

I. Penchuk

*Doctor of Sciences in Social Communications, Professor
Head of Journalism and Ukrainian Philology Department
e-mail: innapenchuk0909@gmail.com, ORCID: 0000-0001-9880-1786
Classic Private University
Zhukovsky Street, Zaporizhzhia, 69002, Ukraine*

CHILDREN'S TV STUDIO IN THE SYSTEM OF INTEGRATED MEDIA EDUCATION

The purpose of the article: to consider the experience of media education work with children in Ukraine; to classify the models of organization of mass media education of children, in particular children's television, to substantiate the need to systematize the mass media as an institution for the formation of media competence of children's audience.

Research methodology. To solve the set tasks, the method of typology was used, which revealed similarities and differences between the forms and types of children's media; analysis, synthesis, generalization – to substantiate the conclusions about the situation with children's media; cognitive analysis – to outline the prospects of children's media.

Results. The activity in the children's television association not only provides real opportunities for everyone to try themselves as a journalist, presenter, cameraman, but also enriches the life experience, which is the basis for joining society, for mastering social culture as well as the requirements of the environment. The quality level of children's TV studio in the system of integrated media education primarily depends on the level of media competence of adults who teach children.

Unlike educational institutions, the media has a very useful quality, such as the ability to reach a large and dispersed audience. However, it should be recognized that as an institution of education, journalism does not currently have the necessary qualities. There is no regularity and provision of gradual development of knowledge by the audience. That is, the inherent potential of the media, necessary for conducting broad media educational work, is not yet fully used in the development of media competence of children's audience.

Novelty. Experience of media education for children in the Ukraine is examined in the article. The author classifies the models of mass media education of children, justifying the need for systematic mass media as an institution of media-competence child audience.

Practical significance. The results of the study can be useful for both employees of TV channels and teachers.

Key words: mass media, media education, children, models of media education.

I. Introduction

The rapid development of information and communication technologies and the media system in the modern world urgently requires purposeful preparation of the individual for skillful and safe use of them. Interaction with various media (press, radio, cinema, television, Internet) accounts for a significant share of free time of Ukrainian citizens, which causes their significant impact on all segments of the population, especially children and youth.

Problems of using the mass media in the educational process are mainly related to the work of foreign media educators (O.P. Korochenskyi, O.V. Fedorov, O.V. Spichkin, Jacques Gone, Rene Hobbs, Christopher Vorsnop, Andrew Hart and others). Thus, it is argued that one of the most effective means of protecting society from the negative influence of the mass media and the use of positive backup educational and training opportunities of media products is the introduction of media education for journalists, media teachers and the general public.

In recent years, media education has become the subject of consideration of Ukrainian scholars (A. Kozlova (Morgun), N. Voitko (Dukhanina), N. Gabor, G. Nedokhodyuk, A. Onkovych, B. Potyatynyk, V. Robak, V. Fatimina, I. Chemerys, Yu. Chernyavska, O. Yanyshyn and others). Thus, a young Ukrainian researcher I. Chemerys in his article «Media education abroad: theories of media education and a brief history of development» [10] considered the most common theories and models of media education that exist in the world. For example, B. Yerzhabkova, a professor at the Ukrainian Free University in Munich, identifies the following areas of media education: 1) integrative pedagogy of mass media (media as a source of education); 2) critical pedagogy of mass media (mass media as a tool of manipulation and a carrier of ideology); 3) instrumental (media as a means in education, train-

ing, upbringing); 4) preventive (focuses on preventing the unfavorable development of children due to their perception of mass media information) [10, p. 70–71].

II. Set up of the problem and research methods

The purpose of the article: to consider the experience of media education work with children in Ukraine; to classify the models of organization of mass media education of children, in particular children's television, to substantiate the need to systematize the mass media as an institution for the formation of media competence of children's audience.

To solve the set tasks, the method of typology was used, which revealed similarities and differences between the forms and types of children's media; analysis, synthesis, generalization – to substantiate the conclusions about the situation with children's media; cognitive analysis – to outline the prospects of children's media.

