

institutions of higher education is the need to reform the existing concept of professional training of future specialists in the maritime industry, which is based on international standards.

The purpose of the study is to detail the requirements for the professional competence of future specialists in the management of ship technical systems and complexes and outline the direction of the theoretical foundations of the formation of the specified definition.

The study is based on the regulatory framework, which is oriented towards the effective functioning of the maritime industry and scientific developments that consider the concept of "professional competence" in the field of shipping. It is noted that in the context of the development of the domestic maritime industry, the professional competence of relevant specialists arouses the scientific interest of many researchers. We agree with the scientists' statement that the professional activity of marine industry specialists depends on the level of their professional training in a higher education institution.

A detailed analysis of the educational and professional program "Management of ship technical systems and complexes" from specialty 271 Maritime and inland water transport (under specialization 271.02 Management of ship technical systems and complexes) allowed us to certify the division of professionally important competencies into: general professional competencies, special (professional) competences and special selective competences. The text provides an extensive table of these competencies and emphasizes that they should be formed during the study of professionally oriented educational components.

We see the prospect of further research in the justification of the technology for the formation of professional competence of future specialists in the management of ship technical systems and complexes

Key words: specialists in the maritime industry; specialized higher education institutions; professional competence; educational and professional program; regulatory and legal framework.

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## BUILDING MEDIA LITERACY SKILLS FOR FUTURE JOURNALISTS: STRATEGIES TO ANALYZE FAKE NEWS AND RESIST DISINFORMATION

The advent of the digital age has ushered in an era of unparalleled access to information, transforming the way we engage with content. However, this transformative shift has also given rise to a concerning surge in fake news and disinformation. This article delves into the crucial role that educators play in preparing students to navigate this complex and information-saturated landscape.

Focusing on the principles of media literacy, our exploration revolves around the implementation of targeted teaching strategies. These strategies are designed to cultivate in students the essential skills of critical analysis, empowering them to sift through information with discernment. The emphasis lies on nurturing critical thinking skills, honing the ability to evaluate sources, employing effective fact-checking techniques, fostering cross-platform awareness, and fostering collaborative learning environments.

By leveraging real-world case studies and delving into an examination of cognitive biases, the article underscores the significance of these pedagogical strategies in equipping students to not only decipher the veracity of information but also to actively resist the allure of misinformation. The practical application of these strategies becomes evident in the context of empowering students to navigate the intricate web of online content with resilience.

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*The article concludes by delving into the realm of assessment methods, paving the way for a robust evaluation of students' media literacy proficiency. Furthermore, it extends its gaze towards future research directions, recognizing the evolving nature of media consumption and the constant morphing of the digital landscape. In a resounding call to action, the article advocates for the integration of media literacy into educational curricula, acknowledging it as a fundamental cornerstone for fostering informed, critically-thinking individuals poised to thrive in an ever-evolving informational milieu.*

*Key words: media literacy, future journalists, mass communication, critical thinking, communicative competence, foreign language acquisition, biases, teaching strategies, source evaluation, fact-checking techniques, cross-platform awareness, and collaborative learning.*

**The statement of the issue.** In the current epoch of civil society development, the imperatives of Ukraine's resilience against internal and external informational influences, the articulation of indigenous defensive strategies, and the navigation of a hybrid warfare context have assumed heightened significance. Given the intricacies of the contemporary global milieu, mass communication, journalism, and the proficiency of journalists play pivotal roles. The professional acumen of journalists is linked to the effective establishment of operational linkages among all societal components, collaboration between governmental, journalistic, and educational entities, as well as the holistic political, financial, economic, and cultural progression of the nation. The cultivation of a favorable perception of Ukraine in the international information sphere rests upon the journalistic proficiency that profoundly influences the realization of scientific, social, investment, and foreign policy prospects of the nation. Consequently, the inculcation of prospective journalists' aptitude in discerning misinformation, adeptly sourcing and scrutinizing information, engaging in critical thinking, and synthesizing original perspectives is indispensable. Notably, the cultivation of communicative competence in foreign languages among future journalists, within the context of existing realities, presents a formidable undertaking, necessitating the implementation of specific forms, methodologies, and technologies for foreign language acquisition.

