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DEVELOPMENT OF THE PROFESSIONAL COMPETENCE OF THE FUTURE SPECIALIST USING INTERNET TECHNOLOGIES

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ABSTRACT The article examines and analyzes the peculiarities of Internet didactics and its components in order to increase the effectiveness of the educational process and scientific research, . Examples illustrate the use of blog didactics, Wikididactics, webinar didactics, and specialized online lecture courses. In the context of Internet didactics, the topic of information reliability is raised. As an example, the modern Ukrainian classification of scientific and educational publications is presented. Formulated methodical approaches and recommendations for their use.

Keywords:; media culture, media didactics, media didactics of higher school, Internet didactics, media education, professionally oriented media education, professional competence, media competence, professionally oriented special course, development of professional competence.

A general statement of the problem and its connection with important scientific or practical tasks. In 2011, developing the concept of "media didactics," G. Onkovych distinguished between "**old media**" and "**new media**" [1]. At the same time, 10 years ago, the use of "old media" (press, cinema, radio, television) in the educational process was already being summarized. It should be noted that this series can be continued with various technical teaching aids - from individual ones (diaphones, projectors, etc.) to special teaching and controlling machines (e.g., "Lastivka", "KISI" «Ластівка», «КИСИ»). At the same time, the technologies of presodidactics and presolingual didactics, radio didactics, television didactics, film didactics were revealed, and thematic lessons were offered, i.e., it was about taking into account individual professional interests and educational trajectories of students. "**Media didactics**" was seen as an "**umbrella concept**".

At the same time, in the early 2000s, information and communication technologies, which had previously spread rapidly in developed countries, were gaining popularity. The concept of "new media", in particular "**Internet didactics**", is distinguished [2].

The essence of the term "**Internet didactics**" stems from its two components. Didactics is a branch of pedagogy that studies the patterns of learning knowledge, skills and abilities, and the formation of beliefs. If we consider the Internet as one of the modern channels of information dissemination, then Internet didactics is the acquisition of knowledge, skills, and beliefs through Internet channels. And soon this concept will quickly become an umbrella term as well.

An analysis of recent research and publications that have begun to address this issue. The modern educational process is largely based on the use of media sources. There is a need for such educational phenomena as media literacy [3], media competence [4, 5, 6, 7], media culture [8, 9], which have become key features of a specialist's professionalism. Their acquisition is accompanied by the development of media education technologies [10, 11, 12]. In recent years, there has been an understanding that it is thanks to media education technologies that media and information literacy is formed and developed in a person throughout his or her life. These technologies gain a special impetus in the years when a person forms a circle of interests and determines his or her life needs. Young people spend a lot of time on the Internet to search for information, study, communicate, and have fun. There is an urgent need to use media and information technologies in the educational process to make learning modern, interesting, dynamic, interactive, as these technologies have qualitatively new opportunities [13, 14, 15].

I.A. Sakhnevych from Ivano-Frankivsk National Technical University of Oil and Gas was one of the first in Ukraine to study the development of media competence of future specialists. In her PhD thesis "Pedagogical Conditions for the Application of Media Education Technologies in the Professional Training of Future Oil and Gas Specialists" [16], she proposed a system of professionally oriented media technologies and compiled a Workshop for independent mastery of the basics of media competence for students of I-IV courses of technical specialties [17]. Currently, professionally oriented special courses aimed at developing professional competence are gaining popularity. There are many professional publications about the experience of their implementation in the educational space.

Highlighting the previously unresolved parts of the general problem to which the article is devoted. Today, researchers and practitioners have considered and implemented various aspects of the use of mass media and their products in the educational process. Various universities are offering special courses in media education, which indicates the development of media didactics in higher education, which is being enriched with the latest technologies, terms, and concepts. There is a need to summarize these theoretical developments based on the experience of practitioners. In the article we reveal the components of Internet didactics on the example of the use of blog didactics, videodidactics, webinar didactics, specialized online lecture courses, introduce libraries and card catalogs in the Internet space, as well as raise the topic of information reliability and offer a thematic plan for the special course **"Professionally Oriented Media Education"**.

Formulation of the article's goals (task statement). Internet didactics is a part of media didactics that studies the patterns of learning knowledge, skills and abilities, forming beliefs based on media sources and using media products (print media, radio channels, television, the Internet). Its goal is to develop media literacy/media competence, i.e. to teach how to use information and communication technology, express oneself and communicate through media and Internet tools, consciously perceive and critically interpret information, and separate reality from its virtual simulation. Because the functions of the media (the Internet) are very different: informational, influential, commentary and evaluation, educational and entertainment. We need to take from this sea of information in a short time only what is necessary for the educational process, training and research and abstract from a number of other functions of the Internet.

