

# The Impact of Media Culture on Future Professionals' Training

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## Abstract

The relevance of the research is substantiated by the fact that the information society can be addressed as a stage in the modern civilization formation, which is characterized by the increasing role of knowledge, information, as well as information processing technologies. The number of people employed in the information sphere is growing steadily. The information products and information services are gaining additional shares in the market. It is specifically the prerequisites for a future specialist to have high media and cultural competence to tackle current challenges. The research aims to ascertain experimentally the pedagogical conditions for media culture formation and its impact on future professionals' training. The study was conducted using such tools as questionnaires and testing. Diagnosis of cognitive interest (according to N. Kuzmina's scale), the scale for assessing students' operational skills (according to M. Chobitko), Pearson's criterion (chi-square). In the experimental group, only 1.9% of students at the control stage of the experiment corresponded to the low level of media culture according to the cognitive criterion, while in the control group there were 18.4% of students. However, in the experimental group at the control stage of the experiment more than 61% of respondents yielded a high level of media culture according to the cognitive criterion. That said, in the experimental group only 1.9% respondents at the control stage of the experiment corresponded to a low level of media culture according to the cognitive criterion. The obtained results give grounds to argue that media culture formation has a positive effect on the future professionals' training. This is due to the fact that media culture is underlying the general professional competence of the XXI century specialist. The enhancement of the students training through the use of new information and Internet technologies has all chances to be one of the prospects for further research in the relative to the issue addressed.

**Keywords:** media culture, professional competence, professional education, higher education

## 1. Introduction

The relevance of the research topic owes to the complexity and controversy of the shift to a new value-based system of information civilization. Media culture is an integral component of present-day competence, which every professional has to familiarize oneself with. In Ukraine, this has been exacerbated by recent intense social transformations. Currently, numerous projects of the educational system testify not so much to the education advancement but rather to its deep crisis (Wang et al., 2017).

In view of the fact that significance of the service sector grows at a new civilization stage, the role of the information environment created by the media as a component of media culture is gaining importance. From this perspective, it

stands to reason that only in the information society, media culture comes to the forefront (Konevchshynska, 2016).

Currently, the macroworld of media culture comprises an everyday existential context of self-determination. It acquires high significance, directing the process of individual personalized formation into the space of problematic connection of media-cultural messages and human subjective nature. The variety of orientation stories in reality is determined by the awareness of the initial individual involvement in the world of media, that is in itself a man-made dynamic structure. This encourages the elaboration of value categories, meaningful attitudes of individual existence as factors of self-construction of the individual in the modern socio-cultural situation (Sokolova, 2018).

Becoming part of the media culture is both a practice and a condition for adequate mastery of the challenging area of human existence. The philosophical meaning of media culture is to some extent clarified by the metaphorical idea of a man as a complex information process. It offsets the body's internal environment and the external environment by information exchange, which gives every ground to interpret media culture as a natural manifestation of human existence. Media culture has its ontological roots in the actual life of man, which is being unfolded in the human performance, behavior, and communication as the main forms of human activity. All of the above forms that underlie the reproduction and development of entire components of the human world are indirectly or directly depicted in media culture (Poplavskyi, 2019).

Media culture has organically absorbed the features of literature, theater, music, fine arts, and in many cases encompasses a fairly wide range of action. Possessing a broad scale of opportunities for the development of the human personality, its emotional and intellectual sphere, the media contribute to the formation of an independent modern worldview (Shytyk & Akimova, 2020). Media education is aimed at expanding and enriching the spiritual world of a person, to prepare him or her for life in a versatile information environment via communication through technical means (Marín, Tur & Challinor, 2018).

Media education relates to learning how media texts are created and disseminated, and with developing analytical skills to interpret and evaluate their content, whereas the study of media is usually associated with practical work at creating the media texts. Both media education and media studies are aimed at achieving the goals of media literacy. A media literate person has a well-developed ability to perceive, analyze, evaluate and create media texts. Such a person is able to grasp the socio-cultural and political context of functioning of the media in the modern world, code and representation systems employed by the media (Kruty et al., 2019).

When it comes to studying certain subjects, it is advisable, alongside with achieving the educational goals of each of them, to ensure the achievement of media educational goals. In fact, media education integrated into academic disciplines (both humanities and sciences) has its own features due to the specifics of the research object. In its turn, the research object is characterized not only by its own subject area, but also by its own purpose of influencing the individual who is engaged in communicative interaction with it (Jordan, 2019).

