

Media Education Technologies in Developing Students' Professional Competence

Volodymyr Biletsky

National Technical University 'Kharkiv Polytechnic Institute', Kharkiv, Ukraine, ukcdb@i.ua

Anna Onkovych

Kyiv Medical University, Kyiv, Ukraine, onkan@ukr.net

Olha Yanyshyn

Ivano-Frankivsk National Technical University of Oil and Gas, Ivano-Frankivsk, Ukraine, yanyshyn_olha@nung.edu.ua

Our goal is to draw attention to using new media education technologies — social networks-based 'pedagogical' author's pages, Knyhospalah didactics, Wikididactics — in the professional training of university students.

The analysis of the issue-relevant research shows that media education technologies and techniques proved their effectiveness in training professionals to-be (economists, editors, IT specialists, petroleum engineers, and translators) in Ukrainian higher education (Onkovych et al., 2013; Yanyshyn, 2014). We define 'pedagogical' author's pages for education and self-education at social networks (blogs and social networking sites) as 'pedagogical blog-didactics', 'scientific blog-didactics', or 'pedagogical scientific blog-didactics'. Kept by practical educators, they are a professionally-oriented and effective way to inform students and colleagues of innovative know-how and applied methods of scientific cognition, to perform research and to improve cognitive and personal competence. The term 'Wikididactics' concerns another branch of media education – Internet technologies (Onkovych, 2017) dealing with using Wikipedia articles in the education process and involve the concepts 'wiki-media developer', 'wikipedists', 'wiki-teacher', and 'wiki-didacticist'. Such processes are monitored on the Facebook-page 'WICIDIDACTICS' ('ВІКІДИДАКТИКА'¹). New Ukrainian Facebook-pages 'Education by the Specialty 'Petroleum Engineering and Technology' ('Освіта за спеціальністю 'Нафтогазова інженерія та технології'²) and 'Petroleum Education' ('Нафтогазова освіта'³) aim at making petroleum engineering education popular in Ukraine and are first 'pedagogical pages' kept by 'techies' groups. They feature multi-media didactics and Internet didactics, are integrative, cover a wide range of disciplines concerning petroleum engineering and technologies, use English chat for fast real-time text messaging, enable online lectures and link to various online courses on several platforms, though substantially differ from the international site 'Drillers Club Knowledge Box'⁴.

As the analysis of the Ukrainian national experience shows, media education technologies and self-elaborated media education techniques, social networks-based 'pedagogical' author's pages, 'pedagogical blog-didactics', 'scientific blog-didactics', Knyhospalah didactics, and Wikididactics proved effective in the professional training.

References

- Onkovych, G. et al. (2013). *Media didactics in higher school: Courses curricula*. Kyiv: Лорос.
- Onkovych, G. (2017). New in media education: Wikididactics. In S. Špiranec et al. (Eds.), *The Fifth European Conference on Information Literacy (ECIL): Abstracts, September 18–21, 2017* (p. 250). Saint-Malo: Information Literacy Association.
- Yanyshyn, O. K. (2014). Enhancing would-be translators' information and technological aspects of media literacy by using the web resource citation machine. *Zhytomyr Ivan Franko State University Journal*, 75, 97–103.

Keywords: *information literacy, professionally oriented media education, media education technologies, higher education media didactics, pedagogical blog-didactics, pedagogical scientific blog-didactics, Wikididactics*

¹ <https://www.facebook.com/groups/1796426670616724/>

² https://www.facebook.com/groups/145315129579851/?hc_location=group

³ <https://www.facebook.com/groups/866495553505940/about/>

⁴ <https://www.facebook.com/groups/drillersclub/about/>