

## ПЕДАГОГІКА

UDC 37:004.5/9-043.86 "477"  
DOI 10.24195/2414-4665-2025-4-11

**Kateryna Binytska,**  
Doctor of Pedagogical Sciences, Professor,  
Professor at the Department of Pedagogy,  
University of Bielsko-Biala,  
ul. Willowa 2, 43-309 Bielsko-Biala, Poland;  
Professor at the Department of Pedagogy,  
Khmelnitskyi Humanitarian-Pedagogical Academy,  
139, Proskurivskyi Podpillia Str., Khmelnytskyi, Ukraine,  
ORCID ID: <https://orcid.org/0000-0002-2111-5275>

**Iurii Shcherbiak,**  
Doctor of Pedagogical Sciences, Professor,  
Professor at the Department of Information and Sociocultural Activities,  
West Ukrainian National University,  
1, Lvivska Str., Ternopil, Ukraine;  
Professor at the Katolicka univerzita v Ružomberku Ružomberok,  
Žilinská cesta 1644/21, Ružomberok, Slovakia,  
ORCID ID: <https://orcid.org/0000-0002-5870-4188>

**Dmytro Kostenko,**  
Candidate of Pedagogical Sciences, Associate Professor,  
Assistant at the Department of Foreign Languages for Mathematical Faculties,  
Educational and Scientific Institute of Philology of Taras Shevchenko National University of Kyiv,  
14, Taras Shevchenko Boulevard, Kyiv, Ukraine,  
ORCID ID: <https://orcid.org/0000-0002-4030-2287>

**Marek Vrabe,**  
third (educational and scientific) level higher education student,  
West Ukrainian National University,  
1, Lvivska Str., Ternopil, Ukraine  
ORCID ID: <https://orcid.org/0009-0003-5904-3638>

### DEVELOPMENT OF MEDIA EDUCATION IN UKRAINE: CURRENT TRENDS AND RECOMMENDATIONS

*Identification of key trends in the development of media education in Ukraine will allow developing recommendations for improving the effectiveness of media education at different levels (at the state level – for the formation of a democratic society and the development of civil society) and at the level of the education system, in particular, the introduction of media education in the school system, higher education and postgraduate teacher education).*

*Aim: To develop and theoretically substantiate key trends in the development of media education in Ukraine.*

*The tasks of our research is to examine the leading trend in the development of media education in Ukraine, namely, to consider media literacy as a leading competence that requires critical thinking not only for individuals but also for the information sustainability of Ukrainian society as a whole.*

*Research methods: analysis of scientific sources and online resources on the development of media education; study of educational policy in Ukraine in peacetime and under martial law regarding the development of media education and media literacy; study of online resources of the Ministry of Education and Science of Ukraine, the Academy of Ukrainian Press, the Media Education and Media Literacy portal, and online learning platforms.*

*Research results: The peculiarities of media education development in Ukraine (2010–2025) are analysed and recommendations for the state level and the level of the education system are proposed, which will allow for the active development of media education in Ukraine. The issue of media education development in Ukraine in peacetime and in wartime is theoretically studied.*

*It is shown that the problem of media education development is a strategically important area for the development of education and educational policy of the state, because it is media education that promotes the development of critical thinking among citizens, and Ukrainian citizens play a leading role in the post-war recovery and development of the country. The theoretical analysis of the problem of media education development in Ukraine has made it possible to identify key trends, which include: integration of media literacy into the content of academic disciplines; digitalisation of education – the use of online resources, platforms and digital technologies in media education; information patriotism – countering disinformation and fakes; digital humanism – combining modern digital technologies with human values; the leading role of the state and public organisations in the development of media education; media education as a means of ensuring national security.*

**Key words:** trends, media education, development, Ukraine, critical thinking.

## **Introduction and the current state of the research problem.**

The relevance of studying the problems of trends in the development of media education in connection with the information revolution and the active development of new digital technologies, the introduction of innovative models of artificial intelligence, globalisation, as well as the problem of threats to information security and war in Ukraine. Therefore, the issue of developing media education and media literacy for teachers is becoming increasingly relevant in modern realities, and society's need to develop critical thinking is becoming more and more pronounced.

Media education in Ukraine is a comprehensive system of knowledge, skills and values aimed at shaping critical thinking and behaviour in the media space (Мудрак, 2023).

Today, scientific and pedagogical research is being conducted on the problems of media education development in Ukraine. For example, researcher Golovchenko G. studied the theoretical aspects of media education in Ukraine (Golovchenko, 2022).

In contemporary Ukrainian pedagogical science, media education issues are explored in the work of Murrock, E., Amulya, J., Druckman, M., and Liubyva, T., in which the authors examine the problem of countering state propaganda based on the results of a study of the impact of the Ukrainian media and information literacy programme (Murrock, Amulya, Druckman, Liubyva, 2018).

It is worth noting that contemporary Ukrainian scholars are actively studying the issue of implementing media education for different age groups. For example, researcher Pasitselska O. is studying the specifics of implementing digital media literacy among older adults in Ukraine (Pasitselska, 2024).

Scientists Chaika V., Kuzma I., Yankovych O., Binytska K., Pysarchuk O., Ivanova T., Falfushynska H. and Lyakhova have developed a media education technology that can be used in practice in preschool educational institutions (Schaika, Kuzma, Yankovych та ін., 2020). Research on the problems of training future teachers to use media education technologies is also important. In the article Training future specialists at universities in Ukraine and Poland to implement media education for preschoolers, the authors conducted a comparative analysis of Polish and Ukrainian experience in the professional training of future preschool education specialists (Янкович, Бініцька, Очертений, Кузьма, 2018).