The authoritarian role of the teacher tends to change in the new conditions. The activities of a teacher who fails to fully perceive audiovisual information and work with it, or a teacher that does not have a good command of the media education methods, will not meet modern requirements (Gumenyuk et al., 2021). The role of the student is also changing, who instead of being a passive listener becomes an independent learner, able to use the means of information that are available to him. When it comes to the information and communication flows, students must learn to navigate in those; be able to efficiently perceive, understand and analyze them, have a notion of the mechanisms and consequences of influencing those who make use of them (Goldingay, Epstein & Taylor, 2018).

The purpose of the article is experimental ascertaining of pedagogical conditions for the formation of media culture and its impact on the future professionals' training.

The objectives of the study arise out of the abovementioned goal, in particular:

1. To experimentally ascertain the effectiveness of pedagogical conditions for the formation of university students' media culture.
2. To ascertain the pattern between the formation of high mediacultural competence and the success of future professionals' professional training.

## **2. Literature Review**

A great number of domestic and foreign scholars addressed the formation of media culture among contemporary university students. In pedagogical science, the issue of media culture itself arises against the background of social pedagogy development and requires a specific consideration. Currently, computer and internet technologies occupy

one of the most important places in everyone's life, especially in the students' lives, as they devote a lot of time to cyberspace. That is why many modern educators, psychologists and sociologists pay attention to the problems of socialization, considering it against the background of elaborating new information and communication technologies. Yashchuk (2021) deals with the issue of media cultural competence formation in future primary school teachers. The author examines the impact of the revised educational program on the professional competencies formation. Levishchenko's work (2021) is devoted to the issue of methodological principles of media education. The formation of media competencies among philology students is considered by the author.

The Presidium of the National Academy of Pedagogical Sciences of Ukraine in its resolution dated April 21, 2016 identified the main priorities for the development of media education (MediaSapiens, 2016). The study conducted by Anderson and Mack (2019) focuses on digital storytelling as an effective means of media education. It was noted by the researchers that at the current stage of development of the information educational environment, an important issue of forming the media culture of future professionals came to the foreground. According to the authors, media culture is an essential component of the specialist's general corporate culture, and therefore is a component of their professional competence. The mission of forming media culture as a competence of a future specialist is a relevant task set for the higher educational institutions. In his article, Wheeler (2018) raises the question of transforming the way of conveying educational information under the comprehensive influence of public information and digital development. It is held by the researcher that media culture plays an important role in this process. Currently, possessing media competencies is not only an indispensable feature, but also a prerequisite for career advancement. According to Wardale (2020), the formation of media culture plays a key role. The author considers the modern possibilities of Internet technologies in the context of forming an effective system of training future professionals. To that point, in the field of education, the development of effective means of using IT is not possible without the formation of a sustainable media culture among university students. Thus, Eaton et al. (2021) consider the use of social networks and messengers by students for educational purposes. The researchers were particularly interested in the use of Facebook. Goldingay, Epstein and Taylor (2018) investigated the simulation of students' practical activities by using network technologies. Gott, Bauer and Long (2019) explored the specific qualities that a student leader should possess today. Furthermore, Vasilendiuc and Sutu (2021) devoted their research to the media skills of modern person.

In Ukrainian and foreign scientific literature, the issues stated in the research topic do not yet have a long history and stable research tradition. The four basic concepts that determined the content of the research (philosophy of education, media education, media culture, information society) have got into the limelight of theoretical discourse only in recent decades. The conducted analysis of pedagogical theory and practice revealed certain contradictions between:

- the demand of the modern information society on citizens who have a good command of media culture and an insufficient level of this competence formation in the university graduates;
- the higher educational institutions face the goal of forming students' media culture in the absence of theoretical and experimental justification of pedagogical conditions that provide an effective solution to this problem.

### **3. Methods**

#### *3.1 Research Design*

Both quantitative and qualitative indicators underlie the effectiveness of this study, its determination and evaluation. In the process of pedagogical experiment, they are observed and measured, and afterwards compared and analyzed. Further, the interpretation of the data obtained is provided. A resulting assessment of the experiment effectiveness is provided thereafter. The study was conducted in three stages:

Stage I of the experiment (2020) is ascertaining. Experimental work at this stage included:

- determining the process of students' of media culture formation;
- analysis of factors that may convey the effectiveness of media cultural competencies' formation;
- preparation for conducting the study.

