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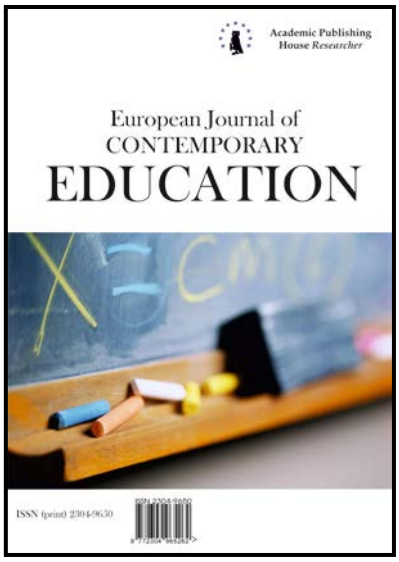

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The Potential of an Alliance of Media Literacy Education and Media Criticism in Russia

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Abstract

Media criticism and media literacy education have much in common. For example, media literacy education and media criticism attaches great importance to the development of analytical thinking audience. Indeed, one of the most important tasks of media literacy education is precisely to teach the audience not only to analyze media texts of any kinds and types, but also to understand the mechanisms of creation and functioning in society. Actually, the same is engaged in media criticism and, at the same time addressing both the professional and to the widest possible audience. That is why, in our opinion, is so important synthesis of media criticism and media literacy education. That is why it is so important debate on the role and functions of the media in society and analysis of media texts of different types and genres in classrooms of schools and universities.

Keywords: media criticism, media literacy, media competence, media education, pupils, students, media texts, Russia.

Introduction

In recent years, the position of the supporters of practical ways for media literacy education, considering it as a set of skills to use modern media technology exclusively for practical purposes (Razlogov, 2005, 68-75), finds fewer supporters. Without denying the importance of this aspect of teaching modern "Great Russian Encyclopedia" defines media literacy education as “a process of personal development with the help and on material means of mass communication in order to build a culture of communication with the media, creative and communicative abilities, critical thinking, perception, interpretation, analysis and evaluation of media texts, teaching different forms of self-expression with media technology, media literacy acquisition. The positive result of

media literacy education should be considered as media competence of the individual (media competence of personality) - the set of her motives, knowledge, skills, abilities (indicators: motivational, contact, information, perceptual, interpretative, practices and activity, creative) contributing to the selection, use, critical analysis, evaluation, creation and transfer of media texts in different types, forms and genres, the analysis of complex processes of media functioning in society" (Fedorov, 2012, 480).

And here is one of the most important components - training audience skills analysis of media texts of different types and genres, where true and effective help, in our opinion, it is media criticism - creative and cognitive activity, during which the critical knowledge and evaluation of socially significant, relevant creative, professional and ethical aspects of the production of information in the media, with a focus on the creative side of media content. This is a communication with the audience, in which based on the analysis, interpretation and evaluation of media texts, genre and stylistic forms of their implementation have an impact on the perception of the media content on the presentation of the material and the spiritual world, are formed in the minds of the audience (Korochensky, 2003). These problems associated with the use of media information (different kinds of genres and forms), its analysis, the definition of economic, political, social and / or cultural interests that are associated with it.

Media criticism can be divided into academic (relating to the publication of scientific research related to the comprehension of the media sphere, and is designed primarily for media professionals and teachers of media schools and faculties), professional (published in publications intended for a professional audience from media sphere) and mass (designed for a mass audience) (Korochensky, 2003).

Thus, it is media criticism in mass media, as well as media literacy education tend to increase the level of media competence / literacy of widest audience.

Materials and methods

The materials of this articles: the UNESCO documents about media literacy education, the articles about media literacy education and media criticism. The methods: sociocultural historical, comparative analysis of the topic's problems, analysis of scholars' discussion about media criticism and media education literacy.

History of question

Media competence of the individual is multidimensional and requires a broad perspective based on knowledge developed structure. It is not a rigid category, we can theoretically increase the level of media competence for all human life, perceiving, interpreting and analyzing the cognitive, emotional, aesthetic and ethical media information and audience, located on a higher level of media literacy has a higher level of understanding, control and evaluation media world (McQuail, 2010, 12).

However, as correctly noted Art Silverblatt media literacy education and media criticism are many obstacles: "elitist" - people can easily notice the influence of the media on the others, but the same people are not willing to recognize the impact of media on their own life; the complexity of the language of the media; emotional media effects, imposing patterns of behavior in society, and public confidence in the media (for a large part of the audience it becomes an obstacle to the analysis of media texts) (Silverblatt, 2001, 5-6).

