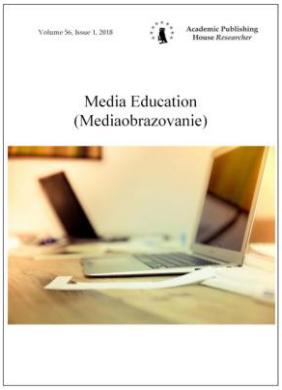
Copyright © 2018 by Academic Publishing House Researcher s.r.o.

Published in the Slovak Republic
Media Education (Mediaobrazovanie)
Has been issued since 2005
ISSN 1994-4160
E-ISSN 1994-4195
2019, 60(1)

www.ejournal53.com



Synthetic Media Education Model Used in Commonwealth of Independent States (CIS)

Alexander Fedorov [a, *], Anastasia Levitskaya [b]

[a] Rostov State University of Economics, Russian Federation
[b] Taganrog Institute of Management and Economics, Russian Federation

Abstract

Analysis of scientific monographs, articles and Internet resources allows to conclude that there is no single concept of mass media education development in the CIS countries. Media educators in the CIS countries are generally oriented towards media literacy education as interpreted by UNESCO, however, in practice, there is often an imbalance when it comes to the development of competence in the field of information computer technologies, practical activities to create media texts or propaganda and counter-propaganda tasks.

Interest in media education at universities in the CIS countries is episodic: courses dedicated to the development of media literacy/ competence among students of non-media profiles are still very rare. Unlike many European Union countries, media education is still not integrated into school education. Vast opportunities of non-formal media education are not used everywhere.

That is why the authors of this article have set ourselves the task of synthesizing a generalized model of mass media education based on the analysis of scientific monographs, articles, and Internet resources of the CIS countries, which can be used to develop media literacy / competence of the population. Media competence is in great demand all over the world today, so there is a whole range of tasks that should be solved at the state level and become the basis for the development of media education strategy in the CIS countries. When developing tools for implementing such a strategy, it may be useful to analyze the approaches, mechanisms, and experience of other European countries that are more successful in implementing policies in this area.

Keywords: model, media education, media competence, media literacy, media educators, media, model, CIS, school, university, society.

1. Introduction

As a result of our analysis of the development of mass media literacy education in the CIS countries (Fedorov, Levitskaya, 2018), we synthesized the media education model used in these countries (Fig. 1). Of course, in some of the CIS countries this model differs. For example, the model of mass media education used in Ukraine is now clearly tilted in the direction of propaganda and counter-propaganda (the search for and exposure of fake news, seasoned with a clear anti-Russian position (for example, Yemets-Dobronosova, 2014; Koropatnik, 2017, etc.). Some researchers highlight practical activities (they call it media activity) to create and disseminate media products for the development of civil communications (Działoszynski,

* Corresponding author
E-mail addresses: 1954alex@mail.ru (A. Fedorov), a.levitskaya@tmei.ru (A. Levitskaya)

Pilgun, 2011, etc.), others – ethical and aesthetic problems of media education (Baranov, 2002; Penzin, 2004), and others – the information component of media culture (Gendina, 2013; 2017, etc.).

2. Materials and methods

Materials of our research are academic writings on media literacy education published in a variety of the Commonwealth of Independent States (CIS), as well as Internet sites, and evidence of the practical application of media education in the CIS countries, accumulated from 1992 to the present time. 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 researchers as Y. Lotman, U. Eco 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.

