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ПСИХОЛОГІЧНІ АСПЕКТИ РОЗВИТКУ ПЕРСОНАЛУ У СФЕРІ МЕДІА КОМУНІКАЦІЙ

Визначення особливостей діяльності у сфері соціальних комунікацій, які мають психологічні чи соціально-психологічні детермінанти, уточнення їх ваги й формування на основі їх доміант психологічної компетентності фахівців у сфері соціальних комунікацій є актуальною проблемою розвитку як системи професійної підготовки, так і формування інформаційного потенціалу сучасного суспільства в цілому.

Предмет дослідження становлять психологічні особливості діяльності у сфері медіа комунікацій та їх відображення в структурі професійних компетентностей фахівця.

Метою дослідження є визначення психологічних особливостей діяльності у сфері соціальних комунікацій та формування на їх основі змісту психологічних професійних компетентностей фахівця у сфері медіа комунікацій.

В роботі використані методи структурного аналізу, узагальнення, класифікації.

Удосконалення забезпечення формування професійних компетентностей фахівця у сфері соціальних комунікацій пропонується здійснювати відповідно до найбільш вагомих психологічних особливостей поведінки комуніканта та споживача медіа-продукту, виходячи з уявлення про трикомпонентну структуру особистості (когнітивний, емоційно-афективний, практично-дієвий компонент). Використання знань про психологічні та соціально-психологічні особливості діяльності в сфері соціальних комунікацій відповідно до визначених напрямів удосконалення змісту професійної підготовки фахівців у сфері медіа комунікацій дозволить підвищити ефективність їх діяльності за рахунок системного формування когнітивної, емоційно-афективної та практично-дієвої складової психологічної компетентності. Формування та розвиток визначених ключових елементів компетентності забезпечить зменшення індивідуальних втрат комуніканта й зростання відповідності контенту особливостям й потребам споживача медіа-продукту.

В перспективі це також надасть можливість удосконалити систему підготовки фахівців медіа-сфери шляхом визначення та використання оптимальних дидактичних форм та методів для розвитку окреслених складових психологічної компетентності. Дані про змістовні елементи структури психологічної компетентності фахівця медіа-сфери також можуть бути використані в процесі оцінки рівня професійної придатності, при професійному відборі та плануванні програм професійного розвитку персоналу медіа-компаній.

Ключові слова: розвиток персоналу, медіа-сфера, психологічні особливості діяльності, професійна компетентність.

Табл. 2, Літ. 16.

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ПСИХОЛОГИЧЕСКИЕ АСПЕКТЫ РАЗВИТИЯ ПЕРСОНАЛА В СФЕРЕ МЕДИА КОММУНИКАЦИЙ

Определение особенностей деятельности в сфере социальных коммуникаций, которые имеют психологические или социально-психологические детерминанты, уточнение их веса и формирования на основе их доминант психологической компетентности специалистов в области социальных коммуникаций является

актуальной проблемой развития как системы профессиональной подготовки, так и формирования информационного потенциала современного общества в целом.

Предмет исследования составляют психологические особенности деятельности в сфере медиа коммуникаций и их отражение в структуре профессиональных компетенций специалиста.

Целью исследования является определение психологических особенностей деятельности в сфере социальных коммуникаций и формирование на их основе содержания психологических профессиональных компетенций специалиста в сфере медиа коммуникаций.

В работе использованы методы структурного анализа, обобщения, классификации.

Совершенствование обеспечения формирования профессиональных компетенций специалиста в области социальных коммуникаций предлагается осуществлять в соответствии с наиболее весомыми психологическими особенностями поведения коммуниканта и потребителя медиа-продукта, исходя из представления о трехкомпонентной структуре личности (когнитивный, эмоционально-аффективный, практически-действенный компонент). Использование знаний о психологических и социально-психологических особенностях деятельности в сфере социальных коммуникаций в соответствии с определенными направлениями совершенствования содержания профессиональной подготовки специалистов в сфере медиа коммуникаций позволит повысить эффективность их деятельности за счет системного формирования когнитивной, эмоционально-аффективной и практически-действенной составляющей психологической компетентности. Формирование и развитие указанных ключевых элементов компетентности обеспечит уменьшение индивидуальных потерь коммуниканта и рост соответствия контента особенностям и потребностям потребителя медиа-продукта.

