



## ПЛАТФОРМА 6 ПІДПРИЄМНИЦЬКІ ТА ОСВІТНІ АСПЕКТИ ДИЗАЙН-ДІЯЛЬНОСТІ

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### MEDIA LITERACY IN MODERN EDUCATION: CHALLENGES AND TRENDS

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*The article analyzes the main aspects of media literacy, such as: opinions and facts, various types of media manipulation, deconstructive advertising, bias in the media, etc. The impact of modern media on personality development is considered. Ways of introducing media literacy into the educational process of a higher educational institution are indicated.*

**Key words:** media literacy, opinions, facts, manipulation, adverts, bias.

#### INTRODUCTION

It's difficult to keep up with the fast pace of technological change. In fact, many educators feel like their students know more about technology than they do. We can call these young people tech-savvy because they know so much about technology. Teachers have something that most young people haven't fully developed yet – a mature and informed understanding of the world.

Our students may use technology easily and access more new media than many of us, but they don't have the life experience, knowledge and critical perspectives that we have. It's our job as 21st century educators to show our students how to use technology and media in creative, beneficial, safe and ethical ways.

#### PURPOSE

The main aim of this article is to show the necessity of raising students' awareness in using media; of integrating media literacy into a general educational curriculum for higher education.

#### RESULTS AND DISCUSSION

Media literacy is the ability to understand, critique and create media messages. Media messages are communicated via traditional media like print newspapers and television shows, and digital (or new media) like podcasts, video platforms and video games. According to mentioned above, there is a debating question whether there is a connection between media literacy and critical thinking.



It is a well-known fact that critical thinking is the process of analyzing information in order to make a logical decision about the extent to which you believe something to be true or false [4]. It involves the evaluation of sources, such as data, facts, observable phenomena and research finding [4]. From this point of view, we can admit that media literacy is closely connected with critical thinking. Let us focus on the main aspects of media literacy development.

The difference between facts and opinions is the first fact we would like to clarify. What are facts? Facts are statements that are true and can be verified objectively or proven. In other words, a fact is true and correct no matter what. Here are some examples of facts: *The sun is a star. Humans are mammals. Living things are made up of one or more cells.*

Otherwise, opinions are statements that reflect the views or ideas that people have about subjects and topics. For example, your friend says that all ice cream is tasty. This is their opinion, because not everyone may think the same way, nor can it be proven to be true. Opinions may not be rooted in fact or be supported by strong evidence, though there are exceptions, such as in the case of expert opinions. Sometimes, the language used in opinions can be deliberately emotional to mislead others. Therefore, we need to know the purpose of the message or information: whether it is to inform or persuade you to do something or buy a product.

The next vital aspect of media literacy is understanding manipulation. Manipulation is influencing the thoughts, moods and desires of people through distorted information. You can often see manipulation in the media. There are three main types of disinformation, let us consider them. Misinformation – unintentional mistakes, inaccurate date, statistics which is not serious. Disinformation is fabricated, manipulated, false content.

According to our investigation we propose four main tips on how to avoid manipulation and unravel disinformation. Here they are:

- 1) read the news completely, not just the headline;
- 2) check the sources: did the politician really say such a quote, or is it only a fragment of it;
- 3) when it comes to surveys, see the number of respondents;
- 4) check whether there are no evaluative judgments of journalists in the news.

Deconstructing advertisements is also an important aspect which should be taken under consideration. We are surrounded by advertising. Whether you're watching television, reading a magazine, going to the movies, or even browsing social media, you're bound to see some ads. However, by analyzing what's included in an ad, such as the language, the imagery, the music, and the actors, you can begin to break down the subtle processes ads use to persuade people to buy certain products and get a sense of how the marketing strategies of advertisers work [1]. It is wise to answer some questions before taking the content of advertisements on faith.

The list of questions might be the following: who creates commercials and for what purpose; what techniques do the designers use to make a product



appealing; how do they know who might be their “target audience”; which specific “techniques of persuasion” might be used in this advert; which television shows will the creators buy time within to show the ad; how much does it cost to make an advertisement and to position it inside a prime-time program; how is camerawork, lighting, music, editing used to tell the story; how do I feel after seeing a commercial; how does it appeal to my emotions.

Advertising involves potentially everything we know about the brain, the mind, and human behaviour – all increasingly complex and contested areas. Bias is an irrational assumption or belief that affects the ability to make a decision based on facts and evidence. How does it work? Bias does not just sit within people; it is often used as the basis for decision-making and the rationale behind actions that we take. Bias can influence actions that are discriminatory. It can surface and perpetuate into collective conversations when defending harmful actions.

*Bias through selection and omission.*

An editor can express a bias by choosing to use or not to use a specific news item. Within a given story, some details can be ignored, and others included, to give readers or viewers a different opinion about the events reported.

*Bias through placement.*

Readers of papers judge first page stories to be more significant than those buried in the back. Television and radio newscasts run the most important stories first and leave the less significant for later. Where a story is placed, therefore, influences what a reader or viewer thinks about its importance.

*Bias by headline.*

Many people read only the headlines of a news item. Most people scan nearly all the headlines in a newspaper. Headlines are the most-read part of a paper. They can summarize as well as present carefully hidden bias and prejudices. They can convey excitement where little exists. They can express approval or condemnation.

*Bias by photos, captions and camera angles.*

Some pictures flatter a person, others make the person look unpleasant. A paper can choose photos to influence opinion about, for example, a candidate for election. On television, the choice of which visual images to display is extremely important. The captions newspapers run below photos are also potential sources of bias.

*Bias through use of names and titles.*

News media often use labels and titles to describe people, places, and events. A person can be called an “ex-con” or be referred to as someone who “served time twenty years ago for a minor offense.” Whether a person is described as a “terrorist” or a “freedom fighter” is a clear indication of editorial bias.

*Bias through statistics and crowd counts.*

To make a disaster seem more spectacular (and therefore worthy of reading about), numbers can be inflated.

For example,

– *Almost 30% of those surveyed support the death penalty.*

– *More than 70% of those surveyed are against the death penalty.*



*Bias by source control.*

To detect bias, always consider where the news item "comes from". Is the information supplied by a reporter, an eyewitness, police or fire officials, executives, or elected or appointed government officials? Each may have a particular bias that is introduced into the story.

What affects bias? Various factors, such as age and culture, can affect the way people experience cognitive biases, but everyone experiences biases to some degree, including professional psychologists. A problem of bias occurs because to identify the relevant features for such purposes, we must use general views about what is relevant; but some of our general views are biased, both in the sense of being unwarranted inclinations and in the sense that they are one of many viable perspectives.

### CONCLUSIONS

Media and information literacy empowers people to think critically about information and use of digital tools. It helps people make informed choices about how they participate in peace building, equality, freedom of expression, dialogue, access to information, and sustainable development. Our responsibility is to teach students how to effectively filter, select, organize, save, and use information gathered from media sources.

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### КОРОБОВА О.

### МЕДІАГРАМОТНІСТЬ В СУЧАСНІЙ ОСВІТІ: ВИКЛИКИ ТА ТЕНДЕНЦІЇ

*У статті аналізуються основні аспекти медіаграмотності, такі як: думки та факти, різні види медіа-маніпуляцій, деконструктивна реклама, упередженість у ЗМІ тощо. Розглядається вплив сучасних медіа на розвиток особистості. Зазначено шляхи впровадження медіаграмотності в освітній процес вищого навчального закладу.*

**Ключові слова:** медіаграмотність, думки, факти, маніпулювання, реклама, упередженість