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Published in the Russian Federation  
European Researcher  
Has been issued since 2010.  
ISSN 2219-8229  
E-ISSN 2224-0136  
Vol. 87, No. 11-2, pp. 2022-2034, 2014

DOI: 10.13187/er.2014.87.2022  
[www.erjournal.ru](http://www.erjournal.ru)



## **Media Education: Opinions of Russian Teachers**

Alexander Fedorov

Anton Chekhov Taganrog Institute, branch of Rostov State University of Economics,  
Russian Federation  
Doctor of Pedagogy, Professor  
E-mail: [mediashkola@rambler.ru](mailto:mediashkola@rambler.ru)

### **Abstract**

The analysis of the conducted questionnaire among teachers of secondary schools showed that realizing the great importance of the media in the contemporary information society, three quarters of them support the idea of media education at schools and 58% believe that a new major for pedagogical institutes needs to be introduced - "Media Education". Most of teachers justly think that the combination of the autonomous and integrated media lessons is the most effective way today for the development of media education in Russia, and therefore - for the increase of media literacy of the young generation.

However, in spite of the fact that majority of teachers define the aim to develop the critical thinking of the audience as one of the most important, they significantly overestimate the weight of "protectionist" approach to media studies today, and on the contrary, undervalue the goals to develop the democratic thinking of the pupils, their knowledge about theory and history of media and media culture.

Moreover, despite of the general support of media education ideas (in theory) expressed by 75 % of the teachers, actually only one third of them use some elements of media education at their lessons (in reality), and one fifth of the group does not integrate it at all.

The hardest obstacle on the way of media education into the Russian classrooms is the absence of financial motivation, according to the teachers, though to our point of view, last but not the least is the passive anticipation of the authority's directives and insufficient level of knowledge of today's Russian teachers in terms of the theory and methods of media education.

Thus, the analysis of the teachers' questionnaire has given us additional proof for the necessity of the official introduction of the new university-level Major- "Media Education" (namely, Major, because the homonymous Minor was registered in 2002) and media education courses for the students of all pedagogical institutes. Only when the media literate graduates of universities come to work in schools, we will be able to evaluate the position of media education within the curriculum.

**Keywords:** media literacy education; teachers; Russia; media competence.

### **Introduction**

Unlike some other countries (for example, the USA or Canada), the school education is centralized in Russia. The Ministry of Education works out the national basic school program, the one and compulsory for all schools. The number of elective subjects is very small compared to the obligatory ones.

The national educational curriculum does not include media literacy. Some institutions take media literacy initiations: the laboratory of media education of Russian Academy of Education (Moscow) develops experimental educational standards on media education at schools (integrated into the curriculum), the Kurgan Teacher Training Institute uses its own programs of media education (Spitchkin, 1999), etc. However these innovations are realized just in relatively few Russian schools and universities. That is why the development of media literacy in Russia depends on the individual efforts of teachers (relatively young as a rule), who try to integrate media education in different subject areas or conduct extra-curricular classes (or clubs) on media culture.

The Russian Ministry of Education is aware of this problem and in future promises to provide technological resources in the areas of sound, video & Internet equipment (for example with the help of Federation for Internet Education).

One of the institutions that provide assistance for media literacy is Russian Association for Film & Media Education. Teachers and university professors who joined it write doctors' thesis on media & Internet literacy, elaborate models of media education, curriculum materials for schools and universities, publish books (Fedorov, 1989, 1999, 2001, 2002, 2004, 2005, 2007; Baranov and Penzin, 2005; Sharikov, 1990; Spitchkin, 1999; Usov, 1993 and others), provide workshops and seminars on media education. These efforts are aimed at developing pupils' and students' personality – developing an appreciation and critical thinking and analysis, media creativity, etc.

Teachers that I interviewed define their approach to media literacy in the following way: media education is subsidiary to basic education; media and Internet are effective means for the development of personality; media education is a new possibility for the creative games and collaborative forms of work; media education is the means of active involvement of pupils into the learning process.

