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Media Education as an Effective Perspective on the Formation of Ideology in Society Through the Influence of Self-Consciousness

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Abstract: The study identifies the trends of media education in the post-industrial period, marked by the development of information and communication technologies in the integration and globalization processes. Society needs competent specialists who develop and strive for self-realization in society. The educational process is a phenomenon that covers different spheres of human activity and determines the main aspects of the regulatory and legal framework. The article illustrates innovative styles of media education that are an effective perspective on the formation of ideology in society through the influence of self-consciousness in educational activities.

In order to identify the main aspects of media technology in the educational process, we investigated the basic methodological and theoretical foundations based on the generalizations of researchers and scientists. The meaning of the concept of media education and media technology was studied, the evolution of education from the introduction of information and communication technologies in the learning process to the formation of critical thinking and analysis of the information space was investigated.

The method of synthesis, analysis was used to define the main concepts of the study. Descriptive method, research and scientific method was used to compile and summarize the results of the implementation of media education as a prospect for the formation of ideology in society through the influence of self-consciousness.

Keywords: *informatization of society; critical thinking; media worldview; information and communication technologies.*

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Introduction

The informatization of society becomes a prerequisite for the transformation of the socio-economic, political, innovative and educational sphere of life into a virtual environment. There is a need to train competent specialists, capable of critically assessing information, in which information and language competence is formed.

Nowadays, society is characterized by the rapid pace of digitalization and the development of information and communication technologies. Media technology combines ICT and media, together embodying the presentation of information. The media shape public opinion, and ICT technologies increase the effectiveness of education.

Media education contributes to the development of a person's critical perception of information and becomes the basis for the formation of knowledge and skills in the conditions of informatization of society. Information spreads very quickly and can play a decisive role in the formation of ideology through the mind. Every person in today's informatized society needs a certain level of competence to use media resources, Noonan (2017). Such a trend defines the basic tenets of public action in a particular direction for fundamental change in education.

There is a need for innovative styles of media education that define the foundations of the learning process in the context of the formation of skills, Arents (2016). The new generation more effectively uses information and communication technologies than members of the previous generation, Galasso (2016). Therefore, the educational process extends both to the younger generation and to the formation of skills in the media space of adults, which is a manifestation of innovative styles in the context of media education.

Education is an important phenomenon in social life, a factor of progress in evolutionary-civilizational cultural progress, Ananiev (1980). The transformation of digital technologies in the educational environment contributes to the formation of information literacy. Education is an important factor of human success, which means that the educational process forms a person's worldview and values and requires constant reform and modernization in the context of the formation of an innovative post-industrial world.

Education and science is a phenomenon that is an indicator of the civilizational-evolutionary process and at the same time is a criterion for determining the level of personal development in the social environment.

Innovative digital technologies are a new approach in educational activities, at the same time the result of the previous experience of mankind.

The purpose of this article is to analyze and investigate the effectiveness of media education as a perspective on the formation of ideology in society through the influence of self-consciousness.

Theoretical foundations of media education as an effective perspective on ideology formation

Theoretical and methodological foundations of media education are revealed on the basis of the analysis of scientists' conclusions. The today's world has become digitalized, which entails the information revolution, which has penetrated far beyond the theoretical boundaries presented by such authors as Vdovych (2013), Lazurenko (2015), Mykytenko (2016).

Of course, all of this has implications of an unusual transcendence in the field of education and in educational research. Education today encompasses all ages, within the parameters of media education, in the classical sense of the term. Some researchers argue that education is the best way to fully understand the role and importance of digital technologies and determine the impact on the formation of self-awareness that they exercise through information, Mashovets (2017). Media education is one of the determining factors in the formation of public opinion, and, consequently, ideology. Media education affects teaching styles, in particular on the formation of knowledge and didactic support for people's critical and constructive attitudes toward real events.

ICTs are not only management tools, but also effective means of educational activity. Therefore, media education is more necessary than ever - it should be the basis of any scientific research. Classic contributions of authors such as N. Nychkalo (2008) can serve as a methodologically structured reference for current study of ICT, in relation, of course, to their use in the field of education. Updating traditional design is necessary.

Thus, media education, through its experience and results, should govern the educational process. It is clearly focused on pedagogy based on the use of media in educational practice, rather than being reduced to a purely theoretical construct, as noted by Abulalrub & Stensaker (2017). Thus, theoretical research that develops the experience of educational activities in the context of media education.

