

UDC 378.147:37.091.113];[004.032.6:005.336.2]:[001.895:008]
DOI: <https://doi.org/10.33989/2075-146x.2019.23.183217>

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MEDIA COMPETENCE AS A FACTOR IN THE DEVELOPMENT OF THE INNOVATIVE CULTURE OF THE FUTURE MANAGER OF THE EDUCATIONAL INSTITUTION

The competency-based approach is postulated as the main idea of the Bologna process and acts as a conceptual basis for the development and implementation of existing federal state educational standards of higher education. It also lies at the basis of their current updating and development of the such standards fourth generation in the future. The main task of scientific research in the framework of the competency-based approach is studying the competencies essence and structure and develop effective ways of their formation and self-development. The innovative approach to the self-designing of media competence of future manager of educational institution based on its invariants article discloses. Such competency invariants are revealed and described, reflecting the typical methods of the teacher's actions in working with professionally significant information, and the corresponding groups of knowledge and skills. The possibilities of self-designing technology in the media competency formation are shown. An innovative approach to the self-designing of media competence using the potential of its invariants is proposed, which allows designing the training process and professional self-development process based on media competence invariants and at the same time taking into account the students' – future managers' of the educational institution training level (area of current and near development).

Keywords: media education; media literacy; media competence; innovative culture; future manager of educational institution.

Introduction.

Educational media and technology can be defined as all means of communication like prints, graphics, animations, audios and audiovisuals. Educational multimedia technology incorporates all the qualities of prints, graphics, animations, audio and audiovisuals and technology is defined as any object or process of human origin that can be utilised to convey media and multimedia. In this sense, technology includes phenomena as diverse as books, films, television, and the internet. In education, media are the symbol systems that teachers and learners utilise in representing knowledge and technologies are the tools that allow them to share their knowledge representations with others (Thomas, 1998).

Educational media and multimedia technology are the channels of transmitting information to learners' and are also those gadgets, and machines that are needed in transmitting information to learners'. There are various types of educational media and multimedia technology currently utilised in teaching and learning processes which are: computer system, microphone, mobile device, interactive whiteboard, digital-video-on-demand, online media stream, digital game, pod-cast and so on (Webcrawler, 2013).

Mobile devices such as clickers or smartphones can be utilised in enhancing feedback activities during and after instruction delivery by the teacher. An interactive whiteboard provides touch control of computer applications which enhance the experience in the classroom by displaying visuals that can be viewed on a wider screen by learners' (Thomas, 1998).

Consequently, there is a need for a comprehensive analysis of the research of the problem of media competence formation of the future manager of the educational institution in the context of the innovative culture development.

Analysis of relevant research.

Recently, more and more media researchers and educators are paying attention to the moral and democratic aspect of media education. For example, one of the leaders of the modern media educational movement B. Mac-Mahon writes that youth media education becomes an urgent requirement of a democratic society (McMahon, 2003, p. 3).

Here, in our opinion, there is a tangible correspondence with the theses of the famous theoretician and media teacher J. Gerbner, who understands media education as "the formation of a broad new coalition of organizations and individuals expanding freedom and diversity of communication, developing a critical media understanding as a new approach of liberal education for every level" (Gerbner, 1995).

We fully share the opinion of the influential British media educator / researcher D. Buckingham: the era of the "information society" has led to the "emergence of a new paradigm of media education. Media education is no longer an opposition to the perception system of the school / student audience. It does not begin with the notion that media is necessarily and inevitably harmful, or that young people are simply passive victims of media influence" (Buckingham, 2003, p. 13).

The media education result is an increase in the level of media competence / media literacy of the audience. Media competence is multidimensional and requires a broad perspective based on a developed knowledge structure. "An audience

with a higher level of media literacy has a higher level of understanding, management, and appreciation of the media world” (Potter, 2001, p. 12).

