EUROPEAN UNION STRATEGIES EXTRAPOLATION FOR BOOSTING STUDENTS' MEDIA LITERACY IN UKRAINIAN HIGHER EDUCATION

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ABSTRACT

Purpose. *The paper deals with the realization of Erasmus+ Jean Monnet Module project that contributes to the strengthening of the role of media literacy among citizens. The **aim** of the article is to regard practical aspects*

of media literacy and critical thinking development for higher education (HE) institution' students in the context of foreign language learning, considering European and Ukrainian experiences.

*The **methodology** of the study involved analysing and generalizing scientific sources to uncover the main issues under investigation; collecting and summarizing valuable points from scholars' contributions worldwide, intercultural communication observations and descriptions.*

***Results.** The project "European Union (EU) strategies extrapolation for boosting students' media literacy in Ukrainian HE", initiated in SNAU with the support of Jean Monnet Foundation within the EU Erasmus+ Program, is targeted at popularizing the main directions of EU policy in the field of media education. While reviewing the European discourse on media literacy it was found that the key strategies in British media education are media authorship, ownership and control, ways of achieving the effect of influence and encoding information of media texts, etc. Finnish media education's overall goal is enabling students' analysis of the present and the desired future, and decision making to move towards the desired future. Media education in France is largely determined by semiology, discourse analysis, film analysis, promoting citizens' participation in the public life, a critical approach to advertising and active resistance to its influence. Austrian and German media education focuses on the control over media with potentially harmful or dangerous content and the development of responsible communication culture. Integrating media literacy into foreign language training is revealed to be essential as it can introduce real-world topics and scenarios relevant to students. The compilers of the training course syllabus considered important European documents on media literacy and language education selecting topics, establishing learning objectives, defining learning outcomes, and setting evaluation criteria.*

***Conclusions:** The results of this study suggest that media literacy skills should be a compulsory subject in all branches of educational faculties and developed throughout life. The training course should be based on advanced innovations and achievements in this field, considering European and Ukrainian experiences.*

KEYWORDS: *Critical Thinking, European Policies, Foreign Language Training, Media Literacy, Students.*

INTRODUCTION

In the era of digitalization, freedom of speech and individual expression, which is a fundamental right of democratic societies, has become, at the same time, a point of their greatest vulnerability. Utilization of a wide range of tools of information influence makes it possible to achieve significant results in the field of information warfare through the use of psychological characteristics of people, their limited readiness to resist complex information operations, the main means of which are fake news, propaganda, the work of "troll factories", etc. (Bilotserkovets et al., 2021).

The main tool for protection in such cases is the spread of media literacy in the society, because it is media literacy that gives practical skills to evaluate the media process, forms critical thinking of citizens, their culture of media product consumption and their ability to navigate in the new multimedia space, as well as basic knowledge about methods of mass media influence both on the consciousness of an individual and on mass consciousness (Bilotserkovets et al., 2021).

The European integration processes, that are currently taking place in Ukraine, contribute to strengthening the role of media literacy promotion among broad sections of the population. During the 23rd Ukraine-European Union Summit, a joint statement on cooperation between Ukraine and the European Union (EU) was adopted, which, among other things, discussed the importance of media literacy and strategic communications in the field of countering disinformation, mentioned the issue of cyber security, and noted the direction of Ukraine's integration into the single digital market (Joint statement following the 23rd EU-Ukraine Summit, 2021).

In light of the Russian Federation's military aggression in both physical and informational domains, there is an urgent need to prioritize the teaching of media literacy to students in a timely and accurate manner.

The Erasmus+ Jean Monnet Module project, "EU strategies extrapolation for boosting student's media literacy in Ukrainian higher education", was launched in September 2022, and is aimed at popularizing the main directions of EU policy in the field of media education and involving Ukrainian higher education institutions in the European discourse on media literacy in wartime. Under the auspices of this project, Sumy National Agrarian University (SNAU), Ukraine, has developed a training course, "Major EU practices on media literacy for boosting students' critical thinking in the frame of the target language learning" (Euselena Project, 2023).

This article **aims** to address the practical aspects of media literacy and critical thinking development for Higher Educational Establishment (HEI) students in the context of foreign language learning, considering European and Ukrainian experiences and the current relevance of this topic. In order to address the current situation effectively, it is important to tackle essential objectives in an integrated manner.