The term "media education" is still discursive. For media professionals, it is primarily professionalization, early training in the

professional skills of future journalists, directors, cameramen, etc. With the emergence of computer multimedia, the view has been established among non-professionals that media education covers only the use of information technology in education, Allman (2018). Given that the term was born in a pedagogical environment, we have to admit that both interpretations are not accurate. For educators, media education is primarily the use of media as material for analysis in the classroom and mastery of subject content through the creation of their own media-text messages (Abulalrub & Stensaker, 2017). At the forefront are the developmental and formative functions of media education, it is both a means of understanding the subject and a means of forming the student's information culture - critical thinking, the ability to work with information.

Technologies of media education, on the one hand, applied, on the other hand, help unite the study of subjects and individual courses in a single educational process, as the main task of media education - the formation of general information skills, culture of working with information, ethics and aesthetics of communication in the world of mass communications.

The specifics of media education, from a pedagogical point of view, are as follows:

- media education emerges as a pedagogical necessity where there is freedom of perception and interpretation of information (i.e., in the world of free media);
- media education implies a pedagogical paradigm change - the teacher and the student are equal before the information received, the teacher does not teach, but helps to comprehend the world, offering to analyze the information received at different levels of comprehension;
- media education implies that teachers should have a high culture of using up-to-date means of education, including multimedia, because only a higher culture of presenting information can become the basis for the formation of a set of informational skills;
- the student may be ahead of the teacher in knowledge of the technical aspects of current mass media, which the teacher should also be able to use in the field of optimization and improvement of learning efficiency.

One of the most important factors determining changes in today's education is the increasing influence of the external media environment. Among the most significant components of the information environment

today is media communication (mass media, radio, cinema, television, video, computer multimedia technology).

In the life of the present-day student, media communication is not only a source of information of educational value, but also an occasion for the formation of a system of worldviews. This occurs both when passively perceiving various media texts and, above all, when trying to create one's own texts using the language of mass communication.

The student solves problems with media texts every day. Listening to them, understanding them, creating their own texts implies an information culture. However, the formation of information culture is possible only in the process of purposeful work of the teacher and the student.

The latest processes of informatization of society lead to a visible change in personal communication, as well as structural changes throughout the entire system of culture. This has led some researchers to speak of a crisis of culture or even its demise. However, let us note that this is a crisis of classical culture, the core of which was a positive assessment of scientific and technological progress. At the center of this culture was Reason, and its classical formula was the triad "Mind - Logic - Enlightenment". The main role of continuity of such a culture was played by education, where the leading place was the study of science, which determined the small role of other ways of knowledge in the process. But the picture of the world is changing soon. Information technology, project activities, distance forms of knowledge acquisition, and electronic arts are not entering - invading - the school of today. The present world is a world of mass communication. Acquiring knowledge about the world, forming aesthetic perceptions, and assimilating norms of ethics and morality often takes place not on the basis of one's own experience, but on the materials of the media. The present-day student vacillates between television and the Internet as his or her main source of information; the teacher, according to many scholars, should move to the position of tutor and consultant. However, we should not forget that most of the ideas about the world (including worldview and outlook) a child and adolescent form on the basis of implicit information, which can be transferred only in face-to-face communication. The teacher must be a teacher - having changed his personal position, because he is no longer the only and main source of information, but the person through whose experience the child adapts to the situation of information stress and learns to harmonize his inner being, receives the basics of social being in present-day society.

The main phenomenon of the study is the idea of the effectiveness of socio-cultural forms of educational and scientific activities as a leading, determined by the historical and cultural process in the context of the implementation of digital transformation in public administration.

Our research work involves the analysis and justification of the main approaches to the study of media education as an influence on the mind of society (Batyshhev, 1981). Approaches to the need for people to own digital technologies are analyzed, because such a trend increases the opportunities for people to get welfare in society, fair access and use of resources in achieving their life goal. With the use of digital technology, everyone is exposed to the media. Accordingly, an ideology is formed, which is a consequence of media education.

Information and communication technology are important components that form a resource in meeting their life needs (Vasilyeva & Kononenko, 2016). Therefore, the structure and levels of quality of media education was investigated. The study noted that the digitalization of society takes place in a modern globalized society, total use of information and communication technologies in life. Therefore, innovation in the context of the formation of ideology in the use of media education was described. Digitalization becomes a global process of the new generation, the challenge of our time and stimulates self-education activities of people to form information competence and create conditions for the realization of their needs in an information innovation society and is the basis of the concept for our study.

