

**MoPED: Modernization of Pedagogical Higher Education by Innovative
Teaching Instruments
586098-EPP-1-2017-1-UA-EPPKA2-CBHE-JP**

HANDBOOK

**ACADEMIC DISCIPLINE: Mediadidactics of primary
school
for students majoring in 013 Primary education
Education level: Bachelor**

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2020

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Abstract of the discipline

The discipline "Primary School Media Didactics" is aimed at forming students' awareness of modern media technologies and ways to use them in the educational process of the New Ukrainian School by revealing the didactic potential of multimedia space, technologicalization of subject methods of primary school, active interactive approach to teaching methods, techniques of media didactics and electronic digital resources.

The program of the course "Media Didactics of Primary School" reveals the educational practice-oriented content of media didactics, scientifically substantiates its essence, promotes the study of patterns, principles, methods and organizational forms of learning with the involvement of media products based on mass media.

To implement the outlined tasks, students are presented with a number of innovative learning tools that reveal the possibilities of using media resources to improve the organization and design of the educational process of primary school.

The course will help students gain media education and media literacy, the formation of media culture and media competence as a process of personal development based on knowledge of the media. The educational content of the discipline provides students with mastery of media educational technologies, modern computer and media technology, telecommunications, instrumental software that provides interactive information and didactic support of modern learning technologies.

Key concepts: Media Culture, Media Awareness, Media Literacy, Media Competence, Multimedia Technologies, Pedagogical Toolkit, Innovative Learning Technologies, Interactive media Education Spaces.

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1. Description of the discipline

1.1. The volume of discipline in ECTS credits and its distribution in hours by forms of organization of the educational process and types of training sessions

3.0 ECTS credits.

Total number of hours: 90

For full-time study:

60 hours - consultations, independent work of students;

16 lecture hours, 14 hours of practical classes,

For distance learning

4 lecture hours; 6 hours of practical classes;

80 hours - consultations, independent work of students;

The form of semester control is an test.

1.2. Characteristics of the discipline by form of study

Education of students during the study of the discipline is carried out in the following forms: full-time; distance learning. Forms of education can be combined. The educational process is realized in the following forms: educational classes, performance of individual and group tasks (projects) educational and research tasks, control measures, independent work.

The main types of training are: lectures, practical, seminars, individual lessons and consultations.

1.3. Discipline status: discipline of choice of university. General theoretical course.

1.4. Prerequisites for studying the discipline

Prerequisites of the discipline (Prerequisite): General principles of pedagogy with introduction (Topics: "Pedagogical skills of primary school teachers", "Pedagogical technique", "Personality, its development and formation".

Didactics (Topics: "The essence of the learning process", "Forms of organization of the educational process", "Principles and rules of teaching", "Methods and techniques of teaching").

Postrequisites of the discipline (Postrequisite): Educational management ("Functions and features of educational organizations" "Innovative educational management"); Pedagogical innovation (Topics: "Educational innovations" "Technological approach in education", "Innovative orientation of pedagogical activity")

1.5. Year of preparation, semester: 1/1; 3/1

1.6. Form of final control: test

1.7. The language of teaching is Ukrainian

1.8. Internet address of the permanent placement of educational content of the discipline:

<https://classroom.google.com/c/MTQ1NjAwMTU0Mzk5?cjc=hzei2xs>

<https://classroom.google.com/c/MTY0OTg4MzkyMTg3?cjc=4ovt5ei>

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1.10. The purpose of the discipline: to acquaint students with innovative trends and directions of media didactics, to reveal the potential of media and innovative media

educational technologies to identify ways to use them in the educational space of the New Ukrainian School, by providing comprehensive training for future teachers to safe and effective interaction in the media space. formation of media literacy and media competence in accordance with the age and individual characteristics, needs and requests of students.

1.11. Competences that are formed in the process of studying the discipline

Integral competence (IC)

Ability to collect and analyze information from various media sources, by critically analyzing its reliability and significance, involving the application of theoretical and methodological principles of pedagogy, psychology and individual teaching methods, the ability to use media resources in professional activities using innovative media education technologies, to conduct research, characterized by the complexity and uncertainty of conditions and requirements.

General Competences (GC)

GC -3: mastery of skills in the use of media education and communication technologies;

GC -4: ability to conduct research at the appropriate level, search, processing and analysis of information from various media resources and media sources;

GC -11: ability to creative innovative search, non-standard solution of pedagogical problems and situations.

Professional (special) competencies (PSC)

PsC -1. Information and analytical. Ability to search, process and analyze, systematize and generalize information, including professional and pedagogical, from various media sources and formulate logical conclusions about the possibilities of its use in the educational process of primary school.

PsC -2. Communicative. Ability to communicate in the state language at the official business level; have the skills of normative literary speech (its oral and written form) in various areas of communication. Ability to understand others and produce their own programs of communicative behavior, adequate to the goals, areas, situations of communication, active interaction with other speech subjects. Ability to have a variety of styles of speech communication in situations of conflict prevention and resolution.

PsC -3. Interpersonal interaction. Ability for effective interpersonal interaction; in particular, the ability to successfully interact with management, colleagues, students and their parents; mastery of algorithms for constructive resolution of pedagogical conflicts. Ability to work in a team, ability to cooperate, group and cooperative activities. Ability to be critical and self-critical, persistent in the tasks and commitments.

Media didactic competence

PsC -1. The ability to consider the media as tools of educational activities, as an innovative educational content of learning, as a designer of the educational process, as a way to intensify work in the mode of interactive learning;

PsC -2. Ability to create an innovative pedagogical design of a modern multimedia lesson by constructing technological maps in order to use them in a multimedia environment (lesson) and the integration of media resources in the educational activities of primary school;

PsC -3. Ability to use technological tools, media resources and digital media learning at different stages

educational activities, by mastering the information and pedagogical technologies of the full cycle (package of educational programs, simulators, testers, video games, diagnostic techniques).

PsC -4. Ability to apply media educational technologies in the educational process of the New Ukrainian School (NUS).

1.12. Learning outcomes of the discipline

Professional knowledge

1. To reproduce the basic knowledge of the theoretical provisions of media didactics, acquired in the process of learning and independent educational activities (IC); (GC-1).
2. Carry out an independent analysis of innovative media educational technologies, interpret what has been studied in the educational process of primary school, using appropriate methods and tools of pedagogical tools (IC); (PSC -3); (GC-3).
3. Investigate innovative strategies for the use of media resources in the subject areas of primary education (GC-1); (PSC -2).
4. Classify, describe and discuss the leading media resources suitable for use in the structure of media classes in primary school (IC); (PSC -1); (GC-3).

Professional skills and abilities

1. Solve and interpret complex problems of media didactics, in order to use them in professional pedagogical activity (IC); (GC-2).
2. Be able to select and critically evaluate information from various media sources, systematize it in order to integrate into the educational process of primary school (IC); (PSC-1).
3. Use the studied material from the course in new situations and integrate it into the educational process while studying the subjects of primary school (IC); (PSC -1).

Communication

1. To be able to interact effectively and work harmoniously in a team during the implementation of creative educational projects on media didactics (GC-1; GC-2; PsC -1).
2. Choose effective methods of communication with pupils (students), colleagues, parents (PSC -1; PSC -2).

Autonomy and responsibility

1. To be able to independently manage complex actions and collective projects, to define leading communicative strategies of cooperation and activity (IR); (GC-3).
2. Demonstrate responsibility for decision-making in non-standard situations and take into account unpredictable conditions of their occurrence (GC-3).
3. To form skills of independent and research activity for the purpose of professional self-development of both individual members of the team, and sustainable development of the whole team (GC-2; GC-3).

1.13. Control of students' academic achievements

Means of diagnostics of learning outcomes: modular control work, test tasks, individual and group creative tasks, individual research tasks, works, portfolio, presentations of results of activity (report), media cases.

Final evaluation. The system of student performance assessment provides for the following types and their final assessment:

Modular control work 1 (10%) for the evaluation of PsC -1

Modular control work 2 (15%) for the assessment of PSC -1.

Preparation of an individual research task (project) (5%) for the evaluation of PSC-2, PSC -3.

Report and presentation (5%) for the assessment of PsC -3 + (10) PsC -3 GC-1.

Final score: PsC -1 (40%) + PsC -2 (10%) + PsC -3 (15%) + GC-1 (35%)

Modular control work № 1 (10%). SO1. Summative assessment according to the content module 1 (presentation of the results of independent work, approximate structure of the multimedia lesson in NUS, technological map "Media educational technologies in PS", test tasks, presentation of selected online resources for primary school, etc.).

Modular control work № 2 (15%). CO2. Summative assessment according to the content module 2 (presentation of the group project with the use of media educational resources of video games (simulations), presentations, defense of group projects with the use of media educational resources on a certain topic,

fragments of multimedia lessons in NUS (content lines), tasks according to the method of media using ICT, a model of media didactic forms of teaching students, presentation of the results of individual and independent work).

Execution of an individual creative task and preparation of a presentation (ITZ) (10%).

ITZ report and presentation (15%) Final exam: test tasks (35%)		Total - 100 (points)	
CO1. Modular control work 1.		10 points	
CO2. Modular control work 2.		15 points	
CO3. Execution of ITZ and preparation of the presentation.		10 points	
CO4. Report and presentation		15 points	
CO5. test		35 points	
Competences	Forming evaluation	Final test	Total
FsK -1	10%		10%
FsK -2	30%		30%
FsK -3	5%	35%	40%
FsK -4	5%		5%
ZK-1 FsK -4	15%		15%

1. Communication and feedback

1. The results of students' performance of test tasks, module tests, practical (individual) works, representation of abstracts, projects (creative verification, presentation), as well as general assessment of each content module is provided to each student both individually and for the group as a whole.