Therefore, this article discusses the peculiarities of Internet didactics and its components to improve the efficiency of the educational process and research. To do this, we will consider some of the possibilities of Internet didactics components, such as press didactics, blog didactics, videodidactics, webinar didactics, etc.

Presentation of the main research material with full justification of the scientific results obtained

Blog didactics

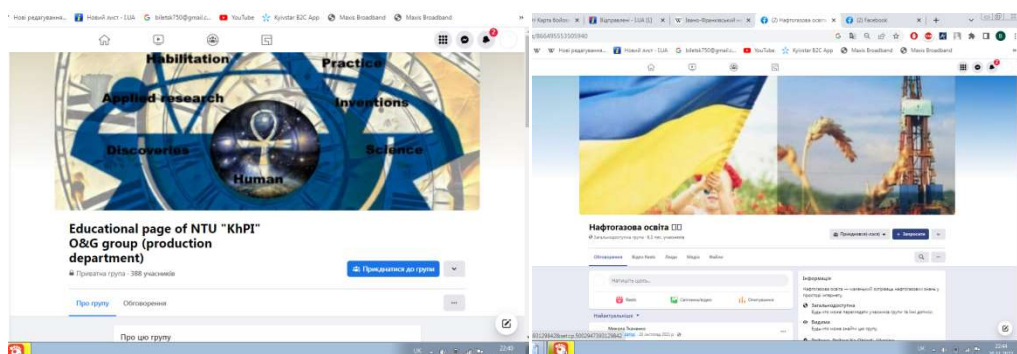
A blog is a website (a set of web pages) whose main content is regularly added entries, images, or multimedia - a combination of different forms of information presentation on one medium, such as text, sound, and graphics, or, more recently, animation and video. Blogs are characterized by short entries of temporary significance. The aggregate of all blogs on the Internet is called the blogosphere. A single blog post has a title, date of publication, and content. As a rule, readers can leave comments (feedback to a post) on each post using a simple Web form. Thus, blog didactics is the use of the blogosphere for educational and informational purposes. It should be noted that the blogosphere is a set of all blogs and their interconnections that are an element of the network space, uniting an online community or social network. Interconnected blogs form a dynamic global information shell, which is one of the main differences between blogs and ordinary web pages and online forums." [21]

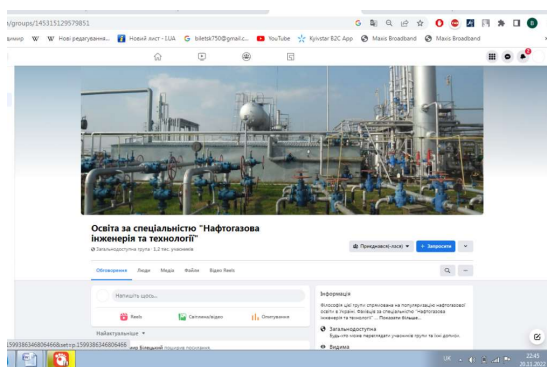
Today, "**Pedagogical**" and "**Scientific and Pedagogical**" blogs are already widespread in the social network. Among them, there are professionally oriented blogs of "**Pedagogical**" and "**Scientific and Pedagogical**" blog didactics [22], from which new concepts are gradually being distinguished and added to the content: "**Engineering**" [23], "**Medical**", "**Legal**", "**Economic**" blog didactics, etc. depending on the professional needs of the information consumer. [24]

In Ukraine, the area of professionally oriented media education in higher education, which contributes to the formation of media and information literacy of future professionals, is actively researched within the framework of the scientific school of Hanna Onkovych.

A blog can be created on one of the social networks. For example, on Facebook, LinkedIn and Twitter, etc. It is clear that we are talking about blogs as professionally oriented pages. For example, in the field of oil and gas engineering. If a few years ago such a resource was seen as a reserve for improving the professional competence of future specialists, today it has already become an active part of the daily practice of educational and business structures in the industry. Let's illustrate the experience of technical and technological blog didactics in oil and gas engineering on the example of Facebook.

Educational page of NTU "KhPI" O&G group (production department)
(<https://www.facebook.com/groups/219798795841870>) 400 users.





