International Journal of Media and Information Literacy

Has been issued since 2016.
E-ISSN 2500-106X
2019. 4(1). Issued 2 times a year

EDITORIAL BOARD

Levitskaya Anastasia – Taganrog Management and Economics Institute, Russian Federation (Editor in Chief)
Szíjártó Imre – Eszterházy Károly Főiskola, Eger, Hungary (Deputy Editor-in-Chief)
Aufenanger Stefan – The Johannes Gutenberg University of Mainz, Germany
Bachmair Ben – University of London, UK
Celot Paolo – Director and Secretary General, European Association for Viewers Interests–EAVI, Belgium
Camarero Emma – Universidad Loyola Andalucía, Spain
Fedorov Alexander – Rostov State University of Economics, Russian Federation
Giroux Henry – McMaster University, Canada
Jolls Tessa – President and CEO, Center for Media Literacy, USA
Kotilainen Sirkku – University of Tampere, Finland
Lealand Geoff – University of Waikato, New Zealand
Petranova Dana – University Ss. Cyril and Methodius in Trnava, Slovakia
Potter James – University of California at Santa Barbara, USA
Ranieri Maria – University of Florence, Italy
Rath Matthias – Pädagogische Hochschule Ludwigsburg, Germany
Tieber Claus – University of Vienna, Austria

Journal is indexed by: CrossRef (UK), OAJI (USA)

All manuscripts are peer reviewed by experts in the respective field. Authors of the manuscripts bear responsibility for their content, credibility and reliability.

Editorial board doesn't expect the manuscripts' authors to always agree with its opinion.

Postal Address: 1367/4, Stara Vajnorska str., Bratislava – Nove Mesto, Slovakia, 831 04

Website: http://ejournal46.com/
E-mail: mediashkola@rambler.ru

Founder and Editor: Academic Publishing House Researcher s.r.o.

Release date 12.06.2019
Format 21 × 29,7.

Typeface Georgia.

Order № IJM-6

© International Journal of Media and Information Literacy, 2019

International Journal of Media and Information Literacy

2019

Is. 1

C O N T E N T S

Articles and Statements

Media Literacy Education in Uzbekistan, Kyrgyzstan and Turkmenistan
I. Chelysheva 3

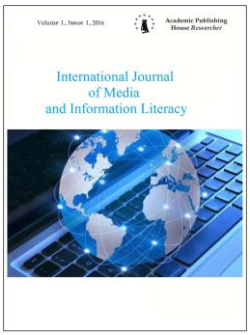
Depiction of Gender Inequalities in Animation Films: An Indian Scenario
S. Kayal, J. Seena 11

Hermeneutic Analysis of the Websites of Italy and France
on the Subject of School and University
R. Salny 18

Copyright © 2019 by Academic Publishing House Researcher s.r.o.

Published in the Slovak Republic
International Journal of Media and Information Literacy
Has been issued since 2016.
E-ISSN: 2500-106X
2019, 4(1): 3-10

DOI: 10.13187/ijmil.2019.1.3
www.ejournal46.com



Articles and Statements

Media Literacy Education in Uzbekistan, Kyrgyzstan and Turkmenistan

Irina Chelysheva [a, *]

[a] Rostov State University of Economics, Russian Federation

Abstract

The article is devoted to the development and current state of media literacy education in a number of Central Asian countries (Uzbekistan, Kyrgyzstan and Turkmenistan). The author analyzed the goals and objectives, key concepts, structure, content, main stages of development, models of mass media education in Uzbekistan, Kyrgyzstan and Turkmenistan, scientific works and practical experience in the field of media literacy education in the countries of Central Asia in the post–soviet period. The author considers the priority technologies of modern mass media education; systematization of the material under study was carried out, the main theoretical concepts of mass media education were identified, and key trends in further development were identified.

Keywords: media, media literacy education, goals, objectives, concepts, Uzbekistan, Turkmenistan, Kyrgyzstan.

1. Introduction

The origins of media literacy education in the CIS countries date back to the traditions of the Soviet school. Once a single educational space united by the common idea of educating the younger generation in the spirit of communist ideology has received new vectors in the post–Soviet period that are closely connected with the identity of each sovereign state of the former Soviet Union. Media literacy education approaches in Central Asia, the former Soviet republics of the USSR – Uzbekistan, Kyrgyzstan and Turkmenistan – were no exception. Their development after the collapse of the Soviet Union can be conventionally divided into two periods.

The first stage (1992–1999) is connected with the period of transformation of all state and socio–cultural spheres of society, significant changes in education and culture.

The second stage (2000–2019) of media literacy education development is the modern stage of the post–Soviet space closely connected with globalization processes, general world tendencies: the advent of the digital era, the transition to medialized communication, etc. Computerization, the rapid development of the Internet, and social media, the emergence of new risks and challenges that have arisen in society in connection with the need to ensure the media security of the younger generation, entailed significant transformational changes in all areas of modern society.

At present, media literacy education around the world is becoming more and more widespread, as all spheres of communication, education, and creative implementation of modern society are inextricably linked to the media. Nowadays, people of various ages, professions, and

* Corresponding author
E-mail addresses: ivchelysheva@yandex.ru (I. Chelysheva)

social strata are actively involved in this process. In this regard, the development of media competence with the help of media literacy education is one of the most urgent tasks in the world.

2. Materials and methods

The subject of this study is the problems of theory, methodology and practice of media literacy education in the CIS countries, in this case – in Uzbekistan, Kyrgyzstan and Turkmenistan in the period from 1992 to 2019 in terms of justification of the main goals and objectives of media education, key theoretical approaches and models of the media literacy education process, the development of trends and prospects for mass media education. An important aspect of the analysis of the main vectors of media literacy education development in Central Asian countries is the identification of prospects for the further development of the Russian media education process.

The following methods were used in the course of the research: historiographical and descriptive–analytical method, theoretical analysis and synthesis and comparison.

3. Discussion

The problems of media literacy education development in Uzbekistan, Kyrgyzstan and Turkmenistan are being studied by many modern researchers (Abdurakhmanov, Beknazarova, 2011; Ablazov, 2013; Allagurov, 2016; Imankulov et al., 2018; Izmailova, 2016; Kozitska, 2018; Rustamova, 2013; Shturkhetskiy, 2018 and others).

Considering the modern media literacy education in Central Asia as an independent direction in education, providing the process of socialization of the individual, E.E. Ablazov emphasizes that its prospects are directly related to the process of social modernization, the problems of formation of the foundations of civil society and media culture of the XXI century (Ablazov, 2013). Therefore, it is no coincidence that one of the trends in the development of media education in the CIS countries is the actualization of the development of mass forms and methods of media education activities of the population of different age and social groups (Chelysheva, 2018).

Presenting the history of media literacy education in the Soviet Uzbekistan, K.P. Abdurakhmanov and S.S. Beknazarova (Abdurakhmanov and Beknazarova, 2010; 2011) address the problems of practical media education and the use of media in the educational process. In addition, the works of these researchers consider the process of development of an integrated media education approach in the study of a number of academic disciplines that were born in the wake of the creation of educational films and have been further developed at the present stage, proving the effectiveness of integration of media literacy education not only in achieving the learning objectives of the material, but also in the development of information and communication competence.

S.S. Beknazarova (Beknazarova, 2011) is devoted to the analysis of the introduction of media education elements into the educational process. The subject of the author's research is the analysis of the possibilities of integrated media education component in the structure of the modern lesson. Among the main factors contributing to the inclusion of elements of media literacy education in the educational process of S.S. Beknazarova are the following: activation of cognitive interests of the audience to the topic under study; optimization of students' performance at different stages of studying a particular subject (Beknazarova, 2011).

In particular, when studying physics with students, the integrated curriculum includes analysis of media education approaches in the pedagogical context and considers the best domestic and foreign media literacy education practices. The main emphasis is placed on the development of analytical skills of the audience to work with media information.

In the structure of an integrated media education lesson, special attention is paid to the organization of independent work of students in the context of the implementation of a personality–based approach: for media education to be successful, i.e. to fulfill its purpose and prepare new generations for life in a mediatized society, it must be, first and foremost, accessible. And this applies equally to professional and non–professional types (Beknazarova, 2011).

The main objectives of media education in Uzbekistan, according to K. Izmailova, are aimed at educating the population, and mainly young people, in working with information, interacting with the media, forming a critical perception of media products and on the basis of this improvement of the media culture of the audience as a whole (Izmailova, 2016). K. Izmailova believes that the following aspects can be considered as positive trends in media education:

– gradual awareness of its importance by the public of the country and the adoption of media literacy education as a topical area of education;

– interaction between state structures and public organizations in an effort to raise the status of media literacy education in the country;

– apealing to the best international practices of the leading countries in media literacy education;

– expanding the range of forms and approaches to media education activities, taking into account regional and national peculiarities;

– growth of the movement of initiators and enthusiasts of mass and professional media literacy education (Ismailova, 2016).

E.E. Ablazov notes similar trends in media literacy education in developing countries, including Central Asian countries. Modernization processes related to the education system and modernization of the socio–cultural environment cannot be considered outside the modern information space. Accordingly, among the main challenges facing media literacy education in these countries, the author singles out the problems associated with the expansion of the media field of modern society, increasing the level of media security of the younger generation. According to E.E. Ablazov, the following aspects can be singled out among them: computerization of mass libraries, museums and archives; creation of public databases and data banks in the field of humanities and social sciences; creation of a wide network of cultural and information centres in the regions of the country; creation and development of the national sector on the Internet; ensuring information security for individuals, society and the state (Ablazov, 2013).

In recent decades, with UNESCO's support, several major media literacy education projects have been implemented in Central Asian countries. Their results are reflected in textbooks, dissertations and scientific articles. For example, if we talk about media literacy education in Uzbekistan, one of the key ones is the textbook *Uzbekistan on the Way of Media Education Development* (Uzbekistan..., 2015), where media and information literacy is viewed as a tool of democracy, including all media resources (media, libraries, archives, etc.).

One of the key factors in media and information literacy is the methods for assessing media information. This handbook includes several training modules on the essence of concepts; youth–media interactions; value conceptions of media; analysis of basic approaches to media interpretation; and the role of media and information literacy in communication cooperation. All modules include theoretical sessions, training workshops on media education topics on press, television, radio, Internet, etc.

A number of higher education institutions in Uzbekistan have launched media literacy education web resources. For example, since 2011, the Tashkent University of Information Technologies has initiated the Media Education Portal project (http://mediaedu.uz). K. Abdurakhmanov was the head of this project, and S. Beknazarova was the developer. The creation of this portal, according to its creators, is closely connected with the need for students to study educational courses or modules, using elements of media education as an effective means of developing a creative, independent and critically thinking personality in the face of an intensive increase in information flow (Beknazarova, 2011). The importance of this portal for mass media education is that the materials presented are aimed not only at training media professionals (journalists), but also at developing media literacy among the general public.

The development of media literacy education in the Asian CIS countries in the post–Soviet period was focused primarily on the development of new information flows, the spread of which around the world has led to the development of media technologies. Media literacy education process has been particularly active in Kyrgyzstan over the past two decades. For example, in early 2012, the first major research project aimed at studying the media literacy of the younger generation was implemented there. The Media Literacy project (http://newreporter.org/2012/05/07/konkurs–na–uchastie–v–media–literacy–cource–v–bishkekskom–lofte/#sthash.6pscociP.dpuf) was educational in nature and included a series of classes aimed at mastering the basics of media literacy among schoolchildren and students.