2. Information on the results of work

Information about the results of work on the abstract (individual creative project) the student can get for 12 weeks of study.

Information on the results of testing the student can get for 6 weeks of study. Information on the results of the test the student can get individually for 10 weeks of study. Information on the evaluation of laboratory work is provided to the student after the student demonstrates the results of work. Independent work of the student is checked on the 7th week of training. The information on mastering of material on the semantic module 1 is given to students on the 7th week of training. Results on the semantic module 2 are given on the 5th-9th week of training. The results of the final certification (exam) students receive the day after the exam. Contact details for online help and counseling.

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Free assessment scheme

The sum of points for all types of educational activities		test
90 – 100	A	excellent
80 – 89	B	good
70 – 79	C	
60 – 69	D	satisfactory
50 – 59	E	
26 – 49	FX	unsatisfactory with the possibility of reassembly
0-25	F	unaccepted with mandatory re-study of the discipline

2. The content and structure of the discipline

2.1. Content module 1. Media didactics as a construct of learning in the educational space of the new Ukrainian school

2.1.1. TOPIC 1. MEDIA DIDACTICS AS A LEADING THEORY AND PRACTICE OF MEDIA EDUCATION IMPLEMENTATION IN PRIMARY SCHOOL

2.1.2. Purpose and expected results

Goal: to acquaint future teachers with the general principles of media didactics as a leading theory and practice of media education technologies in the educational process of primary school, to reveal the features of the media didactics course as a theoretical and methodological basis for media education and media literacy and media culture of primary school teachers.

Expected results:

1. To establish the importance of the course of primary school media didactics in the structure of future primary school teachers training (KZ-1, FsK-1).
2. To structure the content of the course by content modules, sections and topics in accordance with the educational program of primary education specialists training (FsK-2).
3. To use knowledge and practical skills of the course in the educational process of primary school, in accordance with the Concept of the New Ukrainian School (KZ-1; KZ-2; FsK-1).

2.1.3 Criteria and forms of learning outcomes evaluation on the topic №1 "Media didactics as a leading theory and practice of media education in primary school" (Table 1.1)

Table 1.1. Criteria for evaluating learning outcomes

<i>Evaluation criteria</i>	<i>Quantitative and / or qualitative characteristics</i>		
	<i>High level</i>	<i>Average</i>	<i>Low level</i>
<p>Ability to establish the essence of the concept of "media didactics",</p> <ul style="list-style-type: none"> - to reveal the features of its implementation in the educational process of primary school, - be able to characterize the historical discourse of origin and explain the meaning of the term "media didactics" - be able to reveal the educational practice-oriented content of media didactics, scientifically substantiate its essence, generalize the laws, principles, methods and organizational forms of learning with the involvement of media products based on mass media. <p>Be able to justify the importance of the course in the structure of professional training of future teachers</p>	<p>Student knows the essence of primary school media didactics, understands the need for informatization of education, focuses on the areas of application of media didactics, is able to determine the leading goals, objective principles, functions of media didactics of primary school, understands the components of media didactics, understands the essence of the integration of media education in the educational process of primary school.</p>	<p>the student partially understands the essence of the content of media didactics, realizes the need for informatization of education, partially orients in the fields of media didactics, is able to define certain goals, objectives, principles of media didactics of primary school</p>	<p>the student experiences significant difficulties in certain essences of media didactics of primary school, is aware of some facts of informatization of education, is poorly oriented in the fields of media didactics, has certain problems in defining the goals, objectives and principles of primary school media didactics.</p>
<p>Ability to independently build a logical-structural scheme of the course, to structure the content of the course on content modules, sections and topics in accordance with the program of training of primary education specialists</p> <p>know the forms, principles and functions of media didactics, be able to use media resources in the educational process of primary education</p>	<p><i>High level</i> - student independently builds a logical and structural scheme of the training course on the content modules and topics in accordance with the program. At the appropriate level knows the forms, principles and functions of media didactics of primary school.</p>	<p><i>Intermediate level</i> - the student has some difficulties in building a logical and structural scheme of the course on the content modules, sections and topics. Distinguishes the forms, principles and functions of media didactics with some difficulty.</p>	<p><i>Low level</i> - a student at a low level is guided by the structure of the course by content modules, sections and topics. Poorly distinguishes forms, principles, functions of media didactics.</p>

Ability to use knowledge and practical skills of the course in the educational process of primary school, in accordance with the Concept of the New Ukrainian School.	5 - the task is performed by the story, in accordance with the requirements and criteria with awareness of the results.	4 - the task is performed with some errors, with awareness of the results.	3 - the task is performed with significant errors, without full awareness of the results.
Ability to identify ways to integrate media education with school basic education.	independently determines the ways of integration of media education into school education.	partially identifies ways to integrate media education into school education.	does not clearly define the ways of integrating media education into school education.

Form of learning outcomes evaluation: preparation of a presentation on the topic; preparation of an abstract, report, essay; development and presentation of an individual creative project.

2.1.4. Digital tools: programs for creating presentations and videos, media descriptors, (PedagogicalToolkit), online discussion, e-mail, instant messages, news, announcements, Internet calendar.

2.1.5. Innovative learning technologies: (Multimedia Technologies), (Innovative Learning Technologies), (Project-based Learning).

2.1.6 Lecture1.

Topic. Media didactics as a basis of the media competence formation of primary school teachers

The forms of educational process organization: *introductory lecture-presentation.*

Goal: *gain new information on leading media theories and basics of media education; to acquaint with the forms, principles, functions of media didactics in primary school; generalize the requirements for the use of media resources in the educational process of primary school; identify the ways to integrate media education with basic school education in the context of the New Ukrainian School Concept; to develop skills of critical thinking, media literacy, ability to work with different sources of information; to cultivate media tolerance.*

Lecture plan

1. Media didactics as an innovative direction of didactics development of the XXI century
2. Categorical apparatus of media didactics and its connections with other academic disciplines
3. Forms, principles, functions of media didactics in primary school
4. Ways of integration of media education with school basic education
5. Leading tasks of media didactics in the context of the requirements of the Concept of the "New Ukrainian School"

Key concepts: media competence, media didactics, media, media education, integration, the Concept of the "New Ukrainian School" (NUS).

2.1.7.1 Practical lesson №1.

Topic. Media education and media literacy as components of media competence of primary school teachers

Form of organization of the educational process: *workshop*.

Goal: *to reveal the essence of media education and media literacy of primary school teachers, to show the role and importance of media education in the professional activity of a modern teacher; learn to determine the basic components of media competence of the teacher, to determine the leading tasks of media education and media literacy of primary school teachers; to form the teacher's awareness of educational tools of media and information literacy.*

Plan

1. Basic theories of the origin of media didactics
2. The essence of the concept of "media education"
3. Media literacy, media culture and media competence of the teacher
4. Analysis of the "Concept of implementation of media education in Ukraine"
5. Components of media and information literacy of primary school teachers
6. Critical thinking as a component of media competence of a modern primary school teacher

Key concepts: media literacy, media culture, media competence, media education, critical thinking.

Types of student activities:

Reproductive level: analyzing the different approaches of media researchers, to reveal the essence of the key concepts of the topic.

Compare the results with the dictionary on the topic №1.

Research level: by analyzing various media resources, to explore the specifics of the process of forming media literacy of primary school teachers. Describe indicators and define competencies.

Creative level: to create a mini-project "Levels of media competence of primary school teachers".

2.1.7. 2. Practical lesson № 2.

Topic. Educational tools of media and information literacy of the teacher

The form of organization of the educational process: *a problem seminar*.

Goal: *to reveal the leading functions and essence of the application of media educational technologies in the educational process of primary school; to study the classification of media educational technologies; learn to select appropriate media technologies and apply them during lessons in primary school; to develop skills of communicative interaction and teamwork, to cultivate tolerance and respect for other team members.*

Plan

1. The essence of the concept of "media education technology"

2. Didactic potential of application of media technologies in the educational process of primary school
3. Functions of media educational technologies
4. Classification of media educational technologies and their types
5. Objects of media educational technologies, integrated into the content of school subjects
6. The use of media education technologies in primary school lessons

Key concepts: media education technology, distance learning, early development, integration, educational process, interdisciplinary connections.

Technological tools: inverted learning technologies, project activities technologies, case technologies, feedback techniques, storytelling, portfolio method.

Types of student activities:

Reproductive level: to reveal the meaning of the concepts media didactics, media educational technologies, media literacy, media competence, media competence, optimization, motivation, educational process.

Research level:

1. Analyze publications on a particular topic, review the work of teachers-practitioners.
2. By analyzing various media resources, to explore the specifics of the process of forming media literacy of primary school teachers. Describe indicators and define competencies.

Creative level:

1. Prove or disprove the thesis: "The use of media technology in the educational process as a motivation to learn."
2. To prepare a creative project "Mix of media educational technologies", relevant for use in the educational process of primary school. (Various combinations of certain types of media technologies).
3. Describe the options for using media education technologies:
 - a) in the educational process of primary school;
 - b) in the practical pedagogical activity of a primary school teacher.

2 1.8. Topics of individual and group tasks

Types of student activities:

Reproductive level:

Prepare an essay on the topic: "Formation of media competence of primary school teachers as an integral part of their preparation for effective interaction with modern information technology."

