

ISSN: 2219-8229

E-ISSN: 2224-0136

Founder: Academic Publishing House *Researcher*

DOI: 10.13187/issn.2219-8229

Has been issued since 2010.



European Researcher. International Multidisciplinary Journal

Moscow Media Education Centers for Non-professionals in the Media Fields

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Abstract. The analysis of the basic media education models used in Moscow media education centers has shown that nowadays the synthetic media education models are most typical; they are based on the synthesis of the sociocultural, educational and informational, practical and utilitarian models. And they lean towards the maximum usage of media education potential depending on the aims and objectives; they are characterized by variability, and the capacity to entirely or partially integrate into the education process. The suggested media education technology is based as a rule on blocks or modules of creative and role play/gaming assignments for the teachers to use both in school and out-of-school activities. An important peculiarity of the analyzed models is that they have a wide field of application: schools, universities, institutions of additional education and leisure activity. Media studies may be organized in the form of lessons, optional classes, and special courses integrated into different school subjects, or used in school societies.

Keywords: Russia; Moscow; media education literacy; media culture; media competence.

Introduction. The comparative analysis of Russian media education centers is closely connected not only with their goals and objectives but also with the typology problem of media education theories. In this connection Irina Fateeva suggests using a generalized term “action / activity theory” instead of the traditional pool of such theories (cultural studies theory, semiotic, socio-cultural, aesthetic, practical and other theories). This dominant practical approach is aimed at:

- adequate appreciation of media texts as human production, understanding of their origin and circulation, their critical assessment and well-grounded judgment of them;
- participant observation of mass media social functioning (both on the system and component levels), the audiences’ media participation as conscious media consumers;
- dialogue-oriented media participation based on modern technologies;
- media creation based on the audience’s participation in media education projects of a varied scale” [Fateeva, 2007, p. 34; Fateeva, 2008, p. 140-147].

Having analyzed the media education theories developed by media educators from different countries Irina Fateeva concluded that “to derive a media education theory from communication theories is not only unreasonable but also destructive since that initially causes conceptual disunity of teachers and their pupils intensified by moral and ethical problems: after failing to reach a consensus in the dispute the teachers are apt to impose their arguable views on the audience” [Fateeva, 2007, p. 25-26].

Such obvious rejection of conceptual approaches to media education is far from being undoubted. And the categoricity of the assertion also sounds bewildering: why are teachers sure “to impose their views”? Can the mutual process of correct comparative analysis of different theories and/or conceptions together with the audience fail to be fruitful?

Moreover, a thorough examination of each theoretical media education conception shows

that all of them include media activity/action in a way, as a practical component of education.

On the one hand, we could deny with Irina Fateeva the theoretical peculiarities of this or that media education centre and confine ourselves to mentioning the unified “theory of media action” which is indeed characterized by a wide degree of generalization (and, neither Yury Usov nor Lev Pressman would object to its definition/formulation). But on the other hand, one cannot avoid in this case the loss of “creative individuality” of this or that media education centre, e.g. the aesthetically/artistically oriented media education conception of Yury Usov.

The total number of Russian most significant media education centers is more than ten. In this article we analyze the activities of Moscow media education centers. Besides we took into consideration chiefly the media education centers whose activities (in a varying degree) are aimed at **mass media education**. That is why we describe the activities of numerous Moscow faculties of journalism, film and advertisement which train exclusively media professionals.

At the same time, we analyze the work of the Moscow State University media education centre exactly because during the last 7-8 years its leaders have attempted to extend the traditional scope of professional media education by arranging systematic (especially during the last two years) activities and events aimed at mass media education of school students and teachers.

Brief characteristics of Moscow media education centers

Thus, we single out five leading Moscow media education centers:

- Screen Arts Lab of Artistic Education Institute of the Russian Education Academy;
- Media Education and Technical Teaching Means Lab of the Educational Methods and Contents Institute of the Russian Academy;
- The Moscow City experimental platform “Media Education Technologies and New Teaching Forms in the Modern Educational Institution”;
- Labs of experimental research coordination of the General Secondary Education Problems Centre of the Educational Methods and Contents Institute of the Russian Academy;
- Faculty of Journalism, MSU;
- Public organization – League of Young Journalists of Russia (YUNPRESS).

It should be also mentioned that the majority of the Moscow media education centers’ staff are members of the Russian Association for Film & Media Education (<http://edu.of.ru/mediaeducation>) which unites hundreds of school teachers, university teachers, additional education institutions’ workers, culture and non-profit public organizations’ workers from different Russian cities.

1. Name of the Media Education Centre: Screen Arts Lab of Artistic Education Institute of the Russian Education Academy (<http://www.art-education.ru/otd-dop-ekran.htm>).

2. Year of establishment, location: 1974, Moscow.

3. Financing sources: state funding (till 1992), state funding and grants of different funds (since 1992).

4. Direction: Professor Dr. Yury Usov (1974-2000); Dr. Larisa Bazhenova (since 2000).

Yury Usov (28 July, 1936 – 27 April, 2000): Brief Biography

During many years Prof. Dr. Yury Usov was an undisputed leader of Russian media education movement, a board member of the Russian Association for Film & Media Education.

Two years after graduating from the Cinematography Faculty of the All-Union State Institute of Cinematography (1972) he successfully defended a Ph.D. thesis and became Head of the Film and Television Lab (the Artistic Education Institute of the Education Academy). He initiated a number of wide-scale experiments in film education in many schools of the Russian capital in the first half of the 1980s. It was he who gave a thorough and detailed description of the **aesthetic/artistic theory of media education**.