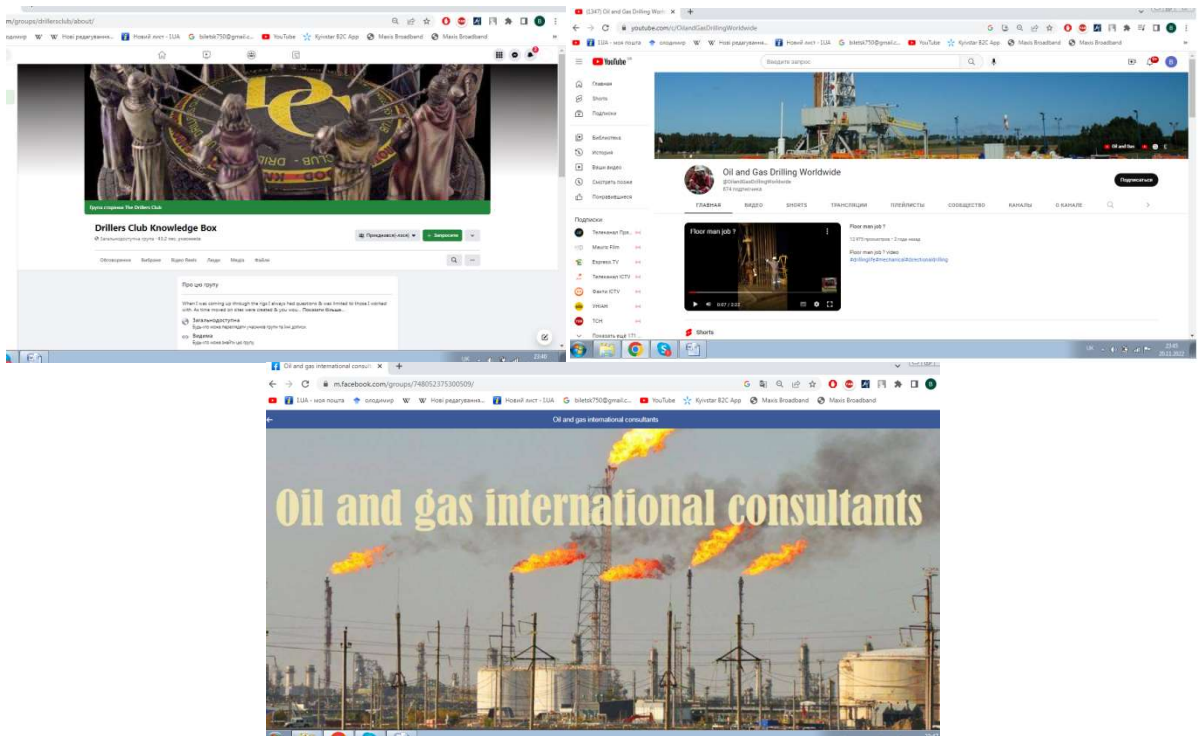
The Oil and Gas Education blog was launched in August 2017. As of February 2023, the group has 6100 members. **"Oil and Gas Education"** is an information resource covering a wide range of issues of the oil and gas sector of the economy. Main sections: - Drilling equipment - Drilling tools - Oil and gas production equipment - Special equipment - Job search in oil and gas companies - Oil and gas companies - Oil and gas service companies - News of oil and gas companies - Exhibitions and forums of the oil and gas industry. The page is intended for students, teachers and employees of companies engaged in well drilling, oil and gas production.

The blog page **"Education in Oil and Gas Engineering and Technology"** was launched in spring 2018. The post-presentation emphasizes: **"The philosophy of this group is aimed at popularizing oil and gas education in Ukraine."** The group's administrators are well-known experts in the field. As of February 2023, the group has 1.2 thousand members.

Currently, the creation of the groups **"Oil and Gas Education"** and **"Education in Oil and Gas Engineering and Technology"** is an example of the successful application of media education technologies in the Ukrainian domestic media space, including higher education media didactics, professional media education, and multimedia didactics. These blogs were initiated by specialists of the oil and gas industry, which is actively developing in the country, and the servers are located in the newly industrialized Eastern Ukrainian oil and gas region.

Other similar platforms on Facebook are examples of successful use of online didactics: "Drillers Club Knowledge Box", 43.3 thousand members; (created: September 21, 2016); Oil and Gas Drilling worldwide, 2.3 thousand members; Oil and gas international consultants, 82.7 thousand members (created in 2015).

These pages contain the full texts of educational books, including textbooks, manuals, lecture courses and workshops, reference books, dictionaries, industry encyclopedias, as well as monographs and significant scientific articles. There are also trailers of educational films and the films themselves, as well as animated videos that reveal the design and functioning of the devices, and show the technological and natural processes. At the same time, cinema and Internet didactic technologies are widely used: thematic effects such as slow-motion and fast-motion filming, multiplicity in combination with professional programs used to model natural and technical objects: SolidWorks, STATGRAPHICS Plus for Windows, software: Smedvig Technologies, Roxar Software Solutions, Western Atlas, Landmark Graphics, Paradigm Geophysical, CogniSeis, CGG Petrosystems, PGS Tigress, Seismic Microtechnology, GeoMatic, Quick look, Tigress, Western Atlas, DV-Geo, etc.

