

SECTION 3: TRANSVERSALITY IN THE PROFESSIONAL TRAINING OF FUTURE SPECIALISTS: GLOBAL, EUROPEAN, AND NATIONAL CONTEXTS

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FOSTERING MEDIA LITERACY AMONG LEARNERS IN OUT-OF-SCHOOL EDUCATION INSTITUTIONS

Boichenko M. A.

INTRODUCTION

A defining feature of the 21st century is the emergence of a new media culture, driven primarily by the rapid expansion of access to various types of media, particularly for children and adolescents. In general, mass media aim to satisfy such needs as obtaining news and information, entertainment, and socialization. However, media are not a mirror of reality; their content is not always complete, accurate, or unbiased. Today, in addition to traditional media such as television, children and adolescents spend a significant amount of time engaging with new digital media. This raises concerns regarding the influence of media on different aspects of young people's lives, including the development of violent behavior and crime, sexual relationships, academic achievement, body image, nutrition, increased rates of obesity due to sedentary lifestyles, substance abuse, smoking, alcohol consumption, changes in eating habits, and even transformations in spoken language.

Some media representatives argue that these problems could be solved through restrictions or censorship. However, censorship is neither an effective nor a desirable response to concerns about the impact of media on children and adolescents. Instead, strategies such as media content regulation, limiting media consumption among children, and applying social marketing have been used to address these issues.

Since governmental regulations and formal restrictions are not sufficient to monitor media consumption or to reduce its influence on young audiences, the role of parents becomes essential. Yet, in Ukrainian society, parents are often unable to control the time their children spend watching television, playing computer games, or using the Internet, primarily due to work-related responsibilities. This highlights the need to foster cognitive and motivational frameworks that enable young people to critically perceive and adequately respond to media content. One of the most effective ways to achieve this is by developing media literacy among children and adolescents.

The problem of developing media literacy among learners has become the subject of scholarly interest for a wide range of Ukrainian researchers (M. Hudz, N. Hrytsak, N. Hudyma, L. Ivanova, O. Kovalchuk, O. Kravchenko, N. Mieliekiestseva, S. Morozov, O. Slyzhuk, A. Paukova, M. Popov, O. Semenog, N. Prykhodkina, L. Shkaraputa, O. Shunevych, et al.) as well as foreign scholars (G. Avena, A. Adamski, M. Alper, D. Baacke, D. Buckingham, S. Baran, J. Bittner, R. Boer, D. Davis, J. Johnson, T. Crompton, E. Austin, B. Pinkerton, G. Stevens, S. Chambers, Y. Chen, et al.).

It should be noted that despite the considerable number of academic studies in the scientific and pedagogical discourse, the problem of developing media literacy among the learners of out-of-school education institutions has not yet received broad coverage. This is evidenced by the identified contradictions between: the societal demand for fostering media literacy among the younger generation and the insufficiently developed theoretical foundation of this process; the necessity of developing media literacy among the learners of out-of-school education institutions and the lack of well-elaborated organizational and methodological support; the current requirements for updating the content and organization of extracurricular education activities and the shortage of substantiated innovative proposals in this field.

The purpose of the study is to clarify the theoretical foundations and to substantiate a model for fostering media literacy among the learners of out-of-school education institutions.

1. Media literacy as a subject of research

The issue of developing media literacy among learners has, over the past decades, become a subject of wide scholarly interest worldwide.

Media literacy is defined as “the ability to access, analyze, evaluate, and create media messages”. Media literacy education enhances individuals’ awareness and critical engagement with media content¹.

¹ Austin E. W., Chen Y. Y., Pinkleton B. E., Johnson J. Q. Benefits and costs of Channel One in a middle school setting and the role of media literacy training. *Pediatrics*. 2006. Vol. 117, No. 3. P. 423–433.

According to D. Baacke, among the competencies related to media literacy that adolescents should acquire are the ability to reflect on and critically analyze media content, as well as an awareness of the risks posed by new communication technologies and social networks².

