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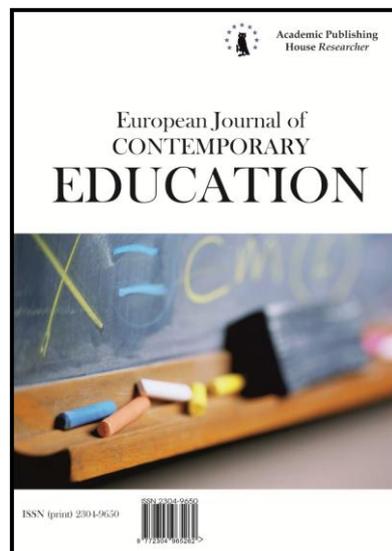
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Regional Media Education Centers (for non-professionals in the media fields) in the European Part of Russia

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Abstract

In the European parts of Russia (Archangelsk, Belgorod, Vladimir, Voronezh, Kazan, Krasnodar, Penza, Rostov-on-Don, St.Petersburg, Saratov, Smolensk, Taganrog, Tambov, Tver, Tolyatti and so on.) there is a lot of pedagogues, who strive to develop media competence among different age groups with different social status. More and more media educational centers are emerging. The dean at the Faculty of Journalism of Belgorod State University, professor A.P. Korochensky, has become a founder of a leading Scientific Media Critic School in Russia. A new media Philosophic School has been opened in St. Petersburg (professor V.V.Savchuk is the leader) and a school of theory and journalistic practice (professor S.G.Korkonosenko is the leader). A scientific school media physiology school exists on the ground of Saratov State University. There are media educational schools in Samara and Smolensk. Although, according to our analysis, the most fundamental theoretical and practical results in the area of media education, have been achieved at the regional media educational centers of Tver, Voronezh and Taganrog.

Keywords: media literacy education; media centers; Russia; media competence.

Introduction

Using the comparative methodology, we will try to analyze the aims, tasks, models and practical activity of the most important regional Media Education Centers (for non-professionals in the media fields) of the European part of Russia.

Materials and Methods

1. The name of the Media Education Center: The School of Film Education in Tver.

2. Year of establishment, location: 1968 (this year O.A. Baranov defended a Ph.D. thesis on film education of pupils; the cinema club for pupils under the direction of O.A. Baranov has begun its work since 1957), Tver.

3. Financing sources: government, public financing; funds earned by the pupils. Infotainment of the regional media (television, radio, the press, internet-portals).

4. Direction: professor O.A. Baranov.

Oleg Baranov (born 28.12.1934): a short creative biography:

O.A. Baranov is one of the founders of the media education movement in Russia, Ph.D. (1968), professor of Tver State University, member of Russian Association for Media Education, member of Russian Cinematographers Union, Honored teacher of the Russian Federation, Honored educator of the RF. He graduated from the Kalinin State Pedagogical Institute (1957) and post-graduate courses in VGIK (All-Russian Institute of Cinematography). One of the first Russians who defended a Ph.D. thesis on film education of pupils. For many years he had been the head of the Film Club in a boarding school (1957-1971). He was the head of sub-faculty and the dean of one of the departments of Tver State Pedagogical University. At present time he teaches at Tver State University and Tver School N14 (here he is also a deputy director and conducts an experiment on aesthetical education). O.A. Baranov is an author of many works on cinema education of pupils and students, also on the problems of school and youth cinema clubs, as well as some textbooks for pedagogical institutes of higher education. His articles on media education have been published in numerous periodicals "Popular Schooling", "The Art of Cinema", "Family and School", "Radio and Television", "Upbringing of School Children", "Projectionist", "Media Education" etc. since 1960. Altogether he published more than 70 works, including a book on film education published in Prague (1989) in the Czech language. O.A. Baranov participated in numerous conferences where he read reports on cinema education and aesthetical education.

Bibliography (Books by O.A. Baranov):

Baranov, O. *Film Club in Kalinin*. Moscow, 1967.

Baranov, O. *Optional Cinema Courses in School*. Kalinin, 1973.

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Varshavsky Y. Furikov L. Dovzhenko and Me. In: *The Art of Cinema*. 1964. № 6.

Pazhitnova L. Unusual Celebration. In: *The Art of Cinema*. 1968. № 3.

Penzin S.N. For Those Who will Take a Risk and Follow Our Steps. In: *SK-News*. 2007. № 3.

Penzin S.N. The Teacher of Cinema. In: *Media Education*. 2007. № 1. p. 79-89.

Razorenko M. School Film Club. In: *Youth*. 1964. № 10.

Fedorov A.V. O.A. Baranov: From the Film Club to the University. In: *Art and Education*. 2004. № 2. p.58-66.

5. Target Audience: school children of different age groups, students.

6. Chief aim: aesthetic, audio-visual, emotionally-intellectual, ethical education of the audience, the development of media competence of a personality by means of artistic media texts.