Russian teachers report that their long-term media aims are the development of pupils' personality, critical and aesthetical perception with the help of advanced media equipment, including Internet.

I think that modern Russia needs concrete strategies of the development of media education projects. These strategies must be aimed not only at technical equipment of Russian schools but also on development of the new methodologies. Russian education needs productive cooperation with the Ministry of Education, Association for Media Education, Federation for Internet Education, Educational web-sites' & CD-ROMs' producers. Russian education needs also international cooperation for Media Education.

The year 2002 was marked by the important event in the history of the Russian media education movement. The academic-methodical institution of the Ministry of Education of the Russian Federation has registered the new university-level specialization (Minor) "Media Education" (03.13.30) within the education area. In other words, for the first time in its history media education in Russia has gained an official status.

### Materials and Methods

However are the Russian teachers ready for the implementation of the media education ideas? What is their general attitude to the problem of media education in school and university? What objectives are the most important for them? To what extent do they use media education elements in their lessons?

These are the questions that we tried to answer by the survey of 57 teachers of secondary schools (schools NN 12, 27, 36, 37, 38 and others) in Taganrog, Russia. The information on age and gender of the teachers is in the Table 1.

Table 1: The number of teachers, their age and gender

Age	Number of teachers in this age group	% of teachers	Number of female teachers	Number of male teachers
21-30	10	17,54	7	3
31-40	12	21,05	8	4
41-50	11	19,30	7	4

51-60	12	21,05	7	5
61-70	12	21,05	10	2
<b>Total</b>	57	100	39	18

Undoubtedly, my survey cannot claim for the total representativeness. On the other hand, its results seem to us characteristic of the media education process in general, the more so as many of its issues reecho with the findings of the research of media education tendencies in 12 European countries [Hart & Suss, 2002].

### Discussions and results

The analysis of the survey's results on the topic "What is your attitude to media education?" shows that the majority of teachers believe in the necessity of media education of pupils in the form of a mandatory subject (63,16%) or as an elective (34,84%). The same is true concerning the obligatory (56,14%) or elective (21,05%) media education for university students. 57,89% of the teachers questioned (83,33% of men and 46,15% of women) have also expressed their support of the introduction of the new pedagogical major "Media Education" in higher education institutions. In addition, the mandatory media education for pupils/students and the suggestion for a major specialization in "Media Education" have gained the strongest support in the age group of teachers between 31 and 40 years (83,33% of voices in all questions).

The teachers that took part in our project, think that media education of pupils/students should be integrated into the mandatory courses (45,61% without any noticeable gender or age differences), autonomous (24,56% without any major gender or age differences as well), or the combination of both (50,88%).

Only 14,03% of the teachers oppose media education for pupils claiming its uselessness. There are 3 times more women's voices here than the men's, and older generation predominates (in the age group between 21 and 30 years there is no single person who is against media education for schoolchildren).

However, even these teachers' resistance declines when it comes to the status of media education for university-level students. Just 3,51% of the teachers reject it. By the way, this group consists entirely of women older than 50 years, who are probably too conservative to change their traditional opinion about the teaching process.

In general, more than 75% of the teachers in this or another way do support media education for pupils and students, and 58% of them believe that it is high time to introduce the new area of expertise for universities - "Media Education". It proves the point that the intense development of the media evokes the adequate reaction of Russian pedagogues - they realize that life in the world of IT and mass communication boom is demanding media literacy to the extent not less than it is demanding the traditional literacy.