At the same time, analysis of scientific works has shown that a comprehensive study of the development of media education in Ukraine in peacetime and wartime has not yet been carried out.

**Research methodology.** Our research is descriptive, as it reveals the development of media education in Ukraine. The study highlights key trends, circumstances that hinder the rapid implementation of media education and recommendations for improving the effectiveness of media education at different levels (at the state level – for the formation of a democratic society and the development of civil society) and at the level of the education system, in particular the introduction of media education in the school system, higher education and postgraduate teacher education).

The study covers two periods: I – 2010–2017 – the lower chronological boundary of the period dates back to 20 May 2010, when the Concept of Media Education Implementation was approved by the Presidium of the National Academy of Sciences of Ukraine; the upper boundary of the period was marked by the approval of the Updated Concept of Media Education Implementation by the Presidium of the National Academy of Sciences of Ukraine on 21 April 2016 (Найденова, Слюсаревський, 2016); II period 2017–2025 – 21 April 2016 – till now (01 February 2025) – adaptation and development of media education to current problems and situation in Ukraine, in particular to the challenges of hybrid warfare in the information and communication space of Ukraine and the impact on the consciousness of Ukrainians since 2014 and since 2022 of the formation of an effective media security system in the information sphere.

In addition, our research focuses on the following types of analysis: a) an attempt to understand the state's influence on the development of media education; b) analysis of scientific sources and websites and online resources of Ukrainian NGOs on the development of media education and media literacy.

Thus, **the task of our research** is to examine the leading trend in the development of media education in Ukraine, namely, to consider media literacy as a leading competence that requires critical thinking not only for individuals but also for the information sustainability of Ukrainian society as a whole.

To achieve this task, we used the following **research methods:** analysis of scientific sources and online resources on the development of media education; study of educational policy in Ukraine in peacetime and under martial law regarding the development of media education and media literacy; study of online resources of the Ministry of Education and Science of Ukraine, the Academy of Ukrainian Press, the Media Education and Media Literacy portal, and online learning platforms.

**Results.** It is worth noting that Ukraine is one of the few post-Soviet countries where not only the public sector but also the state is taking certain steps towards the development of media education (Дорош, 2017).

It is worth noting that the development of media education in Ukraine is one of the strategic measures of educational policy development. For example, President of Ukraine Volodymyr Zelenskyy during the All-Ukrainian Forum 'Ukraine 30. Culture, Media, Tourism' on 09 March 2021, drew attention to the need for media literacy lessons in schools to develop a conscious and critical attitude of students to the information they receive from various sources (Зеленський, 2021).

As we mentioned earlier, the development of media education is one of the priorities of state policy in the educational sphere, so the Ministry of Education and Science of Ukraine actively supports the development of media education. On the ministry's website <https://mon.gov.ua/searchresult?key=%D0%BC%D0%B5%D0%BE%D0%B4%D0%BD%D0%BE%D0%B0%D0%BC%D0%BE%D1%80%D1%82%D0%BE%D1%80%D0%BE%D1%82%D0%BA%D0%BE%D0%BC>, you can view materials on this topic for previous years (2021–2025). The results of this search for media education were as follows: 36 materials were found: 23 News, 2 Events, 11 Pages. The war has had a significant impact on the development of media education in Ukraine, as the website of the Ministry of Education and Science of Ukraine lists the following events (Медіаграмотність. МОН України. 2014–2015 pp.): for 2024: 18 November 2024. For the first time, IREX invites teachers of all subjects to participate in the nationwide project 'Study and Distinguish: Infomedia Literacy in Education'; 07 November 2024, the annual All-Ukrainian Media Literacy Lesson; 18 May 2024, a roundtable discussion 'Media Education in the Time of the Russian-Ukrainian War', online discussion 'Media Education on Fire: New Challenges – New Resources or How to Destroy Russian Propaganda'; For 2023: October 16, 2023 – the second national media literacy test; October 6, 2023 – All-Ukrainian lesson of unity: how not to fall for manipulations and stay united; September 05, 2023 – Media Creativity Contest 'The Magic of a Media Education Comic: Draw a sequel with your favourite characters!'; For 2022: 27 October 2022 online lecture 'How to become a Jedi on the information front', 29 August 2022 webinar on the development of a holistic system of care for the mental health of students and staff in higher education institutions, 30 August 2022 webinar 'Media Education through the Optics of War: Challenges and New Meanings'; 'War through Our Media Eyes': a media creativity competition for educators, pupils and students; Media Education in the Context of Military Operations', 29 April 2022; 'Media Education in the Context of Military Operations'.

The Ministry of Education and Science of Ukraine, together with the Academy of Ukrainian Press, invites teachers to participate in the development of lessons, exercises and methodological materials that integrate elements of media literacy; on 17–18 February 2022, Ukrainian schools joined the first All-Ukrainian Media Literacy Lesson. In total, over the past 3 years, the website has recorded 16 media literacy events. This does not even take into account the conferences, lectures and seminars that are sometimes organised for certain segments of society: students, academics, journalists, etc (Медіаграмотність. МОН України. 2014–2015 pp.).

An analysis of the website of the Ministry of Education and Science of Ukraine has confirmed that the Ministry supports the initiative of the President of Ukraine and is working to ensure that media literacy courses are included in basic educational programmes.

Thus, the development of media education in Ukraine is a strategically important area of the state's educational policy and is actively supported by state institutions at the highest level.

