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**USER-CREATED MEDIA CONTENT AS A METHOD OF FORMING
UKRAINIAN-SPEAKING PROFESSIONAL AND COMMUNICATIVE
COMPETENCE FOR STUDENTS IN TECHNICAL SPECIALTIES**

**КОРИСТУВАЦЬКИЙ МЕДІАКОНТЕНТ ЯК СПОСІБ ФОРМУВАННЯ
УКРАЇНСЬКОМОВНОЇ ПРОФЕСІЙНО-КОМУНІКАТИВНОЇ
КОМПЕТЕНТНОСТІ СТУДЕНТІВ ТЕХНІЧНИХ СПЕЦІАЛЬНОСТЕЙ**

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ABSTRACT

In this scientific article the author analyzes the opinions of scholars about transformations and functioning of media content in the digital age, user contents, philosophical approaches to the media content study, models of involving an active audience in media production processes and many other aspects. Having studied these aspects the author defines the concepts 'media content' and 'user-created media content'; considers the possibility and advantages of involving students in the creation of custom media content as a method forming the Ukrainian-speaking professional and communicative competence for students in technical specialties, which stimulates the creative activity of students and makes it possible to increase interest in the discipline 'Business Ukrainian'; proposes the course 'Business Ukrainian' for students of technical specialties aimed to form and improve their Ukrainian-speaking professional and communicative competence. This phenomenon is presented as a personal quality of future specialists, their ability to use a set of acquired language knowledge and speaking skills effectively in educational and professional activity in accordance with the norms of the modern Ukrainian literary language. The author determines the components of the Ukrainian-speaking professional-communicative competence of future specialists in a technical specialty (communicative, motivational, value-oriented, general cultural, intellectual-mental and professional-technical) and the methodological approach to its formation (competence-based approach). It is emphasized the necessity to find modern and effective methods of forming students' speaking competence, due to it will stimulate their cognitive, emotional and practical

activity, as well as increase their motivation to study. The main recommendations are offered for students in order to design the user-created media content as an educational task and an example of systematization of similar works on Instagram.

Key words: *ukrainian-speaking professional and communicative competence, future specialists in technical specialties, media content, user-created media content.*

Introduction. The scientists have been analysing the issues of the Ukrainian language studying by future technical specialists for a long time. The professional success of a specialist mainly depends on the Ukrainian language skills at the appropriate level and knowledge of the norms in professional communications. Language skills provide mastering the conceptual and terminological apparatus, expanding the information outlook on the basis of texts in the specialty, the ability to interpret the acquired knowledge and so on. A specialist in a technical specialty should have communicative knowledge and skills which can be considered as a practical mastery of language. This allows him to create verbal statements and solve communicative problems. Language reflects not only the world, as well as it determines a personal behaviour, style and lifestyle, worldview, a national character and a professional level. Various systems of communication help to create a general picture of the world. The existence of language as a material form for thinking and knowledge leads to the following conclusion: the professional model in the modern world is indissolubly linked to the linguistic picture of the world.

The purpose and objectives of the research. The purpose of the article is to investigate the theoretical and methodological foundations of involving students in the creation of user-created media content as a method forming the Ukrainian-speaking professional and communicative competence of students in technical specialties. The objectives of the research are to reveal the concepts such as 'media content', 'user-created media content'; to investigate the problems of the proposed method; to formulate recommendations for students in order to create the user-created media content as an educational task; to analyse the motivational basis for the media content created by students; to determine the stages of the process for the media content creation and distribution.

Materials and methods of the research. The theoretical and methodological basis of the research is formed by works about effectiveness of pedagogical methods (V. Yahupov), the content as a dialogue unit for the communication process (O. Trischuk, V. Berezenko), transformations and functioning of media content in the digital age (K. Horska), philosophical approaches to the media content study (R. Barth, J. Baudrillard, P. Bourdieu, J. Derrida), user content (A. Bruns, A. Hermida, H. Ornebring, J. Benkler); models of involving an active audience in media production processes (D. Domingo, T. Aitamurto, H. Jenkins, D. Tambini), and others.