It seems worthy of comparing several positions with the results of the questionnaire of 26 experts in media education around the world (media educators from 10 different countries participated, such as O. Baranov, R. Cornell, A. Korochemsky, B. MacMahon, J. Pungente, S. Penzin, L. Roser, K. Tyner, E. Yakushina, and others) that I conducted for UNESCO in 2003 [Fedorov, 2003]. The difference in the opinions of teachers and experts featured most strongly in their attitude to the autonomous media education. In contrast to 25,64% of Russian schoolteachers, only 7,69% of the experts in the field think that media literacy should be taught in separate courses/lessons. There is no significant difference between the support for the integrated media education: 46,15% of Russian teachers vs. 30,77% of the experts. The number of advocates of the combination of the integrated and autonomous media education in these two groups is even closer: 53,85% of teachers compared to 61,54% of the experts. On the whole, majority of Russian teachers and international experts agree on the point that the most promising way for the development of modern media education is the union of autonomous and integrated lessons with schoolchildren and students.

The analysis of the teachers' answers to the questions about main aims of media education leads us to the conclusion that the teachers support the following theories of media education (in descending order):

1. Development of the critical thinking (the main aim is to develop the critical thinking, personality's autonomy towards the media/media texts) - 63,16% (without significant gender differentiation, but with the dominance of younger generation of teachers);
2. Aesthetic (the main goals are to develop the "good" aesthetic perception, taste, abilities for the efficient evaluation of the aesthetic quality of a media text, for understanding of media texts; propaganda of the masterpieces of media culture) - 57, 89% (there are about 11% more of women's voices here than men's);
3. Ideological (the main aim is the development of the skills for political, ideological analysis of different aspects of media/media culture) – 50, 88%.
4. Cultural Studies (the main aim is to develop the audiences' skills for the analysis of media texts in the broad cultural, and social context) – 43, 86%;
5. Practical (the main goal is to teach the audience practical skills of operating media technology) – 43, 86%;
6. Semiotic (the main aim is the development of the audiences' skills for perception, understanding and analysis of the media language) – 36, 84% (there are 14% more of female than male voices);
7. Inoculatory/Protectionist (the main aim to protect the audience from the harmful affects of media) - 35, 09% (women's votes dominate by 11%);
8. Development of the democratic thinking ( the main goal is to prepare young people for living in the democratic society with the help of media/ media culture)- 35, 09% (there are 14% of men's voices, than women's);
9. Satisfaction of the audience's needs- 33, 33% (the main aim is to satisfy the needs of the audience in the area of media/ media culture).

Herewith, teachers consider the following to be important: development of the skills for moral, psychological analysis of different aspects of media, media culture (26, 31%, the women's voices are twice as many as the men's); communicative abilities (29, 82%, men's voices are twice as many as the women's); skills to self expression through media, creation of media texts (17, 54%). Such objectives as the knowledge about the history of media/ media culture (14, 03) and theory of media and media culture (7, 02%) got the smallest rating, though in the latter case it is not quite clear how one can develop, for instance, critical thinking of the audience or teach about the media language without reliance on the theories of media.

Comparison of these data and the results of the questionnaire of the international expert group [Fedorov, 2003] shows that the opinions of Russian teachers are close to those of the experts' in many cases: the teachers (though the percentage is smaller) place the aim of the development of critical thinking on the top, as well as the experts (84, 61% of experts, 63, 16% of teachers). The difference in attitude towards aesthetic (57, 89% of the teachers, 46, 15% of the experts), ideological (50, 88% of the teachers, 38, 46% of the experts), practical (43, 86% of the teachers, 50% of the experts) and "consumerism" (33, 33% of the teachers, 30, 77% of the experts) objectives of media education is not crucial, as you can see from the figures above.

Yet the comparison with the experts' rating of the objectives reveals that Russian teachers tend to overestimate the role of "protectionist" (35, 09% of the teachers vs. 15, 38 % of the experts) objectives of media education, to the detriment of the semiotic and cultural studies aims, which got 57 to 70 % of the experts' votes.

Almost twice less rating was made by such a popular with the experts (61, 89%) category as the development of the critical thinking. The same is true for the communicative aim (57, 34% of the experts vs. only 29, 82% of the teachers) and for the development of the skills for self-expression through media (53, 85% of experts, 17, 54% of teachers).

The importance of the knowledge about the history and theory of media/ media culture turned out to be also underestimated by the teachers, compared to the expert group. There are 37 to 48% of supporters of these aspects among the experts, while only 7 to 14% among teachers.

