

# **CURRENT TRENDS IN MEDIA EDUCATION: EUROPEAN APPROACH**

**Nataliya Bhinder**

**Khmelnyskyi Humanitarian-Pedagogical Academy**

**Abstract.** The article analyzes the current trends in European media education. It has been revealed that media education in Europe is categorized into three forms: formal, non-formal, and informal. Formal education is conducted in educational establishments and realized within the curricula. Non-formal education is implemented by non-governmental organization and open courses. Informal education concerns self-studying. The article proves that the combination of three forms can help to build media literacy in modern students and this experience will be very useful for Ukraine.

**Keywords:** media literacy, media education, formal education, informal education, non-formal education

**INTRODUCTION.** Currently media education is characterized by different trends facilitating the category comprehension, explanation of its dynamic orientation, and development of innovative educational techniques to build media competences. European countries have considerable experience in promoting the media education; these lessons can be useful for Ukraine in the context of hybrid war, intransigent media propaganda, and cyberbullying due to universal usage of the Internet.

**METHODS AND MATERIALS.** A number of foreign and native scientists analyzed the problem of methods in pedagogical research (Sysoieva & Krystopchuk, 2013, Chaichenko et al., 2015, Curtin & Hall, 2018, Nind & Lewthwaite, 2018). While studying the trends of media education we used a wide range of theoretical methods (bibliographical method of sources studies, comparative analysis, deductive and inductive methods, structural and systemic analysis, method of theoretical modeling) and empirical methods (questionnaire, direct and indirect observation, method of expert estimations, self-assessment). Every single method helped to produce a limited portion of findings. To achieve the concrete results, we used them in combination and followed the requirements for the research of this type.

As for media literacy a number of works are devoted to this problem. it is necessary to admit the findings of D. Petranová, M. Hossová, and P. Velický (2017). The important contributions were made by J. Pérez-Tornero et al. (2010). Also, we used some works of native scientists (Dobronosova, 2018) and analytical reports made by Ukrainian non-governmental organizations (Mizhnarodnyi dosvid vprovadzhennia..., 2019)

**RESULTS** . Media education in Europe is categorized into three forms: formal, non-formal, and informal (Petranová D., Hossová M., & Velický P., 2017). Formal education is conducted by educational establishments and is a deliberate process where the form, content, structure and assessment methods are specified in official guidelines. According to the results of the European Media Literacy Education Study (EMLES), media education is classified as a cross-curricular and integral, or modular theme within other subjects or as a separate elective. In this form media education integrates the development of internet skills, critical thinking, reflective and participatory competences, language knowledge, decision-making, and practical skills for message generating.

Non-formal education exists in the extracurricular environment. It is delivered by various non-profit organizations and institutions focusing on specific groups of the population (students, educators, local government representatives, etc.) and conducting workshops to develop specific skills. Informal media education concerns the Internet usage and deals with obtaining knowledge and mastering skills via everyday experience.

Teaching practices for media education include various techniques like active inquiry, discussion-based learning, microteaching, capsule learning, collaborative learning, and game-based learning, most of which are based on active learning (Pérez-Tornero J. M. et al., 2010). Assessment of media literacy continues to be underdeveloped considering the fact that media literacy is an individual complicated integral formation; but this sphere is rapidly increasing its popularity among pedagogues and already producing the results.

**CONCLUSIONS** . To conclude, media education is an important component of formation of professional competence. To implement media education strategy in Ukrainian successfully we have to consider foreign experience and use the combination of forms and methods.

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