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Synthesis of a Theoretical Media Educational Model of Future Foreign Language Teachers in Ukraine

The article examines the essence and content of media educational models by L. Masterman, A. Silverblatt, K. Bazalgette, D. Buckingham and E. Hart, as well as J. Potter. The purpose of the survey is to analyze the basic models of media education in leading European countries and to develop a media educational model of future foreign language teachers in Ukraine. It should be noted that media education ought to be one of the components of training in higher educational institutions. In order to prove the need for media education, higher educational students must firstly understand what the media education is, how it differs from the informational education and what skills a higher education applicant can develop in the course of studying it. In the course of the work the author comes to the conclusion that the most typical models are media educational models, which are a synthesis of socio-cultural, educational and informational, and practical and utilitarian models. At the same time, media educational models, like the British ones, are currently the most widespread and supported in most countries of the world, in particular in Ukraine. Based on the essence of the presented models, we have developed our own media educational model of future foreign language teachers, which will help in the formation of media literacy and media competence of future foreign language teachers in Ukraine.

Keywords: media education, media educational model, educational program, concepts, conceptual basis, foreign language teacher, European, Ukraine

Introduction

In today's world, as technology evolves and replaces each other on a daily basis, the speed of information can sometimes be equated to the speed of light. Continuous television broadcast, radio, video blogs, social networks, e-mail etc. information surrounds us everywhere. The current generation is very different in that the world of information and electronic gadgets is their natural habitat. This order of things has several goals for foreign language teachers: to master modern technologies, to introduce them into the educational process and to form in students and graduates media literacy and media competence at foreign language lessons.

While in European countries media education has long been an integral part of the educational program, in Ukraine this issue is only being studied. Many researchers talk about the need to implement media education in schools as a separate subject or study within an existing program (for example, as a part of a foreign language course).

However, it should be noted that media education should also be one of the components of training in higher educational institutions. In order to prove the need for media education to higher education students, it is necessary, first of all, to understand what media education is, how it differs from information education, and what skills a higher education student can develop in the process of studying the course. Therefore, it is important to study the experience of European countries, where close attention to media education is explained by the continuous growth of media consumption, the need to compensate for the effects of manipulative media influences, media dependence, the urgency of media security problems, the demand for media skills, related to democracy and active citizenship.

According to the analysis of previous researches and publications, theoretical aspects and methodological principles of media education are studied by domestic and foreign scholars and practitioners: O. Volosheniuk, I. Donina, A. Ishchenko, A. Yermolenko, M. Kuzmina, V. Kulchynska, G. Maiboroda, V. Mantulenko, M. Matviychuk, V. Protopopova, A. Sulim, I. Fateeva, O. Fedorov, D. Baacke, C. Bazalgette, R. Hobbs, H. Jenkins, S. Kommer, R. Kubey, L. Masterman, J. Potter, C. Failitzen, A. Hart, and others. Approaches to the analysis of basic media education theories and models were made later in the works of J. Gonnet, L. Giroux and J. Piette.

The purpose of the article is to analyze the basic models of media education in leading European countries and to develop a media educational model of future foreign language teachers in Ukraine.

Discussion and Results

Analysis of the theory and practice of media education in different European countries suggests that there is no single theoretical concept of media education in the world.

The models of media education, developed abroad, can probably be summarized as follows:

– *educational and information models* (study of theory and history, the language of media culture, etc.), which are based mainly on culturological, aesthetic, semiotic, socio-cultural theory of media education;

– *educational and ethical models* (consideration of moral, religious, philosophical problems on the material of the media), which are based mainly on ethical, religious, ideological, environmental, protectionist, etc. media educational theories;

– *practical and utilitarian models* (practical study and application of media technology), based mainly on the theory of consumption and pleasure and the practical theory of media education;

– *aesthetic models* (focused primarily on the development of artistic taste and analysis of the best works of media culture), based mainly on aesthetic/artistic and culturological theory of media education;

– *sociocultural models* (sociocultural development of creative personality in terms of perception, imagination, visual memory, interpretation, analysis, independent, critical thinking in relation to media texts of all kinds and genres), which are based mainly on sociocultural, culturological, semiotic, ethical theory of media education and the theory of critical thinking (Sheibe, 2017).

At the same time, these models and theories do not always exist in their pure form but are often interconnected.

The continuous growth of media consumption, the emergence of new information technologies allows applying successfully and develop existing models of media education, integrate and synthesize them in modern conditions. To analyze their essence, we chose the basic media educational models of leading European countries: Germany, Great Britain, the Netherlands and France.

