



## EDUCATIONAL POTENTIAL OF MASS MEDIA: REALITY AND PROSPECTS FOR E-LEARNING

Oksana Shelomovska<sup>1</sup>, Liudmyla Sorokina<sup>2</sup>, Maryna Romaniukha<sup>3</sup>,  
Natalya Sorokina<sup>4</sup>, Iryna Machulina<sup>5</sup>

Dniprovsky State Technical University, Kamianske, Dniprobudivska st.2.

<sup>1</sup>o\_nix@ukr.net, <sup>2</sup>sludmila1906@gmail.com, <sup>3</sup>romanuks@ukr.net,

<sup>5</sup>irama3009@i.ua

<sup>4</sup>DRIPA NAPA, Dnipro, Gogol st. 29,

<sup>4</sup>sorokina.dridu@gmail.com

***Abstract:** The article is devoted to educational, informative and cognitive functions of mass media. The paper discusses a modern scope of the use of various media in teaching activities, as well as the need and motivation of public administration students to use the educational potential of the media. The paper outlines didactic prospects of newspaper materials, radio, TV and the Internet. Analysing and discussing mass media materials in practical classes on socio-humanistic sciences boosts students' cognitive activity and develops general and professional competences.*

**Keywords:** mass media, press, radio, television, internet, education, university

### INTRODUCTION

In conditions of ongoing development within the information society, the development of distance and e-learning, the use of mass media in university teaching is becoming of particular importance when it comes to improving students' motivation for learning and to ensure practical orientation of higher education. Today, the media provide professors and students with unlimited opportunities to design educational process for the benefit of both parties: lecturers use practical examples to explain complex theoretical topics to students, and students – improve their level of professional and general knowledge of the materials of the press, television and the Internet and present their thoughts on this topic at seminars and practical classes in the educational institution. The transformation of the traditional paradigm of higher education is making the media active participants of the educational process, along with teachers and students. With the increase of independent work of students,

the individualization of training, the development of Internet technologies and the immersion of most modern youth in social networking environment, teachers no longer determine what and when to transfer to students so that they develop the necessary skills, knowledge and abilities for further work and social life – this role is assumed by the media, and especially television and the Internet. Modern youth cannot imagine living without the Internet and puts it above traditional library work and reading the paper versions of scientific journals when it comes to absorbing knowledge. However, periodicals, radio broadcasts, and TV news also have a significant educational potential, which will be addressed later in this article.

## **1. PREVIOUS RESEARCH ON THE ROLE OF MASS MEDIA IN EDUCATION**

Unfortunately, in the contemporary scientific discourse these aspects are not widely discussed, since, as a rule, only a few aspects are considered. Mass media are mostly analysed in terms of their impact on the process of socialization; formation of their value consciousness, media culture and mentality; the dynamics of media presence, media consumption and media preferences of young people; the structure of media audience and the peculiarities of transformation in modern conditions, as well as the identification of the forms and methods of mass media influence. In general, the degree of scientific discussion of media use in the educational process is quite fragmented and one-sided, since most scholars are focusing on media education, while its introduction at all levels of the educational system of Ukraine is actively debated.

However, the scientific community rarely discusses the use and analysis of materials and mass media publications at classes on specific disciplines, especially when it comes to traditional media. General facts about functioning of the media in university educational environment were highlighted by O. Shypko (Shypko 2014); media sources for individual learning that can be used in traditional education and conditions of improving the efficiency media-enhanced learning were identified by T. Poiasok (Poiasok 2014). The use of the press at university classes is explored solely as a means of improving the professional competence of students of linguistics, and the possibility of applying them to a wider student audience of all specialties when studying humanitarian disciplines is practically not considered in the latest publications. Only K. Fendrikov analysed university press as an integral part of the educational environment in a pedagogical higher educational institution (Fendrikov 2015). The scientific discussion of educational prospects of radio broadcasts is practically non-existent.

The authors of this article published a few papers devoted to various aspects of optimizing the educational process in higher education institutions by modern

ICT, namely: the use of media objects, thematic sites, electronic educational books in teaching sociological courses, promising directions for improving teacher-student interaction through wider implementation of ICT in the educational process (Shelomovska, Sorokina, Romaniukha, Bohomaz 2017); prospects of the official university website, electronic repositories, information portals, professors' personal pages, websites of leading sociological centres, educational literature and periodicals in teaching sociology and activating cognitive activity in university students (Shelomovska, Sorokina, Romaniukha 2018), etc.

However, all these works do not fully describe extremely diverse educational potential of mass media in the university educational process during social change. A comprehensive analysis of the educational capabilities of the press, radio, television and the Internet, identifying the needs of education and teaching staff in accessing them, defining the prospects for using mass media information in e-enhanced learning have not been so far the subject matter of a separate scientific study, which stipulated the purpose of our study.

## **2. PRESENTATION OF RESEARCH RESULTS**

Today mankind exists in such a social environment, where media turned from the mediator into an environment of human existence; an environment in which the political, economic, socio-cultural, and educational codes of mankind are produced, aesthetized and broadcast. Media has long been an integral part of our lives. Today, we can observe mediation of all spheres of life in the information society, including higher education.