The media and school movement is currently being actively developed in Kyrgyzstan. Professional cameramen, directors, and journalists are trained in filmmaking, photography, and reporting in Kyrgyzstan's media schools, which have a practical educational character. For example, in April 2019, the Kloop media school (https://kloop.kg/blog/2019/03/26/nauchis–

snimat–i–montirovat–video–nabor–na–kurs–mediashkoly–kloopa/) started its work, the subject of which is dedicated to videotaping of thematic videos. Theoretical classes at the school are accompanied by mandatory practice: video tests and recording of small video fragments, the best of which are published on the online resources of Kyrgyz media editors.

In addition, by participating in the work of this media school, students can get acquainted with modern video recording technologies, video genres, audiovisual series design, the basics of modern editing computer programs, etc. By participating in the classes, the audience has the opportunity to expand their knowledge in the field of professional media sphere, as the classes include familiarity with the professions of cameramen, journalists, including the legal framework of this activity, the features of the choice of topics and conducting interviews, reports, etc. After mastering the theoretical course, the students start shooting their own videos under the guidance of experienced cameramen, directors and video editors.

Another practice–oriented media school in Kyrgyzstan, which is open to both amateur photographers and newcomers, is dedicated to the study of photography. The Media School "Photography Workshop" (https://kloop.kg/blog/2019/03/18/masterskaya–fotografii–uchim–vystraivat–kompozitsiyu–i–delat–horoshie–snimki/) is built on the same principle as the school of cameramen. There is also a practice of combining theoretical classes devoted to the basics of professional photography with a practical block of tasks and exercises, including the creation of a series of photographs on specific topics.

The best graduates of media schools of video footage, photography, basics of journalism, courses for reporters, etc. have the opportunity to undergo an internship in the editorial offices of the Kyrgyz media after the classes.

At the same time, despite the development of practice–oriented forms of media literacy education, the development of media competence, the formation of an academic base for mass media education, the inclusion of media education in the educational programs of educational institutions at all levels, and the holding of scientific forums and conferences on media education remain an open question in Kyrgyzstan's media education. This is evidenced by the results of a survey to assess the level of media literacy in Kyrgyzstan. The implementation of this media education project, this time a sociological one, was organized by the Public Foundation Media Policy Institute in 2017. This survey included qualitative and quantitative data on such indicators as evaluation, analysis, access, creation and dissemination of media content.

The results of the survey were reflected in the recommendations addressed to state authorities, civil society, donor agencies and representative offices of international organizations, mass media. The recommendations note that despite the integration into the modern information society, the population of Kyrgyzstan have not been prepared for the changing realities, especially with regard to the availability of competencies that allow them to be effective and information responsible citizens. In particular, it is a set of knowledge, attitudes and skills that allow access to information and knowledge, to analyze, assess, use, create and disseminate them with maximum productivity in accordance with legal and ethical standards and respect for human rights (Report, 2018: 94). In other words, the modern mass media education of Kyrgyzstan is focused on critical thinking and assessment of media information, i.e. development of media competence.

The development of media literacy in Turkmenistan has very similar positions to Kyrgyzstan in terms of the priority of practice–oriented development of media resources (Yildiz, 2010). In Turkmenistan, the problem of media development (in particular, cinema, television and radio) is being developed at the Turkmen State Institute of Culture. In recent years, Turkmenistan has hosted several thematic exhibitions and scientific conferences dedicated to the latest achievements in science, technology and innovative technologies. However, the development of media literacy education in Turkmenistan is less intensive than in other Asian CIS countries.

4. Results

An analysis of recent academic literature on the development of media literacy education in Central Asian countries (Uzbekistan, Kyrgyzstan and Turkmenistan) shows that media education is becoming more and more popular, as almost all age and social categories of the population of the former Soviet republics are involved in interaction with the media. A special target group of interaction with the media is the younger generation. As in other countries, media literacy

education in Uzbekistan, Kyrgyzstan and Turkmenistan is acquiring an interdisciplinary character, including cultural, pedagogical and technological approaches.

Analysis of the scientific literature shows that the priority theoretical platform for the development of media literacy education in Uzbekistan for almost two decades has been the development of critical autonomy and creative development of the media space. Kyrgyzstan has the strongest position in terms of practical accents in mastering media literacy.

The consolidation of efforts to develop media literacy is facilitated by the exchange of experience and study of best practices in Russian and European media literacy education. In recent years, Central Asian countries (Uzbekistan, Kyrgyzstan, and Turkmenistan) have maintained close ties in the field of media education with the Media Development Fund (Moscow), UNESCO, MediaNet (Almaty), and IREX Europe organizations, and have actively cooperated with the Association of Librarians in the field of media literacy development.

On the basis of these studies, the following aspects have been identified as the main reasons for teaching media literacy to the general public in Uzbekistan, Kyrgyzstan and Turkmenistan, in particular the development of media education for the younger generation:

– the media define the political and cultural life of modern society;

– the media form values and models of behaviour;

– the media have a significant impact on modern society, including the formation of types of perception and understanding of information;

– media development requires not only passive but also active participation of the audience (Kozinska, 2018).

In recent years, with UNESCO's support, several large–scale media literacy projects have been implemented (Kozinska, 2018; Shturhetsky, 2018, etc.), including surveys and the development of methodological tools. These projects address the theory, methodology and practical use of media resources in the educational activities of the younger generation.

For example, the recent IREX Europe project in Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan, launched in 2017, aims to increase the capacity of people in these countries to recognize false reports and misinformation, to make informed decisions and to promote understanding of the role and responsibility of the media in a democratic society (Sturkhetskiy, 2018: 3).

A number of training manuals have been published on the basis of the project materials. These manuals are presented in a modular form, which allows for partial use of the materials presented or for their variation depending on the readiness of the audience and the specific objectives of each session.

In the process of studying media education classes, the audience is offered several modules on media literacy: 1) basic concepts, 2) information security, 3) information and propaganda, 4) quality control, 5) news factory, 6) content creation (Sturhetskiy, 2018).

Theoretical material on media literacy education development is presented in the series of lectures and discussion workshops/trainings. The manuals also contain practical exercises on the topics under study. In addition to studying the basic concepts of media literacy education issues, the audience is offered sections on information wars in the media, problems of media hygiene, the study of media consumption, including the study of the propaganda function of the media and the study of the basics of critical thinking, etc. The Workshop section presents a variety of practical exercises and assignments for developing media competence. The technology of these classes, such as exercises for creating media texts, perception of media texts, critical analysis of media texts, and study of media texts, is based on the books and articles of A.V. Fedorov (Fedorov, 2001).

The manuals also contain thematic plans for integrated and specialized courses: "Media and Information Literacy (MIL)" (108 hours); courses for students: "Media Expertise", "Media Consumption", "Media Production" (each of which is designed for 72 hours); a three–day training program; a distance learning program for a wide audience "Media Education through Media Creation" (72 hours), etc.

These manuals are especially important for working with media texts and recognition of fake news, problems of classification indicators of modern media audience, formation of media content and assessment of the quality of media products with an emphasis on the practical development of media resources, including the creation of media texts on a given topic, presentations for lessons

and thematic classes, etc. As the analysis has shown, these topics are reflected in almost all media literacy programs.

At the present stage, media literacy segments are being intensively developed for Central Asian countries and for librarians. In particular, training courses on media literacy are being implemented in Kyrgyzstan for library stockholders, the aim of which is to develop media competence. These courses include several main sections: familiarity with the functions of the media; assessment of the impact of media information; the possibility of using the media in the professional activities of librarians; definition of their citizenship in relation to media texts of various types and genres; understanding, analysis and interpretation of texts in the media, etc. (Kozinska, 2018).

The situation of involving libraries in the process of mastering the media sphere is also characteristic of other Central Asian countries, which may indicate the inclusion of these countries in a single socio–cultural field of mass media education, as the practice of working with libraries to master media literacy is now actively developing around the world, including in Europe and the CIS.

Leading universities in Central Asia, such as the Tashkent University of Information Technologies, the Andijan State University and others, are involved in media literacy projects. The leaders in this area are Uzbekistan, where a large number of media literacy education projects have been implemented in recent years, including those based on the work of Uzbek researchers.

The development of media education in general and higher education institutions in Uzbekistan, Kyrgyzstan and Turkmenistan is closely linked to ensuring the information security of the younger generation and the ability to work with media information and analyse and interpret it from the point of view of civic position, critical, aesthetic, creative and other approaches. Thus, in the process of forming media literacy, students acquire the skills of effective and safe use of media, as well as an adequate, professional vision of the state of affairs in a particular area of public life, the formation of an independent civic position, and assistance in the formation of civil society (Mamatova, 2015).

One of the pressing problems remains the task of information security for the younger generation in the media space. With these goals in mind, recommendations are being developed for teachers and the parents' community in Central Asia to reduce the risk of children and young people turning to undesirable media content. Analysis of these recommendations allows us to highlight several key points, among which we can highlight the following:

– monitoring of the younger generation's access to social media;

– selection of media resources for the younger generation according to the following criteria: safety, attractiveness and usefulness for learning and development;

– use of reliable websites targeted at children's audiences.

A project entitled "Promoting stability and peace in Central Asia through increased media literacy, effective reporting and regional cooperation", aimed at developing critical thinking and countering extremism, is currently being implemented by Internews, an NGO supported by the European Union. The project is being implemented for a year and a half in Kazakhstan, Kyrgyzstan, Tajikistan, Uzbekistan and Turkmenistan. The project involves university, college and school teachers, media trainers and media literacy experts from Central Asian countries. As a result, projects are being developed and implemented to support and disseminate best practices that promote media literacy, digital literacy, and critical thinking, targeting journalism students, schoolchildren, civic activists, and media workers (Second..., 2018). In our view, these methodological events are of great importance for the exchange of experience in the field of media literacy education in Central Asian countries and can contribute to the consolidation of the efforts of states in the process of developing media and information literacy among the general public.

5. Conclusion

Thus, the study of the development of media literacy education in Uzbekistan, Kyrgyzstan and Turkmenistan in the post–Soviet period, allows us to identify two main stages of development of this process. For the first stage, the chronological framework of which can be defined from 1992 to 1999, the most typical tendencies were the processes related to the restructuring of the state structure of the sovereign republics of Central Asia, the formation and strengthening of innovation processes in the economy, politics, culture and education. Simultaneously with these processes, in this period, in accordance with global trends, information technologies began their development.

The next stage in the development of media literacy education in the CIS countries (2000–2019), accompanied by globalization processes and rapid information shifts, can be considered as a period of digital society development, and the emergence of new social media. As a result of this process, the emergence of global threats related to the development and interaction with the media: dangerous media content, excessive immersion in the virtual world, etc. At the same time, at the present stage, it is already becoming clear that not every single country is faced with the problem of interacting with the media. Media literacy education is becoming universal, and its relevance is becoming indisputable.

As a result of this research, the main theoretical platforms for media literacy education in the countries under consideration in Central Asia can be identified. Among them, practical, critical, and socio–cultural approaches have become most widespread. The practical approach related to the use of media to support the educational process is most characteristic of Kyrgyzstan. The utilitarian nature of media education is related to the practical use of media technologies, although in recent years there has been a significant shift towards a critical media literacy education paradigm.

One of the actively developing theoretical platforms for media education is the development of critical understanding of media information and the development of independent analytical thinking in working with information resources. It is becoming obvious that it is extremely important for the younger generation to learn to assess the quality and reliability of information, to be selective in its consumption, to select the necessary information, systematizing it in certain areas of science, to fit it into the knowledge provided by an educational institution, and to be critical of any information. All of the above will be the key to the formation of a modern educated personality (Beknazarova, 2011).