7. Objectives:

- to help the students to understand the main laws and the language of the artistic media;
- to develop emotionality and tenderness;

-to develop moral and aesthetic/artistic perception and taste, the abilities to a qualified analysis of the artistic media texts;

-to develop firm value, moral and aesthetic principles and orientations; involvement into moral and aesthetic process [Baranov, 2002, p.25].

8. Working definition of media education: The synthesis of the definitions proposed by UNESCO [UNESCO, 2009] and Y.N.Usov [Usov, 1989].

9. Key media education theories: aesthetical, ethical, cultural theories of media education.

10. Media education model units: target (orientation on aesthetical, audio-visual, ethical media education of the audience), stating, contents (first of all the studies of the history and the contemporary state of the art of cinema; the work of A.P.Dovzhenko in particular); the development of practical skills with the accent on the collectively conducted analysis of audio-visual media texts, mainly of high artistic level; making of media texts by students), resulting (rise the level of media competence of the audience).

11. Organizational forms: integration into the traditional subjects, autonomous lessons, lectures, seminars, special courses, optional courses, media/cinema workshops, media/cinema clubs, school movie theatre, family movie theatre [Baranov, 2002, p.25; Baranov, 2008, p.199].

12. Teaching methods: according to the source of the gained knowledge: verbal methods (lecture, narrative, conversation, explanation, discussion); visual methods (illustration and demonstration of media texts); practical methods (fulfillment of various practical tasks on the material of media). According to the level of cognitive activity: explanatory/illustratory methods (a teacher's statement of some information about media, perception and learning of this information by the audience); *reproductive methods* (working out and the use of various exercises and tasks on the media material so that students could master the methods of solving them), *problem methods* (problem analysis of certain situations or media texts with the purpose of the development of critical thinking); *partially search or heuristic, research methods* (research and creative activity arrangement).

At the heart of the training technique lies the analysis of the media texts:

Form 1-4. Reconstruction of the plot storyline of a movie, finding out the causal relationship between the preceding and the following episode.

Form 5. Basic elements of compositional construction of a movie in the consequence of episodes: exposition – culmination – finale.

Form 6. Formation and development of an image, a character in the consequence of episodes.

Form 7-8. Elementary idea about the artistic structure of a movie through basic cinematographic concepts: montage, cinematographic time.

Form 9-11. Complete analysis of a movie as a work of art [Baranov, 2008, p.164].

13. Media education program contents: relative to the study of such key concepts of media education as “media agencies”, “categories of media”, “media technologies”, “language of media”, “media representation”, “media audience”:

Forms 1-4. The sort of spontaneous viewer's experience. Elementary ideas about the peculiarities of cinematography and the people who create it (by the example of animated cartoons).

Forms 5-6. Extending and development of fragmentary, episode-by-episode perception of a movie, finding out openly heroic characters, active situations and conflicts.

Forms 7-8. The beginning of the development of evaluative criteria, finding out separate compositional elements in the structure of a movie, and the determination of connections between those elements.

Forms 9–11. The development and securing of the skills of the integral analysis of movies, elaboration of individual system, the development of one's own view on art in general and cinematography in particular [Baranov, 2008, p.164].

14. Application fields: lessons in study groups (in schools, boarding schools, clubs, institutions of accessory education and leisure), elective courses, integrated media education (educational institutions of different types).

1. The name of the Media Education Center: V.M.Shukshin Cinema Video Center.

2. Year of establishment, location: 1989, Voronezh (before that there used to be a

similar structure established in 1965 on the basis of cinema clubs and university media education courses).

3. Financing sources: government (Voronezh State University, Voronezh State Pedagogical University, Ministry of Education and Science of the Russian Federation grant program “Universities of Russia”), public organizations (Theatre Workers Union, The House of Actors, Russian Cinematographers Union, etc.); municipal authorities (the structures connected with education and culture). Infotainment of the regional media (television, radio, the press, internet-portals).

4. Direction: Ph.D., associate professor S.N.Penzin.

Stal Penzin (1932-2011): a short creative biography

One of the founders of media education movement in Russia, Ph.D. (1968), associate professor in Voronezh State University, member of Russian Association for Media Education, member of the Russian Cinematographers Union. S.N.Penzin graduated from Voronezh State University in 1955, and from VGIK post-graduate studies in 1968. He defended his thesis on the subject of the educational role of television. S.N.Penzin is Cinematographers Union Prize (1987) and Russia’s Film Critics Prize laureate (2002). He’s a research project director by grants of Russian Ministry of Education and Science (“Universities of Russia” program, 2002-2005). For many years S.N.Penzin had taught Film Theory and History in Voronezh State University, Voronezh State Pedagogical Institute and Voronezh Institute of Arts. Since 1970 he had been teaching in the town’s film club. Nowadays as the director of V.M.Shukshin Cinema Video Center he is still connected with Voronezh universities. Since 1950s he has wrote many articles on the issues of film and media education. They were published in numerous scientific editions and magazines («Soviet Screen», «Educational Work», «The Art of Cinema», «Projectionist», «Rise», «Pedagogics», «Higher Education in Russia», «The Higher School Messenger», «Specialist», «Media Education»), newspapers («SK-News», «Teacher’s Newspaper», «Family», «Arguments and Facts», «Antenna», etc.). S.N.Penzin in the author of several monographs, school-books dedicated to the problems of theory of cinematography, film education in schools and institutes of higher education, aesthetic education, film clubs movement. He also participated in many Russian and international conferences and seminars.