These objectives include: singling out main strategies applied in the European countries (Finland, France, Great Britain, etcetera.) that were crucial for the successful realization of their media literacy programs in educational environments; highlighting the important aspects of the program for practical implementation of the training course "Major EU practices on media literacy for boosting students' critical thinking in the frame of the target language learning", while incorporating interactive and remote learning technologies and applying the principle of intercultural communication. Integrating media literacy into foreign language training appears to be a sound idea, backed by a number of well-founded reasons.

Considering that foreign language training is included in all educational programs and that the topics covered in language courses often overlap, the development of media literacy can seamlessly complement and enhance the foreign language curriculum at higher education institutions. As foreign languages are studied as a tool for communication, incorporating media literacy can introduce real-world topics and scenarios that are relevant to both society and the students.

The training course "Major EU practices on media literacy for boosting students' critical thinking in the frame of the target language learning" that has been developed entails a series of structured educational activities focused on spreading awareness about the EU media landscape, promoting media literacy practices that underpin a democratic society and personal growth and equipping learners with the necessary skills on counter-propaganda tactics. The participation of international students studying in Ukraine (from Africa, Asia, etcetera) and local Ukrainian learners in these educational activities will help disseminate relevant knowledge and foster critical thinking while encouraging solidarity and inclusion.

The training course's core concept is the idea that media literacy learning goes beyond just tool and technology knowledge. It strives to provide young people with critical thinking skills necessary to analyze complex issues, assess situations, and differentiate between opinions and facts.

METHODOLOGY

In order to achieve the study purpose, various research methods were utilized. Theoretical methods involved analyzing and generalizing scientific sources to uncover the main issues under investigation. These approaches allowed the authors to collect and summarize valuable points from scholars' contributions worldwide and as well as enriched the authors' experience in enhancing students' media literacy and critical thinking skills in foreign language training at HEIs. An analysis of effective techniques for developing media literacy and critical thinking in foreign language education with consideration for intercultural communication observations, descriptions, analyses, and systematizations was conducted.

The study was carried out during the 2022-2023 academic year at the Department of Foreign Languages at SNAU, Ukraine.

RESULTS

The issues of media education and media literacy attract considerable attention and stimulate the introduction of a number of initiatives both by state bodies of Ukraine (the Ministry of Education and Science, the Ministry of Culture and Information Policy, the Ministry of Digital Transformation) and public ones, in particular, organizations such as "Internews-Ukraine", "Detector media", Academy of the Ukrainian Press, National Media Literacy Project "Filter"(https://filter.mkip.gov.ua/en/about-the-project/), etcetera.

SNAU plays an important role in the formation of information and media literacy, the dissemination of reliable information about various aspects of life through the coverage of events on the university's website, the publication of its own newspaper "Visnyk SNAU", the introduction of the Promotion Office, and the organization of the Media School. SNAU actively cooperates with local authorities, supports research initiatives and projects on media information literacy and fact-checking.

Thus, from November 2022, the international project "EU strategies extrapolation for boosting students' media literacy in Ukrainian HE" was initiated in SNAU with the support of Jean Monnet Foundation within the EU Erasmus+ Program. The project is aimed at popularizing the main directions of EU policy in the field of media education and involving Ukrainian higher education institutions in the European discourse on

media literacy in the conditions of russia's unprovoked military invasion in Ukraine (Euselena Project, 2023).

The project is based on the experience of the European Union, since European countries during the 20th century (under the conditions of the Cold War and significant information activity of the USSR) gained comprehensive experience in the large-scale implementation of media literacy at all levels. Moreover, the beginning of the 21st century led to the development and widespread distribution of innovative types of digital, network, information and communication technologies. The term "new (latest) media" outlined the emergence of such new forms of communication as websites, chats, 3D, and multimedia. Services (wikis, networks, and blogs), thanks to which users interact with content are called "social media". In fact, there was a fundamental change in the communication model – namely, that the principle of "old media" – "one to many" turns into "many to many". In this discourse, media literacy includes all the technical, cognitive, social, civic, ethical, and creative abilities that enable a citizen to access information through the media; effectively use, safely and responsibly create and share media content across various media platforms (Bilotserkovets et al., 2021).

The history of media education in European countries goes back several decades. The theory and methodology of media education was largely formed thanks to the British media pedagogue and media researcher L. Masterman, who suggested evaluating the effectiveness of media education primarily by the ability to use one's knowledge (critical ideas and principles) in new situations. In particular, the scientist identified four key areas that need to be explored: 1) media authorship, ownership and control; 2) ways of achieving the effect of influence (that is, ways of encoding information) of the media text; 3) representation of the surrounding reality with the help of media; 4) media audience.