Modern media literacy education in the Asian CIS countries is becoming more and more in line with global trends: it puts the task of analytical thinking in the process of mastering media information, including its independent evaluation and selectivity in relation to information flows at the forefront. Particular importance in the modern media literacy education of Uzbekistan, Kyrgyzstan and Turkmenistan is attached to the issues of the security of the younger generation related to the media, such as the abundance of inaccurate information, the spread of media dependence, access to sites containing violence, etc.

E.E. Ablazov singles out the systematization of information and the identification of metaproject links in the information flow as priority tasks facing modern media literacy education in Central Asian countries. These tasks predetermine the pedagogical vectors for the development of the media education process: each teacher is faced with the task of not protecting the students from massive flows of various information, but teaching them how to use them, choosing the useful and reasonable. Ultimately, this helps to reveal the talents of each person (Ablazov, 2013).

In general, we can conclude that the goal of mass media education in Uzbekistan, Kyrgyzstan and Turkmenistan (Fedorov, Levitskaya, 2018; 2019) is to develop and increase the level of media literacy/media competence of the population (i.e., the culture of communication with the media, creative and communicative abilities, analytical thinking, skills of creation, dissemination, interpretation, analysis and evaluation of the role and functions of media in society, media texts of different types and genres).

6. Acknowledgements

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

References

Abdurakhmanov, Beknazarova, 2011 – *Abdurakhmanov K., Beknazarova, S.* (2010). Classification of the learning objectives of the subject "multimedia education" by integrating elements of media education into the educational process. *Scientific Review: Humanitarian Studies,* №4: 12-14.

Abdurakhmanov, Beknazarova, 2011 – *Abdurakhmanov, K., Beknazarova, S.* (2011). From the history of media education in Uzbekistan. *Media Education,* № 2.

Ablazov, 2013 – *Ablazov E.E.* (2013). Media culture and media education in ensuring the modernization of higher education in Uzbekistan. *Credo News,* № 4. [Electronic resource]. URL: http://credonew.ru/content/view/1292/68/

Allagulow, 2016 – *Allagulow, P.* (2016). Ylym we fotografiýa: özara bähbitli arabaglanyşyk. *Miras, №* (63), pp. 21–34.

Beknazarova, 2011 – *Beknazarova, S.* (2011). Comparative analysis of the introduction of elements of media education in the educational process. *Media Education,* № 3.

Beknazarova, 2011 – *Beknazarova, S.* (2011). On the creation and operation of media education portal. [Electronic resource]. URL: http://mediaedu.uz

Chelysheva, 2018 – *Chelysheva, I.* (2018). Media Education in Kazakhstan. *European Researcher. Series A,* 9 (3): 212-226.

Fedorov, 2001 – *Fedorov, A.* (2001). Media Education: History, Theory and Methods. Rostov–on–Don: CVVR, 708 p.

Fedorov, Levitskaya, 2018 – *Fedorov, A., Levitslaya, A.* (2018). Comparative analysis of the development of mass media education in the commonwealth of independent states (CIS) countries. *Media Education,* № 3: 39-62.

Fedorov, Levitskaya, 2018 – *Fedorov, A., Levitslaya, A.* (2019). Synthetic Media Education Model Used in Commonwealth of Independent States (CIS). *Media education,* 59 (1): 30-36.

Fedorov, Levitskaya, 2019 – *Fedorov, A., Levitslaya, A.* (2019). Media literacy education mass media education in commonwealth of independent states (CIS). *Media Education,* № 1: 7-17.

Imankulov et al., 2018 – *Imankulov, M., Usupbaeva, A., Tekimbaeva, A., Danilova, N., Sturkhetsky, S., Kozhobekova, B.* (2018). Media and Information Literacy: A Resource Book for Teachers. Bonn: Deutsche Welle, 270 p.

Izmaylova, 2016 – *Izmaylova, K.* (2016). Media Education in Uzbekistan: Trends, Problems, and Prospects. *Foreign Languages in Uzbekistan,* №6: 121–126.

Kozitska, 2018 – *Kozitska, T.* (2018). Media Literacy. Lyon: IREX Europe, 77 p.

Learn..., 2019 – Learn to shoot and edit video – set for the course of the Kloopa media school. [Electronic resource]. URL: https://kloop.kg/blog/2019/03/26/nauchis–snimat–i–montirovat–video–nabor–na–kurs–mediashkoly–kloopa/

Mamatova, Sulaimanova, 2015 – *Mamatova, Y., Sulaimanova, S.* (2015). Uzbekistan on the way of media education development. Tutorial. Tashkent: Extremum–press.

Photography..., 2019 – Photography workshop. We learn to build a composition and make good pictures. [Electronic resource]. URL: https://kloop.kg/blog/2019/03/18/masterskaya–fotografii–uchim–vystraivat–kompozitsiyu–i–delat–horoshie–snimki/

Report..., 2018 – Report on the results of the study of media literacy in the Kyrgyz Republic. Bishkek, 106 p. [Electronic resource]. URL: http://soros.kg/wp–content/uploads/2018/03/Otchet–po–itogam–issledovaniya–mediagramotnosti–v–KR.pdf

Rustamova, 2013 – *Rustamova, N.* (2013). Media education is the success of the intellectual development of the young generation. Scientific Book of Kiev National University, № 44: 235–238.

Second..., 2018 – Second Central Asian edyuton. Media Literacy. [Electronic resource]. URL: https://newreporter.org/2018/11/12/vtoroj–centralnoaziatskij–edyuton–mediagramotnost/

Study..., 2018 – Study of media literacy level in Kyrgyzstan – Study of media literacy level in Kyrgyzstan. [Electronic resource]. URL: http://www.mediasabak.org/media/Study-of-media-literacy-level-in-Kyrgyzstan_Eng.pdf

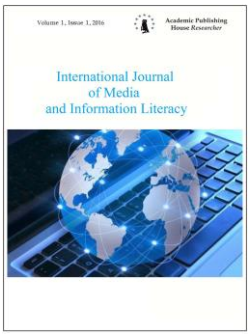
Sturkhetsky, 2018 – *Sturkhetsky S.* (2018). Media literacy in Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan: a practical training manual for higher education institutions on media and information literacy. Lyon: IREX Europe, 155 p. [Electronic resource]. URL: http://mediasabak.org/media/IE_–_curriculum_–_university_V2_ru.pdf

Yildiz, 2010 – *Yildiz, M.N.* (2010). Multicultural and Multilingual Youth Projects from Turkmenistan: Developing 21st Century Skills through Global Connections and Teaching Beyond Borders. *NERA Conference Proceedings*. [Electronic resource]. URL: http://digitalcommons.uconn.edu/nera_2010/14

Copyright © 2019 by Academic Publishing House Researcher s.r.o.

Published in the Slovak Republic
International Journal of Media and Information Literacy
Has been issued since 2016.
E-ISSN: 2500-106X
2019, 4(1): 11-17

DOI: 10.13187/ijmil.2019.1.11
www.ejournal46.com



Depiction of Gender Inequalities in Animation Films: An Indian Scenario

Sharmila Kayal [a, *], J. Seena [b]

[a] Adamas University, Kolkata, India
[b] Marian College, Kuttikunam (Autonomous), Idduki, Kerala, India

Abstract

Violence has a disastrous consequence on women's physical, mental and reproductive health (WHO report, 2012). In 2011, 24.206 occurrences were recorded, a rise of 9 %. More than half of the victims are between 18 and 30 years of age (National Crime Record Bureau, 2013). Government of India has taken so many undertakings, and implements various plans, programmes in regard to this and so as the Ministry of Information & Broadcasting also initiated awareness programmes through television. No one can deny the power of television's extending reach and attractive programmes which not only entertains but it priors to educate the mass. With the effort of UNICEF, Indian TV also initiates to eradicate the social evil and the plight of the women in our country from the negative consequences of gender inequalities. This study is an attempt of understanding the social message through animation movies.

Keywords: child abuse, gender inequality in Indian Scenario, social message, depiction of animation movies.

1. Introduction

Gender inequalities are the social shame and it has its deep root in our social system. India facing this biased nature towards a particular gender for time immemorial. The problem of biased attitude not only hinders the nation's social development but it degrades the nation's image, reputation and deep rooted cultural identity. We can find the evidence, like in 2011, 24.206 incidents of crimes were recorded, which has been increased of 9 percent from the previous year (National Crime Record Bureau, 2013). More than half of the victims are between 18 and 30 years of age. The quandary of gender-based violence is getting worse. Alarmingly in almost 94.2 % of cases criminals were known to the victims and those involved included family members, relatives, and neighbours. Under the IPC (Indian Penal Code) crimes against women include rape, kidnapping and abduction, homicide for dowry, torture, molestation, sexual harassment, and the importation of girls (Tilak, 2013). India's sketch as a promising contemporary nation has shaken by the recent rape case, as widespread gender-based violence has been exposed. The Census of 2011 in India has revealed that there are only 919 girls for every 1000 boys in the 0-6 age group in India, drawing attention to the imbalance in child-sex ratios. Ideally, this ratio should be above 950 (The report of United Nations in India, NGO, 2012).

This imbalance is an outcome of the practice of gender biased sex selection – a demonstration of deep rooted patriarchal mindsets leading to the preference for sons over

* Corresponding author
E-mail addresses: sharmilakayal@gmail.com (S. Kayal)

daughters; aided by technological misuse. Some of the effects of an imbalanced child sex ratio are an increase in violence against women and girls, trafficking for marriage and restrictions on mobility and choices of young girls. Another manifestation of patriarchy and discrimination is the high prevalence of child marriage, with almost one in two girls married before the age of 18 i.e. 43 % of women aged 20-24. Child marriage has a tremendous impact on the health, education and well-being of a girl (The report of United Nations in India).

Under this diploid situation, the UNICEF, UNESCO and Government of India have come up with many implementations in law, programmes and policies. There are laws which support gender equality and discrimination and violence against women. The Ministry of Women and Child Development (MWCD) in their 2010-11 editions has stated a violence free environment for the women hood for their dignified lives. President of India has launched the National Mission for the Empowerment of Women (NMEW) which is for five year directive to achieve inter-sectoral union of all pro-women and women-centric programmes in the year 2012. Criminal Law (Amendment) Act of 2013 expands the scope of sexual and gender based crimes against women. Under the Sexual Harassment of Women at the Workplace (Prevention, Prohibition and Redressal) Act 2013, the Government of India has undertaking to establish 100 One Stop Crisis Centres and the creation of a 1000 Crore *Nirbhaya* Fund to respond to Violence against Women and Girls. The proper utilization of media is the need of the hour and it should be reached to the grass root level for educating the people in ground level. After almost four decades, the nation has fall shorted to employ its vast educated manpower to exterminate illiteracy. Therefore highest precedence should be given to use of television for education and literacy based on the experience gained from several television pilot projects conducted in the country, stated by. Here comes the need for proper communication, the role of communication is inevitable for educating the rural masses especially those are illiterates and the medium of television is creating an atmosphere through its various programmes like 'Gyan Darshan', 'Galli Galli Sim Sim', 'CITE' etc. This medium not only provides entertainment but it's a chief component of information and education.

Television paves the way to eradicate the social evils by various lucid programmes which will attract the masses. The sensitive topic like child abuse, domestic violence, and television is the apt medium of disseminating awareness and being a catalyst it is trying to change the orthodox mindset of the public. The wider television set holders and its viewers across the globe are the burning example of a part of this social change phenomenon in broadcast media. Doordarshan has crystallised its main nine objectives (Annual report, 1983), here it is highlighting a few:

- To act as a catalyst for social change;
- To promote national integration;
- To highlight the need for social welfare measures including welfare of women, children and the less privileged;
- To create values of appraisal of artistic and cultural heritage;
- To disseminate the message of family planning as a means of control and family welfare.

