education and media resource utilization, including media texts, among school students.

Specifically, researcher L. Naidionova emphasizes the «invaluable role of media resources in realizing personal potential, improving learning outcomes, developing critical thinking, and enriching the inner world» (Naidionova). Similarly, it is stated that «media literacy is one of the key modern life skills and that school education is one of the fundamental tools for increasing media literacy in society» (Ivanov, 2016). We agree with scholars regarding the relevance of media education and media literacy for today's youth.

The introduction of media education and the formation of media literacy among students are integral to modern Ukrainian education. This positively influences the development of critical thinking, enhances communication culture, fosters sociocultural relations, and improves interpersonal communication.

An analysis of scholarly sources reveals a shared understanding among researchers regarding the crucial role of contemporary media education in fostering effective interaction within the educational process and enhancing students' monologic speech skills. However, despite the available body of research, certain dimensions of developing media literacy among school students—especially in the context of organizing work with media texts during Ukrainian language lessons—remain underexplored, thereby underscoring the significance of this study.

THE AIM AND RESEARCH TASKS

The study aims to summarize research on school media education and media literacy, analyze the experience of implementing innovative media resources in the educational process, and reveal the significance of working with media texts for students' speech development.

RESEARCH METHODS

A set of general scientific methods was used in organizing and conducting the study. Content analysis facilitated the synthesis of information from psychological and pedagogical literature, helping define the key aspects of the problem. Empirical methods were applied during surveys, the examination of legal and regulatory frameworks, and interviews with educators regarding their readiness to implement ideas, forms, models, and technologies for working with media texts to develop students' speech.

RESULTS OF THE RESEARCH

The modern development of media education prepares individuals for life in an information society through acquired knowledge, media literacy, and media culture. Media education meets the needs of contemporary pedagogical theory and practice in personal development by expanding the range of teaching methods and forms.

Media education is understood as the process of acquiring knowledge and skills through the use of innovative media resources. It cultivates effective forms of media communication, promotes the development of communication and creative abilities, fosters critical thinking, and enhances intellectual capacity. A high-quality media education



serves as a foundation for achieving media literacy, contributing to the holistic formation of a media-competent individual—one who is capable of interpreting, analyzing, and critically evaluating media content, as well as working confidently with various types of media texts.

One of the traditional media education tasks for modern students is working with media texts. This type of educational activity includes viewing and analyzing different media texts, determining their genre affiliation and artistic specificity, discussing educational and value-based aspects, identifying shortcomings, and reviewing media materials. Engaging in the analysis of media texts fosters critical thinking, the development of artistic and aesthetic abilities, the acquisition of media culture, and students' speech development.

In this context, it is worth emphasizing the reflections of researcher I. Chereszniuk, who states that «in modern linguistic science, it is generally recognized that the primary unit of communication is an oral or written statement – a text that represents the highest level of the language system. Essential and irreplaceable components of the educational process in Ukrainian language lessons include text as a monologue, text as a dialogue purposefully organized by the teacher: literary text-reader, reader-author, literary text-author-reader» (Chereszniuk, 2016).

Summarizing the views of media researchers (O. Volosheniuk, A. Yefimenko, V. Ivanov, O. Ishutina, O. Mokrohuz, etc.), we can define the concept of a media text.

The concept of a media text (from the Latin *mediatextus*, meaning "intermediaries" and "fabric" – suggesting interconnection, weaving, or combination) emerged in the 20th century as a result of the swift advancement of mass communication technologies. With the rise of radio, television, and the Internet, new forms of texts began to replace traditional print formats. According to Yefimenko and Ishutina (2021), a media text (also referred to as a media construct) is any message conveyed through various media formats, including newspaper articles, television programs, video clips, and films. Yatsimirska (2007) further defines a media text as any message produced within a specific media type or genre and commonly used in mass communication. The term covers a broad spectrum of related categories such as mass communication texts, media texts, journalistic and publicistic writing, newspaper and teletexts, advertising and PR content, and internet-based texts.

Thus, «a media text is an integrative multi-level sign that unites various semiotic codes (verbal, non-verbal, media) into a single communicative whole and demonstrates the fundamental openness of the text on the content-meaning, compositional-structural, and symbolic levels» (Kozak, 2012).

A media text is a text that functions in mass media and digital space, including news, social media, blogs, advertisements, interviews, video content, etc. It combines verbal and non-verbal components (images, audio, video) and significantly influences the speech development of learners.