L. Masterman's media educational model.

Definition of «media education». The central and universal concept of media education is rethinking/representation. Media education is first and foremost a research process that does not impose any cultural/aesthetic values. Media education is based

on the study of key concepts that are more analytical tools. The effectiveness of media education can be assessed by two basic criteria: the ability of students to apply the acquired knowledge in new situations and the range of obligations, interests, motivations acquired by the audience (Masterman, 1997, p. 40–43).

Conceptual basis: theory of development of critical thinking, ideological and semiotic theory of media education.

Objectives: teach the audience to understand how the media rethinks/represents reality, to decode, to critically analyze media texts, to navigate in the information/ideological flow of modern society.

Tasks:
1. teaching the audience to understand:
   – who is responsible for creating media texts, who owns the media and controls them;
   – how the desired effect is achieved;
   – what are the value orientations of the world created in this way;
   – how it is perceived by the audience (Masterman, 1997).
2. the development in the audience of critical, democratic thinking, critical autonomy, the ability to understand the hidden meaning of a message, to resist the manipulation of individual consciousness by the media.

Organizational forms: autonomous and integrated media education in educational institutions of different types.

Media educational methods can be classified by:
1. sources of knowledge: verbal (lecture, story, conversation, discussion); visual (illustration and demonstration of media texts); practical (performing various tasks of a practical nature on media material);
2. the level of cognitive activity:
   – explanatory-illustrative (communication by the teacher of certain information about the media, perception and assimilation of this information by the audience);
   – reproductive (development and application by the teacher of various exercises and tasks on the material of the media in order the students to master the techniques of their solution);
   – problematic (problematic analysis of certain situations or media text in order to develop critical thinking);
   – research (organization of research activities of students).

In this case, the research method is leading for L. Masterman.

The main sections of the content of the media educational program (concerning the study of such key concepts of media education as «media ideology», «media agencies», «media categories», «media technologies», «media language», «media representations», «media audience» etc.):

–   media educational tasks integrated into the basic courses of school/HEI,
–   autonomous media educational tasks for schools/HEIs.

For example, comparison of several types of media representations, discussion on media and propaganda, media and ideology, identification of similarities and differences in the analysis of literary and audiovisual texts, analysis of media stereotypes etc. (Masterman, 1997, p. 51–54).

Areas of application: educational institutions of different types.

A. Silverblatt's media educational model.

Definition of «media education». Media education is aimed at developing human abilities to perceive, discuss, analyze and create media information and enjoy it, the development of critical independent thinking, understanding the process of mass communication, media influences on the audience (Silverblatt, 2001, p. 48).

Conceptual basis: elements of the theory of the development of critical thinking and culturological, semiotic, practical theory of media education.

Objectives: development of critical autonomy of the individual – skills that enable students/graduates to be aware of independent from the monotonous advantages of media texts. Educators encourage students to ask questions about the media, using approaches that help to systematically identify messages and their goals.

Objective: development of the following skills in the audience:

–   distinguishing between facts that can be verified and value statements;
–   determining the reliability of the message or source of the media text;
–   determining the accuracy of the message in the media text;
–   differentiation of guaranteed and non-guaranteed statements in media texts;
–   detection of bias in media texts;
–   identification of explicit and implicit assumptions in media texts;
–   recognition of logical inconsistencies in media texts;
–   determining the strength of the argument of the author of the media text.

Organizational forms: integrated and autonomous media education in educational institutions of different types.

Methods of media education can be classified according to the sources of knowledge: verbal (lecture, story, conversation, discussion); visual (illustration and demonstration of media texts); practical (performing various tasks of a practical nature on the media material).

By level of cognitive activity:

– explanatory-illustrative (communication by the teacher of certain information about the media, perception and assimilation of this information by the audience);
– problematic (problematic analysis of certain situations or media text in order to develop critical thinking);
– research (organization of research activities of students).

At the same time, practical, creative tasks predominate in the classes.

The main sections of the content of the media educational program (concerning the study of such key concepts of media education as «media agencies», «media categories», «media technologies», «media language», «media representations» and «media audience»):

– media educational tasks integrated into the basic courses of the school/HEI,
– autonomous media educational tasks for schools/HEIs.

A number of such tasks include: content analysis, narrative analysis, historical, structural, genre analysis of media texts, analysis of the characters of media texts etc.

Areas of application: educational institutions of different types (Silverblatt, 2001, p. 48).

