

MEZIRESORTNÍ PROJEKT JAKO PROSTŘEDEK FORMOVÁNÍ MEDIÁLNÍ KULTURY UČITELE FILOLOGA

THE INTERDEPARTMENTAL PROJECT AS THE MEAN OF THE MEDIA CULTURE OF THE TEACHER PHILOLOGIST FORMATION

Olga Belichenko - Olena Semenog

Státní pedagogická univerzita Donbass - Sumy státní pedagogická univerzita A. S. Makarenka
Donbass State Pedagogical University - Sumy State Pedagogical University named after A. S. Makarenko

Abstrakt: V článku jsou nastíněny aktuální výsledky mezirezortního projektu Mediální kultura učitele-filologa v odborně-metodických, výzkumných a kulturních a vzdělávacích směrech. Hlavní projekt byl kompletně dokončen na půdě partnerského pracoviště.

Abstract: In the article the current results of the interdepartmental project of the media culture of the teacher-philologist in professional-methodical, research and cultural and educational directions are outlined. It was announced that the main project was completely completed in the ground of the partnership teacher.

Klíčová slova: mezirezortní projekt, mediální kultura, mediálně edukační dovednosti, učitel filolog.

Key words: interdepartmental project, mediaculture, mediaeducation skills, teacher philologist.

INTRODUCTION

The public demand for media education and media literacy as powerful components of humanitarian security of the state actualizes the need for teachers who skillfully master the culture of research work with media text, use media education mastering the techniques of communicative interaction in the network space; use of media education tools to solve the issues of development, education and upbringing of students.

To a large extent, the implementation of strategic objectives of the reform of general secondary education and the introduction of new educational and methodological support of language and literature subjects we focus on the formation of media culture, media literacy skills of future language-teachers. In the context of dynamic growth of information, knowledge of the psychology of media communication, thoughtful reading, interpretation of media text, determining the connection between the components of content, structure and linguistic design of media texts, creation of media text with structural, semantic, linguistic features are essential; evaluation of media texts concerning the principles of academic integrity; interdepartmental interaction, interdepartmental projects of profile departments of pedagogical universities of Ukraine.

The Ukrainian Language and Literature Department of Sumy State Pedagogical University named after A. S. Makarenko (headed by Semenog, Doctor of Pedagogical Sciences, Professor, Head of the Department) and Donbas State Pedagogical University (headed by Bilychenko, Doctor of Social Communications, Professor, Head of the Department) launched an interdepartmental project Teacher Media Culture. The purpose of the project - to promote the formation of media competence, media culture of future teachers of philology in the interdisciplinary educational environment of the University.

The realization of the project is grounded on ideas of international documents of the UNESCO Declaration on Media Information Literacy, media literacy and media literacy digital technologies (UNESCO Paris Declaration on Media Information Literacy in the Digital Age (2014), Laws of Ukraine On Education (2017), On Higher Education (2014), Strategies for the Development of the Information Society in Ukraine (2013), Concepts New Ukrainian School (2016), Concepts of development of pedagogical education (2018), Concepts of introduction of media education in Ukraine (2016), programs of development of Universities is defined in article. The importance of the project is proved by the results of the PISA 2018 study (Programme for Interna-

tional Student Assessment) on the indicator of reader competence; ability to perceive, analyze, use and evaluate written text to achieve certain goals, expand their knowledge and reading potential.

The theoretical basis of the study are the works that substantiate the theoretical and methodological foundations of media education and media literacy developing media literacy and participant literacy educational process (Alcolea-Díaz et al., 2020); creation of pedagogically expedient media texts, application of various types of critical reading; connection between components of content, structure and language design of media texts (Jones et al., 2020) development of critical thinking, formation of informational, analytical-interpretive, text-genre skills (Scull et al., 2020), the formation of skills in future teachers to choose specialized software (Semenikhina et al., 2019), the technology of a personality's social and communication culture formation by means of fiction in the conditions of communication space functioning in a higher education institution (Belichenko - Kovalenko, 2020).

As part of the study, we will highlight the current results of the interdisciplinary project Teacher Media Culture, implemented by the Departments of Ukrainian Language and Literature of Sumy State Pedagogical University named after A. S. Makarenko and Donbas State Pedagogical University in professional and methodological, research and cultural areas.

Achieving the goal involved solving the following tasks: to describe the essence of key concepts; outline the gradual implementation of the project of formation of future teachers philologist of media culture in the process of professional training and current results.

The effectiveness of the tasks that we solve during 2018-2020 is ensured by using the methods of analysis of legal, normative and scientific sources in the field of education, generalization, terminological analysis - to describe the basic concepts; functional and structural analysis - to describe the stages of project implementation; modeling - to create a resource center for professional development of teachers.

1 MAIN BODY

The indicators of the first stage of the interdisciplinary project (2017-2018) define the conceptual and regulatory framework: the concept, the agreement on scientific (scientific and methodological) cooperation, terminological analysis for clarification key concepts, a generalization of leading methodological provisions and substantiation of the leading idea of research, the program of joint activities, the provisions on the resource center for professional development of teachers of Ukrainian language and literature.

