

якого буде сприяти моральному, трудовому, економічному та статевому вихованню.

Висновки та пропозиції. Таким чином, аналізуючи проблему виховання однієї дитини в родині, ми побачили, що існує дві прямо протилежні точки зору. Одні науковці вважають, що виховання єдиної дитини має ряд переваг: така дитина росте більш інтелектуальною, самостійною, креативною, незалежною, у неї формуються гарні комунікативні навички тощо. Інші дотримуються точки зору про те, що єдина дитина в родині - це майбутній деспот, егоїст, у якого відсутній оптимальний життєвий досвід, який не вміє вирішувати проблеми, спілкуватися та взаємодіяти із оточуючими із іншим досвідом. Однак, дозволимо собі припустити, що розвиток та формування однієї дитини в родині, все ж таки, більше залежить від психолого-педагогічної культури батьків, стилів їх виховання та особливостей спілкування у даній родині.

СПИСОК ЛІТЕРАТУРИ:

1. Амбалова С.А. Личность и ее приобщение к социальному миру / С.А. Амбалова // Азимут научных исследований: педагогика и психология. - 2016. - Т. 5. - № 1 (14). - С. 9-11.
2. Бойчук П. Педагогічний аналіз концепцій сімейного виховання А. С. Макаренка та В. О. Сухомлинського / П. Бойчук // Вісник Запорізького національного університету. - № 1. - 2008. - С. 13-18.
3. Гіппенрейтер Ю.Б. Спілкуватися з дитиною. Як? / Ю.Б. Гіппенрейтер. - М.: ЧеРо, 2007. - 240 с.
4. Джіоева Г.Х. Воспитание единственного ребенка в семье: проблемы и ожидания / Г.Х. Джіоева // Ученые записки Орловского государственного университета. - 2017. - № 3 (76). - С. 205-207.
5. Довженко Т.О. Виховання дітей у різних за структурою родин / Т.О. Довженко // Педагогічний дискурс. - Випуск 11. - 2012. - С. 80-85.
6. Игошев К.Е. Семья, дети, школа / К.Е. Игошев, Г.М. Минковский. - М., 2004. - 485 с.
7. Куликова Т.А. Семейная педагогика и домашнее воспитание / Т.А. Куликова. - М.: Академия, 2007. - 232 с.
8. Подольская Т.А. Влияние семейных отношений на развитие личности ребенка / Т.А. Подольская, А.Д. Гусова // Балтийский гуманитарный журнал. - 2016. - Т. 5. - №3 (16). - С. 158-160.
9. Рождественская Н.А. Негармоничные стили семейного воспитания и восприятие родителями своих детей / Н.А. Рождественская // Вестник МГУ. Психология. - 2012. - №2. - С. 113-115.
10. Русс С.А. Влияние стилей семейного воспитания на личностное развитие единственных детей / С.А. Русс // Образование и саморазвитие. - 2007. - Т. 4. - № 6. - С. 201-208.
11. Санникова О.П. К вопросу об изучении эмоциональности семьи (Презентация психодиагностической методики) / О.П. Санникова, И.Г. Кошлань // Вісник Харківського Університету. - 2002. - Ч. 1. Серія «Психологія». - С. 209-211.
12. Спиваковская А.С. Как быть родителями: о психологии родительской любви / А.С. Спиваковская. - М.: Академия, 2005. - 455 с.
13. Сухар К. Помилки сімейного виховання: Поради батькам / К. Сухар // Виховання школярів. - 2005. - № 3. - С.46-48.
14. Томашевська С.О. Стилi сімейного виховання [Електронний ресурс] / С.О. Томашевська. - Режим доступу: http://www.rusnauka.com/10_DN_2013/Pedagogica/3_133061.doc.htm

DIGITALIZATION OF MEDIA EDUCATION OF UNIVERSITY STUDENTS IN THE CONDITIONS OF VUCA

Suvorova S.

Doctor of Pedagogy, Professor of the Department of Theory and Practice of Germanic Languages, Shadrinsk State Pedagogical University

Knyazheva A.

Aspirant, Shadrinsk State Pedagogical University

Abstract

The article deals with the modeling of the terminological field of research into the digitalization of media education in a modern university, taking into account the determinants of the VUCA world, in particular, the essence of the concepts "media education", "media educational activity", "digitalization", "digitalization of media education", "VUCA" is determined.

The authors describe the methodological and technological aspects of the problem of implementing media education of university students, taking into account the processes of digitalization, and offer options for using Internet resources and digital educational resources.

Keywords: media education, digitalization, digitalization of media education, VUCA.

Introduction

Modern information processes in the world give rise to specific features of interaction in the media sphere, set the vector for new areas of theoretical research, and lead to a rethinking of traditional research

methods and methodological approaches. In this context, the need for a theoretical generalization of the knowledge accumulated in the practice of preparing specialists for the analysis of media information, in revealing the mechanisms of interaction in the field of

media and factors contributing to an adequate understanding and interpretation of media culture are becoming more and more justified.

The main trends in the modification of the modern educational environment are determined, among other factors, by integration processes, which are the source of fundamental changes in the modern world and actively influence the higher education system. An open world space is being formed, expressed in the harmonization of educational standards in different countries of the world [6, pp. 89-95].

An important segment in this process is the transformation of the forms and methods of educational activity, taking into account the introduction of innovative digital technologies and the personification of educational services. The concept of VUCA, according to many researchers, most accurately describes the complexity of the situation in a developing and dynamic environment in which global higher education is today [4]. VUCA determines a chaotic, turbulent and rapidly changing educational environment, which is a new norm in global higher education and requires universities to forecast, adapt and quickly respond to changes by creating effective educational strategies and practices.

