DEVELOPING GLOBAL COMPETENCE THROUGH MEDIA LITERACY

T. Anoshkova
National Technical University of Ukraine "I. Sikorsky Kyiv Polytechnic Institute"

Today more and more undergraduate students experience the influence of globalization in communicating with other cultures, sharing similar problems with other nations, trying to become a part of the international labour market. Facing the demand of the modern world schools and colleges around the world started integrating global aspects into their curricula.

Needless to say, such highly developed countries as the USA, Great Britain, Japan and others have already understood the significance of global education and have launched a series of programs to train globally competent specialists [7, p. 154]. Both the UN and the OECD (Organization for Economic Co-operation and Development) prioritized education for global citizenship and global competence in recent years [4, p. 4]. And in 2018 as a part of PISA (Programme for International Student Assessment) there was launched a new assessment of global competence evaluating 15-year-old students.

The purpose of this article is to understand a significant role that global competence plays in the upbringing of new generation and to study media literacy as one of the components of global education.

Global competence is a set of knowledge, skills, attitudes and values which help to bring up a professional who can investigate issues of local, global and cultural significance; recognize, understand and appreciate other points of view; maintain successful cooperation with members of other cultures; and take action for sustainable development of the local and global society [4, p. 12].

It has already been set that global skills include intercultural awareness, cross-cultural communication, critical thinking, creativity, leadership and independence [3, p. 5]. However in the last few decades the forms of communication have significantly changed. While television remained the most often used media for Millennials at the beginning of 2000s [6, p. 2], nowadays new forms of digital and virtual media are playing an increasingly predominant role. Despite the fact that modern generation has used digital means of communication from birth, there is an obvious lack of basic digital and critical media literacy skills. Students always struggle with finding valid information sources, differentiating bias and support the argument with/by evidence. [6, p. 17].

Taking into account the immense role information technologies play in our life today, the scholars have broadened the list of knowledge and skills necessary for a globally competent individual and in their recent research works added media literacy as one of the key components of a global competence framework [2, 4, 5].

It is clear that the main idea of global competence is to learn to collaborate, to understand and appreciate different views and to work together towards the shared goal of global sustainability and well-being. Our smartphones and the Internet access give us an opportunity to communicate different people throughout the world, to learn different culture and language, to understand other mindset and views [2, p. 10]. However, it is not always like this in real life.

In recent years, social networks have become a welcoming environment for "fake" news, cyber-bullying, as well as the social and political conflicts and tensions which strongly influence politics, culture, and society in the contemporary global arena [2]. At the same time, contrary to traditional media sources, such as television and printing, where every channel and every newspaper have their owners who state the policy, social media

gives an access to the free flow of accurate information needed to solve global issues. Thus, media literacy is the key to differentiating between propaganda and trust-worthy information [4, p. 10-11] in order to understand the outside influence and to make better decisions.

The most common definition of media literacy states that it is the ability to decode, evaluate, analyze and produce both print and electronic media [1, p. 79]. This means that teaching media literacy we teach our students not only to study different views and make connections using critical thinking, but also to develop their own authentic information messages satisfying the intended goal.

Therefore, media literacy combines all the aspects which education for global competence promotes. It teaches how to develop cultural awareness and respectful interaction in a diverse society. Information technologies brought a labour market to an international level, making it possible to live in one country while working for another country. It helps to promote sustainable lifestyles, human rights, gender equality, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development [5, p. 5]. And, finally, its main goal is to teach how to use media sources effectively and responsibly.

Having conducted a research we can conclude that media literacy became an integral part of global competence. However, further development of informational technologies will bring new challenges for our societies and will add new aspects to the already existing studies of global competence.

References:
1. Aufderheide P. Media Literacy: a report of the national leadership conference on media literacy / Aufderheide. – Aspen: CO: Aspen Institute, 1993.
2. Funk S. S. Promoting Global Competencies Through Media Literacy [Електронний ресурс] / Steven Funk. – 2018. – Режим доступу до ресурсу: https://www.academia.edu/35338243/Promoting_Global_Competencies_Through_Media_Literacy.
3. Global Competence & National Needs. One million Americans studying abroad – Washington DC: Abraham Lincoln Study Abroad Fellowship Program, 2005. – 117 c.
4. Jackson A. Teaching for Global Competence in a Rapidly Changing World / A. Jackson, A. Schleicher., 2018. – 36 c.
5. Ramos G. Preparing Our Youth for an Inclusive and Sustainable World: The OECD PISA global competence framework / G. Ramos, A. Schleicher., 2018. – 63 c.
6. Walkosz B. J. Global/Local: Media Literacy for the Global Village / B. J. Walkosz, T. Jolls, M. A. Sund. // International Media Literacy Research Forum. – 2008. – 24 c.
7. Westbrook N. Media Literacy Pedagogy: critical and new/twenty-first-century literacies instruction / Nalova Westbrook. // E-learning and Digital Media. – 2011. – №8. – C. 154–164.