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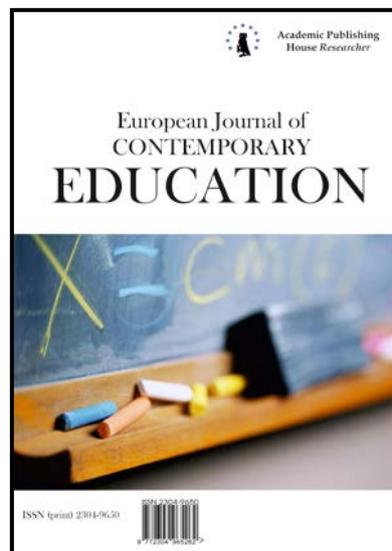
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## **Media Stereotypes Analysis in the Classroom at the Student Audience**

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### **Abstract**

Media Stereotypes Analysis is the identification and analysis of stereotypical images of people, ideas, events, stories, themes and etc. in media texts. Media stereotype reflects the well-established attitudes towards a particular object, it is schematic averaged, familiar, stable representation of genres, social processes / events, ideas, people, dominate in the media texts, designed for a mass audience. The plot and genre structure in media texts has specific stereotypes: fable situations of a media text action (scene, historical period, etc.) characters, their values, ideas, language, facial expressions, gestures, clothing, image pickup, etc.

**Keywords:** media stereotypes analysis, media, media texts, media education, media literacy, media competence, students.

### **Introduction**

Media Stereotypes Analysis is the identification and analysis of stereotypical images of people, ideas, events, stories, themes and etc. in media texts. Media stereotype reflects the well-established attitudes towards a particular object, it is schematic averaged, familiar, stable representation of genres, social processes / events, ideas, people, dominate in the media texts, designed for a mass audience. In this case I use approaches of media scholars and media educators and my own development [BFI, 1990; Silverblatt, 2001; 2014; Fedorov, 2004, p.43-51; Fedorov, 2006, p.175-228; Potter, 2014]. The plot and genre structure in media texts has specific stereotypes: fable situations of a media text action (scene, historical period, etc.) characters, their values, ideas, language, facial expressions, gestures, clothing, image pickup, etc.

### **Materials and methods**

Analysis of the structure of the general subject of media stereotypes in the students classroom is based on the generalized maximum concentration of major events: in a media text character's actions in certain conditions of life; once their everyday life is disrupted (accident, serious illness, a big win in the lottery, etc.), and they are trying to restore the stability of their world:

- the structure of the story stereotypes of media texts' melodramatic genre: meeting of male and female characters, mesalliance, jealousy, fight disease character (s) for their love wedding / love harmony;

- the structure of the story stereotypes of media texts' comedy (with a focus on adventure theme): naive, financially needy character and clever (sometimes criminal) rich character; naive hero (or rich character) finds himself in a funny and sometimes dangerous situations overcoming difficulties, but character receives the final award (respect for others, money, etc.);

- the structure of the story stereotypes of media texts' comedy (with a focus on the love theme): poor girl, a rich man, poor girl meets rich man with funny / eccentric circumstances, a mesalliance in a series of funny / eccentric situations, characters overcoming obstacles to love wedding / love harmony, colored light humor;

- the structure of the story stereotypes of the detective genre: police officer traveling by car, criminal offender commits robbery, murder or other crime of violation of the law investigation, police officer catches / kills the offender;

- the structure of the story stereotypes of the thriller: civilians and maniac, the maniac commits a series of murders violation of the law, the life of every peaceful character threatened persecution, anti-maniac strong character arrests / kills of the maniac, and people return to civilian life;

- the structure of the story stereotypes of western /cowboys' media texts: civilians and bandits (or Indians), bandits (or Indians) attack civilians, but noble cowboy protecting civilians, he arrests / kills the bandits or Indians, and civilians return to ordinary life;

- the structure of the story stereotypes of fantastic genre: earthlings and aliens, the aliens' invasion, the violation of ordinary life, the earthlings arrest / kill the aliens, or the aliens back to their planet;

- the structure of the story stereotypes of horror: monster attacks on civilians, but the brave hero arrests / kills this monster; the restoration of peaceful life;

- the structure of the story stereotypes of the musical: young character (male or female), endowed with musical / choreographic talent, dreams of glory and victory in the music / dance competitions; young character (male or female) meets an influential mentor / patron, but he /she feels the discomfort of glory (star fever, envy of others, the failure of the vocal cords, and trauma etc.), young character (male or female) struggles against this obstacles; the final musical triumph of character;

