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Didactic Possibilities of Critical Thinking Strategies as a Tool for Implementing Media Education Technology for Developing Key Skills of Students

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Abstract. The relevance of the study lies in the fact that intense social changes are transforming not only society, but also affect the main reference points in education, which prompts the teaching community to consider current trends in the development of the European school. The purpose of the study is to generalize and systematize scientific, methodological, pedagogical and psychological aspects of the learning process and the development of key skills of students through the use of didactic capabilities of media education technologies. The theoretical and methodological basis of the research consists of methodologies of the following approaches: didactic, general scientific, comparative. In the process of research it was determined that in a changing environment, only individuals who are able to adapt to constant rapid change, solve complex problems, think critically about the circumstances, compare alternative points of view and make balanced decisions can navigate and act actively. It is confirmed that the main goal of modern education is not to provide students with important information, but to develop a critical view of the perception and research of information. Media education technologies were found to help prepare an applicant of education for life in an information society, choose the main thing among the incessant flow of information, critically examine the information received, and cooperate with others. In scientific research, media education is considered as one of the tools that helps teachers replace passive listening of a student or primitive retelling with active participation in the educational process, and thereby increase the effectiveness of classes. The introduction of media-educational technologies in practice was proved to solve this issue by applying strategies for the development of critical and systematic thinking. The practical significance lies in the implementation and systematization of critical thinking mechanisms as a tool for introducing media education technology for the development of key skills of students

Keywords: information, digital literacy, educational process, educational institution, media competence

INTRODUCTION

New humanitarian technologies, namely media education, have great didactic capabilities for solving topical educational tasks that provide preparation for activities in the modern information society. The implementation of media education technologies contributes to the development of critical thinking as a means of forming key competencies, and the introduction of strategies for the development of critical and systematic thinking ensures the transition from learning focused mainly on memorization to learning aimed at developing independent conscious thinking of students. The specifics of the goals, objectives, and content of media education correspond to teaching methods, among which the main role is played by active teaching methods, including the requirements for the results of media education, which define the criteria for the formation of critical media competence [1]. The need to study the possibilities of media education technologies in the development of critical and systematic thinking in school-age children and its popularization among teachers remains urgent. The didactic possibilities of media education consist in the

systematic and purposeful use of several technologies aim at developing key skills of a creative personality of the student: these are information technologies and strategies for critical and systematic thinking. New technologies and digital media provide not only universal access to information, but also related communication processes. Meeting with them requires, first of all, the development of awareness and competence of all participants in the educational process [2].

Media education technologies are useful in characterizing the advantages and limitations of the use of didactic opportunities of education for actualizing the linguistic consciousness of students through the development of creative and associative thinking by means of critical thinking strategies; systematize strategies of critical thinking as a tool for implementing media education technology to organize project-based, creative, active participation of students in the process of learning language and literature; outline the features of interactive communication by using the didactic capabilities of media education technologies and intensifying the learning process through the use of the Internet in the process of distance learning. The dominant mentality in the system of education and preparation of young generations for modern life still does not pay enough attention to the formation of media, information and digital competencies [3]. This is particularly evident in a critical understanding of the media environment, the cultural, economic, and technological factors affecting media use and a critical understanding of the rules governing the new media world, using the digital nature of information competencies. Digital technologies are able to adapt to the variety of critical thinking skills not only by reports or media sources, but also by modern mechanisms of general provisions of the main educational program [4].

Media education opportunities encourage informed and responsible choice through the use of available resources on the Internet, critical analysis of information, safe movement in the digital space, in particular, the establishment and maintenance of mutually respectful relationships with other network users. However, teachers do not receive enough didactic support to be able to conduct this type of training in schools, which makes the implementation of the intended program a real challenge. The social and cultural contexts in the educational program should be taken into account to the fullest extent possible, including the reality built on the innovative principle of learning [5]. Difficulties in implementing media, information and digital education in schools are the result of the fact that this area has many definitions and concepts that partially work and coincide in content. One of the issues of the school and society as a whole is that various useful and legitimate initiatives in the field of new media and technologies are not sufficiently interrelated and are not responsible for certain learning mechanisms, which are based on the goal of creating complementary prospects for the development of key skills of students, which are an indispensable and crucial element of the comprehensive development of media, information and digital competencies both in the education of children and youth, as well as teachers and educators [6; 7].

