

Myroslava Vovk, Maryna Holovchenko

ORCID: 0000-0002-9109-9194, 0009-0008-8459-9917

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# INTERDISCIPLINARY FOUNDATIONS OF THE DEVELOPMENT OF TEACHERS' MEDIA EDUCATION: THEORETICAL CONTEXT

INTERDYSCYPLINARNE PODSTAWY ROZWOJU EDUKACJI MEDIALNEJ  
NAUCZYCIELA: KONTEKST TEORETYCZNY

МІЖДИСЦИПЛІНАРНІ ЗАСАДИ РОЗВИТКУ МЕДІАОСВІТИ  
ВЧИТЕЛЯ: ТЕОРЕТИЧНИЙ КОНТЕКСТ

## 1. Introduction

The development of media education within the sphere of continuing pedagogical education occurs on the basis of an interdisciplinary paradigm, as the media education component permeates various areas of society. At the intersections of different social domains, distinct directions of media education have emerged, which evolve in accordance with contemporary trends in media, as well as sociological, political, ideological, and cultural factors. The establishment of interdisciplinarity in the dimensions of teacher media education is grounded in contemporary research studies and determines the specificity of structuring the content of professional development programs for teachers in formal education, the substantive content of non-formal learning, and resource provision. This trend implies the updating of the media education component in formal, non-formal, and informal teacher education based on an interdisciplinary approach, which involves taking into account the potential of media in fostering critical thinking among participants in the educational process. This development is conditioned

by several prerequisites, including: the rapid growth of information and communication technologies; the creation of a global network of media communications; the formation and development of a unified information space as a new virtual communication environment; the emergence and scholarly conceptualization of the notion of “media language”; the identification of the functional-stylistic features and internal structure of media; and the recognition of the necessity to apply an integrated approach to media text analysis.

## 2. Analysis of Recent Studies

In contemporary scholarly discourse, the issue of developing teachers’ media literacy is examined by researchers in the context of the growing trends of digitalization and digitization of educational practice, the establishment of a competency-based paradigm in pedagogical education, and the implementation of innovations within the educational processes of preschool, primary, lower secondary, upper secondary specialized schools, vocational and higher education institutions, as well as adult education. Scholars address the theoretical and practical foundations of teacher media literacy in terms of identifying current trends in pedagogical education, delineating the potential of formal and informal teacher education, and promoting continuous professional development (T. Vydaichuk, 2022; S. Honcharenko, 2011; L. Naidionova, 2021; H. Petryshyn, 2021; L. Shevchenko & D. Syzonov, 2021; R. Shutov, 2022, among others). At the same time, there has emerged a need to generalize the interdisciplinary paradigm of media and its influence on the development of various directions in contemporary society.

The aim of this study is to outline the interdisciplinary foundations for the development of teachers’ media literacy, to identify the essential characteristics of interdisciplinary approaches formed within the media-educational context, and to highlight their prominent role within the content of media education components, in the curricula of postgraduate pedagogical education institutes, and in the organization of informal teacher training for the development of media-educational competence and infomedia literacy among teachers and lecturers.

To achieve the objectives and fulfill the aim, a set of methods was employed: theoretical analysis – to determine the essential characteristics of interdisciplinary approaches that have emerged in the context of media and various scientific fields and social spheres; content analysis – to study sources for a definitive examination of concepts such as “media culture,” “media pedagogy,” “media sociology,” “media political science,” and others.

### 3. Presentation of the Main Material

Let us turn to the concept of *media culture*, which emerged on the foundations of the interdisciplinary integration of media education, cultural studies, and personality psychology. In academic discourse and strategic policy documents, media culture is generally examined in two dimensions – *cultural* and *personal*. Thus, in the **Concept for the Development of Media Education in Ukraine** (2010), media culture is defined as “a set of information and communication means functioning in society, sign systems, elements of the culture of communication, search, collection, production, and dissemination of information, as well as the culture of its perception by social groups and society as a whole” (Concept for the Implementation of Media Education in Ukraine, 2010).

In the **Concept of 2016**, the elements of the culture of communication in the definition were replaced by *communication technologies* (Concept for the Implementation of Media Education in Ukraine, 2016), which logically reflects the innovative progress in the creation and use of media technologies. The Concept also expands the definition of media culture in the personal dimension, viewing it as “an individual’s ability to interact effectively with mass media, behave adequately within the information environment, and carry out value-based and volitional reflective regulation of information behaviour” (Concept for the Implementation of Media Education in Ukraine, 2016).