III. Results

The media have a powerful and contradictory influence on the education of the younger generation, often becoming the driving factor in its socialization, spontaneous social learning. To this the permissiveness of the information market, the dominance of low-quality media products, low moral ideologies and values are added, which causes a decrease in society's immunity to socially harmful information influences. Thus, there is an urgent need for the development of media education, one of the main tasks of which is to prevent human vulnerability to media violence and media manipulation, escape from reality into the labyrinths of the virtual world, the spread of media addictions [3].

In many countries, media education functions as a system that has become an integral part of, on the one hand, general education of young people, on the other – the mass information processes. It is an attribute of globalization, a factor in the competitiveness of the economy, which is inextricably linked with the development of democracy in the age of information-oriented society. Unfortunately, in Ukraine, media education still remains fragmentary and is carried out mainly spontaneously on the initiative of enthusiasts, teachers-innovators in the apparent lack of integration of these efforts into an effective media education system.

Increasing public culture consumption of media content (and in general the culture of communication with the mass media) using the methods of media education and media criticism can provide not only a positive correction of the audience and mass media relationship, but also change the behavior of the mass media, to achieve greater compliance of their activities with objective social needs [4, p. 11].

The experience of media education work with children and schoolchildren, taking into account the peculiarities of the organization and forms of this activity, can be classified as follows:

1. Creation of specialized media classes, introduction of the course «Media Education» (or courses on the basics of journalism) as optional or elective subjects, inclusion of media education topics in programs of other disciplines, which would cover the maximum number of students with media education classes.

2. Organization of club activity, school of cadets, school editorial board, TV or radio studio, etc. in the educational institution. The main disadvantage of such creative associations is the limited number of participants who receive media education skills and abilities.

3. Organization of creative studios, clubs or journalism studios in institutions of additional education. The advantages of such studios are that it is possible to involve professional journalists as teachers, to publish an interschool newspaper, TV and radio program; expand the geography of educational institutions whose students attend a creative studio. A disadvantage here is also the limited number of students.

4. Organization of schools for young journalists at the faculties of journalism of various universities. Advantages: involvement of professional journalists, social communication specialists, philologists, media teachers, media psychologists; wider coverage of the region's geography: children not only from regional and district centers, but also from rural areas are invited to study. The disadvantage is the same: a limited audience.

5. Publication in amateur and official publications of materials of media educational orientation, creative tasks for readers, introduction of regular columns for the purpose of development of media competence, etc.

6. Publication in children's mass media (print and online publications) of textbooks, practical recommendations on the basics of the theory and practice of journalism. The advantage of this form could be called the availability of such reference and training materials for a wide audience (only the lack of access to the Internet may be the obstacle). The disadvantage of this type of media education, we would note the low professional level of the authors of such manuals, inconsistency, lack of motivation to study.

In many secondary schools of Ukraine, work is planned and organized according to the first and second models: own school newspapers, press centers, own pages on the Internet are created. During their studies, students gain professional experience as editors of the press center, their own correspondents (prepare reports on the life of the class, club, studio, section, neighborhood); observers (literature, science, technics, sports); satirists and humorists (critical notes, satirical sketches); screenwriters; photojournalists; speakers.

One of the forms of work of school press centers can be a school newspaper, as a kind of chronicle of the school, which reproduces everything that the school lives on: its problems, achievements, holi-

days, everyday life. There are several types of school newspaper: thematic, special, club, the newspaper of the creative association, satirical newspaper, etc.

Students can show their creativity in different headings («World of hobbies», «Encyclopedia of Wonders», «Yunkor business trip», «Stop motion», «Literary debut», «Report of the item», «Today at school», «Excerpts on the history of my neighbourhood», «Talk, argue, advise», «Answers to questions», «Attention, contest!», «Offer a topic», «News from everywhere», «News section «Press Express», «Highlights of the calendar», «hey write to us», «Club Do-re-mi», etc.).

One of the forms of implementation can be: a press bulletin (urgent release of the final mini-newspaper content. It is used for school assemblies, competitions, contests, festivals as an information medium with findings, facts and analysis. It can also be as a result of the common class); photo newspaper (school newspaper can be of report nature about competitions, holidays, festivals, sport events, can also illustrate unexpected situations on a hike, in the wood, on a walk); newspaper-calendar (tells about events that happened during the week. The content of the newspaper is changed every day. In terms of efficiency, such a newspaper resembles « Blyskavka»); advertising bulletin (impressive information about unusual competitions, environmental campaigns, announcements of clubs, studios, associations); school magazine (literary works of students, the best poems, interesting stories about school life, social researches, interviews, reports on scientific works).