Prof. Dr. Yury Usov actively promoted media education in schools, Moscow Cinema Lyceum, teachers’ training courses in film education; he supervised PhD. students’ research, wrote a number of books on the theory and methodology of film and media education in schools.

His first articles were published in the 1970s in Russian collections of scientific works and journals (*Soviet Screen, Pedagogika, Public Education, Television and Radio Broadcasting, Specialist, Arts and Education, Art in School*, and others). He took part in several international conferences on film education and artistic education; was one of the organizers of the Russian-British seminars on media education in the middle of the 1990s.

Bibliography (Yury Usov’s books in Russian):

Usov, Y. (1980). *Methology of Using Film Art for Aesthetic Development of Senior School Students (Grades 8-10)*. Tallinn.

Usov, Y. & Rudalev, V. (1983). *Methology of Using Film Art in Educational Process*. Moscow.

Usov, Y. (1986). *Program of the Optional Course "Basics of Cinema Art" (Grades 9-11)*. Moscow.

Usov, Y. (1987). *Film Art in the Aesthetic Development of School Students (Grades 7-10)*. Tallinn.

Usov, Y., Bazhenova, L. et al. (1991). *The Basics of Audiovisual Culture*. Moscow.

Usov, Y. (1993). *The Basics of Screen Culture*. Moscow.

Usov, Y. (1994). *In the World of Screen Arts*. Moscow.

<http://edu.of.ru/mediaeducation>

<http://edu.of.ru/medialibrary>

Books, articles about Y. Usov (in Russian):

Fedorov, A. (2003). Media Pedagogy of Y. Usov. In: *Art and Education*. № 3, p. 65-74; № 4, p. 78-95.

Fedorov, A., Tchelysheva, I., Muryukina, E., et al. (2007). *The Aesthetic Conception in Russian Media Education and Creative Heritage of Y. Usov*. Taganrog.

Larisa Bazhenova: Brief Biography

Ph.D., member of the Russian Association for Film & Media Education. Worked as senior scientific associate for the Screen Arts Lab of the Artistic Education Institute of the Russian Education Academy. After Y. Usov's decease (2000) she became head of the laboratory in the present-day Artistic Education Institute of the Russian Education Academy. Under the supervision of Prof. Usov she repeatedly took part in practical experiments in film education of school students. Used to teach in the Moscow Cinema Lyceum for some years. Now teaches in different educational institutions of Moscow. Participated in many Russian and international conferences.

Larisa Bazhenova is the author of numerous articles on film education published in Russian journals: *Primary School, Art and Education, Art in School, Specialist, Family and School, Media Education et al.*

Bibliography (Larisa Bazhenova's books in Russian):

Bazhenova, L. (1992). *In the World of Screen Arts*. Moscow.

Bazhenova, L. (1995). *Our Friend, the Screen. Issue 1 and 2*. Moscow.

Bazhenova, L. (2004). *Media Education of the School Student (Grades 1-4)*. Moscow.

<http://www.art-education.ru/otd-dop-ekran.htm>

<http://edu.of.ru/mediaeducation>

<http://edu.of.ru/medialibrary>

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

6. Chief aim: research of screen arts' potential (film, TV, video) in students' artistic education and media education, personality development on art media texts.

7. Objectives:

- research and analysis of media education experience;

- experimental, aesthetic, ethical, audio-visual, emotional and intellectual media education of school students developing: various types of active thinking (imaginative, associative, logical and creative thinking); perception, interpretation, analysis, and aesthetic appreciation of media texts; need for media language acquisition in communicating with both screen and traditional arts products and mass media; need for verbal communication to exchange views on the acquired information, and in artistic and creative activities; abilities to impart the knowledge gained at media education lessons; skills to represent the results of their personal perception of different arts, the surrounding world via communication technologies in the form of multimedia and audio-visual (video creation, computer-generated imagery) and written texts;

- holding of conferences and seminars on media education;

- arranging of optional and compulsory media education courses for schools students, teachers' extension courses;

- post-graduate media education research.

8. Working definition of media education:

Y. Usov defines *media education* as "a system of using mass communication and information media (press, radio, film, TV, video, computers, and photography) in a student's individual development. The system itself, unlike the traditional school subjects aimed at knowledge acquisition, suggests in the first place introducing the artistic and creative activities shaping the

student's emotional and intellectual development" [Usov, 1998, p. 55]. He also introduced the concept of "audio-visual culture as a definite system of the student's levels of aesthetic development on the screen arts material: needs level, education level and audio-visual thinking level" [Usov, 1989a, p. 21].

9. Key media education theories: aesthetic and cultural studies media education theories.

10. Media education model units: ascertaining experiments aimed at detecting the initial levels of students' of different ages aesthetic development in screen arts; "forming" experiments aimed at school students' aesthetic film/media education; final ascertaining experiments aimed at detecting the changes occurred in the course of the "forming" experiments. In general, Y. Usov's model integrates the study of screen, traditional arts and communication technologies. The model contents are defined by "the concept of the aesthetic culture as a system of the students' emotional and intellectual development levels of imaginative, associative and logical thinking, perception of fiction and fact, interpretation skills, media evaluation skills, need for artistic and creative activities on the material of the traditional arts and various mass media (film, TV, video, press, radio, computer and multimedia technologies)" [Usov, 1998, p. 56].

According to Y. Usov, this model can be realized in the form of specialized and integrated media education. Moreover, the model can be applied in different variations and correlations, and that is by itself, in our opinion, very essential namely for Russia (due to different living conditions in big cities and remote regions, financial instability of education).