S. Honcharenko interprets *media culture* in a cultural and axiological dimension, defining it as “a set of information and communication means, material and intellectual values produced by humanity in the course of cultural and historical development” (Honcharenko, 2011). The scholar considers means of communication and mass information through their interrelation with various forms of art and innovations in communication, such as printed publications, the press, photography, sound recording, radio, cinema, television, video, multimedia computer systems, and, in particular, the Internet.

We find the definitional approach to *media culture* proposed by L. Naidionova especially convincing. Adhering to the traditional interpretation of the concept through both cultural and personal perspectives, the researcher notes that “in cultural studies, media culture is synonymous with mass culture, consumer culture, or pop culture, which has developed in capitalist societies of Western countries since the early twentieth century under the influence of mass media and encompasses public opinion, values, aesthetic tastes, and leisure preferences” (Naidionova, 2021). At the same time, the author emphasizes the essential characteristics of *personal media culture*, which include a complex of knowledge, skills, and experience in interacting with media reality, as well as the value-based level

of self-regulation of informational behaviour. The latter aspect, in particular, is formed through socialization, personal development, and media education.

Highlighting the issue of *value-semantic perception* of media, Naidionova convincingly argues that “a developed media culture involves not only searching for, perceiving, critically analysing, adequately evaluating, and comprehending diverse media products but also creating one’s own media content based on a conscious system of values and beliefs in interaction with others” (Naidionova, 2021). In her definitional analysis, the author raises the problem of *value-semantic regulation*, which underpins the development of an individual’s *media literacy* and leads to the attainment of *personal media culture*. The trajectory of this development – from media literacy to *personal media culture* – unfolds through the integration of formal, non-formal, and informal education.

Interdisciplinary Foundations of Media Linguistics in the Context of Teacher Media Education an interdisciplinary field that plays a significant role in the development of teacher media education is media linguistics, since a media-competent teacher must possess interpretive skills to decode media texts, identify misinformation, and perform fact-checking – i.e., the verification of doubtful facts and claims. The formation of the ability to conduct media-linguistic analysis of texts represents an important manifestation of a teacher’s media competence, particularly for those engaged in the integration of media education components into the educational process.

According to L. Shevchenko and D. Syzonov (2021), media linguistics is understood as:

- an innovative field of knowledge that studies the nature, functions, characteristics, and linguistic potential of mass communication;
- a science concerned with the linguistic resources of mass media, their stylistic capacities, communicative features, and the specificity of their functioning in contemporary society;
- a philological discipline grounded in the analysis of the global information space – its features and dynamics – along with the study of the functional aspects of language in the sphere of mass communication and the investigation of psychological, pragmatic, cognitive, and other factors influencing the formation of the general informational picture of the world (pp. 24, 25–26, 29).

The objectives of media linguistics are closely linked to the acquisition of interpretive skills necessary for the comprehension and interpretation of media texts, which are also examined in other interdisciplinary domains such as sociolinguistics, psycholinguistics, ethnolinguistics, linguistic folkloristics, and

functional stylistics. T. Vydaichuk (2022), exploring the retrospective of media-linguistic studies in Ukraine and globally, emphasizes the syncretic nature of media linguistics, which manifests itself in such related fields as media studies, press studies, and media stylistics.

One of the key categories of media linguistics that a media-competent teacher should master is media discourse, for it is this interdisciplinary concept that enables an understanding of the context in which information is presented and interpreted—through the prism of linguistic means as well as psychological, political, and ideological orientations. I. Korolov (2012) justifiably distinguishes two dimensions of the term media discourse: in a narrow sense, it is a coherent sequence of linguistic units created by a speaker for a listener at a specific time, in a specific place, and with a specific purpose; in a broader sense, it constitutes a complex communicative phenomenon – an oral speech act that takes into account the social context, provides information about the participants in communication and their characteristics, and reflects the processes of message production and perception.

The implementation of the corresponding functions of media discourse takes place through the media text, the interpretation and semantic analysis of which require the application of stylistic and lexical analysis. The ability to decode a media text – its internal and external semantic structure – is a defining characteristic of a media-competent teacher. As T. Vydaichuk (2022) notes, the media text, as a key category of media linguistics, presupposes the application of methods for analyzing mass communication texts and identifying the linguistic and stylistic features of their main types and genres.

