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ІНТЕГРАЦІЯ МЕДІАДИДАКТИКИ В ОСВІТНІЙ ПРОСТІР НОВОЇ УКРАЇНСЬКОЇ ШКОЛИ

Анотація. У статті розкриваються найбільш ефективні шляхи інтеграції медіадидактики в освітній простір Нової української школи шляхом застосування інноваційних медіатехнологій та медіаресурсів. Автори наголошують, що у сучасних реаліях ключову роль набувають уміння працювати з різними видами медіатекстів, оцінювати якість та достовірність одержуваної інформації, протистояти маніпулятивному впливу, формувати конструктивну медіаповедінку.

Дослідниками увиразнюється думка про те, що медіадидактика досліджує функціонування засобів масової інформації у процесі навчання, а мета медійного виховання полягає у підготовці молоді до критичного сприймання медіаресурсів.

Вказується, що сучасна педагогіка розглядає технології медіаосвіти як один із ефективних засобів підвищення якості навчання, оскільки медіаосвітні технології втілюють принципи гуманізації освіти, сприяють підвищенню інтелектуального, культурного, духовного, морального рівня майбутнього громадянина.

Наголошується, що ідея інтегративної освіти відображає одну з основних концепцій розвитку Нової української школи – ідею формування компетентної особистості та розвитку в здобувачів освіти цілісного бачення світу. Дослідники вказують на значимість інтегративності у сучасній освіті, яка спрямована на реалізацію цілісності освітнього процесу як важливого засобу соціалізації зростаючої особистості.

Окреслено перспективи інтеграції педагогічного потенціалу медіаресурсів і медіатехнологій медіадидактики в освітньому процесі Нової української школи. Оскільки медіадидактика відіграє важливу роль у модернізації змісту освіти і надає йому інноваційного характеру.

Ключові слова: медіадидактика, Нова українська школа, освітній простір, медіатехнології, шкільне середовище, інтеграція, інтегративний підхід, види інтеграції.

INTEGRATION OF MEDIA DIDACTICS INTO THE EDUCATIONAL SPACE OF THE NEW UKRAINIAN SCHOOL

Abstract. The article presents the most effective ways of integrating media didactics into the educational space of the New Ukrainian School with the help of innovative media technologies and media resources. The authors emphasize the fact that in modern realities the key role is played by the ability to work with different types of media texts, assess the quality and reliability of the information received, resist manipulative influence, to form constructive media behavior.

Researchers emphasize the opinion that media didactics explores the functioning of the media in the learning process, and the purpose of media education is to prepare youth for the critical perception of media resources.

It is specified that modern Pedagogy considers media education technologies as one of the effective means of improving the quality of education, as media educational technologies embody the principles of humanization of education, contributing to improving the intellectual, cultural, spiritual, moral level of future citizens.

It is emphasized that the idea of integrative education reflects one of the main concepts of development of the New Ukrainian school - the idea of forming a competent personality and the development of students' holistic vision of the world. Researchers point to the importance of integrativeness in modern education, which aims to realize the integrity of the educational process as an important means of socializing a growing personality.

Prospects for the integration of the pedagogical potential of media resources and media technologies of media didactics in the educational process of the New Ukrainian School are outlined. Because media didactics plays an important role in modernizing the content of education and gives it an innovative character.

Keywords: media didactics, the New Ukrainian school, educational space, media technologies, school environment, integration, integrative approach, types of integration.

INTRODUCTION

The problem formulation. In modern information society's life, the main products of which are information and knowledge, media resources play an important role, having obvious advantages and certain drawbacks. The information revolution and the processes of globalization make the perception of information dependent on the way it is presented both by general media channels and individual consumers' channels.

Solving the biggest global issues facing mankind, the free circulation of information and information services, unrestricted access to the media and its use for scientific and social progress, and the development of knowledge present new challenges for education in terms of its perception. It is the media that serve as a means of using and differentiating knowledge, becoming the leading factors in the socialization of the growing individual. The analysis of the content of mass media shows that the media are increasingly using educational functions, as many information channels provide us not only with popular information but also with specific knowledge.

The research aims to highlight the most effective ways of integrating media didactics into the educational space of the New Ukrainian School through the use of innovative media technologies and media resources.