The experience of Ukrainian school press centers shows that children gain not only practical journalistic skills, but also organizational skills, which are manifested in conducting reviews-competitions of wall newspapers; auctions of ideas; oral journals, «Scenic newspapers», excursions; raids, conferences, briefings; creative competitions of young poets, prose writers, journalists, photojournalists; meetings with interesting people, school administration, school graduates, parents; questioning and testing; creative workshops for «Journalists-Beginners»; competitions of observers «Today in the World», «Sports Week», «Theatrical Life», etc.; reporting competitions; report from the last desk, from the parents' meetings, from the principal's office, from the school canteen, locker room, from a math lesson; business games «Reference Bureau», «Newspaper Kaleidoscope»; sociological researches and other questioning.

The upside in creating your own school media product is that it involves mainly primary school students (by the third grade students already have the necessary knowledge and organizational skills, which gives them the opportunity to hold meetings of the editorial board, which summarizes the previous stage of work and the plan of the following number is formed).

However, the possibilities of children's periodicals in the systematic formation of media competence of young Ukrainians are still underused. We analyzed more than 300 different children's and adolescent publications (both amateur and officially registered, printed and electronic). No more than 10% of them either use the experience of media education at the stage of preparation of publications, or regularly publish materials on the themes of media education.

Elements of integrated media education should be presented in school curricula of language, art culture, history, computer science.

These forms of media education experience provide students with knowledge of how to: analyze, critically comprehend and create media texts; identify the sources of media texts, their political, social, commercial and / or cultural interests, their context; interpret media texts and values disseminated by the media; select appropriate media for spreading own media texts and find interested audiences; have free access to the media for both perception and production (UNESCO-approved wording).

Media competence (media literacy) includes understanding the impact of the media on the individual and society, as well as the ability to analyze, evaluate, discuss and create media texts.

For example, according to the current Ukrainian language curriculum, students work on writing a note in a newspaper: fifth-graders write an informational note, sixth-graders write about a person's act of reflection, and seventh-graders write a debatable note. Tenth-graders, in accordance with the requirements of the program, must write an article on the moral and ethical topic of the newspaper. At various language competitions and contests, students are invited to write an essay – the composition that fully meets the requirements of the media text.

In accordance with the challenges of the time, the work on mastering these genres should be deepened, filled with relevant content, as close as possible to the needs of modern society. In order to turn the created in the lesson statement into a real, not imitated media text, it is enough to post it on a web-site or blog – a large number of high school students keep online magazines today. The philologist may well hope and rely on the technical and technological skills of his students.

Philologists have long used media texts to work on retellings, to organize class and review listening as well as silent reading. Perhaps the time has come to analyze them as a work of media, developing critical thinking and practicing the skills of analyzing and objectively assessing the information contained in them, paying attention to the aesthetic value of such messages. The study of the language of media texts is logically included in the list of requirements of the current program for the formation of language skills of students. It is possible that the perception of the analyzed texts as media texts will somewhat modernize the traditional types of analysis for the school, such as stylistic, lexicological, etc.

Students will definitely benefit from their understanding of the social, cultural, political and economic meanings and subtexts of media texts. It is necessary to teach them the ability to aesthetic perception, to assess the aesthetic qualities of the media texts perceived and created by them [9, p. 37].

Among the typical methods of media education are: verbal (story, lecture, conversation, dialogue, discussion, analysis, etc.); visual (viewing of audiovisual material), reproductive, research method, heuristic, problematic, game methods (modeling of artistic and creative activity, improvisation, etc.) teaching methods.

These methods are based on the following didactic principles: socio-cultural development of personality, scientific character, systematicity and accessibility, connection of theory with practice, clarity, audience activity, the transition from learning to self-education, the connection of learning with reality, positive emotional background, individual characteristics students [1, p. 18].