A media text is an oral or written work of mass informational activity and mass communication. The essence of a media text lies in its content, expressed through speech to influence and persuade. Behind a media text stands a linguistic personality, their worldview, intellectual level, and cognitive ability. Working with media texts is based on modern linguodidactic approaches, including discourse analysis, stylistic analysis, and the development of critical thinking.

Psychological and pedagogical studies confirm that media texts contribute to the formation of communicative competence and information culture and effectively influence the development of monologic speech in learners. The study and synthesis of scientific literature, along with familiarization with the practical experience of media educators on this issue, have enabled the characterization of media texts and the identification of leading forms and methods of working with them.

In the media space, different types of texts are distinguished and classified according to the following criteria:

Visual texts – texts that students read (printed or written text).

Auditory texts – texts that students listen to (audio performances, audiobooks, podcasts).

Audiovisual texts – texts that students both listen to and view (comics).

«All types of texts are a continuous source of information for learners, so it is necessary to integrate media texts into text work both at the level of critical comprehension and at the level of creating personal media products» (Yefimenko, Ishutina, 2021).

As a fundamental category of media culture, the media text serves as the foundation for shaping students' value systems, which include:

- Concepts of happiness, well-being, and goodness.
- Universal values (health, life, family, education, justice, equality, loyalty, diligence).
- Personal values (native language, culture, traditions, homeland).
- Collective values (solidarity, mutual assistance, synergy, tolerance).

Analysis of media texts is closely related to the following concepts:

1. *Media literacy* – the ability to analyze and synthesize spatial-hour reality, the ability to «read» media text;
2. *Media infusion* – the infusion of media texts onto the audience in the field of education and education, the development of knowledge, the formation of behavior, views, reactions, voices, increased information, etc.;
3. *Interpretation of media text* – the process of translating the media message from my participant in the communication and his interpretation;
4. *Media perception* – perception of media reality, sensing the thoughts of the authors of its media text.

It is advisable to analyze them in more detail and model them in the figures.

1. **Media Literacy.** Media literacy refers to the ability to analyze and synthesize spatial and temporal realities presented through various media forms. It encompasses the skills necessary to «read» a media text critically, allowing



individuals to discern the underlying messages, intentions, and contexts. This skill is essential in today's information-rich environment, where media plays a significant role in shaping perceptions and understanding of the world.

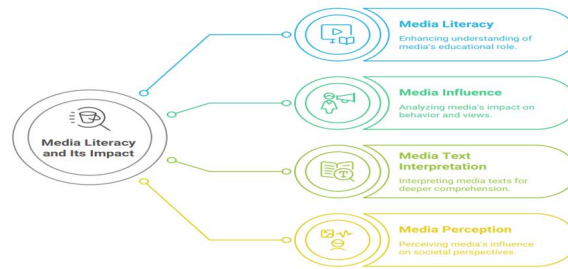


Figure 1. Media Literacy

2. Media Influence. Media influence pertains to the impact that media texts have on audiences, particularly in the realms of education and upbringing. This influence extends to the development of consciousness, the formation of behaviors, views, and reactions. Media can shape feedback mechanisms and facilitate the dissemination of information, thereby playing a crucial role in societal dynamics. Understanding media influence is vital for recognizing how media can affect individual and collective consciousness.

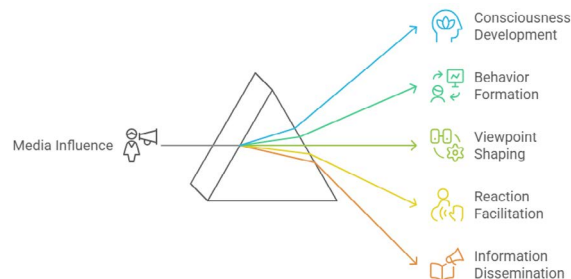


Figure 2. Media Influence

3. Media Text Interpretation. The process of media text interpretation involves translating a media message into the language of the perceiving individual. This interpretation is subjective and can vary widely based on personal experiences, cultural backgrounds, and cognitive frameworks. The ability to interpret media texts effectively is a critical component of media literacy, as it allows individuals to engage with content meaningfully and thoughtfully.

