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МЕДІАОСВІТА ЯК ОСНОВА ФОРМУВАННЯ МОНОЛОГІЧНОГО МОВЛЕННЯ ЗДОБУВАЧІВ ПОЧАТКОВОЇ ОСВІТИ

Анотація. Автори розкривають сутність медіаосвіти як основи формування монологічного мовлення здобувачів початкової освіти Нової української школи. Розкривають актуальність проблеми якісної освіти школярів як однієї з найактуальніших соціальних проблем у період глобальних інновацій, що відбуваються в сферах економіки, культури, техніки. Увиразивши напрацювання науковців щодо проблеми медійної освіти та досвід її впровадження в освітній процес, описують її роль та особливості впливу на формування монологічного мовлення здобувачів початкової освіти.

Методологічною основою дослідження слугують теоретичні положення та низка концептуальних ідей, що знайшли своє відображення у вітчизняній філософській, педагогічній та психолінгвістичній літературі з формування мовної особистості.

Під час роботи над організацією наукових розвідок використовувався комплекс загальнонаукових методів. Теоретичні методи сприяли узагальненню та аналізу психолого-педагогічної літератури, що уможливило визначення ключових аспектів проблеми. Застосування емпіричних методів пов'язано із накопиченням науково-дослідницького матеріалу (опитування, опрацювання нормативно-правової бази), бесіди з педагогами щодо їхньої готовності до реалізації ідей, форм, моделей та технологій медіаосвіти у процесі розвитку монологічного мовлення здобувачів початкової освіти.

У статті наголошується на важливість якісної організації освітнього процесу під час якого учні здійснюють різні види навчальної діяльності, під час яких розвивається мовлення, уміння комунікувати, вести діалог з однокласниками, вчителями, батьками й іншими знайомими й незнайомими людьми. Дослідники суголосні відносно значимості надбань сучасної медійної освіти в організації ефективної взаємодії під час організації освітнього процесу задля розвитку



монологічного мовлення здобувачів початкової освіти. Вказується, що проблема розвитку мовної особистості школяра під час навчання в школі є складним і багатограним завданням, яке потребує теоретичного осмислення, пошуку нових методів і підходів, пропаганди конструктивних ідей та їх експериментальної перевірки.

Ключові слова: медіаосвіта, медіаграмотність, здобувачі шкільної освіти, монологічне мовлення, формування монологічного мовлення, медіаосвітні технології.

MEDIA EDUCATION AS THE BASIS FOR THE FORMATION OF MONOLOGICAL SPEECH IN PRIMARY EDUCATION STUDENTS

Abstract. The authors reveal the essence of media education as the foundation for the development of monological speech in primary school students within the New Ukrainian School framework. They highlight the relevance of the issue of high-quality education for students as one of the most pressing social challenges during a period of global innovations occurring in the spheres of economy, culture, and technology.

The article emphasizes the findings of researchers on media education issues and its implementation in the educational process. It describes its role and the peculiarities of its influence on the formation of monological speech in primary education students.

The methodological basis of the study includes theoretical principles and a range of conceptual ideas reflected in domestic philosophical, pedagogical, and psycholinguistic literature related to the formation of linguistic personality.

The research utilized a combination of general scientific methods. Theoretical methods facilitated the generalization and analysis of psychological-pedagogical literature, enabling the identification of key aspects of the issue. Empirical methods were used to gather research material (surveys, analysis of legal and regulatory frameworks) and hold discussions with educators about their readiness to implement ideas, forms, models, and technologies of media education in the development of monological speech among students.

The article underscores the importance of organizing the educational process effectively. It highlights that students master various types of activities that develop their speech, ability to communicate, and engage in dialogue with classmates, teachers, parents, and other familiar and unfamiliar individuals. Researchers concur on the significance of contemporary media education in organizing effective interaction during the educational process and developing monological speech in primary school students.

The problem of developing the linguistic personality of students during schooling is identified as a complex and multifaceted task requiring theoretical reflection, the search for new methods and approaches, the promotion of constructive ideas, and their experimental verification.

Keywords: media education, media literacy, school students, monological speech, development of monological speech, media education technologies.

INTRODUCTION

The problem formulation. High-quality education for schoolchildren and their preparation for life in an informational environment of changes and transformations are among the most pressing sociocultural problems during a period of global innovations, educational reforms, and paradigm shifts in science, education, economy, and culture.

Modern realities impose specific requirements on the growing individual, including a high level of education and quality educational services. These include the ability to interact effectively, maintain feedback, work creatively in a team of like-minded individuals, communicate with others within the educational space, navigate large information streams, and critically evaluate them.