The requirements for the minimum required level of training are the ability to:

- find the necessary information in various sources;
- convert visual information into a verbal sign system and vice versa;
- transform information, to modify its volume, shape, sign system, carrier, etc., in accordance with the purpose of communication interaction and features of the audience for which it is intended;
- understand the purpose of communication, as well as the direction of the information flow;
- argue their own statements;
- find errors in the received information, to make suggestions for their correction;
- accept alternative points of view and to express arguments pro and contra each of them;
- compose reviews and announcements of information messages;
- establish associative and practically relevant connections between messages;
- compartmentalize the information message;
- draw up a plan for information messages, offer a form of its presentation, adequate to the content;
- work with tools for preparing, transmitting and receiving information.

In many respects, these requirements resonate with the list of writing skills that a teacher develops in his students.

A portfolio, as a systematic collection of media texts created by a student (or collectively by class students), combined on a thematic or chronological basis, can be a particularly effective thing in the organization of media education.

The experience of media education at institutions of additional education can be traced on the example of children's amateur editions that exist at such institutions.

The children's TV system deserves special attention as an example of integrated media education.

For the disclosure and development of individual cognitive capabilities, the children's TV allows to create a subjectively significant knowledge of the world, full of personal content, relationships, recorded in life experience. The process of video creation in the integrated media education system has significant potential for the social adaptation of adolescents. First of all, it should have conditions for achieving the goal of social adaptation such as, the inclusion of the necessary social roles in the system through such activities as the creation of reports with an emotional and values-based attitude to information as well as the analysis of events, which allows to form the worldview of adolescents, to enrich their life experience, to develop empathy and tolerance of the individual, to include in socially important activity. In our opinion, the involvement of adolescents in the process of video creation allows: to create conditions for personal self-development; to create conditions for communication; to confront the teenager with the problem of vital, social and professional self-determination; to ensure success in social activities; to ensure successful social adaptation of the individual.

Thus, the process of adolescent video creativity makes it possible to: assign the value of society (as a recognition of the individual's self-worth); be proactive, responsible; think creatively and search for positive values; develop the social activity; adequately realize their potential, their capabilities and resources; do activities aiming at creation of real products; be able to explore the needs of society; be able to plan and organize activities; to take on new social roles; be able to learn on the basis of previous social experience; establish forms of positive communication with the environment; be able to cooperate, the ability to be a member of the team; be able to adapt to the rules of business communication.

The study of the conditions for effective social adaptation of adolescents using the capabilities of the children's TV association as forms of additional education was carried out on the basis of the First Children's TV School and the TV program for children «Malenki Dorosli» (Zaporizhzhia city) created by this school. The television advertising and educational program for children and parents «Malenki Dorosli» appeared in 2007 in the city of Zaporizhzhia on air of the information and advertising channel TV GOLD. In the same year, there was not only the need to transform the program into an educational project, but also the need for young journalists to perform the functions of presenters, journalists, reporters, as well as characters in social advertising. During this period there was a search for teachers, journalists, psychologists; seminars, trainings, festivals were held; curricula were developed. The preparation was carried out in 10 subjects, and the number of students was 30. For 8 years the First Children's TV School functioned on the basis of TV GOLD channel. Since 2016, the program began to air on the regional TV channel called Z. In the same year, the «TRAP» NGO and the First Children's TV School initiated the project called «MediaHATA», which was funded by GIZ and implemented by the First Children's TV School. The project not only allowed children to learn media literacy and media competence, but also demonstrated the possibilities of a child's creative realization in a television as-

sociation. The TV school received its own equipment, was transformed into a social educational television project, meetings with popular TV presenters took place in the studio, rubrics and content-thematic content of TV programs were developed. The TV school received its own equipment, transformed into a social educational television project, meetings with popular TV presenters were held in the studio, headings and content of TV programs were developed.

Thanks to the team brainstorming, the analysis of the needs and wishes of children as well as TV viewers, the following headings were created: «Comfortable childhood» (advice to children and parents to understand each other); «Children's news» (informational section about everything interesting that happens in children's life); «Sports Fair» (a sports section about those sports developing in the region, as well as about those young athletes who glorify Ukraine on the world sports arena); «Children's Hand-made» (an educational section in which young TV presenters create crafts, gifts, souvenirs with their own hands); «Around the world with young adults» (a travel section about interesting cities on the planet as seen by children); «Children's encyclopedia» (an entertaining and intellectual heading that demonstrates the child's impromptu understanding of a concept); «1000 and 1 adventure» (a heading in the format of a reportage about interesting children's events taking place in Zaporizhzhia and Ukraine); «Give the good» (the heading of social and charity projects for children); «Professional Telemandyry» (TV heading about acquaintance with interesting professions), etc.