В перспективе это также позволит усовершенствовать систему подготовки специалистов медиа-сферы путем определения и использования оптимальных дидактических форм и методов для развития определенных составляющих психологической компетентности. Данные о содержательных элементах структуры психологической компетентности специалиста медиа-сферы также могут быть использованы в процессе оценки уровня профессиональной пригодности, при профессиональном отборе и планировании программ профессионального развития персонала медиа-компаний.

Ключевые слова: развитие персонала, медиа-сфера, психологические особенности деятельности, профессиональная компетентность.

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PSYCHOLOGICAL ASPECTS OF PERSONNEL DEVELOPMENT IN MEDIA COMMUNICATIONS

The actual problem of development both system of professional qualifications and general formation of modern society information potential in the media communications sphere is definition of the activity features in the media communications sphere, which has psychological or social-psychological determinants. Specifications of their weight and formation psychological competence of experts in the sphere of social communications on the basis of their dominants.

The scope of research is psychological features of activities in the media communications sphere and there reflection in expert's professional competence structure.

The goal of research is definition of the activity features in the media communications sphere, and formation psychological competence of experts in the sphere of social communications on the their basis.

Such methods as structural analysis, generalization and classification were used in this article.

In accordance with the result of structural analysis were founded that the successful performance of professional functions in a considerable extent accived by need of the workers emotional potential preservation .

In contrast to the other social professions the phenomenon emotional burnout in the media has certain specificity: loss of the emotional sensitivity, abilities to sympathy, abilities to feel interest to the work and other people are happens not only as a result of the high intensity of contacts but also as a result of the delayed and inefficient feedback. At the same time we can see psychological defense mechanisms and the emasculation of the relation to the work.

Provision of improvement formation professional competence in media communications sphere is provided to carry out according to the most powerful psychological features of both communicant and consumer of a media product behaviors proceeding from idea of the three-component personality structure (a cognitive, emotional and effective, practical and effective component)

In prospect, the received results give the chance to modernize the professional training system in the media communications sphere by the definition and using of the optimal didactic forms and methods for the development outlined components of psychological competence. Information about the content elements of the expert psychological competence structure tin the media communications sphere can also be used in the process of assessing the professional competence level, professional selection, and al

Key words: staff development, media sphere, psychological features of activity, professional competence.

Problem setting. The rapid development of information technologies, information growth and increasing the information flows intensity caused by needs of modern society, put forward new requirements for the training of specialists in the field of social communications. If we take into account that the subject and object of social communications have their own activity, and the ultimate goal is the information streamline in order to optimize their impact on human consciousness, group, or society as a whole, the most important factor responsible for professional growth in this field, we should recognize the psychological competence of the subject of social communications.

Knowledge of the subjective characteristics of the communication process and their proper use is the key to the efficiency and effectiveness of social communications.

Knowledge of the regularities inherent in the individual and group thinking determines the choice of forms and effects of media, and also provide profitability and optimization of expenses in mass communications.

Therefore, the actual problem of development both system of professional qualifications and general formation of modern society information potential in the media communications sphere is definition of the activity features in the media communications sphere, which has psychological or social-psychological determinants. Specifications of their weight and formation psychological competence of experts in the sphere of social communications on the basis of their dominants.

There is a set of works about studying of psychological aspects of activity in the sphere of the social communications written by both foreign authors, and domestic.

So, psychological bases of media are defined in works of P. Vinterkhoff-Shpurk and D. Gils, R. Harris, F. Sanborn, G. Melnik, V. Oleshko, A. Pronina, A. Fedorov.

Problems of training of specialists in the sphere of social communications were investigated by D. Kellner, T. Miller, S. Livingston, G. Pocheptsov, A. Fedorov. However, this

problem demands further consideration as the features of experts psychological competences investigated insufficiently

The goal of research is definition of the activity features in the media communications sphere, and formation psychological competence of experts in the sphere of social communications on the their basis.

Recently, social communications aren't only means for information exchange between people.

They became the integral component of such concepts as "information society" and "information economy".

They define nature of public and information processes, their dynamics. Therefore social communications become a subject of various scientific researches and object of management [1 – 3].

