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### **Media Education in Russia: Past and Present**

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#### **Abstract.**

Within the framework of conferences the reports directly concerning questions of media education, problems of the organization of multimedia databases, electronic libraries, and mediateques in libraries for children and youth were heard. Important objective for Russian media educators is to open (get it registered by the Russian Ministry of Education and Sciences) a new university major speciality (major) “Media Education” within the framework of which it will be possible to prepare professional media educators for universities and schools. Within the context of increasing interest to media education worldwide, the UNESCO program’s support, recent developments such as the introduction of a pre-service teacher training, and the systematic publication of a journal, media education has good prospects in Russia.

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

#### **Introduction.**

One can say that the hearth of film education in Russia was lit in 1919 when a film school was opened in Moscow. Important constituents of general media education in this country in the 1920’s were film clubs and clubs of young journalists, amateur film/photo studios. In 1925 the Soviet Cinema’s Friends Society (SCFS) was organized. A lot of well-known Russian directors like Sergei Eisenstein, Vsevolod Pudovkin, Dziga Vertov and others were in the Central Council of this society. There were about 50 SCFS’ amateur studios in Moscow that had film cameras and – 93 in St.Petersburg [Ilyichev, Naschekin, 1986, p.7]. Similar clubs where films were shown, discussed and made; lectures, exhibitions were held, worked in Astrakhan, Vologda, Rostov-on-Don, Voronezh, Tomsk, Omsk, Novosibirsk and other cities. Due to the initiative of the Central Council of SCFS in Moscow the special educational course for club leaders from different cities were taught. Zarkhi, Romm, Pudovkin and other Russian filmmakers were teaching there. Teaching manuals were published. The first All-Russian Conference of SCFS was held in 1928 with delegates from 60 cities. For several years SCFS published its newspaper “Cinema”. In 1930 this society included 110 thousand members. The SCFS’ statutes distinguished the following objectives: to study the mass audience and to teach by the means of cinema.

Simultaneously media education of pupils and students through press was developing. “The government supported this process, pursuing two main goals: the spread of the communist ideology and the liquidation of illiteracy of population (almost half of the country’s population couldn’t even read). These two goals were closely connected with each other. The role of media in a Soviet society was increasing rapidly. Dozens of newspapers and magazines published by different

schoolchildren' – and youth unions appeared. Kids-journalists often joined the clubs where professional journalists taught them to prepare articles for newspapers and magazines" [Sharikov, 1990, p.29-30]. Schools in almost all cities of Russia issued some kind of press or school papers in the 1920's.

However many of the creative attempts in Russian media education were abolished by the Stalin regime in 1934, when SCFS was closed. From the late Thirties till early Fifties on the whole only those film activities were allowed, which served aims of propaganda. However, in spite of the strict censorship, the debate clubs of SCFS developed in this way or another not only the creativity of children but also the critical thinking of the audience. Therefore they could provoke (undesirable for the regime) thoughts about life in the country and its social structure. Also cameras of some non-professional SCFS members could shoot something not very appropriate, not sanctioned by the authorities...

### ***Media Education in Russia: Second Birth***

It was not until late 1950s – early 1960s that media education was given a second birth in Russian schools and universities. The amount of institutions where courses of film education were taught was growing (Moscow, Petersburg, Voronezh, Rostov, Samara, Kurgan, Taganrog, etc.).

Beginning from 1957 film clubs began to appear again, uniting thousands of the "The Tenth Muse" lovers of different ages. In 1967 the first big seminar of film clubs' leaders from 36 cities took place in Moscow. A statute of many clubs included not only the watching and discussion of films, but studying the history of cinema, works of outstanding masters, sociological research, etc. [Lebedev, 1969, p. 52-54].

By 1967 there were about 4 thousand small amateur film studios and circles [Ilyichev, Naschekin, 1986, p.38]. Some of them became sort of media education centres. For example, they did sociological research about the role of movies in people's life, studied the history of cinema, organized film shows and discussions of films, exhibitions, made documentary, feature and animated amateur films and so on. The movement of school journalists and photographers was also given a new start.