All of this leads us to a conclusion that in spite of the general support given by the experts and the teachers to the priority of the development of critical thinking on the material of media culture, there is no sufficient understanding among the in-service Russian teachers of the importance of several other media educational objectives. For example, the potential of the media education lessons aimed at the development of the democratic thinking of the audience are clearly estimated too low, while the weight of the protectionist objectives is exaggerated.

However, we needed to find out to what extent the teachers really implement elements of media education at their classes. The results of the answers are presented in Table 2.

Table 2: Integration of media education elements in schools

Age/gender of teachers	Elements of media education are used during the lessons	No elements of media education are used during lessons	It is hard to answer this question
	Number of teachers (in %) who chose the answer		
<b>Age 21-30 /total</b>	<b>70,00</b>	<b>0,00</b>	<b>30,00</b>
21-30/men	100,00	0,00	0,00
21-30 /women	57,14	0,00	42,86
<b>Age 31-40 /total</b>	<b>41,67</b>	<b>25,00</b>	<b>33,33</b>
21-30/men	50,00	0,00	50,00
21-30 /women	37,50	37,50	25,00
<b>Age 41-50/total</b>	<b>36,36</b>	<b>18,18</b>	<b>45,45</b>
41-50/men	25,00	25,00	50,00
41-50 /women	42,86	14,28	42,86
<b>Age 51-60 /total</b>	<b>25,00</b>	<b>33,33</b>	<b>41,67</b>
51-60/men	60,00	20,00	20,00
51-60/women	0,00	42,86	57,14
<b>Age 61-70 /total</b>	<b>8,33</b>	<b>25,00</b>	<b>50,00</b>
61-70/men	0,00	0,00	100,00
61-70/women	10,00	30,00	60,00
<b>All age groups/total</b>	<b>35,09</b>	<b>21,05</b>	<b>43,86</b>
All age groups/men	50,00	11,11	38,89
All age groups/women	28,20	25,64	46,15

The figures of Table 2 tell us that in reality only 35,09% (50% of men and 28,2% of women with the majority under 51 years old) of the questioned teachers were confident to say that they use elements of media education during their lessons.

21,05% of the teachers (11,11% of men and 25,64% of women, the majority belongs to the elder generation) confess that they never use media education elements at their classes. The rest of the teachers are not sure what to answer. We can see the reason for that: the analysis of the following tables (Table 3, Table 4) reveals that about half of the teachers use media material during their lessons very seldom, because they feel that they lack knowledge about theory and methods of

teaching media (the latter, to our mind, is another serious argument for the introduction of the new university-level major- ‘Media Education’ in pedagogical institutes).

Data about the frequency of media educational lessons, conducted by the teachers are presented in Table 3.

Table 3: Teacher’ opinions about frequency of media education elements during their lessons

Age/gender of teachers	Some elements of media education are used regularly	Media education elements are used occasionally	Media education elements are used seldom or never
	Number of teachers (in %) who chose the answer		
<b>Age 21-30 /total</b>	<b>20,00</b>	<b>30,00</b>	<b>50,00</b>
21-30/men	33,33	33,33	33,33
21-30 /women	14,28	28,57	57,14
<b>Age 31-40 /total</b>	<b>16,67</b>	<b>33,33</b>	<b>50,00</b>
21-30/men	0,00	50,00	50,00
21-30 /women	25,00	25,00	50,00
<b>Age 41-50/total</b>	<b>0,00</b>	<b>27,27</b>	<b>72,73</b>
41-50/men	0,00	25,00	75,00
41-50 /women	0,00	28,57	71,43
<b>Age 51-60 /total</b>	<b>8,33</b>	<b>25,00</b>	<b>66,67</b>
51-60/men	20,00	20,00	60,00
51-60/women	0,00	28,57	71,43
<b>Age 61-70 /total</b>	<b>0,00</b>	<b>25,00</b>	<b>75,00</b>
61-70/men	0,00	100,00	0,00
61-70/women	0,00	10,00	90,00
<b>All age groups/total</b>	<b>8,77</b>	<b>28,07</b>	<b>63,16</b>
All age groups/men	11,11	38,89	50,00
All age groups/women	7,69	23,08	69,23

Figures presented in Table 3 suggest that only 8,77% (the most active group within it are men teachers aged 21-30) of the teachers use elements of media education on a regular basis. 28,07% of teachers integrate them from time to time (men are 15% more than women).