While the social communications meet the needs of consumers in the quality and reliable data and information, they provide traditional communicative achievement goals: receiving the information; changing sociology-psychological condition; changing attitudes, evaluations; decision-making; call to action [4].

In this case, the individual is the object of influence as the carrier and an element of public consciousness. So, influence on public opinion, public views, public expectations, social values, public decisions and actions is characteristic of mass social communications.

As each of mentioned objects of impact is a result of the interaction of the individual subjective basis (goals, needs, values, beliefs, attitudes) and social context (social and organizational culture, social values and needs, the competitive environment, referent groups, etc.), the whole range of social and psychological effects and phenomena inherent in the mass and group processes is typical for social communications.

For achievement of the specified communication purposes at implementation of social communication the expert has to solve a number of the accompanying standard administrative problems which consist in:

- clarification of the existing communication requirement (provided through the public opinion research, and other parameters of the social group activity in comparison with the general-organizational or societal goals)

- formulation of the influence goals (creation of an information image that would characterize the final informational condition on the object impact of quantitative and qualitative parameters) and criteria for achieving them;

- election of communication strategy which would allow to achieve the desirable objectives;

- election (or in organizations, recombining) the communication channels and means answering to communication strategy;

 - application of means of information influence;

 - monitoring of information means efficiency by the established criteria of feedback;

 - correction of information means according to the monitoring results of their usability.

G. Pocheptsov defines the essence of the media sphere existence as the management of audience attention.

At the same time novelty acts as the key characteristic of system of such management that is shown as.

- new technological platform;

- new content;

- new form;

- new audience;

- new control system of attention of the audience [5].

At various times analysis of the evolution of the media sphere evolution confirms the importance of creativity and art, allows to increase efficiency of information processes

through the use of technological innovations in the information management field. So, introduction of a books creation in a printing way has considerably promoted growth and distribution of information.

Creation of telecommunication networks has led to increase of information intensity exchange, and the Internet emergence has allowed to increase quantity of the modalities which are at the same time involved in communication processes.

Thus, the presence of extraordinary creative abilities is the factor responsible for a qualitative change in the nature of the communication processes that allows to correspond the changes in the information needs of society and information environment.

Thus, the presence of extraordinary creative abilities is the factor responsible for a qualitative change in the nature of the communication processes that allows to correspond the changes in the information needs of society and information environment. However specifics of professional activity and social communications in media to the sphere aren't settled by creativity and art. Respectively, each of features has the psychological tension and manifestations, and also influence on behavior of the communicant as subject of social communication. Their psychological contents is provided in tab. 1.

Table 1

Features of activity in the sphere of mass communications and their psychological contents (it is developed with use [6])

Features of activity	The psychological maintenance of features of activity which influences efficiency of a course of communication
1	2
Mediating communication by technical means	need of cognitive processes, knowledge of information decoding by the recipient; the accounting of generalization processes, distortion, loss of information when forecasting results of information influence and the message formation
big social groups as subjects of communication; intergroup	intergroup nature of communication; related social statuses, roles and effects; gender and age psychological features of recipients behavior;
social orientation	knowledge of system values, requirements, cultural norms and audience features
organized and institutional nature of communication;	features of the recipient interaction of information with the technical means used as the intermediary; features of the temporary and spatial organization of the recipient interaction of information with technical means
the delayed feedback	a variety of the delayed feedback forms; submission of information blocks, has high probability of unambiguous perception and forecasting of typical reactions
norms of communication;	use it general known lexicon; formation of messages according to the existing cultural norms of communication accepted in society
collective character of a communicator	"Public identity", that is domination of the institutional or group status in communication. In this case there is no personal point of view, identity.
spontaneous, situational character of audience, its separation and anonymity	Inhesion to communication process of the mass phenomena; big degree of a freedom of audience; high probability of ambivalent estimates of the message by various groups of recipients of this message;

Continued Table. 1

1	2
social relevance of the message, frequency and its mass orientation	knowledge of actual social requirements; necessity of acceptors application for drawing attention of audience to spheres with less actual requirements; knowledge of audience behavioral stereotypes use of this media
constancy of communicative roles	for preservation of interest and attention of the recipient and the communicator has to form and structure the message in appropriately way
two-level character of mass communication	need of psychological features knowledge of "leaders of opinions" and the reference groups influencing on a final assessment of the recipient`s message.

