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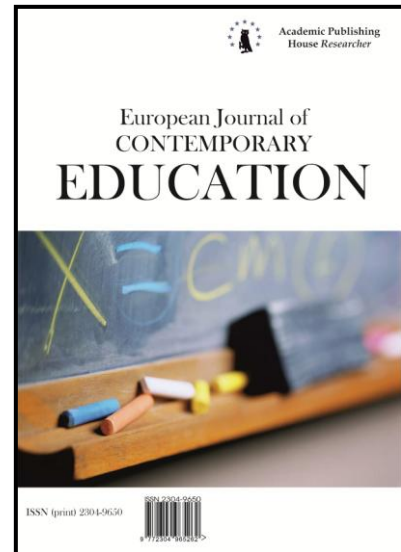
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Russian Ural and Siberian Media Education Centers

Alexander Fedorov

Anton Chekhov Taganrog Institute, Russia, branch of Rostov State University of Economics, Russian Federation

Prof. Dr. (Pedagogy)

E-mail: mediashkola@rambler.ru

Abstract

The comparative analysis of the models and functions of the media education centres showed that despite having some definite differences and peculiarities, they have the following common features:

- differentiated financing resources (public financing, grants, business organizations, etc.) and regional media information support;
- presence of famous Russian media teachers heading the media education centres;
- a target audience of a wide age-specific and professional range (with the predominance of students of different educational institutions, teachers, media experts);
- the chief aim of a media education centre is multi-aspect, as a rule, but in the whole, it can be generalized under a common assertion – development of the audience's media competence. And under media competence of a person we mean a sum-total of an individual's motives, knowledge, skills, abilities (indicators: motivation, contact, information, perception, interpretation/evaluation, activity, and creativity) to select, use, critically analyze, evaluate, create and spread media texts of different types, forms and genres, and to analyze complex phenomena of media functioning in the society.
- the objectives of the media education centres are also varied, but in the whole, there predominate the objectives aimed at developing media competence of different social groups: development of the audience's skills to find, transfer, accept, and create media information (media texts) using television, video, computer and multi-media technologies; teaching the audience to acquire and critically analyze media information; delivering courses in media education for teachers; support of festival, film club and amateur film movements and others.

Keywords: media literacy education; teachers; Russia; media competence; Ural; Siberia.

Introduction

During all the years of its evolution (since 1920s) media education in Russia has been developing not only in capitals but also in the provinces. By the 1990s it led to establishing a number of regional scientific educational centers. In particular, in recent years only in the Urals and Siberia there were founded 7 media education centers: in Yekaterinburg, Chelyabinsk, Perm, Omsk, Tomsk, and Irkutsk. Let us summarize, systematize and analyze the experience accumulated by these media education centers.

Materials and Methods

1. **Name of the Media Education Centre:** Regional Media Education Centre (<http://www.omo-ps.ru>).

2. **Year of establishment, location:** 1993, Yekaterinburg (though it acquired its present name in 2006).

3. **Financing sources:** regional budget, grants. Regional media information support (the press, TV, radio, Internet). Also the Regional Media Education Centre issues an illustrated media edition journal 'Education. Media. Society' (<http://www.omo-ps.ru/journals>).

4. **Direction:** A.R. Kantor

Anna Kantor (born October 17, 1954): brief creative biography

Head of the Regional Media Education Centre (Yekaterinburg), member of the Russian Union of Journalists, Russian Media Union and Russian Association for Film & Media Education. A.R. Kantor graduated from Ural State University (1977). For many years she worked as a senior editor in Culture Administration, head of Media Relations Office of Youth Palace (Yekaterinburg). She is the author of the TV media projects "Palace Time" (going on air for 15 years already) and a TV media project "Kamerton", Laureate of the All-Russian competition "St. Petersburg Screen", a winner and diploma-holder of regional creative media competitions. A.R. Kantor was awarded diplomas of the Russian Ministry of Education and Science and the Governor. She took part in a number of media education conferences.

<http://www.omo-ps.ru>

5. **Target audience:** teachers, school students of different educational institutions.

6. **Chief aims:** integration of educationalists' and media experts' efforts in media education promotion and TV education development in the region.

7. **Objectives:**

- teaching the audience to acquire and critically analyze media information:
- developing the audience's skills to find, transfer, accept, and create information (media texts) using TV, video, computer and multi-media technologies.

8. **Working definition of media education:** synthesis of the definitions given by UNESCO [UNESCO, 1999], J.N. Usov, A.V. Sharikov, and A.V. Fedorov: "Media education can be considered as educational practice aimed at developing media competence, critical and thoughtful treatment of mass media with the view of acquiring self-organization skills, self-education of citizens capable of forming their own opinions based on varied media information. Media education will enable them to gain access to required information, to analyze it, learn to define economic, political, social and/or cultural priorities presented in the mass media. Media education teaches to interpret and create media texts, choose the most convenient media for communication, and, finally, to largely affect media management and media production" [Kantor, 2000].