The social and cultural situation in Russia at that time provided grounds for a great interest in cinema among school children and teachers. Video and PCs were only dreamt of in science fiction novels. Films were seldom shown on TV, (in fact there was only 1, later 2 TV channels). Therefore cinemas were crowded (statistics showed that in average, a person went to the cinema about 18 times a year), and school children went to the movies much more often than adults. For many Russians the screen was the only window into the world, cut through the still thick "iron curtain". Thanks to the production of 8- and 16-mm cameras the amateur film studios movement developed very actively until the early 1980's. Instructors or teachers of such clubs were taught at the Moscow Institute of Culture, some Pedagogical Institutes and Universities. The number of clubs and studios grew from 5 thousand (1974) to 11 thousand (1983), and the number of members of these youth groups grew from 60.000 to 120-130 thousand people [Ilyichev, Naschekin, 1986, p.53-60]. In the second half of the 1980s many of these clubs began to use videotapes for making films, that was, no doubt, easier and cheaper.

"Curricula for the basics of cinema art for schools and pedagogical institutes were written in the 60s-70s. These programs were significantly different from many programs of other subjects: their authors avoided strict regulation, dogmatic approach (...). It was emphasized in these curricula that communication with art should be enjoyable. One more important peculiarity of the programs on cinema art was that the task was not to prepare specialists in a small field, because the country did not need 50 million film critics. The objective of cinema pedagogy was to widen the spiritual, cultural world of school children, to develop their personality" [Waisfeld, 1993, p.4-5]. I agree here with I.Waisfeld who said that "classes of media teachers can be described as a dialogue. An old "teacher-centered" scheme, where a teacher is a source of knowledge and a pupil is its receiver, is broken. Both pupils and teachers get a bigger field for creativity, improvisation, for game activities. A game is treated as kind of a reality model. It helps to grasp the inner dynamics of a film, its deep roots" [Waisfeld, p.5].

However, some Russian teachers of media education still practiced outdated pedagogical approaches. For instance, A.Bernstein believed that "teaching with film is impossible without constant control of what a pupil sees on TV and in cinema theatres every day" [Bernstein, 1971,

p.7]. Here, I think, one can clearly see the similarity with viewpoints of many American media teachers (especially in the 1940s – 1970s) who also considered that the main goal of media education was a strict control, “information defense”, “inoculative approach”, aimed against the harmful impact of press, screen, etc.

In early 1980s there was a big experiment of introducing film education into the primary and middle school curriculum in some Moscow schools. Similar experiments on media education (on the press, cinema and TV materials) were conducted in summer children centres like “Ocean” and “Orlyonok”. As for the universities, lectures and practical classes for the teachers-to-be were held. Some Institutes of Teachers’ Professional Development (in Moscow, Kurgan, Tver) have also made a contribution to media education. Seminars and workshops on teaching cinema were conducted. Some universities integrated media education into courses of the aesthetic education.

Media education in Russia is not a required subject (with the exception of some secondary schools used as an experimental field and media orientated universities and faculties). Thus there is no national curriculum for media education, no standards or guidelines. Many Russian teachers still confuse media education with using media as a technical aid. Media language is seldom a topic in its own right. Only few school principals encourage the integration of media education, or support teachers’ initiative. Media education can be integrated across the curriculum into Informatics (Internet & computer application lessons), Language and Literature, Arts, or Science. Another variant is an optional autonomous media education course.

For example, Film Studies courses have been taught in Voronezh Pedagogical Institute since 1970. Then similar courses appeared in Voronezh University and Institute of Arts, and several schools. Since 1965 the film club has been working in Voronezh. Some other Russian cities and towns (Moscow, Petersburg, Kurgan, Tver, Rostov, Samara, Taganrog, etc.) have a similar structure of media education centres. As a rule, it is a net of courses on media education in universities, teachers’ training colleges, institutes, school elective subjects, film clubs in schools and community centers.

In 1967 the Council for Film Education in schools and higher educational institutes was established by the Union of Filmmakers (Moscow). It was headed first by a film critic N. Lebedev and then by Professor I. Waisfeld. He was the first Russian media educator who delivered a report on problems of media education at UNESCO conference in Rome in 1966. Some other Russian media/film educators who began their work in schools, colleges and clubs in the Sixties are: Ury Usov, Inna Levshina, Zinaida Smelkova (Moscow), Nina Gornitskaya (Petersburg), Stal Penzin (Voronezh), Uly Rabinovich (Kurgan), Oleg Baranov (Tver), Evdokiya Gorbulina (Armavir), Elvira Gorukhina (Novosibirsk) and others.

From the very start the Council tried to consolidate the efforts of media teachers-enthusiasts from different Russian cities (Moscow, Petersburg, Voronezh, Kurgan, Samara, Novosibirsk, Rostov, Taganrog, etc.). It collaborated with the Ministry of Education, Pedagogic Academy and State Committee of Cinema specifically in publishing teaching plans, curriculums, sponsored seminars, workshops and conferences. Starting from the second half of the 1960’s such conference were held in Moscow, Tallinn, Alma-Ata, Erevan, Tbilisi, Petersburg, Kiev, Kurgan, Bolshevo.