**Obstacles to the rapid implementation of media education in Ukraine.** In our opinion, it is important to focus on several problematic issues caused by both the specifics of media education and the realities of the Ukrainian education system when determining the trends in the development of media education in Ukraine at the present stage. The circumstances that hinder the rapid implementation of media education at all levels of education include:

– the existence of numerous, often mutually competitive concepts of media education and media literacy;

– the inertia of the education system, which at the level of functioning of the educational process inherited from the Soviet era insufficient attention to the development of critical thinking of students, especially when studying social science subjects;

– the risk of reducing media education in secondary and higher education to the study of the basics of journalism or the principles of political media criticism (due to the massive training of journalism and political science majors), which is far from being the only thing modern media education is limited to;

– the need to combine the study of traditional and new media, the latter of which have their characteristics and often represent completely different types of activity;

– the need to combine the knowledge, skills and abilities of students belonging to different traditional disciplines (computer science, Ukrainian and foreign languages, social studies, etc.);

– the rapid pace of development of new media and transformation of traditional media and consideration of their social role (Іщенко, 2015).

In the context of countering Russian aggression and the difficult economic situation, the full-scale implementation of media education is hampered by the lack of economic resources needed to train and retrain teachers, develop new curricula, programmes and teaching materials, and update existing ones. The lack of resources required for the full implementation of media education as a separate discipline prompts the search for other promising forms of its functioning in the education system (Іщенко, 2015). Therefore, we can identify a tendency to integrate elements of media education into existing subjects and courses, in particular, computer science, Ukrainian language and literature, and social studies. The prospects of such integration are also because in the future these elements can serve to prepare students for mastering a separate academic discipline, and these elements of media education can serve as an additional means of ensuring the connection of educational material with modern life, which is often lacking in Ukrainian education today.

**A retrospective analysis of the introduction of media education and media literacy into educational practice in Ukraine.** Independent Ukraine has its media education centres, and media education courses are included in the curricula of some Ukrainian higher education institutions. For example, in June 1999, the Academic Council of the Ivan Franko National University of Lviv established the Institute of Mass Information Ecology. Its founders view media ecology as a synthesis of philosophical academic and purely applied areas of work related to the neutralisation of pathogenic information flows. The Institute's website states that at the beginning of its activity, it launched 'research in the following three main areas: media philosophy (philosophical understanding of the impact of mass communication, in particular, media technology, on our psyche and culture), media criticism (analysis of media discourse for professionals), and media education (media education differs from journalism education in that it is aimed not only, or not so much, at training media business employees, but at stimulating the "psychological immunity" of the general public from those media). Media education is a kind of instruction on how to use the media). The research topics required an interdisciplinary approach and focused mainly on the training of media professionals (Інститут екології мас-медіа). Ten years later, in 2009, V.N. Karazin Kharkiv National University launched an experimental master's programme with the opening of a new Department of Media Communications. Media education courses are currently taught at the Tauride Institute of Humanities and Ecology, the Faculty of Publishing and Printing at the National Technical University of Ukraine 'KPI', etc.

Media education issues are the focus of attention of many departments and faculties where journalists are trained, as evidenced by conferences on current issues of media education, media education, and media competence held in 2009 at the Institute of Journalism of the Taras Shevchenko National University of Kyiv, the Faculties of Philology and Journalism of the V. G. Korolenko Poltava State Pedagogical University and the Lesya Ukrainka Volyn National University; a roundtable on media education technologies in the educational process at the I. V. Kuznetsov Institute of Journalism and Public Administration of the National University of Kyiv.

Since 2011, the pedagogical experience of training future media professionals has been transferred to the classroom and the system of teacher education in Ukraine. The impetus for the development of media education in Ukraine in 2010 was the development and adoption of the Concept for the Implementation of Media Education in Ukraine, which is an important component of the modernisation of education, contributing to the building of an information society in the country, the development of the knowledge economy, and the formation of civil society. The Concept is based on a study of the state of media culture in Ukraine and international experience in organising media education. The main provisions of the Concept correspond to the tasks formulated in the UNESCO Paris Agenda or 12 Recommendations for Media Education (22 June 2007) (UNESCO. Paris agenda or 12 recommendations for media education, 2007) and the

European Parliament resolution on media literacy in the digital world (16 December 2008) (European Parliament. Media literacy in a digital world, 2008).

In 2011, Ukraine launched regional experiments on the implementation of media education (МОН підтримує ініціативу Президента України..., 2021). In general, the experiment identified five stages: preparatory, conceptual and diagnostic, formative, generalising, and corrective.

In 2011, an all-Ukrainian experiment in media education was launched in Ukraine. This experimental stage was called the preparatory stage, which lasted from 2011 to 2016 and covered more than 40,000 students in 250 secondary schools in eight regions of Ukraine with various forms of school media education.

In 2017, the Ministry of Education and Science approved the all-Ukrainian media education experiment 'Standardisation of a cross-cutting social and psychological model for the mass introduction of media education into national pedagogical practice', which lasted from 2017 to 2022 (Міносвіти затвердило всеукраїнський експеримент з медіаосвіти на 2017–2022 роки, 2017).

It should be noted that both stages of the experiment are based on the Concept for the Implementation of Media Education in Ukraine, which was adopted in 2010 and updated in 2016 (Найденова, 2023).

Therefore, the main trend during the experiment, in our opinion, is the tendency towards cross-cutting, i.e. the introduction of media education elements following the components of the lifelong learning system (at all levels of the Ukrainian education system from pre-school education to postgraduate teacher education) in one form or another.

