

# The Process of Developing Media Competence of the Personality by Means of Humanities

Renata Vynnychuk<sup>1</sup>, Tamara Bakka<sup>2</sup>, Oksana Bohomaz<sup>3</sup>, Lesia Krupina<sup>4</sup>, Oksana Snigovska<sup>5</sup>

<sup>1</sup>Faculty of Technology and Design, Poltava V. G. Korolenko National Pedagogical University, Poltava, Ukraine

<sup>2-3</sup>Department of Teaching Methods Social Disciplines and Gender Education, Faculty of History and Philosophy, National Pedagogical Dragomanov University, Kyiv, Ukraine

<sup>4</sup>Department of Elementary Pedagogy and Psychology Department, Anton Makarenko Pedagogical College of Kremenchuk, Kremenchuk, Ukraine

<sup>5</sup>Department of International Relations, Faculty of International Relations, Political Science and Sociology, Odesa I. I. Mechnikov National University, Odesa, Ukraine

## Summary

The core skill of the personality in the context of global social challenges and transformations of modern society is media competence. With the development of new technologies are increasingly used in public life, people have to develop more than just their ICT skills, they need broad digital awareness of the wider context in which technologies and media operate in order to embrace these skills and be able to participate in this digital world. One of the conditions for informatization of the society is the digitalization of education, the process of which, as a rule, affects all areas of educational activities, sets new goals and objectives, and changes the requirements for media competence of the personality. As a result, the paradigm of education is changing, which is focused on student-centred learning, independent and individual work of students, taking into account the current level of informatization and global telecommunications, leading to a new understanding of the readiness of graduates of educational institutions for life and professional activity in the modern information society. Therefore, currently, the attention is focused on the problem of the formation and development of media competence, in particular, on the media competence of the student's personality as a key figure in media education. The purpose of the research lies in determining the importance of intercultural values in the process of formatting media competence of the personality by means of humanities based on a survey of students in order to study the impact of intercultural values in the formation of personality's media competence, as well as to determine the role of humanities in the formation of media competence. The research methods are as follows: comparative analysis; systematization; generalization; survey. It has been established that the following academic disciplines have the greatest influence in the process of developing media competence of the personality by means of humanitarian disciplines, namely: media psychology (1403 individuals), media management and media marketing (1349 individuals), methods of collecting, processing and disseminating information (1328 individuals), intercultural communication (1328 individuals). As a result of a survey of students of higher educational institutions, it has been found that the humanities contribute to the formation of media competence of the personality and the acquisition of the skills as follows: the ability to understand, analyze and evaluate the content

of media products (1474 individuals), the ability to use media for learning and socialization (1465 individuals), the ability to distinguish between distortion, misinformation and deception (1449 individuals), mastery of skills of self-presentation and social communication with complex information world (1435 individuals) and the ability to use modern content and tools to verify and study information (1424 individuals). It has been established that the results of the stage of the experimental research have revealed an insufficient level of development of students' media competence, highlighting their main media preferences as value orientations in the media space.

## Keywords:

*onality (young person, individual – student), intercultural values (tolerance, empathy, respect for otherness), media competence, humanities.*

## 1. Introduction

With the advent of new information and communication technologies, media consumption is growing in the world; as a result, in the media space, one can not only search for news, but also get an education, communicate and work. 2021 was a transformational year for the media market, having launched processes that significantly changed media consumption and media education. Public demand for the development of media education has become clear only at the beginning of the XXI century. In modern times, all spheres of the society are intensively mastering information technologies, and the media sphere has undergone rapid modernization, as well as numerous social communications have become more intensive and complex.

The relevance of the present research is due to the fact that media education as a new paradigm of the information age at the turn of the XX–XXI centuries has deeply embedded in the system of social sciences and humanities as a priority. UNESCO attaches great importance to media

education and considers it as part of a specific autonomous branch of knowledge in pedagogical theory and practice for the development of media competence of the personality.

The priority of media technologies in modern culture and new opportunities for screen communication as basic factors of modern media space have determined the principal directions of the modern media education program for higher educational institutions of humanitarian specialization. The living conditions of mankind in the XXI century required a transition to a new strategy of the society based on a combination of knowledge and effective information and communication technologies, and media education, combining these components, contributes to the formation of media competence and education of active people in the civil society in the era of a globalized world (Kirillova, 2020).