Turning to the situation in Russia, we agree that the problem of preparing the younger generation for life in the era of the explosion of information technology, the increasing role of information as an economic category is not updated in the context of school education, graduate school is not ready for integration into the world information space (Zaznobina, 1998) in which the manipulation component takes, unfortunately, a significant place. Unavailability of the graduate school to resist manipulative influence of modern media, largely a consequence of the low media competence of Russian teachers.

There is a contradiction between insufficient research in the field of media education and media criticism synthesis (including in the preparation of future teachers) and the actual development of media competence and analytical thinking of students of pedagogical profile. Not only in the field of media activities (ie the creation, use and distribution of media information of different kinds of genres and forms), but its comprehensive analysis, determination of economic,

political, social and / or cultural interests that are associated with it. Although, of course, the process of analyzing media texts - the same kind of activity.

In particular, we clearly trace problematic contradiction between 1) journalistic model of media education (Dzaloshinsky & Pilgun, 2011; Zhilavskaya, 2009), aimed at the development of audience's media activities in the practical creation and distribution of media texts, 2) media education integrated model (6; 7), where the main emphasis is on the study of media education in support of mandatory school disciplines, and 3) the need to go beyond the utilitarian framework by creating more important for a wide audience model for development of media competence and analytical thinking, built on a synthesis of media literacy education and media criticism.

In addition, in our opinion, there is a contradiction in the theoretical and practical approaches of the supporters of "protective theory" of media literacy education, calling to protect the audience from the harmful media manipulation effects, including by educating the younger generation in samples of "high art" and supporters of cultural and sociocultural theories of media literacy education, the problem of media literacy education in a broad social, cultural, genre and thematic spectrum of media texts (Sharikov, 2005; Buckingham, 2003; Silverblatt, 2001). And here too, we believe that the successful resolution of this contradiction can help the synthesis of media literacy education and media criticism.

The history of media criticism in Russia goes back more than three centuries. It is understood that the beginning of his career (XVIII century) we can find in the pages of newspapers and magazines only literary criticism. However, since the end of the XIX century the spectrum of media criticism increased by analyzing photo / cinema sphere. And the media criticism of XX century has included such new types of media as broadcasting, sound recording, television and the Internet. At all stages of its development, media criticism (corporate, academic, mass) perform analytical, educational, information and communication, regulatory, commercial and other functions throughout the variety of genres of media texts.

With the advent of the mass distribution of Internet number of critics' community has increased dramatically due to the amateur authors, because now the audience does not necessarily apply to the traditional press. However, as shown by an Roman Bakanov's content analysis of publications, almost all of these amateur try to criticize the TV based on their own experiences and emotions, not bothering to analytical, evidence-based work. They set themselves the task to assert themselves, to attract the audience's attention to their texts with negative assessments. Perhaps that is why the vast majority of their performances have a negative opinions about any part of media production. In addition, the text does not attempt to examine and analyze the identified problems from different angles, to understand the causes and to find out the possible consequences. To do this, the media analyst needs Research glance, the ability to not only search, but also collect, compile information (Bakanov, 2009).

However, this certainly does not mean that true professional of media criticism (Lev Anninsky, Roman Bakanov, Yuri Bogomolov, Dmytry Bykov, Anry Vartanov, Dannil Dondurei, Valary Kitchin, Aalexander Korochensky, Irina Petrovskaya, Andrei Plakhov, Kirill Razlogov) have lost their influence. Each of them has its own target audience. A favorite theme of many of them (in addition to working in the press) found time to lead author websites, live journals, forums and so on.

In our opinion, a professional media criticism can positively influence a mass audience media competence. That's what this media critic Irina Pertrovslaya writes: "Do I need to indulge baser tastes, or, on the contrary, to confront them and to improve the taste and manners of the audience? Most of TV believe that we should indulge in, because that is the audience, are the people and the means of television they do not alter. But the horror is that television can make people worse than they really are, to lower the bar to such an extent that people would no longer be able to distinguish what is good and what is bad" (Petrovskaya, 2003, 43- 44).

The relevance of the synthesis of media literacy education and media criticism evidenced by the European Parliament resolution of 16 December 2008 on media literacy in a digital world, which states mandatory media literacy education. The resolution, inter alia, states that media literacy education should be a component of formal education available to all students, it must be an integral part of the curriculum at every stage of schooling; should be included in teacher training programs required modules on media literacy education for all levels of schooling to promote a more intensive introduction of the subject; authorities should introduce teachers of all

disciplines and in all types of schools with the use of audiovisual teaching aids and with the problems relating to media education (European..., 2008).