Research level:

1. Analyze publications on a particular topic, review the work of teachers-practitioners. Create guidelines for teachers "The use of media education technologies in the educational process of primary school."
2. To study the "Methods of using multimedia technologies in the educational process of primary school" known to you. What do you see in common and different? Prepare conclusions and recommendations.
3. Prepare a media case "Modern types of media and features of their use in primary school lessons"

Creative level:

1. Prove or disprove the thesis: "The use of media technology in the educational process as a motivation to learn or an innovative PR hit."
2. Prepare creative mini-projects: "Components of the information society" (group or individual project activities) "Tasks of media didactics in the context of the implementation of the Concept" New Ukrainian School", " Informatization of the education system of Ukraine".
3. Describe the options for using media education technologies:
 - a) in the educational process of primary school;
 - b) in the practical pedagogical activities of primary school teachers.
4. Create a comparative table: "Advantages and disadvantages of the use of media education technologies in the educational process ZSSO"
5. Fill in the table "Possibilities of using multimedia technologies at different stages of the lesson in primary school."

Get acquainted with the criteria for evaluating the results of group (individual) students (Table 1.4).

Logistics: multimedia projector; multimedia board; internet technology (Wi-Fi, Bluetooth, 3-4G DSL connection); Internet services (web-communities, search services, web-sites).

Media educational software:: electronic textbooks, cloud technologies, electronic educational resources (ESR) graphics, animations, video and audio text support.

Online resources: Skype, Viber, Facebook, Twitter, Instagram, GooglePlus.

2.1.9. Tasks for independent work of students

Reproductive level:

1. Analyze the State Standard of General Primary Education.
2. To develop Curricula for students of grades 1-4 of primary school, to analyze the content lines.

Research level:

1. Identify ways (ways) of types of integration of primary school subjects.
2. Prepare electronic reference signal cards for analysis of legal documents, available sources and resources on the topic.

Creative level:

Prepare reports, essays, essays on the topic: "Criteria and levels of media competence of future primary education professionals."

1. Media culture of the teacher's personality: socio-psychological approach.
2. Media education as a phenomenon that is formed in the media space.
3. Media literacy as a basis for the formation of critical thinking.

Table 1. 2. Forms of assessment of student learning outcomes on the topic №1:

Performing multilevel tasks Task level	Task content and activities	Scores (1 to 5)	
reproductive level	1. Describe the content of concepts on the topic. 2. Create a dictionary of key concepts for the topic №1. 3. Choose an educational information resource on the topic	1-2 points	

	№1.		
research level	<ol style="list-style-type: none"> 1. To analyze the “Concept of introduction of media education in Ukraine (2016) in order to determine the leading tasks of its implementation in the educational process of primary school. 2. To analyze the current programs on media education and media literacy of students in order to select materials for media educational cases of the teacher. 3. After analyzing popular media sources, prepare an essay on "Advantages and dangers of the modern world of information." 	1-3 points	
creative level	<ol style="list-style-type: none"> 1. Preparation and defense of mini-projects (individual and group). 2. Preparation and presentation with a report-presentation. 3. Execution of individual creative independent tasks and their protection. 	1-5 points	
Final test control on the topic №1.		1-5 points	
Together on the topic №1		1-15 points	

2.1.10. Methodical materials and instructions URL <https://classroom.google.com/c/M>

2.1.11. Topic 2. MEDIA EDUCATIONAL SPACE OF PRIMARY SCHOOL - A COMPONENT OF THE EDUCATIONAL ECOSYSTEM OF THE INSTITUTION OF GENERAL SECONDARY EDUCATION

2.1.12. Purpose and expected results.

Goal: *to reveal the organizational and didactic principles of formation of the media space of an educational institution, to get acquainted with the goals and objectives of creating a media space of a modern school, to show the influence of media space on the formation and development of personality.*

Expected results:

To substantiate the essence of the concept of "media space of an educational institution", to reveal its role in the formation of the personality of a junior schoolchild (KZ-1, FsK-1);
To structure components of formation of media space for the purpose of application in own practical pedagogical activity (FsK-2);

Use the educational potential of the media space during the organization of educational activities with students of primary school age (FsK).

2.1.13. Criteria and forms of evaluation of learning outcomes on the topic №2: "Media educational space of primary school - a component of the educational ecosystem of general secondary education"

2.1.14. Digital tools: Interactivemedia Education Spaces, we use this space to view existing media resources (video presentations) and create our own in order to use them in the educational process of primary school. Online resources: Skype, Viber, LinkedIn, Kahoot, Poodll, Facebook, Twitter, Instagram, GooglePlus.

2.1.15. Innovative learning technologies: (Multimedia Technologies), (Innovative Learning Technologies), (Problem Training), (Project-based learning),.

2.1.16. Lecture 2. Topic. Media space of an educational institution

Form of organization of the educational process: *lecture-discussion*

Goal: *to study the methods of organizing media space; to develop skills of critical processing of material; to find out the essence, goals and objectives of the organization of the media space of primary school.*

Lecture plan

1. Organizational and didactic principles of forming the media space of an educational institution
2. The essence, goals and objectives of the media space of primary school
3. Media educational space of an educational institution as factors of formation and development of personality
4. Leading forms, methods and technologies of media education in primary school
5. Methodical methods of organizing media space

Key concepts: media space, general secondary education institution, personality development, technology, education, training, upbringing.

2.1.17. Practical lesson №3.

Topic. Organizational and didactic conditions for the formation of the media space of the New Ukrainian school

Form of organization of educational activities: *practical lesson with elements of training*

Goal: *to reveal the features of the modern information space; to get acquainted with different types of information classification; describe the specifics of information influences on the development and formation of personality; show the influence of school media space on the process of socialization of the individual.*

Plan

1. Information space of the XXI century.
2. Classification of types of information
3. Advantages and dangers of the modern world of information
4. The problem of media socialization of the individual in the school media space

5. The process of integration of media education in the educational process of primary school
6. Subjects of media space ZZSO
7. The role of the teacher in the formation of the media space ZZSO.

Key concepts: information space, media socialization, media space, educational process.

Types of student activities:

Reproductive level: describe the hierarchical levels of the information space.

Research level: find in information sources and describe the main functions of the media space.

Creative level: create an algorithm for a discussion on the topic: "Advantages and dangers of the modern world of information."

2.1.14. Digital tools: multimedia projector; multimedia board; Internet technologies (Wi-Fi, Bluetooth, 3-4G DSL connection); Internet services (web-communities, pedagogical networks, portals, search services, web-sites). Didactic software: application software (for the development of teaching aids, presentations).

2.1.15. Innovative learning technologies

The use of IT space is planned during the study of the topic. Tools for working in a network environment, tools for working with electronic documents, tools for visualization, tools for research and retrieval of information, etc.).

2.1.16.2. Lecture 3.

Topic. Internet in the professional activity of a teacher

Form of organization of the educational process: *lecture-presentation with elements of discussion.*

Goal: *learn about the historical aspects of the origin and development of the Internet; know new educational resources and risks of using the Internet in primary school, get acquainted with the rules and etiquette of behavior on the Internet; get acquainted with the rules of security on the Internet and ways to prevent virtual aggression.*

Lecture plan

1. The history of the Internet and the current state of its development
2. The age of the Internet: new educational resources and risks of application in primary school
3. The role of the Internet in human life. Internet and human rights
4. Ethics on the Internet. Netiquette
5. Safe Internet: how to protect children from cyberbullying
6. Cyberbullying or virtual aggression

Key concepts: Internet, World Wide Web, Educational Internet Resources, Digital Identity, Virtual Reality, Social Networking, Internet Addiction, Cybercrime, Offline, Online Mode, Privacy, Network Etiquette (Netiquette), Information Culture, Cyberbullying or Internet -mobing, use of personal information, anonymous threats, slander, harassment, trolling, happy-sleeping.

2.1.17.1. Practical lesson №4.

Topic. Information management in the professional activity of a primary school teacher

Form of organization of the educational process: *seminar*

Goal: *by independent selection and processing of information, to reveal the components and essence of the concept of "information management"; describe different sources of information and their properties, describe educational resources and didactic opportunities of the Internet.*

Plan

1. Components and essence of the concept of "information management"
2. Sources and properties of information
3. Educational resources and didactic opportunities of the Internet
4. Network technologies as a means of providing equal access to quality education
5. Media as a resource for the development and socialization of the individual

Key concepts: information management, Internet, information space, quality of education.

Types of student activities:

Reproductive level: name the components of information management; describe the process of socialization of the individual.

Research level: find in information sources and describe the main features of the Internet.

Creative level: create an algorithm for a discussion on the topic: "Network technologies as a means of providing equal access to quality education."

2.1.18. Topics of individual and group tasks

Mini projects (MP). Organizational and pedagogical strategies for the introduction of multimedia learning in the educational space of primary school.

Individual work (IP). Tasks of media didactics in the context of the Concept of the "New Ukrainian School".

Develop a group project on one of the proposed topics (GP):

1. Create an algorithm for a discussion on the topic: "Advantages and dangers of the modern world of information."
2. Prepare an essay, an essay on "The media as a means and the main mechanism of influence on the formation of personality."
3. Describe the conditions that determine the process of forming public opinion. Give examples. Analyze them.

2.1.19. Tasks for independent work of students

1. Using the pedagogical literature, prove the position that media didactics is an innovative applied science.
2. Discover the essence and describe the main functions of media didactics.
3. Justify the relationship between the components of media didactic theory.
4. Get acquainted with and analyze traditional media didactic systems
5. What factors contribute to the development of media didactics as a branch of pedagogy (science)?
6. Based on the elaboration of the Law of Ukraine "On Information" (1992), prepares a dictionary of basic terms.