9. **Key media education theories:** synthesis of the practical media education theory and the theory of critical thinking development.

10. **Media education model units:** the objective unit (practical media education of the audience by familiarizing them with up-to-date media technology and the audience's critical thinking development as a result of media texts analysis), the contents unit (study of media devices, introduction to media creation, development of practical and process-oriented media texts production skills in TV, print media and Internet), the result unit (media competence development of the audience).

11. **Organizational forms:** media education integration into educational, out-of-school and leisure activities, organization of media education courses for school teachers in the region, organization of film clubs for school students and youths, support of school-youth Internet sites, press, TV, etc. The series of television programs "Palace Time" has become "a model of media

education and media creation since it's a product of pupils' and Ural university students' active participation" [Kantor, 2009]. There is a children's animation studio "Attraction" (mentor – S. Ainutdinov).

12. Teaching methods:

- according to knowledge sources: *verbal* (lecture, narration, dialogue, explanation, discussion), *visual* (illustration and demonstration of media texts), and *practical* methods (media practice);

- according to the cognitive level of activity: *explanatory-illustrative* (teachers give some information about media; the audience accepts the information), *reproductive* (teachers use various tasks and media related activities for students to acquire the necessary skills), *problem-solving* (problem analysis of situations or a media text to develop the audience's critical thinking), *searching or heuristic, research methods* (students' research and creation). The preference is given to practical methods.

13. Media education program contents:

- familiarization with media, acquisition of basic process-oriented media skills;

- development of the audience's abilities to analyze and comprehend media texts;

- development of the audience's media creativity (including the ability to create media texts).

14. Application fields: out-of-school education – studios, circles, school-youth media (television, press, radio, Internet, etc.); teachers' extension courses.

1. Name of the Media Education Centre: Ural Centre for Media Culture and Media Education (<http://www.urfomediacycenter.ru>). Founders: Institute of Regional Policy (Yekaterinburg), Media Union of the Ural Federal District, Russian State Vocational Pedagogical University, Ural State University, Ural Department of Russian Union of Cineastes; partners: Russian Institute of Culturology, Russian Association for Film and Media Education, Yugor State University, district television company "Ermak", etc.

2. Year of establishment, location: 2006, Yekaterinburg.

3. Financing sources: as a public noncommercial organization the Ural Centre for Media Culture and Media Education does not have a direct state, regional or municipal financing, and depends mainly on the sponsorship of different funds and business organizations. Regional media information support (the press, TV, radio, Internet), including the journal "Ural Federal District".

4. Direction: Doctor of Culturology, Prof. N.B. Kirillova

Natalja Kirillova (born February 8, 1954): brief creative biography

Head of the Ural Centre for Media Culture and Media Education, Director of the Ural Centre for Media Culture and Media Education, Doctor of Culturology (2006), Professor of Ural State University, chief editor of the journal *Ural Federal District*, Honored Art Worker of the Russian Federation (2005), Member of the Russian Association for Film & Media Education and the Russian Union of Cineastes. N.B. Kirillova graduated from Magnitogorsk Pedagogical Institute and studied at the Film Expert Faculty of All-Russian State Institute of Cinematography. She taught literature in a secondary school and later in a music vocational school of Magnitogorsk. In 1978-1983 she worked as a senior teacher at the Faculty of Aesthetics of Magnitogorsk Mining-and-Metallurgical Institute. From 1996 till 1999 she was an Associate Professor, Professor, and Vice-Rector of Yekaterinburg Drama Institute. From 1996 till 1999 she worked as a General Director of the Sverdlovsk Regional Film and Video Production Association; from 1999 till 2000 she was Director of Sverdlovsk State Television and Radio Company. Numerous publications of N.B. Kirillova (in collections of scientific papers, journals, such as the *Soviet Screen*, *URFO*, *Pedagogika*, *Media Education*, etc.) are dedicated to the problems of cinema art, media culture, and media education. She has been an initiator and participant of a number of scientific conferences.

Bibliography (N.B. Kirillova's books in Russian):

Kirillova, N. *The Role of Cinema at Literature Lessons and in Upbringing Children*. Magnitogorsk, 1979.

Kirillova, N. *Using Films in University Teaching. Teachers' Guidelines*. Magnitogorsk, 1981.

Kirillova, N. *Motion Picture Art in the System of Moral and Aesthetic Education of Students*. Magnitogorsk, 1982.

Kirillova, N. *Time. Memory. Films*. Yekaterinburg, 1991.

Kirillova, N. *Screen Art in the System of Scholar Training*. Yekaterinburg, 1992.

Kirillova, N. *Theory and Practice of World Cinema Art. Teacher Edition*. Yekaterinburg, 1992.

Ural Films. Yekaterinburg, 1993.