A high level of information visualization, moral and aesthetic influence, accessibility of perception, the possibility of reflecting numerous youth development problems at different age stages in the media, the possibility of quick and effective communication between residents of different cities and countries, overcoming language and cultural barriers - all the outlined becomes a condition for further development of media education as an educational technology providing a dialogue between the world community. From among the established and actively operating scientific schools in the field of media education, it is worth highlighting the scientific school "Media Education and Media Competence", where a team of scientists recognized by UNESCO and other international organizations has been developing theoretical concepts and methodological approaches in education for more than 25 years (Chelysheva, 2019).

In the XXI century, the media space has penetrated into all spheres of human activity and has become a basic part of everyone's life; consequently, in the educational space, media education, which focuses on the formation of media competence of the personality, is of great importance. Social communication, which is the basis of all social-psychological phenomena and is especially evident in the educational process, plays an important role in providing media education (Frau-Meigs, 2006).

*The purpose of the academic paper* lies in determining the importance of intercultural values in the process of forming media competence of the personality by means of humanities based on a survey of students in order to study the impact of intercultural values in the formation of personality's media competence, as well as to determine the role of humanities in the formation of media competence.

*The research objectives of the academic paper* are as follows:

- 1) to analyze the main strategic regulations adopted by UNESCO in the field of media education;
- 2) to conduct the analysis of key aspects of media education strategy and UNESCO activities;
- 3) to establish differences between students in their motives of media consumption, as well as in the prevalence of media mathematics;
- 4) to identify key skills that students will gain through the application of the humanities on the basis of intercultural values;
- 5) to reveal media preferences as value orientations and intercultural values in the media space of students.
- 6) to conduct a survey of students in order to establish individual features and the effectiveness of the influence of intercultural values in the process of developing media competence of the personality by means of humanities.

## 2. Literature Review

In modern science, the prerequisites and the accumulated fund of knowledge have been created for analysing and solving the issue of development and formation of media competence of the personality by means of humanities. M. McLuhan was one of the first scientists who studied the influence of communication technologies on the organization of cognitive processes in the society. Due to the widespread use of media technologies, the concepts of media competence, media literacy, and media culture and media education are becoming relevant for investigation by foreign scholars (Baake, et al., 1999; Gapski, 2006; Kubey, 1997; Media education, 2002; Petranova, Vrabec, 2016; Snikhovska, 2018; Scheibe, Rogov, 2012; Silverblatt, 2016), as well as Ukrainian researchers (Pokrovska, 2019; Bakka et al., 2016). We draw our attention to the fact that the contribution of scientists working in this direction makes it possible to solve the issue of media competence in higher educational institutions (Pons, 2018), as well as in general educational institutions (Practical media literacy, 2017), within which we can talk about such theoretical postulates as: the conceptual provisions of the competency-based approach (Snikhovska, 2018), the theory of media education (Tulodziecki, 1997); works on the study of media education in an anthropological context (Marc-Bönke, 2009); works devoted to studying the problems of modern university education (Pons, 2018).

The International Encyclopaedia of Social Sciences and Humanities states that "media education is the study of the media, which is different from learning through the media. Media education is connected both with the knowledge of how media texts are created and distributed,

and with the development of the analytical abilities of the audience to interpret and evaluate their content, and media research is based on practical work on the creation of media texts, which is aimed at achieving the goals of media literacy” (International Encyclopedia, 2001). The formulation of these problems has determined the research concept, the object of which is media education as a new paradigm of the information age, and the subject of which is the development of its creative potential. The main objective of media education is the formation of media culture of the personality, which includes “the culture of production and transmission of information, as well as the culture of its perception”. It is also an indicator of the level of development of a person who is able to “read”, analyze and evaluate media texts, engage in media creativity and acquire new knowledge through the media (Kirillova, 2020; Fortunatov, 2011).

Ukrainian researchers define the main directions of media education (Practical media literacy, 2017) and determine the significance of the influence of media space on the consciousness and citizenship of Ukrainians. T. Bakka notes that the need to master the skills of search, transmission, processing and analysis of information by special methods and technologies dictates new requirements for both teachers and students in the context of media education (Bakka et al., 2016). Based on these conclusions, the National Concept for the Implementation of Media Education in Ukraine came into force in Ukraine in 2010 (The Conception, 2010). Its main goal lies in “promoting the development of an effective media education system in Ukraine in order to provide comprehensive training for media education professionals in Ukraine, training children and youth for safe and effective interaction with modern media, media literacy and media culture according to their age, individual and other features”.