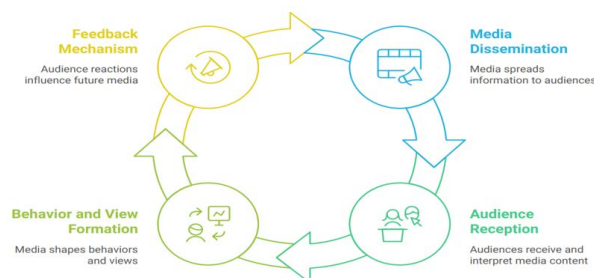


Figure 3. Media Text Interpretation

4. Media Perception. Media perception encompasses the feelings and thoughts of both the audience and the authors of a media text. It reflects how individuals perceive media reality and the emotional responses elicited by media content. Understanding media perception is essential for comprehending the broader implications of media consumption, as it influences how messages are received and understood by different audiences. In conclusion, the interplay between media literacy, media influence, media text interpretation, and media perception is complex and multifaceted. By developing a deeper understanding of these concepts, individuals can navigate the media landscape more effectively, fostering critical thinking and informed engagement with media texts.

The characteristics of a media text include its form of existence, verbal nature, content completeness, authorship, and the presence of a title. Media texts can be considered as the result of the collective activities of individuals and organizations, including political entities engaged in generating and disseminating information, rather than merely as separate linguistic works.

When working with media texts, linguists focus on «important questions for understanding information processes, such as the interpretative properties of media texts, their role in constructing an informational worldview, culturally specific and ideological factors influencing the production and perception of mass media texts, and linguistic-media techniques for creating images and stereotypes» (Yatsymirska, 2007).



Figure 4. Media Perception

Educators are offered several methods of educational activities when working with media texts in Ukrainian language lessons in general secondary education institutions (according to the six levels of thinking formulated by American psychologist B. Bloom, known as Bloom's Taxonomy) (Bloom, 1984). The psychologist arranged cognitive skills in a hierarchy from simple to more complex: knowledge, comprehension, application, analysis, synthesis, and evaluation.

According to these levels of thinking, educators apply the following algorithm:

Reproductive. Involves students retelling a media text immediately after viewing it in the classroom or independently to convey its content to listeners.

Associative. Reflects the perception of a media text through personal emotions, memories, and experiences.

Explanatory. Focuses on aspects of the media text that are difficult to understand, helping to form judgments about the text as a whole or its parts.

Analytical. Includes an analysis of the structure of the media text, linguistic and artistic features, perspectives of media creators and consumers (critics, viewers), and the musical and sound accompaniment of the media text.

Classification. Determines the place of a work in historical, economic, social, and political contexts, its genre, ethical and aesthetic norms (the presence and appropriateness of violence, explicit scenes, etc.), and psychophysiological level (the influence of the «emotional pendulum»: alternating between emotional comfort and shock).

Evaluative. Involves students assessing the advantages of a media text based on personal, moral, or formal criteria.

In today's world, attitudes toward language as a means of everyday communication and information acquisition are changing dramatically. The state of linguistic space development in our country creates an urgent need to shape a linguistic personality striving for intellectual realization, creative potential, competence, and competitiveness. Hence, there is an objective necessity to improve the didactic foundations of the language learning process in modern general secondary education institutions.

The issue of developing linguistic personality during school education is a complex and multifaceted task that requires theoretical understanding, the search for new methods and approaches, the promotion of constructive ideas, and their experimental verification. The methodology of teaching the Ukrainian language involves the active use of media texts as an essential tool for developing students' speech. Working with such texts contributes to the formation of speech skills, vocabulary expansion, critical thinking development, and media literacy.

The methodology of working with media texts includes several stages:

Analyzing the media text by identifying its topic, main idea, and compositional structure. A detailed analysis of linguistic means (lexicon, syntax, stylistics, and manipulative techniques within the media text). Discussing the media text's impact on the audience and identifying fake news.

Text modeling. Involves creating headlines, short annotations, and advertising slogans, reformatting texts considering different target audiences. This is seen as an effective practice for editing texts to achieve accuracy, logic, and expressiveness.

Developing monologic speech by writing personal materials, blog posts, reviews, exercises in comparison and text transformation (e.g., changing the format from news to a report or interview), and using multimedia tools to create personal media products (video blogs, podcasts, presentations).

A well-thought-out selection of texts and tasks, along with incorporating each lesson into a structured system of working with texts, are the conditions that allow the creation of a favorable speech-development environment. This ensures the formation of monologic speech and enhances a person's linguistic intuition. As researcher I. Chervinska emphasizes, «it is important to select text materials for analysis in lessons that promote moral-aesthetic, patriotic, and intellectual development, evoke the ability for reflection, empathy, and engagement, and encourage conscious activity and creative interaction» (Chervinska, 2024).