3. Discussion

Media education models developed in the CIS countries can be generally divided into the following main groups:

- models more focused on the analysis of the role and functions of media and media culture in society; on the analysis of media texts (with emphasis on aesthetic and ethical aspects: Baranov, 2002, Penzin, 2004, or the development of analytical thinking in general: Gendina, 2013; 2017; Korochensky, 2005, etc.);
- models focused on practical activities in the field of media culture (so-called media activity) (Beknazarova, 2011; Działoszynski, Pilgun, 2011; Zhurin, 2009; Muradyan, Manukyan, 2017, etc.);
- models focused on the ideas of a civil & democratic society (Działoszynski, Pilgun, 2011; Imankulov et al., 2018; Shturkhetsky, 2018, etc.), promoted in recent years by media agencies of the European Union countries in Kazakhstan, Kyrgyzstan, Azerbaijan, Uzbekistan and Moldova;
- Journalism models, designed mainly to prepare young audience for admission to the faculties of journalism (Jalilov, 2010; Korkonosenko, 2004; Vartanova, 2015; Zhilavskaya, 2008, etc.);
- Counter-propaganda models, focused on the search for fake media messages and propaganda / counter-propaganda (Bucataru, 2018; Koropatnik, 2017, etc.).

This is why there is a need to develop a balanced model of media literacy education that takes into account all types of activities on media material – from analytical to practical.

4. Results

So, on the basis of the analyzed theoretical, methodical works and practical experience (Akhmetova et al., 2013; Baranov, 2002; Beknazarova, 2011; Bondarenko, 2009; Fateeva, 2007; 2015; Fedorov, 2001; 2007; Gendina, 2013; 2017; Gudilina, 2007; Imankulov, etc., 2018; Ivanov et al., 2011; Izmailova, 2016; Jalilov, 2010; Kirillova, 2005; Korkonosenko, 2004; Korochensky, 2005; Kovbasa, 2013; Muradyan, Manukyan, 2017; Onkovich, 2007; 2009; Sharikov, 2012; Shturkhetsky, 2018; Venediktov, 2015; Zhizhina, 2009; Zhurin, 2009, etc.) we synthesized the media education model used in CIS countries as follows:

Definitions of key concepts: generally consistent with UNESCO's position that "An inclusive concept of media education has three main objectives: to give access to all kinds of media that are potential tools to understand society and to participate in democratic life; to develop skills for the critical analysis of messages, whether in news or entertainment, in order to strengthen the capacities of autonomous individuals and active users; to encourage production, creativity and interactivity in the different fields of media communication" (UNESCO, 2007).

Conceptual framework: synthesis of socio-cultural and practical theories of media education, often complemented by the theory of critical thinking development.

Objectives: To develop media literacy / competence of the audience (i.e. analytical, creative, communicative abilities in relation to media, skills of interpretation, analysis and evaluation of media texts, creation and dissemination of media texts in society).

Objectives: To develop the following skills among the audience:

- Practical activities (creation and dissemination of humanistically oriented media texts is carried out on the basis of mastering appropriate technologies);
- Analytical activity (on the basis of the obtained knowledge on the theory and history of media culture, the audience develops skills to analyze the role and functions of media in society, the analysis of media products, i.e. media texts of different types and genres);

Areas of application and organizational forms: development of media literacy / competence in educational institutions of different types and levels (integration into mandatory disciplines, specialized classes, elective courses, etc.), in cultural and leisure organizations, through distance learning, media agencies and self-education;

Possible results of the implementation of this media education model: a significant increase in the level of media literacy / competence of the mass audience.

Media literacy / competence development methods for mass audiences:

1) *by sources of knowledge*: verbal (lectures, talks, discussions about media and media culture, including the creation of problem situations); visual (demonstration of media texts, illustrations); practical (performance of various creative role-playing and game tasks of a practical nature on the media material) (Baranov, 2002; Fedorov, 2001; 2007; Ivanov, etc., 2011; Kovbasa, 2013; Muradyan, Manukyan, 2017; Onkovich, 2007; Shturkhetsky, 2018, Zhurin, 2009, etc.);

2) *by cognitive activities*: explanatory and illustrative (a teacher providing certain information about media culture and media education, perception and assimilation of this information by the audience); problematic (problem analysis of certain situations in the field of media culture and / or media texts to develop analytical thinking); research (organization of research activities of the audience related to media culture and media education) (Akhmetova et al, 2013; Baranov, 2002; Beknazarova, 2011; Bondarenko, 2009; Fateeva, 2007; 2015; Fedorov, 2001; 2007; Gendina, 2013; 2017; Gudilina, 2007; Imankulov et al, 2011; Izmailova, 2016; Jalilov, 2010; Kirillova, 2005; Korkonosenko, 2004; Korochensky, 2005; Kovbasa, 2013; Muradyan, Manukyan, 2017; Onkovich, 2007; 2009; Sharikov, 2012; Shturkhetsky, 2018; Venediktov, 2015; Zhizhina, 2009; Zhurin, 2009, etc.).