Noticeably, 63,15% of the teachers (there are more women, especially elder ones, about 20 % more than men) declared that they seldom if ever use media literacy activities in their lessons. Taking into consideration that 21,05% of the teachers had previously said that they do not teach about media, this number goes down to 42,1% of the questioned teachers.

Certainly, I was also interested to know what the hindrances on the way of media education at schools are.

Table 4: Reasons that prevent teachers from integrating media education elements during their classes

	<b>Obstacles</b>				
	<b>I lack knowledge about theory and practice of teaching media education</b>	<b>I don't want to teach media</b>	<b>I don't have the financial motivation to do additional work</b>	<b>I am not familiar with media technology</b>	<b>I didn't get any guidelines and directives from school authorities</b>
	<b>Number of teachers (in %) who chose the answer</b>				
<b>Age 21-30 /total</b>	<b>30,00</b>	<b>0,00</b>	<b>40,00</b>	<b>10,00</b>	<b>70,00</b>
21-30/men	00,00	0,00	0,00	33,33	100,00
21-30 /women	42,86	0,00	57,14	0,00	57,14
<b>Age 31-40 /total</b>	<b>50,00</b>	<b>8,33</b>	<b>100,00</b>	<b>16,67</b>	<b>66,67</b>
21-30/men	75,00	0,00	100,00	0,00	100,00
21-30 /women	37,50	12,50	100,00	25,00	50,00
<b>Age 41-50/total</b>	<b>54,54</b>	<b>18,18</b>	<b>90,91</b>	<b>18,18</b>	<b>90,91</b>
41-50/men	50,00	25,00	75,00	0,00	100,00
41-50 /women	57,14	14,28	100,00	28,57	85,71
<b>Age 51-60 /total</b>	<b>83,33</b>	<b>8,33</b>	<b>91,67</b>	<b>25,00</b>	<b>100,00</b>
51-60/men	80,00	0,00	80,00	0,00	100,00
51-60/women	85,71	14,28	100,00	42,86	100,00
<b>Age 61-70 /total</b>	<b>50,00</b>	<b>33,33</b>	<b>66,67</b>	<b>50,00</b>	<b>58,33</b>
61-70/men	50,00	50,00	100,00	0,00	100,00
61-70/women	50,00	30,00	60,00	60,00	50,00
<b>All age groups/total</b>	<b>54,38</b>	<b>14,03</b>	<b>89,47</b>	<b>24,56</b>	<b>77,19</b>
All age groups/men	55,55	11,11	72,22	5,55	100,00
All age groups/women	53,84	15,38	97,43	33,33	66,67

As we can see from the Table 4 the majority of teachers point to the lack of financial motivation as the biggest obstacle on their way (89,47%, teachers over 30 mostly, women outnumber men by 25%). Then follow complains about the corresponding guidelines/ directions from the school authorities (77,19%, among them there is 35% more of the men teacher, aged

41-50). About half of the teachers (54,38% aged above 30) realize that they lack knowledge about theory and practice of media education. 24,56% of the teachers (only 5,55% of men among them, 33,33% of elder women) consider the serious impediment is that they are not familiar with media technology. And only 14,03% (teachers over 60 years old mostly) of teachers do not want to deal with the media during their classes. There is no one in the age group of 21-30 who expressed a hostile attitude to media education.