The purpose of the study is to generalize and systematize scientific, methodological, pedagogical and psychological aspects of the learning process and the development of key skills of students through the use of didactic capabilities of media education technologies.

MATERIALS AND METHODS

The theoretical and methodological basis of scientific work consists of didactic, general scientific and comparative research methods. The didactic approach was used to study the types of interactions between students and consider the influence of the situational context on the capabilities of the critical thinking strategy. At the same time, through the didactic approach, the learning processes were analyzed, which characterize the totality of interdependent activities of teachers and students, which are subordinated to the realization of a common goal, that is, they cause predictable, relatively permanent changes within the individual. In the context of didactics, the learning process was considered together with the factors that cause it, the conditions in which it takes place, and its results, by achieving certain goals, organizational forms and means in particular. The main task of the methodology is to determine and detail activities related to didactics, both on the part of the teacher and on the part of the student, which is reduced to carefully thought-out forecasting of the course and results of events in the didactic process, which must be performed within the established time frame with the help of appropriate conditions. The structure of the didactic approach is determined by the stages of a complete act of thinking in order to formulate problems and put forward hypotheses for solving problems.

The general scientific approach determines theoretical criteria for the quality of knowledge that merge with practical ones. According to this approach, it was found that not only pedagogy has issues with its own conceptual apparatus, which is created on the basis of scientific language. This scientific method comes from various philosophical, psychological, sociological theories and even economic sciences that are based on colloquial language, so it determines the versatility and ambiguity of scientific understanding and content of basic concepts. The meanings of the basic concepts are heterogeneous and are the result of different assumptions of pedagogy. A significant role is played by various assumptions, paradigms and methods of synthesis that help to generalize the correctness of educational processes in a constant and changing context due to the richness of theories, in particular personality, prospects for knowledge accumulation and their interpretation. The methodology of the general scientific approach considers the student's personality as a system of information, habits, and values that determine the capabilities of the critical thinking strategy as a tool for implementing media education technology to develop key skills of educational applicants, their creative capabilities, and focus on acquiring competencies.

Materials of scientists who considered the phenomenon of media influence on the younger generation in science were used as the basis of the comparative method under

study. Conducting an analysis of the main curriculum of general education, from the point of view of development among students, requires an explanation of the concept of media literacy. Therefore, on the basis of the comparative method, this concept was defined as the process of formation and dissemination of skills of conscious and critical use of social means in all social and age groups. The process of media education consists of actions that must last a lifetime, as the forms and technologies of communication are constantly changing. The comparative paradigm made it possible to identify the essence of media competence in the process of media education, characterizing a conscious and active recipient of media messages, who, understanding the mechanisms used to create and select information, can not only effectively and safely use the media, but also critically evaluate the received content, including advertising and other messages.

RESULTS AND DISCUSSION

Modern educational technology for the development of critical thinking in language and literature classes solves the problems of educational motivation, information literacy, writing culture and social competence, namely: increasing interest in the learning process and active perception of educational material; developing the ability to independently analyze information of any complexity; forming skills in writing texts of various genres; forming communication skills and responsibility for knowledge. Critical thinking strategies and activity within the framework of this technology offers the opportunity to awaken and develop, improve and practice the skills of students, servants to carefully perceive the ideas of other students and adults, plan and think distinctly, express your thoughts explicitly; rationally use their own and others' mistakes for further experience, with the ability to correct them; the desire to engage in self-study, search and design different projects, actions. The practical application of this idea is working on remote platforms with various applications on the Internet [8]. Content of the activity – lesson notes, works containing texts of literary pieces, their analysis, answers to questions, comments, exchange of views, notes. Having compared the characterological features of critical and creative thinking, it can be can concluded that both types of thinking interact in a holistic spontaneous thought process, there is an inverse relationship between them since their unity is complex higher order thinking.