Media education as a factor in the formation of ideology in society through the influence of self-consciousness

Information technologies cover all spheres of human life. This trend forms the latest value orientations of mankind, reflected in the definition of approaches to the formation or updating of basic educational trends, which are the result of the activities and needs of citizens. There is a need for the formation of computer competence in children in the process of learning activities, as well as in adults (Vasilyeva & Kononenko, 2016). However, the main role in the formation of post-industrial society is played by representatives of the new generation, who will possess computer technology skills much better than representatives of the previous generation. Therefore, the educational process of the new generation is a paradigm of person-centered learning, which should cover not only children,

but also adults. Such an educational paradigm is strategic in the implementation of fundamental specific conditions of digital technology implementation in all spheres of human activity.

The latest trends show the continuous progress of man, which has become the basis for the formation of the information and communication space of the new generation. Each new discovery by man is made only by using the experience of previous eras. To enhance the prospective development of a successful society, it is necessary to use prior knowledge and transform it into a digital environment. Such a formula is a requirement of the times, the basis for the development of progress.

Thus, an effective form of cognition of the digital world is the use of social media, which is of interest to a wide range of people (Bremers & Deleu, 2016). People communicate online and simultaneously improve their PC user skills, which is the basis for the formation of information competence. The use of information technology allows people to interact closely in an online space, forming a virtual world that needs separate approaches in terms of education and science.

Mastering information technology is an important phenomenon of modern society. At the same time, informatization is a new phenomenon for people, especially middle-aged and elderly people. Therefore, it is important to understand not only the technological aspects of information and communication technologies, but also the psychological impact on the individual. The person mastering information technology is at the stage of learning, which is a complex process of development of human thinking and psychological perception of its achievements or certain defeats. To achieve the goal when mastering information and communication technologies a person develops his creative and research thinking, becomes highly intellectual, information-enlightened, which forms his confidence in his professionalism. This trend changes the way people think about their role in society. Accordingly, people's relationships change, and an understanding emerges that the main "commodity" of social interaction is information. Around this view, the ideology of society is formed, regarding informatization and its role in the life of each person.

Globalization and integration of society is also a factor for the combination of various aspects of informatization and the formation of a society that perceives information as a factor in the formation of an ideology regarding the unified values of the public information society. Such a society works cohesively around the idea of creating the value of information.

Everyone is aware of the value of information and understands their participation in informatization. Information is a commodity as well as a resource for the distribution of information services.

Human information activity is characterized by the fact that in regulating the processes of human activity when using information and communication technologies, command-and-control management is impossible. Creative human thinking is necessary in the application of information technology. Individuals can realize their intellectual potential, can express themselves and use their individual characteristics in achieving their goal (Berne, 1992). Thus, the information society needs an individual with personality traits that promote self-actualization and self-awareness. The criterion for the development of society is self-actualization and self-awareness, which form the idea of success in the context of the correct operation of information.

Self-awareness in a person arises as a consequence of self-development to achieve a certain goal. Then each personality is motivated to achieve the result and strives to get a quality toolkit, Mashovets (2016). The intellectual approach will be the main for the possession of such a tool for the formation of self-awareness in the process of information and communication technologies. Man represents the combination of human achievement and the pursuit of development in various societal fields to obtain well-being (Hutmacher, 1997). Therefore, society forms an ideology about the success of the information resource in achieving the goal. Individuals in society are aware of their importance in the context of implementing an informational approach to further progress (Noonan, 2017). Media education is the right factor in the formation of self-awareness as a prospect for the development of the information society.

Thus, an ideology is formed about the importance of information as a resource to achieve a goal in the perspective of the progress of the information society. An individual must consciously understand his role in society and form his competence for self-actualization.

People communicate in social networks, express their opinions on various socio-economic and political trends in society, thus there is a public opinion, which can be tracked in the online space (Rudenko, 2015). Communication through online communication contributes to the formation of a more independent opinion, as well as the possibility for people to express their views, and therefore in a certain decentralization in the context of the formation of social needs of the new generation.

Participants in online space emerge in a new modernized social role - participants in virtual space.