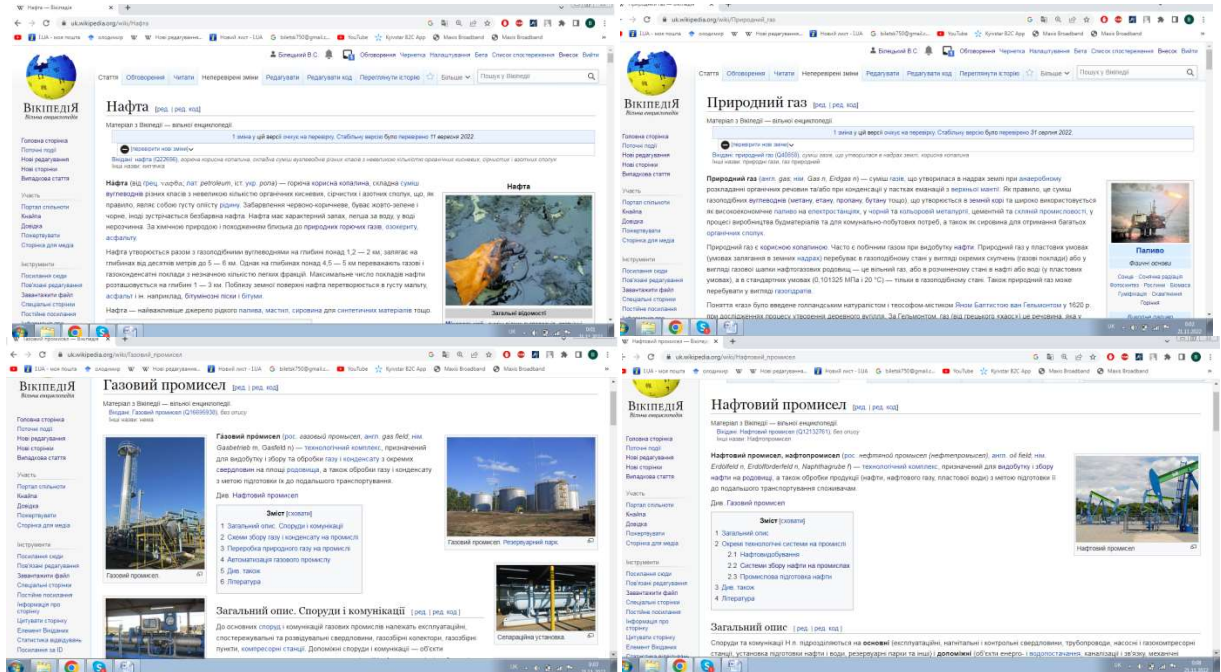


Particular attention is paid to the latest technologies in the field of oil and gas production and transportation of hydrocarbons: snubbing (work under pressure), coiled tubing (performed on wells using a flexible pipe string), top drive drilling, pigging (cleaning pipelines from the inside), horizontal drilling, offshore gas and oil production and Deepwater mining technologies, the latest methods of hydrocarbon production stimulation, including various types of Water injection, acid treatments, hydraulic fracturing, etc. In addition, the consumer of information gets acquainted with new research on the geology of oil and gas, follows the development of the discussion on their abiogenic origin and the development of unconventional hydrocarbons - methane hydrates in the oceans and seas, oil sands (Alberta, Canada), shale gas and oil, etc. All these topics are of great interest to students, scientists, and consumers alike, as they decide the fate of the future energy supply of mankind. In addition, these blog pages include the exchange of experience, news, and new job and study opportunities around the world in the oil and gas industry. And these are just some examples of oil and gas blogs on social media. The professional blogosphere is very developed.

Facebook provides functions for online discussions and coverage of current and planned events (roundtables, conferences, announcements of launch of important facilities, site statistics, etc.)

Wikididactics

Everyone probably knows that Wikipedia is a global, free and multilingual and free online encyclopedia, the most popular reference book on the Internet. Wikipedia was founded by American philosopher Larry Sanger and American Internet entrepreneur Jimmy Wales. The official opening took place on January 15, 2001, and the Ukrainian sector was launched on January 30, 2004.



The educational opportunities of Wikipedia have attracted the attention of many teachers who have begun to use Wikipedia in the educational process. This is how the concept of "Wikididactics" emerged [25, 26]. Wikipedia consists of 329 language sections. The largest Wikipedia by the number of articles is English, which contains more than 6 million articles. The Ukrainian version is 16th in the world and contains more than 1.2 million articles. In terms of the amount of information and topics, Wikipedia is considered the most comprehensive encyclopedia ever created in the history of mankind. It is read or accessed by about 6 billion people a year, i.e. the majority of the world's inhabitants (8 billion).