The main sections of the content of media education programs are based on the study of key concepts of media literacy education (media education, media competence, media literacy, media category, media agency, media language, media technology, media representation, media audience, etc.):

- place and role of media culture and media education in the world; types, genres, language of media;
- main terms, theories, key concepts, directions, and models of media education (to a greater extent it concerns the level of higher education);
- the main historical stages of media education development in the world and in specific countries (more relevant to the level of university education);
- media practice technologies (including role-playing and playful activities).
- development of media literacy / competence ability to analyze the role and functioning of media culture (including media products, i.e. media texts) in society (hermeneutic, ideological, philosophical, iconographic, gender, ethical, aesthetic, semiotic, structural, content, stereotype analysis, cultural mythology analysis, character analysis, etc.) (see, for example, Akhmetova et al., 2013; Fedorov, 2007; Imankulov et al., 2018; Onkovich, 2007).

The media education model we have synthesized and applied in CIS countries includes the following structural blocks (Fig.1):

1) *Initial Diagnostics Unit*: diagnostics of media literacy / competence levels of a specific audience in relation to the media culture before the beginning of training;

2) *Content Unit:* historical and theoretical component (study of media culture history and theory) and practical component (practical activity on the basis of media culture material, i.e. development of creative skills of the audience to create and disseminate humanistically oriented media texts; analytical activity: development of skills of the audience to analyze the role and peculiarities of media culture functioning (including media products – media texts) in the society);

3) *Final Diagnostics Unit* (block of final diagnostics of media literacy / competence of the audience at the final stage of training).

At the same time, depending on the age peculiarities of a particular audience, some components of these blocks come to the fore in the media education model (e.g., studying the history and theory of media culture is more typical for the university level, practical and playful activities on the media material become dominant for young children, etc.).

For the full implementation of this model, of course, *indicators of media literacy / competence development of the audience* are needed. Of all the CIS countries, this aspect of media education is most consistently developed in Russia. In particular, as early as 2007, we proposed the following media literacy/media competency indicators for the audience

- *motivational* (motifs of contact with media and media texts: genre, thematic, emotional, epistemological, hedonistic, psychological, moral, intellectual, aesthetic, therapeutic, etc.)
- *contact* (frequency of communication / contact with media and media culture works – media texts);
- *information* (knowledge of terminology, theory and history of media culture, mass communication process, role and functions of media in society);
- evaluation activity (ability to analyze of the role and functions of media in society and media texts);
- *practical activity* (ability to create and disseminate own media texts);
- *creative* (the presence of creativity in various aspects of activity – perceptual, analytical, game, artistic, research, etc., related to media and media culture) (Fedorov, 2007).

5. Conclusion

Analysis of scientific monographs, articles and Internet resources allows us to conclude that there is no single concept of mass media education development in the CIS countries. Media educators in the CIS countries are generally oriented towards media literacy education as interpreted by UNESCO, however, in practice, there is often an imbalance when it comes to the development of competence in the field of information computer technologies, practical activities to create media texts or propaganda and counter-propaganda tasks.