Almost all leading Western media educators are convinced that media educational seminars / courses are needed for future teachers, current teachers and school leaders (Semali, 2000, p.70; Considine, 2003, p. 28, etc.). Foreign researchers who have devoted a lot of work to the problem of media education (L. Masterman, J. Gonnet, C. Bazalgette, D. Buckingham, A. Hart, R. Kubey, K. Tyner, etc.) have turned to the analysis of media education, in leading Western countries (Canada, USA, France, Great Britain, etc.).

Thus, the issues of the media competence developing of the future manager of the educational institution in the context of the innovative culture formation are becoming relevant.

The aim of the article. To highlight the media competence essential characteristics, structure, mechanisms, regularities of media competence development of the future manager of the educational institution in the context of the innovative culture formation.

Results and discussions.

Many authors and researchers have offered different views and approaches to media education and media literacy over the past three decades. We refer the reader to an inventory by Aparici (1996) for a detailed catalog of these theorists from the late 20th Century. More recently, and equally illustrative, are two specific issues dedicated to media education and media literacy by the scholarly journal “Comunicar” (Various, 2007; 2009). The rapid adoption of digital networks and new information and communication technologies substantially modifies media forms and content, as well as users’ relationship with information. This is reflected in new approaches to media education as it moves beyond the critical analysis and practices related to radio, television, film and pop culture to the critical reception and ICTs uses such as mobile devices, the Internet, video games, social networks, WebTV, interactive digital boards, virtual worlds, and so on.

The theory of media education as the development of critical thinking (critical thinking approach in media education), most fully developed by L. Masterman (Masterman, 1985; 1997 et al.) has found not only supporters, but also opponents, although our expert survey of media education specialists from different countries showed that most of them (84%) believe that the most important media education goal is developing the ability to critical thinking / critical personality autonomy, perception, assessment, understanding, analysis of media texts (Masterman, 1985, p. 19).

Again in this regard, the UNESCO (2007) definition of media education provides a more balanced concept for media and information literacy that supports both critical reception and critical production of media products. Although it is fair to say that the social norms regarding fair and ethical uses of media are unresolved in a time of rapid proliferation of digital practices, the UNESCO concepts imply user responsibility for the ethical uses of information in order to participate in a cultural dialogue, within the context of critical autonomy and creative production. In this regard, it can be said that some potential core competencies for media and information literacy potentially revolve around “5Cs”: Comprehension, Critical Thinking, Creativity, Cross-Cultural Awareness, and Citizenship.

Along these lines, it is appropriate for critical media literacy to address the major ideological and economic interests around ICTs and to support the critically analysis of the political economies of media business and the role of audiences as “prosumers”. This can be instructive in ways that avoid the moral panics of protectionist and inoculatory versions of media education that were promoted in the past. The five basic skills for media and information literacy that were recently identified by UNESCO (under standing, critical thinking, creativity, cultural awareness and citizenship) may be worthy heirs to further the traditions of critical media literacy from the mass media era of the last century. These skills diverge significantly from the narrow focus on «information processing and digital competencies» to embrace the relevant skills related to the critical skills necessary for competence in social, civic, cultural and artistic endeavors. It is becoming increasingly apparent that although information processing and digital competencies are inextricably linked to media literacy, they are, at best, a threshold with limited uses for broader fluency in diverse social contexts.

In this regard, the Modern Poland Foundation, in collaboration with experts in the field of media and information literacy, has prepared a “Skills Catalog” in the media field. This catalog covers all age groups. Given that for adult education it should not be of fundamental importance, the developers identified three media literacy levels that take into account formed skills presence: – minimum level (assumes limited participation in the information society through the media use), – optimal level (a person is able to actively participate in creating a media environment) and – high (assumes the ability to cause social change through the media) (Lipschitz, 2013, p. 170).

At the same time, “competence in the field of information and media transmission security includes the skills protecting privacy, network control, ensure anonymity, secure communication, work and business transactions, prevent addiction, and media use wisely and safely” (Dabrowska, 2013, p. 14).

