

MEDIA EDUCATION AS A STRATEGY OF INNOVATIONS IN CULTURAL PRACTICES IN UKRAINE: EXPERIENCE OF MODELS REPRESENTATION ANALYSIS

Abstract

The article considers the explanation of the necessity of innovations in the processes of forming institutional forms of media education, the problem of the status of scientific knowledge caused by research of social communication. Overview of alternative practices of media education reflects the dynamics of social transformations, connected with the use of media in the field of education, art, media production and communication services.

Keywords: media education, media literacy, media criticism, innovations, creative industries, communication, publicity, new media.

Geographical context of media education history shows that the greatest development in this direction was in the countries where a successful system of mass media was formed, where there is tough competition for the quality of information at domestic and foreign markets and there are authoritative research centers. We also believe that in the public space of these countries the request to generate ideas, new forms of knowledge obtained in the context of culture evolution and interpretation and straightening of its scale media technologies has been articulated. In fact, introduction of media education into the academic and educational programs of developed countries meant creation of conditions for adaptation of modernization processes related to information and communication technologies.

In Ukraine, comprehension of the content of media education began at the time of Independence formation after the ratification of a number of documents proclaiming the principles of democracy and continues slowly, within the pedagogical system, which

is understood in terms of its organization scheme since the time of the USSR. It is focused on education and preserves the vertical line of subordination to the state.

Attempts to link media education to cinema education also goes back to the already known models of film clubs and lectures given in the Soviet past. World scientific approaches to the analysis of visual culture have changed significantly since that time. Scientists are talking about a “visual turn” in cultural studies and the need for problematisation of the dyad “technology-vs-anthropology”, development of programs for visual literacy dissemination and expansion of cultural industries. The problems of redefining mission, strategies and objectives of the Ukrainian media education are, in our opinion, related to the problem of understanding the appropriateness of innovations in education and development of a critical option of modernization processes in the Ukrainian society vision by the academic community.

In this article we try to analyze the reasons that hinder the Ukrainian project “Media education as a system”, contexts that determine the form and content of media education practices as well as outline the vectors of possible development.

The purpose of our article is problematisation of Ukrainian media education evaluative content issue in the perspective of information knowledge development and globalization challenges.

For the purpose of media education development success we find it necessary to interpret the meaning of the following points:

1. What is the mission of media education in Ukraine? Problematisation of this question has different answers in everyday practices of media use in such areas as school education, journalism education, media production, communications services production, art, education for adults and for people with disabilities.

2. What are the strategies of media education in Ukraine? Though the theoretical justification of media strategies is important the scientific concept of media is still being established.

3. What are the key tasks of Ukrainian media education taking into account the fact that the experience of independence for Ukraine is a painful way out of its post-colonial trauma, the crisis of cultural identity and at the same time – an abrupt jump up to the new levels of media forms development?

Wanted: Ukrainian media studies

The situation of Ukrainian media education development as a system of knowledge requires a critical approach to media culture but still continues to make do without any instruments worked out by philosophy and sociology.

The problem of scientific knowledge status, which is produced by social communications research, is not problematised in the academic environment of Ukraine. The “philology-centered” approach used for the analysis of media texts and processes in media environment dominate within the framework of academic discourse. It does not

give the scientific community an opportunity to enter the meta-level of comprehension of the project «Ukrainian media studies» and to enrich their practice with new knowledge. Loss of interest in the content of education in the academic environment leads to the fact that the problems discussed in class or read theories are perceived by students as a basic minimum to get to the next level of study or career, but not as a method of critical analysis. Comparison with the situation in the West or Western theories is not practically carried out as there is no material for such comparison - basic research, interpreting specific “Ukrainian nature” of social transformation under the influence of the media.

Meanwhile, the confusion arising in the practice of media studies adopted by the system of higher education creates a lot of difficulties for teachers, students and methodologists working at the secondary school level.