The following general scientific methods have been used in the article: analysis and synthesis, a structural and functional method, a systemic method, a typology method, an axiological method, a hypothetical and deductive method.

Results of the research. Due to the urgency of the problem for the linguistic personality formation of technical specialists, the discipline 'Business Ukrainian' has taken an important place in the educational programme of technical higher education institutions. The course is aimed to form and improve the Ukrainian-speaking professional and communicative competence of future technical specialists, which is defined as the personal quality of future specialists, their ability to use the set of acquired language knowledge and speech skills effectively in educational and professional activities in accordance with the norms of the modern Ukrainian literary language. With the acquisition of Ukrainian-speaking experience of communication in the technical discourse, it will ensure a successful professional and technical activity.

Considering the peculiarities for the educational and professional activities of future technical specialists, it is possible to note that the formation of the Ukrainian-speaking professional communicative competence of this contingent has communicative, motivational, valuable, general cultural, intellectual and mental, as well as vocational components.

The procedural and technological component of the process for forming the Ukrainian-speaking professional communicative competence of technical students in our research is based on a competence-based approach and reflects the directions of practical implementation of the content for the language training. It also meets its goals and determines the forms of the training organisation that contribute to the students' accumulation of the necessary communicative experience. The procedural and technological aspect for forming the Ukrainian-speaking professional communicative competence of future technical specialists in the course of studying the discipline 'Business Ukrainian' involves combining various forms of teaching (direct, contextual, instructional, research, individual and collective, externally regulated learning and self-education) in order to form different types of students' personal language experience. The forms of teaching have dialectical relations with the didactic methods that fill them with the internal content. V. Yagupov notes: 'The correct choice of a teaching method is evidenced by the nature of the activities and relations between a teacher and students, the depth and strength of their acquired knowledge, skills and abilities, as well as how it evokes students' cognitive, emotional and practical activity and forms their motivation to learn' [4, c. 325].

The success of future technical specialists' language training largely depends on the methods and techniques of organising this process.

Pedagogical methods should be selected taking into account the didactic purpose, nature and content of the educational material and aimed at activating students' thinking, their awareness of the necessity to develop professional and communicative qualities. It also depends on students' interest and activity, the degree of their independence and creativity in the process of professional and communicative training. During online classes, the teachers actively demonstrate photos, audio and video materials. This undoubtedly improves the quality of teaching and brightens online meetings. Today young people have the skills to create at least a basic media content on their own, so it is possible to propose involving students in the creation of the relevant material as the 'Business Ukrainian' course.

The basis for the research of the method in order to involve students in the creation of user-created media content in the process for forming the Ukrainian-speaking professional communicative competence of future specialists in technical specialties was considered in the works about the user content, such authors as: A. Bruns, A. Hermida, H. Ornebring, J. Benkler; the effectiveness of participatory models for involving an active audience in media production processes (D. Domingo, T. Aitamurto, G. Jenkins, D. Tambini), and others. These researches indicate that the processes, forming an open information space, have become an incentive for people actively participated in the integration of knowledge and intensification of information flows. New technologies, in turn, have made a progress in the area of information accessibility. Free access to it in the global information space is crucial: it plays an important role in learning and personal growth, and contributes to the development of society as a whole. Such transformations in the information space in recent decades have radically changed approaches to formats, genres and channels of information dissemination. Today, media content is the leading way to present information and communication. Its active implementation in the context of online learning has also become a trend in the field of education, where media content has an entertainment function, as well as an educational and informational one.

The concept of 'media content' is used as a general term and is not specified with its peculiar properties existing within the modern communication environment, in particular due to the interdisciplinary nature of this concept. Its single conventional definition has not been developed yet.

V. Sadivnychiy gives the following interpretation of this concept: 'Media content is a content of a printed, audiovisual, electronic or convergent media with materials in the form of the text, image or sound recording in order to transmit informative, generally relevant, aesthetically attractive messages of different genres aimed at a mass audience' [3, c. 41].