Bibliography (books by S.N.Penzin):

Penzin, S. *Cinema as Means of Education of the Youth*. Voronezh, 1973.

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Penzin, S. *Cinema Lessons*. Moscow, 1986.

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Penzin, S. *American Cinema Trip*. Voronezh, 2001.

Penzin, S. *Cinematography Basics*. Voronezh, 2001.

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Penzin, S. *Film Analysis*. Voronezh, 2005.

Penzin, S. *A Film in Educational Work with Students*. Tver, 2005. (with O.A.Baranov).

Penzin, S. *My Voronezh After the War*. Voronezh, 2008.

Penzin, S. *The World of Cinema*. Voronezh, 2009.

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Penzin Stal Nikanorovich. Bibliographic Textbook / Edit. V.S. Listengarten and S.V. Yantz. Voronezh, 2002.

Fedorov A.V. Media Education According to S.N.Penzin. In: *Art and Education*. 2004. № 3. p.64-74.

5. Target Audience: students, the youth, the adults.

6. Chief aim: the development of a personality on the material of the artistic audiovisual media texts. As a result according to S.N.Penzin a personality must possess the following qualities: general aesthetic (good aesthetic taste, absence of stumps of spectacular’s perception, creative thinking, understanding that cinema is an art and not a reflection of real life, knowing the importance of art studies) and special (need for serious cinema art, the ability to understand films sufficiently, selective attitude towards film production, interest in the history of cinema etc)

[Penzin, 1987, p.46-47].

7. Objectives:

-aesthetic, audiovisual, emotionally-intellectual, ethic media education of the audience;
-knowledge forming (as a result – understanding of the importance of the studies of the history of cinema and its theory, the ability to familiarize oneself with all the elements of a film, fully apprehend any film, selective attitude towards cinema);

-the development of creative thinking;

-as a result of the upbringing a young person should develop such qualities as good aesthetic taste, understanding of the necessity of art studies, need for communication with “serious art”, etc.

[Penzin, 1987, p.47-48];

-the acquaintance with the tasks of cinema/media education [Penzin, 2004, p.151] .

8. Working definition of media education: Media education is defined as aesthetic upbringing of the audience (students, school children, youth, etc.) on the material of audiovisual artistic media texts (on the basis of the masterpieces of «author’s cinematography»).

9. Key media education theories: aesthetic and ethic theories of media education: “we can’t come to nothing more than specific aesthetic tasks, for the viewer above all must be a personality, a Human (also be a homo eticus, “an ethic man” [Penzin, 1987, p.47].

10. Media education model units: target (orientation on aesthetical, audiovisual, emotionally-intellectual, ethical media education of the audience), contents (first of all the studies of the history and the contemporary state of the art of cinema; the development of practical skills with the accent on the collectively conducted analysis of audio-visual media texts, mainly of high artistic level), resulting (rise the level of aesthetic taste and media competence of the audience).

11. Organizational forms: introduction of media education into educational (in Voronezh State University and other institutions of higher education), and leisure activities of the students and youth by means of perception of media texts, explanation of the apprehended material, artistic creativity.

12. Teaching methods: according to the source of the gained knowledge: *verbal, visual methods, practical methods*. According to the level of cognitive activity: *explanatory/illustratory, reproductive, problem, partially search or heuristic, research methods*. Among the main methods S.N.Penzin emphasizes *reproductive, heuristic and research methods* on the basis of his collection of films and educational film fragments, card index and methodical textbooks.

13. Media education program contents:

relative to the study of such key concepts of media education as “media agencies”, “categories of media”, “media technologies”, “language of media”, “media representation”, “media audience”:

a) aesthetics and fine arts fundamentals (mainly cinematography), the history of cinematography, which help the full-fledged artistic perception of any film; b) information about basic fields of application of theoretical knowledge; c) information about the unsolved scientific problems; d) the tasks which help the students gain experience in the analysis of pieces of cinema art [Penzin, 1987, p.46; Penzin, 2004].

Guided by the traditional principles of didactics S.N.Penzin singles out the following peculiar principles of media education: cinema studies in the system of arts; unity of rational and emotional in the aesthetic perception of cinema art; bifunctionality of aesthetic education when aesthetic sense makes clear the ethic one [Penzin, 1987, p.71]. It follows that there’s a “unity of three main aims of film analysis studies. The first one is the studies of everything which is directly related with the author who is the main carrier of aesthetic basis. The second one is the comprehension of the hero. The third one is the synthesis of the previous two concepts. (...) The three aims are indivisible, they appear simultaneously and require simultaneous solution” [Penzin, 1987, p.56].

14. Application fields: disciplines of compulsory and optional series of studies (mainly in the institutions of higher education) , club studies (in clubs, media centers, institutions of accessory education and leisure).