Usov's model is directed at the effective development of such important aspects of basic *personal culture* as: active thinking (including imaginative, creative, logical, critical, and associative thinking); perception, interpretation, assessment and analysis of media texts; need for media language acquisition and qualified usage; need for verbal communication in the course of media information perception; knowledge communication skills and perception/reflection sharing skills via media [Usov, 1998, p. 56].

Yury Usov [Usov, 2000a] is also the author of the educational model of virtual thinking development based on the unity of video production and reflection on its results. The perception and analysis of the art/screen media text is achieved by video production of a picturesque scene; video material editing/montage; detecting of semantic, emotional interrelations between discrete elements; conception development of the watched episode; opinion development and verbal communication; a coherent analysis of the screen version and so on [Usov, 2000a, p. 3-6].

The concept of virtual reality has greatly changed of late. It used to be considered as something similar to artistic reality but due to the intensive development of computer technologies the virtual reality does actually appear on the inner screen of the person's mind, linking him/her with any media text, either his/her own or somebody else's.

That prompted the idea of the so-called virtual thinking which, according to Y. Usov, is able to resolve the contradictions between the level of achievements in the field of the art's aesthetic impact and the present day man's readiness to actively use these possibilities: both at specialized lessons and personally when perceiving and interpreting multivariate space-and-time reality.

The virtual thinking is closely connected with the history of the screen arts development, and with all types of studying the space-and-time reality (montage, audio-visual, space-and-time, screen). Undoubtedly, the development of the virtual thinking is one of the progressive fields of media education in the modern information society.

An important feature of Y. Usov's model is the integration of screen, electronic and new ICT in the systems of basic and additional education, and in out-of-school students' activities.

11. Organizational forms: media education integration into school students' academic, out-of-school and leisure activities. Here four types of activities are distinguished: 1) learning about media arts and their functioning in the society; 2) looking for a media text message communicated through the space-and-time form of narration; 3) interpreting the results of perception, aesthetic evaluation of a media text; 4) artistic and creative activity in screen arts [Usov, 1989a, p. 7-8].

12. Teaching methods:

According to the knowledge sources: *verbal methods* (lecture, description, debate, explanation, discussion); *visual methods* (illustration, demonstration of media texts); *practical methods* (practical assignments on media material). According to the level of cognitive activity: *explanatory and illustrative methods* (the teacher gives some information about the media, media culture, and the audience assimilate the information); *reproductive methods* (the teacher works

out a system of various exercises and tasks on media texts for the students to master the methods of solving them); *problem-solving methods* (problem analysis of some situations or media texts aimed at developing the audience's critical thinking); *heuristic, research methods* (the teacher creates conditions for the students' research and creative learning). Preference is given to students' media texts perception and analysis, to the system of role-play/creative lessons, practical lessons in video filming, etc.

13. Media education program contents (based on the key concepts of media education: *media agency, media category, media technology, media language, media representation, media audience*):

- introduction to media education (the definition of media education, media text, the main criteria for its evaluation, media creation, etc.);
- media reality in school media education (means of the visual image, media culture and the model of its development, etc.);
- man and environment, the possibilities for its study, comprehension and identification (correlation between the perceptive units, different means of establishing these interconnections; information space, its interpretation through word, music, image, etc.);
- technologies improving the human environment and modeling the human mind (media technology development, modeling of the world and the human mind, etc.)
- philosophic, aesthetic, and cultural evaluation of mass media; the peculiarities of the digital society, the narration and impact of modern media, modern ICT potential, etc.

14. Application fields: Compulsory and optional subjects (in specialized educational institutions (lyceums, vocational schools); teachers' extension courses), society classes (clubs, studios, institutions of additional education and leisure). The film/media education programs can be applied within the framework of artistic and aesthetic subjects (*World Artistic Culture, Basics of Media Culture, etc.*), literature, history, foreign language studies, etc. For instance, the subject *Media Studies* can be part of different school subjects, or can be taught as an independent special course. Since the problem of training professional media teachers in Russia has not been solved yet, such a varied approach is logical for Russian media education.

1. **Name of the Media Education Centre:** Media Education and Technical Teaching Means Lab of the Educational Methods and Contents Institute of the Russian Academy (<http://www.mediaeducation.ru>).

2. **Year of establishment, location:** 1965, Moscow.

3. **Financing sources:** state funding (till 1992), state funding and grants from different funds (since 1992).

4. **Direction:** Prof. Dr. Lev Pressman (1965-1993), Prof. Dr. Ludmila Zaznobina (1993-2000), Prof. Dr. Alexey Zhurin (2000-2004), Dr. Elena Bondarenko (2004 – now).

Lev Pressman (1924 – 1996): Brief Biography

One of the founders of the 'practical branch' of media education in Russia, Doctor of Education (1981), Professor (1982), Member of the Russian Union of Filmmakers. He graduated from Kuibyshev Pedagogical Institute (1948). Used to work as a school teacher (in the 1940s-1950s). Since 1960 began working at the Academy of Pedagogical Sciences of RSFSR (later – the Russian Academy of Education) where he headed the Lab of Technical Teaching Means from 1965 to 1993. In his old age he was chief research officer of the Russian Academy of Education.

For many years Lev Pressman initiated and headed numerous media education projects. He is the author of many books on the problem of using media in school. In the course of several decades he succeeded in developing an effective system of using ICT in school teaching literature and Russian, and an extensive film reader for literature classes. Lev Pressman composed scripts for more than 150 educational films, TV programs, diapositive films; had several teaching aids on media education published. He had his articles published in Russian journals: *Pedagogika, Cinema Art, Soviet Screen, Literature in School, Russian in School, Public Education, Family and School* and others, and also in scientific collections of articles. Frequently participated in different scientific conferences.

