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TÍTULO: La comunicación mediática en el sistema de educación superior como un componente tecnológico moderno de la formación profesional de los estudiantes.

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RESUMEN: El artículo revela la capacitación de los estudiantes para la comunicación profesional en el contexto de la expansión de los medios nuevos y tradicionales a través de la transformación de la información en conocimiento. Se comprueba la comprensión de la comunicación de los medios como un intercambio de información con la ayuda de varios canales de comunicación, formas de comunicación (audio, visual, audiovisual) en diferentes niveles, examinándose la eficacia del método de interpretación de textos mediáticos en la formación de la competencia mediática de los estudiantes en instituciones de educación superior. Se confirma el hecho de la interacción del texto con otros textos en el nivel de contexto y forma, definiéndose estrategias de interpretación (intertextualidad, intermediación) de varios tipos de mensajes, en particular los artísticos.

PALABRAS CLAVES: comunicación mediática, texto mediático, intermediación, interpretación, instituciones de educación superior.

TITLE: Media communication in the system of higher education as a modern technological component of students' vocational training.

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ABSTRACT: The article reveals the students' training to professional communication in the context of the expansion of new and traditional media through the transformation of information into knowledge. Understanding of media communication as an exchange of information with a help of various communication channels, communication forms (audio, visual, audiovisual) on different levels has been substantiated. The efficiency of the method of media texts interpretation in the formation of students' media competence at institutions of higher education has been examined. The fact of interaction of text with other texts on the level of context and form has been confirmed, the interpretational strategies (intertextuality, intermediality) of various kinds of messages, in particular artistic ones, have been defined.

KEY WORDS: media communication, media text, intermediality, interpretation, institutions of higher education.

INTRODUCTION.

Dominant peculiarity of modern world is widening of global communication space that strictly expands due to the growth of amount of information resources and the enrichment of funds (channels) and instruments of information exchange.

Modernization of higher education system takes place under the influence and due to the changes of social communicative environment, because is directly and indirectly connected with socio-cultural actions, processes and phenomena, caused by the universal scientific-technical/technological progress.

Preparation for the professional communication of students implies comprehension of the diversity massive information of world map with the possibility of choice of individual route for the successful implementation of personal educative goals. Studying and education acquire the status of value potential, whose expansion during the active development of bio/nano/neuro/genetic/infotechnologies is shifted from the economic sphere to the sphere of culture.

An important role in the open information space takes communication that initiates public, collective, dialogic, personal interaction of participants of the educational process with the possibility of using a variety of communication channels with a help of which any information (statistic, dynamic, analogue, digital, sign, nonsign, conceptual, figurative, combined) broadcast as a specific abstract (nonmaterial) substance.

Transformation of information into knowledge, its objectification occurs only in the communicative action, taking into account the methods of transmission of semantic messages and interpretive skills of individuals. On the importance of the common human problem: “How is the information transmitted?” emphasized the well-known Canadian scholar of the XX century M. McLuhan, focusing on the key questioning word “How?”, identifying it with the understanding of “media” that means a communication channel, that is any form of translation of sensory experience and thought processes of man, a means of self-expression in communication (M. McLuhan, 2018). Human interaction with media – phenomenon of information space – outlines a specific field of study: media communication in the socium range – the education.

The purpose of article is to identify peculiarities of media communication in the system of higher education as an effective factor in students' training, to examine the efficiency of method of texts interpretation in formation of media competence of students at institutions of higher education. The hypothesis: since media communication as a special type of dialogue interaction (the subject of education – media) in the system of university education is an important component of the educational process, the interpretation of media texts as an effective interactive form of this process maximum provides the formation of analytical, critical and creative thinking of students of different specialties and media competence in general.

DEVELOPMENT.

Methodology.