The analysis of structure of the sphere of social communications traditionally allows to allocate in three components: information, perceptual and interactive. As well as in any communicative activity, only coordination and association of these components in communication process do it productive. All specified components are caused by regularities and functioning of the personal cognitive sphere and his ability to interaction with others.

Psychological features is also the realization of specialist functions due to the essence and purpose of the existence of media communications. By the separation of functions in this sphere there is no point of view, which is shared by all scientific environment. However, there are certain design approaches. Traditionally functions of communication share on social and social - psychological. The first - are urged to provide functioning of society. As a rule, it is such functions as: information, educational, educational, socialization function and entertaining.

J. Dominique considers social and psychological functions from the requirement point of view which satisfy: need for knowledge, need for derivation, need for postponement of affairs and privacy [9].

However, with this approach go unheeded goals and needs of both the subject of the information impact and the needs of society as a whole.

Other approach to allocation of social and psychological functions is offered by N. Bogomolova. Considered them as elements of providing communication system "the individual - group - society", she allocates such functions as:

- social orientation;
- formation of public opinion;
- social identification with group;
- social contact,
- self-affirmation and self-knowledge [6].

Such approach allows to consider process of ensuring social communications as having own dynamics and development. On the other hand - it gives the chance more accurately to determine means by target achievements conditions of system and consequently - expands possibilities of administrative impact on it.

However, at such approach there are no subject influence activity and her sources remains unaddressed. Based on the fact, that not only the aspiration to self-knowledge, but also to knowledge of world around is inherent in the person, such function as research necessary to recognize as one more social communication function. In social communication, it is inherent in both communicants, which seeks to gather sufficient information on the recipients and define their key characteristics, as well as to the recipient, is committed not only expand its range of knowledge through the information received, but also to form an idea of the reliability and other qualities of the communicant, about sources of information about the laws of the information environment and their relationship with the environment. As the

compliance with the dynamic professional community and psychological characteristics of the specialist in the sphere of mass - media can be achieved only through constant improvement and development, the ability for reflection communicant of using the means of communication and self-reflection of personal qualities, direction and activities is one more important psychological feature.

In contrast to the investigation methods of audience psychological features in most cases is difficult to objectify. Consequently, the possibility of development in this field is largely conditional by the of self-esteem formation and mastery of various shapes in combination with introspection methods of obtaining quality feedback.

One more psychological feature of work in this sphere is ability to the empathy which is shown as a possibility of the communicant to put itself to the place of the recipient and to feel his difficulties and complications which arise at perception of media content Success formula is skills which change position of perception represent a complex combination of research, creative and analytical skills in the process of modeling of media content perception Considering the fact that an educational function also belong to the specialist functionality the common social and psychological role is the role of teacher or mentor. Implementation of this role involves assistance to the recipient in the formation of information competencies within the model information literacy. Information literacy is understood as the availability of human abilities such as: conducting search: ability to find the relevant information, to analyze it, to carry out sorting and to select necessary;

interpretation: ability to turn data and information into knowledge, predictions and understanding;

generation of new ideas: development of new ideas / hypotheses [10].

The successful implementation of the educational function is provided by the common knowledge of of psychological features of didactic process, typical cognitive and emotional patterns, understanding, learning motivation, the ability to assess the level of the audience and choose the style of the corresponding information. Also, the need to maintain emotional employee potential is important feature of the activities in the field of media communication.

In contrast to the other social professions the phenomenon emotional burnout in the media has certain specificity: loss of the emotional sensitivity, abilities to sympathy, abilities to feel interest to the work and other people are happens not only as a result of the high intensity of contacts but also as a result of the delayed and inefficient feedback. At the same time we can see psychological defense mechanisms and the emasculation of the relation to the work.

At the same time there is emasculation of the attitude to work appear the psychological defense mechanisms such as the transfer and replacement of lost control over the media reality [1; 6]. The ability to maintain appropriate professional level is determined by reflection and awareness of their own social activity motives, effective establishment of meaning and objectives, mastering the skills of self-regulation and activation of real social networks and social support.