Table 2.3. Forms of assessment of students' learning outcomes on the topic № 3.

Performing multilevel tasks Task level	Task content and activities	Scores (1 to 5)	
Reproductive Level	<ol style="list-style-type: none"> 1. Describe the content of concepts on the topic. 2. Create a dictionary of key concepts for the topic №3. 3. Choose an educational information resource on the topic №3. 	1-2 points	
research level	<ol style="list-style-type: none"> 1. Analyze the "Concept of the introduction of media education in Ukraine (2016) in order to determine the main objectives of the formation of the media space of the educational institution. 2. Carry out an analysis of the legal framework for media education and media literacy of students in order to select materials for the creation of media educational cases of the teacher. 3. After analyzing popular media sources, prepare an essay on "The Internet: the challenges of today." 	1-3 points	
creative level	<ol style="list-style-type: none"> 1. Preparation and defense of mini-projects (individual and group). 2. Preparation and presentation with a report-presentation. 3. Execution of individual creative tasks and their protection. 	1-5 points	
Final test control on the topic № 3.		1-5 points	
Together on the topic № 3.		1-15 points	

Content module 2.

Integration of media technologies into the educational process of the New Ukrainian School

2.1.21 TOPIC 3. MULTIMEDIA LESSON IN PRIMARY SCHOOL

2.1.22. Purpose and expected results

Goal: know the features of the organization of multimedia lessons in primary school, information-didactic and psychological-pedagogical principles of preparation and conduct of multimedia lessons in primary school, have algorithms for conducting and specifics of building multimedia lessons in primary school; and the disadvantages of a multimedia

lesson; to be guided in technologies of use of media resources during the organization of training in elementary school; be able to interact between teacher and students using feedback techniques.

Expected results:

To substantiate the significance of the didactic potential of the multimedia step in the creative work of the teacher and the peculiarities of the application of methodical methods of media didactics in the educational process (KZ-1, FsK-1).

Structuring the content and structural elements of a multimedia lesson in primary school in accordance with the requirements of the Concept of the "New Ukrainian School" (FsK-2).

To use knowledge and practical skills and abilities of organizing a multimedia lesson in practical pedagogical activity (IC).

3.2.3 Criteria and forms of evaluation of learning outcomes on the topic "Multimedia lesson in primary school" (Table 3.1)

Table 3.1. Criteria for evaluating learning outcomes on the topic №3

<i>Evaluation criteria</i>	<i>Quantitative and / or qualitative characteristics</i>		
	<i>High level</i>	<i>Average</i>	<i>Low level</i>
<p>Ability to substantiate the essence of the concept of "multimedia lesson";</p> <p>-disclose the features of the organization of a multimedia lesson and the impact on the quality of the educational process;</p> <p>- be able to characterize the leading concepts and approaches to the organization of multimedia lessons in primary school;</p> <p>- to reveal the educational practice-oriented meaning (content) of the topic, to scientifically substantiate its essence;</p> <p>- to generalize regularities, principles, methods, receptions of the organization of non-standard forms of carrying out lessons in elementary school with use of media educational technologies.</p> <p>Be able to substantiate the importance of the use of</p>	<p>the student knows the methods of preparation and organization of multimedia lesson in the primary school;</p> <p>understands the need for informatization of education, focuses on the areas of application of media educational technologies during multimedia lesson, able to determine the leading goal objectives, principles of multimedia lesson in primary school;</p> <p>understands the purpose of structural elements of a multimedia lesson and has a method of conducting them.</p>	<p>the student partially knows the methods of organizing a multimedia lesson in primary school;</p> <p>understands the need for informatization of education, focuses on the areas of application of media educational technologies during a multimedia lesson;</p> <p>is aware of the need to informatize education;</p> <p>partially understands the purpose of the structural elements of a multimedia lesson and has a method of conducting them.</p>	<p>the student experiences significant difficulties in determining the essence of the methods of organizing a multimedia lesson in primary school, is aware of some facts of informatization of education, poorly versed in the structural components of a multimedia lesson;</p> <p>understands in some cases the purpose of the structural elements of a multimedia lesson and partially owns</p>

media educational technologies in the structure of a multimedia lesson.			the method of conducting them.
Ability to independently build a logical and structural scheme of preparation and conduct of a multimedia lesson; - knows interactive forms, principles and functions of a multimedia lesson, -can creatively apply media education technologies in the educational process of primary education	<i>High level</i> - student independently builds a logical-structural scheme of preparation and conduct of a multimedia lesson; is able to creatively apply media educational technologies in the educational process of primary education at the appropriate level.	<i>Intermediate level</i> - the student experiences some difficulties in constructing a logical-structural scheme of a multimedia lesson; With some difficulty he uses media educational technologies in the educational process of primary education.	<i>Low level</i> - a student at a low level is guided by the structure of a multimedia lesson; Poorly distinguishes and does not quite successfully use media education technologies in the educational process of primary education.
Ability to apply knowledge and practical skills and abilities from the course in the educational process of primary school, in accordance with the Concept of the New Ukrainian School	5 - the task is performed by the student independently in accordance with the requirements and criteria with awareness of the results; independently determines the ways of integration of media educational technologies into the structure of a multimedia lesson.	4 - the task is performed with some errors, with awareness of the results; - partially identifies ways to integrate media educational technologies into the structure of a multimedia lesson.	3 - the task is performed with significant errors, without full awareness of the results. - does not clearly define the ways of integration of media educational technologies in the structure of a multimedia lesson.

Form of assessment of learning outcomes: presentation of the final results of individual and group activities of students: preparation of a presentation on the topic; preparation of an abstract, report, essay; development of a creative project; project preparation (including group).

2.1.24. Digital tools: (Interactivemedia Education Spaces). Programs for creating presentations and videos, media descriptors, (PedagogicalToolkit), e-mail, news, announcements, Internet calendar.

2.1.25. Innovative learning technologies: advanced learning, interactive technologies, multimedia resources. Online resources: Skype, Viber, Kahoot, Poodll, Facebook, Twitter, Instagram, GooglePlus.

2.1.26. Lecture. 4.

Topic. Didactic potential of innovative media educational and multimedia technologies

Form of organization of the educational process: *lecture-presentation*

Goal: *to reveal the features of preparation and organization of multimedia lessons in primary school, to describe the learning objectives, tasks and algorithm of a multimedia lesson, to point out the advantages and disadvantages of a multimedia lesson, and the specifics of using multimedia teaching aids; determine their didactic potential.*

Lecture plan

1. Features of the organization of multimedia lessons in primary school
2. Algorithm of multimedia lesson. Characteristics of the stages of the lesson
3. Advantages and disadvantages of a multimedia lesson
4. Feedback technique in a multimedia lesson
5. The use of electronic media in the structure of a multimedia lesson
6. Methods of using multimedia technologies

Key concepts: multimedia lesson, multimedia lesson algorithm, feedback technique, multimedia technologies.

2.1.27. 1. Practical lesson № 5.

Topic. Modeling the structure of the lesson with elements of media educational technologies

Form of organization of the educational process: *a workshop with elements of project activities*

Goal: *describe the methodological features of preparation and organization of multimedia lessons in primary school; learn to select interactive exercises, tasks for the lesson, think about the algorithm and content of the multimedia lesson; be able to identify the positive and negative aspects of a multimedia lesson, and develop skills in preparing and conducting non-standard lessons in primary school; to develop the ability to implement an integrated approach to the organization of education in primary school, in accordance with the requirements of the Concept of the new Ukrainian school; learn to use feedback techniques and electronic media resources in a multimedia lesson, to determine their educational potential; to form media educational competencies.*

Plan

1. Methodical principles of media lesson design
2. Algorithm for preparing and conducting a media lesson
3. Selection of media educational technologies and media resources
4. Analysis of didactic possibilities of multimedia teaching aids
5. Feedback technique in a multimedia lesson

Key concepts: feedback, multimedia lesson, multimedia lesson algorithm, feedback technique, multimedia technologies, game lesson, research lesson, doodling.

Types of student activities:

Reproductive level: to name methodical receptions of the organization of a multimedia lesson in elementary school

Research level: find in information sources and describe the main media educational technologies and media resources.

Creative level: create an algorithm for a discussion on the topic: "Feedback technique in a multimedia lesson".

2.1.27.2. Practical lesson №6.

Topic. Methodical methods of media didactics

Purpose: *to reveal the peculiarities of the use of media educational resources in primary school; describe ways to use innovative teaching methods and tools; to get acquainted with innovative methodical methods of media didactics in primary school lessons.*

Plan

1. Features of the use of media educational resources in primary school
2. Methods of organizing training using media resources
3. The use of innovative media for teaching in primary school lessons
4. Characteristics of methodological techniques of "media didactics"

Key concepts: animated crossword puzzles, pointers, media resources, techniques of media didactics.

Types of student activities:

Reproductive level: to name and characterize methodical receptions, innovative technologies of media didactics.

Research level: find in information sources and describe the main methods of media didactics.

Creative level: create a group project "Methods of organizing education in primary school using media resources."

2.1.28. Topics of individual and group tasks

Mini projects (MP). Organizational and pedagogical strategies for the introduction of multimedia learning in the educational space of primary school. Individual work (IP). Describe the tasks of media didactics in the context of the requirements of the Concept of the "New Ukrainian School" Group work (GR).