Hence, the most significant hindrance of the development of media education according to Russian teachers is the low salary, definitely not enough to become enthusiastic about new technologies and re-writing their usual syllabuses. Though further more we find out that another major problem is the lack of the initiative of the teachers, who do not venture upon the innovation without the directives from the authority. With that, the obstacle, not in the least less, is the insufficient media literacy of teachers themselves.

Researchers and educators in different countries agree on the necessity of teachers' media education. A modern teacher is supposed to:

- encourage and develop their pupils/students desire to search for the answers to questions connected with media;
- use in teaching a research technique, when pupils/students independently can search media texts for the information to answer various questions, to apply the knowledge received in a training course to new areas;
- help schoolpupils/students develop ability to use a variety of media sources, to investigate problems and then draw the generalized conclusions;
- organize discussions of pupils/students of media texts;
- encourage reflection of own media experiences.

Thus, in order to realize the training program for future teachers, we need to develop the classification of the levels of field knowledge and skills necessary for their future media education activity. The corresponding classification was designed by me on the basis of the generalized classifications of levels of professional readiness of teachers for educational activity (Chart 1).

Table 5: Classification of the levels of teachers' professional development (knowledge and skills) necessary for media education practice

<b>Level</b>	<b>Description</b>
<b>Motivational</b>	Motives of media education activity: emotional, gnosiological, hedonistic, moral, aesthetic etc.; an ambition to expand one's knowledge and enhance skills in the field of media education
<b>Informational</b>	Level of knowledge in the field of media education
<b>Methodical</b>	Methodical skills in the field of media education, the level of pedagogical talent
<b>Activity</b>	Quality of media education activity during educational practice
<b>Creative</b>	Level of the originality and resourcefulness in media education activities

The given classification to a considerable degree corresponds with readiness of a future teacher for the development of information culture of pupils which is defined by I.A. Donina as "complete integrated reflecting ability of the future teacher to the informational and pedagogical activity, including "motivational, value, cognitive and operational components" [Donina, 1999, p.11], and also with the similar levels developed earlier [Fedorov, 2001, pp.62-63, Legotina, 2004, p.14].

Below are the scales specifying the indicators of each level.



Table 6: Motivational level

<b>Level of development</b>	<b>Indicators</b>
<b>High</b>	Versatile motives of media education activity: emotional, gnosiological, hedonistic, moral, aesthetic etc.; an ambition to expand one’s knowledge and enhance skills in the field of media education
<b>Average</b>	Some motives for integrating media work are apparent
<b>Low</b>	Weak motivation, no willingness to enhance one’s teaching pattern

In fact, the results of work depend on a level and nature of motivation of media education activity of both future, and in-service teachers. My observation has shown that quite frequently school teachers express an opinion that media education is an additional “work load” for them, hence should be paid extra.

Table 7: Informational level

<b>Level of development</b>	<b>Indicators</b>
<b>High</b>	Deep and extensive knowledge in the field of media education.
<b>Average</b>	Consistent, acceptable theoretical knowledge in the field of media education.
<b>Low</b>	Limited, fragmentary pedagogical knowledge in the field of media education

My earlier researches have revealed that many Russian teachers lack knowledge about media education dramatically. Thus the necessity for setting up special pre- service and in-service courses on media education becomes even more obvious. A teacher should be media literate him/herself to be able to teach media to his/her students.

Table 8: Methodical level

<b>Level of development</b>	<b>Indicators</b>
<b>High</b>	Advanced methodical skills in the field of media education (e.g., skills to develop media perception of pupils/students, to reveal levels of their development in media culture area, to choose optimal methods, means and forms of work, research skills, etc.) and outstanding pedagogical talent (general pedagogical culture, self-presentation, reflection, presence of a feedback with an audience, etc.)
<b>Average</b>	Acceptable methodical skills in the field of media education; teaching strategies meets expectations
<b>Low</b>	The choice of methods is not suitable; no presence of a teaching aptitude

For example, a distinguished Russian teacher E.N. Gorukhina considers that during the process of media education future teachers should take advantage of methods of scientific research, and also techniques of organizing out-of-class work. Among other activities, she challenges her students with the assignment to analyze:

- the standpoint of a media text’s author;
- dialogues between media text’s characters and the dialogue between the author of a media text and the audience;
- perception as the process and activity [Gorukhina, 1980, pp. 4-5].