Kirillova, N. *Social and Cultural Ural*. Yekaterinburg, 2000 (together with A.D. Kirillov).

Kirillova, N. *Film Metamorphoses*. Yekaterinburg, 2002.

Kirillova, N. *The Phenomenon of the Ural Film*. Yekaterinburg, 2003.

Kirillova, N. *Media Culture: from Modern to Post-Modern*. Moscow, 2005.

Kirillova, N. *Media Environment of Russian Modernization*. Moscow, 2005.

Kirillova, N. *Media Management as an Integration System*. Moscow, 2008.

Kirillova, N. *Media Culture: Theory, History and Practice*. Moscow, 2008.

<http://www.urfomediacenter.ru>

5. **Target audience:** statesmen, public figures, journalists, politicians, scholars and scientists of various fields and schools, educators, teachers, librarians, university students and other groups of people.

6. **Chief aims:** state policy realization of building a civil society developing in the direction of humanization, coping with information inequality, exploring cultural diversity, well-directed development of the “knowledge society”.

7. Objectives:

- methodology development of the educational informational process in the Ural federal district connected with public media access;

- creation of a social cultural information bank which will contribute to the dialogue of cultures in the global media world and combine the efforts of statesmen, public figures, journalists, politicians, scholars and scientists of various fields and schools, educators, teachers, librarians, university students and other groups of people in this direction;

- multi-portal Internet resources solution and the Center users differentiation for getting prompt on-line consultations; the audience’s participation in international, all-Russian and regional conferences, symposia, seminars, various competitions, forums, etc. [Kirillova, 2006].

8. **Working definition of media education:** the definition given in the UNESCO documents.

9. **Key media education theories:** cultural studies theory of media education.

10. **Media education model units:** the objective unit (public media education aimed at building a humanistic civil society; coping with information inequality, exploring cultural diversity), the contents unit (a thorough study of media culture in all senses, development of practical and functional skills in the field of media culture) [Kirillova, 2005; 2008].

11. **Organizational forms:** scientific, social-educational, publishing, instructional, consulting activities in media culture and media education; support of civil society institutes; panel discussions, workshops, including Internet-conferences on media culture and media education.

12. **Teaching methods:** according to knowledge sources: *verbal, visual, practical* methods; according to the cognitive level of activity: *explanatory-illustrative, reproductive, problem-solving, searching or heuristic, research* methods.

13. Media education program contents:

- the notion of media culture and its role in the society;

- social and cultural factors affecting the transformation of the media environment and the media world;

- media culture as a research subject;

- media culture and the 21st century myths;

- media education as a social modernization factor [Kirillova, 2005].

14. **Application fields:** a wide range of educational and cultural institutions, an audience’s self-education, including Internet media education.

1. Name of the Media Education Centre: South Ural Media Education Centre.

2. Year of establishment, location: 2004, Chelyabinsk.

3. Financing sources: South Ural University resources, grant financing.

4. Direction: Journalism and Mass Media Faculty (South Ural University) leading

instructors' joint management (L.P. Shesterkina, A.V. Minbaleev, E.P. Sokolova).

Ludmila Shesterkina (born 1952): brief creative biography

One of the media education leaders in Chelyabinsk, L.P. Shesterkina, graduated from Orenburg State Pedagogical Institute, attended post-graduate training courses of All-Union State Advanced Vocational Training Institute for TV workers (1982). She is a PhD in History (her dissertation was dedicated to the history of television in Chelyabinsk), Professor, Member of the Russian Union of Journalists, Member of the International and Euro-Asian Television and Radio Academy, Honored Culture Worker of the Russian Federation, Dean of the Journalism Faculty of South Ural State University (Chelyabinsk), Professor of the educational centre "Modern Media Technologies". For many years L.P. Shesterkina worked in television and radio. In 2000 she participated in the American Trainee Program 'Productivity Enhancement in Television and Radiobroadcasting'. The news office in Chelyabinsk which she headed from 1999 till 2002 was one of the best news bureaus of the CIS countries and Baltic States. She is the author of the broadcasting conception 'South Ural State University - TV' – the first university broadcasting television company in Russia. The Faculty of Television and Radio Journalism (presently, the Faculty of Mass Media Communications) which she established in 2002, is a leading educational centre for training TV and radio journalists in Chelyabinsk region. She has developed guidelines and handbooks on television and radio, and founded a career development centre for television and radio workers. She often gives master classes and workshops for working TV and radio journalists. L.P. Shesterkina is a laureate of the 'Man of the Year' contest (1999) and the gubernatorial award, numerous honor certificates and journalistic competitions. She has publications in collections of scientific papers and journals on the problems of media, television, radio, and media education. She participated in international and Russian conferences dedicated to the questions of media, journalism, information society, and media education.

5. Target audience: people at large, priority groups – students (including media experts), young people, teachers, journalists.