In their article *Pleasure and Pedagogy*, P. Brereton and B. O'Connor examine young people's engagement with media in the digital age, focusing on the relationship between new media pleasures and pedagogy through the lens of DVD consumption. Challenging the view that new media have predominantly harmful effects, the authors argue that they can foster media literacy skills and emphasize that media literacy strategies should be grounded in the recognition and legitimation of youth experiences. Based on a pilot study with Irish teenagers, the researchers found that DVD use, largely situated in the home, contributed to the development of critical literacy and identity-building practices. They suggest that DVD features could be adapted as educational resources in formal learning contexts, offering benefits across various pedagogical domains³.

M. Alper explored media literacy development among young children with blindness and visual impairments, focusing on how technology expands concepts of literacy and pre-literacy. Situating Braille literacy within a broader transnational dialogue on children, technology, and innovation, the study highlights how the 21st-century skill of "transmedia navigation" features in debates on the declining use of Braille in the U.S. The author calls for identifying best practices that integrate traditional, technological, and new media literacies for children with visual impairments⁴.

In *Media and Information Literacy (MIL) competencies of language and communication students*, J. S. Tibaldo presents findings on university students' MIL levels in language and communication programs, assessed through UNESCO's components of "Access," "Evaluation," and "Creation". A self-assessment survey revealed that while students demonstrated medium proficiency overall, many struggled with understanding metadata, indexing, and constructing arguments based on evidence. They also had difficulties applying international standards for ethical knowledge creation. The study underscores the need for continuous development of linguistic and communication competences, which are essential for future teachers, communicators, and media professionals⁵.

² Baacke D. Die Welt der Musik und die Jugend Eine Einleitung. In: Baacke D. (Ed.). *Handbuch Jugend und Musik*. Wiesbaden: VS Verlag für Sozialwissenschaften, 2014.

³ Brereton P., O'Connor B. *Pleasure and Pedagogy*. *Convergence*. 2007. Vol. 13. P. 143–155.

⁴ Alper M. Promoting emerging new media literacies among young children with blindness and visual impairments. *Digital Culture & Education*. 2012. Vol. 4.

⁵ Tibaldo J. S. *Media and Information Literacy (MIL) competencies of language and communication students*. *Journal of Media Literacy Education*. 2022.

A. Adamski, in his study *Children's Magazines as Tools for (Not Only) Reading Education* explored how children's magazines can be used as instruments of media education. This is understood both as teaching children how to work with media and as fostering a habit of reading periodicals and books⁶.

Z. Druick, in *The Myth of Media Literacy* (2016), emphasizes that since the late 1990's, media literacy has become an increasingly visible paradigm within media and communication studies in the United States and beyond. The article examines the convergence of forces that has brought this approach to its current prominence. Drawing on Harvey J. Graff's analysis of the mythic power associated with the concept of literacy, the author investigates the methods and rationales that have coalesced around media literacy, positioning it simultaneously as central to the functioning of neoliberal capitalism and as a tool for its critique. By situating media literacy in the broader historical context of instrumental and biopolitical uses of media in education and considering the role of schooling in aligning children's interests with moral and economic regulation the study presents media literacy as the latest iteration of a long-standing set of ideas variously adopted by early educational reformers, postwar communication theorists, and countercultural media educators⁷.

2. Scientific approaches to fostering media literacy in out-of-school education

The theoretical foundation for fostering media literacy among the learners of out-of-school education institutions is grounded in several scientific approaches, among which the most effective are communicative, perceptual, consumerist, axiological, and cultural.

From the perspective of the *communicative approach*, it is important to note that children begin to develop a basic understanding of the "language" of television at an early age. By four or five years old, they usually grasp the basic "vocabulary" of camera movements, shot transitions, and editing conventions. As P. Messaris argues, this is because these elements parallel everyday perceptual and cognitive functions, such as shifting visual focus. Children gradually learn that a close-up does not mean an object has grown in size, or that shifting focus does not mean the previous object has disappeared. They also start recognizing program structures, distinguishing between shows and advertisements, and filling in narrative gaps left by editing. With age, they develop more complex understandings – such as

⁶ Adamski A. *Children's Magazines as Tools for (Not Only) Reading Education*. Acta Universitatis Lodzianensis. Folia Litteraria Polonica. 2019.

⁷ Druick Z. *The Myth of Media Literacy*. *International Journal of Communication*. 2016. Vol. 10. P. 20.

memory sequences – form schemas of genres and narratives, and use these to predict storylines, evaluate characters, and distinguish between realism and fiction. Much of this development occurs between ages five and eleven, when children typically watch the most television⁸.