Develop a group project on one of the proposed topics:

1. Create an algorithm for discussion on the topic: "Advantages and dangers of the modern world of information."
2. Prepare an essay, essay on "Media as a means and the main mechanism of influence on the formation of personality."

Individual work (IP). Describe the conditions that determine the process of forming public opinion. Give examples. Analyze them.

3.2.29. Tasks for independent work of students

Reproductive level: to name and characterize methodical receptions of media didactics.

Research level: find in information sources and describe the main methods of media didactics.

Creative level: Group work (GR). Prepare a case with didactic materials for constructing the content, forms, methods and means of teaching media literacy in primary school.

Questions for reflection:

1. Analyze the curriculum "Steps to media literacy" for secondary schools 2-4 grades and the program of the propaedeutic course "Fundamentals of media literacy" for 8 (9) grade (35 hours) (2014).

2. Prepare an essay on the topic: "Formation of media competence of primary school students as an integral part of their preparation for effective interaction with modern information technology."

Individual work (IP). Didactic possibilities of multimedia teaching aids used in primary school lessons.

Form of evaluation of learning outcomes: preparation of a presentation on the topic; preparation of an abstract, report, essay; development of a creative project; project preparation (including group); solving test tasks and writing a modular test.

2.1.31. Topic 4. MEDIA TECHNOLOGIES IN THE EDUCATIONAL PROCESS OF THE MODERN PRIMARY SCHOOL

2.1.32. Purpose and expected results

Purpose: *to reveal the role of media educational technologies in activating the cognitive activity of primary school students; identify the positive and negative consequences of the use of media educational technologies; to reveal the didactic and educational potential of the media (interactivity, communicativeness, multimedia, individualization, etc.); to get acquainted with the rules of communication culture in the information society and methods of protection against possible negative influences in the process of mass communication.*

Expected results:

To substantiate the importance of media educational technologies in the organization of the educational process in primary school (KZ-1, FsK-1).

To structure information-didactic and psychological-pedagogical features of application of media-educational technologies during carrying out of multimedia lessons in elementary school (FsK-2).

Use media technologies and media resources in practical pedagogical activities, in accordance with the requirements of the Concept of the New Ukrainian School; opportunities for successful interpersonal interaction with management, colleagues, students and their parents; ability to work in a team, ability to cooperate, group and cooperative activities (FsK-4).

2.1.33. Criteria and forms of evaluation of learning outcomes on the topic "Media technologies in the educational process of modern primary school" (Table 4.1)

Table 4.1. Criteria for evaluating learning outcomes on the topic №4

Evaluation criteria	Quantitative and / or qualitative characteristics		
	High level -	Average -	Low level -
Ability to substantiate the essence of and content of technologies for organizing multimedia lessons in primary school; - to reveal the peculiarities of the application of media educational technologies in the structure of a multimedia lesson.	the student understands the essence and importance of technologies for organizing multimedia lessons in primary school; has a high level of technology for organizing multimedia lessons in primary school.	the student partially understands the essence and meaning of technologies for organizing multimedia lessons in primary school; has at the appropriate level the technology for organizing multimedia lessons in primary school.	the student has significant difficulties in understanding the technology of multimedia their lessons in primary school; the student is not very clear about the technology of organizing multimedia lessons in primary school.
The student is able to identify the advantages and disadvantages of a multimedia lesson, to choose adapted media technologies, to demonstrate the skills of applying methodological techniques in lessons in primary school.	High level - the student is able to independently determine the positive and negative aspects of a multimedia lesson;	Average - The student has some difficulty in determining the pros and cons of a multimedia lesson	Low level - the student has significant difficulties in determining the pros and cons of a multimedia lesson
Ability to use knowledge and practical skills in organizing and conducting media resources in the structure of a multimedia lesson.	5 - the task is completed completely, using a creative approach and the ability to apply the acquired skills in new conditions.	4 - the task is performed with minor errors using the acquired knowledge and applied skills.	3 - task performed with certain errors using the acquired knowledge and applied skills according to the given sample or algorithm.

Form of assessment of learning outcomes: modular control work, reports-presentations, test tasks.

2.1.34. Digital tools: online resources: Skype, Viber, Inspiration, Plickers, LinkedIn, Kahoot, Poodll, Facebook, Twitter, Instagram, GooglePlus.

2.1.35. Innovative learning technologies: (Multimedia Technologies), (Innovative Learning Technologies), problem-based learning, interactive technologies, (Project-based learning).

2.1.26.1. Lecture. 5.

Topic. Didactic potential of a multimedia lesson in primary school

Form of organization of the educational process: lecture-presentation

Purpose: to reveal the features of preparation and organization of multimedia lessons in primary school; describe the learning objectives, tasks and algorithm of the multimedia lesson; indicate the advantages and disadvantages of a multimedia lesson, and the specifics of using multimedia teaching aids; to get acquainted with the feedback technique and electronic media resources in a multimedia lesson, to determine their didactic potential.

Lecture plan

1. Features of the organization of multimedia lessons in primary school
2. Algorithm of multimedia lesson. Characteristics of the stages of the lesson
3. Advantages and disadvantages of a multimedia lesson
4. Feedback technique in a multimedia lesson
5. The use of electronic media in the structure of a multimedia lesson
6. Methods of using multimedia technologies

Key concepts: multimedia lesson, multimedia lesson algorithm, feedback technique, multimedia technologies.

Expected results:

know:

- Features of the organization of multimedia lessons in primary school;
- Multimedia lesson algorithm;
- characteristics of the stages of the lesson;
- Advantages and disadvantages of a multimedia lesson.

be able:

- organize multimedia lessons in primary school;
- implement the algorithm of a multimedia lesson;
- model the stages of the lesson;
- identify the advantages and disadvantages of a multimedia lesson.

2.1.26.2. Lecture 6.

Topic. The use of media formats in the educational process of primary school Form of organization of education - lecture-presentation with elements of discussion

Purpose: to obtain new information about the origin and essence of the term "media", to reveal the key characteristics of the media, to get acquainted with the classification of the media, To describe the characteristics and functions of the media.

Lecture plan

1. The origin and meaning of the term "media"
2. The media as a means and the main mechanism of influence on the formation of personality
3. Information space of the XXI century. The essence and characteristics of the media
4. Classification of types of information.
5. Characteristics and functions of the media
6. Advantages and dangers of the modern world of information.
7. False information, criteria and ways of its recognition.

Key concepts: information environment, information fund, statistical information, mass information, information of state bodies and local and regional self-government bodies, legal information, personal information, reference and encyclopedic information, sociological information, fake, mass media.

Expected results:

know:

- new information about media theories, the ability to classify and apply them in teaching;
be able:

to determine the leading characteristics of innovative forms of MEDIA to have critical thinking skills, basics of media literacy and the ability to work with different sources of information.

- identify the key functions of the media.

2.1.27.1. Practical lesson № 5.

Topic. Modeling the structure of the lesson with elements of media educational technologies

Form of organization of the educational process: a workshop with elements of project activities

Purpose: to describe the methodological features of preparation and organization of multimedia lessons in primary school; learn to select interactive exercises, tasks for the lesson, to think over the algorithm and content of the multimedia lesson; be able to identify the positive and negative aspects of a multimedia lesson, and develop skills in preparing and conducting non-standard lessons in primary school; to develop the ability to implement an integrated approach to the organization of education in primary school, in accordance with the requirements of the Concept of the new Ukrainian school; learn to use feedback techniques and electronic media resources in a multimedia lesson, to determine their educational potential; to form media educational competencies.

Plan

1. Methodical principles of media lesson design
2. Algorithm for preparing and conducting a media lesson
3. Selection of media educational technologies and media resources
4. Analysis of didactic possibilities of multimedia teaching aids
5. Feedback technique in a multimedia lesson

Key concepts: feedback, multimedia lesson, multimedia lesson algorithm, feedback technique, multimedia technologies, game lesson, research lesson, doodling.

Expected results:

- Forms of activation and growth of the level of creative potential of primary school students;
- Technologies of involvement in practical activities during the educational process;
- Methodical bases of designing a multimedia lesson;
- feedback techniques;
- Functionality of multimedia teaching aids.
- use multimedia teaching aids during the lesson;
- have various innovative multimedia technologies;
- use Internet resources;
- to study, generalize, apply in practice the advanced pedagogical experience.

Types of student activities:

Reproductive level: to name methodical receptions of the organization of a multimedia lesson in elementary school

Research level: find in information sources and describe the main media educational technologies and media resources.

Creative level: create an algorithm for a discussion on the topic: "Feedback technique in a multimedia lesson".

2.1.28. Topics of individual and group tasks

Mini projects (MP). Organizational and pedagogical strategies for the introduction of multimedia learning in the educational space of primary school.

Individual work (IP). Describe the tasks of media didactics in the context of the requirements of the Concept of the "New Ukrainian School"

Group work (GR). Develop a group project on one of the proposed topics:

1. Create an algorithm for discussion on the topic: "Advantages and dangers of the modern world of information."
2. Prepare an essay, an essay on "The media as a means and the main mechanism of influence on the formation of personality."

Individual work (IP). Describe the conditions that determine the process of forming public opinion. Give examples. Analyze them.

2.1.29. Tasks for independent work of students

Reproductive level: to name and characterize methodical methods of media didactics.

Research level: find in information sources and describe the main methods of media didactics.

Creative level:

Group work (GR). Prepare a case with didactic materials to construct the content, forms, methods and tools for teaching media literacy in primary school.