Bibliography (Lev Pressman's books in Russian):

Pressman, L. (1965). *Film and Television Education for Developing Students' Speech*. Moscow.

Pressman, L. & Kisenkov, V. (1972). *ICT in School*. Moscow.

Pressman, L. & Poltorak, D. (1972). *The Blue Screen Educates. ICT in School*. Moscow.

- Pressman, L. & Solovjeva, E. (1972). *School Film Amateur Club*. Moscow.
 Pressman, L. (1972). *School Radio Centre*. Moscow.
 Pressman, L. (1975). *Literature Room in School*. Moscow: Prosveschenie.
 Pressman, L. (1976). *ICT at Literature Lessons*. Moscow.
 Pressman, L. (1979). *Basics of Using ICT in School Teaching*. Moscow.
 Pressman, L. (1988). *Teaching Methods of Using ICT: Screen and Sound ICT*. Moscow.
 Pressman, L. (1993). *Video Recording in School*. Moscow.

Ludmila Zaznobina (1939-2000): Brief Biography

Doctor of Education, Professor, Ludmila Zaznobina headed the Lab for ICT Education and Media Education in the Russian Academy of Education from 1993 to 2000. For many years she supervised the experiment of media education and using ICT in Russian schools. She was one of the leading authors and the editor of the collective monograph 'Media Education Integrated into Compulsory Education', the author of the project 'Media Education Standard' (1998) for Russian secondary schools.

Ludmila Zaznobina is the author of many books on media education integrated into compulsory secondary school subjects, and teaching methods of chemistry. Her books were published in such Russian journals as *Public Education*, *Chemistry in School*, *Pedagogika*, *Educational ICT* and others.

Bibliography (Ludmila Zaznobina's books in Russian):

- Zaznobina, L. (1981). *Screen Aids in Teaching Chemistry*. Moscow.
 Zaznobina, L. (Ed.) (1996). *Media Education*. Moscow.
 Zaznobina, L. (Ed.) (1999). *Media Education Integrated into Compulsory Education*.

Moscow.

Zaznobina, L. (Ed.) (2000). *School ICT Equipment in Modern Conditions*.

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<http://edu.of.ru/medialibrary>

<http://www.mediaeducation.ru>

Alexey Zhurin (born September 30, 1955): Brief Biography

Doctor of Education (2005), member of the Russian Association for Film & Media Education.

A. Zhurin graduated from Moscow State Pedagogical Institute (1977), worked as a teacher, deputy headmaster, research assistant (since 1998 – as a senior research fellow) of the Media Education and Technical Teaching Means Lab of the Educational Methods and Contents Institute of the Russian Academy. From the second part of 2000 to 2004 he headed this laboratory. Since 2004 he has been deputy director of research in the Educational Methods and Contents Institute of the Russian Academy. The main field of his research is developing the theory of making and using ICT methods in teaching chemistry and media education. He is the author of a number of articles on media education published in such Russian journals as *Pedagogika*, *Chemistry in School*, *Media Education* and others. He has also a number of published books on ICT; often took part in conferences and workshops.

Bibliography (Alexey Zhurin's books in Russian):

Zhurin, A. (1999). *Self-Tuition Manual for Computer Users in Questions and Answers*. Moscow.

Zhurin, A. & Milutina, I. (1999). *Computer Basics*. Moscow.

Zhurin, A. (1998; 1999). *Windows 95 for School Students and Computer Novices. Microsoft Office 2000 for School Students and Novice Computer Users*. Moscow.

Zhurin, A. (2002). *Lesson of Inorganic Chemistry from Cyril and Mephody: Software Multimedia Teaching Tool*. Moscow.

Zhurin, A. (2003). *Computer Literacy: Practical Guide for School Teachers*. Moscow.

Zhurin, A., Bondarenko, E. & Milutina, I. (2004). *ICT in Modern School Teaching*. Moscow.

Zhurin, A. (2004). *Computer in the Chemistry Schoolroom*. Moscow.

Zhurin, A. (2004). *Media Education of School Students at Chemistry Lessons*. Moscow.

Zhurin, A. (2009). *Integrated Media Education in the Secondary School (Natural Sciences)*. Moscow.

<http://www.mediaeducation.ru>

<http://edu.of.ru/mediaeducation>

<http://edu.of.ru/medialibrary>

Elena Bondarenko (born June 10, 1962): Brief Biography

Candidate of Education (1997), member of the Russian Association for Film & Media

Education. After graduating from the Film Critic Faculty of All-Union State Institute of Cinematography (1985) worked as a scientific assistant in the Lab of Screen Arts in the Artistic Education Research Institute of the Russian Academy of Education. Since 2004 she has been head of the Media Education and Technical Teaching Means Lab of the Russian Academy of Education. She is the winner of scientific grants of the Russian Humanitarian Scientific Fund (2000-2002, 2004-2006) and the program 'Renovation of the Humanitarian Education in Russia' of the 'The Open Society' Institute (1994). She was an organizer and leader of the training group at the workshops 'Media-95' (Russia - UK) and 'Media Education and the Problems of Educational Television' (Krasnaya Pachra, 1996), an expert of the All-Russian Scientific School 'Media Education and Media Competency' (2009). Participated in scientific conferences of the Russian Association for Film & Media Education and six media education festivals. Her research is focused on the development of teenage media culture. She is the author of numerous articles, teaching aids and programs on film and media education, has publications in such Russian journals as *Specialist*, *Pedagogika*, *Standards and Monitoring in Education* and others.

Bibliography (Elena Bondarenko's books in Russian):

Bondarenko, E. (1994). *Dialogue with the Screen*. Moscow.