Furthermore, Britain is one of those countries where the media education movement started with film education, and then covered a wider range of communication media (press, television, Internet, etc.). The history of British film and media education begins in the 1930s during the so-called " inoculation paradigm", which was aimed at countering the harmful influence of the media. The popular French theory of "author's cinema" in the 1960s led to a change of emphasis in British media education as well: the focus shifted to studying the best examples of "media as popular culture" (popular arts paradigm). The first media education courses were introduced into university curricula in the 1960s (Masterman, 1997).

In 1970, Finnish media educators S. Minkkinen and K. Nordenstreng developed a program on media education, and on behalf of UNESCO prepared the first systematic report on the current state of development of media education and recommendations on further strategies for media education at various levels. For the purpose of media education, they defined the fostering of cognitive, ethical, philosophical and aesthetic issues. The researchers singled out the following key media educational topics: 1) history, present and future of mass communication; 2) structure, technology of production of media texts; 3) content of media texts, representation of objective reality in them; 4) influence of the media on the audience (Minkkinen, & Nordenstreng, 1984).

Media education and digital literacy have become key moments in the formation of the educational approach in Finland during the setting of tasks for new technologies and communication skills being essential in the post-information society. Integration of

media and education, their interactivity becomes a central issue of audiovisual communication. This cultural paradigm shift requires the transformation of traditional literacy into media literacy or, more broadly, into cultural literacy, where understanding how images are created and their meaning is crucial.

The values on which the curriculum is built include the support for building the basics of the individual's own cultural identity and, through it, his/her participation in national and global culture. These skills emphasized the vector on interactive and socially oriented communication. The overall goal is enabling students' observation and analysis of current environmental problems, the present and the desired future, evaluation of their lifestyles and dominant trends from the perspective of the future, and decision making to move towards the desired future (Salomaa, & Palsa, 2019).

Currently, the introduction of media literacy in France is regarded as having a systematic nature. Active participants in this process are not only the educational institutions, but also the media industry, executive authorities and a network of public organizations. The specificity of media education in France is largely determined by the theoretical traditions of semiology, discourse analysis, film analysis, the pedagogical tradition of developing local communication and promoting citizens' participation in the public life. Regarding commercial media, the most significant initiatives are based on a critical approach to advertising and active resistance to its influence.

In August 2006, the French Ministry of Education published a report written by a group of experts, which identified a number of tasks for the promotion of Internet technologies in education, including: 1) strengthening the integration of Internet technologies in educational programs by introducing practical classes; 2) improving the qualifications of teachers; 3) expansion of cooperation between educational structures, communities and local organizations in the right to develop Internet technologies; 4) expanding the production of digital educational materials; 5) strengthening measures to improve access to the Internet in various localities (Adriaens-Allemand, 2021).

Media education was officially integrated into the compulsory agenda of Austrian educational institutions and became part of the state educational and cultural policy that received a targeted support from the Ministry of Education. Courses on media culture are taught at universities, youth media centers, where events for different types of audiences take place. These efforts are boosted by a significant number of publications, special journals, and scientific and methodological activities. The important role in the spread of media education in Austria is played by the association AFMK ("Movement for the Support of Media Competence").

The Department of Media Pedagogy, Educational Media and Media Services of the Ministry of Education, Science and the Arts of Austria takes care of raising awareness of media literacy, accumulates research results, working materials, and conducts consultations on media literacy. One of the functions of the department is to select and provide recommendations on audiovisual educational materials and control the content of films in order to prevent youth from accessing unwanted content. In addition, there are a number of non-governmental organizations that united by the mission of providing citizens' access to media education in Austria (https://national-policies.eacea.ec.europa.eu/youthwiki/chapters/austria/68-media-literacy-and-safe-use-of-new-media).

The German government believes that the use of modern information and communication technologies is the key to improving the quality of knowledge and the growth of innovation. Today, media literacy and media education are considered to be the main challenges for the country's development. With the help of the nationwide program "New Media in Education", appropriate conditions were created in school education, which raised Germany to a leading position in the world in terms of technological equipment for schools. Today, the issue of new media as a part of everyday educational life is on the agenda. These measures correspond to the SEMIK program (systematic introduction of media, information and communication technologies into the educational and educational process).