How can this online resource be useful for education and research? Mainly, as a primary, operational reference.

Along with such Wikipedia tools as wikification, interwiki, and categorization, the use of video files is also useful.

Some related Internet projects are also useful: - free library - Wikisource, - free textbooks (Wikibooks), - dictionary - Wiktionary, - collections of quotes - Wikiquote, - free news - Wikinews, - free catalog of biological species - Wikispecies, - collection of media files - Wikimedia Commons.

Wikipedia is called a "people's encyclopedia". And not all articles there can be trusted. That is why we offer this resource only as a primary search engine and reference. Unfortunately, we (Ukraine, the National Academy of Sciences, universities, and scholars) are almost all Terra Incognita for the world. Here is a great untapped media resource [28, 29, 30, 31, 32, 33, 34].

Libraries and card catalogs in the Internet space

The next step after Wikididactics (primary information) is the full texts of AS (authoritative sources). Today, in the era of IT technologies, we have a number of libraries and card catalogs on the Internet. For example: Ukrainian online libraries Electronic Library. Works are available in electronic format: HTML, PDF, DjVu, Txt, FB2, EPUB, DOC, and other formats. Among the scientific libraries, the Library of the All-Ukrainian Expert Network <http://www.experts.in.ua/ua/baza/doc/index.php> and the Ukrainian Technical Literature <https://ukrtechlibrary.wordpress.com/> deserve special attention.

Webinar didactics

A webinar is a way of organizing online meetings, a format for conducting seminars, trainings, and other events via the Internet. Webinar is a neologism formed by combining the words web and seminar. To organize a webinar, video conferencing technologies, Internet telephony, etc. are used. Webinars are common in the business environment. This is one of the most progressive, effective and popular modern means of distance learning. Webinars are also becoming increasingly important in distance education. The use of a variety of webinars in the educational process has identified another complex Internet didactics - webinar didactics [35].

Examples:

Webinar "Competitions of the Climate, Energy and Mobility cluster of the Horizon Europe program"

https://www.youtube.com/watch?v=tR3QYNNgWLk&ab_channel=AgencyEuropeanInno ;

Webinar "EIC grants for research and innovation: Pathfinder & Transition tools"
https://www.youtube.com/watch?v=6skfMAAcem0&ab_channel=AgencyEuropeanInno ;

Webinar "Integration of universities into European digital innovation networks"
https://www.youtube.com/watch?v=CiFOe595w24&ab_channel=AgencyEuropeanInno

Webinar conferences, a series of webinars on a specific topic, have gained popularity, and webinar marathons, where conferences last for several days, are also successful. In particular, the webinar marathon for foreign language teachers is a success. Webinars are usually innovative, often initiated and developed by enthusiastic professionals themselves. The weekly cycle of webinars, united by the idea of presenting the latest methods and achievements in teaching languages as foreign languages, lasted more than two months - from May 30 to July 25, 2020. This project was initiated as an international project of the International Scientific and Educational Organization of Philologists "West-East" ISPOP "Free Webinar Marathon for Philologists and Teachers". It was attended by Bulgarian, Georgian, French, German, Polish, Slovak, Hungarian, Ukrainian, Spanish, and Ukrainian philologists and teachers of these languages as foreign languages. The goal of the project is to use remote methods (webinars) to help philologists, teachers, young professionals, and students who teach or learn foreign languages to replenish their theoretical and practical knowledge and skills, as well as to solve the problem of overcoming borders for professional communication between specialists between countries. Among the 14 institutions that participated in the project were the initiator of the event, the Tskhum-Abkhazian Academy of Sciences (Tbilisi, Georgia), universities from Germany, France, Slovakia, Georgia, Poland, Hungary, Israel, and Ukrainian ones: Kharkiv National University of Construction and Architecture and Kyiv Medical University. These webinars presented the latest achievements in foreign language teaching methods, intercultural didactics, text linguistics, and other relevant issues of education and upbringing. The recordings of the webinars, which were opened and

hosted by Zoia Adamia, are now available for viewing on several platforms, including the YouTube page: https://www.youtube.com/results?search_query=ispop

The webinar for philologists who teach Ukrainian as a foreign language was led by the project manager, Professor Zoia Adamia (ISPOP, Georgia), and featured speakers Professor Hanna Onkovich (Kyiv Medical University, Ukraine), Associate Professor Olena Polovynko (Associate Member of the Research Group on Orientalism, Slavic Studies and Neo-Eleanism at the University of Strasbourg (Ukraine-France), a group of scientists from the Department of Ukrainian Language and Language Training of Foreign Citizens of Kharkiv National University of Civil Engineering and Architecture Tetiana Krech, Professor, Head of the Department and Associate Professor Iryna Mileva, Associate Professor Olena Kucherenko, Art. Maria Khodakivska, Lecturer, and Professor Maria Moczah-Klejndienst (Poland, John Paul II Catholic University of Lublin) [36]. Today, webinars are becoming the most popular form of distance interactive learning not only among educators. This newest form of education and self-education requires further observations, generalizations and recommendations.