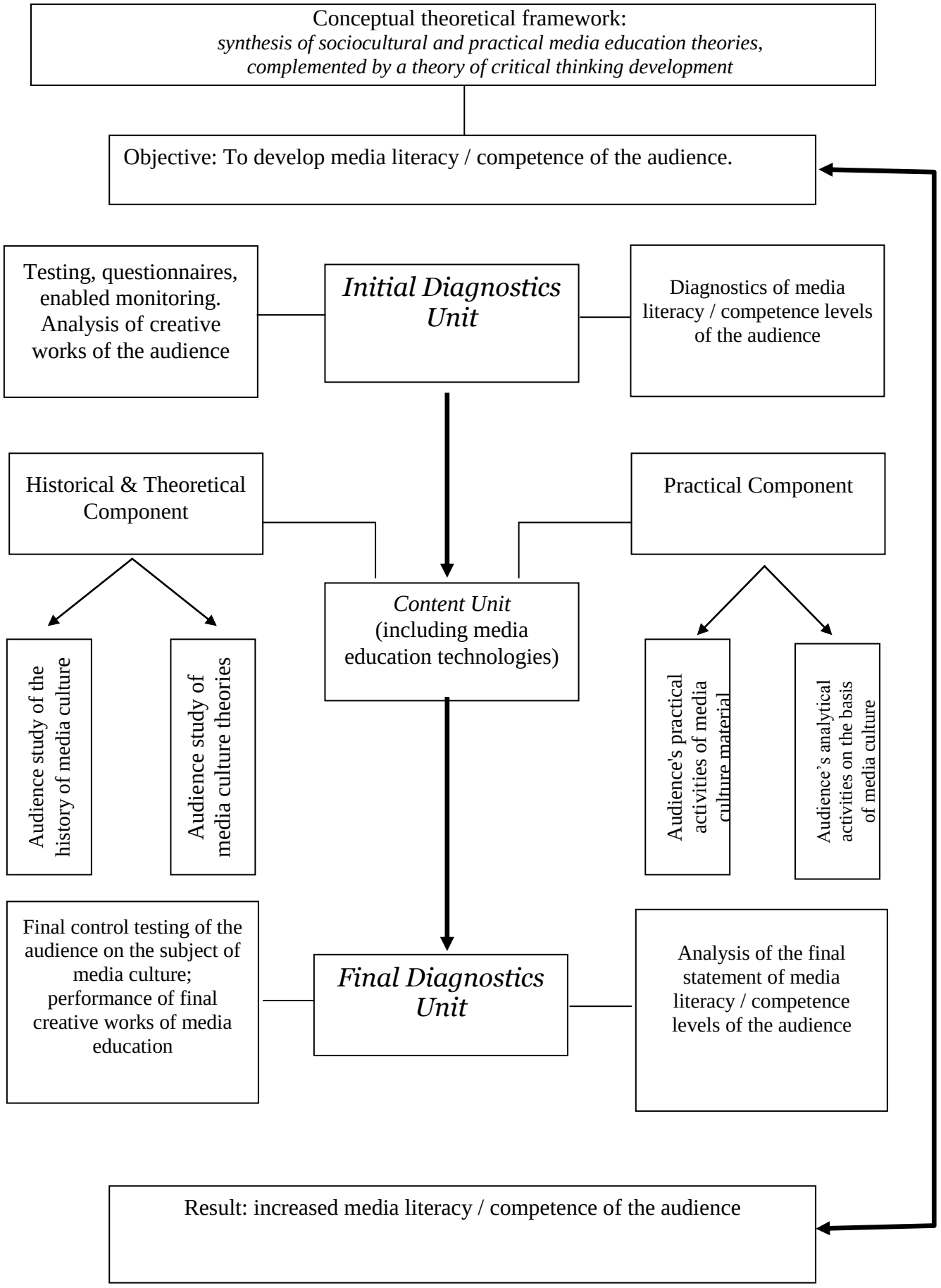
Interest in media education at universities in the CIS countries is episodic: courses dedicated to the development of media literacy/ competence among students of non-media profiles are still very rare. Unlike many European Union countries, media education is still not integrated into school education. Vast opportunities of non-formal media education are not used everywhere.