The UNICEF and Ministry of Information & Broadcasting in India has joined and collaborate working for educating the masses about gender inequalities. It has felt the importance of television and other media for awareness. Television has its Omni potentiality to break the geographical barrier and literacy barrier. Its lighter side of educating the masses in interesting manner has proved its significance. We can take example from the Pulse Polio Awareness programme in television *(Do Bund Zindagi Ki)* by the Bollywood Super Star Amitabh Bachhan. The government of India has spent thousands of crores money to be broadcasted in media and for making this programme a successful one. TV also initiates to eradicate the social evil and the plight of the women in our country from the negative consequences of gender inequalities.

The entertainment programmes are being used to disseminate educational and pro-social messages and discusses the structural barriers that obstruct the use of entertainment media for development. Combining entertainment and education to construct social change can be traced historically to the timeless art of storytelling. In countries where a rich oral tradition still persists, folktales with moral messages are an integral part of people's informal education. Television in education has undergone many manifestations in India. It has been used as comprehensively in conformist and distance education formats. The developed countries are taking full advantage of television in education. This has greater scope in developing countries also. The use of television in

education emphasizes its role and consequence for achieving the aspirations for 'education for all' (Vyas et al., 2002).

2. Materials and methods

Objective of the study: to find out how gender inequality messages are been portrayed in animation movies; to analyze what kind of message it is delivering and its outcomes.

Methodology. This study has adopted Narrative Analysis technique to analyze how the various animated films acts as a socializing change agent and catalyst for improving the status of women as well as mediator of improving the standard of girl children by imparting necessary information. Narrative analysis in the human sciences refers to a family of approaches to diverse kinds of texts, which have in common a storied form (Riessman, 2000). This study has adopted Narrative Analysis technique in Qualitative methodology to analyze how the various animated films acts as a socializing change agent and catalyst for improving the status of women as well as mediator of improving the standard of girl children by imparting necessary information. It has taken the parameters of: Analysis of the story, character, context, time/shots, background music, dialogue, dubbing, costume, animation/video quality.

Purposive sampling in Qualitative methodology has been adopted for this study. Six Animation videos were taken for analysis which consisted of the broad theme of gender equality as a social message. The sub themes are: early marriage, child abuse, unbiased attitude to girl child etc. This message has been taken which are basically against of gender inequality and spreads awareness to the public as a whole.

Theoretical Framework. The Hypo-Dermic Needle theory or Magic Bullet theory proposes that the mass media could persuade a very large group of people directly and consistently by 'shooting' or 'injecting' them with suitable messages designed to trigger a needed response. The bullet theory graphically advocates that the message is a bullet, fired from the "media gun" into the viewer's "head". With correspondingly emotive metaphors the hypodermic needle model suggests that media messages are injected straight into a passive audience which is immediately influenced by the message. They articulate the view that the media is a precarious means of communicating an idea because the receiver or audience is powerless to defy the impact of the message. There is no escape from the effect of the message in these models. In this study, the animation movie which disseminating pro social messages to the society acts like magic bullet, with which it has triggered the message to public, and due to her extensive and unique characteristic, the people likely to be persuade with this message. The successful implementation of the taken animated videos and their feedback correlates as the message as magic bullet or Hypo-Dermic needle which has been triggered or injected to public for a better progressed and developed society.

3. Discussion

The book 'Educational Television in India: Present Scenario and Future Perspectives' (Rasool, 2012) analyses the current situation of educational television in India, its expansion and involvement to higher education, the discernments about television as a medium of education, information and the global endeavours in using television for edification. The study also analyses the various confronts of its multifaceted nature, lists the failures and successes and also investigates the potential and insinuations of using television for higher education. Taking advantage of the digital revolution and the junction of information and communication technologies, the book presents a new concept of instructional television in India. The new paradigm shall help in making the quality education available to all irrespective of their geographical setting. Besides executing motivational function, television helps in providing breakthrough learning and cognitive development of its viewers. Because of its better accessibility, it can convey learning substances to the masses in more unswerving, efficient and own way than other educational media (Vyas et al., 2002).

The media might also indirectly change behaviour by affecting public opinion and increasing problem salience in the minds of legislators, who can implement public policies that facilitate healthy behaviour and discourage unhealthy behaviour (The Health Communication Unit, 2001). The Public Service Announcements has started new initiatives as animation to educate and inform the public. Regard to this, (The Health Communication Unit, 2001), has formulated for effective

public service announcement (PSA) and states it must have following characteristics: it should have a clear and realistic objective, be designed for, and tested with a specific focus audience; have a number of qualitative features including: a. an appropriate type of appeal; b. an appropriate messenger; c. credibility; d. understand ability; e. relevance; f. high quality mechanical construction; g. high quality creative execution. It should be distributed using channels and vehicles that are suitable for the focus audience and the chosen objective and it should distributed in substantial quantity/with substantial frequency to ensure that the focus audience is adequately exposed to the message in the television (Hizal, 1983) specifies diverse functions of television in delivering education through distance mode, like sustaining and enhancing teaching; inculcating; elucidating, illuminating; inspiration and encouragement; imposing study speed; presenting an orientation to vast masses; changing behaviour; and presenting unreachable facts and events.

Television can be an efficient instrument as distance education delivery system. It can be incorporated into the curriculum to provide information either on a single lesson, or a specific unit or even full course. The instructional television can be interactive (allowing the viewers to interact with instructor or other students live) or passive (airing pre-recorded programmes) (Walker, 1995) also errand television for its audio and visual effects and reported that it can be used to display processes or corporal skills; to explain movement; to show visuals that reflect on the colour profundity cues and motion of the object; can be used for those who lack reading skills; help make distance learning more personalized; make teaching learning live, attractive and dynamic; and is useful for skill development.

In addition to the benefits, he draw attention to some of the restraints of television of its being primarily a one-way communication medium; broadcast is difficult to integrate with other media. The process of implementing gender Mainstreaming, Mass Media shows, off-putting role of media as they produce and reproduce negative stereotypes It is argued that Mass Media endorse a non-balanced and stereotyped portrayal of women and they play a dominant role to the stereotyped socialization of youth. Sims in her study enumerates that the Disney films have frequently studied because they are a major source of entertainment for many children and potentially could have an impact on their social, emotional and mental development and gender depiction messages from the films, usually finding that they contain stereotypical messages that negatively characterize females (e.g., female characters who are overly passive) (Hedrick et al., 2008) had scrutinized the effects of Disney movies on viewers' attitudes toward women's abilities in leadership positions. They found that, the portrayal of women can influence the viewer to have either positive or negative attitudes toward women's abilities.

An organized communication campaign designed to educate viewers about certain social issues. These types of messages-variously called pro-development, pro social, enter-education and edutainment-incorporate persuasive educational messages in entertaining formats such as television animated programmes, music videos with social message and the like. We more generally call this approach of using entertainment for educational purposes the *entertainment-education strategy* in. The entertainment-education communication strategy provides a means to overcome the limitations of entertainment-degradation and boredom-education types of programs. Many producers are seeking to create programs that are entertaining, educational, socially responsible and commercially profitable. There are several advantageous characteristics of entertainment-education programs, though they are generally more complex to produce, require a greater degree of planning and analysis than entertainment programs and present difficult ethical choices.

At least nine characteristics of entertainment make it especially appropriate for disseminating pro-social messages that provide education and advance development goals (Piotrow, 1994). Entertainment is (1) perennial, (2) pervasive, (3) popular, (4) personal, (5) pleasurable, (6) persuasive, (7) passionate, (8) profitable and (9) practical. Entertainment is *a perennial* communication genre; it was present thousands of years ago, it is here today, and it will likely continue to flourish in the future. The entertainment media are *pervasive.* It is expanding in all countries in various forms. Entertainment is universally *popular;* people across cultures like to be entertained. Entertainment media programs can present educational content in a more *personal* manner than is often possible in real life. For instance, while a personal friend might be hesitant to discuss various family planning options, a character in a television advertisements or animated programmes can more openly communicate such personalized information. Issues that may be

difficult to discuss interpersonally, such as the mistreatment of children, contraception, AIDS, illiteracy and spouse or child abuse can be more openly addressed through media characters on entertainment programs.

4. Results

Child Abuse – "Never to afraid of speak your mind – somebody is harming – SPEAK UP"

The first video deals with *'child molestation prevention'*, it's in English language and duration of this video is 9.25 second. The back ground music, costume, story plot were apt to its objective. This animation movie depicts a street child whose mother is a beggar and has three to four siblings. Once a gentleman happens to come and met with that boy, he offered ice creams and money. The boy started thinking that he is very generous and concerns over their poverty and hunger. Next shot is that, the gentleman started luring to his family also by giving money and other needed things, he made convinced to his mother to take him out. The climax of this animation movie is that, the gentleman takes that boy to a hotel room, where he has already planned to take nude picture and video of the victim with the help of the concerned hotel manager. The boy got trapped and victimized with that man's sick mentality. After this incident, he happened to saw that person with another street children, then he could not resist himself and informed to his friend, they called up to police and the accused along with the hotel manager got arrested. This movie gives a social theme that 'doesn't get flatter of some ones over concern or over mercy attitude towards you... especially if it is some unknown person'.

Next movie *'komal'* is in English language; duration of this movie is 9.46 second. It's a child line help care facilitated by government of India. This movie tells and an attempt has made to make people aware about the 'Sexual Offence Act, 2012'. The helpline number (10-9-8) is also very easy to remember and it's a good way to disseminate this information to public, which this animated movie has attempted. This movie is basically deals with the domestic abuse occurred by family or relatives. The plight of the baby school going girl is the main character of this movie.

The story starts with a normal baby girl who goes to school and loved by all the people around her. Her uncle (father's friend) love to spend time with her and she also like the same. That uncle molested *Komal* in absence of her parents and told not to tell others. This tragic incident made her numb and isolated. The teacher first noticed about her pity situation and made her to say what has happened with her, and then she told her mother first that how she feels dirty after this incident. This movie also adopted the mental dilemma to stand against with abuse with the fear of losing social respect and reputation. The parent after that calls to child help line number and takes advice. The teacher then started counselling to school children. The movie is well demonstrated about *'Good touches'* and *'Bad Touches'*. The good touch includes parent touch, doctor's touch and the movie well pictures the different type of abuses i.e., make someone undressed/ showing dirty pictures and films and elaborately it tells about the *'Unsafe Touches'*. Remedies of this situation if someone will get trap are included in this movie – 'shout', 'run to someone you trust', reveal the truth to that person whom you have trust'. Finally it gives a message to all 'if someone sees child in distress call to 10-9-8'.

"MEENA" – Programme initiative by UNICEF in 1997

Theme: *'Indiscrimination attitude for health check up to girl child'*

This animation movie of *'Meena'* deals with the indiscrimination attitude to girl child as a social message. The duration of the movie is 10.52 second. It's in Urdu language and has good dubbing and subtitle. The story starts with a sick girl who is suffering fever along with her brother. Their family runs traditional circus in village fair and they seek medical check up for the boy as soon as they noticed that the boy is suffering with high fever. The ill girl uncle suggested not taking her to health centre because she is girl and girl need not have any health check up, only hot tea is enough for them to be cured. Next scene is that the girl started showing circus with high fever and faints, after that her mother realised her fault and both her parents took her for health check up. The final message came up with this movie is 'the kids to be cured and treated equally without any discrimination to girl child' and the importance of education and access to school also highlighted in this movie.

Theme: *'Chhoti si Dulhan'/ 'Little Bride' in "MEENA"* – Programme initiative by UNICEF & Hanna Barbara.

