



Media literacy education

Mass media education in Commonwealth of Independent States (CIS) *

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Abstract. The authors address the goals, objectives and concepts of the project on mass media education in Commonwealth of Independent States (CIS). The purpose of the study: a comparative analysis of the development of media education in the CIS (1992-2020) at each stage (including theoretical concepts, goals and objectives, role, place, functions, organizational forms of media education in the mainstream education). Object of the study is media education in the countries of the CIS. The research's subject is basic stages of development, theoretical and methodological concept of media education in the CIS countries over the past 25 years. Research objectives are to formulate and justify a set of theoretical stances that make up the methodological basis of research into the history of mass media education in the CIS (1992-2020); to analyze theoretical sources and practical experience of the leading figures of media education in the CIS countries, to determine the essential features, qualities and properties of media education in the CIS countries, to investigate the structure, main stages of historical development, directions, theoretical concepts, goals and objectives, contents, media education technologies in the CIS; to carry out a comparative analysis and systematization of the material, to identify the main theoretical and methodological concepts of media education in the CIS countries, which may be a promising basis for further successful development in the Russian contexts.

Keywords: media literacy, media education, CIS, Commonwealth of Independent States, Russia, analysis.

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Introduction

The goal of the study is to undertake a comparative analysis of the development of media education in the Commonwealth of Independent States – CIS (1992-2020) at each stage (including theoretical concepts, goals and objectives, role, place, functions, organizational forms of media education in the mainstream education).

The object of the study is media education in the countries of the CIS.

The research's subject is basic stages of development, theoretical and methodological concept of media education in the CIS countries over the past 25 years.

The research objectives are the following:

- to formulate and justify a set of theoretical stances that make up the methodological basis of research into the history of mass media education in the CIS (1992-2020);

- to analyze theoretical sources and practical experience of the leading figures of media education in the CIS countries;
- to determine the essential features, qualities and properties of media education in the CIS countries, to investigate the structure, main stages of historical development, directions, theoretical concepts, goals and objectives, contents, media education technologies in the CIS; in particular, the research based on the basic theoretical concepts (aesthetic, protectionist, practical, ideological, critical thinking, cultural studies, sociocultural, ethics) will be examined. Models of mass media education, developed in CIS countries, for various target audiences, will be studied;
- to carry out a comparative analysis and systematization of the material, to identify the main theoretical and methodological concepts of media education in the CIS countries, which may be a promising basis for further successful development in the Russian contexts;
- to synthesize key media education models applied in CIS countries with the help of comparative analysis;
- to implement the research results into the education process of the university (for teacher training departments).

The novelty of our research arises from the following contradictions:

- the contradictions that have arisen in connection with the great experience accumulated in the last two decades by media educators in the CIS countries and the inadequate degree of generalization, analysis and application of this experience – both in foreign and Russian pedagogy (with the identification of the most grounded media education models for possible adaptation in Russia);

- the contradiction between views on mass media education as a program of "journalism for all" and "media activity" [Dzyaloshinsky, Pilgun, 2011, p. 353; Zhilavskaya, 2009; Ivanov, 2010, etc.] and media education as a means of developing the media competence of an individual [our research team, etc.]. At the same time, these contradictions are inherent not only to the views of Russian scientists and media educators, but also to the views of their Ukrainian, Belarusian, Kazakh, Uzbek and other colleagues [Abdurakhmanov, Beknazarova, 2011; Beknazarova, 2011; Gabor, 2002; Galzyrina, Kolbysheva, 2009; Golubtsova, Meiramkhan, 2003; Grinevich, 2008; Ivanov et al, 2011; Kazakov, 2007; Kirillova, 2005; Kolbysheva, 2009; Korkonosenko, 2010; Korochenko, 2003; Melnik, 1996; Naidionova, 2007; Onkovich, 2007; 2011; Potyatinik, 2004; Razlogov, 2005; Sharikov, 1991; Vozchikov, 2007; Zhilavskaya, 2009; Zhilinskaya, 2008];

- the contradictions that have emerged between Ukrainian and Russian scientists and media educators over the past 3-4 years due to the fact that some Ukrainian media educators began using media education as a propaganda weapon in political struggle against Russia and its educational influence [see, for example: Emets-Dobronosova, 2014].