O. Chetverikova (2018) underscores the value-based nature and purposeful creation of media texts, arguing that “a media text is designed to inform and evaluate facts and events from the standpoint of its creators; therefore, the process of its production is a deliberate communicative activity. A media text is spatially and temporally detached from the communicative situation it describes and its participants; it can also serve as an indicator of the values generated by the society and culture within which it was created” (p. 80).

The perception and interpretation of a media text – taking into account both historical and contemporary contexts – occur through media communication, that is, through the reception of information by viewing, reading, listening, or otherwise engaging with content transmitted across various media and communication channels.

The ability to interpret and comprehend media texts is essential for teachers in order to equip their students with the same skills. This necessity arises from

the need to resist what L. Naidonova terms “manipulative terror” and media-driven propaganda. According to R. Shutov, manipulation involves “the distortion of information, the creation of an inadequate picture of the world in people’s minds, and the cultivation of ‘artificial needs’ (things one does not truly require but that the manipulator makes appear vital) to coerce individuals into acting in the manipulator’s desired direction” (Shutov, 2022). R. Petryshyn argues that contemporary society should acknowledge information terrorism as a new form of terrorism, aimed at “the use of information and informational infrastructure to commit violence against human consciousness, to manipulate people’s behavior through specific methods and techniques of influence that enable the agents of such influence to exert pressure on decision-making by states, groups, or individuals through the creation of conditions of chaos and panic” (Petryshyn, 2021).

The motivation to develop media literacy among school and university students, mastery of effective tools for resisting manipulation and fake information, the ability to interpret media texts and their semantic and stylistic connotations, as well as the readiness to cultivate psychological resilience against information terrorism – all these qualities characterize a media-competent teacher, who actively applies the principles and methods of media pedagogy within the educational process. This pedagogical direction has evolved on an interdisciplinary basis, drawing on the theoretical and axiological potential of education, upbringing, and media studies.

According to H. Onkovych, media pedagogy encompasses such components as media upbringing, media education, and media instruction. Research in the fields of media in education (*Medienerziehung*) and media in teaching (*Mediendidaktik*) has achieved significant development in Germany. Another dimension of media pedagogy involves its conceptualization as an academic discipline within higher education (Onkovych, 2007). An important factor in the development of media pedagogy is the continuous improvement of resources for both formal and informal media education of teachers, taking into account sociocultural and ideological challenges – particularly those stemming from the real and informational warfare waged by the Russian Federation against Ukraine.

In the context of strengthening the interdisciplinary foundations of teachers’ media education, media didactics has been identified as a key direction. H. Onkovych has developed its theoretical framework, defining it as “a set of structured knowledge, principles, skills, methods, and organizational forms of the educational process based on mass communication media and the integration of media pedagogy with other disciplines” (Onkovych, 2007). In her exploration of the formation of media didactics in Ukrainian pedagogical science, Onkovych

identifies its components according to the potential of various media: press didactics, radio didactics, television didactics, film didactics, internet didactics, and blog didactics (Onkovych, 2020).

Today, the potential of media didactics lies in the implementation of media educational technologies – that is, the use of media tools and resources to integrate the media education component into the learning process across various categories of students.

On the Interdisciplinary Foundations of Media Education Development in Teacher Training Media psychology has emerged and continues to develop under contemporary sociocultural conditions on the basis of interdisciplinary principles. It represents a significant interdisciplinary field that studies the theory and practice of media influence on the psychology of individuals, communities, societies, and states. It is noteworthy that in modern psychological and pedagogical science, the theoretical and practical foundations of media psychology have evolved in response to societal needs; therefore, its regularities, objectives, and terminological framework continue to transform, as does the conceptual content of this field. L. Naidonova (2013) defines media psychology as “a synthetic fundamental discipline aimed at constructing a new format of discourse that is beneficial to media producers, media consumers, and to the moderators of this interaction – media educators; that is, the psychological core of a new branch of knowledge must return to users through different resource-based dimensions and determine the themes that will address pressing needs” (Naidonova, 2013). According to the scholar, media psychology encompasses an understanding of human behavior across numerous disciplines, including technology, social policy and governance, telecommunications, programming, education, healthcare, and the entertainment industry.