This movie deals with the consequences of early marriage like high risk of maternal and infant mortality and morbidity, sick ness, malnourished children, anemic mother etc. The duration of this animated movie is of 11.54 second. The movie also depicts that 'Education is the primary need which should be provided to girl child and it leads to better progressive society. Marriage of girls should be conducted after 18 years of age. The story plot consists of a school going girl, who wants to study more but in the tender age of 15, her family wanted to marry her off. The orthodox social mindset has beautifully picturised here, where a good guy should not be missed for marriage, though the girl child is immature. The male character (groom) made them understand that it is necessary to avoid marriage below 18 years and priority should be education to girl child, because it not only makes independent but it also enlightened one to overcome with the social evils and superstitions.

Theme*: 'Equal Nutrition & Food'/ 'Dividing the Mango' in "MEENA"* – Programme initiative by UNICEF.

In this movie the unequal mindset portrays first that the girl unlike the boy should not do the things because it's not welcome by the society. The duration of this movie is of 11. 22 second. A girl should not climb the tree or cannot enjoy unlike her sibling. She should not have equal proportions of nutritious food as like her brother. The story started with girl climbed up a tree and got a big mango and gave it to her mother, who will divide it among them. She gets a small proportion and big one goes to her brother. She feels strange and asked to her mother and granny, got reply that boy is growing so he needs more. Dinner time the boy gets more food with nutrition and girl don't get, so she asks her mother why so? And same reply she got but this time she tells that same work we are doing, in fact she is doing more than her brother so she put a proposal of interchanging their role in family, father supported and it starts.

Next scene deals with the girls daily routine what her brother has to do like early morning getting up, light the fire, sweeping, feed the house live stocks, collect the cow dung and clean the house, fetch water, clean the utensils, wash the clothes, take care of other sibling and in circumstance boy gets tired to the core and wonders how her sister manages all the things by her own. In other side, girl completed the work of her brother and that night she gets more food than her brother and boy started screaming that he has done a lot work and he has to get more food. Then her all family member realised the situation that 'there should be no discrimination of nutritious food to both the children because the both are growing up and girl needs more attention and care because she has to do hard work apart from her school. In this movie *'Cleanliness'* is also another important aspect which has been well covered. *'Washing hands'* before food also have prioritized in this animation movie.

Theme: *'Importance of Girl Education' in "MEENA"* – Programme initiative by UNICEF.

The central theme of this movie emphasizes upon the importance of girl education. The duration of this movie is 8 minute. The story starts with because of education and girls father is a illiterate got cheated by baron but in the meantime his daughter checks the paper and tells her father the exact debit money. But it did not help her to go to school which she wanted to have formal education in school. Her father shatters her all the hopes of getting admission in school. She follows her father direction and the climax of this movie is, without gone to school, she started to hear the entire lesson from outside and remembers and with the help of remembering the counting, a thief gets caught red handed by *'Meena'*. This incident made her father to realises the importance of sending school to girls. The movie also highlights the importance of in discriminatory attitude of health checkup, cleanliness.

5. Conclusion

Gender inequalities are the social embarrassment and it has its profound derivation in our social organization. In the Golden Era of technology advancement, people come in contact with media constantly throughout their daily lives. Being continuously bombarded with messages, the media has a powerful and tremendous influence on their thought processes as individuals and as a worldwide society. Gender stereotyping always has and still exists in our society. However, this issue is getting evidently solemn as gender stereotyping has now reached the young masses, which are much more habituated to the effortless, apparently easy influence of the mass media in today's

society; media is a foremost persuader in shaping stereotypes and attitudes. The Children's Television Act of 1990 has necessitated broadcasters to provide educational and informational programs. It is probable that pro social values which including the reduction of gender stereotypes in the content of children movie. This is because television programs has the authority to modify the kinds of beliefs that children hold about males and females and their beliefs about what constitutes suitable behaviours for the two genders.

References

Anon, 2012 – *Anon* (2012). [Electronic resource]. URL: http://www2.ucy.ac.cy/~currinst/cur/pdf/kegyme/Gender_Inequality_in_the_Mass_Media.pdf

Anon, 2012 – *Anon* (2012). [Electronic resource]. URL: http://www2.ucy.ac.cy/~currinst/cur/pdf/kegyme/Gender_Inequality_in_the_Mass_Media.pdf

Brown, Singhal, 1999 – *Brown, W.J., Singhal, A.* (1999). Entertainment-education media strategies for social change: promises and problems. *Mass Media. Social Control and Social*: 263-276.

Edwin et al., 2012 – *Edwin, M., Roshezry, A., Abu Bakar et al.* (2012). A Comparative study of gender roles in animated films. *Global journal of human social science,* 12 (5): 73-77.

Hedrick et al., 2008 – *Hedrick, J., Brookes, K, George, J.* (2008). Effects of Disney films on attitude toward women. [Electronic resource]. URL: http://vault.hanover.edu/~altermattw/methods/assets/posterpics/Winter2008/BrookesGeorgeHedrick.pdfjde.andolu.edu.tr./tojde3/2/medihatxt.htm

Hizal, 1983 – *Hizal, A.* (1983). Television as an educational technology: using television at open education faculty. Ankara: Ankara University.

Justice..., 2019 – Justice and fundamental rights. 2019. [Electronic resource]. URL: http://ec.europa.eu/justice/genderequality/files/opinions_advisory_committee/2010_12_opinion_on_breaking_gender_stereotypes_in_the_media_en.pdf

Piotrow, 1994 – *Piotrow, P.T.* (1994). Entertainment-education: an Idea Whose Time has Come. *Poputation Today*, 22 (3): 4-5.

Rasool, 2012 – *Rasool, S.* (2012). Educational television in India: Present scenario and future perspectives.

Riessman, 2014 – *Riessman, C.K.* (2000). Analysis of Personal Narratives. [Electronic resource]. URL: http://alumni.media.mit.edu/~brooks/storybiz/riessman.pdf

THCU, 2001 – The Health Communication Unit, 2001.

Theory Clusters, 2016 – Theory clusters, 2016. [Electronic resource]. URL: https://www.utwente.nl/en/bms/communication-theories/sorted-by-cluster/

Tilak, 2013 – *Tilak, S.G.* (2013). Crimes against women increase in India. [Electronic resource]. URL: https://www.aljazeera.com/indepth/features/2012/12/20121229917353075 45.html

UN India, 2019 – UN India. Gender Equality and Empowerment – UN India, 2019. [Electronic resource]. URL: http://in.one.un.org/task-teams/gender-equality-and-empowerment/

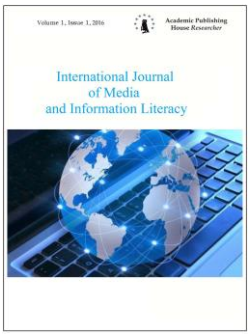
Vyas et al., 2002 – *Vyas, R.V., Sharma, R.C., Kumar, A.* (2002). Educational Television in India. *Turkish Online Journal of Distance Education-TOJDE,* 3 (4).

Walker, 1995 – *Walker, D.* (1995). Current trends, methods and technologies in distance education for primary school teachers, a working paper for commonwealth of learning. *JERITT,* 6 (1).

Copyright © 2019 by Academic Publishing House Researcher s.r.o.

Published in the Slovak Republic
International Journal of Media and Information Literacy
Has been issued since 2016.
E-ISSN: 2500-106X
2019, 4(1): 18-28

DOI: 10.13187/ijmil.2019.1.18
www.ejournal46.com



Hermeneutic Analysis of the Websites of Italy and France on the Subject of School and University

Roman Salny [a, *]

[a] Anton Chekhov Institute, Russian Federation

Abstract

This article analyzes the Italian and French Internet sites about the school and the University, examines the socio-cultural processes in Italy and France and their connection with the actual problems of Internet publications of school and University subjects. In the analytical articles published by Italian and French authors on national school and University issues, four key areas were identified: characteristics of pupils and students; attitudes of parents and teachers; characteristics of teachers; school climate. Hermeneutic analysis of the Italian and French sites about schools and universities has shown that problems of the modern education systems of France and Italy are directly linked to the processes of informatization and globalization, influenced the increase in the level of heterogeneity of school and University audiences, the growth of aggression and violence, the decrease in the level of literacy of students. Based on the data provided by the authors of Internet publications, it is clear that the reforms of the education system in Italy and France are carried out within the framework of the ideology of multiculturalism and globalization. Some authors wrote about the problems of the authority of the school teacher, the formation of humanistic worldview among students, creating conditions for the creativity of school teachers.

Keywords: hermeneutic analysis, school, University, teachers, Internet sites, Italy, France, school climate.

1. Introduction

Modern world is extremely dynamic and volatile. The impact of the processes of informatization, migration and globalization on the image of the world has yet to be studied, but the transformations of cultural traditions and values, worldviews of the majority of our planet's inhabitants caused by them are already visible today. In the 21st century, many spheres of life have been transformed at an extremely rapid pace. Not only economic, political and social forms of relations have changed, but also the face of schools and universities in many countries.

The article analyzes the Italian and French Internet sites about school and university, considers the socio-cultural processes in Italy and France and their connection with the actual problems of the Internet publications of school and university subjects.

* Corresponding author
E-mail addresses: Roman_tag82@mail.ru (R.V. Salny)

2. Materials and methods

Research material: Italian and French Internet sites about school and university. Method: hermeneutic analysis. In the process of writing the article, more than 200 web-sites were analyzed on the topic of research.

3. Discussion

Socio-cultural context

Information and communication technologies have created a special virtual space where everyone can feel like a citizen of the world who has lost topological reference points in reality. Images of the homeland and home, childhood memories and a sense of family traditions are replaced by simulations of artificial information environment. The current virtualization is expressed in two ways: "the first, horizontal, characterizes the spatial changes manifested in the form of determinization, the second, vertical, provides simulation of processes" (Neretin, 2012: 27).

Informatization is associated with the post-industrial stage of development of society, characterized by the growth of the sphere and quality of services that meet individual needs, expanding the space of interpersonal interaction, and the formation of postmodern thinking, creating a picture of the world based on mosaic ideas of reality. V.N. Yarskaya characterized the time of postmodernism as "a combination of assessments and combinations: vagueness, uncertainty, fragmentarity and variability of value orientations, attitudes, social moods, public and personal interests" (Yarskaya, 2016: 23).

The high speed of dissemination and perception of information catalyzes the emergence of a "global village" (M. McLuhan), where everything happens simultaneously. In an atmosphere of simulations, mosaic images, young people have developed a sincere trust in Internet sources and a false understanding that true knowledge is in the public domain and does not require assimilation. The so-called "clip thinking" is based on knowledge in a ready-made form, packaged in primitive subject-structural visual forms. Accustomed to the excessive and rapid flow of information, young people perceive the diversity of external forms and do not pay attention to the inner depth of the image, are not capable of long-term emotional contact. These perceptual and cognitive transformations may have caused (among other things) a marked increase in the level of neurological and mental disorders in the 21st century: dyslexia, dysgraphy, autism, hyperactivity, and attention deficit disorder.

The formation of a single information space and the ongoing transformation of young people's consciousness have had a significant impact on the nature of their needs and the processes of their self-determination. The need for autonomy and individualism is growing among schoolchildren and students, as well as the desire to create an attractive virtual image of their own self. The Internet has opened for them the possibility of expanding the space of personal freedom, but deceptively, the ease of achieving it has come at the expense of unification and standardization of forms of thinking and behavior.

It is quite obvious that the emergence of the global information "village" has caused significant socio-cultural transformations in European countries. Its influence was noticeably reflected in the system of traditional national values. However, even more rapid changes are associated with the consequences of the so-called "Arab Spring": the increased flow of migrants to the European Union in recent years is probably the most powerful in recent history. More than 1 million refugees from the Middle East arrived in Europe in 2015. In the same year, some 2.2 million illegal aliens were identified in European countries (EU migrant..., 2017).