Consequently, a new society is being formed in the world, embodying a set of social activities of active characters with the application of digital technology. That is, in order to develop a person and form the motivation for them to obtain social achievements in order to improve their well-being, it is necessary to introduce innovative technologies (Galasso, et al., 2016). This reality encourages the governments of various states to introduce digital technologies into social and economic life through the application of digital media education.

Digitalization covers all spheres and areas of social development. Each society is shaped by certain traditional evolutionary trends. Therefore, each nation needs its own model of digital society development. The implementation of digital transformation depends on ways to implement an effective system of conceptual approaches and educational activities, as well as cultural and civilizational aspects and experience of the world community in different areas, Atzory (2015). Accordingly, it is impossible to pick a universal system of media education, because each state has its own approaches and ideas about the use of digital technology.

The main component of the formation of innovative environment is information and communication technology, which forms a dualistic perception of reality, Oswald (2018). On the one hand, they are a tool for the implementation of the goals, and on the other - the basis and the result of the acquired past experience.

The field of media culture is of great interest to all those who study the problems of new technologies, information space, and the transformation of today's culture. Currently, there are many definitions of media culture. "Media culture can be defined as a set of information and communication tools, material and intellectual values produced by mankind in the process of cultural and historical development, contributing to the formation of social consciousness and socialization of the individual. The sphere of this definition is traditional for culture in general, but it is quite specific in the field of mass communication.

Now we can specify: it is a culture of polylogue (multilateral dialogue) in the information space of mass communications. The concept of culture includes both the material side (gaining knowledge) and the spiritual (education), and the operational - mastering the process (methods, technologies), the result of which will be self-development and self-

education, self-realization of students through creativity and reflection, based on which there should be constant self-renewal, personal development. The process of forming a media culture should be considered from these positions.

Despite the complexity of the wording, the process itself is simple. From the minute a child learns to turn on the TV or computer (which now happens before he or she learns to read), he or she falls under the influence of mass communications, enters the media space. And learning to "live in virtual worlds" without losing touch with reality is one of the challenges that life poses to today's schools.

The need to develop new learning technologies is currently one of the most pressing problems of today's pedagogy. In our opinion, learning technologies used in the formation of students' media culture should contribute to the development and formation of such social and attitudinal qualities, which are necessary at this stage of society's development.

Considering the formation of children's culture in the field of perception, understanding, interpretation of information coming through mass communication channels, the basics of critical thinking, reflection and the ability to create their own messages in the language of the media we get the sphere of media culture formation.

Conclusions

In post-industrial society, information culture becomes not only a means of applied knowledge, allowing one to navigate in libraries, media libraries, computer networks, but also a certain criterion of personal development, characterizing dialogical perception, variability, openness of the knowledge system. The presence of information culture also presupposes the degree of mastering by a person of the skills of search, transfer, processing and analysis of information, the specific most common methods and technologies.

Media-education is a pedagogical system that allows the use of current methods and technologies in the process of education, taking into account the formation of attitudes (development of critical thinking, development of their own concepts based on the comparison of media texts and information flows transmitted through different channels).

The term "media culture" itself reflects the features of the approach used - the study of media and channels of mass communication taken from the perspective of engaging the individual with culture, considering the

educational process as an element of "cultural appropriation," helping to find the real place and most effective ways of using the media in the educational process.

The development and use of media-education technologies in schools can be carried out in the following ways:

- the formation of critical thinking based on the visual use of media texts in the teaching of individual subjects in order to integrate media education and the subject (integrated media education);
- studying current media practices - working on school print publications, studying the basics of video filming and editing in school film and TV studios through multimedia projects, which contributes both to the formation of one's own position toward media information through the realization of the artistic and creative potential of the individual, and necessary for a citizen of the future society (special or socio-cultural media education).

A combination of these areas represents a comprehensive media education, that is, the use of the full range of media technologies to intensify the educational process as a whole.

The role of media education as a tool for the formation of ideology on the importance of information in the context of the development of society was defined. The transformation of digital technology involves the formation of self-awareness as a result of critical perception of information in the implementation of media education.

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The Author 3 analyzed the theoretical foundations of scientific works and presented definitions of concepts and terms on the relevant topic.

The Author 4 highlighted individual research trends in media education methods and activities.

The Author 5 analyzed and put in order the list of literature of domestic scientists.

The Author 6 analyzed and systematized the list of literature of foreign scholars.

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