At the same time, analysing the methodical level, one should keep in mind that pupils and students sometimes “play the game” with their teachers, saying things they are expected to say. For example, a male student can learn to speak “correct things” about sexism in media texts in a

classroom, however express sexist attitude to his female classmates outside the classroom [Buckingham, 1990, pp. 8-9].

Table 9: Activity level

Level of development	Indicators
<b>High</b>	Regular and various media education activities
<b>Average</b>	Occasional elements of media education
<b>Low</b>	Incidental, ineffective media education activities

Undoubtedly, only recurring media education activities can lead to expected results - increase of media literacy level of pupils/students. However my previous researches have shown that till present the opposite situation is true- incidental, unsystematic integration of media education elements.

Table 10: Creative level

Level of development	Indicators
<b>High</b>	Media education activity of a teacher demonstrates insight, imagination, flexibility, novelty
<b>Average</b>	Teacher's creativity is displayed occasionally or inconsistently
<b>Low</b>	No signs of inspiration or inventiveness

I believe that teacher's creative work should be tied to principles of humanism and democracy. The university in a democratic society aspires to provide students with educational experience of various characteristics and a multicultural basis. University graduates are supposed to become responsible citizens with humanistic values of responsibilities and rights, freedom of expression and access to information and knowledge.

Within the context of growing presence of media in modern societies, school teachers and university educators should be media competent. The scale suggests the classification of levels of the professional development (knowledge and skills) necessary for teachers to integrate media education. Thus, the model degree of development of professional knowledge and skills necessary for successful media education activity, is comprised of the following levels:

1) **Motivational:** emotional, gnosiological, hedonistic, moral, aesthetic and other motives; teacher's aspiration to expand one's knowledge and enhance skills in the field of media education.

2) **Informational:** comprehensive knowledge in the field of media education (knowledge of the fundamental aims, approaches, and key concepts).

3) **Methodical:** advanced methodical skills in the field of a media education and pedagogical talent.

4) **Activity:** regular media education activities during educational works of different types.

5) **Creative:** media education activity of a teacher demonstrates insight, imagination, flexibility, novelty.

### Conclusion

The analysis of the conducted questionnaire among teachers of secondary schools showed that realizing the great importance of the media in the contemporary information society, three quarters of them support the idea of media education at schools and 58% believe that a new major for pedagogical institutes needs to be introduced - "Media Education". Most of teachers justly think that the combination of the autonomous and integrated media lessons is the most effective way today for the development of media education in Russia, and therefore - for the increase of media literacy of the young generation.

However, in spite of the fact that majority of teachers define the aim to develop the critical thinking of the audience as one of the most important, they significantly overestimate the weight of

“protectionist” approach to media studies today, and on the contrary, undervalue the goals to develop the democratic thinking of the pupils, their knowledge about theory and history of media and media culture.

Moreover, despite of the general support of media education ideas (in theory) expressed by 75 % of the teachers, actually only one third of them use some elements of media education at their lessons (in reality), and one fifth of the group does not integrate it at all.

The hardest obstacle on the way of media education into the Russian classrooms is the absence of financial motivation, according to the teachers, though to our point of view, last but not the least is the passive anticipation of the authority’s directives and insufficient level of knowledge of today’s Russian teachers in terms of the theory and methods of media education.

Thus, the analysis of the teachers’ questionnaire has given us additional proof for the necessity of the official introduction of the new university-level Major- “Media Education” (namely, Major, because the homonymous Minor was registered in 2002) and media education courses for the students of all pedagogical institutes. Only when the media literate graduates of universities come to work in schools, we will be able to evaluate the position of media education within the curriculum.