The study of the problem of “media communication” in educational environment has led to the application of such scientific theoretical methods: analysis (dismemberment of an object into constituent elements – “media” and “communication”); synthesis (study of an object in general, in interconnection of its elements); analogy (cognition of subjects and phenomena on the basis of their similarity with others: intertextuality/intermediality); modeling (replacement of an object being studied by its counterpart: text/media text); argumentation (evidence and persuasion concerning the issue of active coexistence of human and media in modern information-communication space); ranking (placement of objects in order, depending on the degree of manifestation of a certain feature: determining the degree of emotional response to the perception of media text); interpretational (explanation of the revealed facts and connections: the interpretation of the content of media text), system analysis (study of object of research as a composition of elements that create system: media communication, media education, media competence, media text etc.).

The significance of information and communication technologies usage by cadets who study according to the first (bachelor) level of higher education during the foreign language professional training for state examinations on discipline “Professionally-oriented foreign language” was revealed in the study of I. Bloshchynskiy (Bloshchynskiy, 2017). The strategic importance of communicative knowledge of English is treated differently by scholars: some scholars revealed the English language communication significance in self-education of the students of socio-humanitarian specialties (Melnychuk, Rebukha, Zavgorodnia, Bloshchynskiy, 2018).

The life of society at the time of active expansion of media is increasingly modeled on the kind of virtual reality, images and ideas that easily are materialized, affecting the daily behavior of people, their value orientations and worldview measures. Sharing information through a variety of communication channels, communication forms (audio, visual, audiovisual) at different levels (intrapersonal, interpersonal, intragroup, intergroup, institutional, general public) is interpreted as media communication.

Today, probably, there is no sphere of interpersonal interaction that does not use the term “media” in everyday practice of communication. This primarily concerns the technical side of communication, which involves choosing the optimal way (channel) for transmission and information reception, and also understanding of “media”. In the area of media communication, media education the notion of “media” also usually is associated with technical abilities of creation, perception, distribution, replication of information with a purpose as soon as possible to bring it to the target audience, using the appropriate means and ways of its transfer.

Ukrainian scientist O. Baryshpolets, outlining the ways of information transferring, indicates the key elements of communication, such as: “one to many” – printed media (press), electronic (radio and television); “one to one” – telephone, e-mail; “many to many” – communication in chat etc. (Baryshpolets, 2014). Danish scientist K. Jensen, taking into account the fact of using certain

technical means for the implementation of information exchange, distinguishes between mediatized and non-mediatized communications, by systematizing them in three levels of media: the means of communication, which we use without help of any technical devices; the use of special technical devices, intermediaries for communication; integrated in one technological media platform (Jensen, 2007).

In communicative practice, the word “media” is often encountered in variants: media, medium, so the derivatives are: medial/intermedia etc. Such ambiguity needs to be clarified, appeal to the primary sources in which the etymology of words is recorded: from lat. media is a mean, way; medium – intermediate (Baryshpolets, 2014).

The notion “media” has many ways for definition and ambiguous characteristics. Thus, H. Lasswell paid attention to the specific function of “media” as ideal translator of information, stressing the importance of the transfer of cultural values (Lasswell, 1948). From this point of view, as the author mentioned, media plays key role in creation and reproduction of society. “Media” becomes an important meaning as a product of information consumption in the context of the social communication.

The notion “media communication” is created through the connection of two words of Latin origin: media and communication and in translation is interpreted as a means of communication. But this term may be used also for definition of other concepts and cultural phenomena, depending on the semantic combination of words, which are given the appropriate definitions. For example, artistic information, text message, TV game, broadcast, internet-communication, virtual dialogue, intermedia studios, etc. Developing the opinion of scientists about the multiple forms of “media” and taking into account the importance of the notion of “communication”, there is a need to outline the semantic field of the concept of “media communication”, which will cover a wide range of possible variants of information contact in communicative space of culture. Understanding “media”

like “traces” of human being in the space of culture, we interpret this concept multivector. Media: mean, way, mediator, messages, text, language (verbal, non-verbal), education, art and others. Communication: cooperation, communication, message, information, contact, process of views exchange, interaction, etc.