The traditional school is reluctant to adopt new technologies. In a traditional classroom, knowledge is still transmitted in a linear form. As the world and society become more interactive, the school looks like an uninteresting creature that eventually moves the student away from the educational environment outside the school. There is a need to reform schools, which will bring the institution closer to modern solutions in the organization of teachers and education applicants using a wider range and scope of information and media technologies. Students will stop being passive recipients of knowledge and become active researchers. Teachers will try to promote and support the creation of knowledge by students in a distinctive culture of thinking in the classroom. The essence of didactic strategies is to connect learning with life, rather than focusing on memorizing facts and collecting experience. In the modern educational process, the teacher no longer teaches, but contributes to the process of forming key skills and facilitates access to relevant sources, creating organizational structures within which students work. It must be recognized that in the new civilization, the most important culture-forming factor is information transformed into graphs and images presented in various innovative devices. The teacher should be able to use a computer and know its capabilities, as well as the methods of teaching. The new organizational quality of the school depends on the possibilities and ways of using media education technologies in the educational process.

New skills become a chance to modernize and organize the daily functioning of each school. They primarily refer to the organization of the didactic and educational work of teachers in the effective and methodical use of media tools. The effectiveness of their application depends not only on equipping schools with devices and materials, but also on the knowledge and methodological and technical skills of teachers [9]. Increasingly, they are called information and media competencies, putting these concepts to the necessary qualification requirements of this profession in the process of academic education and advanced training. Knowledge and training in computer methods and techniques are insufficient to understand the role and importance of information technologies in educational life. The complexity of the professional role of didactic strategies in the formation and development of information skills is the basis for building key knowledge and skills, which consist in the productive possession of social functioning skills in the existing reality. The information revolution and the rapid development of media technologies affect the didactic aspects of the educational role in the teaching process. Traditional didactics interprets knowledge as a set of content, during which the teacher informs students about certain school activities. This tradition negatively affects the structure and organization of the educational process, assigning the teacher to the function of providing information and testing it in practice. In the pedagogical literature, the term information competence is often used to refer to technical skills, the use of new information technologies in order to meet personal needs.

The influence of media on the younger generation is a major issue in science both abroad and in Ukraine. The development of critical thinking is one of the main functions of media education, which consists in students' understanding of media texts. In other words, media literacy based on critical thinking makes it possible to understand the internal mechanisms of media functioning, critically evaluate the reality they create and how it affects the audience. Proponents of developing critical thinking about the media consider it necessary to encourage critical perception of media texts in order to resist manipulative influence on their part.

Critical autonomy, as the primary goal of media education, can be viewed as a set of skills that allow one to remain consciously independent of the monotonous benefits of the media [10]. In media education of other countries, critical thinking is considered as the most important result of media education, which, in addition to purely educational, has an important social significance. Media education should prepare for active citizenship in a wide range of social spheres. Psychologists interpret critical thinking primarily as related to logic and argumentation, rationality and awareness [11; 12].

The idea of developing critical thinking originated in the United States of America (USA), it appears in the work of the famous American Psychologist of the last century, J. Dewey [13], from where it began to spread actively in America and Europe. The development of critical thinking begins from the moment when students start to actively take an interest in a particular problem. According to well-known experts on this issue, critical thinking is skillfully responsible thinking, which allows the student to formulate reliable judgments. The key elements of critical thinking include the ability to think, which involves the possession of certain strategies that together create a proven effective information processing technology. Critical thinking is based on a number of specific procedures and strategies that increase the likelihood of overcoming problematic situations. With the help of assessment, selection and argumentation in the process of working with a problem situation, a deliberate choice of the optimal direction of its solution is provided. Such a process is a set of special techniques and strategies, the use of which allows one to build an educational mechanism so as to ensure independent and conscious activity of students to achieve their educational goals. Thinking is an activity aimed at cognition, comprehension of all things [14].