Questions for reflection:

1. Analyze the curriculum "Steps to Media Literacy" for secondary schools in grades 2-4 and the program of the propaedeutic course "Fundamentals of Media Literacy" for 8 (9) grade (35 hours) (2014).
2. Prepare an essay on the topic: "Formation of media competence of primary school students as an integral part of their preparation for effective interaction with modern information technology."

Individual work (IP). Didactic possibilities of multimedia teaching aids used in primary school lessons.

Form of evaluation of learning outcomes: preparation of a presentation on the topic; preparation of an abstract, report, essay; development of a creative project; project preparation (including group); solving test tasks and writing a modular test.

2.1.31. Topic 4. MEDIA TECHNOLOGIES IN THE EDUCATIONAL PROCESS OF THE MODERN PRIMARY SCHOOL

2.1.32. Purpose and expected results

Purpose: to know the features of the organization of media technologies in the educational process of primary school, information-didactic and psychological-pedagogical principles of media educational technologies in primary school, to have algorithms for using media technologies and the specifics of building multimedia lessons in primary school; be able to determine the learning objectives, tasks and algorithm of the multimedia lesson, in accordance with the selected technologies; to be guided in modern technologies of use of media resources during the organization of training in elementary school; be able to establish interaction between teacher and students, using feedback techniques, be able to rationally use innovative media technologies.

Expected results:

To substantiate the significance of the didactic potential of multimedia technologies in the creative work of the teacher and the peculiarities of their application in the educational process (KZ-1, FsK-1).

Structuring the content and structural elements of multimedia technologies in primary school in accordance with the requirements of the Concept of the "New Ukrainian School" (FSK-2).

To use knowledge and practical skills and abilities of organizing a multimedia lesson with the use of media technologies in the practice of primary school and pedagogical activities (IC).

2.1.33. Criteria and forms of evaluation of learning outcomes on the topic "Media technologies in the educational process of modern primary school" (Table 3.1)

Table 3.1. Criteria for evaluating learning outcomes on the topic №4

<i>Evaluation criteria</i>	<i>Quantitative and / or qualitative characteristics</i>		
	High level	Medium level	Low level
<p>Ability to substantiate the essence of the concept of "media technology";</p> <ul style="list-style-type: none"> -disclose the features of the organization of a multimedia lesson and the impact on the quality of the educational process; - be able to describe the leading concepts and approaches to the organization of a multimedia lesson in primary school; - to reveal the educational practice-oriented meaning (content) of the topic, to scientifically substantiate its essence; - to generalize regularities, principles, methods, receptions of the organization of non-standard forms of carrying out lessons in elementary school with use of media educational technologies. <p>Be able to substantiate the importance of the use of media educational technologies in the structure</p>	<p>the student knows the methods of preparation and organization of a multimedia lesson in the primary school;</p> <p>understands the need for informatization of education, focuses on the areas of application of media educational technologies during a multimedia lesson, is able to determine the leading goals, objectives, principles, multimedia lesson in primary school;</p> <p>understands the purpose of the structural elements of a multimedia lesson and has a method of conducting them.</p>	<p>the student partially knows the methods of organizing a multimedia lesson in primary school;</p> <p>understands the need for informatization of education, focuses on the areas of application of media educational technologies during a multimedia lesson;</p> <p>is aware of the need to informatize education;</p> <p>partially understands the purpose of the structural elements of a multimedia lesson and has a method of conducting them.</p>	<p>the student experiences significant difficulties in determining the essence of the methods of organizing a multimedia lesson in primary school, is aware of some facts of informatization of education, poorly versed in the structural components of a multimedia lesson;</p> <p>understands in some cases the purpose of the structural elements of a multimedia lesson and partially owns the method of conducting them.</p>

of a multimedia lesson.			
<p>bility to independently build a logical and structural scheme of preparation and conduct of a multimedia lesson;</p> <ul style="list-style-type: none"> - knows the interactive forms, principles and functions of a multimedia lesson, - is able to creatively apply media educational technologies in the educational process of primary education 	<p>High level - student independently builds a logical-structural scheme of preparation and conduct of a multimedia lesson; is able to creatively apply media educational technologies in the educational process of primary education at the appropriate level</p>	<p>Intermediate level - the student experiences some difficulties in constructing a logical-structural scheme of a multimedia lesson; With some difficulty he uses media educational technologies in the educational process of primary education.</p>	<p>Low level - a student at a low level is guided by the structure of a multimedia lesson; Poorly distinguishes and does not quite successfully apply media education technologies in the educational process of primary education.</p>
<p>Ability to apply knowledge and practical skills and abilities from the course in the educational process of primary school, in accordance with the Concept of the New Ukrainian School</p>	<p>5 - the task is performed by the student independently in accordance with the requirements and criteria with awareness of the results; independently determines the ways of integration of media educational technologies into the structure of a multimedia lesson-</p>	<p>4 - the task is performed with some errors, with awareness of the results; - partially identifies ways to integrate media education technologies into the structure of a multimedia lesson.</p>	<p>3 - the task is performed with significant errors, without full awareness of the results. - does not clearly define the ways of integration of media educational technologies in the structure of a multimedia lesson.</p>

Form of assessment of learning outcomes: presentation of the final results of individual and group activities of students: preparation of a presentation on the topic; preparation of an abstract, report, essay; development of a creative project; project preparation (including group).

2.1.34. Digital tools: Interactive media Education Spaces.

Programs for creating presentations and videos, media descriptors, pedagogical tools (Pedagogical Toolkit), e-mail, news, announcements, Internet calendar.

2.1.35. Innovative learning technologies: advanced learning, interactive technologies, multimedia resources. Online resources: Skype, Viber, Kahoot, Poodll, Facebook, Twitter, Instagram, Google Plus.

2.1.36.1. Lecture 7

Topic. Media threats and challenges in the educational space of modern primary school

Form of organization of educational activity: lecture-presentation with elements of advanced learning and multimedia technologies

The form of organization of the lesson is a lecture-presentation with elements of media educational technologies

Purpose: to reveal the educational potential of the media, to describe the essence and goals of media education in an innovative educational institution, to identify the leading forms, methods and technologies to describe the socio-cultural approach to education.

Lecture plan

1. Media as a means of education and upbringing
2. The essence and goals of media education
3. Leading forms, methods and technologies of media education in primary school
4. Methodical methods of media education
5. Socio-cultural approach to the media educational process
6. Selfimania - as a form of social communication or a psychological problem

Key concepts: media, education, socioculturalism, sociocultural space.

Expected results:

- media as a means of education and upbringing;
- the essence and goals of media education;
- leading forms, methods and technologies of media education in primary school;
- methodical methods of media education;
- basics of socio-cultural approach to the media educational process;
- The essence of selfie - as a form of social communication.
- to organize the leading forms, methods and technologies of media education in primary school;
- apply methodological techniques of media education;
- apply a socio-cultural approach to the media educational process;
- to analyze selfie - as a type of social communication or a psychological problem.

2.1. 36.2. Lecture 8.

Topic. Application of innovative techniques and game media technologies in the educational process of the new Ukrainian school

The form of organization of the educational process is a lecture-presentation with elements of blended learning.

Purpose: to acquaint with different types of educational activities aimed at creating media texts, to reveal the essence of the concept of media text and its types; show ways to use computer technology in primary school lessons; to reveal the peculiarities of the teacher's work with QR-codes and to demonstrate the possibilities of their use in the educational process of primary school; describe the process of creating mental maps as an interactive form of work in the classroom; to develop creative abilities, critical thinking, extraordinariness.

Lecture plan

1. The concept of media text and its types
2. The use of computer technology in primary school lessons (interactive computer flash game exercises, intellectually creative tasks)
3. QR-codes and possibilities of their use in the educational process of primary school
4. Creating mental maps as an interactive form of work in the classroom
5. Creolized texts and their types:
 - Comics
 - Book trailer
 - Photo collages
 - Poster
 - Interactive poster
 - Scribing
 - Poster
 - Interactive poster
 - Scribing
 - Virtual board
 - Virtual and interactive tours (thematic, bibliographic)
6. Effective models of online events

Key concepts: comics, book trailer, photo collages, poster, interactive poster, scribing, poster, interactive poster, scribing, virtual board, virtual and interactive tours.

Expected results:

- know different media texts and their types;
- to be guided in schemes of research of media texts;
- be able to use computer technology in primary school lessons (interactive computer flash game exercises, intellectually creative tasks);
- be able to work and create mental maps as interactive forms of work in the classroom;
- be able to work with different types of creolized texts.

2.1.37.1. Practical lesson № 6.

Topic. Media text analysis technologies (implementation of the content line "Exploring the media")

Form of organization of educational activity: workshop

Purpose: to get acquainted with the methods of the teacher's work with media texts; to reveal the features of information and didactic support of the teacher's activity on the use of media educational technologies in lessons in primary school; learn to work with creolized texts by performing practice-oriented exercises.

Plan

1. Technologies for working with creolized texts:
comics, book trailer, photo collages, poster, interactive poster, scribing, poster, interactive poster, scribing, virtual board, virtual and interactive tours (thematic, bibliographic).
 - writing annotations for a book (work) to the school newspaper,
 - almanac preparation of photographs, drawings, collages on literary topics
 - drawing a poster of literary events, book covers
 - creation of advertising products on the topic of reading a book
 - preparation of interactive comments on the work
 - creating blogs (blogs)

2. Technologies of analysis of media texts (implementation of the content line "Exploring the media")
3. Integration of media into school subjects
4. Analysis of the content lines of primary school subjects: media educational context
5. Specifics of application of media educational technologies in NUS (1 - 2 class)
6. Ways to integrate media education technologies and educational content of curricula for primary school.