At all the stages of the media education development in Russia there were its opponents too. They were afraid that fast and awkward accomplishment of the ideas of school film education can destroy the direct contact between the screen and young audience by its importunate interference. Thus, after special training newly educated “film literate” audience would critically evaluate, not simply enjoy a film. But in order to enjoy cinema one should watch films freely, without any bias. One cannot turn a visit to a cinema theatre into the obligatory school subject. It is not right to “freeze” love of the youth for the cinema [Rybak, 1980, p.4].

However, despite of all the difficulties, the 1980s in Russia were marked by “the process of “deepening” of media education researches; transition from the description and summing up of the pedagogic experience to the revealing of psychological and/or sociological grounds of this phenomenon; the growth of the researchers’ interest to children creativeness through media. Researchers began to explore media effects on smaller children. In the 1980s their activity affected the elementary school too” [Sharikov, 1990, pp.38-39].

In the end of the 1980s the vigorous development of the video began to change the work of clubs and amateur children’s studios. VCRs and video cameras were used more and more often for making and showing films. School TV studios were emerging. In 1990 the Association of Young

Journalists was established. In 1998 the Council for Film Education was transformed into the Association for Film and Media Education. In the 1990s it joined the European Association for Audiovisual Media Education.

Today the number of members of Russian Association for Film & Media Education is about 300: primary & secondary level schoolteachers, high school, university, college, lyceum teachers & professors, leaders of film-clubs, journalists, etc. Russian Association for Film & Media Education includes also members of the Laboratories of Screen Arts and Media Education (Russian Academy of Education, Moscow). The main directions of Association's work are: integration of media literacy courses in school and universities; development of school and university curricular; teacher training programs; conferences and seminars; publications; research; maintaining web resources on media education.

At the same time, as it has already been mentioned, media education in Russia has come across numerous difficulties during the whole time of its existence (ideological, financial, technical, etc.). In the 1920s - 1980s the political and censorship control, and poor technical equipment of schools and higher educational institutions hindered media education movement. In the 1990s media teachers were granted freedom and independence for developing programs and their practical implementation. But they lacked financial and technical support. Many Russian schools and colleges in the 90s didn't have enough money for teachers' salary, not mentioning the audiovisual equipment. Moreover, still just the few universities were preparing future teachers for media education of pupils.

The drastic change in social and cultural situation in Russia effected serious alteration in media education's development. The remains of the "iron curtain" fell down. More and more Russian were getting the opportunity to travel abroad. Cinema stopped being the only window into the world. Films (including foreign films) were not a deficit anymore; you could watch them on TV on different channels. Media repertoire was satiated with American action movies. Information about film and music stars, new releases and premiers could be read in hundreds of newspaper, magazines and books. By the end of the nineties nearly every urban family owned a VCR. Computers, interactive games, Internet spread very rapidly. Thus, an uncomfortable question arised: could a school teacher, as a rule lagging behind his pupils as far as media consumption concerned, have authority in the sphere of media culture with his pupils?

But Russian media education was developing. International conferences on media education were held in Tashkent (1990), Valuevo (1992), Moscow (1992, 1995). The Screen Arts Laboratory at the Research Institute for Art Education of the Russian Academy of Education (this laboratory was headed by Professor Dr. Ury Usov until his death in April 2000) published books and teaching materials, programs on media and film education (by Prof.Dr.Ury Usov, Dr.Larissa Bazhenova, Dr.Elena Bondarenko, etc.).

Similar processes were going on in Russian film clubs in 1990s. After a long resistance by authorities (who looked at film clubs and media education movement as potentially dangerous encouragement of oppositional critical thinking) finally, in 1988 the Russian Federation of Film Clubs was officially established.

"Perestroika" years at first seemed as the golden age for film clubs. The foundation of the Federation promised an anticipated liberation from the censorship's dictatorship, an opportunity of the exchange with the best Russian and foreign films. In fact, the Film Clubs Federation began to collect its own film library, club enthusiasts were invited to regional and All-Russian seminars, conferences and festivals, famous actor and directors toured the country meeting their audience face-to-face. But the drastic growth of prices forced its rules. By the end of the 1990s even big Russian film clubs could not afford buying a new film copy from Moscow. Not to mention small film clubs in small provincial towns. Together with the film club movement the economic crisis hit amateur school film and video studios too. The vast majority of them closed down.