Thus, to implement the main ideas of the project in the First Children's TV School was formed a group of qualified teachers (teachers of the Institute of Journalism and Mass Communication of the Classical Private University of Zaporizhzhia), creative and technical staff of TV Channel called Z, members of NGO «TRAP» (psychologists, sociologists, media coaches and volunteer students) who have experience working with children. During the work on the project, the Teleschool became a community: there were its own symbols, rules of life, rituals invented by teenagers (traditions of recording the program, tea parties, birthday greetings, meetings with interesting people, etc.); a stable pool of participants was formed, although the formal limits of participation in the television association remained quite conditional.

The authors of the project did not have a goal of pre-professional training of children: the main task was to use the mass media as a familiar environment for social adaptation of adolescents involved in the process of video creation. Thus, the social adaptation of adolescents took place in the educational space of children's TV. In the process of implementing the project, the TV School became a children's television association, the main purpose of which was the social adaptation of adolescents through the media. It is worth noting the fact of the strong desire of the group members to see themselves on the screen, to create their own video product. In order to invite teenagers to participate in the project, a meeting was organized with both parents and children, the principles of work, rules and traditions of the TV School were presented, as well as videos, headings, programs and social videos were shown. During this stage of social adaptation, the organizers relied on the children's interest in the video broadcast, their desire to see themselves on the screen. As a result, 100 children-journalists appeared in the children's TV association. The project leaders tried to support everyone: those who want to work with adults and the desire and ability to act within a certain contractual relationship. Along with this group, a group of teenagers was created who wanted to engage in video creativity on a professional basis: they became active assistants in the experiment, became part of the creative association of the Zaporizhzhia branch. In addition, most of the project participants chose to study Journalism and Information. Thus, the project team tried to create a teenage-adult association in which they cultivated: common values (emotive power, desire to grow up, search for friends); socially significant cases; friendly and trusting relationship (when an adult is perceived as a friend); voluntary participation. One of the activity methods was «brainstorming», allowing to activate the knowledge of adolescents about life as well as helped to develop the ability to highlight the main essence of the problem. The authors of the stories recorded all the children's suggestions, then collectively discussed the options and justified the choice of one of them. The use of game simulation in the process of creating a film layout based on a script was essential. During the work on the creation of video products, the method of «workshop technology» was also used. This is the method when children, observing the process of creating a video, gained the experience of a TV professional through observation and search for answers to technological questions. Thus, their work acquired the character of exploratory activity.

The methodology for working on video production in the children's television association included: selection of topics; creation of a draft scenario; discussion with the aim of developing the details of the activity; determination of the composition of the film crew; training comportment in possible circumstances; filming and installation; technical revision (musical accompaniment, etc.); product presentation with public discussion. As a result of the creation, viewing and discussion of video production, an educational technology at the intersection of training, education, journalistic and artistic creativity was formed, approved and implemented. Such technology involves: reproduction of a certain situation based on the facts of their experience by a teenager; transformation of the situation when any of the structural components underwent changes: subject, object, context, word; public demonstration of creative results with the disclosure of subjective views; group reflection of the presented circumstances. Thus, the collective development of scripts and television programs creates the conditions for enriching the life experience of adolescents. In the experiment, they mainly used such forms of organization of joint activities of adolescents, which provided for the practical use of knowledge about life in real human reality. The enrichment of the life experience of adoles-

cents occurs on the basis of the establishment of causal links between phenomena. The socially important activity of children contributes to the success of the process of social adaptation: displaying the interests, needs and problems of their generation on the screen.

IV. Conclusion

Thus, the activity in the children's television association not only provides real opportunities for everyone to try themselves as a journalist, presenter, cameraman, but also enriches the life experience, which is the basis for joining society, for mastering social culture as well as the requirements of the environment. The quality level of children's TV studio in the system of integrated media education primarily depends on the level of media competence of adults who teach children.

Unlike educational institutions, the media has a very useful quality, such as the ability to reach a large and dispersed audience. However, it should be recognized that as an institution of education, journalism does not currently have the necessary qualities. There is no regularity and provision of gradual development of knowledge by the audience. That is, the inherent potential of the media, necessary for conducting broad media educational work, is not yet fully used in the development of media competence of children's audience.