As researchers point out, media exert significant influence on the development of children, allowing polemics about media or screen socialization. Scientists prove that children starting from two years old are active media users at the initiative of their parents. At the age of three, they have developed preferences among media products, and by the age of five pre-schoolers already have considerable experience using gadgets and the Internet. It should be noted that early introduction of children to the media and educating them on media objects in the family forms a new type of relationship with intricate media environment which was called media socialization (Semeniako 2016).

The significant influence of the media on public consciousness is possible due to their ability to quickly and almost completely reach the widest audiences and transform the traditional system of education and training. Besides, the media have various opportunities to influence individuals' lifestyle and behaviour both by solely informing, and with the help of practical examples of lifestyles. There are two aspects here. First, the media significantly helps assimilate a wide range of social norms of people of different ages and shape value orientations in politics, economics, health, law, etc. Secondly, the media is in fact a peculiar system of informal education and education for wide audience. At the same time,

users of the media absorb rather diverse, contradictory, unsystematized knowledge, information on various issues of social and political life. Today well-developed socio-political systems are dominated by the idea that those who own the media impose public opinion (Subashkevich 2016).

Today, the young people are the main recipients of considerable portion of media content. This community is best oriented in the modern media world and is actively involved in both the consumption of media content in its various manifestations and self-presentation through the Internet. Student youth, first of all, university students, are virtually completely involved in the media environment due to active consumption of media products and the creation of their own media content. However, unlike the older generation, young people do not break old media behaviour patterns, but form their own model, which comprises various communication tools, sources of information and ways to receive it (Zinchina 2016).

Generally, media popularity among young people is determined by the following factors:

- dominance of visual entertainment, standardization, seriality, sensationalism, system of "emotional fluctuations" that allows to discharge the nervous tension of spectators,
- hypnosis, pleasing the public, intuition,
- availability of therapeutic, compensatory, recreational, aesthetic, moral, social, communicative, informational, cognitive, etc. functions (Semeniako 2016).

In the context of our study, we consider it worthwhile to scrutinize in detail the essence of the informative and cognitive function of mass media that perform a common task. On the one hand, due to mass media it is possible to accumulate and multiply information, preserving previous experience, and the media themselves in this case act as guarantors of the information provision of society. Thus, the essence of the information function is that media consumption, acting as a carrier of social information, in connection with the active development of information and telecommunication technologies, is a special type of information process, a set of information and communication tools. Actually, television has become a media symbol of the XX century, and the Internet – the symbol of the XXI. However, this became possible due to content, namely, methods, forms, methods, channels, technologies for communicating information to the media consumer, media user (Isaienko 2017).

On the other hand, the culture of media consumption turns people into subjects of knowledge and understanding: it offers them knowledge and activates curiosity. The epistemological significance of the culture of media consumption exists in two modes: first, in the accumulation of absorbed information on various issues, and secondly, in stimulation of information needs arising on the basis

of the acquired information. The culture of media consumption accumulates a huge array of knowledge, ideas about the world, events, public figures - the essence of the revised TV programs, consumed radio broadcasts, read books and newspaper texts, etc. The culture of media consumption is an area not only already acquired from media sources, but also the one that can be experienced with certain effort of the interested media consumer. For example, thoughts, reviews, and evaluations of certain media products, which spread like a manifestation of civic media criticism, may encourage other media consumers to get acquainted with the recommended media products (Krajnikova 2014).

The modern university and the training of a highly skilled specialist is impossible without taking into account the analysis of the surrounding social reality and the impact of intense, continuous information flow on the student. In this regard, the problem of the universities is to find ways to use this information for educational purposes.

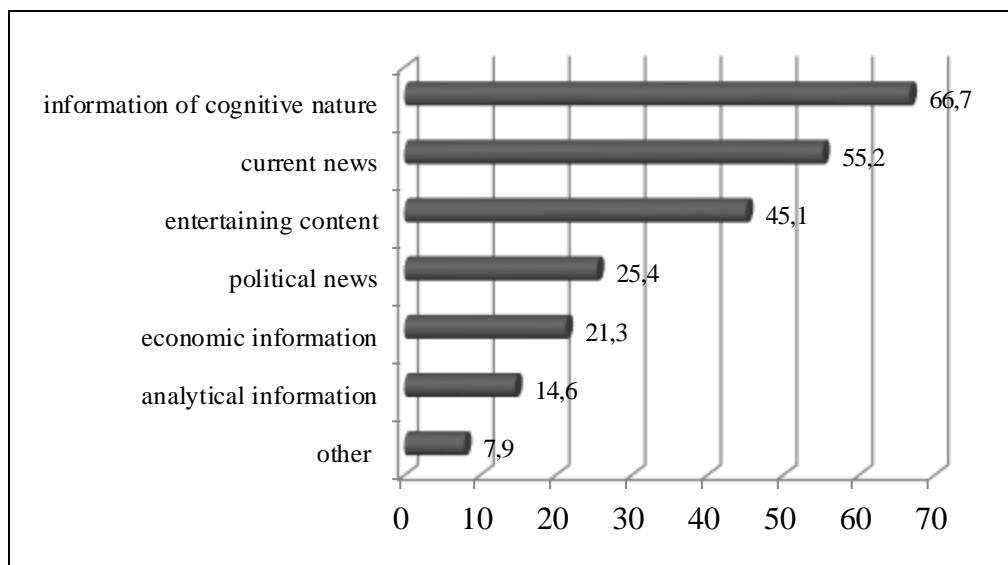
The results of sociological research indicate that education providers feel the need to use the media as educational resources, as the formation of their personality takes place in the context of intensive intellectual development, which promotes training in higher education institutions.