K. Horska defines 'media content' as the content of a media resource that performs informational, communication, cognitive, educational, entertainment,

promotional and other functions, has a communication intention and is interpreted according to the level of the recipient's ability to analyse critically; information (data) that can be presented in any form (text, audio, visual, multimedia, and so on) and disseminated by the media [1, c. 131].

Such interpretations are formulated on the basis of a wide audience and technological accessibility to a large number of people. At the same time, in terms of subjectivity, the categorical identification of media content with professional communication practices seems inaccurate due to the development of blogging and the massive use of personal pages in social networks. Due to the professional creation of media content by media outlets and media channels, the creation of media content is also active on various IT resources. Young people are the most active in this area [2, c. 12].

The idea of the network space as a product of the 'collective mind' lays the foundation for the possibility of attributing all communication participants to the authors and producers of the content, so it contributes to a radical rethinking and introduction of changes in the traditional media content forms. The philosophical and psychological basis for the work of the 'collective mind' in the creation of modern media content has been the hypothesis of Gaia by J. Lovelock, who viewed the Earth as a complex system capable of self-regulation. Therefore, Internet users have begun to perceive the Internet as a mental centre, a kind of 'brain' or neural network, and its functioning is impossible without all its users – participants in communication, who ensure the coordinated work of this 'brain', and the Internet has become more than just a 'world wide web' that connects people [6]. This global approach, which was not accepted by scientists at the time, has a mass psychological basis. Today, people are fully aware that they can contribute to the common communication space, which can be as the result of their joint work. This raises the issue of personal responsibility and conscious authorship, which requires attention from all participants in the modern media platform...

The contribution of users in the aspect of collaborative work was determined by J. Benkler, who emphasised the social nature of media production; by A. Bruns, who used the user-producer theory; by M. Devze, who introduces the nature of the phenomenon in the concept of the open source; by J. Hube, who sees it as a new model of content creation and its distribution. Taking into account the spread of amateur content creation practices and the non-obligatory professional affiliation of the author to the journalistic circle, the type of media content should be clarified involving students in developing their Ukrainian-speaking professional and communicative competence. We consider it appropriate to use the term 'user-created media content'. At present, there is no unified definition and unified classification in the scientific discourse. We agree with scholars who use the term 'user-generated media content' for the content that has been created

using media platforms among others (e.g., WordPress, Facebook, Twitter, Instagram, YouTube), thus allowing the use of 'someone else's' technical resources. In particular, researchers of the prospects for user-generated content' in the UK television industry L. Stribling and M. Scott refer the term to all 'publicly available media content produced by the audience... The content can be created using any of the media technologies (smartphone, SMS, photos, videos, blogs, podcasts, etc.) and published in both traditional media (newspaper, broadcast, etc.) and non-traditional media (e.g. Twitter, YouTube)' [9, c. 6].

S. Vansch-Vincent and G. Vickery identify several important characteristics that allow us to classify material as the user-created content:

- publication of the material;
- the author's creative contribution to the design of the content (including adaptation of works, their processing);
- content creation beyond the professional activity and practice [10, c. 8].

Among the defining characteristics of user-created media content, K. Horska identifies the following:

- creative nature of design as a feature that separates the generation of original content from mass replication of someone else's content;
- public accessibility that helps to differentiate the product of interpersonal communications from the media content itself, thus limiting the term usage;
- the use of media technologies as a permissible feature that reflects the modern process of media production and is a technologically necessary component of the process for creating and distributing content in the media space.

The author, focusing on the position of the subject as a user of a media product and the convergent model of the process for the media content creation, defines 'user-generated media content' as publicly available content created by a user (user of a media product) using any media technologies and resulting from creative activity [1, c. 237-239].

Taking into account the characteristics of the essential and functional features of this polysemantic concept in the context of its implementation in the process of language training for bachelors in technical specialties, it is appropriate, in our opinion, to interpret 'user-created media content' as a media content available on public digital platforms that is different in form and technology, which is creative in nature and focused on meeting the informational, educational, social and emotional needs of a person.