Leading organizations in the field of media education in Germany include the following: Federal Department for Determining the Degree of Harmfulness of Media for Adolescents (BPjM), the purpose of which is to protect children and adolescents in Germany from contact with media that is harmful or dangerous content, with elements of obscenity or cruelty and anti-Semitic or racist statements; German Association for Media Education and Communication Culture (GMK), an organization that brings together professionals and experts working in the fields of education, science, culture and media to promote the development of media literacy as a responsible communication culture (http://www.youthpress.org).

EU strategies crucial issues for media literacy training were realized in the projects "EU strategies extrapolation for boosting students' media literacy in Ukrainian HEI". It is worth noting that, on the whole, the project's main purpose is to enhance media education in Ukraine and involve its HEIs in a European-oriented media literacy discourse even though the challenges posed by the current martial conditions in the country are unique. This includes establishing a strong foundation for promoting media awareness among the general public by providing theoretical and practical support. The target audience includes a diverse range of individuals such as Ukrainian and international students, postgraduates, urban and rural populations, and others.

The training course encourages open communication and exchange of ideas among various groups such as educators, scientists, politicians, public officials, civil society, and mass media.

The curriculum for the training is designed to be integrative by nature, as it takes into account the Common European Recommendations on Language Education (CEFR) and important European documents on media literacy like the Digital Competence Framework for Citizens (Vuorikari et al., 2022). This means that the compilers considered these factors when selecting topics, establishing learning objectives, defining learning outcomes, and setting evaluation criteria.

The course is aimed at forming students' critical thinking skills in the context of the development of media literacy using the experience of the European Union, namely: understanding the importance of media literacy in a globalized information world; perception of information; selection of the most common types of information manipulation; provision of basic means of checking information; preparation for safe and effective interaction with the system of traditional and modern mass media, taking into account modern trends in the development of information and communication technologies. The formation of young people's media literacy and the development of

their critical thinking skills is an integral part of spreading knowledge about the EU, implementing the values and principles of a modern democratic society.

So, upon completion of the course, students are expected to have acquired a diverse set of competencies, these include:

- a comprehensive understanding of EU policies related to media literacy and media development, the theory and practice of media literacy implementation in both European countries and Ukraine;
- awareness of media security, media ethics, and the communication culture within the media environment;
- ability to apply acquired knowledge and skills to foster a responsible and secure media environment, and engage with its objects and participants through critical thinking;
- proficiency in promoting and spreading media literacy, including awareness of media education in EU countries;
- ability to debunk misleading content and distorted information as well as to counter disinformation and propaganda under the war conditions;
- capability to implement linguistic, communicative, socio-cultural, and intercultural competencies enabling effective communication both within and beyond the media sphere.

The syllabus is thoughtfully designed to offer two comprehensive content modules that encompass a total of 14 themes. Each theme has been elaborated to incorporate foreign language training and tasks aimed at enhancing media literacy and critical thinking skills. The relevant modules and their corresponding items are clearly presented in Table 1 (Bilotserkovets et al., 2023).

Table 1
The correlation of themes by content modules in the syllabus of the training course "Major EU practices on media literacy for boosting students' critical thinking in the frame of the target language learning"

Content Module 1: Introduction to EU media literacy space: mass media are omnipresent.	Content Module 2: Media and Diversity: Ukrainian and European discourse
Theme 1. Media education, media literacy, digital literacy: nature of concepts, place and crucial role to contribute in the democratic society; critical thinking as a crucial skill for media space.	*Theme 8.* Navigating in media space: searching, analyzing and using information from various sources; media and on-line resources for education and foreign-language learning (remote platforms, Google tools, online survey tools, tests and assessments, etc.).
Theme 2. Information environment evolution. History of media: experience of Ukraine and Europe.	*Theme 9.* Media literacy in the context of communication and collaboration: interacting, sharing, collaborating through digital technologies; netiquette; managing digital identity.