K. Bazalgette, D. Buckingham and E. Hart's media educational model.

Definition of «media education». In general, it coincides with the definition approved by UNESCO: "Media education is related to all types of media (print and graphics, sound, screen, etc.) and various technologies; it enables people to understand how mass communication is used in their societies, to master the ability to use the media in communication with other people; provides a person with knowledge of how to (UNESCO, 1984):

1. analyze, critically comprehend and create media texts;
2. determine the sources of media texts, their political, social, commercial or cultural interests, their context;
3. interpret values of media texts disseminated by the media;

4. select appropriate media for the creation and dissemination of their own media texts and the acquisition of an interested audience;
5. get free access to the media for both perception and production.

Media education is a part of the fundamental rights of every citizen of any country in the world to freedom of expression and the right to information and is a tool to support democracy. Media education is recommended for implementation into the national curricula of all states, into the system of additional, non-formal and «eternal» education (Bazalgette, 1992, p. 131).

Conceptual basis: culturological, semiotic and practical theories of media education.

Objectives: based on six key concepts of media education: «agency» (agency), «category of media» (category), «language of the media» (language), «technology of the media» (technology), «representation of the media» (representation), «audience media» (audience) to prepare people for life in a democratic media society.

Tasks:
– develop the ability to perceive, «decode», evaluate, understand, analyze media texts;
– develop knowledge of social, cultural, political and economic meanings and subtexts of media texts;
– develop the audience's ability to think critically;
– develop the communicative abilities of the individual;
– teaching a person to express himself/herself through the media;
– teaching a person to identify, interpret media texts, experiment with different ways of technical use of media, create media products/texts;
– provide knowledge of media theory and media culture.

Areas of application: educational institutions of different types (Bazalgette, 1992, p. 134).

This media educational model is followed by many modern media educators from different countries. They believe that the synthesis of socio-cultural, educational and informational, and practical and utilitarian concepts meets the needs of today. Modern media educational models focus on maximizing the potential of media education depending on the goals and objectives facing it; they are characterized by variability, the possibility of holistic or fragmentary implementation in the educational process.

J. Potter's media educational model.

Definition of «media education». Media education is a way to achieve media literacy, which requires a broad perspective, not limited to reading or other single skills. The broad perspective is based on a developed knowledge structure. We build this structure of knowledge using our ability to select information and synthesize it. We can increase our literacy rate all the time. Media literacy is multidimensional. We must acquire cognitive, emotional, aesthetic, and moral information. Media literate people are able to see much more in a particular message. They are better versed in the processes of creating and selecting media texts and their meaning. Media literate people are more likely to get what they want from media texts. Thus, the audience, which is at the highest level of media literacy, has a higher level of understanding, management and evaluation of the media world (Potter, 2001, p. 71).

Conceptual basis: synthesis of culturological, aesthetic, ethical, semiotic and practical theories of media education.

Objectives: to develop our understanding of the media and their messages; strengthen our control over the interpretation process, thus increasing our ability to evaluate media/media texts.

Tasks:
– develop the ability to perceive, «decode», evaluate, understand, analyze media texts;
– to develop knowledge of social, cultural, political, ethical, emotional and economic meanings and subtexts of media texts;
– develop the audience's ability to think critically;
– develop the communicative abilities of the individual;
– teach people to express themselves through the media;
– teach people to identify, interpret media texts, experiment with different ways of technical use of media, create media products texts;
– provide knowledge of media theory (e.g., typology of media influences on the audience) and media culture.

Organizational forms: integrated and autonomous media education in educational institutions of different types.

The main sections of the content of the media education program (concerning the study of such key concepts of media education as «media agencies», «media categories», «media technologies», «media language», «media representations» and «media audience» etc.):
– media educational tasks integrated into the basic courses of the school/HEI,
– media educational tasks for autonomous courses in schools/HEIs.

For example, the audience is offered an analysis of:
– character schemes: the media deals with characters/stereotypes that we can easily recognize;
– story schemes: these are the formulas of the plots used by the media. They contain elements that convince us this media text is a fictional story about a crime, criminal news, comedy etc.;
– schemes of installation on perception, because the installation affects our expectations;
– thematic schemes: these schemes help us to understand the essence of the plot (Potter, 2001, p. 74).

Areas of application: educational institutions of different types.

Models of media education can include such basic stages as: ascertainment of levels of development and perception of works of media culture in the given audience; mastering by students of creative skills on the material of media and formation of full-fledged perception of media texts (taking into account their types and genres, connections with different arts, etc.); development of media text analysis skills; acquaintance with the main milestones in the history of media culture, with the current socio-cultural situation (Byndas, 2020, p. 23). These stages are important in the formation of media literacy and media competence of students and graduates of higher education. Modern media educational models focus on maximizing the potential of media education, depending on the goals and objectives; they are characterized by variability, the possibility of holistic or fragmentary implementation in the educational process.