We assume that in the basis of a comparative approach to the development of mass media education in the CIS countries, we will lay out a detailed analysis of the peculiarities of the interpretation of key theories of media education (aesthetic, sociocultural, critical thinking, semiotic, etc.). Thus,

- a comparative analysis and systematization of the main research in the field of mass media education in the CIS countries will be undertaken, presented by leading scientific schools and individual scientists in the context of sociocultural problems of the development of society, globalization, state and corporate position in relation to the development of media education;

- the most promising trends (including theoretical models, concepts) will be identified in the subject matter of the project;

- the ways of further development of such research, areas of improvement, corrections are indicated.

Comparative analysis and interpretation of academic literature, government decrees, ministerial instructions, pedagogical documentation, curriculum materials, periodicals, government documents, resolutions, conferences proceedings on the problems of mass media education in CIS countries, in our view, complies with the tasks of the project. It will enable us to systematize, generalize, explore the main stages, directions, goals and objectives, the content, methodological principles of media models education in various states.

The interest in Russian and international models of media education, in history of their emergence and development has dramatically risen recently. The need to study the history of media education derives from the fact that looking into the past allows one to see the origins of a particular phenomenon and further perspectives, to comprehend the present, to reveal the essence that lies at its basis.

Regrettably, media education in the CIS countries has not yet become the subject of a full-scale generalization analysis up to now. Therefore, the choice of the theme of our project: "Mass media education in CIS countries (1992-2020)" is dictated by its relevance, scarce elaboration by academic community, and scientific contradictions noted above.

Scientific novelty of the study:

- for the first time on the international scale, the process of historical development of mass media education in the CIS countries between 1992-2020 (Russia, Ukraine, Belarus, Kazakhstan, Uzbekistan, etc.) will be analyzed;

- the work of CIS educators in the field of mass media education, which had not previously been presented in the world science, will be analyzed;

- the analysis of theoretical concepts, models, technologies, organizational forms of media education characteristic for this period of mass media education's development in the CIS countries will be carried out;

- based on the comparative analysis, the key media education models used in the CIS countries will be synthesized (because the media education models are not everywhere explicitly, structurally present). By our assumption, the structural blocks of the basic media education models will include: the definition of the "media education" concept; conceptual theoretical basis of media education; goals, objectives, organizational forms, media education technologies; general contents of the media education curriculum; areas of use; possible outcomes of implementing the model;

- on the above basis, the ways of further development of such research, areas of improvement, correction, optimal ways of practical implementation of the best CIS practices in the field of mass media education will be outlined.

Academic controversies in media education tasks (comparison of approaches of Western media educators and media educators of the CIS countries) lead us to the formulation of the problematic issue of our research: is it possible to synthesize the dominant media education models on the basis of generalizing the accumulated experience of mass media education in the CIS countries (1992-2020) and analysis of their main tendencies, the most relevant for implementation in Russian universities and schools? We believe that the synthesis of key media education models in the CIS countries can become the basis for theoretical substantiation and development of conceptual models that are most relevant for implementation in Russian universities and schools.

We are sure that media education can not be successfully and effectively developed without systematization and generalization of its existing trends and processes in foreign countries, without a "dialogue of cultures". It is necessary to fill the gap in the domestic science in terms of studying and comparing the structure, main directions, trends of media education in the CIS countries. That is why the problem of the project declared by us seems to be relevant.