Analysis of recent research and publications. Current issues of theory and practice of media education are most fully reflected in the works of scientists E. Bondarenko, E. Vartanova, E. Polat, A. Fedorov, I. Chemerys, and others. The research on intercultural interaction and communication (V. Zarytska, V. Yevtukh, J. Cummins, F. Wardle, and others); culturological theories of education (V. Kraevsky, V. Kremen, T. Kuchay, A. Solodka, N. Yaks); issues of organization of educational space (G. Ball, I. Bekh, E. Bondarevska, G. Vasyanovich, R. Gurevich, A. Kolomiets, A. Tsymbalaru, V. Shakhov), features of introduction of integrated personality-oriented technology (S. Yakimenko) are of special value for our study. Foreign scholars are engaged in research in the field of media literacy: D. Buckingham, K. Worsnop, L. Zaznobina, D, Considine, R. Kyuubi, L. Masterman, E. Toman, E. Hart, Y. Usov, A. Fedorov, and others. Ukrainian researchers V. Ivanov, L. Naidenova, G. Onkovych, B. Potyatynnyk, and others made a significant contribution to the development of this scientific field .

The achievements of media scholars and educators give evidence to the existence of appropriate educational technologies, which, according to H. Onkovych can be united into one term – «media didactics». The researcher defines the concept of «media didactics» as a constituent of media pedagogy, the theory of media education, which substantiates the content of media education, methods and organizational forms of media education» (Onkovic, G. V. (2013).

Thus, media didactics explores the functioning of the media in the learning process, and the purpose of media education is to prepare young people for the critical perception of media resources. Scientific research carried out in the XXI century proved that media education as a method of preparing young people for successful functioning in the information society attracts the attention of scientists and practitioners.

RESULTS OF THE RESEARCH

Modern integration processes focused on Ukraine's joining the world's educational, cultural, and economic space encourage the preparation of a generation capable of coexistence with people of different cultures, beliefs, nationalities, significantly expanding the possibilities of intercultural communication. Under these circumstances, integration is becoming one of the trends of sustainable development in the field of economics, politics, education in almost all spheres of human life (Chervinska I., 2018).

However, with the continuous and rapid development of technology, just ICT competence (both students' and teachers') is no longer enough. The new paradigm of knowledge, demanding an independent and continuous process of acquiring knowledge (information), also indicates the urgent need for the formation of a new type of competencies – information-communication and media competence.

The key role is played by the ability to work with different types of media texts, to assess the quality and reliability of the information received, to resist manipulative influence, to form constructive media behavior. It is extremely necessary to develop skills of critical analysis of information sources, understanding and evaluating the importance of different media content, and the use of various analytical tools. Media didactics, which is understood as an innovative branch of media pedagogy of the XXI century, will contribute to the solution of these problems.

Media didactics is a theory of learning with the help of media, which includes goals, content, organizational forms, methods, and tools that help develop media literacy and the formation of media competence through the use of innovative media technologies.

Media learning technologies are means of creating educational activities using media to achieve pedagogical goals. They also contain information technology training, which is a set of modern computer and media technology, means of telecommunication, and instrumental software tools that provide interactive program-methodical support of modern learning technologies. It has been observed that these skills are better developed through the study of various media content and genres.

Modern Pedagogy considers media education technologies as one of the effective means of improving the quality of education. It is media educational technologies that embody the principles of humanization of education, contributing to raising the intellectual, cultural, spiritual, and moral level of the future citizen.

The Regulation on the Concept of Implementing Media Education in Ukraine (2016) considers media education as "a part of the educational process aimed at forming media culture in society, preparing individuals to interact with the modern media system, including traditional (press, radio, film, television) and the latest media (computer-mediated communication, Internet, mobile telephony), taking into account the development of information and communication technologies.

The above-mentioned document defines the purpose, objectives, basic principles, and forms of media education. Among the forms of media education (preschool, school, out-of-school, higher school, parental, adult) such as media education using media technologies has gained popularity.

This form of media education acquires purposefulness and constructiveness in modern upbringing; contributes to improving its quality and innovation, modernization of the content of various disciplines; enables the achievement, on one hand, of the goal of media education - to teach the individual through media to understand and participate in the media culture environment that surrounds him, on the other hand, the goals of individual disciplines or subjects (Onkovic, G., 2013).