Bondarenko, E. (1994). *Excursion into the Screen World*. Moscow.

Bondarenko, E. (2000). *Theory and Methods of Social and Creative Rehabilitation by Audiovisual Culture Means*. Omsk.

Bondarenko, E. (2001). *Creative Rehabilitation by Media Culture Means*. Omsk.

Bondarenko, E. (2003). *In the World of Cinema*. Moscow.

<http://edu.of.ru/mediaeducation>

<http://edu.of.ru/medialibrary>

<http://www.mediaeducation.ru>

5. **Target Audience:** school students of different age-groups, school teachers.

6. **Chief aim:** preparing school students for living in the information society (information competency and competent usage of data flows) through media education integrated into the system of compulsory education.

7. Objectives:

- research and analysis of media education experience;
- holding of conferences and workshops on media education problems;
- developing of media education courses for school students, teachers' extension courses;
- post-graduate media education and ICT education research supervision;
- teaching the audience (school students, teachers) to accept and process media information (in wide sense);
- developing the audience's (school students', teachers') critical thinking, understanding of the implied meanings of media texts, conscious resistance to mass-media manipulations;
- out-of-school information inclusion in the context of general compulsory education, in the system of the knowledge and skills formed within school subjects;
- developing students' skills to find, prepare, hand over and accept the required information, also using ICT (computers, modems, faxes, multimedia, etc.) [Zaznobina, 1996, p. 73; Zaznobina, 1998].

8. **Working definition of media education:** the former amorphous definition of media education offered by E. Zaznobina (media education is the preparation of 'students for the life in the information environment by the intensification of media educational aspects while teaching different school subjects' [Zaznobina, 1998]) was replaced in the 2000s by a more systematized and strict definition offered by A. Zhurin. 'Media education is a pedagogical science which studies the mass media impact on children and teenagers and deals with theoretical aspects of preparing students for meeting with the media world; practical cooperative activity of the teacher and students preparing children and teenagers to use the media and to understand the role of mass media in culture and perception of the world; an educational sphere consisting in the knowledge of the mass media role in culture and perception of the world, and skills of effective interaction with media content' [Zhurin, 2005, p. 51].

9. **Key media education theories:** practical theory, theory of developing critical thinking, and semiotic theory of media education.

10. Media education model units:

To a great extent L. Zaznobina's media education theory coincides with the media education

approach of V. Polevoy who proved in his research that students' thinking on the audio-visual level of perception will be considerably activated only on condition that they are given an opportunity to independently (to a certain or full extent) estimate and make out the essential and the inessential, the required and the accidental on the screen; to analyze, synthesize and generalize what has been seen [Polevoy, 1975, p. 8]. The traditions of the media education model offered by L. Zaznobina are being developed now in the Media Education and Technical Teaching Means Lab of the Russian Academy of Education. Thus, the model of media education integrated with the system of compulsory education suggests the following components: objective, contents, activity, technology and regulation [Zhurin, 2005, p. 30].

11. **Organizational forms:** media education integration into compulsory school subjects.

12. **Teaching methods:** According to the knowledge sources: *verbal methods, visual methods, practical methods*; according to the level of cognitive activity: *explanatory and illustrative methods, reproductive methods, problem-solving methods, heuristic, research methods*. The methods if integrated media education depend on the used educational means and their aims, organizational forms of the educational process. The alterations caused by integration on the level of these components lead to alterations in teaching methods. Moreover, alongside with the organizational forms that prompts the modification of the inner contents of teaching methods. The principal modification consists in the practical realization of the informational equality between the teacher and the students against the background of the participants' free choice of bifunctional educational means of the didactic process consisting in using bilateral analysis of the educational material presented by the chosen educational aids. The result is that the methods well-known to *the teacher* get enriched with the new techniques which ensure a peculiar interpenetration of different methods [Zhurin, 2005, p.37]. Preference is given to the synthesis of theoretical and practical assignments: information search and systematization, information conversion from visual into verbal forms and vice versa; information transformation, information search for errors, media texts review, information search for the message, ICT literacy, etc.

13. **Media education program contents** (based on the key concepts of media education: *media agency, media category, media technology, media language, media representation, media audience*):

- media education assignments integrated into compulsory primary school subjects;
- media education assignments integrated into compulsory subjects of the general secondary school.

As a result, according to the media education standard offered by L. Zaznobina, school leavers are supposed to be able:

- to understand tasks in different wordings and contexts;
- to find the required information in different sources;
- to systematize the offered information or the self-obtained information on the given characteristics;
- to collect and systematize subject information during a long period of time (term, school year or any other time cell);
- to convert visual information into verbal system;
- to transform information, modify its content, form, sign system, data carrier and so on, depending on the communication purpose and the intended audience;
- to apprehend communication purposes, directivity of the information flow;
- to give argued opinions;
- to find errors in the obtained information and correct it;
- to tolerate alternative view points and to give sound arguments (for and against the opinion);
- to review and announce media texts;
- to ascertain associative and practically expedient relations between media texts/messages;
- to distinguish the message in the media text and to dejoin it from "white noise";
- to make an outline of the media text, to suggest the form of its presentation in accordance with its contents;
- to extract data from the offered information and to present them list-form or in any other form;
- to operate (even on the primitive level) these tools of data preparation, transmission and accessing [Zaznobina, 1996, pp. 75-76; Zaznobina, 1998].

14. **Application fields:** secondary education institutions. The following objectives of media education (integrated into humanitarian subjects and natural sciences of the school curriculum) are emphasized: educational information on this or that field of knowledge

(irrespective of the information source or carrier); information transmitted through different communication channels available to school students; ICT of information creation, transformation, reservation, transmission and operation [Zaznobina, 1996, pp. 74-75].