6. Chief aim: building an integrated media education space in the socio-cultural sphere of the region, training a media competent generation.

7. Objectives:

- preparing young people for life in the modern information society; supporting effective media education of young people, teachers; training media competent citizens; training them for full inclusion and participation in the mass communications;
- bridging the gap between media specialists and media teachers;
- professional retraining of media specialists, additional education of working journalists in the form of workshops, courses, retraining courses together with editorial offices and in collaboration with independent press institutions;
- advanced vocational training of public offices workers in media education;
- teacher training, media education courses for teachers;
- research, development and promotion of new forms and methods of media education;
- collaboration between other Russian and foreign media education centers [Regulation ..., 2004, p. 2-3].

8. Working definition of media education: the definition given in the UNESCO documents.

9. Key media education theories: socio-cultural, protective/inoculative and practical theories of media education.

10. Media education model units: the objective unit (media education of students and people at large aimed at building an integrated media education space in the socio-cultural sphere of the region; training a media competent generation), the contents unit (study of media culture, development of practical and process-oriented skills, media texts production skills), the result unit (development of the audience's media competence).

11. Organizational forms: scientific, social and educational, publishing, instructional, organizational and consultative activities in media education; organization of extension courses, panel discussions, workshops and Internet conferences.

12. Teaching methods: according to knowledge sources: *verbal, visual, practical* methods; according to the level of cognitive activity: *explanatory-illustrative, reproductive, problem-solving, searching or heuristic, research* methods. Practical methods are preferred.

13. Media education program contents:

- mass media and their function in the development of the society;
- legal regulation of mass media;
- 21st century mass media, the social function of mass media;
- media education and media culture;
- media safety, information security;
- media languages;
- technologies of media texts production [Alvares, 2004, p. 4-7].

14. **Application fields:** a wide range of educational and cultural institutions. By the way, following the model of the Chelyabinsk Media Education Centre there was created a media education centre in Kopeisk (Chelyabinsk region) in 2009 which united teachers from different schools of the city. Since then there has been issued a media education newspaper (print and on-line version) in Kopeisk. In 2009 and 2010 there were held scientific conferences in Chelyabinsk and Kopeisk including a section dedicated to media education. In recent years Chelyabinsk has become one of the most rapidly developing centers for regional media education. One can't but mention the vigorous activity of I.A. Fateeva, Head of the Journalism Department (Chelyabinsk State University), Doctor of Philology (2009), Member of Russian Association for Film & Media Education, Member of the Russian Union of Journalists. She is the author of a monograph dedicated to the questions of media education [Fateeva, 2007], in which she offered a synthetic (compositive) theory of media education instead of the practical one [see also Fateeva, 2008, p. 140-147].

1. Name of the Media Education Centre: Media Education Centre (Irkutsk).

2. Year of establishment, location: 1999, Irkutsk.

3. Direction: Dr. L.A. Ivanova.

Ludmila Ivanova (born March 28, 1962): brief creative biography

L.A. Ivanova graduated from Irkutsk State Pedagogical Institute of Foreign Languages (1984). PhD in Education (1999): defended a dissertation on the topic 'Education of Media Competent Adolescent School Students by Video (at French Lessons)', associate professor (2001), member of East-Siberian Centre for Education Development, member of International Science Academy of Pedagogical Education, and of Russian Association for Film & Media Education.

Since 1984 she worked as a school teacher of French, since 1986 as a lecturer, and since 2002 as a head of the Education Department of Irkutsk State Linguistics University. At present L.A. Ivanova is working on a research project 'Training Media Educated Intending Teachers in the System of Lifelong Pedagogical Education'. She is head of the department 'Problems of School and University Media Education' at the East-Siberian Centre for school teachers and university readers.

Media education problems are studied at the Education Department within the framework of the theory of education course, course papers and diplomas. Sample topics of graduates' diplomas are: 'Lifelong Personal Media Education', 'Media Education in Russia: from History of Development', 'Teenagers and Mass Media Communications', 'Development of Personal Information Culture in the Open Educational Environment', 'Pedagogical Conditions of Developing Students' Media Competence in High School' and others.

L.A. Ivanova is the author of a number of books and articles on media education, and a participant of Russian and international conferences and workshops.

Bibliography (L.A. Ivanova's books in Russian):

Ivanova, L. *Media Education: from History of Development: Guidelines*. Irkutsk, 1997.

Ivanova, L. *Didactical Material to the Course 'French and Media Education' (an integrated course for 7th form students): Guidelines*. Irkutsk, 1999.

5. Target audience: linguistics university students, school teachers.

6. Chief aim: development of students' foreign language communicative competence and media competence.

7. Objectives:

- specification of methodological grounds for studying the problems of lifelong media education of intending foreign language teachers and interpreters;
- research of personal media competence development in the system of lifelong education;

- systematization of media education theories and technologies;
- research of gender stereotypes of mass media perception [Ivanova, 2008, p.46].