In 2016, the National Academy of Pedagogical Sciences of Ukraine approved a new version of the Concept. The main goal of the Concept is to promote the development of an effective media education system in Ukraine, which should become the basis for humanitarian security of the state, development and consolidation of the civil society, combating external information aggression. In 2018–2019, in accordance with the educational reform of the New Ukrainian School, one of the key competencies of students is information and media literacy. Until that time, media literacy was only an optional or extra-curricular subject at schools and higher educational institutions (The Conception, 2016).

In Ukraine, in the conditions of rapid informatization of the modern society, the development of media programs is an urgent problem that is being currently solved. For this

purpose, the Educational Program “Media Education (Media Literacy): has been developed and approved for national use (The European Charter, 2009). In addition, understanding the problems of modern educational society, the Ministry of Education and Science of Ukraine has recently adopted a number of measures on increasing the competence of teachers in order to raise awareness of students. These important normative documents are an incentive for the creation of media education courses at secondary schools, as well as at higher educational institutions.

Numerous organizations in EU Member States have launched projects towards increasing media literacy among their citizens, such as the European Charter on Media Literacy, the objectives of which are as follows: to raise awareness of media literacy and media in education in Europe; increasing the social significance of media literacy and media education in every European nation and in Europe as a whole; stimulating the development of a permanent and voluntary media network for teachers in Europe (Educational program, 2013).

The change in the educational paradigm, which has given rise to competence over the last 20 years, has led to a debate about what is meant by the word “competence” (Muñoz, Araya, 2017). The concept of “competence” has two meanings in its semantics, namely:

- 1) deep knowledge;
- 2) competent, aware of news in a particular field (Latin Dictionary and Grammar Resources, 2021).

In pedagogy, the concept of “competence” (Latin *Competere* – achievement, compliance) is defined as a range of knowledge and experience that a person has, and is supported by job descriptions or other regulations. In the pedagogical dictionary, “competence” is the level of education of the individual, which is determined by the degree of understanding and use of theoretical means of cognitive or practical activities (Kosimov, 2018; Kosimov et al., 2021).

In the documents of the European Parliament, media competence is understood as “a critical and thoughtful attitude towards media with the aim of educating responsible citizens who can express their own judgments based on the information they obtain” in order to be able to use the necessary information, analyse and determine economic, political, social and / or cultural interests, interpret, create and select the messages that are most suitable for media communication, and give people the opportunity to exercise their right to freedom of expression (European Parliament, 2008). Consequently, media competence lies in the ability for critical thinking, adequate

perception of information, the formation of personal judgments and positions, and the protection of the individual from manipulation by the media.

Furthermore, in European scientific discourse, media competence has long been not only a concept of media education, but also a social construct, that is, an evaluation system with certain functions in the media community, which is broadcast through the media. In different scientific discourses, the concept of media competence has different definitions. For instance, in the field of economics, media competence is defined as a productive factor, in the field of media law - as a regulatory factor in the context of protection of children's rights and consumer rights, in politics – as an indicator of democratic competence.

In general terms, media competence is defined as the orientation of a person or social system towards self-organization based on the ability of an individual to effectively implement technical media in the field of communication, understand the influence of media and prevent this influence in the field of communication in order to improve the quality of life in the information society (Gapski, 2006). In pedagogy, media competence is considered as a component of communicative competence; it is defined as the ability to consciously choose and use media technologies, create and distribute media texts, understand media design, distinguish and analyse the influence of media, discern and evaluate the conditions for the production and distribution of media (Bakka et al., 2016; Tulodziecki, 1997).

The above definitions reveal not only individual skills, but also a reflection on their activities related to the media, the format of media and media criticism, and, consequently, reflections on both ethical and social aspects. Based on the presented heterogeneity of the scientific field, the following working definition can be offered, namely: media competence is the result of personalistic achievements of the individual in the process of formal and non-formal learning, which characterizes a person's willingness to access the media (Pokrovska, 2019).

The active development of scientific investigations in the field of media education in recent years is due to a number of factors. They include as follows: technological design of the educational process as a necessary stage of professional development of teachers of general and vocational educational institutions; a sharp increase in the role of the media in the modern information society and the integration of information technology in education; obvious high level of compatibility of media literacy teaching technology with other educational technologies, which makes it possible to effectively solve various educational problems; activation of the interaction of the scientific

community in the framework of studying various types of media and areas of media education (electronic media, educational Internet resources, television, cinema and music as a means of education, the blogosphere, the history of media, media), criticism and much more. Media literacy tools used by modern teachers provoke a positive reaction in the youth audience (Hazanov, 2020).

Therefore, the issue of intercultural values in the process of developing media competence of the personality by means of humanities is insignificantly reflected in scientific publications through theoretical investigations and practical researches. Along with this, the issue of promoting the formation of media competence of the individual by means of humanities on the basis of intercultural values in educational institutions remains relevant and open for further investigations.