1. Name of the Media Education Centre: Moscow City Experimental Platform “Media Education Technologies and New Teaching Forms in the Modern Educational Institution” of the Experimental Research Coordination Lab in the General Secondary Education Centre of the Contents and Teaching Methods Institute (Russian Academy of Education) (<http://art.ioso.ru>).

2. Year of establishment, location: 2001, Moscow.

3. Financing sources: state, municipal funding, grants.

4. Direction: Dr. Svetlana Gudilina.

Svetlana Gudilina: Brief Biography

Head of the Experimental Research Coordination Lab in the General Secondary Education Centre of the Contents and Teaching Methods Institute (Russian Academy of Education), Ph.D., member of the Russian Association for Film & Media Education. Svetlana Gudilina is the research supervisor of the Moscow city experimental platform “Media Education Technologies and New Teaching Forms in the Modern Educational Institution”. She teaches a university course ‘Using ICT in Education’ in Moscow State Pedagogical University.

Svetlana Gudilina has a number of publications (including teachers’ guides, programs) on the problems of integrated media education, media education and arts in school. Frequently took part in scientific conferences. Designer of the web-site: <http://www.art.ioso.ru>, <http://www.art.ioso.ru>, <http://edu.of.ru/mediaeducation>, <http://edu.of.ru/medialibrary>

5. Target Audience: school students of different age-groups, students, teachers, kindergartens’ educators (basic platforms: School № 858, School № 1173, Kindergarten № 2435, innovation web: Schools №№ 511, 515, 574, and 1405).

6. Chief aim: to train pupils, students, teachers to sensibly interact with audio-visual media texts as well as with printed texts, to develop communicative and analytical skills working with different text forms, to form creativity through positive media within media education integrated into compulsory school subjects and in the process of self-education as well.

7. Objectives:

- research and analysis of media education experience;
- holding of conferences and workshops (including remote videoconferences) on media education problems;
- creating media education courses for school students, pedagogical university students, teachers, kindergartens’ educators;
- helping students to obtain actual independence of mass media manipulations;
- making students active participants of communication in the modern society as well as in the future society;
- developing students’ media competency, i.e. their abilities to expert information search and interpretation; abilities to analyze, critically interpret and create media texts; use media for self-education, in creative projects and intellectual potential enhancement.

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

9. Key media education theories: practical theory, theory of developing critical thinking, and semiotic theory of media education.

10. Media education model units: administrative, cultural, teaching and methodical, educational and scientific components.

11. Organizational forms:

- city, regional seminars run by teachers-experimentalists; workshops on media education for educators and school administration with the framework of teachers’ extension program;
- Internet-seminars for pupils and teachers;
- annual scientific practical conference ‘Educational Technologies of the 21st Century’;
- annual school students’ teleconference ‘World’s Culture in the Internet’;
- regional educational project ‘Media Festival’;
- teachers-experimentalists’ participation in the system ‘President’s Prize’, ‘Moscow Grant’;
- creation of Media Education Technologies Bank;
- master-classes including media education elements, discussions of video recorded lessons

for the channel 'Stolitsa Plus';

- master-classes at All-Russian Exhibition Centre;
- realization of the program for pedagogical university students 'ICT in Teaching';
- experimental site support: <http://art.ioso.ru>.

For instance, there were organized seminars on different topics for primary school: *Media Education Technologies in Primary School, Audio/Video Recording in Primary School, How to Work with Children's Journals*, etc. For general and secondary school the following topics were chosen: *ICT and Media Education, Media Education Integrated into Compulsory Education, Teaching with Media* (chats, Internet-seminars, teleconferences, presentations, round work tables, etc.), *Didactic and Teaching Requirements to Smart Board Usage, Cinema Art Through Creation, Using Internet Resources in the Classroom, How to Become a Journalist, Educational Environment of School and Mediatheque, The Principle of Visualization in Media Education Technologies, Development of Media Education Competences*. For pre-school institutions: *Media Education in the Kindergarten, Information and Communication Environment in the Media Educational Aspect, Development of Communicative Skills in the Media Educational Aspect, Game in the Media Educational Aspect* and others [Gudilina, 2009 <http://art.ioso.ru/index.php>].

12. Teaching methods:

According to the knowledge sources: *verbal methods, visual methods, practical methods*; according to the level of cognitive activity: *explanatory and illustrative methods, reproductive methods, problem-solving methods, heuristic, research methods*. Preference is given to research methods and the methods developing the audience's critical thinking (reflective methods of assessment, comparison and identification of information and media texts), practical methods (ICT literacy development which helps to understand mass media messages and objectives from inside).

13. Media education program contents: (deals with the key concepts of media education: *media agency, media category, media technology, media language, media representation, media audience*):

- School № 511: *Communicative Competency Development in the Aspect of Media Education*;
- School № 515: *The Role of ICT and Mass Media in the Media Educational and Communicative Competence of School Students*;
- School № 574: *The Realization of the Socialization Principle in Educating with Media Technologies*;
- School № 858: *Media Education Integration into Basic School Subjects*;
- School № 1173: *Modern Means of Education in the System of Media Education and Communicative Didactics* (Primary School) and *Media Education and Internet Technologies Integration for the Development of School Students' Communicative Competence*;
- School № 1405 (*Inspiration*): *The Role of Media Education in Teaching the Arts* [Gudilina, 2007, p. 11].

So, each school involved in the experiment works on a definite theme of the general program of the media education centre.