8. Working definition of media education: the definition given in the UNESCO documents.

9. Key media education theories: cultural studies theory of media education, theory of critical thinking development.

10. Media education model units: the objective unit, initial diagnostic unit, contents unit (students get factual and theoretical knowledge and skills necessary for interpretation, analysis and evaluation of media texts), final diagnostic unit, result unit (development of the audience's media competence).

11. Organizational forms: scientific, social-educational, publishing, instructional, organizational and consultative activities in media education; organization of workshops and conferences.

12. Teaching methods:

according to knowledge sources: *verbal, visual, practical* methods; according to the level of cognitive activity: *explanatory-illustrative, reproductive, problem-solving, searching or heuristic, research* methods. Problem-solving, research and practical methods are preferred.

13. Media education program contents:

- basic media education terms;
- genesis and development of modern mass communication media;
- a system of exercises, tasks, role and business games aimed both at studying foreign languages and media education (using photos, shots, pictures, art reproductions of famous French artists' pictures, music tracks, posters, promotional flyers, composite photos, animation films, ads, short films, authentic video clips, TV news, entertainment programs, feature films, amateur (school students') videos);

- guidelines on conducting lessons which integrate studying foreign languages with media education; audio-visual training, shooting practice, working experience in global interactive telecommunication networks [Ivanova, 2009, p. 284].

14. Application fields: educational institutions of different types, teachers' extension courses.

1. Name of the Media Education Centre: Department of Film/Photo/Video Creation of Omsk State University.

2. Year of establishment, location: 2010, Omsk (though the department members have been studying theory and practice of media education since 1990s, when the university began training specialists of the qualification "Public Artistic Creativity" with the specification "Art Director of a Film/Photo/Video Studio").

3. Financing sources: public finances, grants.

4. Direction: N.A. Bykova (acting head of the department), N.F. Hilko.

Nikolay Hilko (born October 10, 1959): brief creative biography

Doctor of Education (defended a dissertation at Moscow State University of Culture on media education in 2007), associate professor of the Department of Film/Photo/Video Creation of Omsk State University. N.F. Hilko is a member of Russian Association for Film & Media Education, a grant laureate of the Russian Humanitarian Scientific Fund (1997-2005, 2008), the Russian Fund of Fundamental Research (2002-2004) and the "Integration" fund.

In the focus of his pedagogical research are pupils' photo creation, audio-visual culture and media education. Now he is working on the problem of "Cultural-Ecological Creation Determination in Screen Media Education Activities". He is the author of numerous books, handbooks and articles on media creation, screen culture, media education published in journals ('*Art and Education*', '*Media Education*', '*Cultural Life of South Russia*', '*Personality. Culture. Society*') and in collections of scientific papers, university training schemes.

Bibliography (N.F. Hilko's books in Russian):

Hilko, N. *Development of Teenagers' Image Perception of the World*. Omsk, 1994.

Hilko, N. *Multi-Artistic Acquisition of Photo Creation. Creation Training Scheme*. Omsk, 1998.

Hilko, N. *Photo Creation*. Omsk, 2000.

Hilko, N. *Audiovisual Culture: Dictionary*. Omsk, 2000.

Hilko, N. *Role of Audiovisual Culture in Personal Creative Self-Fulfillment*. Omsk, 2001.

Hilko, N. *Composition in Audiovisual Arts. Handbook*. Omsk, 2002.

Hilko, N. *Screen Culture: Media Systems and Technologies*. Omsk, 2003.

Hilko, N. *Development of Audiovisual Creativity: Psychological and Social Aspects*. Omsk, 2004. 158 P.

Hilko, N. *Socio-Cultural Aspects of Screen Media Creation*. Moscow, 2004.

Hilko, N. *Ecology of Audiovisual Art*. Omsk, 2005.

Hilko, N. *Pedagogy of Audiovisual Creation in the Socio-Cultural Sphere*. Omsk, 2008.

5. Target audience: students, teachers of additional educational institutions, cultural institutions' workers, school students, young people.

6. Chief aim: efforts integration of the higher education system, additional education and culture, and media experts in media education.

7. Objectives:

- developing the audience's skills to find, transfer, accept, and create information (media texts) using audio-visual, multi-media technology;

- familiarizing the audience with the basics of audio-visual and media culture, its role in the modern society.

8. Working definition of media education: the definition given in the UNESCO documents.

9. Key media education theories: synthesis of the practical media education theory and the cultural studies theory.

10. Media education model: the objective unit (practical media education of the audience through their mastering of media technology), the diagnostic unit, the contents unit (study of media technology, the essentials of media creation, development of practical, process-oriented skills to create media texts: film, video, photo, TV and other media texts), the result unit (development of the audience's media competence).

11. Organizational forms: media education integration in educational, out-of-school and leisure activities, organization of media festivals, exhibitions of students' works.