The German media psychologist P. Winterhoff-Spurk identifies six components of common media (communicative) competence: 1) informational competence in its technical aspect (programming skills, special programs knowledge, etc.); 2) self-competence information (the ability to actively and meaningfully use information technology, etc.); 3) informational social competence (the ability to sociocritical reflection of information technologies, as well as their use as social interaction means); 4) media competence in its technical aspect (technical ability to operate and maintain equipment); 5) media competence in the I-aspect (the ability to selectively and reflectively perceive the media); 6) social media competence (knowledge of how the media and its perception affects society) (Winterhoff-Shpurk, 2007, p. 237).

B. Weber in the structure of media competence identifies five blocks of required skills: – selection and use of media offering; – media product development; - knowledge and analytical skills related to creative opportunities on which various types of media are based; – knowledge and analytical skills associated with the conditions for the effective media use; – economic, social, technical, political conditions associated with the media products production and distribution (Weber, 2002, p. 43).

The wide use of modern media products, the inclusion of media resources in the educational process, the formation of a single communication media space allows us to use the tools of communication and communication familiar to this

generation. There are many works and researches about new generation Z. According to the analysis (Ford, 2015), these employees preferred a digital lifestyle, which meant that they felt comfortable in a multi-tasking situation, but did not necessarily communicate well in the society. Some researchers believe that representatives of the generation Z have short attention intervals, which is easier to attract, often changing approaches. It was also found that in the educational space these students would not tolerate the form of training “wise man on the stage” and easily interact with teachers as facilitators. Representatives of these generations have a high ability of independent learning and critical thinking, but only when they feel that knowledge is important or valuable. They prefer active learning and a student-centered learning environment. Students of generation Z refer to gadgets every seven minutes.

Also, for example, (Kaylynn Chong, 2017) noticed that generation Z had several features, which made them different from other generations. They lead secret live, they are resistant to advertising, they are easily bored, and they want to be engaged. It means that for this generation it is necessary to find absolutely another way of studying and learning. Even student (pupil)-centered education is not enough now. Creating your own content, discussing possibilities, searching for information, playing and storytelling, and maximizing your own thoughts and achievements become important to them.

The analysis of modern requirements for media competence of the future manager of the educational institution and the technologies for its formation allowed us to conclude that the most productive and relevant technology is such competence self-design. We understand the media competence self-design as the future manager of the educational institution activity to create an image (model) of media competence carrier based on the content filling of such competence invariants in the high media culture coordinates and drawing up a trajectory (program) for translating this image into the main activity types in the media sphere.

Self-design media competence acts as a way of professional self-development of the future manager of the educational institution, performing functions of integration, self-actualization, self-regulation, socialization, rationalization, optimization. We believe that for more effective media competence formation and self-design of the future manager of the educational institution, it is necessary to rely on scientific laws, general mechanisms, and unified schemes. It is important that such schemes are used not only by university teachers, but also by students – future managers of educational institutions for the purpose of professional self-determination, professional growth, continuous self-education, improvement of professional activity, and professional mastery.

Using the audiovisual material, a rather productive work form as creation of television or cinematic mini-scripts in the media education process. In their preparation process, the entire arsenal of artistic means is used, which is then embodied in the productions of their own “films” and “television programs”. With the practical implementation of scenario development, it is possible to organize situational games: Labor Exchange (selection of candidates for the roles of TV presenters, actors, reporters, etc.), Television News (presenters’ contest, materials preparation for the “news release” and etc.), “Reporting from the events place” (development of the ability to interpret various information), “Reclamation pause” (“own products” presentation, reclamation videos preparation), “Talk show” (work in microgroups to create small-scale copyright talk shows), etc.