In the city kindergarten № 2435 another experiment is being carried out on the topic: *The Development of Communicative Culture in the Media Educational Aspect in the Preschool Institution*.

14. Application fields: schools, kindergartens, universities.

After several years of the experimental work in schools the experiment organizers raised a question: *What has changed in your school since the media education experiment was started?* 62 teachers and local education authority officials took part in the questionnaire. The majority of the interviewees noted the positive changes in teaching methods, intellectual and scientific growth of school teachers; in understanding how to organize students' media education, the work with e-books, etc. [Gudilina, 2009 <http://art.ioso.ru/index.php>].

1. Name of the Media Education Centre: Faculty of Journalism, Moscow State University (<http://www.journ.msu.ru>).

2. Year of establishment, location: the Faculty of Journalism (MSU) has been training media specialists since the date of its opening (1947, Moscow) but it took up mass media education only in 2009 when the direction of the faculty won a UNESCO Bureau grant in Moscow for arranging media education courses for Moscow school teachers; they presented their project for the

discussion in the Moscow City Parliament which was approved of in May, 2009 and recommended the introduction of media education courses in the city in Moscow schools.

3. Financing sources: state funding, grants.

4. Direction: Prof. Dr. Elena Vartanova.

Elena Vartanova (born December 28, 1959): Brief Biography

Doctor of Philology (1999), Professor, dean of the Faculty of Journalism (MSU) Elena Vartanova graduated from the Faculty of Journalism (MSU) (1981). She is a member of the *European Media Management Education Association*, ECCR (The European Consortium for Communication Research), IAMCR (International Association for Media and Communication Research) and the Russian Association for Film & Media Education, director of the Finnish-Russian Research Centre of journalism, mass communications and culture, editor of the Russian journals *Media@almanach* and *Meida@scop*. In 1995-2000 she was an expert of the Council of Europe. She is a laureate of scientific grants of a number of international funds and the Russian Humanitarian Scientific Fund (2006-2008). Has more than 100 articles published in Russian and foreign academic journals. Presently she researches modern media economics in the information society, supervises a media education project supported by a UNESCO Bureau grant in Moscow. She reads lectures on media economics, history of business journalism, foreign mass media.

Bibliography (Elena Vartanova's books in Russian):

Vartanova, E. (1997). *The Northern Model at the End of the Century. Press, TV and Radio of Northern Europe Countries between State and Market Regulation*. Moscow.

Vartanova, E. (1999). *The Finnish Model at the Turn of the Century: Information Society and Mass Media of Finland in the European Perspective*. Moscow.

Vartanova, E. (2006). *Encyclopedia of the World Media Industry*. Moscow.

Vartanova, E. (2009). *The Theory of Mass Media*. Moscow.

<http://www.journ.msu.ru>

5. Target Audience: students of the journalism faculty, media specialists, teachers, school students.

6. Chief aim: developing the audience's creative and critical attitude to mass media, the audience's transformation into a lifelong creative media user [Vartanova, Zasursky, 2003, p. 5].

7. Objectives:

- holding of conferences and workshops on media education problems;
- creating programs of media education courses for school / university students, and teachers;
- familiarizing the audience with the key concepts and laws of the communication theory, developing initial operational skills of media work;
- developing the audience's comprehension of media and media texts, of conscious contact with the media;
- developing media creation.

8. Working definition of media education: "Media education = protection against the media + preparation for media analysis + comprehension of media functions + conscious participation in media culture" [Vartanova, Zasursky, 2003, p. 6].

9. Key media education theories: elements of the theory of developing critical thinking, sociocultural theory, semiotic theory, cultural studies theory, practical and protectionist theories of media education.

10. Media education model units: administrative, educational and teaching, and scientific units.

11. Organizational forms: different media education courses depending on the education institution (university, school) which take into account the interconnection of different modules/stages in the education system.

12. Teaching methods: according to the knowledge sources: *verbal methods, visual methods, practical methods*; according to the level of cognitive activity: *explanatory and illustrative methods, reproductive methods, problem-solving methods, heuristic, research methods*. There dominate theoretical and practical blocks including creative assignments, role play of different types.

13. Media education program contents (deals with the key concepts of media education: *media agency, media category, media technology, media language, media*

representation, media audience):

- media categories;
- mass communication (the concept of mass communication , media language, etc.);
- media technologies;
- media reflection of reality;
- Internet as mass media [Vartanova, Zasursky, 2003, p. 9-10].

Besides they offered some rough media education programs: 1) knowledge of mass media and developing initial media user's skills; 2) developing media comprehension and constant media user's skills training; 3) conscious media participation; 4) media creation development (including the ability to create media texts) [Vartanova, Zasursky, 2003, p.7-8], and a series of media education programs for school students (2009-2010) of an apparently practical character. In the authors' opinion they can be grouped or altered depending on the target audience.

14. Application fields: the media education courses can be used in institutions of different types for: 1) continuous education, 2) school education; 3) higher education, 4) disadvantaged groups education, 5) teachers' training [Vartanova, Zasursky, 2003, p. 7].

1. Name of the Media Education Centre: public organization – League of Young Journalists of Russia (YUNPRESS) (<http://www.ynpress.com>, <http://www.mediashkola.ru>)

2. Year of establishment, location: 1996, Moscow.

3. Financing sources: private financing, grants.

4. Direction: Dr. Sergey Tsymbalenko.

Sergey Tsymbalenko (born October 14, 1949): Brief Biography

President of the regional public organization – YUNPRESS, executive director of the League of Young Journalists of Russia, Ph.D., Sergey Tsymbalenko graduated from the Philosophy Faculty of the Urals State University; worked as a staff correspondent of the newspaper *Pionerskaya Pravda* in the Urals, an instructor of the Central Council for the pioneers' organization. In 1992 was one of the founders of the first in the country children's information/news agency YUNPRESS.