Lack of works based on a qualitatively new level of analysis that generalizes the processes of journalism and mass media in Ukraine, taking into account the internal and external contexts that form the national media space is partly compensated by “products” of the Russian scientific thought, which is traditionally common practice in Ukraine. The fundamental question about the relation to knowledge and to “Russian knowledge”, in particular, is interpreted in different ways by Russian-speaking and Ukrainian-speaking scientific communities. Scientific periodicals which are aimed at producing standards of scientific thought (Journals from the list of Higher Attestation Commission) are treated as an opportunity to increase the quantitative index of college departments’ reports and lists of articles for a dissertation abstract.

Because of the lack of meaningful and practically useful course books on the theory and history of media written by Ukrainian authors they are replaced with books written during the period of perestroika and based on the materials of Soviet and Russian journalism or by translated texts. For example, since 2006 the Academy of Ukrainian Press has had the publishing program “Library of Mass Communications”. It offers “News journalism” by Siegfried Weischenberg, “Introduction Into Practical Journalism” by Walter von Roch, a series of books by Michael Haller “Interview”, “Search for information and information gathering”; encyclopedic edition “Media Encyclopedia: Publicism. Masscommunication” as Ukrainian course books. In 2010 Niklas Luhmann’s book “The Reality of Mass Media” was published in Ukrainian (among all these books it is the only one that claims to complement the Science Foundation of Ukrainian academic community).

V. Kulik’s book “Discourse of Ukrainian Media: Identity, Ideology, Personal Relations” (2010) and O. Kosyuk’s thesis “Entertaining function of electronic media: world context and national peculiarities” (2006) are among the works that reflect new conceptual views on the interpretation of Ukrainian varicolored picture of information culture.

The Media education program focused on pupils was developed by the Institute of Social and Political Psychology of Pedagogical Sciences of Ukraine and approved by the decree of the Presidium of NAPS of Ukraine on 20 May 2010. Most active edu-

cational institutions have become participants of the nationwide experiment on the introduction of the new direction. The program takes into account world renowned media education theories: injection theory; theory of meeting the needs of the audience; practical theory; theory of critical thinking formation; Marxist theory; semiotic theory; culturological theory; aesthetic (artistic) theory. However, it cannot show how, in what form and what for you can use the potential accumulated within each of these theoretical areas in the conditions of Ukraine's development.

In our opinion, fundamental conclusions about the meaning of media education as innovations in the system of public education have not yet been made: theoretical frame of the program has not been determined yet, concepts and terms for operating ideas and establishing links between them have not been grounded; the list of media teacher's competence and vocational training program have not been offered yet; it is not clear what the role of the future specialist in the context of all educational environment is, and what the society's benefit is, in the long run?

Program developers see the meaning of media education as follows: to adjust to the new type of work with information when the teacher, the pupil and the media start a three-sided polylogue. "The factor of another's thought in an explicit or latent form is taken into account permanently at that another's thought present in messages of mass media; its recognition promotes the formation of individual's value orientations. Realization of a person's creative potential in any form: from oral presentations to independent work on databases, websites, videos and other variants of group or individual creative projects is the ideal result. Children form information skills (to collect, perceive, understand, maintain, rebuild, use information effectively)" ¹. During the expert interview in 2012 L. Naydenova who was the head of media education and media psychology lab at the Institute of Social and Political Psychology noted that since we are talking about an experiment it is too soon to talk about scientific results. "Let teachers decide for themselves what they need, what problems they need to solve and let them turn to us with suggestions. And we will provide them with comprehensive methodological help", – she said. But teachers are not the intellectual force whose influence can change the above-mentioned situation: they do not have any resources, time or professional competence for this purpose. The experience of some enthusiasts can undoubtedly be interesting and useful in case studies or for the presentation of applied resources and discussions at seminars. But concepts are developed in research centers and are first of all evaluated in lab conditions. The approach «Let teachers decide for themselves what they need, what problems they need to solve and let them turn to us with suggestions» – seems to be quite democratic. But in the context of tough social subordination and reduction of initiatives on the part of school teachers, this approach seems to us to be an escape from the responsibility for the final result and shows reluctance to take into consideration the specific features of the Ukrainian context of media education. It seems to be a serious problem that needs researchers' involvement, in our opinion. We'll attempt to ground our position.