Such requirements are set before modern institutions of general secondary education in preparing schoolchildren. Consequently, educational priorities, goals, and the vision and content of school education are changing. In line with these trends, the means and technologies of organizing learning activities are evolving, with new digital and media education resources emerging. However, the primary mode of learning classroom lessons and optimal interaction among participants remains constant.

An effective lesson in today's realities, including during wartime, can be traditional, remote, or hybrid. In such lessons, students not only acquire new knowledge, make discoveries, seek optimal solutions, engage in discussions and critical thinking, and participate in finding correct results or interesting facts but also learn to collaborate, act appropriately, and interact effectively as part of a team.

It is through active participation in the educational process that students master various types of activities, developing their speech, communication skills, and ability to engage in dialogue with classmates, teachers, parents, and other familiar and unfamiliar people.

The process of activity fosters students' ability to express their own judgments, locate and analyze necessary information, apply it appropriately, create and share messages, and select the most suitable media resources for specific types of communication.

The better the organizational-didactic conditions and the higher the quality of information support provided to students, the more effectively schools will achieve their goal of developing appropriate levels of media education and media literacy, ensuring the growth of media competence.

Analysis of recent research and publications. An analysis of the works of researchers such as L. Naidonova and H. Onkovych, (Naidonova, 2018 & Onkovych, 2013), as well as studies on the experiences of remote and mountain-region schools in the Ukrainian Carpathians, demonstrates that most students struggle with analyzing and synthesizing textual



messages and assessing the information they receive. This confirms the hypothesis of insufficient media education and media literacy skills among schoolchildren.

In contemporary conditions of military aggression and wartime, the problem of developing monological speech in students and the introduction of innovative approaches and effective media education technologies to foster media competence in lessons have become particularly urgent.

Research on media education, the study of media and its influence on societal opinions, and the development of skills needed for effective interaction in modern media spaces have been the focus of international scholars like R. Hobbs and R. Kubey (USA), J. Gon and C. Ermelen (France), and B. Scherb (Germany).

In Ukrainian science, media education issues are explored by researchers such as O. Baryshpolets, O. Voloshenyuk, M. Habor, V. Ivanov, L. Naidonova, I. Slisarenko, and M. Tymoshyk.

Studies on media education at the primary school level are conducted by O. Voloshenyuk, S. Romaniuk, N. Siranchuk (the influence of radio and video books on personality, the significance of advertisements and selfies), O. Hanyk (media products of modern television), I. Ivanova, O. Shkurenko (the media space: history and development of media education), and A. Kozhanova (skills in working with information, quality criteria for media messages, business games, formats of modern news), among others.

Researchers agree on the significance of modern media education advancements in organizing effective interaction during the educational process and developing monological speech in primary school students.

Despite the availability of research on the topic, some aspects of media literacy development in younger schoolchildren remain insufficiently explored, underscoring the relevance of this study.

AIM AND TASKS RESEARCH

Research Aim: is to highlight researchers' findings on media education and its implementation in the educational process, and to uncover its role and influence on the development of monological speech in primary education students.

RESEARCH METHODS

The methodological basis of this study includes theoretical principles and a set of conceptual ideas reflected in Ukrainian philosophical, pedagogical, and psycholinguistic literature on the formation of linguistic personality.

The organization of the research employed a combination of general scientific methods. Theoretical methods facilitated the generalization and analysis of psychological-pedagogical literature, enabling the identification of key aspects of the problem. Empirical methods involved collecting research material (surveys, analysis of legal frameworks) and engaging in discussions with teachers about their readiness to implement the ideas, forms, models, and technologies of media education for developing students' monological speech.

RESULTS OF THE RESEARCH

In the modern world, the role of language as a means of everyday communication and information acquisition is undergoing significant changes. The current state of linguistic development in Ukraine necessitates the formation of linguistic personalities striving to realize their intellectual potential, creative abilities, competence, and competitiveness.

This creates an objective need to improve the didactic foundations of language instruction in modern schools.

The development of a linguistic personality in students during their schooling is a complex and multifaceted challenge requiring theoretical consideration, new methods and approaches, the promotion of constructive ideas, and their experimental testing.

The formation of a linguistic personality in students remains an underexplored issue despite significant achievements in bilingualism and multilingualism studies. To address this, the existing educational structure must be modified to foster students' creative abilities intellectual, communicative, and moral necessary for solving educational, upbringing, and developmental tasks.