The Moscow Declaration on Media and Information Literacy, developed by the Intergovernmental Council for UNESCO's "Information for All" (2012) stresses the need for inclusion of media and information literacy among the priorities of the national policy on education, culture, information, media, etc.; the inevitable pedagogical reform for the development of media and information literacy; inclusion of media and information literacy, and assessment of its level in the curricula at all levels of education, including education in lifelong learning in the workplace, training and retraining of teachers; promote intercultural dialogue and international cooperation in the development of media and information literacy around the world (Moscow..., 2012). A similar declaration was adopted and held at the end of May 2014 the First European Forum on Media Literacy, held at UNESCO headquarters in Paris (The First European..., 2014).

All this is very important and significant in the light of the official registration of Russian Ministry of Education of the university specialization for pedagogical universities - Media Education (03.13.30) and implementation (since September 2002) this specialization by our team.

The urgency of the need for further development of media literacy education is confirmed and at the state level: November 17, 2008, the Government of Russia approved the Concept of long-term socio-economic development of the Russian Federation for the period till 2020. Among the priorities in the concept called “the increased use of information and communication technologies for the development of new forms and methods of education, including distance education and media literacy education” (Concept..., 2008).

Discussion

Kirill Razlogov published polemically sharpened article, which expresses the idea that media personality develops and should develop spontaneously (Razlogov, 2005, 68-75). This article was the beginning of discussions in the journal "Media Education". However, later K. Razlogov explained that although the question of general media literacy education remains open to him, “a special media literacy education is certainly needed. It is necessary for teachers ... and for people who seriously interested in classical and contemporary art” (Razlogov, 2006, 92).

In our view, in terms of the discussion can be very useful and problematic questions raised by Alexander Korochensky:

1) Is the idea of forming a rational and critical awareness of media competence illusion masking the inability to realize in the socioeconomic and cultural context of the proclaimed humanistic concept of training people to conditions of life and work in the information age? Is it possible to widely rational-critical communications culture in social environments where there are powerful tendencies working to reduce the level of critical consciousness recipients of media information? Does under these conditions the chances of success of the attempts of local social planning of media education literacy?

2) The instincts, the unconscious impulses and emotions play a very significant role in the life and activity. Effective use of modern media technologies of various effects on the area of the collective unconscious, rational overwhelming reaction of people is a clear proof of that. In this regard, the question is: is the ideal rational-critical communications culture phantom purely speculative purpose, elusive due to the inherent characteristics of the human person and human communities?

3) Is the critical autonomy in dealing with the media myth, masking the inability in the socio-political context of the real emancipation and self-emancipation of citizens from the manipulative influence of the media and other harmful influences from the media? (Korochensky, 2005, 41-42).

It seems, A. Korochensky correctly outlined the dangers that stand in the way of media literacy education and media criticism. But, in our view, if we can to say to all of these questions "yes", then on media literacy education probably have to give up at all resigned to the fact that the obstacles to this process too much, and their head irresistibly strong and aggressive (some human / biological instincts are worth!). You can add here and irrefutable results of numerous sociological studies show that the subculture of creative intelligence in any society covers only 4 to 7 percent of the population (Razlogov, 2006, 92)....

But ... any education is opposed to the human instinct. And is manipulative tendencies in modern society only concern media culture?

Undoubtedly, a wholly-owned media competence humanity as illusory as a wholly human equality in all spheres of life, including in the field of education and culture. However, if we have the desire, ability and opportunity to develop media competence, and analytical thinking not for millions, but only for thousands, hundreds or even dozens of people, this is a worthy goal, to achieve that is to work hard ...

Expansion of the concept of media literacy education Alexander Korochensky (Korochensky, 2003, 163) proposes to extend the concept of media literacy education as a long-term socio-educational activities aimed not only at schoolchildren and students, but also at an adult audience. Then we can talk about the continuous development of a culture of adequate perception of media messages (articles, radio / television, movies, the Internet site, etc.) and self-evaluation of the media based on democratic and humanitarian ideals and values.

The theory of media literacy education as the development of critical thinking (critical thinking approach in media education), most fully developed of Len Masterman (1985; 1997), in the last decade has gained not only supporters but also opponents. Although we carried out an expert survey of experts in the field of media literacy education in different countries has shown that the majority of them (84%) believes that the most important goal of media education is developing the ability to critical thinking / critical autonomy, perception, assessment, understanding of media texts (Fedorov, 2003).

Len Masterman believes that successful media literacy education should be due to the following factors: a clear understanding of the purpose of teacher training; productive discussion of these goals with the students, based on their own comments, priorities and enthusiasm; regular inspections, analysis (and if necessary - and reviewing) the purpose of studies (Masterman, 1985, 19).