One of the most prominent media educators and media philosophers Len Masterman outlined seven reasons for arguing that media education should be given urgent priority as early as in 1985: 1. The high rate of media consumption and the saturation of the contemporary societies by the media. 2. The ideological importance of the media, and their influence as consciousness industries. 3. The growth in the management and manufacture of information, and its dissemination by the media. 4. The increasing penetration of media into our central democratic processes. 5. The increasing importance of visual communication and information in all areas. 6. The importance of educating students to meet the demands of the future. 7. The fast-growing national and international pressures to privatise information [Masterman, 1985, p.2].

European Parliament resolution of 16 December 2008 on media literacy in a digital world (2008/2129(INI)) also points out the relevance of the issue. In particular, it asserts that "media education should be an element of formal education to which all children should have access and which should form part and parcel of the curriculum at every stage of schooling"; recommends that "compulsory media education modules be incorporated into teacher training for all school levels, so as to enable the subject to be taught intensively; calls on the relevant national authorities to familiarize teachers of all subjects and at every type of school with the use of audiovisual teaching aids and with the problems associated with media education" [European Parliament Resolution..., 2008].

The Moscow Declaration on Media and Information Literacy developed by UNESCO Information for ALL Programme (2012) emphasizes the necessity to include media and information literacy in the priority directions of the national policy in the sphere of education, culture, and media; urgency of structural and pedagogical reforms necessary for enhancement of media and information literacy (MIL); its integration in the curricula including systems of assessment at all levels of education, *inter alia*, lifelong and workplace learning and teacher training; encourage an intercultural dialogue and international cooperation while promoting MIL worldwide [The Moscow Declaration..., 2012].

These premises are reflected in the text of the Long-term Concept of Social and Economic Development of the Russian Federation for the period up to 2020, approved by the Government of the Russian Federation, where the Concept among the prioritized directions of information and telecommunication technologies, places the expansion of IT for the new forms and methods of instruction, including media education. This shows that the necessity and relevance of media education and its final goal – the media competence of the population is recognized at the highest state level, becomes a task not only for enthusiasts in this highly-demanded by information society field, but also on a national scale. We see an additional relevance and significance of our research in that our university, having achieved official registration of a new university specialization – Media Education by the Board of Educational Methodological Association of the Ministry of Education and Science of the Russian Federation, was one of the pioneers of its introduction into the educational process. The media education classes are being taught in our university at the present time.

We believe that the role of the expected results in deepening the existing system of knowledge about the development of mass media education in the CIS countries that make up this subject area of science will be very important for the further development of mass media education in various countries of the world, including Russia, because the comparative approaches we propose, synthesized media education models, generalized technologies will significantly improve the media competence of a wide audience (first of all – schoolchildren and students).

Presumably, the major scientific significance of the expected results of the research will be that (on the basis of comparative analysis) the optimal model for the development of mass media education in the CIS countries will be synthesized.

The contribution of the planned scientific results to the solution of applied problems will consist in the fact that the enhanced objective-settings (relating to the development of mass media education in the CIS countries, taking into account the scientific contradictions revealed) will be presented. Moreover, original provisions characterizing new outcomes of the task solving (conclusions, recommendations for implementation in institutions of various types – in universities, schools, in supplementary education establishments) will be provided.

We see the importance of the proposed study on the topic of the development of mass media education in the CIS countries, both from the point of view of the existing trends' development, and of expanding the possibility of practical application of scientific results. Specific opportunities for the practical application of scientific results: the results of the project will be introduced into the educational process of the university (for the future teachers training). The supposed scope of the project's use is higher education institutions, Education, Social Sciences departments, above all; colleges and schools. The range of users comprises university teachers, post-graduate, graduate and undergraduate students, and secondary school teachers.