Stage II of the pedagogical experiment (December 2020 – September 2021) is formative. At the formative stage, the scope of the experimental work included:

- introduction of pedagogical conditions for students' media and cultural competencies formation;

- monitoring the course of the pedagogical experiment using such a tool as questionnaires;
- analysis and processing of the results obtained during the experiment;
- summarizing the results of the pedagogical experiment.

Stage III of the pedagogical experiment (November 2021) is final. The scope of this experiment stage included systematization and generalization of experimental work results, articulation of research conclusions.

The overriding limitations of the study are the ultimate number of respondents who would meet the conditions of the sample; conducting the survey among students of one university, which, in turn, does not distort the results reliability because the sample is formed in such a way as to cover all the layers of students studying in the average institution of higher learning in Ukraine.

### 3.2 Sample

The study drew heavily on the provisions of integrative, culturological approaches, which determined the pedagogical conditions elaboration for the formation of general cultural competence of future professionals in the economic field. The basis of the formative experiment was the Kyiv National Economic University named after Vadym Hetman. The experimental group included 100 students, the control group – also 100 students. A comparative study into the competence of media culture formation results was conducted during 2 years. Students of the following departments took part in the experimental work: the Department of Marketing, the Department of International Relations, the Institute of Information Technologies in Economics. Such a sample makes it possible to address the objective influence of media culture on the training of specialists. The survey was conducted online. Respondents were selected by a drawing of lots. All respondents were instructed beforehand as for the need to answer the survey questions honestly and unbiased. All respondents agreed to use the test results to write research papers.

### 3.3 Methods

1. To determine the importance of different activities aimed at obtaining novel information, respondents from the experimental and control groups were asked to rank ten statements. The respondents were asked to score the activities, assessing from 1 to 10. The statements proposed to respondents are presented in Figure 1 in the "Results" section.
2. Questionnaires, surveys, interviews (the purpose thereof is to identify the motives for the study of information technology disciplines, the degree of their importance for the process of forming media culture competence). Diagnosis of cognitive interest (according to the scale of N. Kuzmina). Scale for assessing students' operational skills (according to M. Chobitko).
3. The method of ranking significant professional qualities of the future specialist, which are formed in the process of mastering media culture competence (the goal thereof is to identify priority areas for selecting professional qualities important for mastering a high level of media culture competence).
4. Quantitative data obtained from the study were verified using the chi-square test, which was determined by the formula:

$$\chi^2 = \sum \frac{(\text{Empirical} - \text{Theoretical})^2}{\text{Theoretical}}, \quad (1)$$

where Empirical and Theoretical – the frequency of the compared samples (Plomp, 2020).

The task was to check whether the obtained empirical data differ from the theoretical ones equally probable. The null hypothesis (H0) was that the frequencies were distributed evenly, ie the frequency was distributed evenly between members of the experimental and control groups. An alternative hypothesis (H1) was that the differences between the two distributions were quite significant and conditioned by the influence of an independent variable that is related to the research hypothesis. An alternative hypothesis can be accepted if  $\chi^2_{\text{empirical}} > \chi^2_{\text{critical}}$ .

5. The formula for calculating the degrees of freedom:

$$v = (R - 1) * (C - 1), \quad (2)$$

where v – the number of degrees of freedom, R – the number of rows in the summary table of the empirical frequency distribution, C – the number of columns in this table.

3.4 Instruments

Google Forms were used for the survey. Data entry and processing was performed utilizing the software product "Microsoft Excel" and "SPSS Statistics 18.0". All data are provided in relative values (% of the number of respondents).

4. Results

The conducted diagnostics made it possible to conclude that currently students pay enough attention to the information resources of the Internet. Contemporary young people must have the skills to work with information published online. At the same time, students rarely use the interactive capabilities of the Internet in order to realize their creative potential. Further, the mean value was calculated in all groups for each statement (Figure 1).