The authors conducted a sociological study "Student Youth Experiencing Ukrainian Reforms" in May 2018 to identify the dynamic changes in consumption of various media products by modern youth. The collection of primary sociological information took place at the leading universities of central Ukraine. Graduates from the first (Bachelor) and second (Master's) levels of higher education of the Dniprovsky State Technical University (DSTU) in Kamianske, O. Gonchar Dniprovsk National University (DNU), Dnipro, Dnipro Regional Institute for Public Administration, National Academy of Public Administration under the President of Ukraine (NAPA), and Kryvy Rih State Pedagogical University (KRSPU), Kryvyi Rih. The common sample amounted to 28.1 thousand people (20 thousand students from DNU, 3.6 thousand from KRSPU, 4,5 thousand from DSTU according to the website [www.education.ua](http://www.education.ua)). Purposive sample was 379 people, which, with 95% probability and 5% error confirms the reliability of results. We used the method of simple probability selection. The sample is representative by sex and year of study. It included 180 students of DSTU, which comprised 56.4% of the total number of respondents, 65 students of DNU (20.4% of respondents) and 74 students of the KRSPU (23.2% of respondents) aged 17 to 35 attending various presence courses.

The sociological survey was conducted by anonymous questionnaires in oral form. The sample is representative of the gender and year of study. The universities involved represent long-standing educational traditions in the region, and therefore the answers of the interviewed students can be extrapolated to undergraduate graduates of central Ukraine. The empirical basis of the study allows us to draw

some conclusions about the specifics of media consumption and media culture of modern undergraduate students.

Thus, according to the results of a sociological survey conducted by the Department of Sociology of the Dniprovsky State Technical University (Kamianske, Ukraine) with the participation of the authors, it turned out that the majority of respondents considered the information of cognitive nature to be the most interesting in the media, as almost 70% of respondents expressed their interest (Figure 1).



**Figure 1. The most interesting information for students in modern media (in %)**

*Source: own research*

At the same time, every second student is interested in current news (55,2%), while entertaining content is in third place in popularity – 45,1% of those polled chose it. The smallest number of respondents chose analytical materials, economic information and political information (only every fourth student).

## **2.1 The use of periodicals in teaching**

In view of quite significant students' demand for information of cognitive nature from the media, the desire to receive it and discuss in the process of learning, we consider it appropriate to dwell more on the prospects of the press, radio, television and the Internet in teaching sociology and training of sociologists.

**Periodicals** are traditionally one of the mainstream media and propaganda. Newspaper materials contain facts, their assessment, characteristics of processes and development trends. The newspaper expresses an opinion on the most

important political and social problems, seeks to provide the reader with a complete information worldview based on published materials. The use of newspaper texts improves students' motivation, since they are based on novel and relevant material, which is undoubtedly attractive to students. Thus, its use in the educational process will build general and socially-oriented competence in students, which is especially necessary for the integration of the individual into global culture, mutual understanding of people and cooperation. At the same time, the newspaper material is similarly attractive to the teacher, as with increased motivation one can improve his or her own skills analysing various social phenomena, expand background knowledge and increase professional thesaurus.

One can outline the main methods of working with media materials. Working with the newspaper can be carried out frontally (with teacher or coach's guidance), when all work together work on an article, and individually, when each student receives a separate task, aimed at forming the skill of critical thinking, analysis of a specific socio-political situation and the ability to apply sociological concepts, frameworks and theories for the interpretation of social phenomena and processes in practical situations. The essence of such a task can be manifested in the selection of news materials for a certain topic; preparation of small messages based on collected materials, plans, tables, diagrams, reading and commenting on newspaper materials; group analysis and preparing answers to the professor's questions, etc.

Currently, the popular media format in Ukraine now is television broadcasts devoted to the discussion of interesting news materials, and therefore, in our opinion, this form of entertainment may be an interesting part of a class. On the one hand, it is impossible without thorough individual preparation of students, because they have to cover a large array of information and present a topic that will not only be interesting to other students, but also allow them to cover a certain study topic. On the other hand, this format allows engagement of practically an entire student group in discussion, because in the game form, students will no longer feel the pressure of the university walls and they will just enjoy arguing with their group mates. Many students evaluate game-like discussion of newspaper materials as more enriching and engaging, since different types of didactic materials are used.

However, newspaper materials as educational information must meet certain requirements. It is important they:

- take into account the needs and interests of students (contain elements of novelty, newsworthiness);
- take into account the future occupation and professional interests;
- correspond to the topic studied, be aimed at solving a specific educational task;
- take into account socio-cultural realities (Isaieva, Sabans'ka 2015).