- the structure of the story stereotypes of media reality show: participants of reality shows, at all times during the show the characters being telemonitoring, and they have a variety of difficulties (physiological, moral, intellectual, etc.) associated with the execution of tasks for winning the prize; most of the characters out of the game and returned to her normal life. But one character / small group of characters wins / receives coveted prize;

- the structure of the story stereotypes of media game shows: the players try to find the answer for the questions / tasks; the players have the various difficulties (physiological, moral, intellectual, etc.) on the way to the prize, most of the characters out of the game and return to their normal lives. One player / small group of players wins / receives coveted prize;

- the structure of the story stereotypes of media texts talk show: participants of talk show and TV host, he asks participants about the problems (social, moral, political, sexual, aesthetic and other topics). There is controversy between the some people in the talk show. TV host tries to find the constructive outcome of controversy and / or analysis of the final online survey of audience;

Analysis of media text's stereotypes also involves working not only with the plot schemes, but also the identification of typical fable situations, places, actions, objects, historical period, the characters, their values, ideas, facial expressions, gestures, clothing, receptions action pictures, etc. And students can analyze the manifestation of genre's stereotypes on examples of specific media texts of different genres.

Analysis of media text' stereotypes implies a number of creative tasks for students [BFI, 1990; Semali, 2000, pp.229-231; Fedorov, 2004, p. 43-51; Fedorov, 2006, p. 175-228, but I substantially supplemented and revised the cycle tasks]: literary and analytical, drama, role-playing, simulation. Each of these tasks include the analysis of key concepts of media (*media agencies, media categories, media language, media technologies, media representations, media audiences*).

*Cycle of literary and analytical creative tasks on the subject of media text' stereotypes in the classroom at the student audience:*

*Media agencies:*

- identification of a media agency's stereotypical traits focused on political functions in modern society;
- selection of the stereotypical traits of media agency, focused on entertainment features in modern society.

*Media / media text categories:*

- selection of media texts (from the proposed list) into different genres and themes;
- selection of stereotypical media personalities (from the proposed list) on the basis of their best-fit specific themes and genres.

*Media technologies:*

- identification of stereotypical technologies for creating certain types of media texts.

*Media languages:*

- identification of stereotypical audiovisual solutions for the creation of media texts of certain types and genres.

*Media representations:*

- analysis of media text on a historical theme, based on documentary evidence. The study of regional geographic, political and historical materials relating to the subject and the time period. Comparison of the studied material depicting historical events in a particular media text; identification of media stereotypes of images of the country, people, race, nationality, social structure, political governance, the justice system, education, employment, etc.;

- modeling (in tabular / structural form) of plot stereotypes of media texts, based on the structure of many media texts' storylines: the hero / heroine, a world in which the characters live; integrity of this world is broken or changed, and the hero / heroine must restore its integrity. Analysis of genre stereotypes - plot schemes, typical situations, characters, their values, ideas, facial expressions and gestures, clothes, objects, places, actions, etc.;

- selection of media text on the stereotypical story blocks; attempt to interchange these blocks, and thus change the course of events;

- selection of stereotypical "rhythmic blocks" in the media texts of "novelistic character" - given the fact of the rhythm of media texts (balance of the epic scenes and intimate chamber scenes);

- selection of media critics' thesis, faithfully reflects the ideas of the authors of a media text;

- viewing, reading of the first (or final) episode of a media text, followed by an attempt to predict the future (past) events;

- drawing up the story on behalf of stereotyping (main or secondary) character of media text: preserving the features of his character, vocabulary, etc.;

- writing the story for media text from a character's name;

- location of stereotypical character of a media text in changing situation (with a change of name, genre, time, place, action of media text, its composition: strings, climax, denouement, epilogue, etc. ; age, gender, nationality of a character, etc.);

- the analysis of promotional posters of media texts (visual and written information, the most important part of this information, indicate the genre stereotypes media text, composition posters);

*Media audiences:*

- to try to discover the essence of the mechanism of "emotional pendulum" [alternation of episodes that cause positive (joyful, cheerful) and negative (shock, sad) emotions of the audience, that is, relying on psycho-physiological side of perception];

- prediction of the success of the media text.

*Cycle theatrical role-creative tasks for the analysis of media stereotypes in the classroom at the student audience:*

*Media agencies:*

- the role game: the stereotype stages of a film or television (the various stages of preparation and film-making process, including financial calculations, casting and signing of contracts);
- the role game "press conference" with "authors' media text" ("screen writer", "producer", "director", "actors", "cameraman", "composer", "artist"). "Journalists" ask in advance prepared questions relevant to media stereotypes; "authors" answer these questions.