In the modern educational space, media education is an integral innovative segment of the education system, which allows realizing the basic and specific potential of a particular educational field effectively and efficiently, creating a personality-oriented space of education, self-education, and self-development.

The growing need for information and the increasing amount of information in human life lead to the development of new and use of existing media. New information technologies caused radical changes in key segments of social interaction between young people. Accordingly, the education system must also be flexibly adapted to the rapidly changing conditions of the information society. The introduction of new technologies in the educational space leads to a revision of the role of teachers demanding the quality change of approaches to the organization of the entire educational process and effectively using ICT possibilities in integration with innovative pedagogical technologies to fill the content of educational materials with relevant multimedia content, thus creating conditions for the formation of new competencies.

Today we are testing an innovative approach to the organization of general education, the purpose of which is to achieve an integrated educational outcome. After all, as E. Andrienko notes, «only the ability to solve tasks of an integrative level provides a modern young person with personal and social success because it directs him/her to specific adequate actions in real conditions, which develops orienteering skills and promotes rapid adaptation, including in the professional sphere» (Andrienko, E., 2016).

Under such conditions, the educational standard is the result of subject, meta-subject and personal achievements of graduates of a new format educational institutions. Thus, higher education becomes not only a process of learning but a way of socialization, a means of mastering social reality, contributing to the maturation of the growing personality. Readiness for continuing education, increased professional mobility, active citizenship, creativity – the necessary personality traits that determine the purpose of quality education: cultural, personal, and cognitive development of students of the New Ukrainian School.

The modern age of digital and media technologies leads to significant changes in interpersonal communication and structural changes in the socio-cultural space of education and culture. Under such conditions, teachers and students are often in different information environments and «different layers of civilization», which leads to certain problems in interaction

and communication. One of the ways of overcoming this confrontation and preserving the traditional values of education and culture, the formation of a holistic system of worldview is the introduction of new approaches to the organization of the educational process in general secondary education. In this context, the views of researcher L. Zaznobina are relevant, emphasizing that «the key direction of the proposed changes in modern pedagogy is the method of integration of general and extra-curriculum education. After all, cross-curricular integration is a process of close interaction of media creativity technologies along with wide mastering of traditional subjects: social, natural, and linguistic sciences» (Zaznobina L., 1998).

This statement increases the relevance of finding optimal ways to integrate when designing content and models of education. Because the starting point in substantiating the relevance of the introduction of integrativeness in the education system is the similarity of views of domestic philosophers, psychologists, and educators on the nature and content of its methodological principles.

The concept of «integration» is interdisciplinary in various fields of social and humanitarian knowledge. In classical science the genesis of ideas about integration is studied, its objective and subjective components, conditions, and factors of development are revealed, the basic approaches to the expression of its characteristics, kinds, forms, levels, mechanisms of interaction are described.

Modern scholars (V. Bondar, O. Bespalko, O. Savchenko) mostly consider the concept of "integration" in the context of such semantic constructs as «system», «state», «process», «interaction», «development», «result», representing their essence in dialectical unity.

Thus, integration is a process and result of the interaction of different elements, which leads to something new, holistic. Accordingly, the technologies of integration are understood as a set of methods, techniques, forms, and means of the joint pedagogical activity, during which as a result of the interaction of its subjects a new content is formed, interactive ways of activity are built, possessing characteristics that are not inherent in certain areas of education and lead to the integrity of the system, providing favorable conditions for the development of its subjects. Under these circumstances, the integration of information and media technologies in the educational process is a necessary condition for modernizing the school education system. After all, at the present stage of the development of school education in Ukraine, the integration of media education into academic disciplines is still spontaneous, the issue of forming the ability of the individual to interact effectively with the media and apply them in educational activities is the subject of scientific research of many researchers in Ukraine.

The individual's media literacy is one of the ways of investigating the world around us, a means of object reconstruction created with the help of the media, a way of perceiving the inner "me". Media literacy should be seen not only as another expression of general literacy but as the most vital need of a growing individual.

Thus, the informatization of society is considered in the unity of the processes of computerization, mediatization, and intellectualization.

In this regard, it should be noted that the problem of preparing the younger generation for a full life in the information society is not fully realized in the context of school education. Because a modern school graduate is not always prepared for successful integration into the global information community.