At the same time, the practical implementation of the tasks of forming a rational-critical communication culture of citizens on the basis of rational self-critical thinking faces a number of significant interference and difficulties. It can not be explained only undeveloped institutions, media literacy education or incomplete conceptualization of the goals, methods and content of the activities in this field of pedagogy (although both of these phenomena do occur). Scale "achievements" of the mass media in manipulating the consciousness and behavior of the audience for political and commercial purposes; progressive irrationally of media reality formed by means of mass communication; intellectual passivity and emotional infantilism significant portion of the citizens in the face of negative media influences - all of this is observed both in Russia and other countries where mass media literacy education is at the stage of formation and in the countries where it has already become a mandatory component of the educational process at its various levels " (Korochensky, 2005, 37-38).

In fact, today's media focused primarily on the commercial viability of an (almost) any way. So it is quite natural that in the long run media industry is not interested in the fact that the audience has developed analytical thinking in relation to the functioning of the media in society and to all kinds of media texts and genres. Lonely island focused on lucrative advertising Russian media agencies (such as the TV channel "Culture" or the newspaper of the same name) will inevitably drown in the flow of the mainstream market...

On the other hand, as noted Alexander Korochensky precisely, there is another danger for the development of media competence of the individual, the postmodern skepticism with regard to reason and cognitive abilities of man (and, correspondingly, to the possibilities of his enlightenment and improvement); intellectual and moral relativism, giving birth scornful and ironic attitude to the fundamental human values, the ideals of democracy and social justice. Against this background, in certain social circles, not excluding the impact of media professionals, there are signs of a negative attitude to the idea of widespread rational-critical communications culture - ranging from a fundamental negation of its feasibility under current conditions (for example: Razlogov, 2005, 68 -75) to open hostility, aggressive rejection of the spirit of enlightenment and civilization inherent in this intelligent initiative (Korochensky, 2005, 39-40). This correctly noticed a trend in recent years, and is recognized in the West (McMahon, 2003).

Unfortunately, the great importance of the mass media in the lives of today's Russian society, paradoxically combined with the lack of development of the domestic media criticism, whereas it (regarded as a special area of journalism) aims to analyze the current creative, professional and ethical, legal, economic and technological aspects of information production in the media and

thereby increase the level of media competence and analytical thinking wide audience of all ages. In Russia, many talented critics' community of practitioners, however, not all of them are capable of significant theoretical generalizations.

In principle, it is clear why the development of media criticism and media literacy education has not received the official support of the Soviet era. Power was interested in the fact that the mass audience (both adults and students) as little thought about the goals and objectives of a particular (especially the "national importance") media text. Prevalence of incompetence in the public media sphere always opens a wide scope for manipulation in the press, on radio and TV.

Today, the situation of media criticism and media literacy education in Russia has changed significantly. "Media criticism, - says Alexander Korochensky, - is communication with the audience, in which based on the analysis, interpretation and evaluation of the whole complex of media content and genre and stylistic forms there of influence the perception of the content of the public, on presentation of the material and the spiritual world, are formed in the minds of recipients. Media criticism examines and evaluates not only the creativity of the media creators and media content, but also evaluates the complex relationship of diverse print and electronic media with the audience and the society as a whole. This allows you to define the subject of media criticism as the actual operation of the multifaceted social media" (Korochensky, 2003, 32).

Based on this definition clearly distinguishes Alexander Korochensky formulates the basic functions of media criticism (information and communication, educational, correctional, social, organizational, educational, commercial) and the main tasks of media criticism: the knowledge of a source of information; the study and change the public perception of media content and perceptions of the outside world, prevailing in the minds of the media audience; to influence the attitude of the public to the media, the formation of a certain social culture study and evaluation of the mass media, the development of the spiritual world of the audience; to promote the development and improvement of creative and professional culture of the creators of media texts; social media functioning of the media, etc. (Korochensky, 2003, 32).

The latter, in our opinion, is of particular importance due to the fact that all Russian audience with less confidence in the media. We think the reason for the decrease of the level of audience's trust to Russian media (Vartanova, 2003, 23; RIA News, 2013) not only the abundance of low-brow television, but also - to some extent - the impact on the public media criticism, which, thanks to the Internet is becoming increasingly accessible to the population, are increasingly aware of manipulative of many media texts.