Wanted: Ukrainian education

When we ask “What are the strategies of media education in Ukraine?” let’s ask the question: what is the situation in the field of education?

First context: Considering the dyad “Media Education” – “school as a cultural authority” it should be noted that the social role of school in Ukrainian society has changed, but the pedagogical model of media education still has its instructive nature of statements. It focuses on the ideological tendencies in the education system and its nature will be utopian. The question of media influence concerning “comfort” or “media hygiene” (what we can often hear in the official discourse of program developers) has no relation to the reality of media market and the choice that is provided by mass media. Ukrainian media are actively globalizing and opening opportunities for transit of ideologies of other countries; they change their landscape every day and do not ask the education system if it can be in time with these changes. The education system, in its turn, does not have time to find arguments to explain such effects as they affect the deeper layers of public consciousness, the levels which are not affected by secondary education. The answer to whether media influence is “good” or “bad” does not work in this case.

Second context: The problem of the education system crisis is directly related to the values of Ukrainian society and modeling the future of its intellectual elites which is impossible to improve even by the most perfect model of media education. Key trends that are being developed in the field of education of European countries are at the intersection of information and educational technologies. The main challenge that the academic community faces is the fact of humanities crisis and the value of historically established educational paradigms, where the problem of learning process formalization and dominance of the idea of performance “excellence”² instead of knowledge, and commerce - instead of saving humanitarian culture is actualized.

In Ukraine, the crisis of the education system reflects the conflict of values in society and decreases the authority of intellectual elite-senses producers. As the factor of media involvement into forming the tastes, preferences and everyday habits of a person in the 21st century is becoming more and more valuable, such sociologists as B. Dubin and N. Zorkaya who have been working on this problem for many years, have structured and described the changes in the value world of generations within the framework of monitoring «Russian readers’ preferences» (Yuri Levada analytical center («Levada-Center», 2008)³. One of the observations made by the researchers as a result of the survey draws attention to the following: dependence of the collapse of traditional cultural practices and decrease of activity in innovations. In B. Dubin’s opinion, it is related to the readers’ loss of their positions and their voluntary rejection of innovation practices and «considerable social competition (as a result – impossibility to compete with other groups to get the right to provide ideas interpreted as innovative by society)». Moreover, these readers, the researcher thinks, have realized

that literature «has stopped to be the place of generating sense producing functions»⁴. Pseudo socium - Internet has become the environment where innovation technologies develop most actively. Following the logic of this study, the lack of group opinion leaders and disappearance of an authoritative and representative mediator who can show the most distant from the writer reading groups what is “worth reading “ is pointed out. While the very fact of the existence of such mediators meant “symbolic significance of literary events (it provided the high prestige of literature as a project of national culture)”⁵. These factors are quite valuable for a society to broadcast cultural values from one generation to other, without fear of “cultural collapse” (B. Dubin). Changing the previous functions and social roles has led to new configurations of the cultural landscape, the design of which is increasingly predetermined by multimedia technologies, new communication practices, social and academic mobility, and at the same time - the outdated forms of economic planning and development. To what extent are the above-mentioned political transformations taken into account when the content of media education programs is developed in Ukraine? Russian researchers’ observations are relevant to the Ukrainian context, as they are confirmed by the latest data of sociological surveys of the Institute of Sociology of NASU⁶.

Third context: Modern education is becoming increasingly multimedia-based and interactive. The distance between student and teacher varies depending on the “consumer properties” of educational materials. For example, now we can distinguish such dynamically developing areas as active use of computer games for school education, broadening the options of technological literacy, online education in colleges, the use of digital format for libraries, school blogs, and discussion classes on hash tags of tweets. Moreover, the initiative “from below”, from teachers and students in foreign countries is seen as a signal of the need for innovation. It is not an experiment “in general” and “for a long time”, but the experiment that gives flexible support of one or another stage of the educational process. We think that the development of pupils’ so-called “soft skills”, support of creative atmosphere in the classroom is a more effective approach than rules of teaching media comprehension written once and forever. However, most monographs, which Ukrainian media education community appeals to, are written in Russian and aim at the adaptation of Soviet pedagogical experience of studying film and journalism to the content of media education in the UN program.