Materials and methods

Materials of our research are academic writings on media education, media literacy, and media competence published in a variety of countries, the CIS countries foremost, as well as Internet sites, and evidence of the practical application of media education in the CIS countries, accumulated from 1992 to the present day. Methodology is based on theoretical framework on the relationship, interdependence and integrity of the phenomena of reality, the unity of the historical and the logical in cognition, the theory of the dialogue of cultures by M. Bakhtin - V. Bibler (taking into account the theoretical concepts developed by such well-known sociologists and cultural studies researchers as M. Foucault, Y. Lotman, U. Eco, M. McLuhan, P. Sorokin, N. Luhmann, M. Weber, J. Gerbner, A. Mole, V. Yadov, and others). The research is based on a content approach (identifying the content of the process being studied, with due regard to the aggregate of its elements, interaction between them, their nature, access to facts, analysis and synthesis of theoretical conclusions, etc.) and a comparative approach.

The following methods are used: data collection (dissertations, extended abstracts of Ph.D. dissertations, monographs, articles, reports) related to the project's theme, analysis of academic literature, theoretical analysis and synthesis; generalization and classification; content analysis, modeling.

The working hypothesis is: a comparative approach to scientific research in the project's field (the results of which are reflected in dissertations, abstracts, monographs, scientific articles, reports, etc.) will allow for systematization and comparative theoretical concepts, goals and objectives, role, functions, technologies, organizational forms of media education in the general educational process); will help synthesize the most relevant media education models for the CIS countries. It is assumed that the structural blocks of these basic media education models will include: the definition of the concept "media education"; conceptual theoretical basis of media education; goals, objectives, organizational forms, media education technologies; multilevel tasks, their interrelationships, didactic means of substantive and organizational nature, practical technologies of pedagogical guidance / counseling, providing a diverse range of educational creative tasks, problem situations, etc., developing the media competence of the individual; main sections of the contents of the media education program; areas of application; possible results of the implementation of the model. On this basis, additional prospects for research and further practical action on the project will be outlined.

Discussion

Media have been playing increasingly important roles in people's daily life and in education. Therefore the significance of the intensive development of media literacy education is

evident. "Big Russian Encyclopedia" defines media education as the process of a personality's development with the help of and on the material of media, aimed at the enhancement of media culture, creative, communicative skills, critical thinking, comprehensive perception, interpretation, analysis and evaluation of media texts; teaching and learning of various forms of self expression through media technologies; gaining media competence. The main directions of media education are media education for future professionals in mass media industry; for future teachers; for school and university students (which can be integrated with traditional subjects or autonomous); at supplementary educational establishments and leisure centers; distance media education for various groups; independent lifelong media education. The positive outcome of media education is a personality's media competence - the sum of one's motives, knowledge, abilities, skills, facilitating the choice, use, critical analysis, evaluation, creation and transfer of media texts in various forms, forms and genres, analysis of complex processes of media functioning in society [Media Education, 2012, p.480].

UNESCO defines media education as the prioritized sphere of cultural and pedagogical developments in the XXI century. Its resolutions and recommendations have repeatedly emphasized the significance and support of mass media education (UNESCO conferences in Grünwald, 1982; Toulouse, 1990; Paris, 1997; Vienna, 1999; Seville, 2002, Paris, 2007; Moscow, 2012, etc.). It is stated in UNESCO Recommendations that "Media Education is part of the basic entitlement of every citizen, in every country in the world, to freedom of expression and the right to information and is instrumental in building and sustaining democracy. While recognizing the disparities in the nature and development of Media Education in different countries, the participants of the Seville Seminar, following closely the prior definitions developed by the Vienna Conference in 1999, recommend that Media Education should be introduced wherever possible within national curricula as well as in tertiary, non-formal and lifelong education" [UNESCO, 2002].

In 2008 and 2010, the Moscow State University hosted conferences and roundtables on media education, where resolutions were adopted, that pointed out some negative trends in the development of the media education process, both in Russia and in the CIS countries: "the accumulated experience and research results remain insufficiently disseminated and are underused, due to the fact that media education has not yet moved from the stage of the experiment to the stage of wide practical application. The opportunities for additional education are poorly used ... The interaction between existing centers and numerous experimental sites in the field of media education is inadequate, the potential of teachers and researchers of leading faculties is not fully utilized" [Resolution ..., 2008].