Theme 3. The role of the media in shaping the multicultural picture of the world: truthfulness of information, overcoming prejudices, stereotypes, discrimination; Council of Europe social campaign "No hate speech movement" (2013); The European Observatory of Online Hate (2021).	**Theme 10.** Information hygiene. Reducing the negative impact of information on mental, physical and social well-being. Management of emotions. Culture of information consumption. Fact and judgment. Fact-checking technologies.
Theme 4. Mapping of media literacy practices and actions in EU-28. The declaration on European digital rights and principles as a promotion of a digital transition shaped by European values. European Council conclusions on media literacy in an ever-changing world.	**Theme 11.** Safety in media space and the basics of cyber security: protecting devices; protecting personal data and privacy; protecting health and well-being; different forms of cyber-bulling (trolling, slander, phishing, etc.) and counteracting to them.
Theme 5. Guide to human rights for Internet users by European Council. The European digital competence framework for citizens. Media and online activism for personal and social development.	**Theme 12.** Media text and its critical reading. Critical perception of audio-visual content. Socio-cultural discourse and narratives in the film and television industry. Literature as a form of mass consciousness.
Theme 6. Diversity of the media, diversity of content in the media; linguistic diversity; media representation of social groups; diverse mass media in education etc.	**Theme 13.** Propaganda Wars: From Social Media and Mass Media to TV Series The enemy as an important element of the propaganda system. Interventions in someone else's information space. Aesthetics of information invasion. Origins of aestheticization of information and virtual flows. Narrative machines of influence.
Theme 7. Reporting diversity in the news media and their role in creating intercultural dialogue: media freedom and pluralism; the process of news selection; counteraction to fakes and manipulation in the media.	**Theme 14.** The role of information in hybrid wars. Russian-Ukrainian propaganda conflict: stages and symbolization, analytical context. IPSO. Information war against Ukraine from European viewpoint.

Certainly, the mentioned themes and points are not exhaustive and can be modified, enhanced, and expanded based on the audience's needs and the relevant situation.

Also, the educational program provides a set of criteria for evaluating a person's media literacy knowledge, skills, and abilities based on course completion, in line with the European Digital Competence Framework for Citizens (Vuorikari et al., 2022). Notably, the ability to coordinate actions aimed at promoting media literacy among the population is considered a crucial principle for achieving high and sufficient levels.

In general, it is suitable to combine foreign language training with media literacy and critical thinking activities. The proposed educational program is believed to provide balanced, systematic, professional assistance in addressing the identified objectives. The application of various heuristic techniques, incorporating problem-solving learning and implementing the principle of intercultural communication will contribute to boosting media literacy, critical thinking and foreign language communication.

Taking into account the current conditions of martial law in Ukraine, all the mentioned approaches can be implemented taking into account blended and distance learning. Furthermore, the opportunity to study in the classroom, of course, will create even more favorable conditions for the application of appropriate teaching and learning formats.

DISCUSSION

Given the current wartime circumstances, the approach for developing media literacy and critical thinking should be modified and enhanced. However, upon thorough analysis of the available educational programs for higher education students, we have observed that media literacy is generally not offered as a distinct discipline unless the specialty is related to journalism, management, or pedagogy. Even in those cases, it is often listed as an optional course.

Consequently, embedding media literacy into other disciplines would be an incredibly productive method of promoting its development, particularly in non-specialized HEIs. Under these circumstances, incorporating media literacy into target language learning could be a valuable strategy to foster greater awareness and comprehension (Bilotserkovets et al., 2022).

Researchers argue that media literacy skill should be a compulsory subject in all branches of educational faculties and developed throughout life; it should be extended to the process and should also be included in implicit education other than formal education (Dolanbay, 2022).

Other authors argue that media literacy courses should be differentiated, depending on the content and purpose of the training and the practical teaching experience. Furthermore, these courses should be based on advanced innovations and achievements in this field, considering progressive, flexible forms and methods of teaching aimed at making the learning process ultimately open, adaptive, focused on students' needs, and easy-to-disseminate in diverse social contexts (Krylova-Grek, & Shyshkina, 2020).

Scholars' comprehension of media literacy and critical thinking development has been validated and broadened by our study. Importantly, it also provides valuable insights on how to effectively incorporate these aspects into foreign language training in HEIs.

The authors' focus on media literacy and critical thinking development in higher education aligns with the findings of nationally and internationally acclaimed studies.

We firmly believe that fostering these essential competencies is integral to cultivating a well-informed and discerning populace that is better equipped to navigate the complex and ever-evolving media landscape with confidence and efficacy. Elaborating the curriculum incorporating media literacy and critical thinking development in foreign language training is of great importance. We consider it is a relevant response to the

requirements regarding the training of mindful personalities and qualified specialists. The study shares the opinion that a well-designed syllabus for foreign language education must have a clear and defined structure (Celot, 2015; Lushchyk et al., 2020). This involves identifying a purpose, specific objectives, expected outcomes, evaluation criteria and themes at every stage of training.