The publication of programs and study guides has always been an important component of media education. Moscow publishing houses ("Prosveschenie", "Pedagogica", "Detskaya Literatura", "Novaya Shkola", "Kino Center", "Iskusstvo") have published quite a monographs, programs dedicated to the issues of media education. Articles on film/media education were published in magazines "Iskusstvo Kino", "Pedagogica", "Specialist", "Ecran", etc.

One of the most active enthusiasts of literature on film education was Lev Rybak – a teacher, film critic, the chief editor of the "Kino Centre" publishing house. The author of several brilliant

cinemastes' biographies, Lev Rybak founded the book series "Cinema & School". There he published four of his books, written in an entertaining way, using the language, comprehensible both for teachers and high school students. Three of these books tackled the problem of screening Russian classical and modern literature. And in his book "Alone with a Film" L.Rybak wrote about the subjectivity of film perception. "Before I became a film critic, - Rybak wrote, - I had been a school teacher for more than 15 years. I went to the cinema with my pupils. And sometimes I was really hurt when a pupil of mine, after having seen a good film, said: "Rubbish!" evidently not considering the film to be a good one. I was mad: you can interpret a film in your own way, but try to comprehend it! Viewers' impressions of a film are always different, individual; there is no sense in trying to level them. But how can one make these impressions emerge at all and not be so poor?" [Rybak, 1980, p.6]. I must agree that this is still one of the key questions on the media education agenda though many media education researchers and teachers have tried to find an answer to it.

So, there was no scarcity of pedagogical literature. However no regular academic journal on media education has been issued till 2005. The journal of "Media Education" was set up by the Association for Film and Media Education, and Taganrog State Pedagogical Institute. The magazine offers a needed forum for the exchange of information about different forms and contents of media education, thus fostering essential coordination of efforts of Russian media educators.

As far as the research work is concerned, the Laboratory of Screen Arts at the Institute of Art Education of the Russian Academy of Education was in the lead for several decades. First doctor's theses on media education appeared in the 1960s. Researches by O.Baranov (1968), A.Karasik (1966), Y.Rabinovich & R.Rabinovich (1966) were dedicated to the problem of film education of school pupils. And V.Saperov's thesis (1969) analyzed the problem of using radio broadcasting in education. In the 1970s many dissertations about teaching audiovisual literacy were defended (U.Usov, 1974; I.Levshina, 1974; S.Ivanova, 1978; Z.Malobitskaya, 1978; V.Monastyrsky, 1979). Later studies of media education for pupils included: producing and using audiovisual means in school (L.Pressman, 1981; V.Bulavko, 1982), filmmaking by school children (U.Bozhkov, 1984; P.Genkin, 1985), social & psychological aspects (Ch.Shakeeva, 1983; N.Kirillova, 1983), morals education of teenagers (Z.Smelkova, E.Zharinov, 1986), analysis of using foreign films in media education (A.Fedorov, 1986), inter-disciplinary ties of literature and film courses (G.Polichko, 1987), employment of cinema as a complex education of pupils (N.Gutova, 1987), aesthetic education and artistic development of school children (U.Usov, 1989; G.Evtushenko, 1991, E.Bondarenko, 1994).

Theses based on the school data made way for the research of media education in universities. The most important works on film education in Universities appeared in the 1980s-1990s (S.Odintsova, 1981; S.Penzin, 1987; A.Fedorov, 1993; L.Platunova, 1995). In 2000 the first Russian thesis analyzing the foreign experience, more specifically, the theory and history of media education in the U.S., was written (A.Novikova). In the 1990s the Laboratory of Technology and Media Education (Russian Academy of Education) headed by Professor L.Zaznobina worked out a concept of school media education, integrated into the basic curriculum.

From the 1990s onwards, Russian media education specialists (U.Usov, L.Bazhenova, A.Levitskaya, G.Polichko, A.Spitchkin, A.Sharikov, A.Fedorov and others) have joined the international media educators' community, participating in international conferences for media education (held in France, Canada, Austria, the UK, Brazil, Spain, Greece, Switzerland), publishing their works in French, American, English, Australian, and Norwegian journals.