1. The name of the Media Education Center: Media Education Center “Media Education and Media Competence”

2. Year of establishment, location: 2003 (this year the collective under the direction of A.Fedorov won the status of the Leading scientific school by the President’s grant program

“The Support of the Leading Scientific Schools”), Taganrog (though purposeful media education activity in Taganrog schools and Taganrog State Pedagogical Institute started in 1981).

3. Financing sources: funds of Taganrog State Pedagogical Institute, various federal and departmental programs of Ministry of Education and Science of the RF, Presidential funds by the program “The Support of the Leading Scientific Schools”, funds of Russian Humanitarian Foundation and other Russian and foreign foundations.

4. Direction: Prof. Dr. Alexander Fedorov. The members of the research team are the members of Russian Association for Media Education Dr. I.V.Chelysheva, Dr. A.A.Levitskaya, Dr. E.V.Muryukina, Dr. N.P.Ryzhih, Dr. V.L.Kolesnichenko, Dr. D.E.Grigorova, Dr. E.A.Stolbnikova, and others; post-graduates G.V.Mihaleva, R.V.Salnyi, R.V.Serdyukov, A.P.Zhdanko and others. The team collaborates with the professor of Taganrog State Pedagogical Institute V.V.Gura and his post-graduates, who conduct researches at the turn of media education and informational literacy.

Aleksandr V. Fedorov (born. 4.11.1954): a short creative biography:

Dr. (1993), professor (1994), President of Russian Association for Media Education, the Chief Editor of the journal “Media Education”, member of the board of directors of the Russian Cinematographers Union, Pro-rector of Scientific Work of Taganrog State Pedagogical Institute (since 2005). A.V. Fedorov graduated from the Film Critic Department of VGIK (Moscow, 1983), finished post-graduate courses (1986) and doctorate (1993) in the Institute of Artistic Education of Russian Academy of Education (Moscow). A.V. Fedorov is a member of Russia’s National Academy of Film Arts and Sciences (since 2002), International Clearinghouse on Children, Youth and Media, FIPRESCI and CIFEJ (Montreal, Canada). He is laureate of Cinematographers Union Prize (1983), Russia’s Film Critics Guild Prize (2001), The Prize for Outstanding Contribution to the Development of Media Education (2007). A.V. Fedorov won the first prize in All-Russian Competition “The Best Book on Communication Sciences and Education” (in Media education section, 2009).

As the head of Media Education Center “Media Education and Media Competence” A.V. Fedorov conducts scientific research. He’s a laureate of All-Russian Competition of the Leading Scientific Schools of the RF (2003-2005) by the Russian President’s program; the Competition of the projects according to the Special Federal Program “Scientific and Pedagogical Manpower of Innovation Russia” (2009-2013); the program of Ministry of Education and Science of the RF “The Development of Scientific Potential of the Higher School” (2006-2008); research grants on the Arts (media, cinema art and media education): Russian Humanitarian Scientific Foundation (the leadership over the seven projects, 1999-2010), The Foundation of the President of the RF for the support of creative projects of national significance in the sphere of culture and arts (2001-2002), Ministry of Education and Science of the RF (1997-2000), the program “Universities of Russia” (2002-2003), Open Society Institute (various lines of investigation in the Arts field, 1997-2002), Central European University (1998, 2006), The *MacArthur* Foundation (1997, 2003-2004), The Kennan Institute (2003), German DAAD Foundation (2000, 2005, 2010), Swiss Scientific Foundation (2000), French Foundation - *Maison des science de l’homme* (2002, 2009), ECA Alumni (2004), MION Center: Interregional Research in social sciences (2004-2005) and others.

A.V.Fedorov worked in the Press, in schools, was a member of editorial board of the magazine “Screen” (Moscow), taught in Russian New University. For more than 20 years (1987-2008) he was the head of the Department of Socio-cultural Development of Personality in Taganrog State Pedagogical Institute. He gives courses on media education, he is the scientific adviser of post-graduates (11 of them defended a thesis).

A.V. Fedorov is the author of 20 books on media education, media competence, media culture, Russian and foreign cinema art. He has published over 500 articles in Russian and foreign magazines since 1978 (such as “*Alma Mater: the High School Messenger*”, “*Russian Humanitarian Foundation Messenger*”, “*Higher Education in Russia*”, “*Innovations in Education*”, “*ICT in Education*”, “*Distant and Virtual Education*”, “*Art and Education*”, “*World of Education – Education in the World*”, “*School Technologies*”, “*The Kennan Institute Messenger in Russia*”, “*USA-Canada: economics, politics, culture*”, “*Pedagogics*”, “*Human*”, “*Specialist*”, “*Break*”, “*Mediateka*”, “*School Library*”, “*Practical Psychology*”, “*Pedagogical Diagnostics*”, “*Youth and Society*”, “*Media Education*”, “*Screen*”, “*The Art of Cinema*”, “*Projectionist*”, “*Opinions*”, “*Video*”).

