

**НАПРЯМ 19. МІЖНАРОДНА КОМУНІКАЦІЯ
І БЕЗПЕКА ІНФОРМАЦІЙНОГО ПРОСТОРУ:
МЕДІАГРАМОТНІСТЬ
ТА «ІНФОРМАЦІЙНА ГІГІЄНА»**

DOI <https://doi.org/10.36059/978-966-397-570-2-122>

Anoshkova T. A.,
*Doctor of Philosophy in Education,
Lecturer at the Department of English for Engineering 1
National Technical University of Ukraine
“Igor Sikorsky Kyiv Polytechnic Institute”
Kyiv, Ukraine*

**THE IMPORTANCE OF MEDIA LITERACY
IN TEACHING YOUNG GENERATIONS**

In the modern world, where technology evolves and replaces itself on a daily basis, the speed of information flow can be compared to the speed of light. Continuous television broadcasting, radio, video blogs, social networks, email, and many other media channels surround us with information everywhere. Today’s young generation is significantly different from previous ones because digital devices and information technologies form their natural environment.

This new reality sets several key objectives for educators: to master modern information technologies, integrate them effectively into the educational process, and teach students to use them wisely, fostering both media literacy and media culture.

While in the United States, media literacy has been studied and taught since the previous century (J. Brown [2], D. Considine, J. Horton, G. Moorman [3]), in Ukraine it began to gain wider recognition only in the 2010s (L. Petryk [5]). Its importance has grown dramatically in recent years due to the rapid development of artificial intelligence, ongoing hybrid warfare with Russia, constant information attacks, the dominance of fake news, biased articles, and manipulative headlines. In such a context, the ability to critically assess information is not just a skill – it is a necessity.

Many researchers (S. Terepyshchyi [6], O. Fedorenko, Ye. Kaidan [7]) highlight the need to introduce media literacy in schools either as a separate subject or as part of existing programs (e.g., within IT or foreign language courses). Traditionally, media literacy has been taught to students

of journalism, broadcasting, communication, editing, PR, diplomacy, and law. However, it should not be limited to these fields. As a key competence of the 21st century, media literacy must become an integral part of university education across all disciplines, including technical and engineering programs.

Media literacy can be defined as the ability to decode, evaluate, analyze, and produce both print and electronic media [1, p. 1]. It encourages critical thinking, helps learners to ask questions, consider multiple viewpoints, and make connections between media messages and real-world contexts. It also enables students to understand external influences and empowers them to make informed decisions. Media literacy helps them identify where information comes from, whose interests are being represented, and how to seek alternative perspectives [3, p. 472].

Ukrainian researchers, in their turn, define media literacy as “a set of motives, knowledge, skills, and abilities that help individuals critically analyze and evaluate media texts and later experiment and create their own” [5, p. 101]. Media literacy emerged through a natural evolution: from classical literacy (basic reading and writing skills) to digital or information literacy, and ultimately to media literacy or media competence [5, p. 101].

Information literacy appeared when societies recognized the need to develop new skills for working with computers and digital devices. It involves understanding media language, identifying sources, searching for information effectively, and communicating appropriately in the digital environment [7, p. 68]. Media literacy, in turn, encompasses all stages of the information society’s development. It cannot exist without basic reading and writing skills or the ability to use digital tools. It is the result of media education, the goal of which is to shape media culture.

Today, the primary aim of education in developed countries is not only to provide knowledge but also to teach students how to learn and adapt to new conditions [7, p. 68]. According to L. Petryk, media literacy is closely connected to critical and creative skills, including critical thinking, problem solving, and information evaluation. It also supports the development of global competencies, such as intercultural communication, self-awareness, freedom of speech, and the right to access information [5, p. 101].

For first- and second-year engineering students, media literacy is not typically a core subject. However, it can be effectively integrated into foreign language courses, where students learn to analyze and discuss authentic media texts.

The National Association for Media Literacy Education [1] suggests four practical steps for fostering media literacy, which can be used to incorporate the fostering of media literacy competence into a foreign language classroom. The steps are the following:

– Definition. Teachers ensure students understand what modern media include. Media are not limited to television and radio but also encompass print media, advertisements, billboards, social networks, news websites, video games, and mobile applications.

– Identifying personal preferences. Educators learn which platforms students use, what they trust or distrust, and how well they can distinguish reliable from unreliable sources.