That is why we have set ourselves the task of synthesizing a generalized model of mass media education based on the analysis of scientific monographs, articles, and Internet resources of the CIS countries, which can be used to develop media literacy / competence of the population. Media competence is in great demand all over the world today, so there is a whole range of tasks that should be solved at the state level and become the basis for the development of media education strategy in the CIS countries. When developing tools for implementing such a strategy, it may be useful to analyze the approaches, mechanisms, and experience of other European countries that are more successful in implementing policies in this area.

6. Acknowledgements

The reported study was funded by Russian Foundation for Basic Research (RFBR) according to the research project № 18-013-00022 “Mass Media Education in Commonwealth of Independent States – CIS (1992-2020)”.

Fig. 1. Synthesized media education model, applied in the CIS countries.



References

Akhemetova et al, 2013 – *Akhmetova, L.S., Verevkin, A.V, Lifanova, T.Y., Shorokhov, D.P.* (2013). Media education in Kazakhstan. Almaty: Kazakh University, 254 p.

Akhmetova et al, 2013 – *Akhmetova, L, Verevkin, A., Lifanova, T.* (2013). Media Education In the Context of Development of Kazakhstan Journalism. *World Applied Sciences Journal,* 25 (11): 1624-1629.

Baranov, 2002 – *Baranov, O.A.* (2002). Media education in school and university. Tver.

Beknazarova, 2011 – *Beknazarova, S.S.* (2011). Comparative analysis of the introduction of elements of media education in the learning process. *Media education,* 3: 75-83.

Bondarenko, 2009 – *Bondarenko, E.A.* (2009). Media formation in the formation of a modern educational environment. *Educational technologies of the XXI century*. Moscow: Russian Academy of Education, 2009: 51-57.

Bucataru, 2018 – *Bucataru, V.* (2018). Media Literacy and The Challenge of Fake News. *Media Forward.* N 1. https://freedomhouse.org/sites/default/files/01-Fake_News-EN.pdf

Działoszynski, Pilgun, 2011 – *Działoszynski, I.M., Pilgun M.A.* (2011). Media text: peculiarities of creation and functioning. Moscow: Higher School of Economics, 377 p.

Emets-Dobronosova, 2014 – *Emets-Dobronosova, Y.* (2014). "Media education" for the Kremlin recipe. URL: https://krytyka.com/ua/community/blogs/mediaosvita-za-kremlivskym-retseptom

Fateeva, 2007 – *Fateeva, I.A.* (2007). Media education: theoretical basics and implementation experience. Chelyabinsk, 270 p.

Fateeva, 2015 – *Fateeva, I.A.* (2015). Topical issues of media education. Chelyabinsk: Chelyabinsk State University, 129 p.

Fedorov, 2001 – *Fedorov, A.V.* (2001). Media education: history, theory and methods. Rostov: CVVR, 708 p.

Fedorov, 2007 – *Fedorov, A.V.* (2007). Development of media competence and critical thinking of students of a pedagogical university. Moscow: ICO "Information for All", 616 p.

Fedorov, Levitskaya, 2018 – *Fedorov, A., Levitskaya, A.* (2018). Comparative analysis of the development of mass media education in the Commonwealth of Independent States (CIS) countries. *Media Education*, 58(3): 39-62. DOI: 10.13187/me.2018.3.39

Gendina, 2013 – *Gendina, N.I.* (2013). Information Culture and Media Literacy in Russia. *Information Society*. № 4: 77.

Gendina, 2017 – *Gendina, N.I.* (2017). UNESCO Curriculum on Media and Information Literacy for Teachers as an Object of Analysis and Adaptation in Russia and Uzbekistan. *Media Education,* 3: 27-44.

Gudilina, 2007 – *Gudilina, S.I.* (2007). Innovative activity in the field of media education. *Educational technologies of the XXI century OT'07*. Moscow: 8-13.

Imankulov et al, 2018 – *Imankulov, M., Usupbaeva, A., Tekimbaeva, A., Danilova, N., Shturhetsky, S., Kozhobekova, B.* (2018). Media and information literacy: resource book for the teacher. Bishkek: Media Support Center, 270 p.