Considering communication through the prism of the phenomenon of “artistic”, the concept of “media” will cover several aspects: media as natural channel of receiving information (audio (ear), visual (eye), tactile (hands) etc.); technical channel of information transmission (book, radio, television, social networks, internet, etc.); semantic content of information (fiction text). Taking into account the intermedia nature of art, decoded by virtual presentations, we consider interartistic interaction as a special type of media communication that occurs inside, and is expressed on the border of artistic ontological structures.

“Intermediality as a specific form of integration manifests in the unity of human perception of different types of communication means – media, aims to lay the foundations of a holistic view of nature, culture, society and forms its own relation to the laws of their development” (Lupak, 2018). The modern communicative process in the educational field is being developed with a help and on the material of wide range of mass media, as well as classical forms of information interaction, without which vocational training is impossible. However, despite the parallel existence of different types of communication, “media” occupies dominant positions of influence, actualizing the problems associated with terminological shifts, and therefore understanding key theoretical and scientific concepts. For example, this refers to the interpretation of the concept of “media text”.

Results and discussion.

Diagnosis of media competence makes it possible to define multilevel interaction with media texts, expressing, first of all, the ability to think associatively, critically and creatively. Theoretic of media education O. Fedorov has distinguished 7 indicators of the development of media competence of

personality:

- 1) The motivational, which indicates the motives of contacts with media texts (genre, thematic, emotional, epistemological, hedonistic, psychological, moral, intellectual, aesthetic, therapeutic, etc.).
- 2) The contact indicator, that is, the frequency of interaction with media texts.
- 3) The information indicator on knowing terminology, theory and history of media culture, understanding the process of mass communication and media influences in the context of real world.
- 4) The perceptual indicator, that is, skills in perception media texts.
- 5) The interpretation indicator as the ability to interpret, analyze media texts on the basis of certain level of media perception.
- 6) The operational indicator for identifying the ability to create own media texts and spread them.
- 7) The creative indicator, that is, availability of creative component in various aspects of activity (perceptive, game, artistic, research, communicative and others) that is related to media (Fedorov, 2007).

Diagnosis of the interpretative component of media competence of students of institutions of higher education (IHE) is carried out before the study experiment and after it with a purpose to identify effectiveness of the proposed method – the interpretation of media text. In order to check the efficiency of using media text in vocational training future specialists in IHE, students of different fields of training have been divided into CG (control groups) and EG (experimental groups).

In the experiment took part 2-d course students of the Faculty of Arts (20 persons), 3-d course students of the Faculty of Philology and Journalism (50 persons) of Ternopil Volodymyr Hnatiuk National Pedagogical University and students of Academic and Research Institute of Nursing of I. Horbachevsky Ternopil National Medical University, who study the topic of “Information and Communications Technology in Education” in the course of “Educational Technology” (TNPU)

and Pedagogy and Psychology of Higher School with the Basis of Rhetoric (TNMU). The lecture on Pedagogical Technology in CG was conducted with a help of using presentation materials (reproductions, phonograms) and information sources (professional art sources, textbooks on art history and communication theory, dictionaries, handbooks, Internet resources, etc.).

For conducting class in EG, the media text (video) “Destino” – animated short film, was chosen, that is created by The Walt Disney Company, which premiered in 2003 at the International Animation Festival in Annecy (France). “Destino” got Grand Prix of the Melbourne Film Festival and was nominated for “Oscar” Academy Award. This joint project of Salvador Dali and Walt Disney started in 1945, but in 1946 it was postponed because of financial problems. In 1999 Roy Disney, a nephew of W. Disney, opened “sleepy project” and successfully finished it. “Destino” is a unique media text, in which dynamic visual consistencies, in the basis of which are 22 paintings by Salvador Dali and 135 sketches, ballad song by Armando Dominguez and (performed by Dora Luz) that was written exclusively for the project.