Today, information and digital competence have been included in the ten key competencies within the framework of the educational reform of the New Ukrainian School (2016). 'Information and digital competence involve the confidence and at the same time critical use of information and communication technologies to create, search, process, and exchange information at work, in public space, private communication, etc. It also includes information and media literacy skills. Currently, media literacy is a component of the Civic Education course for 10th-grade students and the Culture of Neighbourliness course for 1st-4th grade students. It is currently taught in the form of separate courses ('Fundamentals of Media Literacy', 'Steps to Media Literacy', 'Media Culture', 'Media Education') integrated into extracurricular (club) activities <https://www.radiosvoboda.org/a/news-mon-shkojari-vyvchajut-media-gramotnist/31218973.html>. To implement the State Standard of Basic General Secondary Education, a model educational programme for students in grades 5-9 has been developed, which provides for the introduction of the course 'Culture of Neighbourliness' from the 2022/2023 academic year.

Ukrainian educators and scholars are increasingly treating a teacher's media competence as one of the main pedagogical competencies. Therefore, from 2011 to 2025, we can observe a trend towards the institutionalisation of media education, which has led to the creation and functioning of NGOs and institutions that actively implement media education and media literacy projects in Ukrainian educational practice. In 2011–2025, the most prominent initiatives to introduce media

literacy into the educational process in Ukraine were teacher training projects of the Academy of Ukrainian Press, the All-Ukrainian Experiment in Media Education implemented by the Institute of Social and Political Psychology of the National Academy of Pedagogical Sciences of Ukraine, and the IREX project 'Study and Distinguish'. Thus, since 2011, the Ministry of Education and Science of Ukraine in partnership with the Academy of Ukrainian Press (a non-profit, non-governmental and independent organisation) has been implementing media education through forming and supporting a group of media educators for primary, secondary and higher education; preparation of educational publications for different audiences. In addition, in recent years, it has prepared and published manuals 'Fundamentals of Media Literacy: Teachers' Guide for Grade 8 (9). Lesson plans and notes; 'Media Literacy in Social Studies Lessons; 'Media literacy and critical thinking in social studies lessons; training modules: 'How to create a modern school newspaper?' online publications 'Teacher's Guide to Creating Student Newspapers "Press Ahead", "Introduction to News Literacy", etc. attracting international experience in implementing media education and media literacy.

Since 2011, we can observe a tendency to implement media education in the system of postgraduate teacher education. For example, teachers of regional institutes of postgraduate pedagogical education are constantly trained in Ukraine. Most of them later worked as regional coordinators for the implementation of media education and, accordingly, all IPPEs teach media education and media literacy in various forms.

Since 2018. The Ministry of Education and Science of Ukraine, in partnership with the International Research and Exchanges Council (IREC), the Academy of Ukrainian Press, and with the support of the US and UK Embassies, has been implementing the project 'Learn and Distinguish Info-Media Literacy'. Its goal is to teach students to critically perceive information, counteract manipulation, and realise the value of high-quality information in the context of school education.

In 2024, the project was implemented in all regional centres. The project involves 655 schools (655 principals, 3587 teachers), 25 IPEIs and 21 higher education institutions (1225 teachers and methodologists). The project's activities are aimed at developing critical information perception skills and integrating information and media literacy into the curriculum of schools, higher education institutions and VET institutions. The project develops educational materials for teachers of selected subjects (grades 8-10), conducts training and education for project-participating institutions (schools, VET institutions, pedagogical universities), and implements training on the prepared materials and updated curricula.

Since 2012, the Media Education and Media Literacy portal (Портал медіаосвіти та медіаграмотності) has been operating in Ukraine, where lesson models are the most popular among media literacy teachers. Detailed information is available on the website of the Academy of Ukrainian Press, which accumulates news from various local centres and helps to disseminate it through the portal, social media platforms and among a network of media educators (over 3,000 people) (Портал медіаосвіти та медіаграмотності).

Since 1 September 2018, a new State Standard of Primary Education has been applied in Ukraine, which for the first time contains a content line of media literacy, i.e. a student of the New Ukrainian School should acquire skills in perception, analysis, interpretation, critical evaluation of information in texts of various types and media texts (Voloshenyuk, Ivanova, Degtyareva, 2020).

During 2020–2025, one of the leading trends in education in Ukraine is the trend towards digitalisation, which is actively shaping the knowledge society, a balanced digital space, and the rapid development of advanced digital technologies for the informatisation of education. The trend towards digitalisation has fuelled the development of ICTs, and digital technologies in modern life are rapidly transforming into one of the most important elements for the development of media education. That is why online media education resources are now actively functioning and used in educational practice. Here are some examples: The online game on media education in Ukraine – 'Mediaznajko'. This game is part of a media literacy course for secondary school students, which allows them to learn more about the information/media field. Media education game for teenagers – 'Adventures of Literatus'. In this game, teenagers evaluate the authenticity and veracity of the information they come across, check it and find the truth. 'Media Driver is a navigator in the world of media. 'Portal on Media Education and Media Literacy for Teachers, where you can find lesson plans, lesson designs, lecture programmes, publications and presentations for teachers. Media Literacy for Educators course from the online platform Prometheus. During this course, teachers will be able to improve their knowledge of how media affects people, the psychological foundations of media literacy, and how to protect children from cyberbullying. Media literacy and digital skills courses on the EDERA platform: 'Personal Data Protection, This is Not Clickbait, Think Twice, Media Literacy Hours, Personal Data Protection, Very Verified: An Online Media Literacy Course. 'Media Literacy Course for Parents, which will help improve knowledge of how to protect children from fakes and teach them to recognise and think critically. The national online platform for digital literacy is 'DIY Education for All' and others.