1.1 The conceptual idea of the project

The conceptual idea of the project Teacher Media Culture is based on the understanding of the media culture teacher-philologist as an important component of professional development, self-development and self-realization. The teacher effectively carries out language, literary training of youth, has the ability to perceive, critically read, analyze, interpret, creates media text of different styles and genres, successfully performs a creative search based on the achievements of pedagogy, psychology, philology, computer science. Achieving the goal of the project in an interdisciplinary educational space is possible through formal, non-formal and informal education and the introduction of innovative technologies.

The notion interdisciplinary educational environment is characterized as multi-subject and multidisciplinary education, which purposefully affects the professional and personal development of the specialist, ensuring his readiness for professional activity and/or continuing education, successful social roles and self-realization in life.

The project corresponds to the agreement on scientific (scientific-methodical) cooperation with the problem of forming the cultural and linguistic personality of the future specialist-researcher, which was signed between Sumy State Pedagogical University named after A. S. Makarenko and Donbas State Pedagogical University 2017.

The parties undertake to carry out joint research work with the interaction of secondary schools, philological faculties of the Free Economic Zone in the context of the formation of mediaculture of the future teacher-researcher. The program of joint activities, in accordance with the agreement, provides for professional and methodological, research and cultural and educational areas. The

implementation of the tasks of the interdisciplinary project involved the creation of Sumy State Pedagogical University named after A. S. Makarenko The Resource Center for Professional Development of Teachers of Ukrainian Language and Literature.

This is a permanent scientific and methodological advisory center that provides effective communication between participants in the educational process stakeholders on the formation and development of key competencies based on the values of pedagogy, partnership and mentoring, including the formation of mediaculture.

1.2 The essence of mediaculture and components Media education skills of the teacher-philologist

The indicators of the second stage of implementation of the interdisciplinary project (2018-2019) are the definition of the essence and components of media culture of the teacher-philologist.

The notion "media culture of a teacher-philologist" is interpreted as an integrative formation of personality, which involves the ability to interact effectively with the media and combines values, aspirations for development and self-development in media education, language, speech, communication skills and media educational skills, provides the ability to be carriers of media and cultural values, to implement the civic position (Semenog - Yachmenyk, 2019).

Mediaeducation skills are an important component of media culture teacher-philologist. It is a set of intellectual and practical actions of the teacher, providing the ability of the individual to consciously perform actions to search, select, process, analyze, create media text of different styles and genres, design and prepare the results of media education adhere to the basics of academic integrity in working with media texts.

Based on the research work, a number of Media-education skills were identified:

1) Language and communication skills are the ability to perceive media text; identify its aesthetic value, recognize typical verbal and nonverbal means that indicate the presence of manipulation, propaganda, hidden content of the message, critically consume/check the media text (oral and written), in particular expressed nonverbally; adhere to the principles

of ethics of communication; have the techniques of communicative interaction in the network space.

- 2) Analytical and interpretive skills are the ability to structure, separate information from one or more media sources, topics and micro-topics, distinguish important and secondary details of media messages, determine the relationship between content components, structure and language design of media texts belonging to different styles and genres.
- 3) Text-genre skills are the ability to compose text of different styles and genres (news, note, message, interview, essay, report) taking into account the structural and semantic, linguistic and stylistic features; to evaluate media text in terms of regulations, work on errors in the text, to edit.
- 4) Information technology skills are the ability to integrate information into different styles and genres (including hypertexts in the digital environment), create independent high-quality media texts/media products and broadcast existing ones, reproduce of presentation on social networks, videohosting, e-newspapers, adhere to the basics of safe behavior in the digital space, recognize and protect yourself from manipulation in the digital space; work together online in media projects that result in a ready-to-use media product.
- 5) Design skills are the ability to select and use pedagogically appropriate media text in accordance with the topic or stage of the lesson; create layouts of newspapers, book trailers, motivators, collages, audio-video social advertising and videos using specialized software.

2 APPROBATION INTERDISCIPLINARY PROJECT TEACHER MEDIA CULTURE

At the third stage (2019-2020) in order to form future teachers of philology media educational skills as part of media culture, we will try interdisciplinary topics, interactive lectures, interdisciplinary training in the process of professionally oriented courses.

2.1 The diagnostic tools in order to form future teachers of philology media educational skills

The diagnostic tools contain:

- 1) Individual task for using digital technologies for media education product cases (author) connected to finding, analyzing, and developing a copyrighted media product to solve a social problem.
- 2) Media Literacy Test from Yachmenyk Questionnaire (Semenog - Yachmenyk, 2019) involves testing the ability to select media texts for a specific didactic purpose, editing media texts for a specific educational event, different types, styles and genres, taking into account the structural-semantic and linguistic and stylistic features, to argue, to fix their own position on a particular problem in the text.
- 3) The individual task for integrating information into different styles and genres and creating a media education product (authors idea) that involves converting a given media text and its further presentation.
- 4) The individual task to develop a fragment of the lesson on the use of media text (author's), which allows assess the ability to reasonably select and use according to the theme or stage of the lesson pedagogically appropriate media text, create book trailers, models of motivators, collages), videos using specialized software.