Based on the analysis of multiple sources, Alexander Korochensky organizes the most common manipulative elements of modern media: the schematic simplification; the identity of the logical and alogical; improperly formed reflection; the absence of clearly defined criteria for distinguishing between surface and deep relationships; references to tradition, authority, precedent, regulatory, divine will; syncretism aesthetic and imaginative, ethical and regulatory and proper cognitive elements of the myth; play polysyllabic mythical picture of the world through binary oppositions ("good-evil", "friend or foe"); claim to the only true explanation of the phenomena of reality outside history and the absolute correctness of the practical actions arising from this case; estimated-orienting nature of media texts; deliberate creation, and others (Korochensky, 2003, 83-84).

So, we see the enormous potential of media criticism in terms of supporting the efforts of training and educational institutions in the development of audience's media competence. And then at the media criticism and media literacy education have a lot in common, as one of the most important tasks of media education is precisely to teach the audience not only to analyze media texts of any kinds and types, but also to understand the mechanisms of creation and functioning in society.

Moreover, the British media educators (Bazalgette, 1995) among the six key concepts of media literacy education emit "agency" (referring to a comprehensive study, an analysis of how the structures created by media messages, for what purpose it creates a particular media text and etc.), "the language of the media" (includes a study of the characteristics of the media language), "representation" (an understanding of how this or that "agency" is in reality a media text) and "media audience" (here provides an analysis of typology of perception audience and its degree of susceptibility to influence by "agency").

Actually, the same key concepts of media analyzes and media criticism, addressing at the same time as a professional, and to a wide audience. That is why it is so important a strong association between media criticism and media literacy education.

Noting that the English-language literature is used the term "media criticism" to refer to both the scientific analysis of the media in academic writings, as well as for "operational analysis" of actual problems of functioning of the media (Masterman, 1997; McMahon, 2003), we will focus on this form of media criticism.

We agree with Alexander Korochensky: we need a psychological, cultural and sociological analysis of media texts of entertainment popular culture to identify embedded in their content and social flawed ideas, cultural and behavioral stereotypes. In fact, television shows like Russian "House-2", fixed in the public mind ideas about the fundamental impossibility of perfection supposedly lowly human nature, reducibility motivations of human actions to the effects of the elementary instincts of the moral permissibility and social legitimacy of the use of immoral methods (slander, harassment, backroom collusion) to suppress and eliminate people who were an obstacle on the road to success (Korochensky, 2003, 83-84).

A. Korochensky proposes to extend the concept of media literacy education as a long-term socio-educational activities aimed not only at schoolchildren and students, but also at an adult audience (Korochensky, 2003, 164). Then we can talk about the continuous development of a culture of adequate perception of media messages (articles, radio / television, movies, the Internet site, etc.) and self-evaluation of the media based on democratic and humanitarian ideals and values.

Meanwhile, as in media literacy education and media criticism have huge potential in terms of supporting the efforts of training and educational institutions in the development of media competence audience. And it makes sense to increase the participation of academics, scientists and experts in different fields (teachers, sociologists, psychologists, cultural scientists, journalists, and others.), cultural and educational institutions, public organizations and foundations for the development of media literacy / media competence of citizens in the creation of organizational structures capable of performing the full spectrum of media literacy education in cooperation with the media criticism (Korochensky, 2003, 254).

The development of media competence audience includes active use of methods of analysis of media texts and functioning of media in society. Among these methods are the following (Propp, 1998; Potter, 2011; Fedorov, 2007; Fedorov et al, 2012; Eco, 1976): Autobiographical Analysis; Stereotypes Analysis; Cultural Mythology Analysis; Character Analysis; Hermeneutic Analysis of Cultural Context; Identification Analysis; Ideological and Philosophical Analysis; Iconographic Analysis; Content Analysis; Cultivation Analysis; Semiotic analysis; Structural Analysis; Narrative Analysis; Aesthetical Analysis; Ethical Analysis.

All of these methods, one way or another, include an analysis of the key concepts of media literacy education as a media agencies, media categories, media language, media technologies, media representations, media audiences.

Of course, the study of these concepts takes place in an integrated, interdisciplinary, integrated manner, immersed in a social and cultural context, thus confirming that media education is the process of formation of human culture of media & social communication (Sharikov, 2005, 78-79).

Conclusions

Media criticism and media literacy education have much in common. For example, media literacy education and media criticism attaches great importance to the development of analytical thinking audience. Indeed, one of the most important tasks of media literacy education is precisely to teach the audience not only to analyze media texts of any kinds and types, but also to understand the mechanisms of creation and functioning in society. Actually, the same is engaged in media criticism and, at the same time addressing both the professional and to the widest possible audience (Pocheptsov, 2012). That is why, in our opinion, is so important synthesis of media criticism and media literacy education. That is why it is so important debate on the role and functions of the media in society and analysis of media texts of different types and genres in classrooms of schools and universities.

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