**Trends in the development of media education in the context of war in Ukraine.** Following the full-scale invasion of Ukraine by Russian troops, the development of media education and media literacy has become a matter of national security. Enabling teachers and students, parents and society as a whole to recognise disinformation that divides society and to safely navigate the online space has become more important than ever. Therefore, we can identify a trend towards the development and implementation of media education and media literacy to ensure the national security of the country and each citizen in particular. Media education is traditionally seen as a separate area of pedagogical activity aimed at developing the necessary psychological knowledge in children to ensure healthy and developmental interaction with the modern information space. The result of media education is the formation of media literacy, which is the basis for the highest forms of reflective and creative media competence and media

culture in general. During the war years and post-war reconstruction of Ukraine, media education has become more important. On the one hand, media education of citizens is a key to ensuring information and psychological resilience and national security in times of hostile attacks in the information space – targeted lies (fakes) to undermine the moral and psychological resilience of the population and cohesion. On the other hand, understanding the mechanisms of information damage makes it possible to use media education tools to help restore the community. School media education is becoming part of the media education system. Media education should become a system of prevention of possible negative media influences on young people, such as distortion of ideas about the world, their bodies, and human relationships; formation of aggression and other undesirable forms of behaviour; delayed volitional development and spontaneity; destruction of thinking. Media education practices in a remote format stimulate the child's interaction with the family environment, and the organisation of extracurricular inter-school activities to promote children's creativity contributes to the restoration of the country as a whole (Найденова, 2023, p. 44).

According to L. Naidenova, the current trends in the development of media education during the war in Ukraine are:

– health-preserving trend, which was determined during the COVID-19 pandemic with forced distance education, which is the main one and retains its leading importance and receives additional content at the present stage of development; trauma awareness, that is, taking into account the reality of traumatic situations and stressful conditions and the corresponding restructuring of media consumption to maintain psychological well-being as a condition for the development of the country's human potential. This trend is the main one, as long as the war is ongoing, it increases combat capability, and the strength of mind is based on systematic work on one's stability and efficiency. Information security today is measured primarily by our health;

– Information patriotism is a trend that unites generations, emphasises that war makes it possible to feel united in the common opposition to the enemy for all Ukrainians, raises awareness of propaganda and manipulation, and reveals the nature of Russian disinformation and propaganda, strengthens worldview resilience against disinformation and information and psychological operations through strengthening identity and value self-regulation, emphasises the peripheral instrumental (rather than value) meaning of hatred, reduces feelings of helplessness and victimisation (feeling like a victim), and defines new emphases in the topic of active information security;

– Digital humanism is a trend that continues the digital transformation of Ukrainian society in counteracting all the temporary challenges faced by energy systems, restoring awareness of the value of humanity, mutual assistance and help that make it possible to achieve the unprecedented, and shows the subordinate role of digital technologies in serving humanity. Digital humanism and information patriotism balance each other, define new accents in the development of digital competencies, and correct the tendency of technical literacy to be disconnected from the development

of a critical worldview. Digitalisation remains a powerful global trend in human development, so this emphasis is very important for building our country's competitiveness in the post-war period (Найденова (а), 2023).

These trends complement and reinforce each other, determine the direction of media education development shortly and, in our opinion, will be important for the post-war recovery of Ukraine.

**Discussion.** Thus, by analyzing the development of media education in Ukraine, we can identify key trends, including the integration of media literacy into the content of educational disciplines; the digitalization of education—the use of online resources, platforms, and digital technologies in media education; informational patriotism – counteracting disinformation and fake news; digital humanism – combining modern digital technologies with human values; the leading role of the state and non-governmental organizations in the development of media education; and media education as a means of ensuring national security, particularly in times of war.

To illustrate the identified key trends in the development of media education in Ukraine, we utilized the capabilities of the GPT chatbot and generated a schematic diagram.

Having identified the key trends in the development of media education in Ukraine at the present stage, we can make the following recommendations for the state level and the level of the education system.

At the state level:

We recommend providing active state support and support for public initiatives in the development of media education. In particular, it is advisable to continue implementing media education courses, training, and online lectures for educators, parents, students, and all interested parties on the Diia. Osvita educational platform.



**Fig. 1. Key trends in the development of media education in Ukraine at the present stage**

**Source:** developed by the author and the illustration generated using the GPT-based AI platform.

We recommend not only the introduction of media education into the content of school disciplines, but it is also advisable, in our opinion, to consider the possibility of introducing media education, information security and digital hygiene as a mandatory component of curricula at all levels of education (from pre-school education to postgraduate teacher education) in Ukraine.

To strengthen the state's information security, we recommend developing strategies and concepts for countering disinformation and fakes.

We can formulate the following recommendations at the level of the education system:

Given the urgent problem of the lack of a unified methodology for teaching media education and media literacy, we recommend that scholars and practitioners, together with NGOs that have significant experience in this area, develop a methodological guide on the methodology of teaching media education for each level of education in Ukraine (from pre-school education to postgraduate teacher education).

To meet the need for competent teachers with media education competencies, we recommend that higher education institutions introduce the discipline of media education as a compulsory educational component at the level of pedagogical specialities. Academic staff should take mandatory media education courses as part of non-formal and informal education to improve their professional skills.

Institutes of Postgraduate Teacher Education should introduce mandatory courses, trainings, and seminars for teacher training in media education.

**Conclusions.** Thus, in the context of the urgency of digitalisation, information security and the threats of war in Ukraine, the development of media education is a strategically important area for the development of education and the state's educational policy, as media education promotes the development of critical thinking among citizens, and Ukrainian citizens play a leading role in the country's post-war recovery and development.