Ace Premier, *“Videoshop”*, *“Meeting”*, *“Monitoring”*, *“Journalism and Media Market”*, *«Total DVD»*, *«About Cinema»* (Moscow), *“Cinema Screen News”*, *“Kino-Kolo”*, *“Media Critics”* (Ukraine), *“Innovation Educational Technologies”* (Belorussia), *“Cinema”* (Lithuania), *Audience* (USA), *Cineaste* (USA), *Film Threat* (USA), *Russian Education and Society* (USA), *Canadian Journal of Communication* (Canada), *Cinemaction* (France), *Panoramiques* (France), *Educommunication* (Belgium), *International Research Forum on Children and Media* (Australia), *Media i Skolen*, *Tilt* (Norway), *MERZ: Medien + Merziehung* (Germany), *Media Education Journal* (Scotland), *Educational Media International*, *International NGO Journal*, *Thinking Classroom*, *AAN Quaterly* and others; in newspapers *“Art Lantern”*, *“Culture”*, *“Our Time”*, *“Week”*, *“New City Gazette”*, *“Teacher’s Newspaper”*, *“Screen and Stage”*, *“SK-News”*, *“Literary Newspaper”*, *“The 1st of September”*, *“Business Screen”*, etc.

A.V.Fedorov repeatedly participated in the work of international media education conferences (Geneva 1996, 2000; Paris, UNESCO 1997, 2007, 2009; San-Paulo 1998; Vienna, UNESCO 1999; Saloniki 1999, 2000; Toronto 2000; London 2002; Strasbourg, 2002; Montreal 2003; Baltimore 2003; Budapest 2006; Prague 2007; Graz 2007; Madrid, UN, 2008, Ludwigsburg, 2010, etc.). He researched media education and media culture in Central European University (Budapest, 1998, 2006), Kassel University (Kassel, 2000), Media Education Centers in Belgium (Brussel, 2001) and France (CLEMI, Paris, 2002, 2009), The Kennan Institute (W.Wilson Center, Washington, USA 2003), Humboldt University in (Berlin, 2005), Mainz University (Mainz, 2010). He was a member of the board of juries (incl. FIPRESCI) during International festivals in Moscow, Sochi, Oberhausen, Montreal, Locarno, etc.

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<http://www.mediagram.ru>

5. Target Audience: students, pupils, teachers.

6. Chief aim: the development of media competence of a personality, its culture of communication with the media, creative, communicative abilities, critical thinking/autonomy, abilities to the full-fledged perception, interpretation, analysis and evaluation of media texts, self-expression with the help of media, preparation of future media educators for various institutions.

7. Objectives:

- creation of scientific and methodological basis for the development of media education and media competence of the growing-up generation;

- analysis of Russian and foreign experience in the field of media education;

- creation of the scientific basis of the monitoring of the levels of media competence of the audience of various age groups;

- during the process of basic and optional education to develop the following abilities: perceptive-creative (creative perception of media texts of various types and genres taking into consideration their connections with various arts etc.); practical-creative (creation of media texts of different types and genres); analytical (critical analysis of media texts of different types and genres); historical-theoretical (self-dependent use of the gained knowledge on theory and history of media/media culture); methodical (take-over methods and forms of media education; various technologies of self-expression with the help of); practical-pedagogical (use of gained knowledge and abilities in the field of media education during teaching practice).

- development of collaboration (including international collaboration) with the scientific and educational institutions related to media education and media competence;

- training of top-qualified, media competence specialists and pedagogical cadres (candidates and doctors of science) on the basis of the newest pedagogical technologies in collaboration with the interested faculties;

- development of new progressive forms of innovation activities, scientific collaboration with scientific, educational organizations, foundations and other structures with the purpose of joint solution of the most important scientific and educational tasks in the field of media education;

- conducting of conferences, seminars, competitions on the subject of media education,

media competence;

- development of publishing activities on the subject of media education;
- development of the financial basis of the researches on the subject of media education and media competence attracting funds from various sources, usage of non-budget fund.

8. Working definition of media education:

Media education is the process of the personality's development with the help of and on the material of the means of mass communications (media). It is aimed at the development of the culture of the intercourse with media, creative, communicative abilities, critical thinking, perception, interpretation, analysis and evaluation of media texts, teaching different forms of self expression with media technology. Media literacy, acquired in the result of this process, helps a person to actively use the resources of the information field of TV, radio, video, cinema, press, Internet.

Media education can be divided into the following parts: 1) media education of the future professionals in the world of the Press, television, radio, video and the Internet – journalists, editors, directors, producers, actors, cameramen, etc.; 2) media education of the future teachers of the universities and pedagogical institutes, in the process of rise the level of teachers' skills at media culture courses; 3) media education as a part of general school, college, university education which in its turn can be integrated into the traditional subjects as well as be autonomous (special, optional, etc; 4) media education in the institutions of the accessory and leisure education (centers of out-of-school education, aesthetic and artistic upbringing, in domiciliary clubs, etc; 5) distance media education of the school children, students and adults with by means of the Press, television, radio, video, DVD, the Internet (here media critics plays a very important role; 6) self-dependent/continuous media education (which theoretically can be carried out during the whole life) [Fedorov, 2007].