12. Teaching methods according to knowledge sources: *verbal, visual, practical* methods; according to the level of cognitive activity: *explanatory-illustrative, reproductive, problem-solving, searching or heuristic, research* methods. Practical methods are preferred.

13. Media education program contents:

- correlation of audio-visual culture concepts in the context of social and personal aspects; structure and functions of audio-visual culture;

- audiovisual culture as a system of creative personal orientation, creative function of audiovisual communication in the system of media interaction;

- artistic and engineering approaches to audio-visual creation;

- social and ethno-cultural aspects of audio-visual creation;

- rehabilitation-educational, ecological basics of personal development in audio-visual creative activities;

- changes in personal development in audio-visual creation;

- developing the audience's skills in media creation, skills to create their own media texts of different types and genres [Hilko, 2001; 2004].

14. Application fields: institutions of higher education, additional education (studios, circles, school-university media), teachers' extension courses.

1. Name of the Media Education Centre: Media Education Centre - 'Perm Cinemateque'. (<http://www.permcinema.ru/news/text/?id=240>)

2. Year of establishment, location: 2006, Perm.

3. Financing sources: various, including book-office takings. Project participants: film studio "New Course", Perm region administration, Supporting and Developing Fund of Perm Region Cinema Art "Perm Film", the S. Eisenstein Foundation (Moscow), Central Film Museum (Moscow), Regional Festivals Supporting Fund (Moscow), Russian Union of Cineastes, National Association for Festivals, European Coordination of Film Festivals (Brussels), embassies and

consulates, libraries, educational institutions, non-profit public organizations. Regional media information support (print press, TV, radio, Internet).

4. Direction: P.A. Petchenkin.

Pavel Petchenkin (born 1956): brief creative biography

A famous Russian documentary film maker, member of the Russian Union of Cineastes. P.A. Petchenkin graduated from Perm Polytechnic Institute (1978). He used to be engaged in literary work and slide films; worked as a Perm television director (since 1986). He founded an independent film studio "New Course" (since 1987). Today this film studio is the only professional studio in Perm which endeavours to keep up the traditions of film production. P.A. Petchenkin is a repeated prize winner of international film festivals, President of the international documentary film festival "Flahertiana" that is aimed at practical and theoretical support of documentaries of the genres founded by Robert Flaherty. In recent years he actively studies the problems of media education in Russia.

<http://www.permcinema.ru>

5. Target audience: every segment of population including students and teachers of different educational institutions.

6. Chief aims: integration of educationalists' and media experts' efforts to develop media education in the region; promotion of the local cultural environment for the creative projects development in audio-visual culture, personal self-fulfillment, deprovinciation of people's world outlook, encouragement of public activity through enlightenment and education by cinema art, accessibility of the majority of people to world cinema masterpieces.

7. Objectives:

- educational and informational services in audio-visual culture, media education;
- support of festival, film club and amateur film movements;
- the audience's familiarization with cinematograph as a popular art and with media technologies;
- development of the audience's aesthetic perception and critical evaluation of film/media texts;
- teaching the basics of media psychology, media education and media creation;
- development of new methods, media courses and programs for all levels of education intended to be used in educational practice (e.g. a teachers' program 'Unique Shot').

8. Working definition of media education: the definition given in the UNESCO documents.

9. Key media education theories: synthesis of the aesthetic and practical media education theories, and the theory of the audience's critical thinking development.

10. Media education model: the objective unit (development of the audience's media competence and media creation by their familiarizing with modern media technologies, and development of the audience's aesthetic taste and critical thinking while analyzing media texts); the content unit (study of cinema art history and modern cinema, media technologies, basics of media creation; development of practical and process-oriented skills), the result unit (development of the audience's media competence).

11. Organizational forms: media education integration in educational, out-of-school and leisure activities of the audience, organization of film/media educational courses for school teachers, organization of film clubs for school students and young people, supporting the Internet site, etc.

12. Teaching methods:

according to knowledge sources: *verbal, visual, practical* methods; according to the level of cognitive activity: *explanatory-illustrative, reproductive, problem-solving, searching or heuristic, research* methods. Practical methods are preferred.

13. Media education program contents:

- the audience's acquaintance with cinema art and media culture in the whole;
- development of the audience's capacity for aesthetic analysis of film/media texts;
- media creation development (including skills to create media texts);
- acquisition of media educational skills (for teachers).

7. Application fields: specialized film clubs and movie theatres, additional educational institutions – studios, circles, school-youth media (TV, print media, radio, Internet sites, etc.),

teachers' extension media educational courses. In 2008 Perm Institute of Arts and Culture enrolled the first students with a qualification - "Film and Video Creation".