2.2 Project methodology

We focus on the formation of media culture, media literacy skills of future language-teachers; take into account the provisions of a number of approaches. The choice of methodological basis is made due to the following factors.

- 1) According to the personal approach, the integral personality of the student, his or her desire for safe and effective interaction of teacher-information-media-student, ability to critically understand the values of media education as a fundamental component of the humanitarian security of the native country is essential; the ability to quickly understand a complicated, uncertain situation and quickly make the right decision.

- 2) Adherence to the provisions of the competence approach makes it possible to direct the educational process to the formation of media education skills as an integral component of the professional competence of the language-teacher.
- 3) We apply a *praxeological approach* in the process of performing such actions as formulating a problem, planning a sequence of actions, searching for the necessary information from different media sources, organizing it in different ways; exercise self-control, self-esteem, self-correction.
- 4) The *socio-cultural and text-genre* approaches are used to form a culture of working with media text.

We adhere to the principles of interdisciplinary communication, aesthetic value of media texts, development of critical thinking, which allows the analysis of media text by criteria: reliability, reliability, quality, purpose, understanding of the message of the message.

2.3 Approbation in classes in language and literature

We involve professional practitioners and representatives of employers in classes in language and literature.

The course on the methods of teaching the native language is supplemented by issues of media didactics, the formation of a media library for lessons and group work and modeling of lesson plans, groups, educational activities using media texts.

We offer tasks for the preparation of critical essays, projects on media communication and netiquette, media educational quests, multimedia presentations on the social network Facebook, videos on the basics of academic culture, the development of media hygiene in the process of group work.

We practice the participation of students in trainings, master classes, discussions with the invitation of vocabulary teachers, in competitions of social projects; in scientific and practical conferences, round tables, webinars.

We are currently testing educational and methodological complexes, multimedia educational resources in linguo-personology, electronic language

ge didactics, digital narrative. In order for exchanging the experience the International scientific-practical conferences Cultural-linguistic personality of a specialist in the XXI century (2018-2019), Academic culture of a researcher in the educational space: European and national experience (2019-2020) were held.

The cultural and educational activities of the project Teacher Media Culture, The Resource Center for Professional Development of Teachers of Ukrainian Language and Literature are aimed at organizing and conducting professional competitions, festivals of creative lessons, exhibitions of teachers' creativity, round tables, informational and educational work, school and student competitions, contests, holidays in Ukrainian language and literature, promoting gifted youth.

3 THE RESULT OF THE PHASED IMPLEMENTATION OF THE PROJECT

The result of the phased implementation of the project is the dynamics in the formation of media educational skills of future teachers of philology, provides for communicative interaction between participants in the educational process of general secondary and higher pedagogical education. Project was completely completed in the ground of the partnership teacher. In particular, the higher level of formation of :

- 1) *language and communication skills* in the EG was influenced by the performance of tests for testing knowledge of media education, the ability to read media texts critically, to recognize facts and judgments of media information, to possess methods of communicative interaction and ethics of communication;
- 2) *analytical and interpreting skills* - performing problem-seeking tasks, writing a critical essay, performing a test for critical analysis of media text; evaluation of a media product created by another student;
- 3) *text and genre skills* - performing test tasks for assessing the ability to compose media texts of different types, styles and genres, taking into account structural, semantic and linguistic features, to edit the text;
- 4) *Information and technology skills* - preparation of e-portfolio; preparation multimedia pre-

sentations on the social network Facebook, videos on the basics of academic culture, development of media hygiene culture in the process of group work;

- 5) *project skills* - to select media texts for a specific didactic purpose, to edit media texts for a specific educational event; to prepare media education quests; formation of media library for lessons and group work and modeling plans-synopsis of lessons, educational events (to develop a fragment of a lesson on use of mediatext; to create book trailers, models of motivators, collages, videos).

Some respondents Sumy State Pedagogical University named after A. S. Makarenko and Donbas State Pedagogical University have a high level of desire for continuous professional and personal improvement; can compose media text of different types, styles and genres, use different types of critical reading; determine the relationship between the components of content, structure and language design of media texts; evaluate media text from the point of view of normativeness, adhere to the basics of academic integrity when creating your own media text, able for the techniques of communicative interaction in the network space in accordance with the purpose and situation of communication; test their own media education projects, use media education tools to solve problems of development, training and education of school-children.

CONCLUSION

Thus, the public demand for the formation of media educational skills of future teachers actualizes the need between the departmental project, which provides for communicative interaction between participants in the educational process of general secondary and higher pedagogical education. This can be realized through the resource center of professional development of teachers, active involvement of students in research and group work, which is based on analysis, comparison, critical evaluation of media texts with mandatory discussion of results, their presentation at scientific, cultural and educational events.

It is expedient to organize interdepartmental projects taking into account the specifics of specialties prepared by a higher education institution and to implement them on the basis of partner-

ship pedagogy, which allows to update disciplines with the involvement of an interdisciplinary component; involve stakeholders more broadly in modernizing training.

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Kontaktní adresy

Olga Belichenko e-mail: olgabelichenko64@ukr.net
Olena Semenog e-mail: olenasemenog@gmail.com