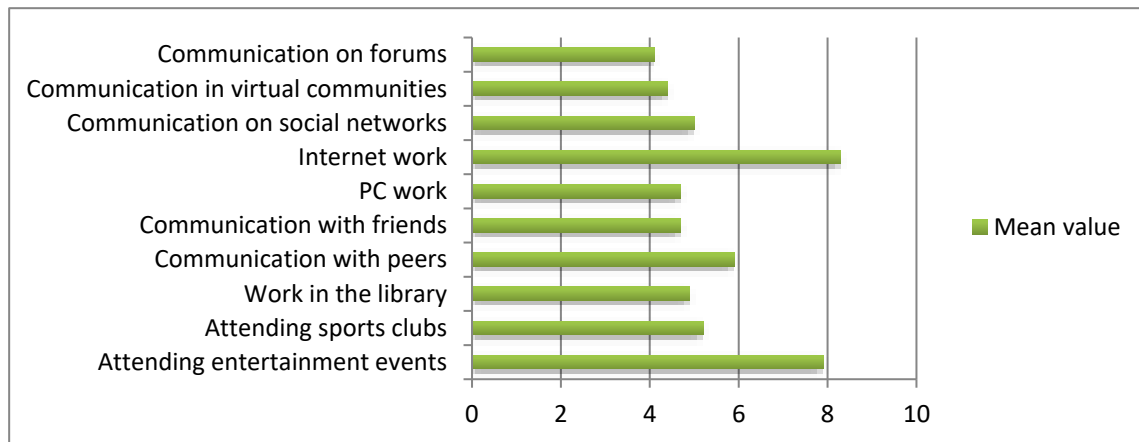


Figure 1. The Significance of Different Activities to Obtain New Information (Mean Value) Among Students

Source: Compiled by the authors based on the study findings

The results of the diagnosis allow concluding that for students the most important activity to obtain new information is to work on the Internet. This confirms the assumption that the Internet is the most appealing and popular factor in socialization among young people.

The study of the formation level of media culture was based on three criteria. The following is a dynamics analysis of the university students' media culture levels according to the motivational and value criterion (Table 1).

Table 1. The Results of the Study of University Students' Media Culture Level Formation on the Motivational and Value Criterion at the Ascertaining and Control Stages of the Research

Levels	Ascertaining stage		Control stage	
	Experimental group (EG) (%)	Control group (CG) (%)	Experimental group (EG) (%)	Control group (CG) (%)
Creative	13,5	16,3	36,5	18,4
Productive	46,1	46,9	59,7	53,1
Adaptive	40,4	36,8	3,8	28,5
Total	100	100	100	100

Source: Compiled by the authors based on the study findings

Hence, in the experimental group at the control stage of the experiment more than 61% of students had a high level of media culture according to the cognitive criterion (in the control group – one third of the respondents). However, in the experimental group only 1.9% of students at the control stage of the experiment corresponded to a low level of media culture according to the cognitive criterion, while in the control group the value was 18.4%.

The analysis showed that the knowledge quality of students of the experimental group at the control stage of the

experiment was higher in terms of knowledge of the basics, mechanisms and features of information retrieval and communication activities compared to the control group. Furthermore, it is evident that the indicators of cognitive criterion in the experimental group at the control stage have grown in comparison with the ascertaining stage of the experiment. Thus, 61.5% of students in the experimental group (based on the results of experiment) show awareness of the need for critical rethinking, correct interpretation, evaluation of the information reliability; have a well-established system of criteria for assessing the quality of information; are aware of the mechanisms of educational communication on the Internet.

The validity of the study findings and ascertaining the hypothesis of increasing the level of media culture according to the cognitive criterion was tested using the bilateral chi-square test (Table 2).

**Table 2.** Summary Table of Empirical Frequency Distribution (Motivational-Value Criterion)

Respondents groups	Creative level	Productive level	Adaptive level	Total
Experimental	19	31	2	52
Control	9	26	14	49
Total	28	57	16	S=101

Source: Compiled by the authors based on the study findings

Further, a table of theoretical frequencies was compiled. The specific values are provided in Table 3.

**Table 3.** Distribution of Theoretical Frequencies (Motivational-Value Criterion)

Respondents groups	Creative level	Productive level	Adaptive level	Total
Experimental	14,4	29,3	8,2	52
Control	13,6	27,7	7,8	49
Total	28	57	16	S=101

Source: Compiled by the authors based on the study findings

Table 4 presents the estimated value of the chi-square criterion.