On this basis, is necessary to ascertain that as well as any sector of professional activity, the scope of social media communication has its own characteristics that affect the efficiency and effectiveness of communication processes, which are the basis for the formation of psychological requirements list, compliance with which should ensure success in achieving professional results. Paying attention that the psychological features of activity considered above in the sphere of social communications play an important role in ensuring its productivity,, need of formation of the corresponding psychological competences of the expert causes modification and improvement of professional education system, which could provide the mastery of methods impact assessment and forecasting of media technologies at the individual and group behavior, the ability to form the creation and promotion of media products, taking into account the psychology of its consumer, contribute to the development

of personal and professionally important qualities of the specialist, which provide success interactions in the field of media technology.

From this point of view, creating more opportunities for the disclosure and use of personal potential, improve the quality of managing social processes through the use of media technologies requires analysis of the educational experience in the field of training and identifying areas for its further psychologisation by clarifying the content of the psychological competence. The principles on which global media have to build the work the famous researcher of media of education D. Frau-Meydzhis carries K: democratization, liberal views, criticality, tolerance, respect to cultural a variety, protection of equality and internationalization [11]. It is understood that the implementation of these social institutions concepts is possible only if they are inherent to the workers of media sphere. Therefore, the modern expert in the field of social communications has to have personal qualities which go beyond his technical competence and define world and valuable outlooks in the relation to the professional activity, and in a broader sense - to public processes in general. Only targeted training in the field of philosophy and culture which form moral and ethical competence and priorities in the application of cognitive (critical) and volitional (equal protection and justice) is able to provide the same features of the existence of personal growths

Another researcher of Media Education - T. Miller, notes that as of today, there are three -level approach to the preparation of a media expert, which are different in the understanding of its role in public life, and accordingly, with the content, functions and features of training [12] Background of the psychologisation of Media specialist activity and the attention given to psychological aspects of training are also quite different in these approaches. The level 1.0 of preparation is based on the idea of the omnipotence of the media influence and the possibility of unlimited manipulation of ideas to a mass audience (and especially for children and youth) [12]. A specialist in this approach must be competent in carrying out socio-psychological studies to determine the analysis of media influence on the audience and its social behavior. The leading role is played by the knowledge of the perception structure inherent in the audience, and the structure of the factors that increase the impact intensity of the information. Particular attention is also given to the group and the mass-phenomena, but the laws of the study, describing the internal sources of audience activity, is not the subject of professional interest.

The level 2.0 of training is based on the assumption that the audience has a sufficient level of rationality and reasonableness, and is able to think critically about the information, and is able to successfully resist the influence of the media. [12] In reality, the audience has its own activity, orientation system, owns methods and media reports and analysis skills able to carry out the assessment and control of any influence of the media on the part of the authorities or certain social groups. In the formation of the expert psychological competence on this level more attention is paid not to the ability to assess the impact on the audience reaction, and psychological needs of the audience and especially the most (the belief, motivation, interests, preferences, and other cognitive education, regulating the activity of the individual's own). At the same time more attention is paid to psychological regularities of content selection and creation of the media text, ways of audience attraction to their production (i.e. to ways of the consumer transformation of media production on her coauthor).

Such approach is widespread in many countries of Western Europe and i focused on ensuring processes of citizens media education.

The level 3.0 includes the possibility of cross-cultural communication in different aspects of human activity (ethnographic, political, economic, aesthetic). The task of the expert in this level - to ensure effective cooperation between nations and diasporas, marginalized communities, territories and regions [12]. In the formation of the psychological competence of the expert on this level, the focus is concentrated on the process of mastering the material and symbolic representation of knowledge, culture and values, determining the of

psychological features and differences of communities, management systems and systems skills development [7; 8]. This list of skills is designed to generate an adequate perception and understanding of the media, the "language of the media", i.e. to a certain extent makes it easier to integrate the audience communicant cognitive features in the formation of the content in the aspect of its perception. At the same time the problem of the influence of group and mass-effects left without attention, the question of interaction and control in the media are considered with mechanistic and technological products, which leads to further escalation processes individualization consumer media product. Given the available information on the psychological aspects of activities in the field of social communications and the existing experience in solving social and psychological problems [13; 14]. It is expedient to identify possible directions for improving psychological preparation of specialists in the sphere of media. B. Oleshko formulates the main objectives of the psychological preparation of the expert in the field of social communications as the mastery of technology forming dialogue relations with the audience and individuals; mastery of approaches to ensure the personal ecology of the recipient, its protection against manipulation and, depending on the media. [15]