Online lecture courses

Online lecture courses are becoming more and more popular, in particular: Khan Academy (khanacademy.org), edX online courses of Harvard University and the Massachusetts Institute of Technology (edx.org), Coursera - Stanford, Princeton, Michigan and Pennsylvania universities (coursera.org), Prometheus project (Taras Shevchenko National University of Kyiv, KPI and Kyiv-Mohyla Academy, Lviv IT School), etc. A unique educational project in the oil and gas industry <https://deep-platform.com.ua/>

Reliability of information. Classification of information

The Internet is a huge number of resources - websites, web pages, social, news, educational, scientific and other networks. How to figure out which sources to trust almost unconditionally, which to take into account but check, and which not to trust at all?

"Authoritative" sources (AS - authoritative sources) are considered to be those that retain editorial integrity, as opposed to OS - original sources, which are usually not verified by other independent sources), which allows for verification of information. These sources include published works in any form (paper or electronic) in all languages. In general, they are distinguished:

A primary source is a document or person that provides direct evidence of facts, in other words, a source that is extremely close to the situation being described. In our business, a primary source is, for example, an array of data about an object - experimental, control room, etc. Primary sources require competent processing (e.g., experimental data sets - processing using modeling methods, mathematical statistics), commenting, and generalization. Primary sources are not yet AS. It is only primary information, on the basis of which AS may or may not be formed.

A secondary source describes one or more primary sources. Secondary sources in the form of scientific articles and books published by scientific publishers (especially those published in scientific journals) are carefully checked and usually contain accurate information, which makes them reliable (authoritative) sources.

The tertiary source, in turn, summarizes the secondary sources. Encyclopedias in the vast majority of cases are tertiary sources.

So, we get information from the Internet using mainly SECONDARY and TERTIARY sources. At the same time, tertiary sources are almost always unquestionable (unless they are outdated). But secondary sources, as they say, "have options". It is important to focus on these options.

Scientific articles

1. **Scientific articles.** At the end of the twentieth century, the All-Union Institute of Scientific and Technical Information (VINITI) and its analogues (e.g., TsNIILugol) determined whether an article belonged to AS or not. These institutes compiled a list of scientific articles by field, which were published (and are still published in the Russian Federation) in special rough (i.e., large volume) refereed journals). Under such a system, researchers are forced to spend almost 50% of their working time on information activities in search of reliable sources and thematic reviews (to be at the "cutting edge of progress").

In the XXI century. The Western world + China, India and other developed countries have moved to a different criterion paradigm of sorting sources "AS - OS". Scientometric databases have been created, organized and operated by special institutes and information services. For example, the Scopus database indexes scientific journals, conference proceedings, and serial book publications. The developer and owner of **SciVerse Scopus** is the **Elsevier Publishing Corporation**. In addition to the capabilities of the abstract journals, the computerization of this process and the Internet allows you to quickly find the desired publication, determine their rating, journal rating (Impact Factor), author rating (Hirsch Index), etc.

According to **Open Science in Ukraine**, all scientometric databases can be classified into three categories according to the complexity of registration: **A, B, C.**

"CATEGORY A". EASY REGISTRATION: These are databases-catalogs of scientific journals that will consider the editorial board's application for registration relatively quickly. In addition, many of these databases tend to independently export metadata of scientific journals from other databases, archives, repositories, etc., which creates a "snowball" effect, spreading information about the journal on the Internet.

Databases of category "A":

- Universe Impact Factor,
- Global Impact Factor,
- CiteFactor,
- Sindexs,
- Ukrainian scientific journals,
- General Impact Factor,
- Electronic Journals Library,
- MIAR 2015 year,
- Cosmos impact factor etc.

"CATEGORY B". REGISTRATION OF MEDIUM COMPLEXITY. These are more demanding databases, which usually have their own algorithms for calculating the Impact factor, as well as ratings based on it. The terms of consideration of applications in these databases range from 1 month to six months or even 1 year. Registration in the databases makes the journal authoritative in the eyes of a wide range of the scientific community, and indexing in some of them serves as a kind of "step" before indexing in Scopus and Web of Science.