The perceptual approach highlights that children's understanding of representation begins very early. Infants may initially perceive television as random shapes and sounds, but by the age of two they generally realize that television depicts events happening elsewhere and can be recorded or replayed. Between ages three and five, they gradually distinguish television from reality – initially treating all content as real, then shifting toward more nuanced views. By ages five to seven, they begin to classify programs according to perceived realism, often finding dramas or news more frightening than cartoons. Through play, they actively explore the boundary between reality and make-believe. By ages eight to nine, children start recognizing producers' motives, often critically discussing, for example, how soap operas encourage ongoing viewing or how advertisements persuade consumers. By early adolescence (around 11–12), they begin to reflect on ideological influences and the stereotyping of social groups in media.

Research in this field shows that children's ability to critically analyze media develops progressively, yet much attention has focused on younger children, with fewer studies exploring how older children perceive stereotypes and media manipulation. Meanwhile, the rise of new genres, particularly reality television, raises further concerns about the ability of young audiences to distinguish fact from fiction and recognize manipulative techniques. Despite increasing scholarly interest, questions about how children themselves interpret these issues remain underexplored.

As noted earlier, children at a relatively young age realize that television advertising and programs are intentionally produced. However, it takes more time for them to understand that producers may have specific persuasive motives whether to sell or to convince. Within *the consumerist approach* to developing media literacy in extracurricular education, a key illustration is children's growing awareness of advertising's persuasive intent.

Research shows that children begin to distinguish advertisements from programs as early as two or three years of age, but the recognition that ads are designed to persuade usually emerges around the age of seven⁹. By middle childhood, they often display significant cynicism toward advertising though this does not necessarily reduce its influence¹⁰. D. R. John proposed

⁸ Messaris P. Visual "Literacy": Image, Mind and Reality. Boulder, Colorado: Westview, 1994.

⁹ ITC. Emulation, Fears and Understanding: a Review of Recent Research on Children and Television Advertising. London: ITC, 2002.

¹⁰ Buckingham D. Moving Images: Understanding Children's Emotional Responses to Television. Manchester: Manchester University Press, 1996.

a comprehensive model of “consumer socialization”, linking children’s understanding of persuasion to developmental stages. During the perceptual stage (ages 3–7), children rely on sensory cues and generally view ads positively. At the analytical stage (ages 7–11), they recognize persuasive intent and acknowledge that ads may be biased or misleading. Finally, in the reflective stage (ages 11–16), children consider broader social meanings of consumption, adopting a more skeptical but nuanced stance. Yet, as D. R. John notes, while such models describe children’s competencies, they do not fully predict how this knowledge is applied in practice¹¹.

A challenge for media literacy research lies in the changing nature of advertising. Much early work reflects the media environment of the 1970’s–80’s and U.S. practices, which differ from those elsewhere. In recent years, marketers have increasingly relied on sponsorships, product placement, event marketing, merchandising, branding, and subtler strategies such as peer-to-peer marketing, “cool hunting,” and data analytics. Critics see these practices as forms of child exploitation¹², though relatively little research addresses how children interpret and respond to them.

According to a European Research into Consumer Affairs (ERICA) survey, 48% of children reported seeing something online that prompted a purchase, and one in four had bought goods online¹³. ERICA also highlighted children’s confusion over blurred boundaries between advertising and content on websites. Similarly, E. Seiter noted that while young people often critique mainstream advertising, they are less aware of, or concerned about, embedded forms such as product placement. Adolescents also rarely recognize the broader economic functions of advertising within the media industry¹⁴.

Studies further indicate that teenagers become increasingly sensitive to potential bias or distortion in television news, showing the ability to critically discuss content selection and visual framing, often with skepticism toward producers’ motives. However, the degree of such awareness is influenced by access to alternative sources of information and by the viewers’ own pre-existing values – content aligned with personal beliefs is less likely to be questioned.

¹¹ John D. R. Consumer socialization of children: a retrospective look at twenty-five years of research. In: Hansen F., Rasmussen J., Martensen A., Tufte B. (eds.). *Children – Consumption, Advertising and Media*. Copenhagen: Copenhagen Business School Press, 2002. P. 25–90.