### 3. Methods and Materials

The implementation of the purpose of the present research involves the use of the research methods as follows:

- systematization of the main strategic normative legal acts adopted by UNESCO in the field of media education;
- systematic and logical analysis, method of synthesis of information on key aspects of media education strategy and UNESCO activities;
- generalization of the latest scientific publications in order to measure the results of the experimental research concerning establishing differences between students in the motives of media consumption, as well as in the prevalence of media mathematics;
- method of comparison in order to identify media preferences as value orientations and intercultural values in the media space of students.

In order to determine the individual features and effectiveness of the impact of intercultural values in the process of developing media competence of the personality by means of the humanities, the investigation was conducted using descriptive statistics, the data of which were provided as a result of a survey using MS Forms Pro. The survey was conducted in order to determine students' perceptions concerning the ability of the humanities and intercultural values to ensure the formation of media competence of the personality. An online survey was conducted in the period from September, 20 to November, 30, 2021, which collected information from 1500 students of Volodymyr Vynnychenko Central Ukrainian State Pedagogical University, Oles Honchar Dnipro National University, the International Economic and Humanitarian University named after Academician Stepan Demyanchuk, Poltava National Pedagogical

University named after V. G. Korolenko and Lviv Polytechnic National University. The following research questions were considered in this survey, namely:

1. What disciplines contribute to the formation of media competence of the individual?
2. What skills do students acquire in the process of studying the humanities for the formation of media competence of the personality?

#### 4. Results

With each passing decade, media education and media literacy are becoming increasingly important; this requires the development of media education strategies, which has become the prerogative of international organizations. UNESCO considers media education as a priority for the XXI century education. Figure 1 reflects a number of strategic legal acts adopted by UNESCO in the field of media education.

<b>Regulations in the field of media education adopted by UNESCO</b>	
→	<u>Grunwald Declaration</u> (1982)
→	Prague Declaration on the Establishment of an Information-Literate Society (2003)
→	Alexandria Proclamation on Information Literacy and Lifelong Learning (2005)
→	Fez Declaration on Media and Information Literacy (2011)
→	Moscow Declaration on Media and Information Literacy (2012)
→	Paris Declaration on Media and Information Literacy in the Digital Age (2014)
→	Riga Recommendations on Media and Information Literacy in a Shifting Media and Information Landscape (2016)
→	The Youth Declaration on Media and Information Literacy (2016)
→	<u>Khanty-Mansiysk Declaration</u> "Media and Information Literacy for Building a Culture of Open Government" (2016)
→	UNESCO Global Program for Media Cities and Information Literacy (2018)
→	Seoul Declaration on Media and Information Literacy for All and Participatory: Protecting Against <u>Disinfodemic</u> (2020)

Fig. 1. Regulations in the field of media education adopted by UNESCO  
Source: Compiled by the authors based on official data of State Committee (2021).

UNESCO Media Education Strategy is focused on the development of media and information literacy at all levels of education, that is, from primary to higher education, as well as training of teachers. UNESCO carries out its activities related to as follows:

- raising awareness on the importance and role of the media and information literacy for education;
- promoting media and information literacy policies and developing professional strategies at the international, regional and national levels;
- raising the level of qualification of specialists in the education system, as well as the development of appropriate training materials and tools;
- promoting interinstitutional, interdepartmental and interdisciplinary cooperation of all stakeholders (UNESCO, 2016).

In order to assess the impact of intercultural values in the process of developing media competence of the personality by means of the humanities, a survey of students of the following higher educational institutions was conducted, namely: Volodymyr Vynnychenko Central