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**Appendix**

**Questions of the survey “Attitude of the school teachers to media education of pupils and university students”**

1. What is your attitude to media education?

1	There is no need in media education for pupils
2	Media education should become part of the school curriculum
3	Media education should be offered through electives, after- school clubs
4	There is no need in media education for university level students
5	Media education should be mandatory in pedagogical institutes and universities
6	Media education should be elective in universities
7	It is necessary to introduce a new Major - “Media Education”, in order to prepare the qualified media teachers for secondary schools
8	Media education of pupils and students should be integrated into the traditional subjects (literature, history, biology, etc.)
9	Media education in school and university should be an autonomous course
1	Media education in school and university should combine both forms, autonomous and integrated

2. In your opinion, what are the main aims of media education? (Check 5 most important for you)

1	Encouraging the development of the aesthetic taste, perception, evaluation of the aesthetic value of a media text, appreciation of masterpieces of media culture
2	Development of critical thinking and critical autonomy of the personality towards media texts.
3	Protection from harmful influences of media.
4	Satisfaction of different needs of the audiences
5	Teaching practical work with media technology
6	Development of the audiences' skills for political, ideological analysis of different aspects of media.
7	Development of the skills of perception, understanding and analysis of media language.
8	Development of the audiences' skills for the analysis of media texts in the broad cultural and social contexts.
9	Preparing young people for living in the democratic society.
	Development of the communicative skills
1	Development of the ability for self-expression with the help of media technology, creation of media texts.
1	Teaching the history of media and media culture
1	Teaching the theory of media and media culture
	Development of the skills for the analysis of different aspects of media, media culture in terms of moral values, and psychology.

3. Do you use elements of media education during your lesson? (choose one of the following)

1	Yes
2	No
3	Not sure

4. If you use the elements of media education during your classes, then how often? (choose one of the following)

1	Regularly
2	Occasionally
3	Seldom or never

5. If you do not use media education elements, what prevents you from doing it? (you can choose 1-3 variants among these)

1	I feel I lack knowledge about theory and methods of teaching media
2	I do not want to teach media
3	I'm not financially motivated and consider it as an extra work
4	I am not familiar with technology
5	There are no directives from school authorities
6	Other reason (specify)

## Медиаобразование: мнения российских учителей

Александр Федоров

Таганрогский государственный педагогический институт имени А.П. Чехова,  
Российская Федерация  
Доктор педагогических наук, профессор  
E-mail: mediashkola@rambler.ru

**Аннотация.** Анализ проведенного нами опроса учителей средних школ показал, что, осознавая огромную значимость медиа в современном информационном обществе, три четверти из них поддерживают необходимость медиаобразования в школах и 58% считают, что для будущих учителей в вузах важно медиаобразование. При этом большинство учителей справедливо полагает, что сочетание автономных и интегрированных занятий со школьниками сегодня наиболее эффективный путь для развития медиаобразования в России, и, следовательно, - для повышения медиаграмотности/медиакомпетентности подрастающего поколения.

Однако, несмотря на то, что большинством педагогов понимается важность задач развития критического мышления аудитории, ими существенно завышается вес «предохранительных» задач медиапедагогики, и наоборот, недооценивается значимость развития демократического мышления учащихся, их знаний о теории и истории медиа и культуры.

Более того, несмотря на общую поддержку идей медиаобразования (в теории), выраженную 75 % учителей, реально только одна треть из них использует некоторые элементы медиаобразования на уроках, и одна пятая, напротив, делает этого совсем.

Самое трудное препятствие на пути медиаобразования в школах России – отсутствие финансовой мотивации учителей, хотя можно отметить также пассивное ожидание директив руководства и недостаточный уровень медиаобразовательных знаний педагогов.

Таким образом, анализ опроса учителей дал дополнительные доказательства необходимости официального введения нового университетского профиля «Медиаобразование». Только тогда, когда медиаграмотные/медиаграмотные выпускники вузов придут работать в школы, мы сможем увидеть реальный прогресс в данном направлении.

**Ключевые слова:** медиаобразование учителей; Россия; медиакомпетентность.