One of the traditional creative media educational tasks has not lost its relevance – viewing and analyzing media texts fragments: their determining genre, artistic specificity, advantages and disadvantages discussing, media material reviewing. The media culture analysis contributes to the development of audience aesthetic and artistic abilities, contributes to more complete media perception, the critical thinking development. Viewing and collective discussion of on-screen media texts (films, television shows, etc.) contributes to the creation of dialogue atmosphere, free discussion, the critical thinking and reasoned assessment of media information development.

In recent years, Internet forums have become increasingly active in the practice of school and university media education. This form of work is an exchange of views using emails of a certain subject. Internet forums are characterized by mobility, the ability to provide feedback, and the use of additional information resources (photos, video clips, etc.).

Thus, media education provides a methodology for conducting classes based on problematic, heuristic, game and other productive training forms that develop the student’s individuality, the independence of thinking, stimulate creative abilities through direct involvement in creative activity, perception and analysis of the media text structure, assimilation of knowledge about media culture. At the same time, combining lectures and practical exercises, media education is a kind of students inclusion in the process of media culture creating works, that is, it immerses the audience in the internal laboratory of the main media professions, which is possible both in an autonomous version and in the process of integration into traditional academic subjects.

Conclusions. In conclusion, it should be noted that modern media education at different levels and in different spheres is in a state of development. Within the media didactics at the moment, there are no unambiguous interpretations and formulations. Within the framework of media education, there are several approaches and opportunities for development. Media education is closely connected with modern digital, communication and information technologies, and this approach has been suggested from the point of UNESCO’s view as media and information and computer technologies. Media education in the modern educational space is a global approach and global influence factors. Among the global influence factors, there is a fundamental change in the role of the educator in the educational sphere, including the inclusion of media competences in the professional profile of the future manager of the educational institution competencies, and the active global influence of the generation Z on the modern educational process precisely from the point of view of media education.

The development of an information culture and the modernization of education today are considered as necessary conditions for the formation of high media competence, ensuring the effectiveness of intercultural communication and the adoption of the multicultural nature of modern life. At the same time, media competence is considered as an element of the innovative culture of the future head of the educational institution. It becomes part of the professional subculture of specialists, a condition for the socialization of personality in the modern media world, a factor in the success of a person in a rapidly changing society. At the same time, analysis of the literature showed that at present, research interest in the

problems of media competence formation is only growing, programs are being developed and implemented in the field of media education of the future head of the educational institution.

Perspectives of the further research. To consider the effectiveness of introducing the media-educated training courses as an innovative culture element in the educational process of future managers of educational institutions.

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КОЗЛОВ Д.

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МЕДІАКОМПЕТЕНТНІСТЬ ЯК ЧИННИК РОЗВИТКУ ІННОВАЦІЙНОЇ КУЛЬТУРИ КЕРІВНИКА ЗАКЛАДУ ОСВІТИ

Розвиток інформаційної культури та модернізація освіти розглядаються як необхідні умови формування високої медіакомпетентності, забезпечення ефективності міжкультурного спілкування та прийняття мультикультурного характеру сучасного життя. При цьому медіакомпетентність розглядається як елемент інноваційної культури майбутнього керівника закладу освіти. Зазначимо, медіакомпетентність стає частиною професійної субкультури фахівців, умовою соціалізації особистості в сучасному медіа-, фактором успішності людини в мінливому соціумі. Медіакомпетентність виступає як ефективний засіб отримання нових знань; спосіб самопрезентації та реалізації потенційних можливостей особистості майбутнього керівника закладу освіти. Проведений нами аналіз літератури показав, що в даний час дослідницький інтерес до проблем формування медіакомпетентності майбутнього керівника закладу освіти тільки зростає, до вивчення означеної проблематики підключаються фахівці суміжних галузей наукового знання, розробляються та впроваджуються програми з медіаосвіти майбутнього керівника закладу освіти.

Ключові слова: медіаосвіта; медіа грамотність; медіа компетентність; інноваційна культура; майбутній керівник закладу освіти.

Стаття надійшла до редакції 18.03.2019 р.