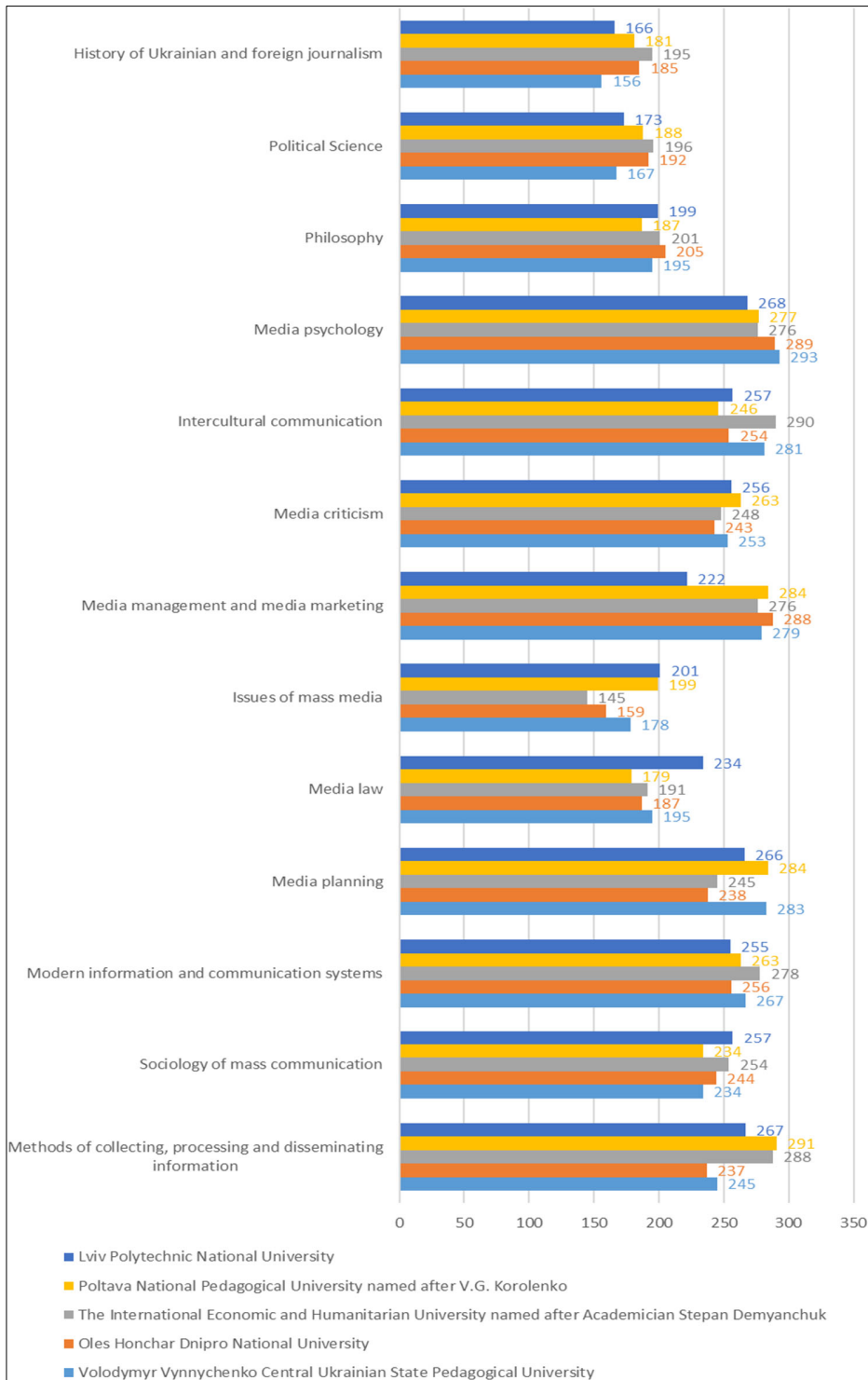


Fig. 2. What disciplines contribute to the formation of media competence of the individual?  
Source: Compiled by the authors.

Ukrainian State Pedagogical University, Oles Honchar Dnipro National University, the International Economic

and Humanitarian University named after Academician Stepan Demyanchuk, Poltava National Pedagogical

University named after V. G. Korolenko and Lviv Polytechnic National University. The majority of respondents have noted that the following disciplines contribute to the formation of media competence, namely: media psychology (1403 persons), media management and media marketing (1349 persons), methods of collecting, processing and disseminating information (1328 persons), intercultural communication (1328 persons) contribute to the formation of media competence (refer to Figure 2).

As a result of a survey of students of higher educational institutions, it has been revealed that the

humanities contribute to the formation of media competence of the individual and the acquisition of the skills as follows: the ability to understand, analyse and evaluate the content of media products (1474 persons), the ability to use media for learning and socialization (1465 persons), the ability to distinguish between distortion, misinformation and deception (1449 persons), mastering the skills of self-presentation and social communication with a complex information world (1435 persons) and the ability to use modern content and tools in order to verify and study information (1424 persons) (refer to Figure 3).