The relevance of media literacy is also determined by the provisions of the Concept of the New Ukrainian School, which outlines the requirements for the personality of students and teachers as creative, informed figures, open to innovative ideas, and able to meet integrative challenges of today.

The integration of pedagogical and media technologies in the educational process of the new Ukrainian school will be effectively provided under conditions of:
· the close interaction of certain elements of pedagogical and media technologies;
· inclusion of information technology elements into educational technologies and vice versa;
· qualitative transformation of interacting elements of various technologies;
· enrichment of traditional educational technologies with elements (resources) of media technologies;
· modernization of pedagogical technologies with the help of new media technologies and digital tools;
· effective use of open online resources, digital and media platforms in the educational space of the new Ukrainian school to establish the partnership.

Following these conditions in the educational space of the New Ukrainian School will contribute to the successful integration of information and pedagogical technologies, as it is interactive. Today, the idea of integrative education reflects one of the main concepts of development of the new Ukrainian school - the idea of forming a competent personality and the development of students' holistic vision of the world.

Thus, the principle of integrativeness in modern education is aimed at realizing the integrity of the educational process as an important means of socialization of the growing individual. It also regulates the new understanding of program learning outcomes as a system-forming component of general secondary education. After all, the new standards focus education not on the acquisition of abstract knowledge, skills, and abilities, but on the actions (competencies) that the student needs to master to solve different problems in uncertain life situations.

Thus, the mission of a modern educational establishment is to create an open educational space that promotes conscious personal self-determination of students following their interests, needs, life goals, and objectives.

In this regard, the priority ideas of integrative education are:
· personal orientation of education;
· generalized methods of educational and cognitive activities;

- systematic organization of the educational process;
- problematic presentation of educational content;
- dialogue and reflection of pedagogical activity.

In the educational space of the New Ukrainian School, integrative learning acquires special significance, as its goals are - to create students' holistic outlook, about processes and phenomena.

Thus, «when modeling the educational process in higher educational establishments it is important to take into account the leading principles of integrative learning: multi-levelness, unity, creativity, flexibility, taking into account participants' personal experience in the educational process, pragmatism, and so on» (Fedorov A., Levitskaya A., 2019).

Regardless of the presence or absence of the chosen profile of education in high school and the organization of subject weeks in primary school, school subjects together must combine a sufficiently complete picture of the world in the student's mind as an object of scientific knowledge and various practical activities.

In the educational process, teachers often use the following two types of integration: preliminary and following, which usually determine the presence of personal experience and students' interests. Preliminary integration has the potential to determine the directions of development of cognitive interest, and the following − their direct development. Thus, students with different talents can realize their potential: pragmatists − to raise to the level of theoretical understanding of educational material, and theorists can combine their theoretical knowledge with practical experience of their application. In addition, the perception of the world through the prism of students' experience, enhances the importance of the information obtained and promotes its effective assimilation.

Integrated educational activities of students of the New Ukrainian School are based on the combination of several activities, as well as − different means of teaching, education, and development of students. The high efficiency of integrated classes with the use of media technologies is ensured by the fact that they are implemented in the form of games, including different types of activities: physical, intellectual, social, et.

The integration of educational activities allows students to realize their potential: they fantasize, explore, learn, create, think. Usage of this form of organization enriches schoolchildren's vocabulary, develops communicative skills and critical thinking.

The integration of media technologies in educational activities allows the development of aesthetic taste, the ability to understand and appreciate educational interaction, and influences the formation of mental processes, which is the basis for the formation of students' creative and social abilities.

This fact allowed claiming that the integration of resources and technologies of media didactics in the educational space of the New Ukrainian School contains great potential for developing intellectual, creative abilities of students through creating problem situations, solving interdisciplinary problems, working with media texts, information analysis and more.

Integrating components of curricula are characteristic of many subjects and subject areas of knowledge.

Integration of knowledge around problems common to several subjects is carried out by preparing and conducting integrated lessons, extracurricular activities, collective creative work, participation of students in social and educational projects. Effective examples of integration are:

- integrated lessons of Ukrainian and foreign languages;
- integrated classes in the framework of student participation in the study of elective courses;
- integration of school subjects into STEM education;
- integrated classes of sections of the school scientific society;
- integrated classes in extracurricular education groups;
- integrated activities during the implementation of creative, research, and social projects.