The process of creating user-created media content is a unique interpretation of educational material by each student, depending on their individual differences. Creating even amateur educational content requires the activation of creative and cognitive processes, which undoubtedly contributes to the learning process. The media content created by the student

and demonstrated to classmates has an emotional impact on the audience due to the content of interesting and useful information, evokes a positive perception of the youth audience and holds attention through various ways of organising information. As a result, positive emotions and associations caused by the creative process of creating user-created media content and its perception by other students contribute to an effective educational process.

Therefore, among the traditional methods and techniques for forming the Ukrainian-speaking professional and communicative competence of students in technical specialties, it is quite appropriate to introduce tasks related to the creation of user-created media content, the content of which is the educational material of the discipline 'Business Ukrainian', whereas supporting the creative activity of future specialists will increase the degree of trust in the university, increase interest in the discipline and motivation to study. Such author's user-created media content, independently generated by students, helps to increase the index of involvement of future specialists in the educational process, creates the worldview of the authors of the material and those to whom it is shown, where the process of forming the language personality of a future specialist is modern and interesting.

In support of this thesis, we can name the motivational basis for creating media content by an active audience. In his paper 'Bloggers' Motives and Behaviour: A Model', K. Huang identifies the main motives for bloggers' content creation: to search information, to comment, to participate in the community life, to document everyday life, to express themselves [5, c. 474]. J. Metikainen and M. Willey identified the following motives for the content production:

- desire to participate in the development of the Internet, to study;
- self-expression – people, especially young people, want to act independently and freely share facts from their lives on the Internet;
- uniting in communities, the desire to belong to an online community and interact with each other [7, c. 37-38]

Contemporary media content is primarily a synergy of original style and spectacular technology. Experimenting with different formats and genres sometimes gives unexpected results. There is a variety of available visualisation techniques and interactive forms of information presentation. Students follow and are interested in current trends of media platforms. Many students create a variety of materials, activating feedback from their audience. New media technologies have given young people not only new user habits, as well as the opportunity almost for everyone to feel capable of generating and distributing mass content. Thanks to media platforms, young people try on the roles of bloggers and journalists. A student becomes an author – a person involved in the creation of the content. The contribution can range from creating unique

content on their own to organising or expanding primary information. In this case, the types of user-created media content can be diverse. For example, according to the criterion of the author's role, K. Horska proposes to distinguish the following types of media content according to: the belonging to the author – authorised and unauthorised; the author's contribution to the content creation process – primary (unique) and secondary; the number of authors in the media content – individual and collective; the author's modality – personalised and depersonalised; the degree of sociality of the author – social (public) and private; the subject of creation – author's and generated [1, c. 165]. All the types of media content identified by the author can be implemented by students of technical specialities within the course 'Business Ukrainian'. The process for creating user-created media by students may also vary depending on the learning task, the specifics of the material and the student's personal preferences. But mostly, the process of creating and disseminating media content has the following stages: idea generation, content creation, edition and dissemination. K. Horska adds a new stage to this process, so-called packaging of media content, that is the adaptation of the material to the specific format of the chosen media platform [1, c. 170]. We propose to supplement the list of stages of the process for the media content creation with the feedback stage, which is essentially an integral component of modern media content and can also influence the final form of the proposed material.

Already at the stage of generating an idea, a student should understand on which platform their material will be published. Although the content of the material is the basis, the choice of the platform for publishing content determines the specifics of the 'wrapper' formation for the user-created media content. Innovative changes in the generation and presentation of content are largely focused on strengthening the visual component through new technological capabilities. These include both the improvement of traditional tools (illustrations, infographics) and the increased role of audio and video content. An important role in creating media content is played by its design. Students should optimise their work according to the specifics of the social platforms where their work will be published.