Thus, the achievement of pedagogical goals of learning largely depends on the teacher's ability to select sources, materials, determine their propriety in classes, and organize the discussion of a particular article through the use of the most effective methodology. When selecting texts, the following should be taken into account: they must expand, specify, update knowledge, but not overload students; to serve as a basis for comprehending present-day phenomena; to be logically linked to the course material, to be accessible in terms of content and volume; to promote the development of learning path and students' cognitive skills.

## 2.2 The use of radio in classes

**The radio** is not perceived as a source of news or cognitive information because most often it is used by young people solely as a convenient means of listening to music as a background for other lessons. However, today the radio is the most active source of information about local and global events, since it is possible to broadcast it from anywhere on the planet simultaneously with the development of the story itself. Due to this, you can hear live commentary from the public, public figures, reputable people in all areas of knowledge and, of course, the participants themselves about what is happening. In light of this, news releases that are broadcast on an hourly basis can be the subject of an on-line discussion in student groups. The advantage in this case is the fact that students learn without prior study to analyse events and develop the skills of critical thinking and forecasting further development of events. In addition, they do not suffer from a visual image imposed by television channels – students can construct their own picture of events with their imagination. Radio frees up the imagination and in some way compensates for emotional and mental stagnation, automatic behavioural patterns that are formed by life and educational experience.

However, the radio as an audio kind of media can also be used in individual students' work, because it does not require being completely abstracted from everyday activities. Listening to radio along the way to university can be a productive background to prepare for classes. Teachers should take advantage of this fact and give individual homework to students to listen to a particular radio programme and make its detailed analysis. On the one hand, it will increase students' interest in the course material, as it will be unexpected and innovative, and will become an effective change compared to theoretical abstract preparation, which is considered boring by the students. It will require creativity and originality of approaches that students will definitely want to demonstrate. On the other hand, this will, of course, also require thorough training of the teachers themselves, since students' creativity cannot be developed without their professors' growth.

Hence, the use of radio in education contributes to the effective formation of socio-cultural and multicultural competence of students. When using radio and listening to foreign radio programmes students receive more extensive



knowledge of the culture of the country, the lifestyle of the people, about the events that are happening right now. Radio should be used at classes in socio-humanitarian disciplines because they can enliven classes. However, in order to apply radio efficiently one must take into account possible shortcomings of this technical means. For example, the broadcasting time may not coincide with the duration of the class, the programme may not fully correspond to the topic of the class. At the same time, sociological data allow us to say that radio makes people absolutely happy – after listening to the radio, people feel better and more harmonious (Trening). This is another advantage of radio materials used in class, because students will not feel information overload, quite on the contrary - they will talk about good emotional state.

### **2.3 Television as a teaching tool**

From radio and newspapers we switch to **television**, which today is a really popular medium among the entire population of the world. Its ability to present events visually clearly has considerable potential to be used in higher education. The practice of using materials for university studies is based on one of the oldest and most basic methodological principles – the principle of visibility, and its expediency is explained by:

- 1) the availability of video material that can be recorded from various sources or viewed on-line immediately with the audience;
- 2) immersion of students into the world, filled with television products, familiar to them from childhood;
- 3) the possibility of engaging both students and teachers in more intense creative activity.

Classes with TV materials perform educational and upbringing functions, enhanced by high efficiency of visual image. The information presented in visual form is the most accessible for perception, it is assimilated more easily and faster than text and audio. In addition, the use of video at classes helps meet students' inquiries, desires and interests. However, when choosing a TV material to be discussed at an educational session, it is necessary to assess it in terms of content – its relevance for the topic of class, newsworthiness, originality, engaging presentation, compliance with social reality. But at the same time, the TV material must be of such a kind that for its full understanding and efficient discussion students require deeper knowledge of the foundations of social life than those widely accepted. Thus, the motivation of students for a more thorough study of the course increases, and the desire to get positive feedback from the specific material creates additional bonuses for active work in the class. However, students are more interested in the subject when they see the theory under study applied in practice or the paradigm in real life situations of society. This is more motivating than any other factor. A properly prepared TV material can encourage students to discuss, for example, in a role-play or discussion.

Collaborative viewing of the TV material creates an atmosphere of cognitive activity, in which even a non-observant student becomes totally involved in the story. The TV screen permits to widen the students' motivation – the TV-story on the screen induces active reflection as to how one can implement the previously acquired knowledge, it strengthens personal cognitive interest and stimulates its further development within the proposed topic. In this regard, television allows the teacher to intensify the learning process by combining the form, organization, pace of training and audio-visual impact on students with real opportunities for students to perceive and re-classify the study material; make the process of assimilating the material in foreign language livelier, more interesting, problematic, compelling and emotional with the help of a television screen; to control the perception and assimilation of TV-information, to make appropriate adjustments in the teaching process with the help of television (Kra vchenko).