In 2003 movie version, the musical text was replaced by the song “Time” (1973) by the British Band Pink Floyd – a representative of the genre of progressive rock music. Music of famous singers (David Gilmour, Roger Waters and others) has given to media text a specific meaning of sounding, because it was an important problem of pressure of the modern information world on the human psyche. Such substitution of the media has significantly expressed, updated and slightly changed the content of the work in general, because from the first seconds of animation view rhythmic ticking of clock hands under loud opening chords sets the recipient to reflections about Time that is measured by the flow of thought or the filling of impressions.

The main thought of the work – Human has learned to count time, but has never learned to dispose of it properly – appears at the beginning of media text and culminates in the end thanks to a multi-level transformation of visual images with deep semantic content. Undoubtedly, in revealing the

design of the authors a significant role plays surrealistic pictures by Salvador Dali, in particular his famous work “The Persistence of Memory” (1931), also called “The Soft Watches” or “The Melting Watches”.

Overall, there are more than 500 symbols in this synthesized media text; such types of art are synchronized in audio visual format as: painting, music, literature, dance (ballet), architecture, sculpture; combined myth, story, fiction story; on the cross of art structures existential meanings crystallize out that appear on the basis of philosophical, psychological, humanistic understanding of nature and world. Deep reflections at the level of archetype thinking, caused by activation of imaginations, associations, figurative parallels, fantasies, illusions, make possible “dipping” into virtual reality (without any technical meanings), expressing the intermedia possibilities of art. Media text “Destino” may be considered an encyclopedia of intermediality, concentrate of meanings, which every human decodes according to his/her vision of world, understanding own essence, level of education, mental direction and aesthetic skillfulness.

It is obvious that work with media text, in particular such, which include artistic information, provides emotional influence at human condition, which can change in the range “positive – negative” according to perception of media material by recipient, which will reflect not only his attitude to the artistic artifact, but also the assimilation of new material. Deviation towards positive (satisfaction) or negative (dissatisfaction) indicates emotional and sensual attitude towards the corresponding message.

In the case of communicative interaction between participants of communication in conditions of educational environment such indicator has important meaning, such as it will determine the favorable psychological climate in educational and cognitive activities and relationships that is necessary condition of optimal and successful communication in the environment of university.

After watching the animation “Destino”, students were asked to determine on a 10-point scale the level of emotional state caused by the media text¹.

The diagnosis of emotional state of each participant of communication as reaction to the relevant message allowed identifying general emotional impression of group on media text – the object of studying activity. According to the results of diagnosis the 20 proposed emotional states “lined up” as follows (in descending order): satisfaction (9,4), interest (9,2), easiness (8, 4), admiration (8,2), calmness (8), optimism (7,6), pleasure (7,2), amazement (6,8), exaltation (6,5), happiness (6,1), excitement (5,9), sadness (3,1), indifference (2,5), shame (2,1), disappointment (1,7), displeasure (1,5), fear (1,3), oppression (1,2), anger (0,6), aggression (0,2).

Analysis of psychological and pedagogical researches on the problem of studying interpretation abilities in media communicative activities of subjects of study in different subjective fields allowed identifying the following levels: low (2 points), satisfactory (3 points), middle (4 points), high (5 points).

Low level: partial perception and not understanding of media text; limitation of lexical basis for expressing basic thought of study material; retelling content of media text in general terms, by simple sentences; inability to form conceptual areas yourself, create own thesaurus, originally reprocess information; speech is vague, unemotional, illogical; passive role in discussions without expressing initiative; ambiguity in the choice of proposed words – characteristics that are consistent with personal emotions and impressions; the level of emotional state is passive, such emotions as calmness, indifference, oppression, fear are prevail.