Wanted: resources for innovations

One section of the website of the Academy of Ukrainian Press, which is the curator of media education introduction experiment, contains a map⁷ showing the geography of media education in Ukraine. The paper draws attention to the fact that visually the main part of media education activists is only in central and left-bank Ukraine (Kiev, Belaya Tserkov, Cherkasy, Poltava, Dnepropetrovsk, Krivoy Rog, Zaporozhye, Lugansk, Mariupol, the Autonomous Republic of Crimea). In the West of Ukraine we find only

one place – Lvov. It is pretty interesting. Trying to explain its contents we have found some interesting arguments. First of all, communication with teachers of the South-eastern part of the country is undoubtedly better established and provides better support of professional relationships which appeared during the time when Ukraine began to hold first film festivals for children, when children's film studios worked actively in Soviet times – famous professional studios and shooting sites (e.g. “Yalta film studio” in Crimea). The second argument is orientation of the western region of the country to Europe. It influenced the development of partnerships with neighboring countries in Eastern Europe and adoption of creative experience of borrowing, e.g. the Polish school of documentary films. Animation studios in Lvov, Chertkov, Uzhgorod have their own ethnic color, their creative strategies have a bend for other types of narratives⁸.

In this study, we have analyzed several interviews with members of the media education experiment (West- South-East of Ukraine)⁹ in secondary schools carried out “at the start” of this process in 2012, and compare them with the official data one year later, in order to understand the dynamics of changes. The idea of questionnaire survey was not a part of the strategy of the state media education program implementation. This idea appeared only because the NGO “Regional Centre for Media Education and Media psychology” is focused on supporting the initiatives coming from below, from potential participants of innovative projects. We find it important to understand how they are interested and whether they are able to hold the same views and if they are interested in innovation:

1. Perspective development of training programs for media educators and professional standards in journalism education at the university level demands from us the study of the nature of the problem, which is formed at different levels of the education system.

2. Participation in seminars and roundtables on media education, training on media literacy has shown that any innovative ideas run the risk of profanation, if they are not adequately perceived by those whom they are directed to.

3. Innovation success conditioned by different factors including confidence of the process participants in usefulness of the experiment can play a leading role. Then personal motivation, not compulsion, gives the variety of solution variants¹⁰.

In order to clear out teachers' motivation to develop a new educational direction, in 2012 participants of the project «Workshop of public criticism»¹¹ conducted a survey for teachers in Simferopol (Crimea) secondary schools (# 2, # 3, # 4, #12, #30, #18, #36), school-lyceum “Open Space Lyceum”, classical school #9, and TNU college. There were 250 questionnaires. Initially it was a voluntary survey and it was not controlled by the school administrations. Nevertheless, some of these schools returned the forms that were not filled in and refused to communicate. Meanwhile, the main questions in the questionnaire were grouped around the resources necessary for the successful integration of the media and could not cause concern of the respondents at all. Summary results of the study are presented below:

The question “Do you find it necessary to educate students about the quality of mass media messages?” had the following answers:

24.2 % of respondents answered “yes” and pointed the way of education, 15.2% of teachers find it necessary to have media education in schools, but do not specify how to achieve it; 48.5 % of respondents answered “no”, 12.1% – ignored the answer.

The question “Would you like to limit the influence of mass media on children?” had the following answers: “yes” – 78.3% ; “No” – 9.1% ; 12.5% did not have an opinion.

The question “Is parents’ involvement into media education possible? If “Yes”, in what way?” had the following answers: Positive answer – 24.8% ; “No” – 54.7% ; “Yes”, without specifying how – 20.4%.

Trying to clear out how familiar Crimean teachers are with information resources about man’s interaction with the media, we found that 14.6 % of teachers are aware that there are specialized sites, TV programs, publications, but 74.6 % of respondents said they do not know about them.

Follow-up question “Do you want to learn more about the media? What way of getting information would you prefer?” (Participants choose multiple answers) revealed growing interest in this topic: it turned out that they wanted to get more useful information on the radio – 10.6%; from TV programs – 39.5%; learn from the Internet – 41.5%; seminars – 19.7%; lectures – 12.1%; participate in professional development programs, 46.5%.