When using the visual method (demonstration of TV-materials), the following requirement should be met:

- the video material used must correspond to the students' level of knowledge;
- visibility should be used in moderation, material should be displayed in portions and only at the appropriate time of the lesson;
- observation should be organized in such a way that all students can see the video demonstration well;
- it is necessary to clearly outline the essence of the story;
- one should think ahead of the explanations given during the demonstration of the video;
- the material demonstrated must be precisely aligned with the study material, consistent with the subject being studied (Soljeva 2015).

At the stage of active viewing of the TV material it is important that students realize that they need to be active while browsing rather than simply enjoying and relaxing. Teachers should prepare a number of stimulating (challenging) tasks that will introduce students to several subjects of the video, such as the place of action, situation, background, etc. If students are informed before viewing what they are required to do during a review, it will help them to focus on the proper plots of the TV programme. Focusing on details is required to perform the tasks properly.

Typically, the effectiveness of a video tutorial depends on the students' attitude to video demonstration. For this purpose, special methods of work with video material are offered, namely:

- watching a video with the sound off: students and teachers discuss what they see, what kind of thoughts they are struggling with, and suggest what actors actually say;
- watching in Video off / Sound off mode: here the order of actions is opposite to the previous one. While students are listening to the video, they try to guess where the actors are, what they look like, what's going on, etc. After representations, they watch a movie with sound and decide whose script was closest to the content;
- watching a sheet of paper – the screen is covered with a white paper sheet and students watch the video through it. They can see only fuzzy outline and then they try to predict what's going on in the video about that. Then they watch the video clip again without the sheet and compare the two versions.
- "freezing" the image: the teacher pauses the video and asks the students to assume what will happen next;
- dividing the group into two subgroups: the first subgroup faces the screen, the second subgroup – with their backs to it. The first subgroup describes to the second subgroup what happens in the video.

The core of the work is exercises of commenting, discussing, interpreting the issues raised in the video. Among these exercises of particular interest are: discussion, round tables, role plays, dramatization, putting their own problem issues related to the video-story (for organizing the discussion), expressing their thoughts on the problem, and others. But in order to achieve the "usefulness" of the review, the teacher must carefully prepare for viewing each piece of video material (Pichuhova 2015).

At the same time, when planning a training session with the use of television, the teacher should remember the challenges of such educational technology, which, however, can be used to the teacher's advantage, provided the teacher works proficiently. First and foremost, students may feel incapable of understanding the tv material. But it is exactly such a misunderstanding that will be useful for the teacher when setting up communication in the group and working out their own and student's ability to explain complex things in simple terms that are clear to all. However, in all circumstances, the proposed tasks should call and support the students' interest in discussing the material. The risk that some of the students have already seen this TV material, on the one hand, will create a healthy competition in the group and will motivate all students for a thorough preparation for the class. On the other hand, those students who have already seen this TV material and those who have not can create teams and discuss the proposed events, based on a certain level of awareness. Also, those students

who have already reviewed the material will work out public speaking skills explaining the context of the video and their own view to the student community. In order to avoid accusations of useless waste of classroom time and distraction of students from theoretical training, the instructor has to make a shift from a person who gives knowledge in the finished form to a consultant, who directs the students' efforts to develop their personality in order to achieve efficient educational and professional results. The instructor faces the need to solve the tasks of students' professional and personal development in their new quality of a facilitator, who will not be "above" the student, but "next" to them. It results in modifying the kinds of class activities – from frontal types, where the students are expected to give feedback directly to the teacher towards other collaborative activities where teacher assists students and they work together to perform a task, not necessarily coming from the teacher.

## 2.4 Using video-materials in class

There is a set of reasons that determine the effectiveness and feasibility of using **films** as a teaching tool – from the availability of video materials that can be recorded from different sources to stimulating the emotional and intellectual activity of students and forming their personal attitude to certain life problems, which is especially important within the course of sociology. Movies and videos contain examples of social life and interaction in a variety of situations and circumstances. Video materials allow you to analyse social statuses and social roles, to highlight examples of social mobility and stratification, to determine the specificity of various communities, and so on. The most successful work with films takes place during seminars as consolidation of theoretical knowledge, as well as in the context of independent work as a recapitulation of the lecture material. The use of films contributes to the development of analysis skills, the formation of students' reflection, the ability to argue their point of view. Of course, in order for the film to become a means of learning for the students, it is necessary not only to organize a productive discussion of what has been seen and to intensify the cognitive activity of students on problematic issues and special tasks, but also to correctly select the content of the film, as well as the place and time of its use (Rassudova 2014).

Video content in the classroom and in independent students' work potentially develops in them a complex vision of surrounding reality and the ability to assess not only theoretical material but empowers them to deal with practical challenges. In this context, we can note the papers by Rassudova L., Korytnikova N., Maksimova L., considering video materials a teaching instrument. Thus, Rassudova discusses didactic possibilities of videos, arguing that they help develop analytical skills, form students' personal opinions, and the ability to argue one's point of view (Rassudova 2014). Korytnikova demonstrates possible directions for the use of documentary and feature films in teaching the course Basics of Sociology for students of non-sociological specialties by implementing

three directions of visualization in the teaching process: as a way to accompany lectures and discuss topical notions during seminars. The author argues that films show the most successful outcome during the seminars as they permit to consolidate the theoretical knowledge absorbed by the students, as well as a valuable resource for independent work (Korytnikova 2012). In her study of using video analysis in sociology Maksimova argues that classes in sociology are significantly enriched by video analysis in terms of natural observation of social interaction. Video analytics looks at naturally occurring interactions in everyday situations. In order for this activity to be successful videos are selected from those where the interaction is not staged; frames are not selected in accordance with their artistic value, persuasive power or political significance. Thus, video analysis is a powerful tool for studying social interaction (Maksimova 2016).