¹² Schor J. *Born to Buy: The Commercialized Child and the New Consumer Culture*. New York: Scribner, 2004.

¹³ European Research into Consumer Affairs. Commercial practices targeting children on the Internet. 2001. URL: <http://www.net-consumers.org>.

¹⁴ Ginman M. *Information culture and business performance*. Finland: Åbo Akademi University, 1993.

The axiological approach addresses the value dimension of media literacy. The concept of values and their application to individuals has been extensively studied by S. Schwartz and colleagues¹⁵, who identified ten universal values present across cultural and national contexts, though prioritized differently by each person. Unlike attitudes, which reflect situational feelings, values represent more stable and widely shared “criteria people use to justify actions, people, and events” (ibid.). As such, values serve as a motivational framework shaping attitudes and behaviors. Although the exact list of values has undergone minor revisions, the circular structure of Schwartz’s model illustrates congruent and conflicting relationships among them. For instance, the pursuit of power aligns with the value of achievement but often contradicts the universalism value of concern for others’ well-being and tolerance. Schwartz’s model has been applied in media and communication studies to examine the value foundations of media ethics, strategic communication campaigns, and how individual values influence media-use patterns¹⁶. Similarly, T. Crompton et al. explored how appealing to specific values through language can shape people’s willingness to support social causes, which is directly relevant to media literacy¹⁷.

Studying how personal values influence the importance individuals assign to media literacy goals offers deeper insights into the process of developing media literacy. Understanding these value orientations helps explain which types of media skills people are motivated to acquire and which forms of media education they are most likely to engage with. This perspective is especially significant for adult media literacy, since unlike children and youth, who may encounter media education in schools, adults require stronger intrinsic motivation to participate in informal media literacy initiatives.

Given the importance of media culture as a component of media literacy, it is appropriate to employ *the cultural approach* as a theoretical foundation for its development.

The concept of culture is often viewed by scholars as a key to explaining coordinated human activity. R. Redfield defined culture as “conventional understandings manifested in action and artifact”. The idea is that participants share similar conceptions of things, understand them in the same way, possess similar dispositions and potentials, and therefore are capable

¹⁵ Schwartz S. H., Cieciuch J., Vecchione M., Davidov E., Fischer R., Beierlein C., Konty M. Refining the theory of basic individual values. *Journal of Personality and Social Psychology*. 2012. Vol. 103, No. 4. P. 663–688.

¹⁶ Nikolinakou A., Phua J. Do human values matter for promoting brands on social media? How social media users’ values influence valuable brand-related activities such as sharing, content creation, and reviews. *Journal of Consumer Behavior*. 2020. Vol. 19, No. 1. P. 13–23.

¹⁷ Crompton T., Weinstein N., Sanderson B., Kasser T., Maio G., Henderson S. No cause is an island: How people are influenced by values regardless of the cause. Common Cause Foundation. 2014.

of acting in coordinated ways. Culture thus explains how individuals act consistently when they share common understandings. H. Becker argued that culture functions as one of the resources people use to coordinate their activities¹⁸.

In modern history, the concept of mass culture has dominated the global scene, representing a new form of culture that emerged from mass media, took center stage, and profoundly reshaped the world. Culture, media, and society have become the tripod of cultural studies, with ongoing attempts to understand the impact of mass media on society. Communication today largely depends on how people send and receive messages, while digital technologies carry forward many features of earlier communicative practices across societies. Digital media technologies strongly influence the meaning and process of communication, generating a new media culture. From a professional perspective, digital culture refers to a culture shaped by the emergence and use of digital technologies.

For a deeper understanding of how culture influences media literacy, it is useful to consider the historical dimension. In antiquity, nearly all communication was face-to-face. This oral environment defined culture, its structure, and its functioning. Oral or pre-literate cultures were characterized by strong interpersonal bonds and reliance on one another for survival. Social roles were clearly defined, stories transmitted cultural lessons, traditions and values were preserved through oral practices. As S. J. Baran explains, the need to control communication rarely arose, but when it did, societies relied on social sanctions¹⁹.

The development of literacy transformed the social and cultural dynamics of oral culture. Written communication enabled the accumulation and transmission of knowledge across generations and distances. Cultural memory, history, and myth could now be preserved in written form. According to Baran, reading and writing encouraged more open public discourse, political exchange, and critique of authority, thereby contributing to the growth of democracy. However, literate communication remained limited to a minority. This changed with Johann Gutenberg's invention of the modern printing press in 1446, marking a new era in mass communication.