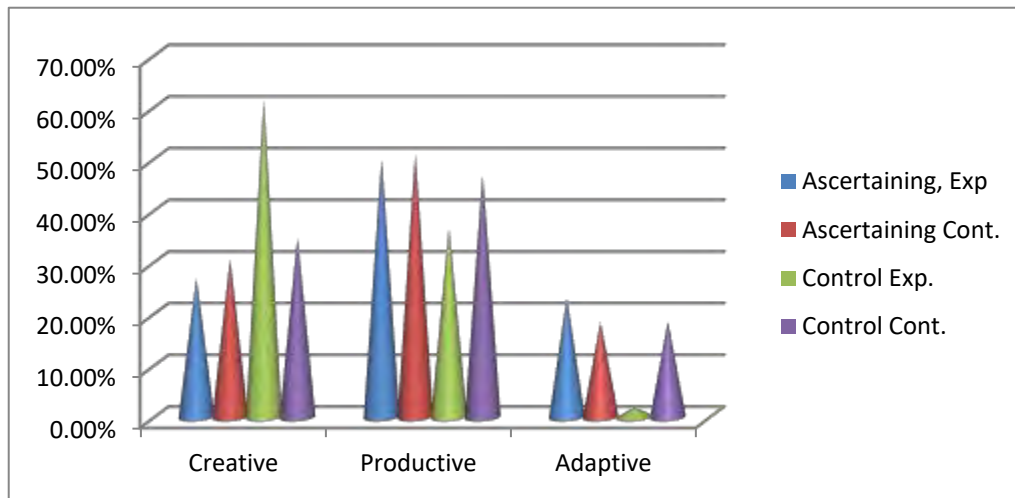
**Table 4.** Calculation of  $\chi^2$  Value (Motivational and Value Criterion)

Category 1	Category 2	Empirical (E)	Theoretical (T)	(E- T) <sup>2</sup> /T
Exp. group	Creative	19	14,4	1,47
	Productive	31	29,3	0,10
	Adaptive	2	8,2	4,69
Cont. group	Creative	9	13,6	1,56
	Productive	26	27,7	0,10
	Adaptive	14	7,8	4,93
				$\Sigma = 12,85$

Source: Compiled by the authors based on the study findings

Since the obtained value  $\chi^2_{\text{empirical}} (12,85) > \chi^2_{\text{critical}} (9,2)$  we can reject the null hypothesis. It can be argued that the introduction of the developed system of pedagogical conditions in the process of forming future professionals' the media culture is of help in increasing the level of student achievement according to the motivational and value criterion.

Further follows the analysis of the levels dynamics of future professionals' media culture according to the cognitive criterion. The results are presented below in the form of a diagram (Figure 2).



**Figure 2.** The Results of the Study of Media Culture Formation Level (Cognitive Criterion)

Source: Compiled by the authors based on the study findings

So, in the experimental group at the control stage of the experiment, more than 61% of respondents had a high level of media culture according to cognitive criterion. However, in the experimental group only 1.9% of respondents at the control stage of the experiment corresponded to a low level of media culture according to cognitive criteria.

The conducted analysis showed that the quality of knowledge of students of the experimental group at the control stage of the experiment was higher in terms of knowledge of the basics, mechanisms and features of information retrieval and communication activities compared to the control group. Besides, it is evident that the indicators of cognitive criteria in the experimental group at the control stage in comparison with the ascertaining stage of the experiment have gained the values. Hence, 61.5% of respondents in the experimental group (based on the results of experimental work) recognize the need for critical rethinking, correct interpretation, evaluation of the information credibility; have a well-formed system of criteria for assessing the quality of information; realize the mechanisms of educational communication on the Internet. The validity of the study results and ascertaining of the hypothesis about increasing the level of media culture by cognitive criterion will be tested using the chi-square test. Table 5 below presents the estimated value of the chi-square criterion.

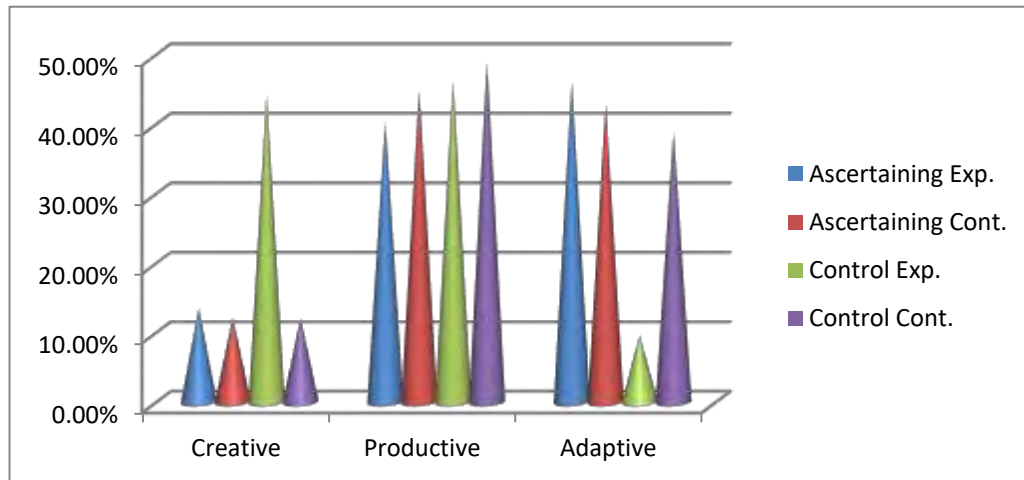
**Table 5.** Calculation of the Value of  $\chi^2$  (Cognitive Criterion)