The rapid dissemination of new educational formats calls for greater independence, better motivation among students, and increased importance of their speech activities in shaping linguistic personalities proficient in multiple languages. This also demands more attention to students' creative and research activities.

Educational processes as tools for fostering creativity and research readiness in students combined with developing monological speech through media education have not been thoroughly studied in pedagogy. These priorities serve as effective mechanisms for transitioning from an extensive to an intensive educational development model.

The need to protect growing individuals and their still-developing psyches from manipulative influences and fake information often spread by dishonest media representatives is becoming increasingly urgent. In this context, the priorities of modern media education have shifted to fulfilling a unique enlightenment function preparing individuals for life in an unstable informational environment.

These tasks are reflected in the New Ukrainian School Concept, which identifies information and digital competence including confident and safe use of information and communication technologies, as well as media literacy as one of the ten key student competencies.

Modern primary education actively integrates elements of media education and media literacy into the learning process. This aims to shape competent linguistic personalities during Ukrainian language lessons using digital media education resources, appropriate media-didactic and methodological support, innovative pedagogical technologies, and adherence to systematic and sequential application of media literacy elements.

A targeted selection of texts and assignments, along with incorporating every lesson into a well-thought-out text work system, creates a developmental speech environment.



This supports the formation of monological speech in primary school students. Researchers such as S. Verbeschuk & N. Lutsan emphasize that «it is important to consider the individual characteristics of each student. The methodology for developing monological speech should be adapted to children's needs and capabilities, taking into account their preparation level, interests, and abilities. Creating a supportive learning environment where each student feels encouraged and has the opportunity for self-expression is essential» (Verbeschuk & N. Lutsan, 2024).

A targeted selection of texts and assignments, as well as the integration of every lesson into a carefully structured system of working with texts, creates a favorable environment for the development of monological speech and the linguistic awareness of an individual. When selecting texts for analysis in lessons, it is essential to choose those that contribute to the moral-aesthetic, patriotic, and intellectual development of the individual. These texts should also evoke reflection, empathy, participation, a need for meaningful activity, and creative interaction.

As noted by O. Vashulenko, «Monological speech, in psychological and linguistic terms, is a more complex form of oral communication, as it involves the speech of one person directed at listeners. It is more elaborate and requires focused memory and attention to both content and form. Monological speech relies on thinking, which is more logically consistent than in the process of dialogue» (Vashulenko, 2020).

We agree with the perspectives of researchers N. Stavytska and M. Kutsenok regarding the characterization of monological speech, which they define as «a form of oral communication involving a coherent and continuous expression by one individual, addressed to one or more listeners, interlocutors, or sometimes to oneself. Competence in monological speech refers to the ability to realize oral communication in monological form across age-relevant life spheres and situations, aligned with the communicative task» (Stavytska & Kutsenok).

The ability to speak clearly and beautifully, express one's thoughts precisely and understandably, represents the minimum required skillset for a modern educated individual. Cultivating a well-rounded personality is impossible without refining language as a tool of cognition and thought.

Although the development of students' speech during Ukrainian language lessons encompasses the improvement of all language activities (speaking, listening, reading, and writing), special emphasis is placed on speaking in this multifaceted process. From a linguistic perspective, «monological speech is characterized by the complexity and diversity of sentence structures, the coherence and completeness of expressions, and the use of expressive means» (Siranchuk, 2024).

Monological speech refers to the extended expression of thoughts, intentions, and evaluations of events by a single speaker.

It is necessary to teach students to analyze texts and carefully read media messages that promote the comprehensive development of the individual and encourage reflection and a need for active participation. In this context, we propose several forms and methods for working in language and literature lessons using media education resources:

- Multi-faceted work with media texts, analyzing the artistic form of a work, and vocabulary development in connection with observing text construction patterns.
- Creating a «speech portrait» of a Ukrainian Armed Forces soldier as a hero.
- Retelling media texts (analytical, concise, and commentary-based).
- Modifying text using media accompaniment and other expressive means.
- Comparative analysis of artistic texts of different formats on the same theme.
- Various compositions (works based on observations, emotional impressions from literary works, paintings, performances, films, or musical works).
- Stylized compositions for role-playing games.
- Speech improvisations (retelling an episode from a character's perspective, oral or written summaries of books, reviews, comments on different artistic works, involving video accompaniment and media resources).
- Preparing interview questions for artists, writers, directors, or actors.

This highlights the importance of updating Ukrainian language education in modern schools, focusing on developing monological speech as the foundation for intellectual activity and a means of communication.

Speech skills in media education for schoolchildren such as perceiving information from various media resources, understanding what they hear or read, accurately retransmitting content, and clearly formulating thoughts demonstrate a proper level of monological speech formation, familiarity with innovative media formats, and the development of information and digital competence.