Teachers have developed effective practices of integrating media education into various subjects (Foreign language, Ukrainian language, and literature, «Art», subjects that are part of STEM education, etc.). An interesting example is the establishment of integration links between English and other educational fields, determining their feasibility, pragmatism, and effectiveness.

Implementing an integrative approach, enthusiastic teachers actively use in the educational process game, project, heuristic forms of classes. However, it should be noted that media literacy and media education are still not included in the list of compulsory school subjects in the domestic segment of general secondary education.

A more detailed study of the processes of integration of media didactics into the educational process proves its importance and positive impact on the activities of the educational institution, which contributes to the comprehensive development of the individual, who has formed critical thinking, coordinated behavior, and systematic activities, the ability to consciously analyze their activities, independent actions, and deeds, in terms of digitalization of educational space and the use of innovative media resources and media technologies.

The analysis of scientific and pedagogical research gave grounds to believe that today the most effective and promising technology is the integration of media education with a foreign language course, as the basis of these phenomena is the process of information exchange. The use of media educational technologies in the process of learning a foreign language promotes the development of all types of language activities of students, «while developing general, communicative (linguistic, sociolinguistic, pragmatic) and media culture competence» (Ivanov V.F., Voloshenyuk, D. Yu., 2012).

Thus, educational integration in the New Ukrainian School is integration into modern social life. And the application of an integrated approach creates favorable conditions for the formation of a holistic image of the world, manifestations of

the student's creativity, and the teacher's initiative, which allows free choice of topics, content, teaching aids, forms of the educational process.

The practice of introducing integrated lessons into the educational process helps to increase the positive motivation of students to learn, the formation of research interests (a child discoverer), speech development, vocabulary enrichment, and the ability to summarize, analyze.

In a modern school, the implementation of an integrated approach is realized in :

- *a creation of integrated courses* − subjects that adapt to study and integrate the knowledge of several sciences or arts (natural − «Natural Science», social science − «I am in the world», medical and biological − «Fundamentals of Health», music and fine arts − «Art», Ukrainian and foreign languages, etc.);
- *development of innovative forms of learning organization* (lesson with interdisciplinary links, integrated lesson, binary lesson);
- *implementation of educational projects* (research and creative projects, educational and cognitive);
- *organization of thematic days and weeks* (regional studies and culture).

Thematic days combine separate content modules from different subjects, topics around one problem to enrich the information for better emotional perception and understanding. For this purpose, the methods of implementing integrated learning are determined; compare integration with binary lessons and projects.

One of the most universal subjects that can enrich the content of education is a foreign language. In integration with other subjects, it aims at solving problems that cannot be solved within one discipline or even a whole cycle, as it is necessary to apply the knowledge of different sciences. Such integration helps to activate already gained knowledge but in a new, foreign environment. The purpose of such lessons is a comprehensive study of a particular object, phenomenon, meaningful perception of the world, integration of knowledge into a system, activation of imagination and interest, the development of a positive emotional mood, and the ability to use language material.

Taking into account that some media resources are difficult to integrate into the traditional system of organization of higher education, and the traditional form of interaction "teacher-student" is difficult to provide flexibility without going beyond the classical perception of the educational process, new forms of teaching material with the help of interactive multimedia equipment allow combining visual, auditory and kinesthetic receptors of information perception.

The key positions of integrated lessons are that primary school students perceive everything through activities, play, creativity; children need self-expression, the embodiment of their attitude to the world around them.

To increase the effectiveness of training sessions, it is recommended to use media, computer-oriented technologies aimed at individual and individual-group forms of learning, teamwork on creating projects, and solving creative tasks.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, knowing the thesaurus of the problem expands the methodological foundations of media didactics as a separate field of scientific knowledge, reveals its educational opportunities, outlines the prospects for integrating the pedagogical potential of media resources and technologies of media didactics in the educational process of the New Ukrainian School. Because media didactics plays an important role in modernizing the content of education and giving it an innovative character, it ensures meeting the needs of the growing individual to obtain quality media education, the appropriate level of media literacy, and media information competence (Chervinska I., 2019). Media didactics determine the content, methods, and forms of organization of work in the formation of the media culture of the growing generation. After all, media education is becoming increasingly popular in the school teaching process using different types of integration.

Prospects for further scientific research are associated with the study of the main components of media didactics.

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