9. Key media education theories: cultural, socio-cultural, theory of the development of critical thinking, practical.

10. Media education model units:

1) *diagnostic component*: stating of the levels of media competence and the development of critical thinking with respect to media and media texts of the given audience at the initial stage of education;

2) *contents-specific component*: theoretical component (the studies of history and theory of media culture; the development of media educational motivation and technology; i.e. the studies about methods and forms of media education of the audience) and practical component (the creative activity on the material of media, i.e. the development of creative abilities to self-expression with the help of media; creatively apply the gained knowledge and skills; the perceptive-analytical activity, i.e. the development of abilities to critically perceive and analyze media texts of different types and genres);

3) *resulting component* (final questionnaire, testing and creative works by the students; the analysis of the level of the development of critical thinking and media competence of the students at the final stage of education) [Fedorov, 2007, p.141-145].

The necessity of diagnostic and resulting components is determined by the fact that in the beginning as well as in the end of realization of the main structural sections a teacher needs to have a clear idea of the level of media competence of the given audience: in the beginning to determine the scope of knowledge in order to accomplish the tasks of media education; in the end to determine the effectivity of a media education course.

The practical component based on the principles elaborated by Y.N.Usov [Usov, 1989, p.185-195], provides for the synthesis of comprehension of a media text: first of all of an episode, then of the whole piece, as the result of the generalization of the elements of visual and time/space narrative. However the peculiarity of A.V. Fedorov's approach lies in the series of practical creative tasks, which precede "reading" and discussing of media texts. Such tasks allow the audience to penetrate into the laboratory where the pieces of media culture are created (for example to become familiar with such concepts as foreshortening, composition, etc.).

The mastering of the audience's creative abilities on the material of media is connected above all with the new creative possibilities which appeared by the beginning of the 21st century with the spreading of video equipment and computers. It's clear that this stage provides for the tasks which

are traditional for Russian media education as well (for example, writing articles for the Press, short scenarios, “screenings” of the abstracts from literary works, etc.). However the main thing is that cameras, DVD-players, computers and monitors allow to “identify” oneself with the authors of the pieces of media culture (journalists, producers, script writers, directors, actors, designers, animators, etc.) without any technical difficulties. This helps to develop not only creative abilities, imagination, fantasy but also by interaction to perfect perception and analysis of media texts created by the [Fedorov, 2007].

Then it’s logical to proceed to perceptive-analytical activity, which provides for:

- examination of the inner contents of the key episodes which reveal most vividly the regularities of building of a media text in general;
- an attempt to know about the logics of author’s thinking (integral reconstruction of the main conflicts, characters, ideas, sound, etc.);
- revelation of the conception of the creator(s) of a media text;
- evaluation of this system of author’s views by the audience; the audience’s expression its own personal attitude to the given [Usov, 1989, p.253].

A.V. Fedorov is sure that historical-theoretical section should not be necessarily placed in the first place of the whole structure of the model, it’s better to get acquainted with the history and theory of media culture and media education when the audience has already developed perception, the ability to critically analyze media texts, creative approaches. The integrity of the process of media education is not violated, the section of the history and theory of media culture would rest upon the firm footing, and would not turn to a bulk of facts and names.

This section often is not present in the models of school media education. However it’s important for the future and present teachers. A.V. Fedorov believes that without getting acquainted with the history and theory of media culture and the peculiarities of the present state of media a teacher’s knowledge would be a lot like his students’ so the teacher wouldn’t be able to answer many questions, he would be unable to make out a qualified media education program, etc. At the same time it’s not obligatory for a teacher to include all the gained knowledge on history and theory of media culture into his program of a school optional course, for instance. However such an informational stock would no doubt have positive influence on his general culture [Fedorov, 2007, p.141-145].

As to creative, game approaches their necessity is beyond any doubt as well because during a game personality continues to develop (psyche, intelligence, individual thinking, business-like character, communicativeness, etc.), the additional reserves of human abilities are being activated and mobilized. This deals with role-play, didactic games, special pedagogical games connected with the development of specific skills necessary for a teacher [Fedorov, 2007, p.141-145].

11. Organizational forms:

- The development of media competence and critical thinking of the students within the bounds of the specialization for pedagogical institutes “Media Education” (state registration number 03.13.30), school media education studies (integrated and optional);
- long-term plan of subjects and determination of the working priorities of the education center, assisting young scientists who are researching media education;
- organization of examination in the field of media education, media literacy media culture;
- realization of innovation projects concerned with media education, effective use and development of educational, scientific and experimental bases;
- conducting of scientific conferences and seminars (for instance in 2009 the Media Education Center organized and conducted the All-Russian Scientific Schooling for the Youth with the financial support of the Special Federal Program “Scientific and pedagogical manpower of innovation Russia for 2009-2013” of the Ministry of Education and Science of the RF, all the details at <http://edu.of.ru/mediacompetence>).