Conclusions

The comparative analysis of the models and functions of the media education centres showed that despite having some definite differences and peculiarities, they have the following common features:

- differentiated financing resources (public financing, grants, business organizations, etc.) and regional media information support;
- presence of famous Russian media teachers heading the media education centres;
- a target audience of a wide age-specific and professional range (with the predominance of students of different educational institutions, teachers, media experts);
- the chief aim of a media education centre is multi-aspect, as a rule, but in the whole, it can be generalized under a common assertion – development of the audience's media competence. And under media competence of a person we mean "a sum-total of an individual's motives, knowledge, skills, abilities (indicators: motivation, contact, information, perception, interpretation/evaluation, activity, and creativity) to select, use, critically analyze, evaluate, create and spread media texts of different types, forms and genres, and to analyze complex phenomena of media functioning in the society" [Fedorov, 2007, p. 54].
- the objectives of the media education centres are also varied, but in the whole, there predominate the objectives aimed at developing media competence of different social groups: development of the audience's skills to find, transfer, accept, and create media information (media texts) using television, video, computer and multi-media technologies; teaching the audience to acquire and critically analyze media information; delivering courses in media education for teachers; support of festival, film club and amateur film movements and others.

Also one can point out some common functions of the media education centres:

- educational work, organization and realization of research projects, conferences, and publishing activities;
- as a working definition of media education they use either the definition given in the UNESCO documents or any other close terminology;
- as a key media education theory they refer to a synthesis of the practical and cultural studies media education theories, the theory of the audience's critical thinking development, or a theory similar to the practical theory including some elements of other theories, e.g. the theory of media activity;
- a basic media education model usually consists of the following components: the objective unit (development of the audience's media competence), the contents unit (theory: development of the audience's motivation, knowledge about media culture; practice: development of the audience's perception and analytical skills, and media creativity skills), the result unit (level enhancement of the key media competence indicators); and as for the diagnostic unit (level detection of the audience's media competence), it is not necessarily included but is often implied;
- the organizational forms are aimed at media education integration into educational, out-of-school and leisure activities of the audiences, media educational courses for teachers; organization of film/media clubs for school students and young people, support of school-youth Internet sites, print media, TV, etc.; holding of panel discussions, seminars, workshops, training courses, conferences, festivals, competitions on media education topics; publishing monographs and handbooks;
- the teaching methods are manifold both according to knowledge sources (*verbal, visual, practical* methods) and according to the level of cognitive activity (*explanatory-illustrative, reproductive, problem-solving, searching or heuristic, research* methods). Though practical methods are preferred;
- major areas of the media education program contents are in character with the above-mentioned objectives and aimed at the audience getting a wide range of knowledge about media culture, developing the abilities to percept, critically analyze, and comprehend media texts, encouraging media creation, mastering media educational skills (for teachers);
- media education programs application fields normally cover a broad range of educational and cultural institutions (inclusive of the audience's self-education, e.g. with the help of media

educational Internet sites).

Our analysis also showed that the media educational models offered by leading Russian media educators are similar to the ones of their foreign colleagues [see Baran, 2002], however they definitely have some peculiarities, such as a more tolerant attitude to studying the aesthetic/artistic scope of media culture.

Anyway, the media education centres have a common aim to enhance the level of all the basic indicators of the audience's media competence: motivation, contact, information, perception, interpretation/evaluation, activity, and creativity.

Thus, a personality with a high level of media competence (though some scholars prefer to use the terms 'media culture level', 'media literacy', or 'media educational level' instead of the term 'media competence', it testifies a terminological pluralism characteristic of the media educational process) evinces the following media competence characteristics:

1. **Motivation:** a wide range of genre, subject-based, emotional, epistemological, hedonistic, intellectual, psychological, creative, ethical, aesthetic motives to contact media flows, including:

- media texts genres and subject diversity, including non-entertaining genres;
- new information search;
- recreation, compensation, and entertainment (in moderation);
- identification and empathy;
- his/her own competence confirmation in various life activities and media culture;
- search of materials for educational, scientific, and research purposes;
- aesthetic impressions;
- readiness to apply efforts when reading, comprehending media contents;

philosophic/intellectual, ethic, and aesthetic dispute/dialogue with media message authors, and critical estimate of their views;

- learning to create his/her own media texts by studying creation of professionals;

2. **Contact:** frequent contacts with various types of mass media and media texts.

3. **Information:** knowledge of basic terms, media communication and media education theories; media language peculiarities, genre conventions, essential facts from media culture history, media culture workers, clear understanding of mass communication functioning and media effects in the socio-cultural context, the difference between an emotional and well-grounded reaction to a media text.

4. **Perception:** identification with the media text author, basic components of the 'primary' and 'secondary' identifications being preserved (excluding a naive identification of the reality with the media text contents), i.e. an ability to identify with the author's position which enables to anticipate the course of events in a media text.