Список використаної літератури

1. Грачев Г. В. Личность и общество: информационно-психологическая безопасность и психологическая защита. Москва : ПЕРСЭ, 2003. 125 с.
2. Пенчук І. Л. Соціальна адаптація дітей-ВПО в дитячому телевізійному об'єднанні. *Держава та регіони. Серія: Соціальні комунікації*. 2018. № 2. С. 50–55.
3. Концепція впровадження медіаосвіти в Україні: за станом на 20 травня 2010 р. : Постанова Президії. *Національної ресурс*. URL: <http://material/konserciya-vprovadzheniya-mediaosviti-v-ukrayini> (дата звернення: 12.08.2020).
4. Короченский А. П. В поиске новых путей научного познания журналистики. *Журналистика и медиаобразование*. 2007. Т. 1. С. 11–17.
5. Павлова Е. Д. Медиаобразование как способ формирования национальной информационной культуры. Москва : ИНИОН РАН, 2007. URL: http://edu.of.ru/mediaeducation/news.asp?ob_no=32087 (дата обращения: 19.08.2020).
6. Рябоконт Л. Дитяча журналістика в Інтернеті. *День*. 2011. № 7. 13 січня.
7. Сайт «Дитячу я газету читаю з Інтернету». URL: http://book-house.org/html/aeoij_o_i_j_aacaoo__eoaPc_3ioadi.htm (дата звернення: 02.08.2020).
8. Федоров А. В. Медиаобразование: история, теория и методика. Ростов : ЦББП, 2001. 708 с.
9. Федоров А. В. Терминология медиаобразования. *Искусство и образование*. 2000. № 2. С. 33–38.
10. Чемерис І. М. Медіаосвіта за кордоном: теорії медіаосвіти та коротка історія розвитку. *Вища освіта України*. 2006. № 3. С. 104–108.

References

1. Grachev, G. (2003). Lichnost' i obshhestvo: informacionno-psihologicheskaja bezopasnost' i psihologicheskaja zashhita [Personality and society: information and psychological security and psychological protection]. Moskva: PERSJe [in Russian].
2. Penchuk, L. (2018). Sotsialna adaptatsiia ditei-VPO v dytiachomu televiziinomu obiednanni. [Social adaptation of IDP children in a children's television association]. *Derzhava ta rehiony. Seriya: Sotsialni komunikatsii*, 2, 50–55 [in Ukrainian].
3. The concept of implementing media education in Ukraine: as of May 20, 2010 (Approved by the resolution of the Presidium of the National). Retrieved from <http://osvita.telekritika> [in Ukrainian].
4. Korochensky, A. (2007). V poiske novyh putej nauchnogo poznaniya zhurnalistiki [In search of new ways of scientific knowledge of journalism]. *Zhurnalistika i mediaobrazovanie*, 1, 11–17 [in Russian].
5. Pavlova, E. (2007). Mediaobrazovanie kak sposob formirovaniya nacional'noj informacionnoj kul'tury [Media education as a way of forming a national information culture]. Retrieved from http://edu.of.ru/mediaeducation/news.asp?ob_no=32087 [in Russian].
6. Ryabokon, I. (2011, January 13). Dytiacha zhurnalistyka v Interneti [Children's journalism on the Internet]. *Den*, 7 [in Ukrainian].
7. Sait «Dytiachu ya hazetu chytaiu z Internetu» [For a child, I read a newspaper from the Internet]. Retrieved from http://book-house.org/html/aeoij_o_i_j_aacaoo__eoaPc_3ioadi.htm [in Ukrainian].
8. Fedorov, A. (2001). Mediaobrazovanie: istorija, teorija i metodika [Media education: history, theory and methodology]. Rostov [in Russian].
9. Fedorov, A. (2000). Terminologija mediaobrazovanija [Terminology of media education]. *Iskusstvo i obrazovanie*, 2, 33–38 [in Russian].
10. Chemeris, I. (2006). Mediaosvita za kordonom: teorii mediaosvity ta korotka istoriia rozvytku [Media education abroad: theories of media education and a brief history of development]. *Vyshcha osvita Ukrainy*, 3, 104–108.