The selection of themes related to modern media for foreign language curriculum development aligns with research findings in the field. Educators have observed that students exhibit a noticeable interest in using diverse digital and media resources and are enthusiastic about acquiring the necessary knowledge and skills to consume and disseminate content safely and efficiently (Lushchyk et al., 2020).

Moreover, the syllabus's correlation with CEFR's levels of language proficiency underpins drafting foreign language curriculum in HEI on the whole. Such an approach can ensure that learners receive a comprehensive and standardized language education that meets their needs and expectations.

CONCLUSIONS

Equipping students with theoretical knowledge and practical critical thinking skills is essential to identify misleading content, combat informational and psychological aggression, and mitigate the negative impact on their minds and consciousness. Advanced foreign experience in the formation of media literacy for Ukraine, which is in a state of war and under the influence of Russia's disinformation campaign, acquires special significance.

During times of military invasion, it is crucial to focus on developing skills that will enable young people to resist aggressive informational influences, in particular, disinformation, bombardment, manipulation of objective facts, intimidation, hate speech and hostile propaganda. Additionally, teaching young people to think critically and consciously when consuming and distributing media products is also essential.

The results of this study suggest that media literacy skill should be a compulsory subject in all branches of educational faculties and developed throughout life; the training course should be based on advanced innovations and achievements in this field, considering European and Ukrainian experience; given the current wartime circumstances, the approach for developing media literacy and critical thinking should be modified and enhanced; the selection of the themes should be related to modern media; the training course syllabus should be correlated with CEFR's levels of language proficiency.

CONFLICT OF INTERESTS

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АНОТАЦІЯ / ABSTRACT [in Ukrainian]:

ЕКСТРАПОЛЯЦІЯ СТРАТЕГІЙ ЄВРОПЕЙСЬКОГО СОЮЗУ ДЛЯ РОЗВИТКУ МЕДІАГРАМОТНОСТІ СТУДЕНТІВ У ВИЩІЙ ОСВІТІ УКРАЇНИ

***Мета.** У статті висвітлено реалізацію проєкту Еразмус+ Жан Моне Модуль, який сприяє посиленню ролі медіаграмотності серед громадян. Метою статті є розгляд практичних аспектів розвитку медіаграмотності та критичного мислення студентів закладів вищої освіти у контексті вивчення іноземної мови, враховуючи європейський та український досвід.*

***Методологія** дослідження передбачала аналіз та узагальнення наукових джерел для розкриття основних проблем, що розглядаються; збір та узагальнення цінних моментів із внесків науковців у всьому світі, спостережень та описів міжкультурної комунікації.*

***Результати.** Проєкт «Екстраполяція стратегій Європейського союзу (ЄС) для розвитку медіаграмотності студентів у вищій освіті України», що реалізується у Сумському національному аграрному університеті за підтримки Фонду Жана Моне у межах Програми Еразмус+, спрямований на популяризацію основних напрямків політики ЄС у сфері медіаосвіти. Під час розкриття європейського дискурсу з медіаграмотності з'ясувалося, що ключовими стратегіями британської медіаосвіти є авторство, володіння та контроль медіа, способи досягнення ефекту впливу та кодування інформації медіатекстів тощо. Загальна мета фінської медіаосвіти полягає в тому, щоб студенти могли аналізувати сьогодення та бажане майбутнє, робити вибір, щоб рухатися до бажаного майбутнього. Медіаосвіта у Франції значною мірою визначається семіологією, аналізом дискурсу, аналізом фільмів, сприянням участі громадян у суспільному житті, критичним підходом до реклами та активним опором її впливу. Австрійська та німецька медіаосвіта зосереджена на контролі над медіа з потенційно шкідливим або небезпечним контентом і розвитку культури відповідального спілкування. Інтеграція медіаграмотності в навчання іноземних мов має*

важливе значення, оскільки вона може познайомити студентів із реальними темами та сценаріями. Автори – розробники програми навчального курсу врахували важливі європейські документи з медіаграмотності та іншомовної освіти, обираючи теми, визначаючи цілі навчання, розкриваючи результати навчання та встановлюючи критерії оцінювання.

Висновки. *Результати цього дослідження свідчать про те, що навички медіаграмотності мають бути обов'язковим предметом на всіх факультетах та розвиватися протягом усього життя. Навчальний курс повинен базуватися на передових інноваціях і досягненнях у цій галузі з урахуванням європейського та українського досвіду.*

КЛЮЧОВІ СЛОВА: *критичне мислення, європейська політика, вивчення іноземної мови, медіаграмотність, студенти закладів вищої освіти.*