The main difficulties in the wider introduction of media education in the educational process of higher education institutions and schools of the CIS countries are, first of all, connected: with the apparent shortage of media educators given targeted training; with a certain inertia of the leadership of a number of higher educational institutions (in fact, within the framework of the disciplines of the regional component and the elective courses in higher education institutions, there are possibilities for introducing new subjects, but most universities' management is still reluctant to allocate hours for media education disciplines); with the traditional approaches of the ministerial structures, which focus on supporting training courses in IT and computer applications literacy with much less attention to the current problems of media literacy / media competence.

In the view of the above, the urgent need for intensive analysis of the media-pedagogical experience of the CIS countries is very important. Having received the results of the analysis of this experience, the media educators of the CIS countries will be able to more effectively develop their theoretical ideas, methodological / technological approaches, experimental work in schools and universities, in out-of-school education establishments and leisure centers.

Note that, unlike the western approaches to the development of media education (protectionist, theological, critical thinking, semiotic, cultural studies, etc.) [Buckingham, 2003; Hobbs, 2011; Masterman, 1985; Potter, 2012; Siverblatt, Zlobin, 2004; Tyner, 2010, etc.], the pedagogy of the CIS countries up to the end of the 1990s was based on the aesthetic concept. However, in recent years new approaches to media education models have been developed by Russian scientists I. Fateeva (2007), I. Zhilavskaya (2009), Ukrainian scientists G. Onkovich (2013) and V. Ivanov (2013). There has been further development of the ideas advanced by Len Masterman (the theory of critical thinking in media education), David Buckingham (cultural theory of media education), A. Sharikov (sociocultural theory of media education). However, there has been no attempt to accomplish a well-grounded comparative analysis of models of mass media education in post-Soviet CIS countries (neither by international researchers, nor in the CIS countries).

The analysis of the history of the development of media education in the USSR and Russia in 1919-2002 had been made by our team with the support of the grant of the Russian Foundation for the Humanities No. 01-06-00027a in 2001-2003, and a comparative analysis of the development of media education in the leading Western countries (from the 1920s to the beginning of the 21st century) had been carried out with the funding of the Russian Foundation for the Humanities No. 04-06-00038a in 2004-2006. As a result of these two previous projects, a series of articles and two monographs on this subject were published. This, undoubtedly, will serve as a solid foundation for the implementation of the current study - "Mass media education in the CIS countries (1992-2020)". Considering that media education is relatively young, about a hundred years old direction in pedagogy, and the CIS countries have developed as independent states only in the last quarter of a century, the chronological scope of our research will be limited to the period from the early 1990s to the present.

Results

In the 1980s-1990s and the beginning of the 21st century, many books, articles, and studies devoted to the problems of education on the basis of various types of media were published in Russia (L. Bazhenova, O. Baranov, E. Bondarenko, E. Vartanova, A. Zhurin, L. Zaznobina, A. Korochensky, I. Levshina, G. Maximova, S. Penzin, E. Polat, G. Polichko, A. Spichkin, Y. Usov, I. Fateeva, A. Fedorov, A. Sharikov, N. Khilko, Y. Yastrebteva, and others). The flow of media education researches has intensified, especially since the radical change in political and socio-economic life in Russia (since the early 1990s). However, works concerning the development of mass media education in the CIS countries are still relatively rare. On the one hand, foreign researchers (primarily L. Masterman, C. Bazalgette, A. Hart, D. Buckingham, J. Gonnet, B. Bachmayer, etc.) have investigated the problems associated with the history and theory of media education in Europe, however, always limiting their studies to West European experience, excluding the CIS countries.