Стаття надійшла до редакції 22.08.2020.

Received 22.08.2020.

Пенчук І. Л. Дитячі телестудії в системі інтегрованих ЗМІ

Мета статті – розглянути досвід роботи медіаосвітньої роботи з дітьми в Україні; класифікувати моделі організації масової медіаосвіти дітей, зокрема дитячого телебачення, обґрунтувати необхідність систематизації засобів масової інформації як інституту формування медіакомпетентності дитячої аудиторії.

Методи дослідження. Для вирішення поставлених завдань використано метод типології, за допомогою якого виявлено подібне та відмінне між формами та типами дитячих засобів масової інформації; аналізу, синтезу, узагальнення – для обґрунтування висновків щодо ситуації з дитячими ЗМІ; когнітивного аналізу – для окреслення перспектив дитячих медіа.

Результати. Діяльність у дитячій телевізійній студії не лише дає реальні можливості кожному спробувати себе в ролі журналіста, ведучого, оператора, а й збагачує життєвий досвід, який є основою для вступу в суспільство, для оволодіння соціальною культурою, а також вимог навколишнє середовище. Рівень якості дитячої телевізійної студії в системі інтегрованої медіаосвіти в першу чергу залежить від рівня медіакомпетентності дорослих, які навчають дітей.

На відміну від навчальних закладів, засоби масової інформації мають дуже корисну якість, таку як здатність охопити велику та розсіяну аудиторію. Однак слід визнати, що як інститут освіти журналістика в даний час не має необхідних якостей. Відсутня регулярність і забезпечення поступового розвитку знань аудиторією. Тобто власний потенціал засобів масової інформації, необхідний для проведення широкої медіаосвітньої роботи, ще не повною мірою використовується у розвитку медіакомпетентності дитячої аудиторії.

Новизна. У статті розглядається досвід медіаосвіти для дітей в Україні. Автор класифікує моделі масової медіаосвіти дітей, обґрунтовуючи потребу систематичних засобів масової інформації як інституту медіакомпетентності дитячої аудиторії.

Практичне значення. Результати дослідження можуть стати в пригоді як працівникам телеканалів, так і викладачам.

Ключові слова: засоби масової інформації, медіаосвіта, діти, моделі медіаосвіти.

Пенчук И. Л. Детские телестудии в системе интегрированных СМИ

Цель статьи – рассмотреть опыт работы медиаобразовательной работы с детьми в Украине; классифицировать модели организации массовой медиаобразования детей, в частности детского телевидения, обосновать необходимость систематизации средств массовой информации как института формирования медиакомпетентности детской аудитории.

Методы исследования. Для решения поставленных задач использован метод типологии, с помощью которого обнаружено подобное и отличное между формами и типами детских средств массовой информации; анализа, синтеза, обобщения – для обоснования выводов по ситуации с детскими СМИ; когнитивный анализ – для определения перспектив детских медиа.

Результаты. Деятельность в детской телевизионной студии не только дает реальные возможности каждому попробовать себя в роли журналиста, ведущего, оператора, но и обогащает жизненный опыт, который является основой для вступления в общество, для овладения социальной культурой, а-же требований окружающей среду. Уровень качества детской телевизионной студии в системе интегрированной медиаобразования в первую очередь зависит от уровня медиакомпетентности взрослых, навчат детей.

В отличие от учебных заведений, средства массовой информации имеют очень полезное качество, такую как способность охватить большую и рассеянную аудиторию. Однако следует признать, что как институт образования журналистика в настоящее время не имеет необходимых качеств. Отсутствует регулярность и обеспечения постепенного развития знаний аудиторией. То есть собственный потенциал средств массовой информации, необходимый для проведения широкої медиаобразовательной работы, еще не в полной мере используется в развитии медиакомпетентности детской аудитории.

Новизна. В статье рассматривается опыт медиаобразования для детей в Украине. Автор классифицирует модели массовой медиаобразования детей, обосновывая необходимость систематических средств массовой информации как института медиакомпетентности детской аудитории.

Практическое значение. Результаты исследования могут пригодиться как работникам телеканалов, так и преподавателям.

Ключевые слова: средства массовой информации, медиаобразование, дети, модели медиаобразования.