M. McLuhan, in *The Gutenberg Galaxy* (1962), argued that the emergence of print was key to the development of modern consciousness. With the spread of printing, written communication became accessible to a much larger population, creating a growing demand for literacy among the lower and middle classes. Reading became less of a luxury and more of a necessity, and literacy, together with education, expanded. Printed materials

¹⁸ Becker H. S. Culture: A Sociological View. *The Yale Review*. 1982. Vol. 71. P. 513–528.

¹⁹ Baran S. J. Introduction to Mass Communication: Media Literacy and Culture. New York: McGraw-Hill, 2014.

were the first mass-produced commodity, and print accelerated the development of democracy by weakening the control of monarchs and the church over communication and therefore over culture.

Digital culture has its roots in the development of broadcasting. It is the result of the joint efforts of researchers, inventors, and scientists in modern history who explored various ways of encoding text, images, graphics, and video for specific audiences. This development encompasses the history of photography, radio, television, telegraph, telephone, and related technologies, as well as their use in storing and transmitting information via electromagnetic waves.

The work of Niépce and Daguerre, who created modern photography/cinematography; Marconi's wireless radio experiment; Farnsworth's electronic television tube; the U.S. Army's computer experiments and ARPANET – all converged to create a new platform called the Internet. This recent medium was once described with the ambitious term “information superhighway” and today defines how people exchange information and access unlimited data through portable devices.

All of this happened much faster compared to the oral and written cultures, which required centuries to evolve. Digital culture is a term describing the shifting relationship between cultural production and consumption, and the impact of new information technologies on that relationship. It is the result of digitization, which has profoundly influenced culture through the emergence of the Internet as a mass form of communication. The era of digital literacy is less than three centuries old. J. Bittner observed that “although the centuries of print media marked the era of electronic communication, the habits of media consumers only changed when people began spending more time with this novelty...”²⁰. This new environment transformed the way people communicate.

Digital media rapidly influenced social and cultural values wherever digital platforms became widespread. Digital literacy emerged as a response from various stakeholders seeking to mitigate the negative effects of digital culture on society. T. Heick defines literacy as the ability to make sense of ideas, i.e. to read, view, observe, write, create, and design. He adds that literacy implies deeper understanding and more comprehensive knowledge. In his words, “a literate person is aware of multiple sources of information, the strengths and weaknesses of different media forms, and the value and credibility of information. A literate person can process diverse data sources and provide macro-relevance in applying seemingly different ideas”²¹.

²⁰ Bittner J. R. *Mass Communication: An Introduction*. New Jersey: Prentice, 1989.

²¹ Heick T. *The Definition of Digital Literacy*. TeachThought. 2019. URL: <https://www.teachthought.com/literacy/the-definition-of-digital-literacy/>

Other scholars conceptualize literacy as the ability to encode and decode symbols, as well as to synthesize and analyze messages. Digital literacy is undoubtedly essential in an era of information overload.

3. Pedagogical conditions for fostering learner's media literacy in out-of-school education

The formation of media literacy among students of out-of-school education institutions requires creation of specific pedagogical conditions. Taking this into account, it seems reasonable to highlight the following pedagogical conditions for the development of media literacy: development of learners' information culture in out-of-school education institutions; fostering media immunity among students of out-of-school education institutions; development of critical thinking in students of out-of-school education institutions; creation of an environment within the out-of-school education institution that is conducive to the development of learners' media creativity.

The first pedagogical condition – development of the information culture of students in out-of-school education institutions – implies understanding the essence of this phenomenon and fostering its components in the process of learning in such institutions.

It should be emphasized that information culture is a relatively new concept, but nevertheless it has attracted research interest worldwide. The first reference to information culture is usually attributed to the Finnish researcher M. Ginman, who substantiated the concept of information culture as one that is open to change and innovation, particularly when management responds to information about the external environment. In other words, information culture was presented as a necessary and desirable condition for an organization to be successful and competitive²². M. Ginman's work stimulated significant further study and continues to serve as a foundation for ongoing research.