Amidst the age of information proliferation, the discernment between trustworthy and deceptive information has emerged as an indispensable proficiency. The advent of the digital era has democratized information accessibility; however, the unfettered dissemination of content on online platforms has precipitated the widespread dissemination of misinformation and disinformation. Educators wield a crucial influence in cultivating the aptitude of the upcoming generation to navigate this complex terrain, nurturing critical thinking abilities and fostering media literacy skills. This article scrutinizes efficacious methodologies for instructing students in the scrutiny of misleading information, underscoring the significance of media literacy in cultivating a resilient and astute citizenry.

**The analysis of relevant research.** The concept of *media literacy*, defined as the ability to access, analyze, evaluate, and create media content across various platforms, is widely acknowledged in the field of media studies and education. This specific definition encapsulates the foundational principles discussed by numerous experts and educators in the field of media literacy (David Buckingham, Renee Hobbs, Douglas Rushkoff, Henry Jenkins, Sonia Livingstone, Howard Gardner, Olena Byndas, Inna Chemerys etc.). In the context of combating fake news, media literacy encompasses a set of critical thinking skills that enable individuals to navigate the vast sea of information and discern credible sources from misinformation. It involves understanding the mechanisms behind media production, recognizing biases, and interpreting messages in a way that goes beyond surface-level comprehension.

**The purpose of the article.** Drawing on the foundational principles of media literacy, we aim to present and elucidate effective teaching strategies tailored to foster critical thinking, refine source evaluation techniques, instill proficient fact-checking methodologies, enhance cross-platform awareness, and encourage collaborative learning.

Through a comprehensive examination of real-world case studies and an insightful analysis of cognitive biases, our objective is to underscore the pivotal nature of these pedagogical approaches in empowering students to resist the allure of misinformation actively.

**The body of the research.** In an era dominated by information overload and digital platforms, teaching students to navigate the complexities of media is crucial. According to Hobbs, critical media literacy is an essential skill that enables individuals to engage thoughtfully with the media landscape [1; 8].

Now, let us delve into specific strategies educators can employ to empower students in analyzing fake news and fortifying themselves against disinformation.

- Incorporating media literacy into the curriculum is fundamental. David Buckingham underlines, that creating dedicated lessons that address the identification of credible sources, fact-checking methodologies, and understanding bias in media reporting is crucial for fostering media literacy skills [3]. Equip students with the skills to evaluate information critically, encouraging a habit of cross-referencing facts across various sources.

- Engage students through interactive workshops and real-world case studies. According to Wineburg, exposing students to instances of misinformation and guiding them in dissecting the elements that make an article or post unreliable is a valuable teaching strategy [18]. Analyzing specific cases provides practical insights into recognizing common tactics employed by purveyors of fake news.

- Teach students to diversify their sources of information. In one of his works Jenkins highlights, that emphasizing the importance of consulting multiple outlets with different perspectives is essential for developing a more comprehensive understanding of a topic [9]. This not only broadens their knowledge base but also helps in identifying potential biases present in different media channels.

- Incorporate critical thinking exercises into the curriculum to stimulate students' analytical skills. Rendering to Paul and Elder, encouraging students to question the information they encounter, evaluating its reliability and relevance, is at the core of developing critical thinking skills [11]. Foster a classroom environment that values skepticism and inquiry, empowering students to challenge information that seems dubious.

- Acknowledge the digital landscape's influence on information dissemination. Tuchman notices that teaching students to recognize the signs of digitally manipulated content, fakes, and the impact of social media algorithms on the content they encounter is crucial for fostering media literacy in the digital age [16]. Provide practical guidance on navigating online spaces responsibly.

- Invite media professionals, fact-checkers, and experts to speak with students. According to Jenkins (2009), their insights can offer real-world perspectives on the challenges of combating misinformation. Q&A sessions can provide students with an opportunity to engage directly with those actively working to address fake news.

- Instill a sense of responsibility regarding the ethical use of information. Rendering to Martin, discussing the consequences of sharing misinformation and the role each individual plays in either perpetuating or combating fake news is vital for promoting ethical information practices [10]. Encourage a culture of ethical information sharing within the school community

In English for Specific Purposes (ESP) classes tailored for future journalists, integrating media literacy can be seamlessly woven into the curriculum. Assignments can be designed to include critical analysis of news articles, fact-checking exercises, and discussions on journalistic ethics. By incorporating media literacy into language learning, students not only enhance their English proficiency but also develop the analytical skills necessary for responsible journalism.