– Analysis. Before creating their own media content, students must analyze existing mass media. A useful framework is the E.S.C.A.P.E. model (Evidence, Source, Context, Audience, Purpose, Execution) [4].

– Creation. At the highest cognitive level, students produce their own media products – news articles, websites, applications, video blogs, and other forms of digital content.

Taking everything into account we can conclude that integrating media literacy into the educational process fosters critical thinking, intercultural communication, and information resilience among young people. Media-literate students are better prepared to evaluate the reliability, bias, and intent behind information sources.

In the Ukrainian context, this competence also plays a crucial role in resisting disinformation, propaganda, and psychological operations during wartime. Moreover, in the age of artificial intelligence, understanding how media is created and distributed has become essential for maintaining democratic values and protecting personal autonomy.

Thus, media literacy is a vital component of modern education. It develops not only technical skills but also critical thinking, creativity, and civic responsibility. Integrating media literacy into higher education, including non-humanities disciplines, is no longer optional – it is an inevitable requirement of the 21st century.

Further research should focus on exploring the most effective strategies for incorporating media literacy into university curricula and evaluating its impact on students' cognitive and communicative skills. In this way educational institutions can help shape a generation capable of navigating complex information landscapes with confidence and responsibility.

Bibliography:

1. Barry C., Moore D. C., Siegel J. K. Implementing Media Literacy In Your Classroom. NAMLE (National Association for Media Literacy Education). 6 с. URL: <https://mlw.namle.org/wp-content/uploads/2015/07/implementing-ml.pdf> (дата звернення: 10.10.2025).

2. Brown J. Media literacy perspectives. *Journal of Communication*. 1998. Т. 48, вип. 1. С. 44–57. URL: <https://doi.org/10.1111/j.1460-2466.1998.tb02736.x>.

3. Considine D., Horton J., Moorman G. Teaching and Reaching the Millennial Generation Through Media Literacy. *Journal of Adolescent & Adult Literacy*. 2009. Т. 52, вип. 6. С. 471–481. URL: <https://doi.org/10.1598/JAAL.52.6.2>.

4. E.S.C.A.P.E. Junk News. *NewseumED*. URL: <https://newseumed.org/tools/lesson-plan/escape-junk-news> (дата звернення: 13.10.2025).

5. Петрик Л. Медіаграмотність як навичка XXI століття. *Педагогічна освіта: теорія і практика. Психологія. Педагогіка*. 2017. Т. 27. С. 100–104. URL: <https://elibrary.kubg.edu.ua/id/eprint/19799> (дата звернення: 11.10.2025).

6. Терпиший С. Медіаграмотність в епоху штучного інтелекту: інтеграція інструментів і методів штучного інтелекту в сучасні педагогічні підходи. *Актуальні питання гуманітарних наук*. 2023. Т. 4, вип. 60. С. 193–202. URL: <https://doi.org/10.24919/2308-4863/60-4-31>.

7. Федоренко О., Кайдан Є. Формування медіаграмотності підлітків. *Технології електронного навчання*. 2021. Т. 5. С. 66–72. URL: <https://doi.org/10.31865/2709-840052021246303>.

DOI <https://doi.org/10.36059/978-966-397-570-2-123>

Єльнікова Н. І.,

кандидат філологічних наук,

завідувач кафедри гуманітарних дисциплін та українознавства

Харківського національного університету внутрішніх справ

м. Харків, Україна

РОЛЬ УКРАЇНСЬКОЇ МОВИ У ФОРМУВАННІ ТА ПРОТИДІЇ ВОРОЖИМ НАРАТИВАМ У МІЖНАРОДНІЙ КОМУНІКАЦІЇ

Сучасний світовий простір визначається переважанням гібридних загроз, у яких інформаційний фронт відіграє не меншу роль, ніж воєнний. За таких умов мова є вже не просто засобом комунікації, а й стратегічним ресурсом і важливим інструментом як для здійснення агресії, так і для забезпечення захисту. Актуальність цього дослідження зумовлена винятковою роллю української мови, яка слугує ключовим інструментом комунікації, маркером національної ідентичності та фундаментом державної суб'єктності. Вивчення її функціонування в умовах зовнішньої агресії набуває особливого значення для забезпечення мовної безпеки та зміцнення національної стійкості. Сучасні ворожі наративи базуються на використанні складних риторичних стратегій