By the year 2001 the number of secondary and higher educational Russian institutions training professionals in media, has quite grown. Besides VGIK (Russian State Institute of Cinematography), School for Script Writers and Film Directors, Russian Institute of Professional Development in the Field of Film, now there are St.Petersburg State University of Film and Television, Film-Video Colleges in Sergeev Posad and St. Petersburg, film/television colleges in Irkutsk, Sovetsk, and Rostov-on-Don. Professional media education is included into the curriculum of St. Petersburg State Academy of Culture, St.Petersburg Academy of Theatre Art, Institute of Professional Development of TV & Radio Specialists (Moscow), Independent School of Cinema and Television (Moscow), Grymov's School of Advertising, Institute of Modern Art (Moscow), New Humanities University of Natalia Nesterova (Moscow), several schools of animation, etc.

First works summarizing general problems of media education, appeared in 1990s

(A.Sharikov, A.Fedorov, L.Zaznobina). In February 2000 (A.Fedorov and others) the first in Russia bilingual (Russian-English) Internet site <http://www.medialiteracy.boom.ru> (and after - <http://www.eduof.ru/mediaeducation>) on media education was created. More than 20000 people visited the site during the first 10 years of its existence.

The same year staff of the Laboratory headed by L.Zaznobina in the Russian Academy of Education opened one more Russian web site on media education.

The important event in media education development in Russia was the registration of the new specialization (minor) for pedagogical universities – ‘Media Education’ (N 03.13.30) in 2002. Since 2002 this specialization includes in education process in Taganrog State Pedagogical Institute (head of this media educational project is professor A.Fedorov, media educators: I.Chelysheva, E.Murukina, N.Ryzhykh, V.Kolesnichenko, D.Grigorova and others).

The media educators team (head is Alexander Fedorov) from Taganrog State Pedagogical Institute since 1994 published about 30 monographs (Fedorov, 2001; 2005; 2007 and others), textbooks and more than 400 articles about media education and media literacy. This team also received the research grants (media education topics) from many Russian and foreign foundation (foundation of President of the Russian Federation, Russian Foundation for Humanities, Foundation of Russian Ministry of Education, Kennan Institute (US), IREX (US), MacArthur Foundation (US), Open Society Institute (Soros Foundation, US), DAAD (Germany), Fulbright Foundation (US) and other).

In 2004 UNESCO and South Urals Media Education Center conducted the interregional round-table discussion “Media Education: Problems and Prospects” in Chelyabinsk. The participants discussed the concept and notions of media education and educational standards in this area and mapped out the ways of concerted efforts to be made by national and regional mass media in the coverage of media education problems. According to the participants, media education is a way of shaping national information and education policies and promoting information literacy, media culture of personality, and civil society. Media education problems were considered in the reports. Media education was proclaimed as one of ways of the development of a national information and educational policy, social integration, and media literacy.

The final document of the “round table” included suggestions to introduce a major specialty *Media education* with a qualification *Media educator* for universities of Russia; to develop the plan of effective realization of Media Education in various regions of the Russian Federation; to create a databank about forms and methods of media education activities with the purpose of the analysis and generalization of experience; to publish “Encyclopedia of Media and Media Education”; to support the regular release of a journal *Media Education*.

### ***Media Education in Russia: Modern Times***

In the begin of XXI century Media Education Centers or projects (including media education/literacy conferences) were created in Belgorod (A.Korochensky and others), Byisk (V.Vozchikov and others), Chelyabinsk (I.Fateeva, A.Minbaleev and others), Ekaterinbourg (N.Kirillova and others), Irkutsk (L.Ivanova and others), Krasnodar (T.Shak and others), Omsk (N.Hilko and others), Perm (P.Pechenkin and others), Samara (A.Sharikov and others), Tomsk (I.Zhilavskaya and others), Toliatti and others Russian cities.

Many projects are realized due to my colleagues from the Russian Academy of Education. A network of school mediathekas (libraries containing books, journals, audio and video cassettes, CDs, DVDs, etc.) has been created in recent years, and a number of most interesting creative network projects for schoolchildren have been launched—these directions are guided by Y. Yastrebseva. Her colleagues, L. Bazhenova and Y. Bondarenko, aim their efforts at promoting media educational work in Moscow schools. During the lessons, play activities are often used (especially with younger children), students perform creative tasks (making a short video film, a photo collage, etc.), and have collective discussions of media texts. Similar work is going on in schools and universities of other Russian cities – Tver, Voronezh, Samara, Perm, Chelyabinsk, Rostov, Taganrog, Tambov, Krasnodar, Yekaterinburg, Volgodonsk...