Engaging students in practical exercises is essential for reinforcing media literacy skills. Incorporate activities such as analyzing news reports, identifying potential biases, and fact-checking information. Encourage students to critically evaluate the language used in news articles, recognizing subtle nuances that may influence public perception. By immersing

students in real-world scenarios, they gain hands-on experience in navigating the challenges of media consumption and production.

As an example of a common activity, we can provide to our future journalists is such a sample as a work with *headlines* [2]. This analysis involves highlighting their stylistic features. To attract the reader's attention, the following tools are often used: *the play on words*, *cultural references* (*appeals to the socio-cultural and historical features of the country*), *alliteration*, *emphatic language* (*the use of emotionally coloured words*) and so-called "*newspaper neologisms*" or *tabloidese* [4, p. 8].

1. *Play on words*: "Vladimir Putin will use election to show war-weary Russia he's still calling the shots" [12] – this headline does contain a play on words or a clever use of language. The phrase "calling the shots" is an idiomatic expression, typically used to mean making decisions or being in control. In this context, it creates a double entendre, as it can be interpreted both literally, in the context of elections, and figuratively, in terms of political power and influence.

The use of "calling the shots" adds a layer of nuance to the statement, making the headline more engaging and thought provoking. This is an example of how language in headlines can be crafted to convey multiple meanings or evoke a certain response from the reader.

One more example: "A public health message for this flu season: please keep your snot to yourself" [6]. The play on words here is in the use of "snot," which is a colloquial term for nasal mucus, combined with the expression "keep to yourself," which is often used in a figurative sense to mean staying reserved or private.

In this case, the play on words adds a touch of humor to a public health message about preventing the spread of flu, making the message more engaging and memorable.

2. *Cultural references*: "Luke Littler was glorious in defeat, in a sport the snobs hate – what could be more British than that?" [17]. The use of "what could be more British than that?" implies an understanding of certain cultural traits or values associated with Britishness. In this case, the reference is likely to the admiration for resilience and sportsmanship even in the face of defeat, and the mention of a sport disliked by "snobs" suggests a certain anti-elitist or anti-establishment sentiment. This type of statement often relies on shared cultural knowledge and assumptions about British attitudes toward sports and class dynamics.

3. *Alliteration*: "Ava Anna Ada by Ali Millar review – at the end of the world" [7] exhibits *alliteration*. The repeated initial "A" sound in "Ava," "Anna," and "Ada" contributes to the use of alliteration. Alliteration is a literary device where consecutive words in a phrase or sentence begin with the same sound, and in this case, the repeated "A" sound creates a rhythmic and memorable quality to the title.

The headline "Unruly by David Mitchell review – a Horrible Histories with added swearing" also contains alliteration [13]. The repeated "H" sound in "Horrible Histories" and "added swearing" contributes to the use of alliteration. Alliteration is often used to create a rhythmic or melodic effect in language.

4. *Emphatic language*: the headline "Shocking' variation in energy rates paid by public sector" includes emphatic language [5]. The use of the word "shocking" conveys a strong and emotional reaction, emphasizing the surprising or unsettling nature of the observed variation in energy rates paid by the public sector. Emphatic language is employed to underscore the significance or impact of the information being presented.

5. *Tabloidese*: the given headline "The Royal Family's 'most compatible' couple named – and it's not Prince William and Kate" exhibits characteristics of tabloidese [14]:

1. *Quotation Marks for Emphasis*:

- The use of single quotation marks around "most compatible" is a common tabloidese technique to draw attention and emphasize a particular aspect of the story.

2. *Sensationalism and Intrigue*:

- The phrasing "most compatible" suggests an element of intrigue and creates a sense of a dramatic revelation, typical of tabloid-style headlines.

3. *Contrast and Controversy:*

- The mention of "it's not Prince William and Kate" introduces an element of contrast and potential controversy, which aligns with the tabloid style of creating tension or drama for reader interest.

4. *Personalization with "It's not":*

- The use of "it's not" adds a personal touch and makes the headline more conversational, another characteristic often found in tabloid-style writing.

The next task given to the students was to analyse the newspaper headline and define the language devices used to create eye-catching effect. Let us illustrate it with the following example.

"UK floods LIVE: Schoolchildren in dramatic rescue after minibus gets stuck in high water" [15] – employs several language devices to convey information in a concise and attention-grabbing manner:

1. *Hyperbole/Dramatic Language:*

- The use of "dramatic rescue" emphasizes the urgency and intensity of the situation, aiming to capture the reader's attention.