## 2.5 Using Internet in class

In the conditions of e-learning, the largest educational potential at the present stage of the development of society is **the Internet**, which combines the advantages of all the above-mentioned mass media. In a study realized by the European Commission on new ways of obtaining education and training in Europe in 2020-2030, the experts identified the following promising areas and trends:

- open learning through the Internet will become a traditional form of education;
- mobile Internet devices will become the main tool for learning;
- paper books will be replaced by electronic multimedia content;
- multiplayer virtual worlds will make unnecessary presence classes in schools and universities;
- open educational resources will be widely used by all subjects of the educational process;
- the community will not rely on experts as to the quality of knowledge and training programs, but will move towards high-quality knowledge, verified through Internet resources;
- systems and services will be developed to provide mutual group learning among interested schoolchildren and students;
- blogs and other multimedia materials posted on the Internet will be recognized as "legitimate" publications for scientists;
- virtual mobility will break the barriers between national education systems;
- personal learning environments will replace the existing virtual learning environment, etc (Education in Europe).

The forecasted educational trends presuppose intense use of cognitive and educational capabilities of the Internet, testify to the high level of development of the information society and the development of citizen mentality, relevant to the present conditions. Electronic educational resources combine several important didactic functions, the complex combination of which allows using ICT in the learning process. They permit to preserve and reproduce the content of learning, to visualize and demonstrate the educational material in action, to help students form a comprehensive idea about the social reality in the integrated sense. Already, electronic educational resources are an integral part of the educational process, have educational and methodical purpose, are used to provide educational activities and are considered one of the main elements of the informational and educational environment.

The versatility and extraordinary potential of using web technologies in educational and scientific activities permits to highlight the main functions of the appropriate use of websites: information-presentation, advisory, informational, methodological, educational, supporting, etc. (Konevshchins'ka 2015).

Classes using Internet resources open up new opportunities for students, especially for self-education. Searching information on the Internet for a properly set task in the classroom is now a prerequisite for the formation of students' information competence. The use of information and communication technologies makes it possible:

- to provide positive motivation for learning;
- to provide a differentiated approach in education;
- increase the amount of work performed in the classroom;
- efficiently organize and improve the efficiency of the classroom;
- improve knowledge assessment;
- develop skills of real research activity;
- provide access to various reference systems, electronic libraries, and other information resources (Alyoshina 2016).

For effective use of Internet resources in practical classes or for the organization of independent work, it is necessary:

- to have a well-designed Web-based lesson plan, with a definition of the purpose, place and time of using Internet resources;
- to make an algorithm of action with clear instructions for each type of work;
- to have a clear idea of which skills and competences will evolve.

- provide assessment criteria against which the trainees can be judged on the progress and correctness of the task (e.g. key tests, forms for assessing in groups, in pairs, thinking evaluation of oral answer when the task was to make judgments or justify the idea);
- use websites that are selected by the criteria of effectiveness and relevance to the subject matter of the training material.

The use of Internet resources will be particularly useful when improving the distance and e-learning system, as it fills the united information and education environment, gives users access to domestic and foreign sources of information, opens up new perspectives for individualization of education, allows one to significantly improve the forms of open education and the use of online potential of distance learning. In fact, the very use of educational Internet resources in universities allows one to comprehensively develop cognitive, moral, ethical, creative, communicative and aesthetic abilities of students. The use of these opportunities in educational activities transforms the usual lessons into an extremely exciting and creative learning process. Modern educational Internet resources can provide knowledge transfer and access to different cognitive information on an equal footing, or even more efficiently than traditional learning tools. That is why electronic tutorials are an urgent need of the present. In addition, thematic Internet sites allow not only to search for information, but also to solve many educational tasks. Their use can increase the motivation of students, since by using the Internet at classes students plunge into the familiar information environment. Online electronic educational libraries provide a wealth of materials to prepare for seminars, discussions, independent work of students. Through the sites of periodicals, students have access to the latest publications on pressing topical topics in sociological journals.

## CONCLUSION

In the context of e-learning, the transformation of the educational process will highlight the need for the intensive integration of the media into modern university teaching, as this will ensure more efficient development of students' general and professional competence and will allow future professionals to perform their duties in a qualified way. The very use of media in the educational process involves a variety of tasks, updating the textbook information, teaching to evaluate the modern media styles. It is the mass media that enables students to study humanitarian disciplines in the modern social context, to understand the usefulness of theoretical knowledge in relevant real life situations. They can be applied practically at all stages of training, when working with students of various specialties, because they provide gradual formation of skills and significantly expand the possibilities of training. Information from various media sources, in contrast to the educational material, has a number of attractive features

for young people: it is emotionally rich, relevant, and accessible for understanding, does not require learning and is not subject to unambiguous assessment.