Ivanov, 2011 – *Ivanov, V., Voloshenyuk, O., Kulchynska, L.* (2011). Media education and media literacy: a brief review. Kiev: 58 p.

Izmailova, 2016 – *Izmailova, K.* (2016). Media Education in Uzbekistan: Trends, Problems, Prospects. *Foreign Languages in Uzbekistan,* 6: 121-126.

Jalilov, 2010 – *Jalilov, A.* (2010). Problems and prospects of media education in Kazakhstan. *Journalism education – improvement the quality of education and new technologies*. Vienna: OSCE: 107-116.

Kirillova, 2005 – *Kirillova, N.B.* (2005). Media culture: from modern to postmodern. Moscow: Academic Project, 448 p.

Korkonosenko, 2004 – *Korkonosenko, S.G.* (2004). Teaching journalism. Professional and mass media education. Saint Petersburg: Mikhailov Publishing House, 240 p.

Korochensky, 2005 – *Korochensky, A.P.* (2005). Media education in Russia: not only "external" difficulties and obstacles. *Media education,* 3: 37-42.

Koropatnik, 2017 – *Koropatnik, M.* (2017). Problems of the media education of the Population of Ukraine in Crimea and in Donbas in the Context of Informational and Propaganda Aggression of the Russian Federation. *Collection of articles of the 5th international conference "Practical media literacy: international and Ukrainian prospective"*. Kiev: 357-372.

Kovbasa, 2013 – *Kovbasa, A.V.* (2013). Media education of post graduates: theoretical concepts and modern methodological approaches. *Organization of post graduate education in the conditions of innovative transformations at the military faculty: materials of the scientific and methodological seminar*. (Minsk, October 30, 2012). Minsk: 39-40.

Muradyan, 2017 – *Muradyan, A.S., Manukyan, A.M.* (2017). Media literacy as a result of the use of animation technologies in the process of technological education. *European journal of education and applied psychology,* 1: 14-19.

Onkovych, 2007 – *Onkovych, G.*V. (2007). Media education technologies. *Higher Education in Ukraine*. № 3-3, Vol. 5: 357-363.

Onkovych, 2009 – *Onkovych, G.V.* (2009). Mediology and media education: entrance to the science and education space. *Language and culture,* 12 (11): 327-333.

Penzin, 2004 – *Penzin, S.N.* (2004). Media education and dialogue of the cultures. *Herald of Voronezh State University*, 2: 124-132.

Sharikov, 2012 – *Sharikov, A.V.* (2012). On the need for reconceptualization of media education. *Media education,* 4: 61-76.

Shturkhetsky, 2018 – *Shturhezky, S.* (2018). Media literacy: a practical textbook for higher education institutions on media and information literacy. Lyons: IREX Europe, 156 p. URL: http://www.mediasabak.org/media/IE_-_curriculum_-_university_V2_en.pdf

UNESCO, 2007 – *UNESCO* (2007). Paris Agenda or 12 Recommendations for Media Education. URL: https://www.diplomatie.gouv.fr/IMG/pdf/Parisagendafin_en.pdf

Vartanova, 2015 – *Vartanova, E.L.* (2015). About modern media and journalism. Moscow: Mediamir, 2015, 136 p.

Venidiktov, 2015 – *Venidiktov, S.V.* (2015). Integration resource of media education in the Eurasian project. *Academic Herald of Belgorod State University*. 27 (18): 190-196.

Zhilavskaya, 2008 – *Zhilavskaya, I.V.* (2008). Interactive (journalistic) model of media education. *Mediascop,* 2.

Zhizhina, 2009 – *Zhizhina, M.V.* (2009). Media culture: cultural and psychological aspects. Moscow: Vuzovskaya Kniga, 188 p.

Zhurin, 2009 – *Zhurin, A.A.* (2009). Integrated media education in secondary school (subjects of natural sciences). Moscow-Sarov, 300 p.