In the context of war, the emergence of psychological traumatization issues has heightened the relevance of media psychology. Naidonova (2022) convincingly argues for the need to design a new course in media psychology of war for academic and pedagogical professionals, incorporating topics such as: (1) trauma awareness; (2) wartime transformations of the information space; and (3) child protection in media.

An important interdisciplinary domain essential for fostering media competence and media literacy among teachers working with contemporary children immersed in social networks, various virtual information channels, and online gaming environments is cyberpsychology. According to A. Pecherna (2024), “cyberpsychology examines the impact of technology on the psychological state and behavior of individuals... encompassing various aspects from social media

behavior and gadget addiction to interactions within virtual worlds. The aim of cyberpsychology is to understand how the digital environment transforms our ways of thinking and engaging with reality” (Pecherna, 2024). Teachers must be motivated to help students overcome social media and gaming addictions, maintain balance between real and virtual worlds, and learn safe online communication practices. They should also promote appropriate behavior in digital communication through various messengers to prevent media violence and cyberbullying.

Another interdisciplinary field that emerged at the intersection of media and social sciences is media sociology (or sociology of mass communication). This area investigates diverse sociological factors shaping the influence of mass media on various groups. A key concept in media sociology is mass-communicative influence, which O. Morozova (2013) defines as an action exerted by a mass communication specialist upon others, evoking shared moods and forming common opinions (p. 6). The researcher distinguishes between psychological and physical types of influence, noting that media impact on audiences is primarily psychological. Its main forms include contagion, suggestion, and manipulation. Among the methods of mass-communicative influence are “brainwashing,” “labeling,” persuasion, associative conditioning of positive effects, neuro-linguistic programming, and transformation of the communicative-semantic content of information (distortion, concealment, deliberate manipulation of timing and context). Emotional influence methods include intimidation and sensationalism – exaggerating the significance or uniqueness of information to attract audience attention (Morozova, 2013, p. 6).

Consequently, teachers must possess knowledge of media sociology to develop resilience against media manipulation and to teach their students to do the same – especially in an era of abundant and often unreliable information sources. Teachers need to master self-defense strategies against disinformation and manipulation, which is especially relevant in contexts of autonomous learning and distance education.

At the intersection of media and political science, the interdisciplinary field of media politics has taken shape. Considering the ideological paradigms of the modern world, where Russian narratives are propagated across virtual and real information channels to influence global public consciousness, teachers must acquire the knowledge and skills necessary to identify manipulative media texts and to train students accordingly in both instructional and educational activities. The concept of media politics is closely related to political marketing, electoral campaigns, governance strategies, and foreign policy orientations. In the context of Russia’s war against Ukraine, O. Novakova and M. Ostapenko (2024) highlight several urgent issues in contemporary media politics: responsibility

for information accuracy (particularly in Telegram channels); news journalism under martial law (including censorship, information gathering from the front-line for dissemination in international media, and the challenges of reporting during wartime); the introduction of new tools and communication methods to maintain international attention on the war in Ukraine; and the development of media content aimed at uniting society and fostering constructive dialogue rather than scandal (Novakova & Ostapenko, 2024). These and other issues must be addressed in media literacy and teacher media education programs within formal, informal, and non-formal learning environments.

Within the current discourse of media education, another interdisciplinary field – media ecology – has developed. O. Hutovska (2019) defines media ecology as “an integrative interdisciplinary field (encompassing studies from information technologies, sociocultural visual studies, semiotics, linguistics, cultural studies, philosophy, systems theory, cybernetics, art, history, and others) characterized by a worldview through the prism of new artificial reality. It explores media, technologies, and communication and their impact on the environment and the individual, on culture and society in general... It focuses primarily on the integration and dynamism of media and technologies in human life, explaining how our interactions with media either facilitate or hinder our survival, and how we change under their influence” (Hutovska, 2019, p. 38). The main issues of media ecology include the protection of privacy, information overload and disorientation in information flows, media aggression, media dependency, the networking of consciousness, human freedom and responsibility in the media environment, manipulative influences, and the erosion of value-based identity and orientation.