Working with various services of the network makes it possible not only to apply strategies of critical thinking: analysis and synthesis of the studied material from language and literature, work according to a certain plan, algorithms, schemes, but also creative and divergent expression of the personality of the applicant of Education, which provides for the development of such competencies: social – stimulating cognitive activity; communicative – commenting on solved problem situations, evaluating completed creative works or projects; informational – stimulating students to use additional information, using tables as sources of information and drawing up schemes and plans as a result of working with information. When working with network applications, for example, with Padlet or Jamboard, it is possible to change the design, fill it with visual material, presentations – various media products, the ability to create a single community of like-minded people, friends, classmates, free communication, the ability to comment and, most importantly, the ability to control copying and cheating, the ability to work with software material not only in literature or language classes, but also at any time convenient for teachers and students. This allows each student to express their thoughts, which, due to lack of time, no lesson can predict [15]. Through the app, students can formalize their thoughts using various media tools: videos, photos, illustrate pages, exchange opinions live, reread the notes of their classmates, and give them a rating in the form of comments. In online classes, this makes it possible to optimize time, helps students use their notes, visualize lesson materials, and use notes as a notebook and textbook at the same time.

The nature of lessons using media education technologies is changing radically. An atmosphere of mutual assistance and cooperation flourishes on them. In such an atmosphere, the student is calm and confident, which means that they feel comfortable. A wide variety of techniques and strategies gives a wide field of activity, and classes become even more diverse, emotional, active and creative, which is a requirement of the time. Media education technologies are based on a basic model, when the student gets the opportunity to think about the nature of the object under study as old and new information correlates, learns to formulate questions, determines their own position on the problem of the lesson, which consists of three stages: the challenge stage, the comprehension stage, the reflection stage. The basic model sets not only a certain logic for constructing a training session, but also a sequence and ways to combine specific methodological techniques. The first stage is focused on updating existing knowledge, forming a personal interest in obtaining new information and a value attitude to the subject. The main tasks of the second stage are to actively obtain information, correlate the new with the already known, and track one's own understanding. It is very important that at this stage, with the help of a number of strategies, the teacher helps to track the process of cognition and understanding. The third stage is aimed at summing up and systematizing new information, developing one's own attitude to the material being studied, and formulating questions for further promotion in the information field. The analysis of one's own mental operations can be considered the core of this phase [16].

Combining strategies helps to achieve the ultimate goal of applying critical thinking technology – to teach students to apply this technology independently so that they can obtain the necessary information from any text, and become independent and competent thinkers. This technology is universal and open to dialogue with other pedagogical approaches and technologies. It is designed not only to embellish classes, to give pleasure from using professional game techniques, group forms of work, and frequent changes of activities, but also has a very clear structure based on developing strategies. Naturally, the computer should not replace the living word, but it can make a language or literature lesson with the use of critical thinking strategies much more effective. Often, the lack of learning effectiveness is explained by the fact that the teacher constructs the learning process based on the tasks set by them, bearing in mind that the goals will be accepted by students as their own. So, the first strategy of critical thinking – forecasting, is used at the challenge stage. Giving students the opportunity to analyze what they already know about the

topic being studied will create an additional incentive for them to articulate their motives. This task is solved at the challenge stage. During the implementation of the anticipation strategy at the challenge stage, it is important to give them the opportunity to express their point of view on the topic, without fear of making a mistake; to record all statements, because each one will be important. At this stage, there are no correct or incorrect statements [17].

It is absolutely necessary to return to forecasts during the lesson and check them, combining individual and group work. Individual will allow each student to update their knowledge and experience, group – to hear other opinions, express their point of view. During the challenge phase, it is important to get students interested by "brainstorming". Sometimes there may be a situation when the stated topic is unfamiliar to students, when they do not have sufficient knowledge and experience to develop appropriate judgments. In this case, a teacher might ask them to make an assumption or forecast about a possible subject and object of study. Consequently, the successful implementation of the challenge phase in the classroom creates a powerful incentive to work on the next phase – the phase of acquiring new information. At this stage, the following strategies are used: "paired brainstorming", "group brainstorming", "key terms", "mixed up logical chains", "creating thought clouds", "prediction tree". The important point is to obtain new information. The organization of work at this stage can be different: interactive lecture, individual, pair or group reading, viewing video material. In any case, it will be an individual perception and tracking of information. At the stage of comprehension, students actively work independently. Here they use such strategies as: reading text using the insert method, metaphorical maps, double and triple diaries, creating a knowledge map, infographics. At this stage, the process of using a critical thinking strategy contributes to the development of the ability to see the general and most importantly, the ability to understand the issue, see the perspective, see a familiar object from a completely new perspective, in a new context, the ability to deviate from the algorithm, template, the ability to combine personal creativity with the creativity of others, predict the result of activities.