1. Methodology

To determine the essence of digitalization of media education of university students in the conditions of VUCA and develop a concept of modeling theoretical and methodological bases of media education, we used the *conceptual and terminological analysis method*, which allowed us to establish the following.

The scientific discourse of research on the concept of "media education" will make it possible to determine several areas:

1) the process of education and personal development with the help and on the material of mass communication (media) in order to form a culture of communication with the media, creative, communication skills, critical thinking, skills of interpretation, analysis and evaluation of media text, teaching various forms of self-expression using media technology (A.V. Fedorov);

2) 2) teaching theory and practical skills for mastering modern media, considered as part of a specific and autonomous area of knowledge in pedagogical theory and practice (A.V. Sharikov, E.A. Cherkashin, etc.);

3) the system of using mass media and information (print, radio, cinema, television, video, computer technology, photography) in the development of individuality, which involves the practice of artistic and creative activity, simulating the process of emotional and intellectual development of a student, his capabilities (Y.Usov);

4) a direction in pedagogy advocating the study of the patterns of mass communication (press, television, radio, cinema, video, etc.) by schoolchildren and students, the main tasks of which are to prepare the new generation for life in modern informational conditions, for the perception of various information, teaching a person to understand it, to realize the consequences of

its impact on the psyche, to master methods of communication based on non-verbal forms of communication using technical means ("Russian Pedagogical Encyclopedia");

5) training that seeks to develop media competence, understood as a critical and thoughtful attitude towards the media in order to educate responsible citizens who are able to express their own judgments based on the information received (Council of Europe documents).

2. Results

An analysis of the basic concepts that make up the terminological field of research has allowed us to give the following definitions:

Media education is the process of teaching and learning the whole range of modern communications, and the issues and debates about them [2, p. 47-52].

Media educational activity is an interactive model of media education with substantial and active characteristics aimed at achieving the goal - to prepare a new generation for life in modern information situations, to perceive a variety of material, as well as to educate a person to perceive it, to realize the consequences of its action on the psyche, to master communication methods based on non-verbal forms of communication with the assistance of technical means and modern information technologies.

Digitalization is the use of digital technologies and integration of digital technologies into everyday life.

Digitalization of media education means integration of digital technologies in the process of media education of people.

VUCA is an art word and stands for „Volatility, Uncertainty, Complexity and Ambiguity“.

Digitalization of media education of university students in the conditions of VUCA involves the use of digital educational resources in the educational process of a university. They are interpreted as a specially organized educational resource presented in digital / electronic form and functioning on the basis of digital technologies. As such resources, we can consider any piece of text, a record of a formula, a spreadsheet, a drawing, a photo, animation, an audio or video fragment, a presentation or a database created on their basis, a test, an interactive model, etc. [5, p. 20-22].

Internet resources and digital educational resources as innovative means of media education of university students, used for didactic purposes, imply the development of appropriate educational and methodological support in the form of a complex of professionally oriented tasks, exercises, quizzes, tasks, etc. The use of such resources in the educational process contributes to the development of students' cognitive activity and the achievement of the main goals of teaching the subject.

Internet resources and digital educational resources, which are supposed to be used in the process of media education, contain text, audio and visual material on various topics related to the specialty of students [3, p. 19-25]. In order to assist students in orientation in the search and productive use of information to satisfy educational and professional interests and

needs, special educational Internet materials and digital materials are being developed, the main functional purpose of which is to provide didactic support for students' work with Internet resources and digital educational resources.

3. Conclusions

Digitalization of media education of university students in the conditions of VUCA actualizes the need to optimize the educational activities of the university in the aspect of restructuring its information and digital environment, involves analyzing the specifics of its filling and functioning, identifying problem areas and searching for and implementing innovative digital technologies in order to effectively personify the educational process associated with media education of students.

The practical aspects of digitalization of media education in the university are expressed in its methodological and technological support, that is, the introduction of innovative methods and technologies that have a target dominant - interactive interaction in professionally oriented media activity [1, p. 3-12]. The learning algorithm for working with media resources can be designed taking into account the following target dominants:

- identification and fixation of the communicative features of texts in the specialty and the corresponding communication models;
- description of communicative features and criteria for assessing professional oral speech;
- determination of the most complete list of communicative features and models of oral speech in

the studied specialty and development of a system of exercises for their active training.

4. Acknowledgements

This research has been funded by the FS source on the topic "The digitalization strategies of the multicultural environment of the university in the context of VUCA"(№ 32H from 13.04.2020).

REFERENCES:

1. Evsyukov S.G., Ustyuzhanina E.V. Digitalization of the educational environment: opportunities and threats // Vestnik of REU im. G.V. Plekhanova. - 2018. - № 1 (97). - pp. 3-12.
2. Fedorov A. Practical development of modern mass media education in Poland // Acta Didactica Napocensia. - 2012. - Vol. 5. - № 3. - pp. 47-52.
3. Kupriyanovskiy V.P., Sukhomlin V.A., Dobrynin A.P., Raikov A.N., Shkurov F.V., Drozhzhinov V.I., Fedorova N.O., Namiot D.Ye. Skills in the digital economy and challenges of the education system // International Journal of Open Information Technologies. - 2017. - № 1. - pp. 19-25.
4. The world of VUCA and approaches to survival in it [Electronic resource]. - Access mode: <http://becmology.ru/blog/management/vuca.htm> (accessed date: 20.07.2020).
5. Veronica Yarnykh, Nina Makarova Media education in the educators' training - modern approaches and prospects // European journal of education and applied psychology. - 2017. - № 1. - pp. 20-22.
6. Yang R. University internationalization: Its meanings, rationales and implications. In Intercultural Education. - 2002. - № 13(1). - pp. 89-95.