## BIBLIOGRAPHY

1. European Parliament. Media literacy in a digital world: European Parliament resolution of 16 December 2008 (2008/2129(INI)). URL: <https://op.europa.eu/en/publication-detail/-/publication/aa25676b-a98c-4f30-b813-698fa076d035/language-en> (дата звернення: 30.01.2025).
2. Golovchenko G. Media Education in Ukraine. *Annales Universitatis Mariae Curie-Skłodowska. Sectio J, Paedagogia-Psychologia*. 2022. Vol. 35, № 2. P. 209–220. DOI: 10.17951/j.2022.35.2.209-220.
3. Murrock E., Amulya J., Druckman M., Liubyva T. Winning the war on state-sponsored propaganda: Results from an impact study of a Ukrainian news media and information literacy programme. *Journal of Media Literacy Education*. 2018. Vol. 10(2). P. 53–85.
4. Pasitselska O. Frontline knowledge: Digital media literacy of older adults in Ukraine. *Media and Communication*. 2024. Vol. 12. Article 8277.
5. Schaika V., Kuzma I., Yankovych O. та ін. Media Education Technology at Preschool Educational Institutions. Proceedings of the 1st Symposium on Advances in Educational Technology (AET 2020). Vol. 2. P. 224–235. DOI: 10.5220/0010930300003364.
6. UNESCO. Paris agenda or 12 recommendations for media education. Paris, 2007. URL: [https://www.diplomatie.gouv.fr/IMG/pdf/Parisagendafin\\_en.pdf](https://www.diplomatie.gouv.fr/IMG/pdf/Parisagendafin_en.pdf) (дата звернення: 30.01.2025).
7. Дорош М. Що таке експеримент із медіаосвіти в Україні: 15 запитань та відповідей. 2017. URL: <https://ms.detector.media/mediaosvita/post/20202/2017-12-18-shcho-take-eksperiment-iz-mediaosvity-v-ukraini-15-zapitan-ta-vipovidey> (дата звернення: 06.02.2025).
8. Зеленський В. Виступ на Всеукраїнському форумі «Україна 30. Культура. Медіа. Туризм». 2021. URL: <https://www.youtube.com/watch?v=pBZkuzoXxIc&list=PLhhqIPdC-jhzozCMebgVua5tA3VfQu4s-S&index=4> (дата звернення: 06.02.2025).
9. Інститут екології мас-медіа. URL: <http://institutes.lnu.edu.ua/mediaeco/> (дата звернення: 06.02.2025).
10. Іщенко А. Ю. Медіаосвіта як чинник підвищення якості освіти та засіб протидії гуманітарній агресії: аналітична записка. *Серія «Гуманітарний розвиток»*. 2015. № 17. URL: <https://niss.gov.ua/doslidzhennya/gumanitarniy-rozvitok/mediaosvita-yak-chinnik-pidvischennya-yakosti-osviti-ta-zasib> (дата звернення: 06.02.2025).
11. Медіаграмотність. МОН України. 2014–2015 pp. URL: [https://mon.gov.ua/tag/mediagramotnist?&type=all&tag=mediagramotnist&date\\_from=2019-01-01&date\\_to=2025-01-01](https://mon.gov.ua/tag/mediagramotnist?&type=all&tag=mediagramotnist&date_from=2019-01-01&date_to=2025-01-01) (дата звернення: 06.02.2025).
12. Мудрак А. Медіаосвіта в Україні. 18.04.2023. URL: <https://truthfulreporting.org/importantly/mediaosvita-v-ukrainingi/> (дата звернення: 06.02.2025).
13. Медіаграмотність і критичне мислення в закладі дошкільної освіти : навч. посіб. / за ред. О. В. Волошенюк, В. Ф. Іванової, Г. А. Дегтярьової. Київ : Академія української преси. Центр вільної преси, 2020.
14. Міносвіті затвердило всеукраїнський експеримент з медіаосвіти на 2017–2022 роки. 2017. URL: <https://ms.detector.media/mediaosvita/post/19553/2017-08-30-minosvity-zatverdylo-vseukrainskyy-eksperiment-z-mediaosvity-na-2017-2022-roky/> (дата звернення: 30.01.2025).
15. МОН підтримує ініціативу Президента України щодо проведення уроків медіаграмотності в школах. 11 березня 2021. URL: <https://mon.gov.ua/news/mon-pidtrimue-initsiativu-prezidenta-ukraini-shchodo-provedennya-urokiv-mediamotnosti-v-shkolakh> (дата звернення: 30.01.2025).
16. Найденова Л. А. Медіаосвітні тренди 2023 – відповідь на виклики воєнного часу. URL: <https://mediaosvita.org.ua/2022/11/22/mediaosvitni-trendy-2023-vidpovid-na-vyklyky-voyennogo-chasu/> (дата звернення: 06.02.2025).
17. Найденова Л. А. Розвиток медіаосвіти в територіальній громаді: шляхи подолання психологічних наслідків війни: метод. рекомендації. Кропивницький: Імекс-ЛТД, 2023. 88 с.
18. Найденова Л. А., Слюсаревський М. (ред.). Концепція впровадження медіаосвіти в Україні (нова редакція). Київ, 2016. URL: <http://mediaosvita.org.ua/wp-content/uploads/2016/12/концепція-медіаосвіти.pdf> (дата звернення: 30.01.2025).
19. Портал медіаосвіти та медіаграмотності. URL: <https://www.aup.com.ua/mediaosv/portal-mediaosvita-ta-mediamotnist/> (дата звернення: 20.01.2025).
20. Янкович О., Біницька К., Очеретний В., Кузьма І. Підготовка майбутніх фахівців в університетах України та Польщі до реалізації медіаосвіти дошкільників. *Інформаційні технології і засоби навчання*. 2018. № 67(5). С. 264–276.