Databases of category "B":

- Index Copernicus,
- Open Academic Journals Index,
- E-Library, DOAJ,
- UlrichsWeb,

- EBSCOhost,
- Vernadsky National Library of Ukraine etc.

"CATEGORY C". These are the **Scopus** and **Web of Science** databases - the most influential scientometric databases, registration in which can be the result of many years of hard work to improve the quality of scientific articles, increase the level of integration of the journal and its authors into the global research community, and apply numerous standards for the design of scientific information. The moderation of journals here is the strictest, and the requirements are the most stringent. Applications are considered for more than a year or for several years. Indexing in these databases indicates the highest level of recognition of the journal in the scientific community.

Within these scientometric databases, there is a gradation of the importance of scientific journals. For example, Scopus classifies journals into quartiles - according to the degree of importance of the journal Q1, Q2, Q3 and Q4.

Which journals and information should you trust? Of course, scientometric information is the most trustworthy (up to 100%). And the more authoritative the scientometric database, the greater the trust in the information. The professional periodicals of Ukrainian universities, according to the list of the Ministry of Education and Science, are also worthy of attention and trust. But here, one should additionally take into account the rating of the university itself and the rating of the authors.

In some cases, you can also use other publications - publications that are not registered with the Ministry of Education and Science and are not listed on scientometric pages.

2. Manuals, textbooks, lecture notes. Monographs

Manuals, textbooks, and lecture notes are educational literature. Lecture notes are the first step, followed by manuals and textbooks as they improve. In the national tradition, these publications should have:

- **ISBN (International Standard Book Number)** is a universal identification number assigned to a book or brochure for the purpose of identification. At the same time, publications without ISBN are not considered printed works. And they are not recommended.
- **Reviewers** - as a rule, candidates and doctors of sciences from different organizations, preferably both scientists and practitioners
- Recommendation of the Academic Council of the university or institute for publication
- A publishing house that has the right to print (registered by the Book Chamber of Ukraine)
- Electronic printing in the Electronic Libraries of Ukraine, University Repositories is desirable.

The year of publication of the textbook is of great importance. Each industry has its own pace of significant updates and innovations. For example, in IT technologies, information becomes outdated in a year and a half, and in oil and gas engineering, according to estimates, in 3-5 years. Therefore, educational publications should be updated with the same frequency.

Monographs ("a scientific study devoted to one topic", English monograph, German and French Monographie from the Greek μόνος "one, single" and γράφω "write") are a scientific work owned by one or more authors in the form of a book with an in-depth study of one or more (closely related) topics. In addition to the above requirements, a monograph must be free of plagiarized elements.

***Architects of the Internet space.
Or how to convey information to the scientific community***

Already at the university, students create their own blogs, often educational (for example, <https://www.youtube.com/channel/UClOoS24mwct8mEb1WLZwS5w/featured>), and begin to conduct their own research as part of the educational process. This is a global practice. What platforms can and should a researcher register on in order to communicate the results of their research to the scientific community, engage in dialogue, discussions, keep abreast of employment, etc.? Here is an indicative list based on practice, in particular:

1. Web pages:

- on **Wikipedia** (in different languages):
https://uk.wikipedia.org/wiki/%D0%91%D1%96%D0%BB%D0%B5%D1%86%D1%8C%D0%BA%D0%B8%D0%B9_%D0%92%D0%BE%D0%BB%D0%BE%D0%B4%D0%B8%D0%BC%D0%B8%D1%80_%D0%A1%D1%82%D0%B5%D1%84%D0%B0%D0%BD%D0%BE%D0%B2%D0%B8%D1%87#%D0%9D%D0%B0%D1%83%D0%BA%D0%BE%D0%B2%D0%B0_%D0%B4%D1%96%D1%8F%D0%BB%D1%8C%D0%BD%D1%96%D1%81%D1%82%D1%8C
- **ORCID** is an alphanumeric code for the unique identification of authors and participants in scientific communication, as well as the ORCID website and services for searching for authors and their bibliographic results (and other information provided by users). <https://orcid.org/0000-0003-2936-9680>
- **SCIENTISTS OF UKRAINE** <http://irbis-nbuv.gov.ua/ASUA/0317885>
- **LinkedIn** is a social network for finding and establishing business contacts. LinkedIn has more than 774 million registered users (as of 2021) representing 150 business sectors from 200 countries
<https://www.linkedin.com/in/%D0%B2%D0%BE%D0%BB%D0%BE%D0%B4%D0%B8%D0%BC%D0%B8%D1%80-volodymyr-%D0%B1%D1%96%D0%BB%D0%B5%D1%86%D1%8C%D0%BA%D0%B8%D0%B9-biletskyy-229915120?trk=hp-identity-name>

