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FEATURES OF THE APPLICATION OF MEDIA EDUCATIONAL TECHNOLOGIES IN THE TRAINING OF FUTURE SPECIALISTS IN THE MEDICAL INDUSTRY

The article reveals the peculiarities of the use of media educational technologies in the training of future specialists in the medical field. The basic concepts of "media education", "media literacy", "media literacy", "media education technologies" are analyzed. It is noted that the leading idea of the study is to improve the level of media literacy of future specialists in the medical field in the process of professional training. The views of scientists regarding ways of using media educational technologies in the context of professional training of future medical workers are analyzed. Media education is interpreted as a critical understanding of information, an essential element of its development is the creation of one's own media production. Media literacy is a basic concept in the field of information consumption and helps all categories of people to use media practically and creatively throughout their lives. It is outlined that the use of media educational technologies maximally ensures the fulfillment of the main goal of the professional training of the future specialist in the medical field and contributes to the development of their professionalism. It is characterized that the media literacy of future medical workers is defined as literacy in the field of media, includes knowledge of the application of their main types in future professional activity and the ability to perceive, analyze, evaluate information obtained from various media. It is noted that the use of media-educational technologies in the educational process of training specialists in the medical field ensures the fulfillment of the main goal of professional training of future specialists in the medical field and contributes to the development of their professionalism. It is proven that the introduction of media educational technologies into the educational process of medical universities contributes to increasing the efficiency of their professional training and strengthens the awareness of the need for professional self-improvement throughout life, helps to form the foundations of professionalism even in the process of studying at the university.

Key words: media education, media literacy, media literacy, media educational technologies, training of a future specialist in the medical field.

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ОСОБЛИВОСТІ ЗАСТОСУВАННЯ МЕДІАОСВІТНІХ ТЕХНОЛОГІЙ У ПІДГОТОВЦІ МАЙБУТНІХ ФАХІВЦІВ МЕДИЧНОЇ ГАЛУЗІ

У статті розкриваються особливості застосування медіаосвітніх технологій у підготовці майбутніх фахівців медичної галузі. Аналізуються базові поняття «медіаосвіта», «медіаграмотність», «медіаграмотність», «медіаосвітні технології». Зазначено, що провідною ідеєю дослідження є вдосконалення рівня медіаграмотності майбутніх фахівців медичної галузі у процесі професійної підготовки. Проаналізовано погляди науковців щодо шляхів застосування медіаосвітніх технологій у контексті професійної підготовки майбутніх медичних працівників. Медіаосвіта трактується як критичне осмислення інформації, суттєвим елементом розвитку якого є створення власної медіапродукції. Медіаграмотність є базовим поняттям в сфері споживання інформації та допомагає всім категоріям людей впродовж життя практично та творчо використовувати медіа. Окреслено що застосування медіаосвітніх технологій максимально забезпечує виконання основної мети професійної підготовки майбутнього фахівця медичної галузі та сприяє розвитку їх професіоналізму. Схарактеризовано, що медіаграмотність майбутніх медичних працівників визначається як грамотність у сфері медіа, включає знання щодо застосування основних їх видів у майбутній професійній діяльності та вміння сприймати, аналізувати, оцінювати інформацію, отриману з різних медіа. Зазначено, що використання медіаосвітніх технологій у навчально-виховному процесі підготовки фахівців медичної галузі забезпечує виконання основної мети професійної підготовки майбутнього фахівця медичної галузі та сприяє розвитку їх професіоналізму. Доведено, що

впровадження медіаосвітніх технологій в освітній процес медичних університетів сприяє підвищенню ефективності їх професійної підготовки та зміцнює усвідомлення необхідності професійного самовдосконалення впродовж життя, допомагає формувати засади професіоналізму ще у процесі навчання в університеті.

Ключові слова: медіаосвіта, медіаграмотність, медіаграмотність, медіаосвітні технології, підготовка майбутнього фахівця медичної галузі.

Introduction. The modernization of higher education in Ukraine is directly connected to innovative processes in organizing education. The modern educational process is impossible without the search for and implementation of new effective technologies and models of teaching that foster the development of an active and independent personality.