## REFERENCES

1. European Parliament. (2008). Media literacy in a digital world: European Parliament resolution of 16 December 2008 (2008/2129(INI)). Retrieved from <https://op.europa.eu/en/publication-detail/-/publication/aa25676ba98c-4f30-b813-698fa076d035/language-en> [in English].
2. Golovchenko, G. (2022). Media education in Ukraine. *Annales Universitatis Mariae Curie-Skłodowska. Sectio J, Paedagogia-Psychologia*, 35(2), 209–220. <https://doi.org/10.17951/j.2022.35.2.209-220> [in English].
3. Murrock, E., Amulya, J., Druckman, M., Liubyva, T. (2018). Winning the war on state-sponsored propaganda: Results from an impact study of a Ukrainian news media and information literacy programme. *Journal of Media Literacy Education*, 10(2), 53–85 [in English].
4. Pasitselska, O. (2024). Frontline knowledge: Digital media literacy of older adults in Ukraine. *Media and Communication*, 12, Article 8277 [in English].
5. Schaika, V., Kuzma, I., Yankovych, O., Binytska, K., Pysarchuk, O., Ivanova, T., Falfushynska, H., Liakhova, I. (2020). Media education technology at preschool educational institutions. In *Proceedings of the 1st Symposium on Advances in Educational Technology (AET 2020)*, Vol. 2 (pp. 224–235). <https://doi.org/10.5220/0010930300003364> [in English].
6. UNESCO. (2007). Paris agenda or 12 recommendations on media education. Paris: UNESCO [in English].
7. Dorosh, M. (2017). Shcho take eksperiment iz mediaosvity v Ukrainsi: 15 zapytan ta vidpovidei [What is a media education experiment in Ukraine: 15 questions and answers]. Retrieved from <https://ms.detector.media/mediaosvita/post/2020/2017-12-18-shcho-take-eksperiment-iz-mediaosvity-v-ukraini-15-zapytan-ta-vidpovidey/> [in Ukrainian].
8. Zelenskyi, V. (2021). Vystup na Vseukrainskomu forumi “Ukraina 30. Kultura. Media. Turyst” [Speech at the All-Ukrainian Forum “Ukraine 30. Culture. Media. Tourism”]. Retrieved from <https://www.youtube.com/watch?v=pBZku-zoXxIc> [in Ukrainian].
9. Instytut ekolohii mas-media [Institute of Mass Media Ecology]. (n.d.). Retrieved from <http://institutes.lnu.edu.ua/mediaeco/> [in Ukrainian].
10. Ishchenko, A. Yu. Mediaosvita yak chynnyk pidvyshchennia yakosti osvity ta zasib protydii humanitarnii ahresii: analitychna zapyska [Media education as a factor of improving education quality and a tool to counter humanitarian aggression: analytical note]. (2015). Retrieved from <https://niss.gov.ua/doslidzhennya/gumanitarniy-rozvitok/mediaosvita-yak-chinnik-pidvischennya-yakosti-osviti-ta-zasib> [in Ukrainian].
11. MON Ukrainy. (2014–2015). *Mediahramotnist'* (Media literacy). Retrieved February 6, 2025, from [https://mon.gov.ua/tag/mediagramotnist?&type=all&tag=media-gramotnist&date\\_from=2019-01-01&date\\_to=2025-01-01](https://mon.gov.ua/tag/mediagramotnist?&type=all&tag=media-gramotnist&date_from=2019-01-01&date_to=2025-01-01) [in Ukrainian].
12. Mediaosvita v Ukrainsi [Media education in Ukraine]. Mudrak A. 18.04.2023. (n.d.). Retrieved from <https://truthfulreporting.org/importantly/mediaosvita-v-ukrayini/> [in Ukrainian].
13. Media literacy and critical thinking in preschool educational institution (2020). Training manual. / Edited by O.V. Vološenyuk, V.F. Ivanova, H.A. Degtyareva Kyiv: The Academy of Ukrainian Press, Center for Free Press. [in Ukrainian].
14. Minosvity zatverdylo vseukrainskyi eksperiment z mediaosvity na 2017–2022 roky [Ministry of Education approved national experiment on media education for 2017–2022]. (2017). Retrieved from <https://ms.detector.media/mediaosvita/post/19553/> [in Ukrainian].
15. MON pidtrymue initsiatyvu Prezydenta Ukrainskoho provedennia urokiv mediagramotnosti v shkolakh [MoES supports the President's initiative to introduce media literacy lessons in schools]. (2015). Retrieved from <https://mon.gov.ua/news/mon-pidtrymue-initsiativu-prezidenta-ukraini-shchodo-provedennya-urokiv-mediagramotnosti-v-shkolakh> [in Ukrainian].
16. Naidenova, L. A. (2022). Mediaosvitni trendy 2023 – vidpovid na vyklyky vojennoho chasu [Media education trends 2023 – response to wartime challenges]. Retrieved from <https://mediaosvita.org.ua/2022/11/22/mediaosvitni-trendy-2023-vidpovid-na-vyklyky-voyennogo-chasu/> [in Ukrainian].
17. Naidenova, L. A. (2023). Rozvytok mediaosvity v terytorialnii hromadi: shliakhy podolannia psyholohichnykh naslidkiv viiny: metodychni rekomendatsii [Media education development in territorial communities: overcoming psychological consequences of war: methodological guidelines]. Kropyvnytskyi: Imeks-LTD [in Ukrainian].
18. Naidenova, L. A., Sliusarevskyi, M. (Eds.). (2016). Kontseptsia vprovadzhennia mediaosvity v Ukrainsi (nova redaktsiia) [Concept for the implementation of media education in Ukraine (new edition)]. Retrieved from <http://mediaosvita.org.ua/wp-content/uploads/2016/12/концепція-медиаосвіти.pdf> [in Ukrainian].
19. Portal mediaosvity ta mediagramotnosti [Portal of media education and media literacy]. (n.d.). Retrieved from <https://www.aup.com.ua/mediaosv/portal-mediaosvita-ta-mediagramotnist/> [in Ukrainian].
20. Yankovych, O., Binytska, K., Ocheretnyi, V., & Kuzma, I. (2018). Pidhotovka maibutnikh fakhivtsiv v universitetakh Ukrainsi ta Polshchi do realizatsii mediaosvity doshkolnykh [Training future specialists in Ukrainian and Polish universities for implementing media education in preschool]. *Information Technologies and Learning Tools*, 67(5), 264–276 [in Ukrainian].