Key concepts: collage, blog, integration, school newspaper, abstract, media texts, poster

Types of student activities:

Reproductive level: name the main types of media texts. Describe them.

Research level:

Describe the technology of working with creolized texts: comics, book trailer, photo collages, poster, interactive poster, scribing, poster, interactive poster, scribing, virtual board, virtual and interactive tours (thematic, bibliographic).

Creative level: create a group project on the topic: "Analysis of the content lines of primary school subjects"

"Creating mental maps as an interactive form of work in the classroom"

"Ways to integrate media education technologies and educational content of primary school curricula."

2.1.37.2. Practical lesson №7.

Topic. Technologies for creating and using multimedia resources in primary school lessons

Form of organization of educational activity: workshop

Purpose: to reveal the peculiarities of the use of media educational resources in primary school; describe ways to use innovative teaching methods and tools; to get acquainted with innovative methodical methods of media didactics in primary school lessons.

Plan

1. Features of the use of media educational resources in primary school
2. Methods of organizing training using media resources
3. The use of innovative media for teaching in primary school lessons
4. Characteristics of methodological techniques of media didactics.

Key concepts: animated crossword puzzles, animated pointers, media resources, techniques of media didactics.

Expected results:

- know the essence of media educational resources and their classification;
- to have the content of methods of organizing training with the use of media resources;
- to know the features of methodological techniques in media didactics of primary school.
- be able to use media educational resources in primary school;
- have the skills to organize the educational process using media resources;
- have the techniques to use innovative media for teaching in primary school lessons;
- use methodological techniques of media didactics in practice;
- organize communication with the use of media resources.

Types of student activities:

Reproductive level: to name and characterize methodical receptions, innovative technologies of media didactics.

Research level: find in information sources and describe the main methods of media didactics.

Creative level: create a group project "Methods of organizing education in primary school using media resources.".

2.1.38. Topics for individual and group tasks

Types of student activities

Reproductive level:

Prepare a dictionary-definition of key terms.

Creating mental maps as an interactive form of lesson work.

Research level:

Individual work (IP). Tasks for self-search

1. Using pedagogical literature, prove that the use of computer technology in primary school lessons (interactive computer flash game exercises, intellectually creative tasks) is an innovative phenomenon.

2. Discover the essence of QR-codes and the possibility of their use in the educational process of primary school.

3. Study the Internet and find different approaches to interpreting mental maps.

4. Answer the question: "A complex text formation in which verbal and nonverbal elements form one visual structural integrity is ???". Justify the answer.

Creative level:

Work in groups (GR)

1. Prepare guidelines for primary school teachers to create:

- electronic teacher's portfolio;
- educational multimedia presentation,
- media cases of the teacher.

Demonstrate the prepared samples

Create a group project on the topic: "My educational presentation"

Topics of abstracts, reports and messages Individual work (IP)

1. Feature of the presentation in PowerPoint - the presence of interactive computer graphics.

2. Didactic features of multimedia presentation.

3. Advantages and disadvantages of multimedia presentation in PowerPoint.

4. Classification, stages of creation and requirements for multimedia presentations.

5. Message on the topic "Electronic portfolio of the teacher - a web-based resource, a teacher's site."

6. Develop recommendations for the use of multimedia presentations in the lesson.

Individual work (IP)

1. Quality criteria of the electronic textbook. Characteristics of mixed (network) channels of information dissemination.

Mini projects (MP)

1. Pedagogical strategies for the introduction of multimedia learning in the educational space of primary school.

2. Wiki sites.

3. E-books.

Develop a group project on one of the proposed topics:

Group project (GP)

1. Create an algorithm for discussion on the topic: "Network etiquette:" for "and" against "Advantages and dangers of the modern information environment.
2. Prepare an essay, an essay on "Netiquette: what I know about it."

2.1.39. Tasks for independent work of students

Reproductive level:

- reproduce the leading terms of the course;
- create a glossary.

Research level:

Organization of methodical work with teachers and parents of schoolchildren

1. Interaction of teachers and parents in the introduction of media education: media education and counseling of parents, thematic competitions and exhibitions, organization of trainings, joint activities with children, production of newspapers, comics.
2. Involving the families of pupils in media education awakens the inner potential of "parenthood" ("not to be worse than others"), encourages joint creativity, helps to spend family leisure.

3. Interaction of family and teachers in the context of media problems.

Creative level:

Individual work (IP). Using the Blendspace service (<https://www.tes.com/lessons>), create a tool to create electronic support for a lesson, lesson or distance course.

Group project (GP). Prepare a group project:

Creative tasks for creating comics

Remember stories, fairy tales, legends from your childhood that have left a deep mark in your memory. Write down the main fragments of this story. Create your own comic book characters and pictures for it.

Group project (GP). Prepare a group project on one of the following topics:

1. Creolized text and its types.
2. Analysis of modern social advertising: achievements and challenges of today.
3. The essence of video games, their place in the entertainment industry and the education system
4. Didactic features of multimedia presentations

3. TASKS FOR FINAL CERTIFICATION

3.1. List of questions for final control

Block 1. Questions for self-examination and self-control

1. Describe the term "media"
2. Name the reasons for insufficient use of media resources in the educational process of primary school
3. To reveal the essence of media literacy and media competence? What is their difference?
4. Describe the essence of informatization of education
5. To reveal the meaning of media didactics
6. Describe the educational opportunities of modern media.
7. To reveal approaches to the classification of modern media resources.
8. Name the main functions of the media
9. Describe foreign experience in the development of media didactics.
10. Describe the main tasks of media education of the teacher
11. Describe the difference between education and media education
12. Explain the meaning of "media culture"
13. Name the main components of media didactics
14. Describe the electronic media and their role in the educational process
15. Describe ways to integrate media technology into traditional teaching
16. Discover the features of the use of media resources in the individualization of learning.
17. Name the psychological aspects of the use of digital media
18. Describe the basic principles of media selection
19. Describe the possibilities of using the media in the educational process of primary school.
20. Describe the role of the teacher in the light of informatization of the educational process
21. Describe the components of media competence of the teacher
22. Describe the structure of the teacher's readiness to use the media in the educational process of primary school
23. To reveal the essence of electronic media as modern educational tools
24. Name the conditions for the inclusion of modern media in the educational process
25. Describe the potential use of the Internet in primary school.

Block 2. Questions for the final control of knowledge

1. Discover the functional significance of media education technologies?
2. What is the essence of media didactics?
3. Describe the main tasks of media didactics at the present stage of educational development
4. Name the types of electronic media products for educational purposes?
5. Unleash the educational potential of Internet technologies
6. Describe e-learning tools
7. Forms and methods of working with video resources
8. What are the capabilities of digital media?
9. Pedagogical and psychological features of media use?
10. Describe the possibilities of using information and educational systems in the educational process of the New Ukrainian school?
11. Describe the nature and types of electronic educational publications.
12. Criteria for developing educational multimedia presentations?
13. How are e-learning publications used in the educational process of NUS?
14. Requirements for electronic textbooks for NUS?
15. Describe the structure of the content of the e-book?

16. Software requirements for e-learning publications?
17. Multimedia and its features
18. Why the use of multimedia helps to improve the effectiveness of education in primary school?
19. Name the functions of media education technologies in the educational process of primary school?
20. Types of multimedia presentations for primary school?
21. Describe the requirements for multimedia slides?
22. Characteristics of a multimedia lesson in primary school?
23. What principles should be followed when creating slide presentations?
24. Describe the process of using presentations at different stages of the lesson in primary school?
25. Suggest options for the use of multimedia technology in research work of students and teachers?
26. What are the components of the electronic educational and methodological complex?
27. What are the requirements for the creation of electronic educational and methodological complexes?
28. What should be considered when developing children's videos, cartoons?
29. What is a business video game, what are its features and components?
30. What is the purpose of video discussions in the educational process?

3.2. TEST TASKS (AVAILABLE)

3.3. ADDITIONAL CREATIVE TASKS (AVAILABLE)

1. Drawings for adults and children. Types of drawings (illustrations, cartoons, cartoons, comics). Comics - stories in pictures.
2. Cartoons and cartoons as carriers of certain information.
3. Creative work: "Read the picture" - defining the types of pictures and adding titles
4. Advertising - a way to inform the consumer, an element of concern.
5. The presence of advertising in all types of media (visual, audio, audiovisual, Internet).
6. The impact of advertising on human behavior (buy, eat, drink, watch, listen to our product). High-quality and low-quality advertising.
7. Practical work: "Analysis of the advertising product" - viewing the advertising product (video, postcard); identification of means of influencing a person (plot, color, sound, etc.).
8. Lesson-workshop "In an advertising agency".
9. Creating advertising (picture + slogan): choosing an object for advertising (proper nutrition, sports, books, etc.); analysis of the qualities of the object, which will help to create advertising; drawing up a plan;
10. Creating a plot: drawing; motivating slogan.
11. Prepare a case with didactic materials for constructing the content, forms, methods and means of teaching media literacy in primary school.
12. Analyze the curriculum "Steps to media literacy" for students of secondary schools 2-4 grades and the program of the propaedeutic course on the basics of media literacy for grade (35 hours).
13. Prepare an abstract (report, scientific report, essay) on one of the proposed topics:
14. "Formation of media competence of primary school students as an integral part of their preparation for effective interaction with modern information technologies."
15. "Didactic possibilities of multimedia teaching aids used in primary school lessons".

3.4. The procedure for final certification

Final evaluation and feedback.