#### 4. Conclusions

Outlining the interdisciplinary foundations of media education development for teachers has made it possible to conclude that the media educational component possesses an inherently interdisciplinary nature across multiple scientific domains. This component should be integrated into educational curricula, professional development programs, and non-formal education initiatives. Among the positive trends is the renewal of teacher media education content on an interdisciplinary basis, facilitated by incorporating resources from media politics, media sociology, medialogistics, and other interdisciplinary research fields. This contributes to the improvement of teacher training curricula, the structuring of non-formal learning content, and the creation of digital resources for informal education.

**ABSTRACT:** The article substantiates the interdisciplinary foundations of media education development for teachers. It characterizes the key directions formed within the media educational context, which occupy a prominent place in the content of the media education component, in the curricula of in-service teacher training institutes, and in the organization of non-formal education aimed at developing teachers' media educational competence and media and information literacy. Defining the interdisciplinary foundations of teachers' media education development through the identification of its main directions has made it possible to conclude that the media education component is interdisciplinary in nature across various scientific domains. This component should be implemented in educational programs, professional development curricula, and non-formal learning initiatives. Among the positive tendencies, a significant trend is the renewal of teachers' media education content on an interdisciplinary basis, driven by the integration of resources from media policy, media sociology, media linguistics, and other interdisciplinary research fields. These efforts contribute to improving the content of teacher professional development programs, structuring non-formal education, and creating digital resources for informal learning.

**KEYWORDS:** media education, interdisciplinarity, teacher, media culture, media pedagogy, media linguistics

**STRESZCZENIE:** W artykule uzasadniono interdyscyplinarne podstawy rozwoju edukacji medialnej nauczycieli. Scharakteryzowano kierunki ukształtowane w kontekście edukacji medialnej, które zajmują istotne miejsce w treści komponentu edukacji medialnej, w programach instytutów doskonalenia nauczycieli oraz w organizacji kształcenia nieformalnego nauczycieli w zakresie rozwoju kompetencji medialno-edukacyjnych i alfabetyzacji informacyjno-medialnej nauczycieli oraz wykładowców. Określenie interdyscyplinarnych podstaw rozwoju edukacji medialnej nauczyciela w kontekście wyodrębnienia głównych kierunków pozwoliło sformułować wniosek o interdyscyplinarnym charakterze komponentu edukacji medialnej w różnych dziedzinach nauki, który powinien być implementowany do programów kształcenia, programów doskonalenia zawodowego oraz edukacji nieformalnej. Wśród pozytywnych tendencji szczególnie wyraźna jest tendencja do aktualizacji treści edukacji medialnej nauczycieli na podstawach interdyscyplinarnych, co wynika z wykorzystania zasobów polityki medialnej, socjologii mediów, lingwistyki mediów oraz innych interdyscyplinarnych kierunków badawczych w celu doskonalenia treści programów doskonalenia zawodowego nauczycieli, strukturyzacji treści kształcenia nieformalnego oraz tworzenia zasobów cyfrowych dla edukacji nieformalnej.

**SŁOWA KLUCZOWE:** edukacja medialna, interdyscyplinarność, nauczyciel, kultura medialna, pedagogika mediów, lingwistyka mediów

**АНОТАЦІЯ:** У статті обґрунтовано міждисциплінарні засади розвитку медіаосвіти педагогів. Схарактеризовано напрями, сформовані у медіаосвітньому контексті і які займають чільне місце у змісті медіаосвітньої складової, у програмах інститутів післядипломної педагогічної освіти, в організації неформального навчання педагогів з розвитку медіаосвітньої компетентності, інфомедійної грамотності вчителів, викладачів. Окреслення міждисциплінарних засад розвитку медіаосвіти педагога у контексті виокремлення основних напрямів уможливило висновок про інтердисциплінарність медіаосвітньої складової у різних наукових галузях, що

має імплементуватися в освітні програми, у програми підвищення кваліфікації, у неформальну освіту. З-поміж позитивних тенденцій увиразнюється тенденція оновлення змісту медіаосвіти вчителів на міждисциплінарних засадах, що зумовлено залученням ресурсів медіаполітики, медіасоціології, медіалінгвістики, інших міждисциплінарних дослідницьких напрямів для удосконалення змісту навчальних програм підвищення кваліфікації вчителів, структурування змісту неформального навчання, створення цифрових ресурсів для інформальної освіти.

КЛЮЧОВІ СЛОВА: медіаосвіта, міждисциплінарність, педагог, медікультура, медіапедагогіка, медіалінгвістика

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