On the other hand, the media educators- residents of the CIS countries (L. Akhmetova, S. Beknazarova, N. Gabor, T. Zhilinskaya, V. Ivanov, S. Kolbysheva, O. Nechay, Zh. Meiramkhan, G. Onkovich, B. Potyatnik, etc.) generally, have not reached the level of a comparative analysis of the development of media education in neighboring CIS countries (except for references to the development of media education in Russia).

For example, Ukraine, being part of the USSR, until 1992 was in line with the overall media educational theoretical concepts of the time. In the 1960s-1980s, the aesthetic theory of media education dominated here (Polikarpova, 1976, Silina, 1968, Chashko, 1979). In the first half of the 1990s, Ukraine was at a difficult stage in the formation of a new state status, including the educational context, which could not but affect the development of mass media education, which (against the background of numerous problems) was not recognized at the official level. Quite expectedly, in their theoretical approaches, Ukrainian media educators relied

on foreign experience, primarily, Western and Russian. Hence, it is not surprising that the "Ukrainian Pedagogical Dictionary" [Goncharenko, 1997], published in this period, defining the concept "media education", in fact, reproduced the same definition from the "Russian Pedagogical Encyclopedia" [Media Education, 1993, p. 555].

Nevertheless, the 1990s brought to the forefront at least three Ukrainian theorists of communications and media education. G. Pocheptsov (Kiev) analyzed and developed media theories, including semiotic theories, theories of information influences, in his fundamental monographs, numerous published in Russia and Ukraine [Pocheptsov, 2001]. Theoretical approaches to the development of media education on the material of the press were developed by the Kyivan citizen G. Onkovich [Onkovich, 2011], who had proposed the term "press didactics" and considered integrated media education in the context of language learning. Another theorist, the leader of the Lviv media education school, B. Potyatinik, asserted that "media education is a scientific and educational sphere of activity that aims to help the individual in the formation of psychological protection from manipulation or exploitation by the mass media and develop information culture" [Potyatinik, 2005, p.8], so in the 1990s the research team he headed concentrated on the protectionist theory of media education. In particular, as in G. Pocheptsov's works, it was about developing a theoretical model of protecting the individual from negative media influences.

In the first decade of the XXI century, along with the active researcher G. Pocheptsov, another Ukrainian theorist of media and a media educator, V. Ivanov became well-known, he published a series of monographs, teaching aids dedicated to the problems of mass communications, journalism and media education. His works analyze in detail historical and modern trends in the development of the media studies, including theoretical concepts, models, problems of the information society and globalization [Ivanov, 2010]. At the beginning of the 21st century, the development of theoretical concepts of media education in Ukraine developed more intensively. This is reflected by the sharp increase in the number of dissertations in the field (Buzhikov, 2007; Dukhanina, 2011; Kazakov, 2007; Kurlischuk, 2008; Onkovich; 2004; Roslyak; 2004; Sakhnevich, 2012; Chemeris, 2008; Shubenko, 2010; other).

To date, in the media education process in Ukraine, several rival research groups can be distinguished: the development of the synthesis of media education and journalism (Academy of the Ukrainian Press: a team of researchers led by V. Ivanov); development of media ecology, protecting the audience from harmful media exposure (Institute of Media Ecology at the Lviv National University); development of media didactics (team of media educators and researchers under the guidance of G. Onkovich); development of the socio-cultural model of media education (the collective of researchers headed by L. Naydenova); development of aesthetic perception and taste of schoolchildren and students (National Association of Film Educators and Media Pedagogy of Ukraine headed by O. Musienko). However, since 2014, the researches conducted by the team led by V. Ivanov became visibly politically charged, propaganda oriented, which gave media education development an ideological, at times anti-Russian coloring.

Among the works of Belarusian media educators it is possible to single out the works of M. Zhabankov, A. Karpilova, O. Nechay, I. Sukmanov. The leading theoretical concepts of Belarusian researchers in recent years have been the theory of critical thinking development, cultural, aesthetic, practical, and socio-cultural theories of media education. Belarusian media educators highly rank the tasks of the development of the audience's critical thinking, aesthetic education of the younger generation by means and on the material of media culture, development of the socio-cultural field of media culture. These positions are quite close to the approaches of many Russian media pedagogues, who propose the synthesis of several theoretical media education concepts.