2. *Sensationalism:*

- The word "LIVE" suggests real-time updates, creating a sense of urgency and immediacy, which is a characteristic of sensationalist reporting.

3. *Specificity:*

- The inclusion of "Schoolchildren," "minibus," and "high water" provides specific details, enhancing the vividness of the reported event and helping to create a mental image for the reader.

4. *Conciseness:*

- The headline is concise and to the point, conveying key details efficiently. This is a common feature in headlines to capture the reader's interest quickly.

5. *Informativeness:*

- The headline provides information about the event, including the participants (schoolchildren), the vehicle (minibus), and the challenging situation (stuck in high water).

The examination of multiple articles pertaining to a singular event is regarded as a valuable and intellectually stimulating pedagogical exercise. Within this framework, students engage in the scrutiny of rhetorical elements, specifically the deployment of epithets, stylistic nuances employed in describing the protagonists involved in the depicted occurrence, and the methodologies utilized to captivate the reader's attention at the article's outset. This process illuminates for students the inherent divergence in the interpretations of the same event, elucidating the varying perspectives from which the motivations of the involved actors can be contemplated. Students gain a heightened understanding of the author's intended conclusion and the recommended actions for readers. This juncture opportunistically introduces the exploration of concepts such as bias, objectivity, subjectivity, factuality, and judgment. Commencing with students articulating their viewpoints concerning the objectivity and subjectivity inherent in contemporary mass media, subsequent group discussions prompt the composition of definitions for the terms "objective" and "subjective," followed by validation against definitions found in terminological dictionaries. The subsequent phase entails the perusal of concise English-language articles, prompting students to delineate facts and judgments using distinct color-coding, quantify their respective occurrences, and consequently discern the author's proclivity towards objectivity or subjectivity. This methodical approach enables students to differentiate between factual information and evaluative assertions, as well as discern between preconceived notions and objectivity. Simultaneously, this instructional strategy not only enhances foreign language communicative competence but also directly contributes to the augmentation of professional knowledge and the refinement of pertinent professional skills.

The visual component is also often crucial when a publication is fighting for the reader's attention. Therefore, it is important to understand the peculiarities of using photos in different formats, the specificity of layout (text-air), types of covers (cover-word, cover-photo, cover-picture, etc.). Thus, it is possible to offer various types of educational tasks, for example, the selection of illustrations and photos for an article, the development of one's own cover for a magazine, etc. But the most important thing is that students should understand that only by carrying out any form of both educational and professional work with interest and desire, they will be able to achieve success in the future. After all, their profession is special, since journalism is the "fourth power", it allows to change society, broadcast their own worldview values, gives them the opportunity to open doors to places where not everyone is allowed to enter.

**Conclusions.** In conclusion, the article underscores the pivotal role of media literacy in shaping the future journalists of our digital age. As we navigate the complexities of an information-rich world, the ability to critically analyze, discern, and resist misinformation becomes a fundamental skill. The strategies outlined, ranging from integrating media literacy into curricula to engaging students with real-world case studies, aim to empower the upcoming generation with the tools needed for responsible journalism.

The analysis of basic research and publications reaffirms the consensus within the academic community on the significance of media literacy. Acknowledging the works of renowned experts in the field, the article emphasizes that media literacy extends beyond mere comprehension, encompassing critical thinking, source evaluation, and an understanding of biases. It acts as a shield against the rising tide of misinformation, equipping future journalists with the ability to navigate the intricate web of media landscape.

Furthermore, the article sheds light on the importance of language devices in journalistic writing. From alliteration to cultural references, each device plays a role in capturing the reader's attention and conveying information effectively. By immersing students in practical exercises, educators can reinforce these skills and cultivate a generation of journalists who not only excel in language proficiency but also excel in analyzing and producing content responsibly.

As we face the challenges of the digital era, the article concludes with a call to action – the integration of media literacy into educational curricula. It emphasizes the need for collaboration between educators, media professionals, and fact-checkers to create an environment where critical thinking and ethical information practices flourish. In doing so, we pave the way for a resilient and astute citizenry and ensure the continued progression of the journalistic profession in an ever-evolving media landscape.