We offer students some of the most popular platforms among young people and samples of typical design of similar material to the specified assignment. Recommendations for students to design user-created media content include:

- creating material that will be positively perceived by other students when shown in a group and will perform an educational function with the right moral and value orientations;
- forming creative content focused on mastering the content of the discipline;
- adherence to a specific style for publications in accordance with the chosen platform;

- organising and categorising user-created content for ease of navigation and visual highlighting of certain educational information categories;
- transforming educational content and adapting it to be presented as media content while maintaining the accuracy, truthfulness, and scientific nature of the source material;
- reducing the amount of text in the body of posts and combining different formats of information presentation within one publication.

Having studied the peculiarities of consumption and technologies for forming user-created media content, we have concluded that one of the most receptive to the implementation of the proposed method is the social network Instagram. It is a convenient platform for creating and accumulating educational user-created media with a set of necessary tools and effects. A specially created Instagram page for systematising the material created by students allows you to break down the relevant content according to the subject matter and forms of implementation. According to the thematic criterion, the material is divided into the following sections:

1. Legislative and regulatory, and stylistic foundations of professional speech.
2. Professional communication.
3. Scientific communication as a component of professional activity.
4. Norms of the modern Ukrainian literary language.
5. Book trailer.

The form can be a slide show, various types of videos, presentations, articles, photo collages, and so on. Instagram is also a convenient platform for receiving feedback on students' work which is an important step in analysing the published material.

Despite the freedom to choose the tools in the process of creating content and its aesthetic and artistic forms, the publication of the material is usually preceded by its editing (if necessary) by the teacher, whereas the process of disseminating information on the page proposed by the teacher within the framework of the educational course implies the teacher's responsibility for its truthfulness, accuracy, correctness, and others.

Conclusions. Thus, involving students in the design of user-created media content within the discipline 'Business Ukrainian' serves as an additional relevant method for forming the Ukrainian-speaking professional and communicative competence of students in technical specialties. It allows them to consolidate their knowledge in practice, enrich their communicative experience and diversify the types of professional and communicative situations. In the future, our attention will be focused on identifying the types of user-created content and the means of its creation within the educational process.

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АНОТАЦІЯ

У цій науковій статті автор аналізує думки науковців щодо трансформацій та функціонування медіаконтенту в цифрову епоху, користувацького контенту, філософських підходів до вивчення медіаконтенту, моделей залучення активної аудиторії до процесів медіавиробництва та багатьох інших аспектів. Вивчивши ці аспекти, автор визначає поняття «медіаконтент» та «користувацький медіаконтент»; розглядає можливість та переваги залучення студентів до створення власного медіаконтенту як методу формування українськомовної професійно-комунікативної компетенції студентів технічних спеціальностей, що стимулює творчу активність студентів та дає змогу підвищити інтерес до дисципліни «Ділова українська мова»; пропонує курс «Ділова українська мова» для студентів технічних спеціальностей, спрямований на формування та вдосконалення їхньої українськомовної професійно-комунікативної компетенції. Цей феномен представлений як особистісна якість майбутніх спеціалістів, їх уміння ефективно використовувати комплекс набутих мовних знань і мовленнєвих умінь у навчальній та професійній діяльності відповідно до норм сучасної української літературної мови. Автором визначено складові українськомовної професійно-комунікативної компетенції майбутніх спеціалістів технічних спеціальностей (комунікативну, мотиваційну, ціннісно-орієнтаційну, загальнокультурну, інтелектуально-розумову та професійно-технічну) та методичний підхід до її формування. Наголошується на необхідності пошуку сучасних та ефективних методів формування мовленнєвої компетенції студентів, завдяки чому стимулюватиметься їхня пізнавальна, емоційна та практична діяльність, а також підвищуватиметься мотивація до навчання. Пропонуються основні рекомендації для студентів щодо оформлення створеного користувачем медіаконтенту як навчального завдання та приклади систематизації подібних робіт в Instagram.

Ключові слова: українськомовна професійно-комунікативна компетентність, майбутні фахівці технічних спеціальностей, медіаконтент, користувацький медіаконтент.