The medical field requires continuous development and improvement to meet the needs of modern society. The current stage of higher education development is associated with the practical implementation of a new educational paradigm, which envisions the advancement of higher medical education in the context of globalization, integration, and digitalization of society. Amid constant changes in the Ukrainian medical field, the issue of high-quality training for future medical professionals becomes particularly relevant, emphasizing the formation of professionalism foundations in their education.

The overall reform process of Ukrainian higher education, including its medical component, demands updating and improving the training content for medical specialists, implementing innovative technologies, developing professional skills, and fostering media and digital literacy. This is now an essential requirement for the professional competence of medical workers in the age of the informatization of society and education.

To address the stated problem, future medical professionals must be taught to navigate media streams, critically analyze mass media information, and understand the sociocultural context of media functioning.

Research Analysis. The issues of media literacy, media competence, and media education have been the focus of many researchers, including O. Baryshpolets, O. Volosheniuk, V. Ivanov, L. Naidonova, H. Onkovych, among others; as well as foreign scholars such as J. Bowker, M. McLuhan, H. Innis, A. Grizzle, and others.

For our study, the research related to various aspects of using media education technologies in professional training is particularly relevant. For example, scientific explorations into the application of media education in professional pedagogical discourse have been carried out by I. Khyzhniak and O. Ishutina; media education technologies in the professional training of future educators were studied by T. Beshok, M. Grinchenko, M. Imeridze, Y. Kazakov,

and I. Naumuk. Research on media education technologies in the training of future master's degree holders was conducted by N. Dukhanina and T. Fursikova, while the formation of media competence among future doctors was investigated by O. Murzina.

The international experience in media education development, formation of media literacy, and the use of media education technologies to develop personal strategies have been studied by O. Baryshpolets, H. Holovchenko, and N. Prykhodkina, among others.

However, there is a lack of sufficient research in the Ukrainian pedagogical discourse on the connection between media education technologies and the professional training of future medical specialists.

Research Objective. The goal of this article is to identify and substantiate the peculiarities of applying media education technologies in the training of future medical specialists.

The leading idea of our research is to enhance the level of media literacy of future medical professionals during their professional training.

Main Content. When analyzing the peculiarities of using media education technologies in training future medical specialists, it is important to define concepts such as "media education," "media literacy," and "media competence," as well as the term "media education technologies."

In the Concept for the Implementation of Media Education in Ukraine (new edition), the term "media education" is defined as part of the educational process aimed at forming media culture in society and preparing individuals for safe and effective interaction with the modern mass media system. This includes both traditional (print media, radio, cinema, television) and new (computer-mediated communication, the internet, mobile telephony) media, considering the development of information and communication technologies.

Scholars define "media education" in various ways: as a scientific-educational sphere aimed at developing information culture (B. Potyatynyk); as a process of forming a culture of communication with media (O. Fedorov); as practical preparation of students for effective interaction with modern technical means (O. Volosheniuk, V. Ivanov).

H. Onkovych considers media education as a pedagogical direction focused on studying the patterns of mass communication. Her research explores

interdisciplinary vectors of modern media education development, such as professionally oriented, media pedagogical, media psychological, media ecological, and media sociological, which are now complemented by media analytics, media expertise, media art, and media rhetoric.

Several researchers (V. Ivanov, O. Shkoba, S. von Feilitzen) emphasize that media education primarily involves critical comprehension of information, with a key development element being the creation of students' own media products (Ivanov V. V., Shkoba O. Ya., 2012, p. 42).

In the Concept for the Implementation of Media Education in Ukraine (new edition), the term "media literacy" is defined as a component of media culture that involves the ability to use information and communication technology, express oneself, and communicate via media tools. It also includes the ability to consciously perceive and critically interpret information from various media, differentiate reality from virtual simulation, understand reality constructed by media sources, and comprehend power dynamics, myths, and types of control cultivated by the media.

Similar views are expressed by V. Ivanov and O. Shkoba, who argue that "media literacy consists of skills acquired during training to analyze and evaluate media" (Ivanov V. V., Shkoba O. Ya., 2012, p. 49).