This is why a new approach to language teaching methodology is based on the development of oral monological and dialogical speech through a functional perspective.

The increasing interest in cultural traditions, passing value-oriented guidelines to the younger generation, and the need to connect this interest with the social component of education all emphasize the particular importance of developing primary school students' abilities to understand and process information from various sources, choose reliable content based on facts and evidence, and use it during lessons.

In modern society, primary school students are significantly influenced by television, video, and computers, thus gaining a certain level of audiovisual experience. However, these media resources can be evaluated quite ambiguously today. On the one hand, the media expands general knowledge, introduces literary works in screen adaptations (watching films, listening to podcasts, or audiobooks), and serves as a resource for improving children's speech culture.

On the other hand, the form and content of many modern radio and television programs often exhibit the use of youth slang, mixed language (surzhyk), and general violations of speech etiquette.



The interaction between school education and modern media achievements successfully integrated into the content of all subjects in primary education is seen as a factor necessitating school media education. This interaction also highlights the need for primary school teachers to pay special attention to new levels of speech development in contemporary schoolchildren.

To enhance the process of developing monological speech, teachers increasingly use media-didactic materials in lessons, such as artistic texts, dictionaries, periodicals, excerpts from children's films, cartoons, audio materials (radio), and multimedia resources tailored to the themes of specific subjects.

Researcher N. Hudyma notes that «media products defined by the standard educational program for primary school include visual media (drawings, photographs, comics, collages, books, magazines, newspapers), audio recordings (sound recordings, radio), audiovisual means (TV programs, cartoons, films), the internet (computer games, internet resources for children), and advertising in print, radio, and television» (Gudima & Kovalchuk, 2020).

«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 (Chervinska, 2021, p. 26). These types of work with media culture products help optimize the process of forming monological speech and the speech culture of primary school students.

For each type of media-didactic material, teachers select appropriate techniques and forms of interaction with students. One effective method involves working with literary texts.

Working with individual artistic texts involves traditional methodologies and encompasses all stages of working with a literary work: preparatory work, the primary synthesis stage, analysis, secondary synthesis, and creative work. At all stages of the lesson, traditional techniques (discussions, answering questions, selective reading, graphic and verbal illustration, various types of retelling, expressive reading, dramatization) are recommended, as well as innovative approaches working with media texts, text messages from social networks, and the internet using modern digital applications.

Knowledge acquired during media-focused lessons helps students:

- Use it in communication with others.
- Learn methods for analyzing and critically interpreting or creating media texts.
- Identify the origins, direction, and cultural interests of media texts.
- Interpret media texts distributed through media resources and understand their context.
- Choose texts necessary for specific subjects.
- Gain free access to media resources for familiarization with information (media content) and educational activities.

In today's sociocultural context, media education is seen as a new direction in media pedagogy, which forms a component of art education, cultural studies, history of culture and art, and psychology.

The product of media culture media text is defined as a message containing information presented in various forms or genres of media resources (newspaper articles, TV programs, video clips, films, SMS, etc.).

Primary school teachers play a critical role in forming monological thinking through innovative media education resources. According to the New Ukrainian School Concept, teachers act as leaders and mentors for students, change agents, and innovators. They create safe spaces for discussing complex media-related issues, answer students' questions, and help them form their opinions.

Teachers serve as speech models for students to emulate, adhering to the rules of Ukrainian speech culture. During lessons, they demonstrate responsible use of media in the educational process by applying critical thinking.

The main tasks for primary school teachers in developing monological speech among students include:

Fostering critical thinking and teaching students to analyze information, recognize manipulation and fake news, ask questions, and seek answers.

Developing creativity by encouraging students to create their own media cases with personal media content and fostering their creative abilities.

Cultivating responsibility and critical attitudes towards media, respecting copyright, and adhering to safe internet usage rules.

Promoting social adaptation and helping students develop communication skills in online environments, fostering positive relationships with others.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

The integration of media education into all subjects, particularly in the Language and Literature educational domain, is critical for the formation and development of monological speech using innovative media education resources. Future research should focus on preparing and applying high-quality media education materials in the educational process.

Teachers in the New Ukrainian School diligently work on implementing media education and media literacy into primary school curricula. Their goal is to nurture competent linguistic personalities through digital media education resources, appropriate didactic and methodological support, and the consistent and systematic application of media literacy elements.



The prospects for further scientific research are associated with the issue of preparing and utilizing high-quality media education resources in the educational process.

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