We are also interested in how much and what kind of information technology in general are used in the classroom. Respondents noted the following: multimedia presentations – 61.6%; multimedia library – 8.6%; video – 69.5%; Internet resources, 39.8%.

Most teachers use the Internet to prepare for the lessons. 94.5 % of the respondents confirmed it. Many of them believe that they have enough technical skills for successful communication with the students, but 9.2% of the teachers generally ignored the question. We also wanted to know whether humanities teachers have enough knowledge to explain the influence of mass media on a person. Responses gave the following answers: 49.7% of the respondents gave a positive answer, 35.8% – could not choose an answer, 2.3% – ignored the question.

“Do you want to get useful information about the technologies of media to be aware of the innovations of the education system?” – We asked the teachers. – “If “Yes”, please provide your email address.” Answer surprised: 98.1 % of the teachers did not react to the **question**.

Perhaps the respondents are rarely faced with feedback of this kind and do *not consider themselves to be a subject* that affects the learning process as an innovator, provider of the education system modernization idea. Perhaps among those who refused to answer questions, the idea of media is not recognized as current and relevant for the cultural development of pupils. As we do not have all the necessary information we cannot interpret the behavior of the participants, but we can assume that a number of

factors (which we mentioned in the theoretical part of the article) limits active steps of teachers and blocks their independence. Those who started working on the new program, talked about their experience of understanding the mission of media education during the interview. Main parts of the interview are set forth below.

Why and how do teachers teach the children?

We turned to teachers-methodologists who work on a program of introducing media education into the school education system Elena Kutchenko, Tatiana Koval, and Olena Ditchuk. Statements¹² of teachers and trainers draw the attention of researchers to several important “messages” to all the participants in the experiment. Let us try to decode them.

Speaking about the value of communicative potential, which is in the idea of media education, let us think what teachers understand by it intuitively? Possibility of childrens', adolescents' and teachers' communication “in the same language”, in the context of *contemporary culture*, where mass media makes a significant contribution to its development. The more *trust* the dialogue participants have the more open for innovations the school itself becomes. There is only one danger as we see it: not to turn the dialogue into entertainment, as its consequence will be further infantilization of society. In this context, the question of the place of the *concept of childhood* in modern culture of Ukraine is important. Has it been reconsidered since the Soviet times? Do “children’s literature”, “children’s films”, “children’s games” correspond to the values of the new time in Ukraine? How does the society articulate the care of children at the level of cultural and educational programs?

Institutional forms made in Soviet Union regulating the culture of leisure - houses of pioneers, children’s arts centers, clubs, and summer camps for children are unable to maintain the previous format. As for economic and technological reasons, they do not meet the actual needs of today. The infrastructure for the creative development of children and youth is in crisis now. The task of supporting talented young people and creating situations of success is partly compensated by projects funded by private donations and funds, thanks to the efforts of individual enthusiasts, including the technical basis of creative studios, founded 20 years ago: young initiative professionals, offering interesting format of communication and effective strategies for the development of children’s talents, e.g., some animation studios. But even before the creation of the first “masterpieces” their staffs have to overcome resistance barriers of the past. First of all – closeness of communication, paternalistic trends in the experience that children bring home from school to the studio¹³.

If we continue to draw analogies, it is worth mentioning that according to the observations of the majority of media experts, representing the results of the training experience of the Internet portal “Gurt Resource Centre”¹⁴ we can observe the following trend: the main result of such media skills development trainings among students of several generations, representatives of public organizations of different ages can be regarded as open communication, establishment of partnerships relations. Only a few of

the participants of training programs make successful media, but most start defending their rights and expressing their opinions openly. Thus, new qualitatively different conditions of forming *the publicity* are created in society.

Media education or... media awareness for society?