Media education of the modern generation is of particular importance. It is necessary to develop the competence of students to correctly and consciously use media education tools that support the process of achieving goals in the didactic process. Media education includes providing access to all mass media, training and ability to analyze the content of media messages, communication capabilities in modern media [18]. An effective applied strategy of critical thinking in working with a new topic is The Socratic questioning technique, which involves clarifying and elucidating ideas, studying semantic information – theoretical and practical, exploring the context, defining assumptions and formulating one's own opinion. Reflexive analysis is aimed at understanding the content of new material. Many of the techniques used in the first two stages transition into the reflexive stage. "Paired brainstorming", returning to key terms, creating essays, mini-essays, "web discussions", "heartfelt hopes", confessions, intergroup assessment – all this allows students to self-actualize within the studied topic. Methods and techniques used in classes that employ critical thinking strategies allow for independent conclusions, presentations of comparative and informational content. Media education can be interpreted as the implementation of various types of activities planned and carried out by the teacher, aimed at arming students with media competence.

This is not only an opportunity to prepare students of educational institutions for the rational use of mass media, but also to set them up for a critical, conscious and evaluative perception of media content, the main goals of which are the formation of media skills based on the correct recognition of mechanisms. There is a clear need for continuous media education, the habits of which will develop mainly during the school period, and deepen in the subsequent stages of acquiring knowledge and skills. Didactic and educational activities are a combination, continuation or supplement of media education activities in the social environment, which interprets the rules for the correct use of information and communication technologies, organizes situations in which students will have the opportunity to test their knowledge and skills [19]. The educational institution should create conditions for the acquisition of knowledge and skills necessary for solving problems using methods and techniques obtained from computer science, including logical and algorithmic thinking, programming, the use of computer applications, the search and use of information from various sources, the use of a computer and basic digital devices, the use of these skills in classes in various subjects, in particular for working on text, performing calculations, processing information and its presentation in various forms.

The acquired key knowledge and skills based on a certain value system contribute to the creation of appropriate measures carried out within a competent and conscious recipient who effectively uses the media in their critical attitude, focused on selective reception in media studies that maintain ethical and aesthetic dissonance that fall under evaluation of media reports. Such a process should prepare students for informed and responsible choices in the use of resources available on the Internet, critical analysis of information, safe movement in the digital space, including establishing and maintaining relationships based on mutual respect with other users of the network. It is necessary to create optimal conditions for the use and ordering of information from various sources, taking into account the correct composition of the text and the rules of its organization using information and communication techniques, since media play an increasingly important role, both in the social and individual life of each subject of the educational process. Media education technologies acquire a special character in everyday life. Using the available tools explains the importance of using them correctly. The faster media competence develops, the better young people will be prepared for conscious and creative reception in the media [20].

The world of media leads to inevitable, rather fundamental changes in the work of schools and teachers. Unlimited access of a student to many sources of information contributes to significant changes in the learning process, where traditional methods cease to be an indispensable source of information, and become a potential intermediary between other sources and the student. Media competence becomes a domain in educational work, based on thoughtful and meaningful use in pedagogical work. The competencies assist in the proper mastery of the method to analyze the media, to evaluate them in terms of their usefulness in learning. They should take the form of digital literacy, empowerment in a knowledge society, and a new media culture based on electronic media. These are conscious skills in receiving messages, creating them, and using media devices to perform various cognitive tasks. When performing didactic tasks, student can adequately select, create and adapt to a variety of needs, materials and resources, in particular in the field of information and communication. They are able to select effective educational resources, in particular the use of online resources that support the modern educational process. In the practice of media education, there is a need for a transformation of activities aimed at the continuous improvement of media competencies – informational or digital, in response to the challenges of modern media civilization [21; 22].