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## ФОРМУВАННЯ НАВИЧОК МЕДІАГРАМОТНОСТІ МАЙБУТНІХ ЖУРНАЛІСТІВ: СТРАТЕГІЇ АНАЛІЗУ ФЕЙКОВИХ НОВИН ТА ПРОТИДІЇ ДЕЗІНФОРМАЦІЇ

Настання цифрової ери започаткувало еру безперешкодного доступу до інформації, змінивши наш спосіб роботи з контентом. Однак цей трансформаційний зсув також спричинив тривожний сплеск фейкових новин і дезінформації. У цій статті розглянуто вирішальну роль, яку відіграють викладачі в підготовці студентів до орієнтування в цьому складному та насиченому інформацією ландшафті.

Зосереджуючись на принципах медіаграмотності, наше дослідження присвячено впровадженню цільових стратегій навчання. Ці стратегії розроблено для того, щоб розвивати в студентів основні навички критичного аналізу, надаючи їм змогу проникливо просіювати інформацію. Акцент зроблено на вихованні навичок критичного мислення, відточуванні здатності оцінювати джерела, застосуванні ефективних методів перевірки фактів, сприянні міжплатформній обізнаності та сприянню спільному навчальному середовищу.

Використовуючи приклади з реального світу та заглиблюючись у дослідження когнітивних упереджень, у статті підкреслено важливість цих педагогічних стратегій

у навчанні студентів не лише розшифровувати правдивість інформації, а й активно протистояти дезінформації. Практичне застосування цих стратегій стає очевидним у контексті розширення можливостей студентів для стійкої навігації в заплутаній мережі онлайн-вмісту.

Стаття завершується заглибленням у сферу методів оцінювання, прокладаючи шлях до надійного оцінювання рівня медіаграмотності студентів. Крім того вона розширює погляд на майбутні напрямки досліджень, визнаючи еволюцію медіаспоживання та постійну трансформацію цифрового ландшафту. У гучному заклик до дії ця стаття виступає за інтеграцію медіаграмотності в навчальні програми, визнаючи її фундаментальним наріжним каменем у вихованні інформованих, критично мислячих осіб, готових жити й працювати в інформаційному середовищі, що постійно змінюється.

Ключові слова: медіаграмотність, майбутні журналісти, масова комунікація, критичне мислення, комунікативна компетентність, оволодіння іноземною мовою, упередження, стратегії навчання, оцінка джерела, методи перевірки фактів, кросплатформна обізнаність та навчання у співпраці.

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## ПРОФЕСІЙНА ПІДГОТОВКА МАЙБУТНІХ ФАХІВЦІВ ФІЗИЧНОЇ КУЛЬТУРИ І СПОРТУ ЯК ПСИХОЛОГО-ПЕДАГОГІЧНА ПРОБЛЕМА

У статті проаналізовано теоретичні основи професійної підготовки майбутніх фахівців у сфері фізичної культури та спорту. Особливу увагу приділено потребі адаптації навчальних програм до сучасних вимог і тенденцій у цій галузі, а також врахуванню специфіки фізичного розвитку та потреб сучасного спортивного ринку.

Розкрито ключові компоненти ефективної системи освіти, необхідної для підготовки кваліфікованих тренерів, інструкторів та інших спеціалістів у цій сфері. Значну увагу приділено інноваційним методам навчання, що включають інтеграцію теоретичних знань із практичними навичками, а також застосуванню сучасних технологій у процесі навчання. Акцентовано на важливості розвитку в майбутніх фахівців комунікативних навичок, критичного мислення, а також здатності до самостійного пошуку та аналізу інформації. Виокремлено роль міждисциплінарного підходу в освіті, який об'єднує знання з різних наукових галузей, як-от: фізіологія, психологія, педагогіка та управління у сфері спорту. Цей підхід сприяє формуванню глибокого розуміння всіх аспектів фізичної культури та спорту, а також забезпечує більш комплексну підготовку спеціалістів.

Особливу увагу приділено аналізу викликів і перспектив, що стоять перед системою освіти у сфері фізичної культури. Зокрема обговорюються питання адаптації освітніх програм до швидко змінюваних умов сучасного спортивного світу, вимог до здоров'я та безпеки, а також до особливостей соціально-економічного контексту. Надано рекомендації щодо вдосконалення процесу навчання та підвищення ефективності підготовки майбутніх фахівців у цій важливій та динамічній галузі. Увагу акцентовано на потребі безперервного оновлення навчальних курсів, заохочення до дослідницької роботи та залучення студентів до активної участі у професійних спортивних і наукових заходах.

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