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INTEGRATION OF MEDIA EDUCATION INTO PROFESSIONAL TRAINING OF FUTURE SPECIALISTS

Definitely media competence is an essential skill in the age of digitalization and convergence processes. Media competence (literacy) is often used as a synonym of media education as the experiences of teaching and learning about media, its functions, types, ways of analysis and production with the help of critical thinking. The aim of media education is to «to help students develop the habits of inquiry and skills of expression they need to be critical thinkers, effective communicators and active citizens in today's world» [4].

The purpose of our article is to consider ways of integrating media literacy education into professional training of future specialists. Integration is defined as the process of relation and connection of sciences; the state of combination, interdependence of heterogeneous disparate parts, functions, elements to integrity through the unity of opposite processes of convergence and divergence. We share the opinion of American media educators that the content of any discipline is the basis of media competence formation, so media education can be integrated into any discipline. In accordance with the media education principles, the goals and objectives of media education are subject to and complement the goals and objectives of a discipline. Media education helps to organize the training so that it meets state standards and uses modern media content [3]. In accordance with the Concept on Implementation of Media Education in Ukraine (new edition), the integration of media education components into the process of professional training should be based on the principles of a personal socio-psychological approach that involves taking into account the individual peculiarities of students' development; constant updating of the content; orientation towards the development of IT; the priority of moral and ethical values; respect for national traditions; civic orientation which provides for the promotion of civil society development; aesthetic integrity; productive motivation [1].

Media educators Scheibe C. and Rogow F. [4] give recommendations how to integrate media literacy education into any curriculum of school education. Some outlined and adapted for higher educational establishments methodological recommendations are presented here:

It is possible to replace tasks, exercises, general questions with those related to the use of media materials. Different types of media as a source of information might be used to demonstrate the various functions of those media that students used only for entertainment purposes (social media, GIF, QR-codes, trailers, memes).

Encourage students to create their own media texts for educational purposes and ask key questions to all the media they produce while implementing individual projects or tasks. To study a new topic on any subject, use the strategy «I Know - I Want to Know – I've Learned» by analyzing the sources of information, the advantages and disadvantages of using one or another source.

Develop a «toolbox of media competence», which will include concepts, terms, resources, diagrams for media text analysis, lists of key and extended questions. Encourage publishing and dissemination of their works for the purpose of presentation to a wider audience.

Provide the opportunity for students to choose a media format on their own for performing certain tasks. It may be presentations, post on a social network, photo stories, infographic, podcasts, timelines, microblogging, etc.

Following above mentioned recommendations we have developed several universal practical tasks which may be implemented within any discipline: use Twitter / Facebook to summarize a concept of _____ in 140 characters or less; identify 5 unique ways that you could improve and develop your media competence; write and film a video on the subject of _____; record and host a podcast that features any of these topics: ____; create and publish a blog on a topic of _____; compare two professionally-oriented resources on the subject of _____, highlight their advantages and disadvantages; create a book trailer and place it on the library's website or on social networks; find 5 videos on _____, share it in your group and analyze them; paraphrase a recent news article or a blog on ____and its main message in a few short sentences; build a Pinterest board for sharing ideas for _____ that you find interesting personally; develop a mash-up of several data sources focusing on _____into a single readable resource; build an online survey using Google forms, Facebook, SurveyMonkey or any other tool to collect and analyze students' thoughts about _____; choose 5

media resources of information on _____ and validate each one, recording your findings; invent a new method for verifying information and map out the design process for it; find 5 videos about _____ on YouTube and leave some constructive comments for the creator/author [2].

Therefore, integrating media education into educational process will enable students to think critically, consume and produce media responsibly, understand economical, social and political contexts of media.

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