Foreign researchers view the concept of "media literacy" more broadly. For instance, S. Scheibe and F. Rogou claim that it "also includes qualities such as understanding, collaboration, reflection, and social action" (Scheibe C., Rogow F., 2017, p. 59).

Thus, media literacy is a fundamental aspect of information consumption policy, which should encompass all demographics throughout their lives to help them use media creatively and practically.

The term "media competence" is closely related to "media literacy." In the Concept for the Implementation of Media Education, it is defined as the level of media culture that ensures an individual's understanding of the sociocultural, economic, and political context of media functioning. It also demonstrates their ability to be a carrier and transmitter of media cultural values, tastes, and standards, effectively interact with the media space, create new elements of media culture in modern society, and implement an active civic position.

In foreign pedagogy, "media competence" is understood as the ability for "qualified, independent, creative, and socially responsible activity concerning media" (Yermolenko A. O., 2016, p. 331).

For example, R. Kubey interprets "media competence" or "media literacy" as "the ability to use,

analyze, evaluate, and transmit messages in various forms" (Kubey R., 1997, p. 13).

Analyzing the definitions of "media education," "media literacy," and "media competence" allows us to conclude that the outcome of media education is the formation of media literacy and media competence using media education technologies.

Scholars define "media education technologies" differently: as a scientifically grounded system for providing pedagogical activity with media applications (O. Georgiadi); as a way of organizing the educational process for effective interaction with elements of modern media systems (T. Beshok); as the use of various means of information technologies in the educational process (print, television, digital) (O. Besova).

We are inclined to use I. Sakhnevych's definition: media education technology is "a technological process of all possible methods, actions, and approaches in organizing educational activities with the use of media tools to develop the media culture of an individual on three levels: media literacy, media competence, and media awareness" (Sakhnevych I. A., 2012).

In our understanding, media education technologies are a way to organize the teaching and learning process using print, audiovisual, computer, and internet technologies to ensure the goals of professional training for future medical specialists, fostering their professionalism.

Media literacy for future medical professionals is defined as proficiency in the media field, including knowledge of their main types, content, forms, and methods of application in their future professional activity. It involves critical perception, analysis, and evaluation of information from various media.

The media competence of a future medical professional includes:

- The ability to use primary websites on the internet, conduct meaningful searches for necessary information, and analyze it.
- The ability to effectively interact with media, behave appropriately in the media environment, and efficiently use media technologies.
- Skills in applying media technologies, conducting searches and selection of media information, analyzing media security, and interacting with the media space.

Future medical specialists can use the internet to access online versions of medical journals and global associations of doctors from various specialties.

They also have access to interactive clinical cases, where students receive information about patients using videos, graphics, schemes, and more. This allows them to diagnose, prescribe tests, and suggest treatment.

Various types of simulators are widely used in medical education, including computerized mannequins, screen simulators, anatomical models, phantoms, trainers, and standardized patients.

Modern virtual reality tools are considered a source of technological opportunities in education and medicine, complementing traditional teaching approaches. Virtual reality use in professional training for medical specialists transforms the principle of visual content delivery in education and aligns with global trends in teaching medical disciplines.

Virtual representations of real objects, their versatility, and multifunctionality provide future doctors with extensive life experience in perception and actions. Implementing virtual reality technologies in teaching medical disciplines has become an urgent direction.

Conclusions. One of the main principles of the modern university education concept is the prioritization of media education technologies. This enables

students to not only absorb the content of specific disciplines but also understand the relationships between studied subjects and the phenomena and processes they describe, fostering a scientific worldview.

By summarizing scholars' views on the use of media education technologies in the professional training of future medical workers and understanding the role of innovative media education technologies in modern education, it can be concluded that integrating such technologies into the educational process of medical universities enhances the effectiveness of professional training. It also strengthens students' understanding of the need for lifelong professional self-improvement and helps establish professionalism during university education.

Future research prospects include studying international experiences in implementing media education technologies in the professional training of medical specialists.

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