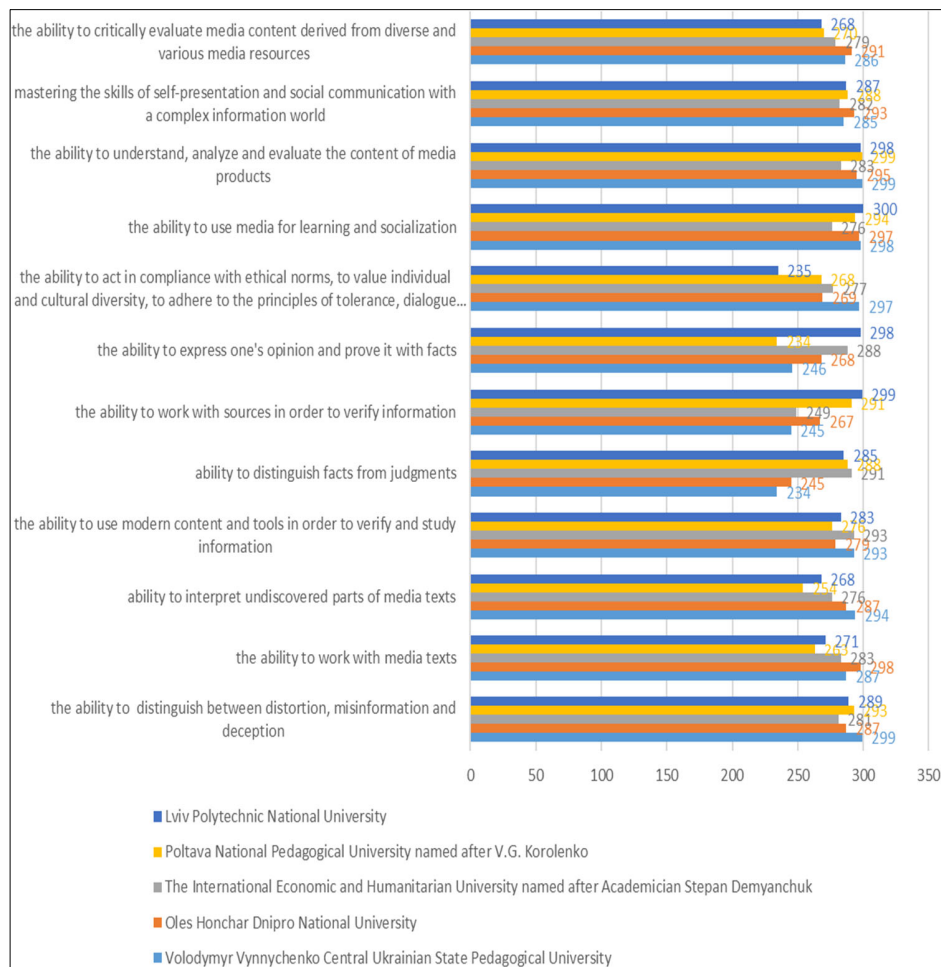


Fig. 3. What skills do students acquire in the process of studying the humanities for the formation of media competence of the personality?

Source: Compiled by the authors.

In addition, in the course of the research, a comprehensive diagnostics of “Strong media sides of students” has been conducted, which has made it possible to identify media preferences as value orientations and intercultural values in the media space of students. As a result of the comparison, the general media preferences of students of Volodymyr

Vynnychenko Central Ukrainian State Pedagogical University, Oles Honchar Dnipro National University, the International Economic and Humanitarian University named after Academician Stepan Demyanchuk, Poltava National Pedagogical University named after

V. G. Korolenko and Lviv Polytechnic National University have been revealed (refer to Figure 4).

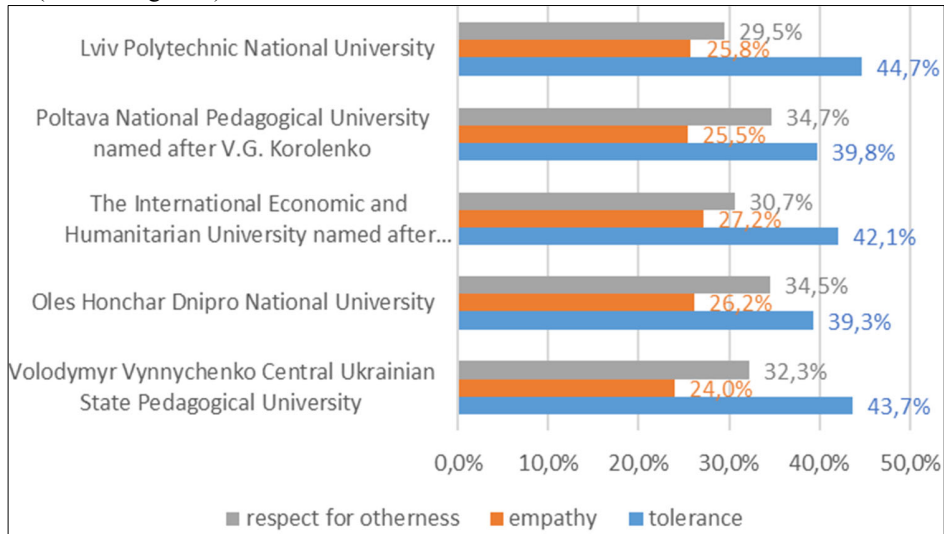


Fig. 4. Intercultural values in the process of developing media competence of the personality by means of humanities  
Source: Compiled by the authors.