Thus, based on the models analyzed above, it is possible to build an approximate theoretical model of media education for future foreign language teachers. At the same time, we focus not only on general didactic principles of learning (education and comprehensive development of a personality in the classroom, scientific, accessibility, systematic, connection of theory with practice, clarity, transition from learning to self-education, connection of learning with life, strength of learning results, positive emotional background, taking into account the individual characteristics of students etc.), but also specific, related to the media material.

Such principles include adherence to the unity of emotional and intellectual development of the individual, creative abilities, individual thinking in the methodology of classes aimed at maximizing the potential of media culture. Taking into account the use of hedonistic, compensatory, therapeutic, cognitive-heuristic, creative and game potentials of media culture, which allow to involve the audience in perceptual and interpretive activity and analysis of spatial and temporal, audiovisual

structure of media texts. Plus the correlation with the modern media situation, which, along with the disadvantages (many works of low-quality mass culture etc.) opens up great prospects for foreign language teachers, primarily related to the use of video, computers, the Internet, which bring modern viewers to the status of a book reader (individual, interactive communication with the media).

By analogy with the models analyzed above, we can formulate a model of media education of future foreign language teachers as follows:

Media educational model of future foreign language teachers.

Definition of «media education». We consider media education as a process of personal development with the help and on the material of mass media: i.e. the development of a culture of communication with the media, creative, communicative abilities, critical thinking, skills of full perception of information in a foreign language, interpretation, analysis and evaluation of media texts, forms of self-expression through media etc. The media literacy of future foreign language teachers acquired as a result of media education helps a person to use actively the opportunities of the information sphere of television, radio, video, cinema, press, Internet, promotes better understanding of the language of media culture, including foreign languages.

Media education can be divided into the following main areas:

1. media education of future professionals in the world of press, radio, television, film, video and the Internet – journalists, editors, directors, producers, actors, cameramen etc.;

2. media education of future foreign language teachers in higher educational institutions, in the process of teachers' professional development of higher educational institutions and foreign language teachers of schools in media culture courses;

3. media education as a part of the general education of students and graduates enrolled in regular schools, secondary special educational institutions with in-depth study of a foreign language, higher educational institutions, which, in turn, can be integrated with traditional disciplines or autonomous (special, optional, group etc.);

4. media education in out-of-school educational institutions and leisure centers (cultural centers, out-of-school centers, aesthetic and artistic education, in clubs at the place of residence. etc.);

5. distance media education of schoolchildren, graduates and adults through the press, television, radio, video, DVD, Internet (a huge role is played by media criticism, as well as knowledge of a foreign language);

6. independent/continuous media education (which theoretically can be carried out throughout a person's life).

Conceptual basis: synthesis of culturological, sociocultural and practical theories of media education.

Objectives: the development of a personality – his/her culture of communication with media, creative, communicative abilities, critical thinking/autonomy, skills of full perception of information, including a foreign language, interpretation, analysis and evaluation of media texts, teaching various forms of self-expression through media techniques, training future foreign teachers to media education of students in institutions of different types.

Organizational forms: integrated and autonomous media education.

Methods of media education can be classified according to the sources of knowledge:

– verbal (lecture, story, conversation, discussion in a foreign language);
– visual (illustration and demonstration of media texts from various foreign sources);
– practical (performing various tasks of a practical nature on the material of foreign language media from various foreign sources).

By level of cognitive activity:

– explanatory and illustrative (information by a foreign language teacher of certain information about the media, perception and assimilation of this information by the audience);
– problematic (problematic analysis of certain situations or media texts and its translation in order to develop critical thinking);
– research (organization of research activities of students).

At the same time, practical, gaming, and creative tasks in a foreign language predominate in the classes.

Areas of application: pedagogical higher educational institutions, pedagogical schools, advanced training courses for foreign language teachers.

Conclusions

Thus, based on the analysis and systematization of scientific sources, it was found that there are a number of promising media educational models used in the process of education and upbringing in the leading European countries. The analysis of the main European models showed that the most typical are media-educational models, which are a synthesis of socio-cultural, educational and informational, and practical and utilitarian models. At the same time, media educational models, such as the

British ones, are currently the most widespread and supported in most countries of the world, in particular in Ukraine. Based on the essence of the presented models, we have developed our own media educational model of future foreign language teachers, which will help in the formation of media literacy and media competence of future foreign language teachers in Ukraine.

We see our further research prospect in the implementation of the given above media educational model of future foreign language teachers in Ukraine.

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