The use of mass media is particularly effective in social and humanitarian courses, where discussion of media materials and messages helps not only to increase students' interest and motivation to study, but also to keep abreast of current events in various areas of public life, to accumulate social and political material, get acquainted with innovations, shape your own worldview and identity. The use of media in the educational process contributes to the socialization of students, teaches them independence, and develops individuality as well as the desire to be enriched. Mass media provide a variety of forms of training from reading newspapers, listening to radio and watching videos to working with Internet sources, as there is a simultaneous impact of text, graphics, sound, photo and video information. On the one hand, their integrated application may make classes and the whole educational process more engaging, more dynamic, more informative, and on the other, they lead to better learning outcomes, better quality education and improve the efficiency of learning.

## REFERENCES

- Alyoshina, O. G. (2016). Ispol'zovanie internet-resursov v prepodavanii special'nyh discipline. *Molodoj uchenyj*, 23, 449–451. Retrieved from <https://moluch.ru/archive/127/35038/> (accessed 4 April 2019). [In Russian]
- Dejnegina, T. O. (2013). Praktichna realizaciya formuvannya hudozhn'oï kul'turi students'koï molodi zasobami telebachennya. *Visnik Lugans'kogo nacional'nogo universitetu imeni Tarasa Shevchenka. Pedagogichni nauki*, 18(2), 73–80. Retrieved from [http://nbuv.gov.ua/UJRN/vlup\\_2013\\_18\(2\)\\_\\_13](http://nbuv.gov.ua/UJRN/vlup_2013_18(2)__13) (accessed 8 June 2019). [In Ukrainian]
- Education in Europe in 2020-2030. Forecast. Retrieved from <http://www.pontydysgu.org/2010/01/crowd-sourcing-the-european-foresight-study-your-chance-to-be-an-expert/>
- Fendrikov, K. M. (2015). Vuzivs'ka presa yak skladnik osvith'ogo seredovishcha vishchogo pedagogichnogo navchal'nogo zakladu. *Traektoriya nauki*, 1(5), 51–57. Retrieved from [http://nbuv.gov.ua/UJRN/trna\\_2015\\_1\\_5\\_7](http://nbuv.gov.ua/UJRN/trna_2015_1_5_7) (accessed 14 June 2019). [In Ukrainian]
- Isaienko, O. O. (2017). Sociokomunikativna model' mediaspohivannya. *Bibliotekoznavstvo. Dokumentoznavstvo. Informologiya*, 4, 86–91. Retrieved from [http://nbuv.gov.ua/UJRN/bdi\\_2017\\_4\\_13](http://nbuv.gov.ua/UJRN/bdi_2017_4_13) (accessed 15 June 2019). [In Ukrainian]
- Isaieva, I. F., & Sabans'ka, N. M. (2015). Gazeta na zanyatti z inozemnoï movi yak zasib formuvannya profesijnoï inshomovnoï komunikativnoï ta sociokul'turnoï kompetencij majbutnih oficeriv-prikordonnikov. *Zbirnik*



- naukovih prac' Nacional'noi akademii Derzhavnoi prikordonnoi sluzhbi Ukraïni. Seriya : Pedagogichni nauki, 2, 107–120. Retrieved from [http://nbuv.gov.ua/UJRN/znpnadpcpn\\_2015\\_2\\_12](http://nbuv.gov.ua/UJRN/znpnadpcpn_2015_2_12) (accessed 4 June 2019). [In Ukrainian]*
- Konevshchins'ka, O. Ye. (2015). Universitets'kij veb-sajt yak zasib informacijno-komunikacijnoi vzaemodii sub'ektiv navchal'noi diyal'nosti. *Naukovij chasopis NPU imeni M. P. Dragomanova. Seriya 2 : Komp'yuterno-orientovani sistemi navchannya, 17, 142–146. Retrieved from [http://nbuv.gov.ua/UJRN/Nchnpu\\_2\\_2015\\_17\\_26](http://nbuv.gov.ua/UJRN/Nchnpu_2_2015_17_26) (accessed 18 June 2019). [In Ukrainian]*
- Korytnikova, N. (2012). Metodicheskie problemy i opyt ispolzovaniya videomaterialov v prepodavanii sociologicheskikh disciplin. *Ukraïnskij sociologichnij zhurnal, 1-2. 108–114. [In Ukrainian]*
- Krajnikova, T. (2014). Funkcii kul'turi media spozhivannya. *Visnik Knizhkovoi palati, 4, 39–41. Retrieved from [http://nbuv.gov.ua/UJRN/vkp\\_2014\\_4\\_12](http://nbuv.gov.ua/UJRN/vkp_2014_4_12) (accessed 4 June 2019).*
- Kravchenko, E.V. *Televidenie v processe obucheniya inostrannym yazykam studentov tekhnichoskikh special'nostej. Retrieved from <http://library.uipa.edu.ua>, (accessed 4 May 2019). [In Russian]*
- Maksimova, L. (2016). Ispolzovanie video dlya izucheniya socialnogo vzaimodeystviya. *Sociologicheskoe obozrenie, 15/3. Retrieved from <http://www.intelros.ru/readroom/socoboz/soc3-2016/30946-ispolzovanie-video-dlya-izucheniya-socialnogo-vzaimodeystviya.html> (accessed 15 August 2019). [In Russian]*
- Pichugova, I. L. (2015). Ispol'zovanie autentichnyh videomaterialov na zanyatiyah po professional'nomu inostrannomu yazyku. *Molodoj uchenyj, 5, 518–522. Retrieved from <https://moluch.ru/archive/85/15808> (accessed 8 June 2019). [In Ukrainian]*
- Poiasok, T. B. (2014). Integraciya media v osvitnij proces: problemi i perspektivi. *Pedagogichnij proces: teoriya i praktika, 1, 69-73. Retrieved from [http://nbuv.gov.ua/UJRN/pptp\\_2014\\_1\\_12](http://nbuv.gov.ua/UJRN/pptp_2014_1_12) (accessed 10 May 2019). [In Ukrainian]*
- Piddubna, L. V. (2016). "Lyudina medijnogo prostoru": doslidzhennya real'nosti virtual'nogo. *Gileya: naukovij visnik, 107, 300–303. [In Ukrainian]*
- Rassudova, L.A. (2014). Fil'm kak sredstvo obucheniya studentov (na primere disciplini «Social'naya pedagogika). *Lichnost', sem'ya i obshchestvo: voprosy pedagogiki i psihologii: sb. st. po mater. XLII mezhdunar. nauch.-prakt. konf, 7(42), Novosibirsk: SibAK. [In Russian]*