At the same time to the effectiveness psychological factors of information activity B. Oleshko include:

understanding of the mentality, understood as a set of stereotypes in the estimates of certain phenomena and adherence to tradition;

analyticity, which consists in ensuring the factual point of view and analysis of the causes, trends, situations and forces that led to the course of events;

overcoming individualization identity that occurs as a result of taking the passive position of information recipient generated or conformism, or artistic affectation, acting as compensatory mechanisms in the structure of the neurotic personality;

tolerance, understood as refraining from the use of force to interfere with the thoughts or actions of another person;

understanding of gender-sensitive and gender stereotypes [15].

However, this vision of the priorities of improving the psychological specialist training of the media sphere, focuses only on developing the its individual cognitive (understanding the mentality and gender-sensitive) and personal qualities (tolerance) does not cover the whole communication system and can only partly satisfy the public demands. Psychological training should provide a specialist not only the opportunity to better performing certain professional functions, but also to reveal the potential of his personality in the context of cooperation with the technical means of communication, non-material components of culture media, by various social entities and their manifestations. Given the current trend of education appears to move away from a purely theoretical training and practical formation, and the ability to solve specific professional problems, ways of improving psychological preparation of of the media sphere experts should be viewed as components of psycho-social and psychological competence in connection with the previously defined features considering that native of psychological features in this sphere is a communicant, and the recipient, in the most general sense of perfection psychological specialist training of this sector should be carried out in the directions:

1) the development of psychological capabilities belong to the communicant;

2) knowledge improvement of the communicant psychological characteristics of the recipient.

The psychological features of activity in the field of social communications are characterized by different weights impact on the final outcome of the communication process. And the weight of their influence is not constant and situationally dependent on a combination of objective and subjective factors inherent in a particular communication situation. The weight of influence of features can be changed by their interference.

Considering specified, the improvement of maintenance formation of professional expert competences in the field of social communications is proposed to carry out on the basis of the submission of three-components structure of personality (cognitive, emotional about the affective, practical and effective), the contents of which will form the features that have the greatest weight and is characterized by relative stability in time influence. Depending on the object to which their action is directed, the components will have different means of implementation, and in didactic terms the various methods of formation and development.

Features and content of structural components is presented in Table 2.

To ensure the formation of competence of these elements given the nature of personal growths which accompany them, is considered to be appropriate to use a reflexive approach [16]. Formation and development of competencies in this case can be represented as a series of informational and emotional-motivational effects mediated through the creation of the corresponding problem of the developing context, means and systems development and reflect on their own work.

Table 2

The content of the providing psychological and social-psychological competence of the expert in the area of social communications, depending on the object of influence

Components of the personality structure	The maintenance of psychological competence according to object of application	
	communicant	recipient
Cognitive	Features style, role, knowledge of the impact of the objectives and functioning of the laws of his own psyche, creativity, creativity, knowledge, constraints and opportunities inherent in different forms of content; development methods, attributes professional destruction	Knowledge of perception and thinking, behavior patterns, values, needs, norms, beliefs and attitudes, gender and age characteristics, features of training; group effects, their symptoms and how to use behaviors audience; patterns of development
Emotional and affective	Knowledge of own values, preferences, motivations, activity sources, management of activity	Structure of values, motivation of audience, activity sources, their methods; methods of the analysis of emotional reactions in feedback
Practical and effective	Application of methods for activation of search activity, attention management, reflection behavior, prevention of professional destruction	Methods for monitoring audience reaction, reflection application of media, the use of psychological patterns of educational technology, fixation reaction changes to content changes

Conclusions. Thus, the use of knowledge about the psychological and social-psychological aspects of activities in the field of social communications, in accordance with certain directions of improving the content of vocational training in the field of communications media will increase the efficiency of their activities at the expense of the system of epy cognitive formation, emotional-affective and practically effective component of psychological competence. Formation and development of certain key elements of competence will provide communicant individual losses reduction and growth of content compliance with features and needs of a mass media consumer.

Further research should be focused on determining the optimal forms and methods of didactic formation and development of certain components of expert psychological competence in the media sphere.

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