However, this view of information culture was later expanded by other scholars to encompass all cultural conditions, i.e. both those in which information is poorly managed, as well as very positive contexts where effective systems and processes are successfully implemented and properly used by all stakeholders.

In summary, the literature reflects two clusters of definitions of information culture. One cluster regards information culture as a "culture of information", i.e. an environment where information is well managed and used effectively and efficiently. The other cluster interprets the concept as a reflection of cultural values, attitudes, and behaviors related to information, whether positive or negative, effective or ineffective.

²² Ginman M. Information culture and business performance. Finland: Åbo Akademi University, 1993.

It is precisely this latter, more holistic and comprehensive interpretation of information culture that is employed in our study. Accordingly, all organizations and communities, wherever they are located, possess some form of information culture. Moreover, the more complex the entity, the higher the likelihood that it will be characterized by multiple coexisting information cultures. In environments such as education institutions, one can observe a diversity of representatives of different cultures.

Fostering media immunity among students of out-of-school education institutions – the second pedagogical condition – involves considering both the beneficial and harmful effects of social media on children's and adolescents' social, educational, psychological, and neurological development. Its implementation requires several key steps:

- Encourage youth to use social media features that support healthy socialization, online communication, and emotional closeness.
- Adapt social media design and permissions to developmental capacities; platforms designed for adults may be unsuitable for children.
- In early adolescence (ages 10–14), psychologists recommend parental/educator monitoring of social media (content review, discussion, and guidance), with autonomy increasing as digital literacy develops, while respecting privacy needs.
- Minimize exposure to harmful content (e.g., self-harm, suicide, eating disorders, violence) and ensure such material is reported and removed rather than algorithmically promoted.
- Reduce risks of exposure to cyberhate and cyberbullying, particularly against marginalized groups.
- Regularly monitor signs of problematic social media use (e.g., compulsive use, deception to maintain access, disrupted relationships, academic decline) that may lead to long-term psychological harm²³.
- Limit social media use that interferes with sleep and physical activity.
- Prevent excessive social comparison, especially regarding appearance-related content.

Provide media literacy education prior to or alongside social media use, focusing on questioning accuracy and representativeness of content; recognizing misinformation tactics; avoiding cognitive biases (e.g., overgeneralization); developing skills for building healthy online relationships and resolving conflicts; resisting manipulative beauty standards and stereotypes;

²³ Boer M., Stevens G. W. J. M., Finkenauer C., van den Eijnden R. J. J. M. The course of problematic social media use in young adolescents: A latent class growth analysis. *Child Development*. 2022. Vol. 93, No. 2. P. 168–187.

identifying online racism and discriminatory messages; safely discussing mental health in digital spaces²⁴.

In short, media immunity equips adolescents with the competencies and psychological resilience needed to use social media safely, critically, and constructively.

The third pedagogical condition – development of critical thinking among students of out-of-school education institutions is crucial, as research shows that while such skills are formed during school years, they are often underutilized in everyday life. Studies indicate that learners worldwide struggle to identify false information²⁵. Since adolescents represent the largest group of social media users, and the need to be constantly online is their strongest motivation, they are especially vulnerable to misinformation. Their relatively limited ability to evaluate evidence exacerbates this global issue, leaving them without reliable access to valid information.

The growing volume of falsified content on social networks highlights the necessity of strengthening young people's critical thinking skills for evaluating online information. Critical and heuristic thinking are key competences for addressing 21st-century challenges. In the context of social media, critical thinking serves as a personal tool against the spread of disinformation. Knowing how to assess a source is far more effective than relying on algorithms, underscoring the individual's role in combating deception. Critical thinking empowers youth to judge the credibility of information, selectively filter relevant data, and decide whether content should be shared or further verified.

The fourth pedagogical condition – creation of an environment supportive of media creativity within out-of-school education institutions reflects the modern need for creative ecosystems that aid, encourage risk-taking, and foster problem-solving. Interactivity plays a central role: it invites the audience to act, thus shaping the outcome of a work. New media allow artists to redefine the relationship between creators and recipients, replacing passive observation with active partnership.

In interactive art, for example, the artist becomes a designer of situations, while the viewer transforms into an “interactor”, actively co-creating the final form of the work²⁶. This participatory and collaborative culture repositions the audience as co-authors, thereby reshaping traditional models of engagement in creative environments.