An important role in the media education process belongs to the development of critical thinking of the audience, the development of an understanding of the "possibilities of media

effects and media manipulation" [Zhilinskaya, 2008]. L. Glazyrina and S. Kolbysheva believe that "it is the person who should determine the direction, nature and content of the informatization process, act as the "consumer" of new information technologies and services. To do this, one needs to learn to think without losing in the technologies-dominated world one's intellectual, emotional, spiritual and moral tension" [Glazyrina, Kolbysheva, 2009, p. 216].

There are successful practices in the field of media education in Kazakhstan, too. For example, the research team under the leadership of L. Akhmetova won a research grant of the Ministry of Education and Science of the Republic of Kazakhstan on media education topics ("Developing Media Education Technologies for Building the Intellectual Potential of the Country") in 2012 and has been developing activities in this direction [Akhmetova, 2012].

Conclusions

The preliminary review of media education literature shows that in the CIS countries "preventive/inoculation" approach (i.e. learning to resist harmful media effects) and "aesthetic" (i.e. aimed at the development of aesthetic taste of the audience) approach is being currently replaced by "cultural studies" and "critical thinking" approaches. Mass media education is receiving increasing support from the ministries of education of the CIS countries (especially in Ukraine). In many ways, borrowing Russian experience, media education is developing in Belarus and Uzbekistan.

However, having analyzed a significant amount of academic publications, we find that, in general, a fundamental comparative analysis of historical stages and theoretical concepts of media education in the CIS countries is required. Moreover, there is a significant degree of disparity in research in the field of media education. Some researchers do not demonstrate a grasp of the major ideas and existing findings that pertain to the media education field.

At the present stage of our research, the following periods of the development of media education in the CIS countries can be singled out:

The first stage of the current phase of the mass media education development in the CIS countries (1992-1999): political reforms aimed at transferring from a socialist state system to a capitalist state system, inevitably associated with educational reforms and radical changes in media education approaches. We believe that at this stage there was an intensive reorientation of teachers from the dominant of the "aesthetic", "protective", "ideological", "practical" concepts of media education towards the Western European (L. Masterman, C. Bazalgette, and others) and North American (B. Duncan, J. Pangente, C. Worsnop, K. Tyner, etc.) critical thinking, cultural, semiotic and sociocultural theories. These changes were taking place along with the intensive development of new information and Internet technologies in the 1990s, with gradual entry into the information society, which also required significant adjustments to the process of mass media education - in schools and universities, other institutions.

On the one hand, the second stage of the current phase of the development of mass media education in the CIS countries (2000-2020) is connected with a new round of intensive development of media technologies (the Internet environment, digital audio-visual technology, interactive media, etc.), and on the other hand, with the new media education initiatives of UNESCO, the Council of Europe, the gradual start of mass introduction of media education in the educational process of schools (this is especially true for Ukraine, where since 2011 a large-scale national experiment of mass introduction of media education in dozens of secondary schools has been going on), and universities. Ukraine, which is the most vigorous in this direction, following the lead of Canada, Australia, Hungary and the Czech Republic, sets the goal of making media education an obligatory component of school education of the 21st century.

The challenges of introducing media education courses in the educational process of schools and universities of the CIS countries, include: the low level of targeted media literacy

training of in-service and pre-service teachers, discrepancies between theoretical and practical approaches to media education, the politicized approaches to media education that have emerged in Ukraine since 2014.

The prospects for applying the experience of the CIS countries in mass media education may be seen in the introduction of compulsory training courses of media education into classical universities and pedagogical universities (and as a consequence - in the broad introduction of media education in schools); in effective integrated media education based on the analytical thinking development, cultural and sociocultural approaches in mass media education.

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