Satisfactory level: partial perception and understanding of media text; small vocabulary for expression of basic thought of study material; understanding the composition structure of media text, retelling the content, following the logic of the statement in simple sentences; primitive ability to

¹ http://findarticles.com/p/articles/mi_mOHNN/is_4_19/ai_n6094230

interpret material; capability to form conceptual areas just in dialogical interaction; speech is logical, but unemotional; passive role in discussions with partial initiative; matching from the suggested words – characteristics that are consistent with personal emotions and impressions; the level of emotional state is mostly neutral, such emotions as lightness, calmness, indifference, partially excitation are prevail.

Middle level: holistic perception and understanding of media text; enough vocabulary for expression of basic thought of study material; defining the means of expression of media text, explanation of their role in the composition structure; adherence to the logic of study material content; defining the capability originally to rework, supplement information, ability to generalize statements, organize information and form questions; clear speech with elements of expression; mostly active role in discussions without special initiative; matching from the suggested words – characteristics that are harmonious with personal emotions and impressions with the expression of shades of values, the predominant emotions – optimism, pleasure, happiness, interest.

High level: full understanding of media text and the context of message; active reserve of linguistic means for expressing necessary information; defining the means of expressiveness of media text, explanation of their role in the structure of text; interpretation of elements of study material; explanation of substantive and semantic side of media text; ability to analyze, synthesize, to evaluate study material, define own point of view, to demonstrate figurative, associative, divergent thinking; identification of capability originally to process, supplement information, ability to generalize statements, organize information and form questions; meaningful and vivid expression of thoughts; active and positive position of evaluative attitude to study material and the world in general; emotional spectrum is dynamic, the predominant emotions: pleasure, interest, enthusiasm, optimism, excitement, exaltation.

The effectiveness of connection emotional perception of media material with its assimilation is given below.

Levels:

Low (2 points) - Emotional indicator (1 – 2).

Satisfactory (3 points) - Emotional indicator (3 – 4).

Middle (4 points) - Emotional indicator (5 – 7).

High (5 points) - Emotional indicator (8 – 10).

CONCLUSIONS.

Scientific studies of media communication demonstrate rapid expansion of media space with the most various forms of connections within and beyond it, caused by the development of new media. Communicative process in the educational field is deployed with and on a material of wide spectrum of mass information means, and also classical forms of information interaction, without which the vocational study is impossible.

Understanding of media as natural channel of receiving information as technical means of information transmission, as the content of message expressed educational media communication, formed on dialogic interaction between a communicant (communicative maker) and a communicator (consumer of communication services) through the mediation of educational information (media text).

The peculiarities of media communication in the system of higher education are caused by understanding it as a synthesized kind of communication, in which traditional and new media are joint; understanding of synchronicity of subject-subjective and subject-objective information exchange; dialogic interaction of participants of educational process with the object of study activity – media text; necessity of using intermedia technologies in communicative acts.

The interpretation of media text, which includes artistic information, is effective study practice in institutions of higher education (artistic and non-artistic directions), such as hermeneutic procedures direct the person to conscious consumption of media products, form ability for figurative perception and figurative analysis, identifying intermedia constructions (comparing new information with previously obtained using various sources of diverse information), activate intellectual-thinking and emotional-willed personal actions for the purpose of evaluating attitude to information and for meeting information and communication needs.

Students, who did not take part in the experiment, did not watch animation films and did not participate in collective discussion (interpretation) of media text, could not qualitative and thoroughly comprehend the full potential of information and communication technologies, the essence of which comes down not only to the possibilities of widespread use of information in different communicative situations, but also understanding inner mechanisms of information interaction at the level of semantic codes, sign languages, intermedia constructions, etc. Instead, the participants of communicative activities that could work out and discuss the material, not only demonstrated the ability to use media means (technical side of communication) and communicate with their help, but found the ability to analyze complex processes of socio-cultural and political context of functioning of media in society.

Following studies will cover the problem of intermedia analysis of media texts.

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