*Media / media text categories:*

- the role game: to use the same stereotyped plot in various genres (comedy, drama, detective, and so on.).

*Media technologies:*

- the role game: the creators' dispute about which technologies can be used in media text.

*Media languages:*

- the role game: the creator's discussions about what specific codes (signs, symbols, etc.) should be used in the media text.

*Media representations:*

- the role game: playing with stereotypical characters and situations: students play the roles of stereotypical characters in stereotypical plot situations of media texts ("teacher and student", "TV / radio host and guest star in studio", etc.). Work is proceeding in groups of 2-3 students. Each group prepares and puts into practice the game project (episode of a media text). The teacher acts as a consultant. The results are discussed and compared;
- the role game: interview (interview with stereotypical characters of media texts). Work is proceeding in groups of 2-3 students. Each group prepares and puts into practice the game project (interview). The teacher acts as a consultant. The results are discussed and compared.

*Media audiences:*

- the role game: the sketch on the theme of different audience's contact reactions (the audience has different age, education level, social status, etc.) with stereotypical media texts.

*Graphic-cycle simulation tasks for the analysis of media stereotypes in the classroom at the student audience:*

*Media agencies:*

- preparing drawings / collages on the theme of the creation of the stereotypical media texts.

*Media / media text categories:*

- preparing drawings / collages, which could clearly imagine the kind of stereotypical genre and media texts.

*Media technologies:*

- preparing posters (made in different techniques: drawing, collage, application, etc.) to the stereotypical media texts.

*Media languages:*

- Preparation of a series of frames / cards that could be used as a basis for the image of stereotypical characters in media text (with the support of the various types of crop - the general plan, close-up, detail, etc.).

*Media representations:*

- creation of a poster / collage / comics, which were presented to the stereotypical situations and characters of media texts.

*Media audiences:*

- creation of drawings on the theme of the representatives of the various types of audiences' reactions after contact with the stereotypical media texts of different genres.

*Questions for the analysis of media stereotypes in the classroom at the student audience* [Berger, 2005; Fedorov, 2004, p. 43-51; Fedorov, 2006, p. 175-228; Buckingham, 2003, p.54-60, Silverblatt, 2001, p.107-108]

*Media agencies:*

Can you think of stereotypical features of media agency / media holding (newspaper, television, cinema, Internet, etc.)?

*Media / media text categories:*

How conventions and codes work in stereotypical media texts of various genres and thematic?

Whether a particular media text belongs to any known genre? Is there a predictable genre formula? As understanding of this formula helps your perception of a particular media text?

What is the function of genre formula media text?

How genres' stereotypes of media texts affect the audience' cultural attitudes and values, cultural mythology?

Is it possible to trace the evolution of a particular media text genre's stereotypes?

Is it possible to trace the evolution of a particular media text topics' stereotypes?

How these stereotypical genres / themes say about the transformations in the culture of the society?

What stereotypical stories, storylines conventions specific to genres / themes?

Can you articulate for the stereotyped patterns of ties genres / themes?

*Media technologies:*

Is it possible to see the stereotype technological solutions in media texts?

*Media languages:*

Is it possible to see the stereotypes in media text visual solutions? If so, what exactly?

Is it possible to see the stereotypes sound decisions in a media text? If so, what exactly?

*Media representations:*

As media texts represent certain social groups? Are these representations are accurate?

If you are asked to select ten of media texts that could tell about aliens (or foreigners), which would you choose? Why these media texts? What political, social and cultural stereotypes displayed in the media text? Are there visible signs of deviant behavior, sexism, conformity, anxiety, stereotyped thinking, conflict of generations, etc.?

*Media audiences:*

Why the audience takes some stereotypical media representations as true and reject others as false?

Can there be different interpretations of media texts and their stereotypical characters? Or stereotype initially involves the same interpretation of media texts?

What groups of modern society media stereotypes affect the most? Why?

Is it possible to get rid of the impact of media stereotypes on society? Explain your point of view.

### **Conclusions**

In this article I presented the main path for the Media Stereotypes Analysis of media texts on media education classes in the university, including the examples of creative problems and issues associated with this type of this analysis in the context of media education problems, ie based on six key concepts of media literacy education: agency, category, language, technology, audience, representation. I suppose that the Media Stereotypes Analysis of media texts on media education classes can significantly develop media competence of students, including critical thinking and perception.

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