Our experience of training teachers, employees of various government departments, public organizations activists shows that people are open for discussions about the role of the media and are willing to acquire new knowledge in order to use them in daily practices. During each of these meetings the dyad “*media consumption - media production*” is in the forefront. The question of how modern society deals with responses to it is asked. Break of cultural ties between generations (as mentioned above) requires understanding the contexts in which the birth of new symbolic products free from Soviet ideology and its reproduction are possible. Here the educators won't have a chance to ignore the aesthetic codes of media art objects, which means they need special knowledge in the field of visual communications. Probably, experiment participants will be interested in the other “formula”:

– media education for educators –> media awareness for society –> media literacy for different target audiences and professional groups.

What facts did the participants of the conference “Practical Media Literacy”¹⁵ learn, what are the blocking factors of media education implementation process and formation of information culture? At the web-platform medialiteracy.org.ua we can read the following:

- lack of holistic state information policy, an integral part of which should be the formation of media and information literacy;
- differences of perception of the nature and purpose of media education among professionals;
- low level of information infrastructure training and media education;
- spontaneity, optionality and fragmented media education in secondary schools;
- underestimation of the potential and possibilities of library institutions and their employees;
- shortage of quality teachers' tools needed for media and media education for children and teenagers;
- lack of skilled staff.

Problems listed above show that during the period between the interviews with teachers and trainers in 2012, the year at the start of the introduction of new courses and conferences, 2013 experiment participants faced the difficulties, the solution of which has a complex nature and propels to the next level of government reforms in several related fields. In the list of possible solutions the conference participants highlighted the following priorities:

- Tighten the link “school-library“, to fill the programs of media education with library unit for the formation of new media preferences among school children;
- In the shortest possible time work out regulatory framework of media education integration;
- Expand international collaboration, take into account international practice;
- Intensify research work in the field of media education methods on the basis of separate educational institutions;
- Make a number of changes at the law and governance levels (standards, decrees, allowing to determine the place of media education lessons in the school education system: an integrated lesson elective course, inter-school lessons);
- Implement the necessary personnel decisions: train, retrain specialists in the field of media education;
- Prepare library workers for cooperation with media educators;
- Prepare necessary teachers’ tools;
- Develop a unified corporate web project with resources on media literacy;
- Rural schools, which are not included in the media education experiment, should bring their lesson plans into compliance with the Ministry of Education and Science standard.

After analyzing the proposed solutions, we note two important points: positive motivation of experiment participants for the development of self-organization; unawareness of rethinking of media education conception in Ukrainian reality.

In particular, we are discussing a possible change of accents from media education as part of the education system to media awareness as a complex of differentiated and flexible approaches to the use of media technologies, data interpretation and methods of its transmission at the level of teacher-student, student-student, school-community and ways of their storage. For different regions with unequal economic potential access to information resources is important. Rural school infrastructure can hardly be compared with learning environment of children in big cities – it is another argument making you think about the potential threat of violation of the rights of students in the province, the need for individual design solutions. In addition, in the list there are no suggestions for those representatives of regional and local professional educational communities who have no chance of frequent communication with media experts and, respectively, a chance to improve their skills.

We should keep in mind one strategic resource – the parents. We became sure of it in the course of the project “Workshop of public criticism”, when we addressed this question to young mothers: “If your friends asked you what the danger of the media for our children was, what would you say, or recommend?”. Very soon we got a whole bunch of advice from parents in the form of stories sent by e-mail or recorded on tape. Then we moved on and asked the older generation to answer the question: “What media do you have at home that unifies you (movies, radio, websites), what do you watch on TV with your family, are there any traditions of interaction with media which

exist in your house?" In response, we received a collection of mini-stories "Family and media". Then, we addressed the young journalists with up to three years of work experience in mass media and asked them to tell how their journalistic expectations had changed after getting a university degree. And once again we received a collection of short stories "Media and Me" sent by e-mail. All of these texts were published on the Youth Portal¹⁶ and became part of the common story of our attempts of understanding our relations with the media, how generations change their views, what we can benefit from the media, what the dangers should other people be aware of. Such experience grassroots of media awareness, developing step-by-step through youth mini-projects, proved to be interesting and promising.