For example, the recognizable symbol of media education in Voronezh is the Student Film and Video Club, where participants come to discuss especially significant or problem films – the club is led by S. Penzin, an art critic and assistant professor of the Voronezh State University. Professor G. Polichko from the State University of Management is the initiator of annual media

educational festivals for schoolchildren – with master classes, talks given by well-known figures of media culture, and collective discussions... Such festivals have taken place for about 10 years in different Russian cities.

In 2005, the Center for Media Education in the city of Togliatti organized a *Virtual Tour of the Media Land*, an Internet game for schoolchildren ([http://mec.tgl.ru/modules/Subjects/pages/igra/priilog\\_1.doc](http://mec.tgl.ru/modules/Subjects/pages/igra/priilog_1.doc)). The participants form teams, visit some Russian media educational websites, study their content, answer questions, accomplish creative tasks, and create presentations. To find out more about the methods used in particular media educational classes your readers may visit the “Biblioteka” (*Library*) section of the Russian Association for Film and Media Education website.

The Taganrog State Pedagogical Institute was the site of the first All-Russia Research School for Youth, “Media Education and Media Competence” (October 18-25, 2009). The school was carried out with financial support from the Federal Agency for Science and Innovation within the framework of the federal programme “Scientific and scientific-pedagogical cadres innovation Russia for 2009-2013” (the head of the school was Prof. Dr. Alexander Fedorov, President of the Russian Association for Media Education and Chief Editor of the journal “Media Education”).

Sixty young scientists from Belgorod, Borisoglebsk, Irkutsk, Krasnoyarsk, Moscow, St. Petersburg, Vladikavkaz and other Russian cities participated. Young scientists from Kiev (Ukraine) and Minsk (Belarus) arrived as guests.

Russia’s leading experts in the field of professional and mass media education attended the opening ceremony and the roundtable discussion.

The purpose of the school was, firstly, to effectively educate young researchers and teachers in the best scientific and methodological advances in the field of media education, and secondly, to organize a creative dialogue on issues of media education and media competence. A third purpose was to create an integrative communicative space for young scientists through increased interpersonal contacts as well as to intensify the exchange of scientific expertise and information between young scientists.

Because applications to the school were on a competitive basis, priority was given to young researchers, teachers and graduate students under the age of 35 years, whose scientific achievements and interests were as close as possible to the themes of the school. The organizing committee selected the articles, which were then posted on the official website (<http://eduof.ru/mediacompetence>).

During “Media Education and Media Competence”, the following occurred:

- The young researchers and teachers effectively utilized modern media education theory and methodology that account for the age of the audience, and especially the use of all types of media (mass communication), technology, critical analysis of media texts of different types and genres;

- The youth audience (scientists and teachers up to 35 years of age) studied the theoretical foundations of “Media Education and Media Competence”, the basic theory of media education and the basic theoretical approaches to the critical analysis of media texts in the learning process (scientific impact);

- In the process of conducting the Research School (lectures, seminars, practical work and creative assignments), the young scientists and specialists were able to master modern methods of media education (a methodological effect). An important feature of the Research School was the combination of the expert community (distinguished scholars in the field) sharing scientific experiments with the young scientists and the possibility for mutual discussion of reports by the young scientists, including testing and questioning.

The fields of application of the results can include all areas of media education, media competence, and media literacy – in higher and at secondary schools and institutions of further education. Possible users of the scientific and methodical results are teachers, graduate students and university students, academic researchers in the field of media and media education, school teachers and libraries – in sum, a wide audience interested in themes of media education. Proposals from the Research School for methodological approaches to media education are being introduced in the educational process of higher professional education at the Taganrog State Pedagogical Institute (03.13.30, specialization “Media Education”).

Due to the principled possibility of wider use of its results, the practical significance of the All-Russia Research School for Youth, “Media Education and Media Competence” and the

conclusions of scholars, graduate students, students and teachers in the teaching process (lectures, seminars and executions of courses, degrees and dissertations) can be useful to any modern university.

### **Conclusions.**

Within the framework of conferences the reports directly concerning questions of media education, problems of the organization of multimedia databases, electronic libraries, and mediateques in libraries for children and youth were heard. Important objective for Russian media educators is to open (get it registered by the Russian Ministry of Education and Sciences) a new university major speciality (major) "Media Education" within the framework of which it will be possible to prepare professional media educators for universities and schools.

Within the context of increasing interest to media education worldwide, the UNESCO program's support, recent developments such as the introduction of a pre-service teacher training, and the systematic publication of a journal, media education has good prospects in Russia.

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