The national landscape of Italy and France has changed markedly in recent decades. According to statistics, from 2014 to 2017, more than a hundred thousand migrants arrived in Italy every year (Misculin, 2018). Between 2010 and 2012, there were about 195 ethnic groups in the country, with Muslims, evangelicals, Orthodox, Sikh, Hindu and other religious communities most prevalent (Caritas-Migrantes, 2012). In France, immigration flows increased by an average of 1.6 % per year from 2004 to 2012 (Brutel, 2016). At the beginning of 2013, there were about 5.8 million migrants living in the country, 800.000 more than in 2004" (Brutel, 2016).

The influx of migrants has led to an increase in the number of crimes committed by arriving foreigners and the appearance of entire enclaves on the outskirts of cities, especially Paris, often referred to as "ghettos", inhabited by migrants who are unwilling to accept the customs and norms of the host country and master its language. This has led to an increase in xenophobia, anti-Islamic and

ultra-right sentiment among not only a socially active young and mature generation of Italians and French, but also among politicians, "today, France is already spoken of as a country with a pronounced anti-immigration and discriminatory policy against outsiders" (Lonschakova, 2010: 39).

According to M. Piras, the crisis of nationalism and cultural pluralism caused by migration processes in France has sufficiently shown that education cannot remain tied to the primacy of national identity; it is now well known that schools should be a space open to different cultural identities (Piras, 2014).

The Italian and French authorities recognize that ignoring the values of cultures of large and small ethnic groups living within their countries can lead to serious crises in the near future and are attempting to reduce social tensions. Considerable budgetary resources are spent on the development and implementation of programmes aimed at the integration of foreigners staying in the country. Most of them are directed at creating favorable conditions for the adaptation of migrants staying in the country and their further social and material support.

Schools and universities in Italy and France accept more and more migrant children every year. As of the beginning of 2013, 12 % of students in French higher education were foreigners (Endrizzi, 2015). In the school year 2016-2017, 826.000 foreigners (including migrants) attended Italian schools, accounting for 9.4 % of the total number of students and 11.000 more than in the previous school year (Nadotti, 2018).

High socio-cultural differentiation in schools leads to an increase in student underachievement, discrimination, racism and aggression. The Italian and French governments are taking steps to create optimal conditions for indigenous and foreign students to study together. In 2015, the Italian Ministry of Education developed a document containing ten goals and guidelines for working with migrant children: the right to be included in the educational environment; adaptation of educational programs, organization of an effective system of orientation and support; support for migrant children in the learning of the Italian language; increasing the value of linguistic diversity; involvement of families in the learning process, and others. In the 2010s, taking into account the high level of heterogeneity of schoolchildren, the French government decided to reorient its school education. The system of education for national pride and love for the homeland has been replaced by the principles of citizenship, which include mutual respect, tolerance, recognition of civic norms and rules of conduct. In both countries, the solution to the problem of co-existence of a multinational school audience is found within the framework of multiculturalism ideology, which presupposes the preservation of cultural differences, rather than the assimilation of migrants as it used to be before the advent of the twenty-first century.

Meanwhile, many Italian and French children receive multicultural education. In Italy and France, the number of inter-ethnic marriages is growing in the new century. In 2005, unions between Italians and foreigners accounted for 10 % of the total, while in France more than 15 % were registered in mixed marriages (Polchi, 2008). These figures have changed slightly over the last ten years. In Italy, mixed marriages accounted for 12.4 % of the total number of registrations in 2015 (Lys, 2017). In the same year, 14 % of mixed marriages were registered in France (Bellamy, 2017). In both countries, the percentage of inter-ethnic families is quite high and, given that the number of families is not decreasing and sometimes increasing, the number of children who absorb multicultural values is also increasing.

Another factor contributing to the increase in the level of socio-cultural differentiation was the creation of a single European educational space within the framework of the Bologna Agreement, as well as the Erasmus student exchange program, which has been implemented for more than thirty years. They have stimulated the migration of young students, who have achieved maximum heterogeneity in terms of social, economic, cultural, age and nationality (Endrizzi, 2015).

The increasing cultural, social and economic differentiation of the populations of Italy and France undoubtedly complicates the process of socialization and peaceful coexistence between indigenous peoples and foreign migrants. The governments of the two countries are forced to look for ways out of this situation. The measures taken by them are in line with the ideology of globalism, based on the principles of the primacy of the individual over society, equality, freedom, civil rights and duties.

However, it should be noted that such an approach would not have been possible a couple of decades ago. In the 1990s, the vast majority of French citizens (more than 70 %) expressed their fears about globalization, and J. Chirac insisted on the need to protect the country from its destructive influence (Vinogradov, Kruglikova, 2009: 210-211). Today the situation has changed dramatically. The processes of blurring the borders of national and cultural values caused by informatization and migration have created conditions in which it has become necessary to introduce the ideology of globalization. The abovementioned governmental measures in the field of education are an example.

Images of the school and student world on Italian and French web-sites

The current socio-cultural situation is reflected in the image of the school and student world on the pages of electronic publications. Analytical articles published by Italian and French authors on national school and university problems can be divided into four key areas: characterization of schoolchildren and students; attitudes of parents and teachers; characterization of teachers; and school climate.

The analysis of school and university websites showed that pupils and students are characterized in three aspects: academic performance; value disorientation, autonomy and individualism; social exclusion and deviant behaviour.

According to the international monitoring study on the quality of school mathematics and science education (TIMSS), the results of the academic performance of Italian and French students are significantly different. In 2015, Italian third-grade students scored 494 points in mathematics and 499 in science, bringing them to the top of the ranking (Intravaia, 2018b), while 10-year-olds (CM1) scored worst in mathematics in the European Union (Clémence, 2016).

An impressive difference between Italian and French students is evident in their reading skills. According to the International project for the study of text quality (PIRLS), Italian Grade 4 students with 548 points are significantly above the OECD average (541) and European average (544) (Tripodi, 2017). Their northern neighborhoods, French students, have a lower PIRLS ranking with 510 points (Pierret, 2017). Studies have shown that they find it difficult to interpret the meaning of texts (Brigaudeau, 2017).

The gap between French and Italian students in academic achievement has had an impact on the nature of publications. French authors are particularly indignant at the fact that France, a country of mathematics, has only 3.5 % of pupils who reach the highest level of honors (Brizard, 2012). French authors are equally disillusioned with the drop in reading and writing skills of junior high school students, despite the fact that France is spending more time reading, writing and literature than other EU countries (Faure, Piquemal, 2016). Studies show that a 10-year-old French student reads less than his European peers (Beyer, 2017), and 15 % of students entering Grade 6 cannot read and write correctly (Brizard, 2012).

Articles about the academic performance of students on Italian websites are somewhat different. The authors are concerned, for example, about the poor vocabulary of the younger generations (Sinopoli, 2018), or the low percentage (20.4 %) of 15-year-olds from socially and economically disadvantaged families who received satisfactory results in the PISA tests (Intravaia, 2018c).

Italian and French authors are very unanimous about the disorientation, autonomy and individualism of pupils and students. Many of them have low levels of motivation and indifference to learning among adolescents and young people and their inherent sense of uncertainty about their own future. In France, for example, four out of ten students say they are dissatisfied with their lives, and almost one in two is unsure of their academic careers, while more than three people think seriously about saying goodbye to the university (Pasqua, 2018). Almost 42 % of Italian students believe that their future will not be better or worse than their parents, the predominance of the answers "nor ... n ..." is explained by the uncertainty of the current generation of students. It is difficult for them to plan for the future (Navarre, 2016).

According to A. Oliva, we live in a time when, especially for young people, it is difficult to define a hierarchy of values (Oliva, 2017). The noticeable change in the worldview of today's Italian and French youth is associated with the growth of relativism and indifference towards moral norms and cultural traditions. Obviously, they were caused by at least two processes that have become widespread in recent decades: the formation of mass culture of hedonistic and material values, stereotypical forms of thinking and behavior, and the desire of the older generation to compensate

for their own shortcomings and / or sublimate cherished desires in their own children. Modern parents are characterized by excessive care for their children, which creates competition among students and, as a consequence, extreme individualism (Best, 2009).

Italian and French researchers note the desire of most schoolchildren and students for a comfortable and carefree, in fact, selfish way of life, now individualization is the rule and becomes a value (Hamel et al., 2012). Mass culture shapes young people's needs and strategies for autonomy and independence, as well as their ideas of culture as a way of developing individualism (Vigilante, 2015). In adolescence, the narcissistic illusion of the omnipotence of music corresponding to fashionable and trendy trends appears (Stramaglia, 2010).

Individualization and autonomy of schoolchildren and students became the reason for the manifestation of extremely negative forms of behavior: self-exaltation and dominance over others. This is confirmed by the results of studies that show an increase in the level of aggression and manifestations of verbal and physical violence among students.

In the Italian websites on school violence, the main story is an episode of parents' and their children's attacks on teachers. Among the most actively discussed issues are the increased penalties for parents and students who commit violence against teachers; the need for government action on the issue of school violence. For example, the issue of the possibility of introducing the crime of aggression against teachers and teachers into the criminal code is raised (Caporale, 2018).

The Italian e-magazine Tuttoscuola launched a counter in 2017, which recorded 81 confirmed attacks on teachers during the school year (Della Sala, 2018). According to research by Skuola.net, 56 % of schoolchildren admitted that they felt humiliated and offended at least once in front of the whole class (Escalation..., 2019). Almost 90 % of students believe that violence is widespread in schools, and 42 % believe that school is the space where violence occurs most often (Bullismo..., 2018).

According to Italian researchers, the reasons that cause aggression among schoolchildren are: appearance or even disability, nationality, sexual orientation, girls' "light behaviour", overweight. Recently, there have been cases of racist insults, humiliation of students with dyslexia or stuttering (Escalation..., 2019).

French online publications on violence at school and university are somewhat different from Italian ones. They address to: the mental and emotional state of pupils and students; problems of school discipline and violence; harassment on the Internet.

The French journalist and editor of the web project on education and youth, Emmanuelle Weillan, regularly publishes analytical information on the state of school and student youth. He cites disappointing statistics about Paris students: almost two-thirds of them admit to regular stressful experiences; a quarter feel bad because of low self-esteem or overweight problems; more than one in ten admit that they have already thought about suicide; more than one in three admit that they tend to be isolated; and one in ten use cannabis (Vaillant, 2013). According to a broader 2006-2007 study, about a quarter of young French people under the age of 18 used light drugs (Massif, 2007).

In French schools, discipline is based on student sanctions: according to 2018, about 17,000 students are expelled from school every year and 367.000 are expelled for one or more days (Ramond, Louis, 2019).

Despite the severe consequences for violators of school rules and regulations, there is a high level of violence in French schools. At the beginning of the 21st century, physical (beating) or psychological (rumours, provocation, theft, extortion, etc.) violence affected between 10 % and 20 % of students under the age of 12 (Nadeau, Tessier, 2003). In 2017, almost half of young people reported witnessing violence in their institutions, 20 % of college students confessed to having been physically abused at least once, and 40 % confessed to being abused or bullied (Doladille, 2017).

Internet harassment is no less rare. A 2017 study on victimization in France found that 18 % of college students reported that they suffered at least one attack – identity theft, degrading video or rumor spread – through social media or mobile phones (Beyer, 2018).

In recent years, the problem of school violence has been actively discussed in the French media and government. Despite the fact that education officials are too minimizing or concealing actual data on harassment and humiliation, in 2011, the national ministry of education organized a conference on harassment, which resulted in the adoption of a law obliging institutions to combat this phenomenon (Peiron, 2013).