Катерина Бініцька,

доктор педагогічних наук, професор,

професор кафедри педагогіки,

Університет в Белсько-Бялії,

бул. Вілова 2, Белсько-Бяла, Республіка Польща;

засідувач кафедри педагогіки,

Хмельницька гуманітарно-педагогічна академія,

бул. Проскурівського підпілля, 139, м. Хмельницький, Україна,

ORCID ID: <https://orcid.org/0000-0002-2111-5275>

**Юрій Щербяк,**  
доктор педагогічних наук, професор,  
професор кафедри інформаційної та соціокультурної діяльності,  
Західноукраїнський національний університет,  
бул. Львівська, 1, м. Тернопіль, Україна;  
професор Католицького університету в Ружомберку,  
Жілінська дорога 1644/21, м. Ружомберк, Словаччина  
ORCID ID: <https://orcid.org/0000-0002-5870-4188>

**Дмитро Костенко,**  
кандидат педагогічних наук, доцент,  
асистент кафедри іноземних мов математичних факультетів  
навчально-наукового інституту філології  
Київський національний університет імені Тараса Шевченка,  
бул. Тараса Шевченка, 14, м. Київ, Україна,  
ORCID ID <https://orcid.org/0000-0002-4030-2287>

**Марек Врабе,**  
студент третього (освітньо-наукового) рівня вищої освіти,  
Західноукраїнський національний університет,  
бул. Львівська, 1, м. Тернопіль, Україна,  
ORCID ID: <https://orcid.org/0009-0003-5904-3638>

## РОЗВИТОК МЕДІАОСВІТИ В УКРАЇНІ: СУЧАСНІ ТЕНДЕНЦІЇ ТА РЕКОМЕНДАЦІЇ

Визначення основних тенденцій розвитку медіаосвіти в Україні дозволить розробити рекомендації щодо підвищення ефективності медіаосвіти на різних рівнях (на державному рівні – для формування демократичного суспільства та розвитку громадянського суспільства) та на рівні освітньої системи, зокрема, впровадження медіаосвіти в шкільній системі, вищій освіті та післядипломній педагогічній освіті).

Мета: розробити та теоретично обґрунтувати ключові тенденції розвитку медіаосвіти в Україні.

Завданнями дослідження є вивчення провідної тенденції в розвитку медіаосвіти в Україні, а саме розгляд медіаграмотності як провідної компетентності, що вимагає критичного мислення не тільки від окремих осіб, а й для інформаційної стійкості українського суспільства загалом.

Методи дослідження: аналіз наукових джерел та інтернет-ресурсів з питань розвитку медіаосвіти; вивчення освітньої політики України в мирний час та в умовах воєнного стану щодо розвитку медіаосвіти та медіаграмотності; вивчення інтернет-ресурсів Міністерства освіти і науки України, Академії української преси, порталу «Медіаосвіта та медіаграмотність» та онлайн-платформ для навчання.

Результати дослідження: проаналізовано особливості розвитку медіаосвіти в Україні (2010–2025 рр.) та запропоновано рекомендації для державного рівня та рівня системи освіти, що дозволять забезпечити активний розвиток медіаосвіти в Україні.

Теоретично досліджено питання розвитку медіаосвіти в Україні в мирний та воєнний час. Показано, що проблема розвитку медіаосвіти є стратегічно важливою сферою для розвитку освіти та освітньої політики держави, оскільки саме медіаосвіта сприяє розвитку критичного мислення громадян, а громадяни України відіграють провідну роль у післявоєнному відновленні та розвитку країни. Теоретичний аналіз проблем розвитку медіаосвіти в Україні дозволив виявити ключові тенденції, до яких належать: інтеграція медіаграмотності в зміст навчальних дисциплін; цифровізація освіти – використання онлайн-ресурсів, платформ та цифрових технологій у медіаосвіті; інформаційний патріотизм – протидія дезінформації та фейкам; цифровий гуманізм – поєднання сучасних цифрових технологій з людськими цінностями; провідна роль держави та громадських організацій у розвитку медіаосвіти; медіаосвіта як засіб забезпечення національної безпеки.

**Ключові слова:** тенденції, медіаосвіта, розвиток, Україна, критичне мислення.

Дата надходження статті: 27.10.2025

Дата прийняття статті: 17.11.2025

Опубліковано: 30.12.2025