When answering the question about what media are most often used in their free time, students put the Internet at the forefront place (refer to Figure 5).

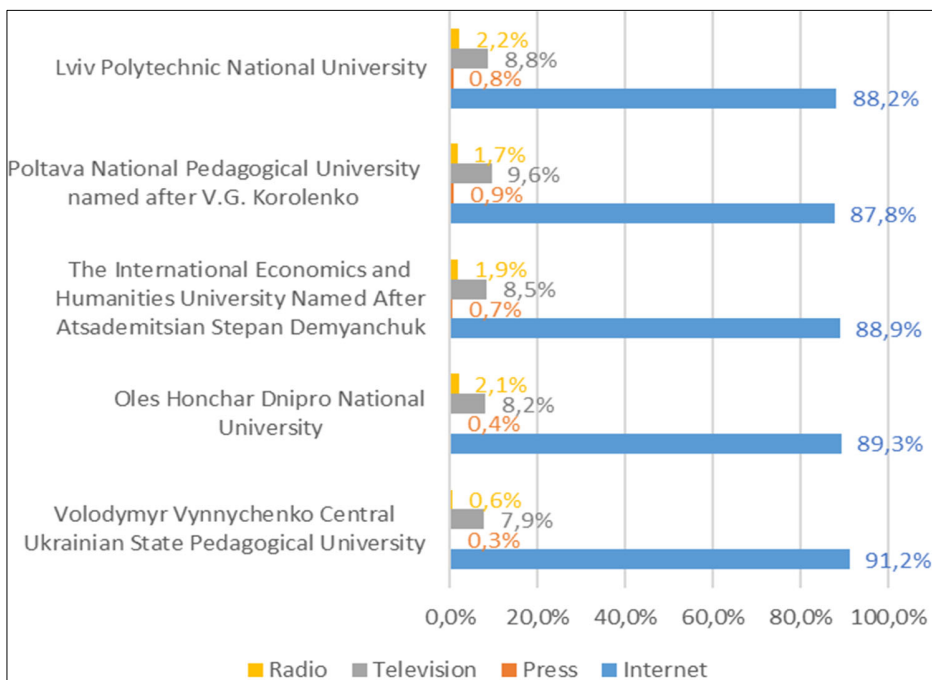


Fig. 5. What media are most often used in free time?  
Source: Compiled by the authors.

When analysing the diagnostic data, differences were noted among students in the motives of media consumption, as well as in the prevalence of media subjects. Noting the main

reasons for contacts with the media, students put “the desire to obtain new information” in the first place (67,2 %), and among the desired topics covered in the media, students



highlighted youth themes (17,2 %), love themes (7,1 %) and military themes (5,2 %) (refer to Figure 6).