The Italian and French Internet portals are increasingly hosting notes and articles on the crisis between schoolteachers and students' parents. In some cases, there is a problem of interference and pressure from families (Camporesi, 2018), while in others the issue of building trust between parents and teachers is raised (Auduc, 2015).

Most researchers and experts acknowledge that the relationship between school and parents is in crisis (Camporesi, 2018). Today they have become so complex that they create misunderstandings and frustrations on both sides (Best, 2009). Particularly surprising is the survey in France, which found that 56 % of school directors report involvement in parent disputes, one in five principals was physically abused (Prince, Demagny, 2018).

The crisis of family-school relationships is exacerbated by the fact that many Italian and French parents question the authority of teachers and their ability to learn. Politicians, educators and experts agree that the figure of the teacher has lost credibility (Della Sala, 2018). It is not uncommon for parents to instead of taking the position of a teacher, usually protect their child; as a result, the teacher remains isolated, suffering from constant humiliation, parental and child aggression (Micocci, 2016; Recalcati, 2018).

The French and Italian governments are aware of this problem. French parliamentarians argue that it is necessary to train teachers in parenting through theoretical courses (Olivier, 2018). To this end, in 2013 they adopted a concept of co-education that promotes the development of links between school and parents (Olivier, 2018).

In the Italian government, a call was made to restore the respect and authority of teachers who are expected to make the school capable of developing (Pelizzoni, 2016). However, so far, no concrete action has been taken, and only a few civil society organizations have developed guidelines for teachers on how to build relationships with parents. For example, in describing the problem, the teacher should inform the parent that he or she does not question his or her parental competence, but tries to find many strategies useful in addressing the child's problem behavior (Rossanese, 2017).

Aggressive behavior of students and their parents, increased number of children suffering from mental disorders and disorders (dyslexia, dysgraphia, hyperactivity, etc.), growing level of "paperwork" lead to stress and emotional burnout among teachers. Studies conducted in Italy have shown that 24 % of teachers suffer from moderate levels of 'emotional exhaustion' and 20 % from high levels (Intravaia, 2018a).

The increase in social and cultural heterogeneity of the classroom, the growth of individualism and aggression of schoolchildren require teachers to make great moral efforts to organize and manage student behaviour. However, according to F. Avolio, many teachers lack not only strength but also experience. They do not have the necessary pedagogical training, they are specialists in a certain scientific field, but not experts in managing relations within the classroom (Avolio, 2018). On the other hand, teachers lack the ability to motivate and guide 'unjust' students (Colombo, 2015).

French teachers are not in the best conditions, and their emotional and physical condition is a cause for concern for researchers and experts. According to a study conducted in 2017 by the French Institute of Health, 61.3 % of teachers believe that their health status has deteriorated over the past five years (Araman, 2018).

The problem looks even more complex in terms of the social organization of the education system. According to A. Schleicher, in France, teachers do not cooperate. They do not consider themselves members of the professional community. The institution sees them as executors (Schleicher, 2014).

Although Italian and French teachers are increasingly making efforts to attract the attention of pupils (Hélou, Lantheaumeil, 2008), it is clear that in such a situation, their altruistic motives for meeting the humane and equal needs of students and maintaining their own sense of social significance are very sad. In this regard, the call to change the lives of teachers, to make them creators in their professions, to stop seeing them as performers is very relevant (Schleicher, 2014).

Unlike Italy, France is taking major steps to improve the school climate. In France, improving the school climate has become a major public policy issue in education, the French government believes it can play a leading role in preventing violence (Debarbieux, 2015).

In France, the Ministry of National Education's portal "School climate and violence prevention – improving the school climate to restore calm and civil school"

(https://www.education.gouv.fr/cid2765/climat-scolaire-et-prevention-des-violences.html) has been created. The portal provides brief information on the relevance of the school climate issue, criteria for assessing the school climate (teaching and learning; safety; environment; sense of belonging; attention to family life), strategies to improve the school climate (team strategies, school equity, prevention of violence and harassment, pedagogy and cooperation, collaborative learning, partnership practices, quality of life and wellbeing in school), recommendations from teachers and school principals.

Meanwhile, researchers and experts believe that the formation of a school climate should not only reduce violence, but also increase students' interest in learning, motivate teachers and transform the authoritarian approach. The latter is seen by many as a legacy of the past and a reason for the decline in student performance. The authoritarian system contributes to self-abasement, conformism and blind subordination to the detriment of a sense of initiative and intellectual curiosity (Brizard, 2012). In France, studies have shown that only 21.4 % of children aged 11-15 say they like going to school (Olives, 2012).

4. Results

Websites of French (*La Croix, L'Obs, Le Figaro, Le Monde, Liberation, Recherche & Formation*, etc.) and Italian *(Corriere della sera, Il Fatto Quotidiano, Il Messaggero, Il Sole 24 Ore, La Repubblica, La Stampa*, etc.) media agencies regularly publish articles on the problems of school and student education. They are mainly analytical and critical of the state of the education system.

Most of them have a four-section structure: a) problem statement; b) description of research results in the field of literacy (reading, mathematics, finance) or social and financial status of pupils or students; c) comparison of research results in different countries or in one country in different time periods; d) conclusion.

The Italian and French Internet publications on school and university address several main problems: working conditions and motivation of teachers/professors; low level of training and motivation of pupils/students; increasing level of aggression and violence in school; increasing number of foreign students and students.

In describing the results of the research in the field of literacy (reading, mathematics, finance), social and financial situation of schoolchildren and students, the authors of the Internet publications focus on reducing the literacy rate of schoolchildren, increasing the number of mistakes they make in written tests, reducing the interest in reading, students' desire for independence (combining work with study, life separately from parents).

Comparison of research results in different countries or in one country in different time periods mainly shows negative dynamics, indicates the leading positions of Asian (Singapore, Japan) and European (Finland) countries and a low level of Italy and France in the ranking of PIRLS, PISA and TIMSS. The authors of Internet articles analyze the reasons for the deterioration of educational results, possible directions of reforms or indicate the state structures/authorities responsible for solving this issue.

5. Conclusion

Hermeneutic analysis of Italian and French sites about school and university showed that the problems of modern education systems in Italy and France are directly related to the processes of informatization and globalization, which influenced the increase in the level of heterogeneity of the school and university audience, the growth of aggression and violence, and the decrease in the level of literacy of schoolchildren.

Based on the data provided by the authors of Internet publications, it is clear that the reforms of the education system in Italy and France are carried out within the framework of the ideology of multiculturalism and globalization. There are also calls to raise the prestige of the school teacher, to form humanistic attitudes among students and pupils, to create conditions for the creativity of school teachers.

6. Support and acknowledgement

This article is written within the framework of a study financially supported by the grant of the Russian Science Foundation (RSF). Project 17-18-01001 "School and university in the mirror of the Soviet, Russian and Western audiovisual media texts", performed at Rostov State University of Economics.

References

Araman, 2018 – *Araman, T.* (2018). Le burn-out guette les profs. *Migros Magazine*. [Electronic resource]. URL: https://www.migrosmagazine.ch/profs-au-bord-du-burn-out

Auduc, 2015 – *Auduc, J-L.* (2015). Bien gérer les relations parents-enseignants. *Vocation Enseignant*. [Electronic resource]. URL: https://vocationenseignant.fr/bien-gerer-les-relations-parents-enseignants/

Avolio, 2018 – *Avolio, F.* (2018). Problemi della scuola italiana. *Atuttascuola*. [Electronic resource]. URL: http://www.atuttascuola.it/contributi/italiano/problemi_della_scuola.htm

Bellamy, 2017 – *Bellamy, V.* (2017). 236.300 mariages célébrés en France en 2015, dont 33.800 mariages mixtes. *Insee*. [Electronic resource]. URL: https://www.insee.fr/fr/statistiques/2656612

Best, 2009 – *Best, F.* (2009). Familles et École: une relation à dépassionner. *Après-demain*. [Electronic resource]. URL: https://www.cairn.info/revue-apres-demain-2009-1-page-3.htm

Beyer, 2017 – *Beyer, C.* (2017). Lecture: le niveau des écoliers français ne cesse de baisser. *Le Figaro*. [Electronic resource]. URL: http://www.lefigaro.fr/actualite-france/2017/12/05/01016-20171205ARTFIG00026-lecture-le-niveau-des-ecoliers-francais-ne-cesse-de-baisser.php

Beyer, 2018 – *Beyer, C.* (2018). 'Climat scolaire' et harcèlement bientôt pris en compte dans les évaluations des établissements. *Le Figaro*. [Electronic resource]. URL: http://www.lefigaro.fr/actualite-france/2018/11/07/01016-20181107ARTFIG00354-climat-scolaire-et-harcelement-bientot-pris-en-compte-dans-les-evaluations-des-etablissements-scolaires.php

Brigaudeau, 2017 – *Brigaudeau, C.* (2017). Niveau de lecture des écoliers: la France parmi les derniers de la classe européenne. *Le Parisien*. [Electronic resource]. URL: http://www.leparisien.fr/societe/niveau-de-lecture-des-ecoliers-la-france-derniere-en-europe-05-12-2017-7433781.php

Brizard, 2012 – *Brizard, C.* (2012). En 2010, le journaliste Peter Gumbel a fait le procès de notre système éducatif dans "On achève bien nos écoliers". *L'Obs*. [Electronic resource]. URL: https://www.nouvelobs.com/education/20100902.OBS9318/exclusif-l-ecole-casse-t-elle-nos-enfants.html

Bullismo..., 2018 – Bullismo, comportamento aggressivo o vessatorio per il 93.24 % degli student. *Articolo 21*. 2018. [Electronic resource]. URL: https://www.articolo21.org/2018/04/bullismo-comportamento-aggressivo-o-vessatorio-per-il-9324-degli-studenti-il-18-aprile-in-fnsi-alle-10-30/

Camporesi, 2018 – *Camporesi, V.* (2018). Scuola-genitori: un rapporto difficile. *Occhio Volante*. [Electronic resource]. URL: https://www.occhiovolante.com/2018/scuola-genitori-un-rapporto-difficile/

Caporale, 2018 – Caporale, S. (2018). Violenza nelle scuole: verso il reato di aggressione contro gli insegnanti. *Responsabile Civile*. [Electronic resource]. URL: http://www.responsabilecivile.it/violenza-nelle-scuole-verso-il-reato-di-aggressione-contro-gli-insegnanti/

Caritas-Migrantes, 2012 – *Caritas-Migrantes* (2012). Dossier Statistico Immigrazione 2012. XXII Rapporto sull'immigrazione. Roma, 512 p.