Project approach is especially effective in practical work of students at the School of Journalism of the Ukrainian Catholic University (Lvov). For example, the monthly "Media tour" – students' visits to media studios, visits to editorial boards, and photo studios are carried out in order to expand the informal communication between professionals and students, to get acquainted with the performer's resume and a portfolio of experts, and to create publications. Parallel format – "Coffee pair" – an invitation to good conversationalists to join the student audience; the communicative process with them is built in the form of interviews, public lecture with questions and answers, presentations and experiments. A larger project – "Mediaexperimentarium" – is a competition of online projects among students of different specialties and from different cities, who represent their concepts and protect their viability in today's competitive society¹⁷.

In all the mentioned examples, professional and amateur approaches are combined. Primary needs of the person are creative self-expression (word-sound-color-visual picture), co-participation, appraisal by another individual – as Bourdieu noted – the people who create symbolic products¹⁸ in the "age of mechanical reproduction", are in such a predetermined coordinate system. Speaking with teachers, schoolchildren and students about media culture, we thus involve them in this coordinate system, where the person speaks his mind through media resources and creates narratives, so that others could learn more about this, moreover – react. It is impossible to remove a link from the chain of creative production – so a matrix of cultural industries is formed. That is why any form of activity of teachers and students in the field of media awareness – no matter what kinds of media they use, should include these three elements. Communicative genres – discussion, film viewings followed by commenting, discussion of reviews, meeting with journalists in the editorial board, or in the classroom, in our view, too, is considered among the "media products" and "media messages" – it is important that teachers and trainers understand this and treat their students differently. It is here that you will need to introduce into curricula such criteria for assessing competence of students as the "original conception", "the author's point of view", "informative", "informative commentary", etc.

Ability to take stock of media content developed on the basis of education and cultural knowledge. If you lack it, the skills in critical analysis of TV news are reduced to “bad - good news”. How is the informational influence of such crucial events as Maidan and the Public Service Broadcasting Law taken into account? Both not only radically change the media landscape, but also social-political relations. It is unlikely that teachers can easily and unambiguously (“bad” – “good”) explain to students what is Stream TV under occupation, what is the difference between the news broadcasted on public service channel and television entertainment projects. Especially because it is not merely a question of Ukrainian political crisis – we need new optics, as F. Jameson would mention¹⁹, - a look at the global community, part of which is Ukraine.

In our opinion, for the real success of the media education experiment serious work with teachers to develop their humanitarian culture and creative facilitation training at the school administration level is important - it remains a great obstacle on the way to accept innovations. Moreover, the knowledge gained by teachers from lectures and master classes does not necessarily have to be implemented quickly in the academic process. It is important to allow people not to force their professional development - otherwise the school will never be able to exceed the pragmatic bounds of official records and will depend on strict inspection. Recall a thesis by Bourdieu: “The history of intellectual and artistic life can be interpreted as the history of changes in the functions of institutions for the production of symbolic production and the very structure of the product, which correlates with the gradual establishment of intellectual and artistic fields, in other words as the history of autonomation of cultural relations of production, circulation and consumption”²⁰.

In the future Ukrainian media education won't be able to exploit tracing techniques, thoroughly new project choices are needed considering the inevitability of globalization influences on the information space through new media, information warfare technology, participative media strategy. For this purpose, we need the courage to look into the future and professional concern, which actualizes resistance from the field of criticism. Quoting philosopher Valery Podoroga, we should not allow the media autonomies the sphere of culture - and to capture it. And we cannot allow the creation of a uniform information field, “it is no less fearful than Putin's orders or something like that”²¹.

Notes

- ¹ O. Barishpolets, Media education theory and concept basics / O.T. Barishpolets // Media culture of personality: social-psychological approach: Course book/ O.T. Barishpolets, L.A. Naydonova, G.V. Mironenko, O.E. Golubeva, V.V. Rizun etc.; Editor L.A. Naydonova, O.T. Barishpolets, Millenium 2009. P. 294.
- ² B. Ridings, University in ruins / translated. from English by A.M. Korbut AM / Bill Readings, High school of economics and technical policy of Russian Federation, 2010, 300 p.