12. Teaching methods:

- according to the source of the gained knowledge: *verbal, visual methods, practical methods*. According to the level of cognitive activity: *explanatory/illustratory, reproductive, problem, partially search or heuristic, research methods*. Practical, creative, tasks, role-playing games prevail during the studies. In scientific research the research methods prevail.

13. Media education program contents (relative to the study of such key concepts of

media education as “media agencies”, “categories of media”, “media technologies”, “language of media”, “media representation”, “media audience”):

-the place and the role of media and media education in contemporary world, types and genres, the language of media;

-main terms, theories, key conceptions, trends, models of media education;

-main stages of historical development of media education in Russia and abroad;

-the problems of media competence, critical analysis of media functioning in society and of media texts of different types and genres (content analysis, structural analysis, event analysis, analysis of stereotypes, analysis of cultural mythology, analysis of characters, autobiographical analysis, iconographic analysis, semiotic analysis, identification analysis, ideological and philosophical analysis, ethic analysis, aesthetic analysis, cultivation analysis, hermeneutical analysis of cultural context);

-technologies of media education studies (mainly creative tasks of different kinds: literary-imitating, theatrical-play, graphic-imitating, literary-analytical, etc.) [Fedorov, 2007].

14. Application fields: institutions of higher education (pedagogical institutes first of all), normal schools, extension courses for teachers, schools, institutions of accessory. In particular a youth discussion film club has been working for several decades (nowadays attached to Taganrog State Pedagogical University, A.P. Zhdanko, a post-graduate, runs a media education circle in Taganrog Secondary school № 9. Another post-graduate A.S. Galchenkov organized a monthly magazine “Literary Media World” in 2009 on the basis of Taganrog Secondary school № 22. (http://www.edu.of.ru/mediaeducation/default.asp?ob_no=57903).

The team of Media Education Center works on the systematization and the analysis. On September, 2002 by the initiative of the head of the scientific school Ministry of Education of the RF registered the new specialization for pedagogical institutions of higher education – ‘Media Education’. 1.09.2002 for the first time in Russia the experimental teaching on this specialization began in Taganrog State Pedagogical Institute.

In 2000 the members of the Media Education Center “Media Education and Media Competence” created and now supports several web-sites dedicated to media education, including a site on the federal portal of Russian Ministry of Education and Science (<http://edu.of.ru/mediaeducation>). Since January, 2005 the Media Education Center began issuing the Russian pedagogical magazine “Media Education” (periodicity – 4 times a year, print and Internet versions http://www.edu.of.ru/medialibrary/default.asp?ob_no=34437).

1. The name of the Media Education Center: Tolyatti Media Education Center (<http://www.mec.tgl.ru>).

2. Year of establishment, location: 1996, Tolyatti (in 2008 the Center was reorganized and became a part of the town education structure of a broader activity spectrum).

3. Financing sources: municipal, financing of granting foundations (for instance of Intel’s program “Education for the Future”).

4. Direction: there’re no evident leader at O.A.Baranov, L.S.Zaznobina, S.N.Penzin or Y.N.Usov level. Media Education Center doesn’t pose theoretical problems of media education, instead concentrates on its practical aspects.

5. Target Audience: teachers of different institutions, students (more than 1500 a year), preschool age children.

6. Chief aim: assistance to the development of media education and informatization of preschool, school and accessory education by means of teaching, information, technical, consulting and research activities.

7. Objectives:

- organization of the system of media education of teachers, which would be able to quickly react on educational and administrative needs of urban sphere and branch of education;

– rise of media competence of teachers by means of familiarization with modern information and communication technologies.

– rise of media, information and communication competence of school and preschool children.

8. Working definition of media education: the definition proposed by UNESCO.

9. Key media education theories: practical theory of media education.

10. Media education model units: target (orientation on practical media education through familiarization with modern information and communication technologies), informational, contents (first of all the studies of computers, audiovisual equipment, information science); activity (at the heart of it is creation of media texts), methodical/technological, resulting.

In particular at the determination of the effectiveness of the Media Education Center activity the following indexes are being studied:

- the level of professional skill of the Center's staff;
- the reasons for increase/decrease of the number of students;
- evaluation of mastering of the material (also according to the results of testing and questionnaire);

- the effectiveness of education process (the use of the gained knowledge in practice);
- the level and the character of the inclusiveness of the students into the image projects; comparison of the audience's expectations and the degree of its contentment with the results of the studies;

- the effectiveness of systematic decision about elimination of problematic zones and also the adequacy of financial and technical resources for the solution of educational tasks [Media Education Center, 2003].

11. Organizational forms: integration into traditional subjects, autonomous lessons, lectures, seminars with the use of a large collection of CD, DVD and video materials), special courses, web-laboratories, computer classes. "The teaching staff believes that the process of raising the level of teachers' and managers' skills is inseparable from the process of familiarization with informational technologies for their usage in the professional activity. The program of raising the level of teachers' skills must rest upon the existing experience, it must provide for the possibilities for systematic introspection, it must provide for the mechanism of age-specific and cognitive psychology, social and psychological context of the governed pedagogical system" [Media Education Center, 2003].