Category 1	Category 2	Empirical (E)	Theoretical (T)	(E- T) <sup>2</sup> /T
<b>Exp. group</b>	Creative	32	25,2	1,83
	Productive	19	21,6	0,31
	Adaptive	1	5,1	3,30
<b>Cont. group</b>	Creative	17	23,8	1,94
	Productive	23	20,4	0,33
	Adaptive	9	4,9	3,43
				$\Sigma = 11,14$

Source: Compiled by the authors based on the study findings

Since the obtained value  $\chi^2_{\text{empirical}} (11,14) > \chi^2_{\text{critical}} (9,2)$  we can reject the null hypothesis. It can be argued that the introduction of the developed system of pedagogical conditions in the process of forming future professionals' media culture really is of use in increasing the level of student achievement according to the cognitive criterion.

Further, the dynamics analysis of the levels of students' media culture according to the instrumental-activity criterion is presented. The results are shown below in the form of a diagram (Figure 3).



**Figure 3.** The Results of the Study of the Formation Level of Media Culture (Instrumental Activity Criterion)

Source: Compiled by the authors based on the study findings

Thus, in the experimental group at the control stage of the experiment, more than 44% of students had a high level of media culture according to the instrumental criteria. However, in the experimental group only 5 students at the control stage of the experiment corresponded to the low level of media culture according to the instrumental-activity criterion, while in the control group are 19 people. The analysis showed that the level of skills and abilities of students of the experimental group at the control stage of the experiment was higher compared to the control group.

Besides, it is obvious that the indicators of the instrumental activity criterion in the experimental group at the control stage in comparison with the ascertaining stage of the experiment have grown. Notably, 44.2% of students in the experimental group (based on the results of experimental work) possess:

- skills of critical perception of the received information;
- skills of systematization, ranking, analysis, editing, comparison and transformation of information; ability to creatively interpret information;
- skills and abilities of communicative activity on the Internet, which provides effective virtual interaction;
- skills of productive virtual communication (cooperation, interactive competitive activities);
- algorithms and mechanisms for optimized information retrieval;
- their activities are characterized by a creative approach and rationality in achieving the goals of communicative activities and individual working style.

The results validity and ascertaining of the hypothesis as for the increase in the level of media culture according to the instrumental activity criterion will be tested using the bilateral chi-square criterion. The results are shown in Table 6 below.

**Table 6.** Calculation of  $\chi^2$  Value (Instrumental Activity Criterion)

Category 1	Category 2	Empirical (E)	Theoretical (T)	(E- T) <sup>2</sup> /T
<b>Exp. group</b>	Creative	23	14,9	4,40
	Productive	24	24,7	0,02
	Adaptive	5	12,4	4,42
<b>Cont. group</b>	Creative	6	14,1	4,65
	Productive	24	23,3	0,02
	Adaptive	19	11,6	4,42
				$\Sigma = 18,23$

Source: Compiled by the authors based on the study findings



Since the obtained value  $\chi^2_{\text{empirical}} (18,23) > \chi^2_{\text{critical}} (9,2)$  we can reject the null hypothesis. It can be argued that the introduction of the developed system of pedagogical conditions in the process of forming future professionals' the media culture really are useful in increasing the level of student achievement according to the instrumental criterion.