- ³ B. Dubin, N. Zorkaya, Reading in Russia 2008 . Trends and Challenges / B.V.Dubin , N.A. Zorkaya Reading in Russia 2008. Trends and problems. Interregional Library Cooperation Centre , 2008. P. 80.
- ⁴ M. Berg, Boris Dubin Word – email – literatur . Essays on the sociology of modern culture // Online literary project “Coffee Hall ” – [Electronic resource]. – Access mode: www.magazines.russ.ru.
- ⁵ Ibid.
- ⁶ Monitoring of “Ukrainian society” held since 1994. We refer to the research held by Lyudmila Skokova about changes in the nature of cultural practices of reading newspapers, fiction and specialized literature, going to libraries, working on a computer, using the internet, and mobile phone. Kiev, 2013.
<http://www.medialiteracy.org.ua/index.php/mapa-mediaosvity>.
- ⁷ <http://www.medialiteracy.org.ua/index.php/mapa-mediaosvity>.
- ⁸ For further study of cultural and aesthetic differences in the work of creative studios may become a topic of a new article.
- ⁹ Elena Kutchenko, deputy director of the Crimean Republic Company “Kinovideoprokat”, member of the organizing committee and member of the jury of International Children Youth Festival of Audiovisual Arts “Crystal Springs”, Regional Representative of the all-Ukraine experiment of introduction of media education programs in Crimea. Tatyana Koval, headmaster of school-gymnasium № 9 of Simferopol city council (Crimea), a participant of the group on the development of media education. In Lvov school #77 training course “Media Education in Ukraine” was introduced in September 2002. A teacher of foreign literature Elena Ditchuk has been responsible for this course since that time. She has combined teaching media education in school with the work of the “Young journalist” group leader as well as responsibility for pupils’ media editorial office.
- ¹⁰ The search for collaboration models led us to better understanding of the situation described above. The project «Workshop of public criticism» appeared this way. It has united theorists and practitioners: teachers, students, journalists, social workers, and leaders of creative studios. Project # SUP30012GR040, MDF U.S. Embassy in Ukraine.
- ¹¹ Tet’ana Koval Education and media: will they help each other?
http://www.mediakrytyka.info/wp-content/uploads/mediakrytyka/2013/03/Mediakrytyka_19-20.pdf. – 2013, p.106.
- ¹² Olena Kutsenko Media Education -delayed-action «bomb»?
http://www.mediakrytyka.info/wp-content/uploads/mediakrytyka/2013/03/Mediakrytyka_19-20.pdf. – 2013, p.113.
- Olena Ditchuk «The task of media education is to teach a child to see the world in all its colors!»
http://www.mediakrytyka.info/wp-content/uploads/mediakrytyka/2013/03/Mediakrytyka_19-20.pdf. – 2013, p.116.
- Volonters of the project “Workshop of public criticism” Yana Goriunova and Pavel Alexandrov helped us.*
- ¹³ Olesya Novosad From children’s film – to Ukrainian Viasat History. Why not?
http://www.mediakrytyka.info/wp-content/uploads/mediakrytyka/2013/03/Mediakrytyka_19-20.pdf. – 2013, p.109.
- ¹⁴ The main part of “Gurt” audience is representatives of public organizations: <http://gurt.org.ua/about>.
- ¹⁵ Kiev, October 31, - November 01, 2013.
- ¹⁶ <http://studinfo.crimea.ua>.

- ¹⁷ <http://journalism.ucu.edu.ua/program-highlights/2753>.
- ¹⁸ P. Bourdieu, Jean-Claude Passeron, *Reproduction in Education, Society and Culture* Second Edition. *SAGE Publications Ltd*, 1990, 288 p.
- ¹⁹ F. Jameson *Postmodernism, Or, The Cultural Logic of Late Capitalism*. Duke University Press, 1991, 438 p.
- ²⁰ P. Bourdieu, Jean-Claude Passeron, *Reproduction in Education, Society and Culture* Second Edition. *SAGE Publications Ltd*, 1990, 288 p.
- ²¹ Podoroga V. *The Phylosophy and The Literature* - [Electronic resource]. - Access mode: <http://polit.ru/article/2006/07/28/podoroga>.