12. Teaching methods: according to the source of the gained knowledge: *verbal, visual methods, practical methods*. According to the level of cognitive activity: *explanatory/illustratory, reproductive, problem, partially search or heuristic, research methods*. Practical, creative, tasks, role-playing games prevail during the studies.

13. Media education program contents:

- methodical fundamentals of preparation and conducting of media lessons for preschool and school children in educational institutions of different types;

- remote projects («Media Education in the XXI Century», «Money-box of Media Lessons», «Pedagogical Ideas Competition», «Success Ladder» etc.).

14. Application fields: integrated, optional media education, including its remote form (in educational institutions of different types).

Conclusions

In the regions of the European part of Russia (Arkhangelsk, Belgorod, Vladimir, Voronezh, Kazan, Krasnodar, Penza, Rostov-on-Don, St.Petersburg, Saratov, Smolensk, Taganrog, Tambov, Tver, Tolyatti, etc.) there're quite a lot of teachers of media who aspire to develop media competence of the mass audience of various age groups and social status. One after another media education centers appear. The dean of the faculty of journalism of Belgorod State University, professor A.P.Korochensky became the creator of the leading scientific school on media critics in Russia. In St.Petersburg the school of media philosophy (the leader – prof. V.V.Savchuk) and the school of theory and practice of journalism (the leader – prof. S.G.Korkonosenko). A scientific school on media psychology is coming into being in Saratov State University. Media education centers in Samara and Smolensk are coming into being as well.

However according to the results of our analysis, the most fundamental theoretical and practical results in the field of media education (for non-professionals in the media fields) were achieved in the regional media education centers of Tver, Voronezh and Taganrog.

There the system of diversification of funding of media education centers for non-professionals in the media fields was created, media education is oriented there on the broad audience (school children, students, teachers). Exactly there the aims and tasks of media education were formulated: in Voronezh and Tver there's an accent on aesthetic and ethic theories of media

education, in Taganrog – on the most actual media education theories.

Exactly in Tver, Voronezh and Taganrog dozens of monographs, textbooks and programs relative to the history, methodic and theory of media education were published. There were achieved the most important results of practical introduction of media education (integrated, optional) into the educational process of the institutions of different types. In scientific work of there media education centers search and research methods prevail, while during studies predominate innovation approaches in practical, creative and problem tasks, in different role-playing games.

Summing up we'll underline that in our opinion the work of the leading Russian media education centers completely meets the actual tasks posed by UNESCO, namely to assist:

- mapping of existing methodologies for media education with the subsequent spreading of the most perspective of them;

- development of evaluation procedures taking into account the specificity of media education in formal and non-formal contexts and settings;

- conducting of further research in the field of media education;

- media literacy teaching of students, teachers, instructors, members of nongovernmental organizations and associations and other interested persons (including summer media courses, remote education);

- the official legalization of media education in different countries, elaboration of corresponding curriculum (formal and informal);

- creation of manuals for teachers and parents, with a variety of supports and materials (a collection of publications called 'Pilot' and tool kits, adjustable with regional modules);

- media partnerships with schools, NGOs, other private or public institutions and actors;

- creation of web-sites for practitioners, trainers and teachers (with the access to media education resources);

- organization of local, national and international forums with an established periodicity, connections with schools and delivery of labels of excellence with a UNESCO 'stamp';

- creation of a network of specialized film and TV festivals;

- consolidation of existing federations or professional associations and documentation centers;

- publication of recommendations in support of public media, non-profit, commercial-free, specially when addressed to youth;

- creation of support for monitoring institutions to warrant quality and access to media for young people [UNESCO, 2002].

I think that these recommendations of UNESCO are extremely actual today for Russia as well as for other countries.

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Региональные медиаобразовательные центры (для непрофессионалов в области медиа) в европейской части РФ

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Аннотация. В регионах европейской части России (Архангельск, Белгород, Владимир, Воронеж, Казань, Краснодар, Пенза, Ростов-на-Дону, Санкт-Петербург, Саратов, Смоленск, Таганрог, Тамбов, Тверь, Тольятти, и т.д.) есть довольно много педагогов, стремящихся развивать медиакомпетентность массовой аудитории различных возрастных групп и социального статуса. Один за другим появляются медиаобразовательные центры. Декан факультета журналистики Белгородского государственного университета, профессор А.П. Короченский стал создателем ведущей научной школы по медиакритике в России. В Санкт-Петербурге возникла школа медиафилософии (лидер – проф. В.В. Савчук) и школы по теории и практике журналистики (лидер - проф. С.Г. Корконосенко). Научная школа по медиапсихологии существует Саратовском государственном университете. Есть медиаобразовательные центры в Самаре и Смоленске. Однако по результатам нашего анализа, наиболее фундаментальные теоретические и практические результаты в области медиаобразования (для непрофессионалов в области средств массовой информации) были достигнуты в региональных учебных центрах по медиаобразованию в Твери, Воронеже и Таганроге.

Ключевые слова: медиаграмотность; медиацентры; медиаобразование; регионы; Россия; медиакомпетентность.