

**Tetiana FOMENKO,**  
*PhD in Education, Associate Professor,  
Associate Professor of Foreign Languages Department,  
Sumy National Agrarian University*

## **MEDIA LITERACY AS A COMPONENT OF STUDENTS' INFORMATION CULTURE**

Currently, in the conditions of the martial law and harsh realities of the Ukrainian information space with numerous examples of the spread of disinformation, fake news, anti-Ukrainian propaganda, manipulation of public opinion, etc., media education and media literacy are becoming necessary components of students' information culture. Young people receive a significant amount of information through various media, and therefore there is a constant increase in their influence on the formation of the worldview of young generation. Due to the expansion of the range of skills for effective activity in the information space, through digital means, the global Internet, media literacy has become an important condition for a general information culture.

The researchers interpret information culture as a property of an individual, manifested in the ability to independently produce new knowledge based on already learned information and the use of critical thinking, professional, personal and national values [1]. It is crucial to support young people in the effective and competent consumption of the flow of information. The formation of such competencies as critical thinking, fact-checking, digital security, resilience to influences, etc. among young generation is of particular importance.

Mastering information culture in higher education institutions is aimed at forming a personality who understands the concepts of "information resources", "information worldview", "information environment", "information behavior", etc.; is able to effectively search for information using modern search engines; is able to rationally store and quickly process large flows and arrays of information; knows the norms and rules of information ethics and is able to conduct information and communicative dialogue.

Under the conditions of current situation, there is the need for a rapid and effective reorientation of the educational process towards the development of media literacy among students. The problem area includes insufficient digital mobility of students and teachers, which in circumstances of the martial law can lead to restrictions in establishing pedagogical interaction; increasing information danger in the conditions of information wars; the urgency of increasing students' civic activity in the information space and developing readiness for critical analysis and evaluation of incoming information, as well as a responsible attitude towards information production. This necessitates changes in pedagogical approaches to the organization of the educational process, reorientation from informing to managing the formation of information culture of students, promoting the development of critical thinking, analytical skills, and the ability to independently search [2].

Taking into account the peculiarities of the wartime, the following tasks are identified for the formation of media literacy among students: optimization of practical skills in checking the reliability of information; the ability to evaluate one's own media space; to form the habit of using only high-quality content and carrying out effective search work; to teach to recognize acts of information aggression and counteract them; to stimulate the development of stress resistance. Thus, in the context of the informatization of the educational space, the development of media literacy and media awareness can ensure a high quality of personal information culture of future specialists.

### **СПИСОК ВИКОРИСТАНИХ ДЖЕРЕЛ**

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