Media text analysis is a key stage in the process of developing students' speech. The main criteria for media text analysis include:

Content analysis of the media text, which identifies the main ideas, key theses, and factual accuracy of the information.

Structural analysis of the media text, which involves identifying compositional features of the text (title, lead, main part, conclusions).

Linguistic analysis of the media text, which examines vocabulary, syntax, stylistic devices, and manipulative techniques.

Functional analysis of the media text, which determines the level of influence on the audience and analyzes the target orientation.



Critical analysis of the media text, which aims to identify manipulative techniques, detect fake news, and assess the objectivity and reliability of information.

Working with media texts plays a crucial role in developing speech competencies as it improves the ability to analyze information and recognize manipulations, enhances oral and written communication skills in the modern media space, fosters critical thinking and media literacy, and stimulates students' creative activity in communication.

Thus, it is worth noting that students' engagement with media texts contributes to speech development by:

Enriching vocabulary. Working with different types of media texts exposes students to new terms, neologisms, idiomatic expressions, and stylistic devices, enriching their speech.

Developing coherent speech. Performing practical tasks such as retelling and commenting on media texts improves the ability to construct logical and structured statements.

Enhancing communicative competence. While working with media texts, students learn to adapt their speech to different communicative situations, adjust intonation, and determine the emotional tone of a text.

Increasing the speed and quality of information perception and comprehension. Analyzing different types of media texts fosters critical thinking and rapid information processing skills.

Improving oral communication skills. Discussing news, analytical, and social texts encourages students to express their opinions with reasoning, build evidence-based arguments, and select effective examples.

Applying linguistic norms in practice. Analyzing the grammatical and stylistic features of media texts helps reinforce literary language norms.

Indicators of students' speech development through media texts include: lexical enrichment (using new words and terms in speech), grammatical accuracy (correct sentence structure, logical organization); structured statements (consistent presentation of thoughts), text analysis and critical comprehension (ability to distinguish facts from manipulative techniques), argumentation skills (ability to logically substantiate one's point of view), communicative adaptability (ability to adjust speech to different situations).

The study of media texts is integrated into Ukrainian language lessons through various student activities: working with news headlines and analyzing them, identifying manipulative techniques, and predicting text content. Creating short media texts involves writing news notes and social media posts while adhering to linguistic norms. To consolidate theoretical knowledge, students can complete the exercise «Creating a Headline,» where they receive a news text and propose headline options, explaining their choices.

Discussions based on media texts are conducted through interactive student interactions in pairs. They analyze news, advertisements, and social media posts regarding their truthfulness and emotional tone. One possible exercise is «Video News Analysis,» where students watch a short video segment, formulate the main idea, and determine stylistic features.

One of the most engaging types of activities in Ukrainian language lessons using media education resources is working with advertisements. Students are encouraged to identify the means of influencing others' consciousness by creating their own advertising texts while considering ethical norms. The exercise «Advertising Without Manipulation» is suggested. This type of activity involves students creating an advertisement for a product or event without using exaggeration or emotional pressure.

An effective method for developing students' speech skills is analyzing comments on social media, identifying constructive and manipulative criticism, and forming a culture of online communication. To reinforce these skills, students can complete the exercise «Writing a Social Media Post». In this task, they write a short post about an event while adhering to the rules of speech culture. Another engaging group activity for students is the game «Fact or Manipulation.» During this game, participants analyze several news headlines to determine the presence of manipulative techniques.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, it is worth noting that working with media texts is an effective factor in developing students' speech skills. The use of methodologically sound techniques contributes not only to mastering language norms but also to the formation of media competence, which is a necessary condition for successful learning and social adaptation of students in the modern information society.

The use of media texts facilitates the broader expression of students' creative potential and helps them showcase their abilities. Media texts simultaneously activate several of the student's sensory analyzers (auditory, visual), promoting better comprehension and retention of educational material.

Therefore, the use of media tools in Ukrainian language lessons helps to activate educational and cognitive activities, diversifies the educational process, improves the quality and effectiveness of lessons, and makes them more vivid, emotionally and informationally rich, and attractive to students. Further research may focus on developing interactive methods for working with media texts in Ukrainian language lessons.

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Received

19.10.2024

Accepted

06.11.2024