²⁴ Shimoga S. V., Erlyana E., Rebello V. Associations of social media use with physical activity and sleep adequacy among adolescents: Cross-sectional survey. *Journal of Medical Internet Research*. 2019. Vol. 21, No. 6. Article e14290.

²⁵ Ku K. Y. L., Kong Q., Song Y., Deng L., Kang Y., Hu A. What predicts adolescents' critical thinking about real-life news? The roles of social media news consumption and news media literacy. *Thinking Skills and Creativity*. 2019. Vol. 33. Article 100570.

²⁶ Porczak A. (Ed.). *Interactive media arts*. Academy of Fine Arts Press, 2009.

4. Model for fostering media literacy among learners in out-of-school education institutions

The main structural elements of the model for developing media literacy among students of out-of-school education institutions are the target, theoretical-methodological, content-procedural, and evaluation components.

The target component defines the overall aim of developing students' media literacy, which primarily consists in fostering a set of essential qualities: media culture, media immunity, critical thinking, and the ability for media creativity. This goal is specified through a set of tasks reflecting the main directions of activity within out-of-school education institutions:

- development of students' media culture;
- development of media immunity;
- development of critical thinking;
- development of media creativity.

The formation of media literacy is based on communicative, perceptive, consumerist, axiological, and cultural approaches, which together shape its components. These components are interrelated, coordinated, and structured into a logical system.

The content-procedural component reveals the stages and structure of the process:

1. Motivation stage – fostering students' awareness of the importance and value of media literacy as a prerequisite for successful functioning in a digital society and as part of digital citizenship.

2. Goal-setting stage – identifying key issues in the context of media literacy and transforming them into learning objectives aimed at mastering its components.

3. Technological stage – defining the educator's methods and techniques for fostering media literacy.

In this context, it is crucial to note that the methods applied should not only aim at knowledge acquisition, but rather at shaping students' behavioral changes in the digital environment.

The evaluation component of the model presupposes achieving a high level of media literacy development. Recognizing the importance of effective implementation, the model is supported by the pedagogical conditions for developing media literacy among students of out-of-school education institutions, outlined above.

CONCLUSIONS

The conducted analysis has clarified the theoretical foundations and substantiated a model for developing media literacy among learners of out-of-school education institutions. The study revealed the current state

of research on this issue in scientific and pedagogical literature, as well as the essence and structure of media literacy as an educational phenomenon.

It has been established that scholars approach the development of media literacy from various perspectives, including theoretical-methodological, methodological, organizational, technological, professional-pedagogical, health-preserving, and cultural dimensions.

Scientific approaches underpinning media literacy development have been identified. The most effective approaches for achieving this goal include the communicative, perceptive, consumerist, axiological, and cultural. The principles that guide the formation of media literacy emphasize that all media are constructions, media construct reality, audiences negotiate meaning, media have commercial implications, and media convey ideological and value-based messages.

The study also outlined the key pedagogical conditions necessary for fostering media literacy among students of out-of-school education institutions: development of information culture; formation of media immunity; enhancement of critical thinking; creation of a supportive environment for media creativity.

Finally, the theoretical model of media literacy development has been substantiated. It integrates target, theoretical-methodological, content-procedural, and evaluation components, which together provide a comprehensive framework for forming media literacy as a vital competence of students in the digital age.

SUMMARY

A defining feature of the 21st century is the emergence of a new media culture, driven primarily by the rapid expansion of access to various types of media, particularly for children and adolescents. The purpose of the study is to clarify the theoretical foundations and to substantiate a model for fostering media literacy among the learners of out-of-school education institutions. The study outlines scientific approaches and key pedagogical conditions necessary for fostering media literacy among students of out-of-school education institutions: development of information culture; formation of media immunity; enhancement of critical thinking; creation of a supportive environment for media creativity. It substantiates the theoretical model for fostering media literacy which integrates target, theoretical-methodological, content-procedural, and evaluation components, which together provide a comprehensive framework for forming media literacy as a vital competence of students in the digital age.

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Information about the author:
Boichenko Maryna Anatoliivna,

DSc in Education, Professor,
Head of Pedagogy Department
Sumy State Pedagogical University named after A.S. Makarenko
18, Ivana Mykolaichuka str., Sumy, 40009, Ukraine