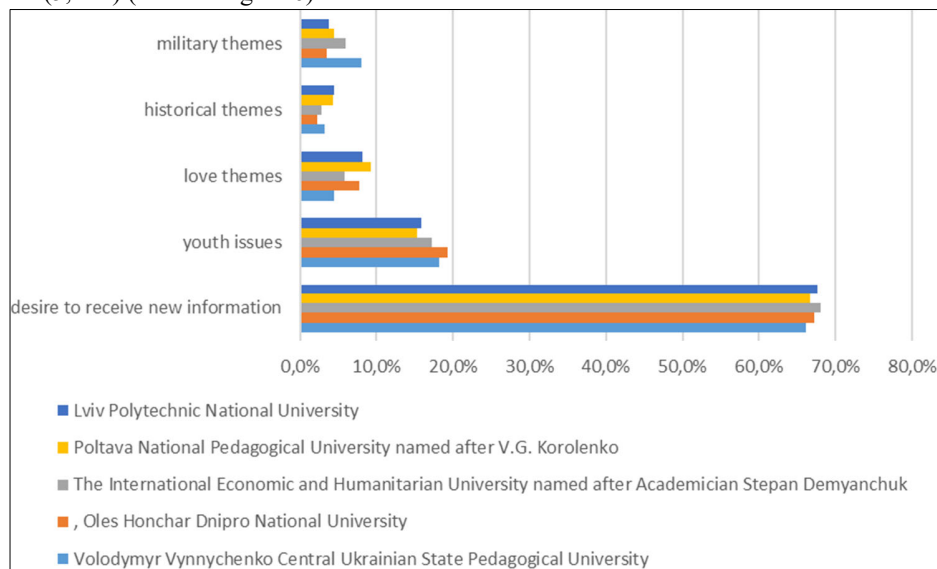


Fig. 6. What are the motives of media consumption by students?  
Source: Compiled by the authors.

The results of this stage of the experimental research have revealed an insufficient level of development of students' media competence, highlighting their main media preferences as value orientations in the media space.

## 5. Discussion

Summing up the results of the research, it can be noted that the practice of media education, formed at the turn of the XXI century, gives its results, thereby proving that "media education is a way of forming media competence of the personality by means of humanitarian disciplines in relations with media and social realities, as a complex development of creative, communicative abilities, critical thinking, analysis and evaluation of media texts" (Fortunatov, 2011). It is no coincidence that media education is becoming more and more popular and necessary in a number of tasks set by modern cultural policy.

Due to the fact that audio-visual technologies have become the basic factors of the modern media space, they determine the main directions of media educational programs of higher educational institutions. From among the main goals of media education, the author highlights the formation of the individual's intercultural values and the development of his creative potential, as well as the education of an active citizen in the era of the digital revolution and the globalized world.

Due to the fact that UNESCO identifies media education as the highest priority of cultural and pedagogical achievements of social, educational and humanitarian investigations, media education has great prospects. The rapid development of mass media, information and computer technologies, the popularity of new media among young people, expanding the experience of communication with various digital TV channels, Internet sites, and interactive computer programs open up great opportunities for the development of media education.

The actual objective of media education is the formation and development of students' academic literacy skills of professional choice, as well as the practical orientation of their future activities. Access to modern information and communication technologies and media resources allows educators focusing the attention of future professionals on current topics and issues of the time in the context of world and national culture. Along with this, the media literacy acquired in the course of training, increases not only the level of competitiveness of the expert in the labour market, but also provides him with the opportunity to be in demand in the professional sphere (Kirillova, 2020).

Therefore, intercultural values in the process of developing media competence of the personality by means of the humanities will be modified in accordance with social changes, and the in-depth study of which will increase attention to improving the competence approach in the formation of media competence of the personality.

## 6. Conclusion

As a result of the analysis of intercultural values in the process of developing media competence of the personality by means of the humanities, it has been established that they develop in different educational institutions in different ways. There are a lot of problems that require special methodology and research methods. In this regard, it is useful to use and integrate the experience of other countries and be guided by their national features of the education system.

In this regard, media education as a direction in pedagogy is aimed at teaching students the laws of mass communication, the main task of which is to prepare the new generation for life in the modern information environment, for the perception of a variety of information. Within this framework, media education as a direction in pedagogy is aimed at teaching students the laws of mass communication, the basic objectives of which include as follows: preparing the new generation for life in the modern information environment, for the perception of a variety of information, being aware of the consequences of this kind of influence on the psyche, mastering the methods of communication based on non-verbal forms of communication with the help of technical means and modern information technologies. Thus, on the one hand, media education seeks to adjust the concept of media literacy, that is, the ability to adequately interact with media flows in the global information space, namely: search, analyze, critically evaluate and create media texts that are disseminated through various media and communication channels. On the other hand, media education involves the concept of media competence, that is, the result of personal achievements of students in the process of formal and non-formal learning, indicating the readiness of the individual to access the media.

The present academic paper represents an attempt of the scientific approach towards developing media competence of the personality by means of the humanities. With the participation of students of higher educational institutions of Ukraine, the experimental research has included an introductory stage, which provides certain theoretical and practical conclusions and makes it possible to identify both common and distinctive features of students. The results of the constitutive stage of the experiment have revealed an insufficient level of development of students' media competence, highlighting their main media preferences as value orientations and intercultural values in the media space.

The practical significance of the research conducted lies in the fact that the conclusions and recommendations developed by the author and proposed in the academic paper

can be used to form the media competence of the individual by means of the humanities based on intercultural values.

Subsequent investigations can be aimed at studying the influence of media competence on the process of creating an environment for cultural and spiritual growth of the student's personality and determining the role of the media (including new media) in developing the moral and ethical orientations of young people.

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