## 5. Discussions

In the course of planned work on the formation of medical culture at the ascertaining and control stages of the experiment diagnostic methods were implemented that determine the level of media culture formation. This allowed subdividing the respondents according to the levels of media culture formation. At the formative stage of the experiment in the experimental group were tested pedagogical conditions that determine the process of formation of media culture of students in a modern educational institution. The positive dynamics of the process of formation of media culture is confirmed by the results of research and experimental work. After the introduction of pedagogical conditions for the formation of media culture, Guan, Deng and Zhou (2020), Eaton and Pasquini (2020) and Lu et al. (2021) also registered positive results. Researchers emphasize the positive impact of pedagogical conditions on the formation of media competencies of respondents. The general increase in media literacy was accompanied by an increase in student performance. However, only Haran and Smoliar (2021) did not establish such a connection.

Pearson's  $\chi^2$  test (chi-square) was used to determine the validity of the research findings and to confirm the hypothesis of increasing the level of media culture. Having studied the theoretical and practical foundations of the media culture formation process, the conclusion was drawn to the point that media culture formation is a process of purposeful change of personality. Under the influence of pedagogical conditions, specially created by the subject of pedagogical activity, aimed at mastering the practical skills of information and interactive activities on the Internet (Shamne, Dotsevych & Akimova, 2019). As a result of the planned work on the formation of media culture, there is a significant increase in the level of Internet culture. In their research, Pasquini and Eaton (2021) also cite this resource. According to them, the Internet culture of students directly depends on the formation of media culture.

The media culture of a university student is part and parcel of the general culture of the individual, represented by informational, communicative and normative-behavioral components. Their formation is aimed at gaining knowledge about the possibilities and mechanisms of the Internet. This affects the development of information retrieval and communication skills in order to expand the scope of communication and mechanisms of interaction with the outside world. The formation of media culture is a process of personality purposeful change under the influence of pedagogical conditions. Effective formation of media culture of university students is provided by realization of the following pedagogical conditions:

- a) construction of the process of formation of media culture of ZVO students to the structural-functional model;
- b) implementation of the modular program "Fundamentals of Media Culture";
- c) comprehensive application of information and communication technologies in the educational process at the higher educational institutions. Such measures are cited as necessary in the studies of Pokulyta and Kolotylo (2021), Sunderland, Robinson and Burgess (2021) and Trede and Jackson, (2021). The authors note the need to introduce a specialized course that would promote the formation of media culture.

The elaborated structural and functional model of the process of university students' media culture formation is a set of interconnected and interdependent components (target, methodological, substantive, activity, control and effective). This set determines its specificity, contributing to description and expansion of knowledge about the research process for transformation and effective management. The importance of using a clearly defined structural and functional model of media culture formation in university students is noted in their articles Sunderland and Matthews (2019) and Verbiivskiy, Sikora and Usata (2021). So, the authors emphasize that the formation of media culture is a purposeful process and requires special attention from teachers. In fact, media culture and media literacy are integral components of the critical thinking of future professionals in each field, and thus the basis of their future success.

## 6. Conclusions

The relevance of the research is substantiated by the fact that the information society can be considered as a stage in today's civilization formation, which is characterized by the growing role of knowledge, information and information processing technologies. The number of people working in the information sphere is steadily increasing. The shares of information products and information services are gaining their value. However, the Internet is

significantly changing all spheres of society and, in particular, the educational process. The Internet, which multiplies the possibilities of communication and provides the users with the right to actively participate in them, for many researchers, is emerging as a phenomenon of our era, its specific symbol. Thus, a future specialist is required to have high media and cultural competence in order to be able to tackle present-day problems. The results of the pedagogical experiment confirm the effectiveness of the identified pedagogical conditions for the formation of students' media culture. For instance, at the control stage of the experiment in the experimental group more than 61% of students had a high level of media culture by cognitive criteria (in the control group there was one third of the respondents). In the experimental group, only 1.9% of students at the control stage of the experiment registered a low level of media culture according to the cognitive criterion, while in the control group there was 18.4%. At the same time, in the experimental group at the control stage of the experiment more than 61% of respondents had a high level of media culture according to the cognitive criterion. Yet in the experimental group only 1.9% of respondents at the control stage of the experiment corresponded to a low level of media culture according to the cognitive criterion. The obtained data make it possible to argue that the formation of media culture has a positive effect on the training of future professionals. Such findings are due to the fact that media culture is part of the general professional competence of the XXI century specialist. The study and the results confirm the hypothesis and allow us to conclude that the purpose of the study was achieved. However, it should be noted that this study does not encompass the full scope of the research problem. Enhancing the students' training as regards the use of new information and Internet technologies can serve as one of the prospects for further research in the framework of this problem.

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