Bibliography (Sergey Tsymbalenko's books in Russian):

Tsymbalenko, S., Sharikov, A., Scheglova, S. (1999). *Russian Teenagers in the Information World (Sociology Surveys)*. Moscow: Yunpress.

Tsymbalenko, S., Sharikov, A., Scheglova, S. (2006). *The Information Environment of the Russian Teenager in the Post-Soviet Period (Sociological Analysis)*. Moscow: Research Institute of School Technologies. 128 p.

<http://www.ynpress.com>

<http://www.mediashkola.ru>

5. Target Audience: school students.

6. Chief aim: developing school students' media activity (generally on the press material).

7. Objectives:

- teaching the basics of media culture to school students;
- developing school students' media creation (generally on the press material);
- organizing different festivals and competitions of school press;
- sociological research on the topic 'Children and Media'.

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

9. Key media education theories: the theory of media activity resembling the practical theory of media education.

10. Media education model units: objective block (school students' involvement in media text creation), 'media activity' block (collaboration of media specialists, teachers and students aimed primarily at developing school press), result block (forming a net of school editions meant for the audience of different ages).

11. Organizational forms:

- media production (e.g. children and teenage press, Internet sites);
- educational programs (courses, seminars, master classes, workshops) on media education on the press material;
- holding of media festivals, competitions;
- publishing books on media education of school students on the press material.

12. Teaching methods - according to the knowledge sources: *verbal methods, visual methods, practical methods*; according to the level of cognitive activity: *explanatory and*

illustrative methods, reproductive methods, problem-solving methods, heuristic, research methods. But practical methods dominate.

13. Media education program contents (deals with the key concepts of media education: *media agency, media category, media technology, media language, media representation, media audience*): mass communication, media technologies; developing school students' media creation.

14. Application fields: in educational institutions of different types, culture centers, media agencies.

Conclusions. My analysis has shown that the majority of media education centers tend to the synthesis of theoretical concepts and pay with every year more attention to practical methods of media education. It is characteristic of the media education conceptions of E. Bondarenko, S. Gudilina, L. Zaznobina, E. Vartanova and Y. Zaslavsky, S. Tsybalyenko and other Russian media educationists.

At the same time, the synthesis of the aesthetic and sociocultural media education models suggested by Y. Usov [Usov, 1989, 1998], for example, is now supported by such Russian media educationists as L. Bazhenova.

Thereby, Moscow media education centers have developed a number of perspective media education models used in education of people of different social strata, especially – of school students and young people.

The analysis of the basic media education models used in Moscow media education centers has shown that nowadays the synthetic media education models are most typical; they are based on the synthesis of the sociocultural, educational and informational, practical and utilitarian models. And they lean towards the maximum usage of media education potential depending on the aims and objectives; they are characterized by variability, and the capacity to entirely or partially integrate into the education process.

The suggested media education technology is based as a rule on blocks or modules of creative and role play/gaming assignments for the teachers to use both in school and out-of-school activities. An important peculiarity of the analyzed models is that they have a wide field of application: schools, universities, institutions of additional education and leisure activity. Media studies may be organized in the form of lessons, optional classes, and special courses integrated into different school subjects, or used in school societies.

And here one should consider S. Pensin's opinion who justly warns against such typical mistakes unfortunately characteristic of some media education models: vulgar sociologism, imposition of ready stereotyped schemes, retreat from ethical problems of media texts [Pensin, 1987, p. 64].

Taking into consideration the above-examined models one can build a rough model of developing a person's media competence depending not only on the general didactic principles of education (upbringing and all-round personality development, scientific character, intelligibility, systematic character, unity of theory and practice, visualization, life-long learning, practical value, sound knowledge, positive emotional background, consideration of students' individual peculiarities, etc.) but also on some specific principles connected with media content.

Among such principles one can mention the observance of unity of the emotional and intellectual aspects in the personality development, creative abilities, and individual thinking in teaching targeted at the maximum usage of media culture potential, and based on using hedonistic, compensatory, therapeutic, cognitive and heuristic, creative and gaming potential of media texts enabling the teacher to involve the audience both in perceptive and interpretive activity; analysis of space-and-time, audiovisual media text structure, and also in media creation (creating one's own media texts of different types and genres). Plus correlation with the current media situation which alongside with its shortcomings (stranglehold of low-grade mass media production, etc.) offers teachers the challenge connected primarily with using video recording, computers, Internet, interactive media potentialities.

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Центры медиаобразования в Москве, не ориентированные на подготовку медиаинных профессионалов

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Аннотация. Анализ основных образовательных моделей, используемых в московских медиаобразовательных центрах показал, что в настоящее время синтетические модели медиаобразования наиболее типичны, данные модели основаны на синтез социокультурных, образовательных и информационных, практических и утилитарных моделей. Для них характерно максимальное использование медиаобразовательного потенциала в зависимости от целей и задач; они характеризуются изменчивостью и способностью полностью или частично интегрировать в образовательный процесс. Медиаобразовательные технологии основаны, как правило, на блоках или модулях, творческих и ролевых играх. Важной особенностью анализируемых моделей является то, что они имеют широкую область применения: в школах, университетах, учреждениях дополнительного образования и досуга. Медиаобразование может быть организовано в виде уроков, факультативов, спецкурсов и интегрировано в различные школьные предметы.

Ключевые слова: Россия; Москва; медиаобразование; центр; медиаграмотность; школа; вуз.