Clémence, 2016 – *Clémence, O.* (2016). Les écoliers français mauvais en maths, c'est quoi le problème? *Europe1*. [Electronic resource]. URL: https://www.europe1.fr/societe/les-petits-francais-et-les-maths-cest-quoi-le-probleme-2914418

Colombo, 2015 – *Colombo, M.* (2015). Abbandono scolastico in Italia. Un problema serio, molti circoli viziosi e qualche strategia di prevenzione. *Rivisteweb*. [Electronic resource]. URL: https://www.rivisteweb.it/doi/10.12828/80465

Debarbieux, 2015 – *Debarbieux, E.* (2015) Du “climat scolaire”: définitions, effets et politiques publiques. *Éducation & Formations*, № 88-89. [Electronic resource]. URL: https://cache.media.education.gouv.fr/file/revue_88-89/62/8/depp-2015-EF-88-89-climat-scolaire-definitions-effets-politiques-publiques_510628.pdf

Della Sala, 2018 – *Della Sala, V.* (2018). Scuola, da settembre 33 casi di violenza contro i prof. Un lungo anno di aggression. *Il Fatto Quotidiano*. [Electronic resource]. URL: https://www.ilfattoquotidiano.it/in-edicola/articoli/2018/06/10/la-scuola-violenta-prof-non-la-passerai-liscia-un-lungo-anno-di-aggressioni/4416218/

Doladille, 2017 – *Doladille, E.* (2017). 75 % des collégiens disent avoir de bonnes relations avec les enseignants. *Vousnousils*. [Electronic resource]. URL: https://www.vousnousils.fr/2017/09/20/rep-75-des-collegiens-disent-avoir-de-bonnes-relations-avec-les-enseignants-607506

Endrizzi, 2015 – *Endrizzi, L.* (2015). Les nouveaux étudiants, d’hier à aujourd’hui. *Edupass*. [Electronic resource]. URL: https://edupass.hypotheses.org/1009

Escalation..., 2019 – Escalation violenza nelle scuole (2019). Calabria al 19° posto per livelli di criticità’. *Strill.it*. [Electronic resource]. URL: https://www.strill.it/citta/reggio/2019/04/escalation-violenza-nelle-scuole-calabria-al-19-posto-per-livelli-di-criticita/

EU migrant..., 2017 – EU migrant crisis: facts and figures. *European Parliament* (2017). [Electronic resource]. URL: http://www.europarl.europa.eu/news/en/headlines/society/20170629STO78630/eu-migrant-crisis-facts-and-figures

Faure, Piquemal, 2016 – *Faure, S., Piquemal, M.* (2016). Enseignement: l’énoncé du problem. *Liberation*. [Electronic resource]. URL: https://www.liberation.fr/france/2016/12/06/enseignement-l-enonce-du-probleme_1533514

Hamel et al., 2012 – *Hamel, J., Doré, G., Méthot, C.* (2012). L'individualisation des valeurs chez les étudiants. *Education et societies*. [Electronic resource]. URL: https://www.cairn.info/revue-education-et-societes-2012-2-page-167.htm

Hélou, Lantheaumeil, 2008 – *Hélou, C., Lantheaumeil, F.* (2008). Les difficultés au travail des enseignants. Exception ou constitutive part du métier? *Recherche & Formation*. [Electronic resource]. URL: https://journals.openedition.org/rechercheformation/833

Intravaia, 2018a – *Intravaia, S.* (2018a). Insegnanti italiani sempre più stressati e alunni più aggressive. *La Repubblica*. [Electronic resource]. URL: https://www.repubblica.it/cronaca/2018/03/22/news/insegnanti_italiani_sempre_piu_stressati_e_alunni_piu_aggressivi-191927939/

Intravaia, 2018b – *Intravaia, S.* (2018b). Scuola e università non bastano, ascensore sociale fermo in Italia. *La Repubblica*. [Electronic resource]. URL: http://www.repubblica.it/scuola/2018/03/09/news/ascensore_sociale_fermo_in_italia-190848936/

Intravaia, 2018c – *Intravaia, S.* (2018c). Scuola, troppi compiti nelle vacanze non aiutano il rendimento scolastico. *La Repubblica*. [Electronic resource]. URL: http://www.repubblica.it/scuola/2018/01/05/news/scuola_troppi_compiti_nelle_vacanze_non_servono-185840774/

Lonshakova, 2010 – *Lonshakova, V.V.* (2010). Social and pedagogical prerequisites for the formation of multiculturalism in the education system of France. *Humanitarian vector,* 1: 34–40.

Lys, 2017 – *Lys, J.* (2017). Indovina chi viene a cena? Le coppie miste in Italia. *Ordine Futuro*. [Electronic resource]. URL: https://www.ordinefuturo.it/2017/01/22/indovina-chi-viene-a-cena-le-coppie-miste-in-italia/

Massif, 2007 – *Massif, F.* (2007). Uecstasy, culture stupefiante du masse. *L'EDJ,* № 10: 18–21.

Micocci, 2016 – *Micocci, S.* (2016). Scuola: perché la collaborazione tra insegnanti e genitori è importante? Money. [Electronic resource]. URL: https://www.money.it/Scuola-collaborazione-insegnanti-genitori

Misculin, 2018 – Misculin, L. (2018). Dati sui migranti in Italia, una volta per tutte. *Il Post*. [Electronic resource]. URL: https://www.ilpost.it/2018/06/12/dati-italia-immigrazione/

Nadeau, Tessier, 2003 – *Nadeau, L., Tessier, R.* (2003). Relations sociales entre enfants à l'âge scolaire: effet de la prématurité et de la déficience motrice. *Enfance*. [Electronic resource]. URL: https://www.cairn.info/revue-enfance1-2003-1-page-48.htm

Nadotti, 2018 – *Nadotti, C.* (2018). Crescono gli studenti non cittadini italiani: il 61 % è nato in Italia. *La Repubblica*. [Electronic resource]. URL: http://www.repubblica.it/scuola/2018/03/29/news/crescono_gli_studenti_non_cittadini_italiani_il_61_e_nato_in_italia-192524586/

Navarre, 2016 – *Navarre, M.* (2016). Qui sont les étudiants? *Sciences Humaines*. [Electronic resource]. URL: https://www.scienceshumaines.com/qui-sont-les-etudiants_fr_37099.html

Neretin, 2012 – *Neretin, O.P.* (2012). Globalization and informatization as the factors of the modern cultural space formation. *Bulletin of Kazan State University of Culture,* 1: 26-34.

Oliva, 2017 – *Oliva, A.* (2017). Quali skills per i giovani del XXI secolo? Cosa può fare la scuola italiana? *Tuttoscuola*. [Electronic resource]. URL: http://www.treellle.org/files/lll/Articolo%20Attilio%20Oliva%20Tuttoscuola_19%20settembre%202017_0.pdf

Olives, 2012 – *Olives, L.* (2012). Les élèves français sont-ils les plus malheureux au monde? *Slate*. [Electronic resource]. URL: http://www.slate.fr/story/61447/rentree-scolaire-eleves-france-japon-malheureux

Olivier, 2018 – *Olivier, C.* (2018.) Ces pistes pour améliorer les relations entre parents et profs. *Europe1*. [Electronic resource]. URL: https://www.europe1.fr/societe/ces-pistes-pour-ameliorer-les-relations-entre-parents-et-profs-3561788

Pasqua, 2018 – *Pasqua, E.* (2018). Università, gli studenti italiani sono i più insoddisfatti al mondo. *Corriere della sera*. [Electronic resource]. URL: http://www.corriere.it/scuola/medie/cards/studenti-italiani-piu-insoddisfatti-mondo/studenti-insoddisfatti_principale.shtml

Peiron, 2013 – *Peiron, D.* (2013). Harcèlement à l'école, l'attitude des personnels en question. *La Croix*. [Electronic resource]. URL: https://www.la-croix.com/Famille/Education/Harcelement-a-l-ecole-l-attitude-des-personnels-en-question-2013-11-26-1066624

Pelizzoni, 2016 – *Pelizzoni, C.* (2016). Genitori, fidatevi dei professori. *Famiglia Cristiana*. [Electronic resource]. URL: http://www.famigliacristiana.it/articolo/genitori-fidatevi-dei-professori.aspx

Pierret, 2017 – *Pierret, B.* (2017). Éducation: les compétences en lecture des écoliers français ont diminué. *RTL*. [Electronic resource]. URL: https://www.rtl.fr/actu/debats-societe/education-les-competences-en-lecture-des-ecoliers-francais-ont-diminue-7791263163

Piras, 2014 – *Piras, M.* (2014). La funzione e il valore della scuola. *Le parole e le cose*. [Electronic resource]. URL: http://www.leparoleelecose.it/?p=4768

Polchi, 2008 – *Polchi, di V.* (2008). In Italia è boom delle coppie miste. *Repubblica*. [Electronic resource]. URL: http://temi.repubblica.it/metropoli-online/in-italia-boom-delle-coppie-miste/

Princet, Demagny, 2018 – *Princet, S., Demagny, X.* (2018). Selon une étude, les directeurs d'école ont le moral dans les chaussettes. *Inter France*. [Electronic resource]. URL: https://www.franceinter.fr/societe/selon-une-etude-les-directeurs-d-ecole-ont-le-moral-dans-les-chaussettes

Ramond, Louis, 2019 – *Ramond, F., Louis, J.-M.* (2019). Comment mettre en place la discipline dans une classe. *Apprendre a Apprendre*. [Electronic resource]. URL: https://www.apprendreaapprendre.com/reussite_scolaire/fabienne-ramond-discipline-et-sanction-2/

Recalcati, 2018 – *Recalcati, M.* (2018). La solitaria resistenza dei professori. *VOTA FLC CGL*. [Electronic resource]. URL: http://www.flcgil.it/rassegna-stampa/nazionale/la-solitaria-resistenza-dei-professori.flc

Rossanese, 2017 – *Rossanese, V.* (2017). Alla ricerca di un dialogo tra insegnanti e genitori: trattare con i genitori difficili. *Counseling e Scuola*. [Electronic resource]. URL: http://www.counselingescuola.it/alla-ricerca-dialogo-tra-insegnanti-genitori--trattare-con-genitori-difficili_d40.aspx

Schleicher, 2014 – *Schleicher, A.* (2014). "En France, l'enseignement n'est pas pertinent". *Le Monde*. [Electronic resource]. URL: https://www.lemonde.fr/societe/article/2014/08/29/andreas-schleicher-ocde-en-france-l-enseignement-n-est-pas-pertinent_4478859_3224.html

Sinopoli, 2018 – *Sinopoli, F.* (2018). C'è una questione Scuola che va oltre i confini nazionali. Una questione di dignità, di senso e di uguaglianza. *VOTA FLC CGL*. [Electronic resource]. URL: http://www.flcgil.it/rassegna-stampa/nazionale/c-e-una-questione-scuola-che-va-oltre-i-confini-nazionali-una-questione-di-dignita-di-senso-e-di-uguaglianza.flc

Stramaglia, 2010 – *Stramaglia, M.* (2010). Essere adolescenti nella società dell'immagine. *Education Sciences & Society,* 2: 21-36.

Tripodi, 2017 – *Tripodi, di A.* (2017). Scuola, Invalsi: italiani promossi in lettura, tra i più bravi in Ue. *Il Sole 24 Ore*. [Electronic resource]. URL: https://www.ilsole24ore.com/art/notizie/2017-12-05/scuola-invalsi-italiani-promossi-lettura-i-piu-bravi-ue-102914.shtml?uuid=AElPaSND&refresh_ce=1

Vaillant, 2013 – *Vaillant, E.* (2013). Enquête santé SMEREP 2013 : des étudiants en bonne santé mais fragile. *L'Etudiant*. [Electronic resource]. URL: https://www.letudiant.fr/lifestyle/enquete-sante-smerep-des-etudiants-en-bonne-sante-mais-fragiles.html

Vigilante, 2015 – *Vigilante, A.* (2015). La crisi culturale della scuola italiana. *Gli Stati Generali*. [Electronic resource]. URL: https://www.glistatigenerali.com/scuola/la-crisi-culturale-della-scuola-italiana/

Vinogradov, Kruglikova, 2009 – *Vinogradov, V.A., Kruglikova, T.V.* (2009). Globalization: France in Search of a New Way of Development. *Russian State Humanitarian University Bulletin*, 3: 201-220.

Yarskaya, 2016 – *Yarskaya, V.N.* (2016). Time as a multifaceted kaleidoscope: diversity, nonlinearity, inversion. *Kaleidoscope of time: acceleration, inversion, nonlinearity, diversity*. Saratov: 10-30.