- Semeniako, Yu. (2016). Kul'tura media-spozhyvannya v sim'ii: suchasnij stan doslidzhennya problemi. *Molod' i rynok, 11-12*, 142–146. [In Ukrainian]
- Shelomovska, O., Sorokina, L., & Romaniukha, M. (2018). Educational online resources in teaching sociology: Ukrainian experience. In E. Smyrnova-Trybulska (Ed.). *E-learning and Smart Learning Environment for the Preparation of New Generation Specialists*. "E-Learning", 10, (pp. 291-310). Katowice-Cieszyn: Studio Noa for University of Silesia
- Shelomovska, O., Sorokina, L., Romaniukha, M., & Bohomaz, K. (2017). The ICT potential for teaching sociological courses. In N. Morze (Ed.) *International Collected Scientific Works "Open educational E-environment of modern university"*, 3, (pp. 121–129), Kyiv: Borys Grinchenko Kyiv University.
- Shelomovska, O., Sorokina, N., Romaniukha, M., & Bohomaz, K., (2017). Network communication as a means of improving the efficiency of teacher-student interaction. In E. Smyrnova-Trybulska (Ed.). *E-learning and Intercultural Competences Development in Different Countries*, "E-Learning", 9, (pp. 389–407). Katowice-Cieszyn: Studio-Noa University of Silesia
- Shipko, O. (2014). Zasobi masovoï informacii v osvith'omu prostori universitetu. *Problemi humanitarnih nauk, Filosofiya, 33*, 43–53. Retrieved from [http://nbuv.gov.ua/UJRN/Pgn\\_2014\\_33\\_6](http://nbuv.gov.ua/UJRN/Pgn_2014_33_6) (accessed 4 April 2019). [In Ukrainian]
- Soljeva, M. A. (2015). Ispol'zovanie videomaterialov dlya formirovaniya kommunikativnoj kompetencii uchashchihsya na urokah anglijskogo yazyka. *Molodoj uchenyj, 10*, 1289–1291. Retrieved from <https://moluch.ru/archive/90/18061/> (accessed 4 June 2019).
- Subashkevich, I. R. (2016). Empirichna klasifikaciya mediaspozhyvachiv u konteksti mediapsihologichnih chinnikov formuvannya cinnisno-smislovoï sferi. *Naukovij visnik L'vivs'kogo derzhavnogo universitetu vnutrishnih sprav. Seriya psihologichna, 2*, 54–63. [In Ukrainian]
- Trening "Radio: vid audio do mul'timedia". «Radio robot' lyudej shchaslivimi». Retrieved from <http://campusradio.univ.kiev.ua/treninh-radio-vid-audio-do-multymedia-2> (accessed 4 May 2019). [In Ukrainian]
- Yakimenko, S. I. (2013). Mozhlivosti vplivu televizijnih ZMI na formuvannya tolerantnosti studentiv vishchih navchal'nih zakladiv. *Pedagogichnij diskurs, 14*, 469–473. Retrieved from [http://nbuv.gov.ua/UJRN/peddysk\\_2013\\_14\\_100](http://nbuv.gov.ua/UJRN/peddysk_2013_14_100) (accessed 4 June 2019). [In Ukrainian]

---

Zinchina, O.B. (2016). *Mediapovedinka molodizhnoi auditorii: chinniki dinamiki v umovah suchasnogo suspil'stva: avtoreferat disertacji na zdobuttya nauk stupenya kandydata sociologichnyh nauk: 22.00.04, Harkiv, 20 p.* [In Ukrainian]