CO1. Summative assessment according to the content module 1 (presentation of the results of independent work, approximate structure of the multimedia lesson in NUS, technological map "Media educational technologies in PS", test tasks, presentation of selected online resources for primary school, etc.) 10%.

CO2. Summative assessment according to the content module 2 (presentation of a group project using media educational resources of video games (simulations), presentations, defense of group projects using media educational resources on a certain topic, fragments of multimedia lessons in NUS (content lines), tasks using ICT method with media model of media didactic forms of teaching primary school students, presentation of the results of individual and independent work) 30%.

CO3. Individual creative task 10%.

Report and presentation 15%.

CO4:

test task / creative task with the use of media educational tools 35%

Total number - 100% (points).

4. List of recommended reading (including electronic resources).

Basic: (electronic resources).

1. Baryshpolets OT, Naidenova LA, Mironenko GV and others. Media culture of the individual: socio-psychological approach: a textbook. K.: Millennium, 2018. 440 p. [Electronic resource]. Access mode <http://mediaosvita.org.ua/book/mediakultura-osobystosti-sotsialn>
2. Parents, children and media: a guide to parental mediation / O. Volosheniuk, O. Mokroguz; For order. V. Ivanova, O. Volosheniuk. K.: ЦБПІ, АУПІ, 2017. 79 c.
3. The concept of media education in Ukraine (new edition) (2016) [Electronic resource]. Access mode: <https://ms.detector.media/mediaprosvita/> / [mediaosvita / kontsepsiya-vprovadzhennya-mediaosviti-v-ukraini-nova-redaktsiya](https://mediaosvita.org.ua/kontsepsiya-vprovadzhennya-mediaosviti-v-ukraini-nova-redaktsiya)
4. Media literacy and critical thinking in primary school: a guide for teachers / Bakka T., Goloshchapova V., Degtyareva G., Yevtushenko R., Ivanova I., Kramarovska S., Meleshchenko T, Shkrebets O. / Edited by Volosheniuk O. , Ivanova VK: TsVP, AP, 2017. 197 p. [Electronic resource]. Access mode <http://www.aup.com.ua/uploads/momg.pdf>
5. Litovchenko IV, Maksymenko SD, Boltivets SI Children on the Internet: How to teach security in the virtual world: a guide for parents. K.: Publishing House LLC Publishing House "Avanpost-Prim", 2010. 48 p. [Electronic resource]. Access mode: https://rvo-kolomak.ucoz.ua/Informatizazija/kijiv_star.pdf
6. Media literacy in lessons of social disciplines: a guide for teachers / ed. V. Ivanova, O. Volosheniuk, O. Mokroguza K. : Center for Free Press, Academy of the Ukrainian Press, 2016. 201 p.
7. Media education. Encyclopedia of Education / ed. VG Kremen. K.: Jurinkom Inter, 2008. S. 481-482.
8. Media education and media literacy: textbook / ed.-emphasis. VF Ivanov, OV Volosheniuk; edited by VV Rizun.K. : Center for Free Press, 2012. 352 p. [Electronic resource]. Access mode - <http://www.aup.com.ua/uploads/momg.pdf>
9. Practical media education: author's lessons: collection / ed.-emphasis. VF Ivanov, OV Volosheniuk; edited by VV Rizun. Kyiv: Academy. укр. Press, Free Press Center, 2013. 447 p.
10. Cherepovska N. Visual media culture of secondary school students. Kyiv, 2010. P. 112–125.
11. Chervinska I.B. Media didactics of primary school: concept and methodical instructions: methodical manual / handbook. Ivano-Frankivsk: NAIR Publishing House, 2019. 72 p.
12. Chervinska IB Media educational space of the mountain school: content and socio-cultural transformation. Mountain school of the Ukrainian Carpathians. Scientific professional publication on pedagogical sciences. 2018. №18. P.83-89. [Electronic resource]. Access mode - http://mountainschool.pu.if.ua/sites/default/files/Issue_18/19.pdf
13. Chervinska IB Tasks for independent and project work of students in the discipline "Media Didactics": a textbook. Ivano-Frankivsk, 2019. 48 p.
14. Sheibe S., Rogou F. Media literacy: a textbook for teachers / Cindy Sheibe, Face Rogou / Translated. from English S. Dyoma; in general. ed. V.F. Ivanov. K. : Free Press Center, Academy of the Ukrainian Press. 2014. 319 p.
15. Litostansky VV, Danylenko VI, Melezhik VP, Ivanova TV, Volosheniuk OV, Ivanov VF Steps to media literacy: A program for secondary schools 2 - 4 classes Institute of Innovative Technologies and Content of Education, Ministry of Education and Science of Ukraine, National Academy of Pedagogical Sciences of Ukraine, Academy of the

- Ukrainian Press. K .: AUP, TsVP, 2014. 28 p. [Electronic resource]. - Access mode - http://www.aup.com.ua/ml/progr_2_4.pdf
16. Media literacy in primary school: a guide for teachers / Volosheniuk OV, Ganyk OV, Goloshchapova VV, Degtyareva GA, Ivanova IB, Kozhanova A. Yu., Pisa G. Yu., Shkrebets OO, Yankovych OI / Edited by Voloshenyuk OV, Ivanova VF Kyiv: TsVP, AUP, 2018 234 p. [Electronic resource]. Access mode - http://www.aup.com.ua/uploads/Pochatkova_school_2018.pdf
17. On the National Informatization Program: Law of Ukraine: as amended in accordance with Law № 5463-VI of 16.10.2012, BBP, 2014, № 4, p. 152, vol. 61 // Bulletin of the Verkhovna Rada (VVR). 1998. № 27, vol. 181 [Electronic resource]. - Access mode: <https://zakon.rada.gov.ua/laws/show/74/98-%D0%B2%D1%80>
18. Thoman E., Jolls T. Literacy for the 21st Century: An Overview & Orientation Guide To Media Literacy Education. Center for Media Literacy. Tessa Jolls 2008. 87 p.
- 19.. Gonnet, J. (2001). Education aux medias: Les controversies fecondes. Paris: CNDP, Hachette, 144 p. [Electronic resource]. - Access mode: <https://www.degruyter.com/view/j/commun.2018.43.issue-4/commun-2017-0051/commun-2017-0051.xml>
20. .Literary reading. Program for secondary schools for grades 2-4 [Electronic resource]. - Access mode: http://www.mon.gov.ua/images/files/navchalni_programu/
21. Draw comics on sustainable development. [Electronic resource]. - Access mode: <http://esd.org.ua/sites/esd.org.ua/files/programs/comix.pdf>
22. Masterman, L. A rationale for Media

Auxiliary:

1. Law of Ukraine "On Education" (Vidomosti Verkhovnoi Rady (VVR), 2017, № 38-39, p.380). [Electronic resource]. Access mode: <http://zakon5.rada.gov.ua/laws/show/2145-19>
2. Law of Ukraine "On General Secondary Education". [Electronic resource]. Access mode: <http://mon.gov.ua/activity/education/zagalna-serednya/normativno-pravova-baza1.html>
3. New Ukrainian school. Conceptual principles of secondary school reform. [Electronic resource]. Access mode: <http://mon.gov.ua/%D0%9D%D0%BE%D0%B2%D0%B8%D0%BD%D0%B8%202016/12/05/konczepczyia.pdf>
4. New Ukrainian school: a guide for teachers / for general. ed. Bibik NMK: Pleiades Publishing House LLC, 2017. 206 p. [Electronic resource]. Access mode: <https://nus.org.ua/wp-content/uploads/2017/11/NUSH-poradnyk-dlya-vchytelya.pdf>
5. Professional standard "Primary school teacher of general secondary education" Electronic resource. Access mode - <http://education-ua.org/ua/tsifri-i-fakti/1230-profesijnij-standart-vchitel-pochatkovikh-klasiv-zakladu-zagalnoji-serednoji-osviti>
6. State standard of primary education Electronic resource. Access mode - <https://zakon.rada.gov.ua/laws/show/688-2019-%D0%BF>

Internet resources:

1. http://www.gomlab.com/ru/GMP_Introduction.html r.
2. <http://www.winamp.com>
3. <http://www.headbands.com/gspot/index.htm>

APPENDIX

Appendix 1

METHODOLOGICAL MATERIALS AND INSTRUCTIONS

Instructions for students:

1. To study the content of the Concept of introduction of media education in Ukraine, materials for the lecture, the list of the recommended literature. Identify the leading ideas and practical significance of the course.
2. To prepare an approximate model-scheme of the processed material, in accordance with the defined goals and objectives.
3. To check the mastery of the material of a particular topic, students are divided into mini-groups (according to the level of preparedness). Each group is given a specific task.
4. At the end of the work the answers of the group are listened to, which can be supplemented, corrected, clarified. The result of the lesson is drawing up a mental map: "I knew", "I learned", "I learned", "I want to learn".
5. Tools for working in a network environment: tools for working with electronic documents, tools for visualization, tools for research and retrieval, educational business video games; portfolio method; project method (Internet projects); media cases.
6. "Presentations on the fly". Students are given 10-20 minutes to find five images on the Internet that best illustrate the concept being studied this week. They should upload images, comment on them, and be prepared to share them with others.
7. To implement media education projects, it is necessary to have a sufficient level of software package Microsoft Office (Word, PowerPoint, Publisher), programs designed to create movies (Windows Movie Maker, Macromedia Flash, etc.).
8. It is necessary to have a high level of mastery of information retrieval tools of various types on the Internet, namely - the search for video, audiographic information, regulations, and so on.





Inna Chervinska
Scientific publication
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