5. **Interpretation:** an ability to critically analyze media functions in the society with regard to varied factors based on highly developed critical thinking. Media text analysis based on the perceptive capability that is close to 'comprehensive identification', an ability to analyze and synthesize the spatiotemporal form of a media text; comprehension and interpretation implying comparison, abstraction, induction, deduction, synthesis, critical appraisal of the author's opinion in the historical and cultural context of the work (expressing reasonable agreement or disagreement with the author's point of view, critical assessment of the moral, emotional, aesthetic, and social value of a media text, an ability to correlate the emotional apprehension with conceptual judgment, extend this judgment to other media genres/types, connect the message with their own and other people's experience, etc.). This reveals the critical autonomy of a person (irrespective of public opinion on the media), his/her critical analysis of the message based on high-level information, motivation, and perception indicators.

6. **Activity:** practical skills connected with selecting, creating and spreading media texts (including individual and collaborative projects) of different types and genres; active self-training ability.

7. **Creativity:** creativity in different activities (perception, game, art, research, etc.) connected with media.

The greater part of the indicators can be generalized under a common term of *activity* (perceptive, intellectual, practical) connected with mass media and media education.

The diversity of the media education models does not exclude a possibility to generalize them

by building a certain compositive model with the objective, diagnostic, contents units (theory and practice) and the result unit. A different matter is that not in every media education model one can distinguish all the units. For instance, in some media education centers created within the walls of 'houses of youth creation' and leisure centres of practical orientation, the theoretical and diagnostic aspects are given less attention than in the media education centres functioning within universities or research studies institutes.

Our generalized model of media education (Fig. 1) is based on the cultural studies, practical, semiotic, ethic, and critical media education theories, that confirms the conclusion that modern teachers often synthesize different theories (e.g. a synthetic theory of media activity). As a matter of fact, this model (Fig. 1) represents a synthesis of the analyzed theories [Fedorov, 2007]: socio-cultural, educational-informational and practical-utilitarian models, and reflects modern media educational approaches, offered both by Russian and foreign scholars.

Modern media education models lean towards making the best use of media education potentialities depending on their aims and objectives; they are varied and can be wholly or partially integrated into the educational process. Besides, they do not only observe the general didactic principles of education (upbringing and all-round development of a personality in studying, scientific and systematic approaches to teaching, knowledge availability, learning in doing, visual instruction, self-education encouragement, life-oriented education, long lasting and sound knowledge, positive emotional background, individual approach in teaching, etc.), but also some specific principles connected with media contents. Among them one can mention the unity of emotional and intellectual personality development, a person's creative and individual thinking development. Whereas the teaching methods are aimed at taking advantage of potential media culture opportunities, as the use of hedonistic, compensatory, therapeutic, cognitive-heuristic, creative and simulation media culture potentialities enables the teacher to involve the audience in perception and interpretation of media messages, spatial-temporal analysis and visual structural analysis of a media text. Moreover, reference to the present day media situation which alongside with some negative aspects (low-quality mass culture content, etc.) opens wide opportunities for teachers connected with using video recording, computers, and Internet that approximate a contemporary viewer to the status of a reader (personal, interactive communication with media).

The methods proposed for the realization of the modern media education models are usually based on units (blocks or modules) of creative and simulation activities which can be used by teachers both in class and out-of-school activities. A significant feature of the analyzed models is their wide integration: at schools, colleges, universities, additional training institutions, leisure centres. Moreover, media education lessons can be conducted in the form of lessons, electives, special courses, either integrated with other school subjects, or used in clubs' activities.

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Российские уральские и сибирские медиаобразовательные центры

Александр Федоров

Таганрогский институт имени А.П. Чехова, филиал Ростовского государственного экономического университета, Российская Федерация
Профессор, доктор педагогических наук
E-mail: mediashkola@rambler.ru

Аннотация. Сравнительный анализ моделей и функций медиаобразовательных центров показал, что, несмотря на некоторые определенные различия и особенности, они имеют следующие общие черты:

- дифференцированные источники финансирования (государственное финансирование, гранты, коммерческие организации, и т.д.);
- наличие известных преподавателей, руководящих данными центрами;
- целевая аудитория широкого возрастного и профессионального диапазона (с преобладанием студентов разных учебных заведений, преподавателей, специалистов средств массовой информации);
- главная цель центра медиаобразования многоаспектна, но в целом может быть обобщена – это развитие медиакомпетентности аудитории. И под медиакомпетентностью человека мы понимаем совокупность мотивов индивида, знания, навыки, умения (показатели: мотивация, общение, информация, восприятие, интерпретация / оценка, активность и творчество), чтобы выбрать, использовать, критически анализировать, оценивать, создавать и распространять медиатексты различных типов, форм и жанров, а также анализировать сложные явления массовой коммуникации и социума;
- цели деятельности центров медиаобразования также разнообразны, но в целом, там преобладают цели, направленные на развитие медиакомпетентности различных социальных групп;

Ключевые слова: медиаграмотность; учителя; Россия; медиакомпетентность; Урал; Сибирь.