CONCLUSIONS

Prospects for the study of the chosen topic consist in the fact that media education technologies at the present stage are an integral part of language and literature class, as they increase the practical interest of students, develop a divergent and creative vision. During the scientific research it was determined that society imposes serious requirements on the student's competencies, which concern the development of critical and systematic thinking in order to acquire knowledge, apply them in practice to solve various problems, work with different information, analyze, summarize, argue; look for rational ways to solve problems; be communicative, cooperative in different social groups, flexible in changing life situations. It is confirmed that these competencies provide skills of activity in working with information that is available in academic subjects, educational areas, as well as in the world around us. Media education competencies form the basis of the digital educational process, without which it is impossible to apply information and communication skills and have knowledge about existing media threats and tools to prevent them at the educational level.

Analysis of the theoretical basis of the study confirmed the special role of computers in managing high-quality education. In particular, it was found that modern information technologies, various network applications give students access to a huge array of Information, quick access to the necessary resources, access to libraries, archives, from which one can learn something useful on the desired topics, and with which one can prepare for classes. Therefore, the introduction of media education technologies during classes, and especially when the option of attending classes physically in unavailable – distance learning, has its advantages: provides direct feedback in the learning process, makes it possible to individualize learning for the maximum number of children with different learning styles and different perception capabilities, promotes the development of independence and creative abilities of students, changes for the better relationships with students "far" from the subject of language or literature, especially those who are fond of computer science. It is proved that through modern information technologies and critical thinking strategies, the ability to independently find, analyze and select the necessary information, store and transmit it is formed.

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Дидактичні можливості стратегій критичного мислення як інструмента реалізації медіаосвітньої технології для розвитку ключових умінь здобувачів освіти

Анотація. Актуальність дослідження полягає в тому, що інтенсивні соціальні зміни трансформують не тільки суспільство, а й впливають на основні орієнтири в освіті, що спонукає педагогічну спільноту враховувати актуальні тенденції розвитку європейської школи. Метою дослідження є узагальнення та систематизація науково-методичних, педагогічних і психологічних аспектів процесу навчання й розвитку ключових умінь здобувачів освіти шляхом використання дидактичних можливостей медіаосвітніх технологій. Теоретичну і методичну основи дослідження становлять методології таких підходів: дидактичний, загальнонауковий, порівняльний. У процесі дослідження визначено, що в мінливому середовищі здатні орієнтуватися та активно діяти лише ті особи, котрі вміють адаптуватися до постійних швидких змін, вирішувати складні проблеми, критично ставитися до обставин, порівнювати альтернативні точки зору і приймати зважені рішення. Підтверджено, що основна ціль сучасної освіти полягає не в наданні учням важливої інформації, а в тому, щоб розвивати у них критичний погляд на сприйняття і дослідження інформації. З'ясовано, що медіаосвітні технології допомагають готувати здобувача освіти до життя в інформаційному суспільстві, вибирати серед невпинного потоку інформації головне, критично перевіряти отриману інформацію, співпрацювати з іншими. У науковому дослідженні медіаосвіту розглянуто як один із інструментів, що допомагає викладачеві замінити пасивне слухання здобувача освіти чи примітивний переказ на активну участь в освітньому процесі, і тим самим підвищити ефективність занять. Обґрунтовано, що впровадження медіаосвітніх технологій в практику дає змогу вирішити зазначену проблему шляхом застосування стратегій розвитку критичного та системного мислення. Практична значимість полягає у реалізації та систематизації механізмів критичного мислення як інструмента впровадження медіаосвітньої технології для розвитку ключових умінь здобувачів освіти

Ключові слова: інформація, цифрова грамотність, освітній процес, навчальний заклад, медіакомпетентності