2. Scientific metrics, citation indices, presence in scientometric databases and libraries:

- **Scopus**:h=6 <https://www.scopus.com/authid/detail.uri?authorId=56962707500>
- In **Google Scholar**: h=25
<https://scholar.google.com.ua/citations?user=4aX6d9IAAAJ&hl=ru&scioq=%D0%92.%D0%A1.%D0%91%D1%96%D0%BB%D0%B5%D1%86%D1%8C%D0%BA%D0%B8%D0%B9>
- In **Web of Science**
<https://www.webofscience.com/wos/author/record/1117790>
- **WorldCat** - WorldCat is the world's largest bibliographic database with more than 240 million records of all types of works in 470 languages (as of 2011). The database is created by the joint efforts of more than 72,000 libraries from 171 countries within the framework of the OCLC Online Computer Library Center <https://www.worldcat.org/identities/lccn-n95-67723/>
- In the databases of the **Library of Congress** <https://id.loc.gov/authorities/names/n95067723.html> ,
- In the databases of the **German National Library** <https://portal.dnb.de/opac.htm?method=simpleSearch&cqlMode=true&query=nid%3D1046701495> ,
- In the databases of the **National Library of Poland (Deskryptory BN)** <http://mak.bn.org.pl/cgi-bin/KHW/makwww.exe?BM=1&NU=1&IM=4&WI=9810543619405606>

3. Full texts of papers

ResearchGate is a scientific portal and social network, a means of collaboration between researchers in any scientific discipline. ResearchGate contains web applications, including semantic search (search by abstract), file sharing, sharing of the publication database, forums, methodological discussions, groups, etc. Members can create their own personal blog within the network. <https://www.researchgate.net/profile/Volodymyr-Biletskyi>

Repositories of higher education institutions (eNTUKhPIIR): for example, the main page of NTU KhPI (НТУ ХПІ) <http://repository.kpi.kharkov>).

In addition, if desired, linkedin and Facebook resources can be used to familiarize the scientific community with the full texts of research results, articles, monographs, educational literature, etc.

Based on the above, and taking into account the works [41-51], we propose a generalized thematic plan for the special course "Professionally Oriented Media Education". The topics (left) are labeled with media didactic terminology. The content (right) is filled with professional media sources.

PROFESSIONALLY ORIENTED MEDIA EDUCATION

Thematic plan

Theme	Contents
Theme 1. Terminology of media education	Introduction: subject, purpose and objectives of media education. Concepts of "media culture", "media education", "media literacy", "media pedagogy", "media product", "media text". Key concepts and theories of media education
Theme 2. Media competence of a specialist	Fundamentals of media competence. Development of professional competence by means of media education, "Old", "New" and "Newest" media. A brief overview of the development of the press, radio, television, film, video, and the Internet. Based on the materials of the specialty
Theme 3. Press didactics	Publishing activities of the industry in encyclopedias, reference books, educational literature - manuals, textbooks, lecture notes, methodological material (paper and online publications). Publishing activities of educational, scientific and publishing institutions of professional orientation: media education perspective.
Theme 4. Media didactics and Internet didactics	Media didactics and Internet didactics Media didactics and its components (press didactics, film didactics, radio didactics, television didactics, multimedia didactics, Internet didactics). Internet didactics and its components (video didactics, site didactics, blog didactics, webinar didactics, etc.) based on the materials of the specialty
Theme 5. Development of critical thinking Cinema didactics	Media education is a means of developing critical thinking as one of the professional competencies. Critical thinking in the search for new ways to solve scientific and educational problems. Educational, documentary, feature films through critical thinking of the future specialist.
Theme 6. Wikididactics	The field of the future specialty in the Ukrainian, Latin and English sectors of Wikipedia.
Theme 7. Blog and site didactics	Sites and blogs of professional orientation in the social network and their media education function
Theme 8.	Webinars on the theory and practice of the chosen specialty

Webinar didactics	
Theme 9. Bibliodidactics. Museum didactics	Branch libraries and museums, their media education activities. Specialized libraries and museums online. Branch museums on the Internet.
Theme 10. Final class	Conference as a media education technology. Defense of abstracts on the topic of the course (credit class).

Conclusions:

1. The article discusses and analyzes the features of Internet didactics and its components in order to improve the efficiency of the educational process and research. The examples illustrate the use of blog didactics, videodidactics, webinar didactics, specialized online lecture courses.
2. In the context of Internet didactics, the topic of information reliability is raised, the current national classification of scientific and educational publications is presented. Methodological approaches and recommendations for their use are formulated.
3. The structure of the special course "Vocationally Oriented Media Education" is presented, the media didactic sections of which are commented on with professionally oriented content.

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