

# Pedagogical Relevance of Media Culture of SVE Students

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**Abstract**—The scientific knowledge of content and need of media culture development of a modern person is not only revealed in the ability to work with a new media form of collective information, but, first of all, in the ability to critically estimate media texts, in developing creative abilities to work with media texts and with media means. Innovative development of the country's economy increased the need for highly qualified staff ready to work in the conditions of high-tech production, active in wide communication flows, having critical and creative thinking, ready for continuous self-education and self-development. The training of professional staff of a new generation is a prerogative of the education system, which shall immediately react to demands of times and society thus relying on advanced information technologies. The paper analyzes the influence of media culture on both modern educational space in general, and on a student of secondary vocational education. The paper also considers pedagogical approaches to the analysis of intensive and often destructive influence of information flows on student personality development; it proves the role of pedagogics in the analysis of this influence and pedagogical opportunities of their management.

**Keywords**—media culture, media education, pedagogical conditions, secondary vocational education (SVE), electronic learning resources (ELR)

## I. INTRODUCTION

The system of secondary vocational education holds a specific place in the system of professional staff training: today almost every third working citizen of Russia received professional training within the SVE system. At the same time, the system of secondary vocational education undergoes significant changes through the modernization of Russian education. The trends of the system of secondary vocational education are caused by state and public demands, including the failure to react spontaneously to modern requirements and discrepancy to modern challenges, one of intrinsic characteristics of which is a new type of culture – media culture. Thus, media culture for a modern expert is some kind of an absolute requirement to the level of his professional training, and the development of media culture of students becomes one of the priority directions of vocational education.

Media culture is part of the general culture characterized by some interaction using media means and media technologies in the information society and information space. The key definitions of a concept identified on the basis of intrinsic analysis define media culture as part (type, variety) of the general culture caused by the development of the information

society (environment, space); as a way of interaction in new conditions via media means (media technologies); as practice (condition, factor) of adequate existence of a modern person through development and application of media means and technologies. The basic characteristics of media culture are as follows: mass reproducing mode of existence; individual and mass forms of media products creation and consumption; transboundariness, media messages; virtual communicativeness of  $\phi$  media process, interactivity and convergence, multifunctionality and efficiency of global communication at all levels to join the transnational culture. In a broad sense, the media culture shall be understood as the dominating culture of the modern information society, as a specific way of reality and in a narrow sense as an acquired subjective quality of compliance to requirements of time.

Thus, media culture in modern reading acts as a new type of human culture, at the same time media, according to many scientists, forms this type of a new culture and acts as the main factor of information globalization [1, 2]. These arguments allow understanding media culture in a broad sense as a new type of culture of the modern society. Certainly, the educational space as part of the social space is subjected to any cultural influence, but first, in its most available and mass form – in the form of the media culture. Today both pedagogical scientific literature and publicistic writing refer to quite negative and often destructive influence of media culture on younger generation. The pedagogical aspect of studying media culture covers the search for opportunities to form and develop media culture of a student's personality, which allows speaking about the understanding of media culture in a narrow sense.

## II. MATERIALS AND METHODS

The following principles served the methodological bases of modeling: principle of sociocultural conditionality and axiological principle highlighting the importance of media culture according to historical, social and universal cultural values; principle of informatization and subjectivity; principle of consistency and integrity of professional education; principle of systemogenesis of professional education, principle of complex development of a student in the educational process, principle of vigorous creative activity; principle of objectivity and conditionality of pedagogical phenomena, etc. Considering the procedural nature of educational process within SVE, procedural nature (phasing) of media culture development as a personal quality and model realization implies stages, which

logic is defined by the methodology of the dialogue of cultures, structure and functions of media culture and SVE logic.

#### **Research methods:**

- theoretical: analysis of philosophical, sociological, pedagogical, psychological methodical literature, standard and legislative documents on education of the Russian Federation; analysis of these research;

- empirical: questionnaire survey, pedagogical experiment, expert review, self-assessment;

- statistical: methods of measurement and mathematical processing of experimental data via mathematical statistics, Pearson's chi-squared test, their system and qualitative analysis, theoretical and graphical interpretation.

### III. RESULTS AND DISCUSSION

According to A.V. Fedorov, the relevance of media culture influence on younger generation is reflected in a wide use of semantically close concepts in modern pedagogical literature such as: media culture, information culture, audiovisual culture, media literacy, information literacy, audiovisual literacy, media education, information education, audiovisual education, computer literacy, multi/media literacy, information competence, media competency, audiovisual competence, audiovisual competency, media competence, and others [3]. According to M.V. Zhizhin, media competency acts as a learning tool of the multicultural world, means of knowledge acquisition, a way of self-presentation and realization of potential opportunities of a personality [4].

In pedagogical research the study of media culture is generally connected with issues of pedagogical means, pedagogical technologies, pedagogical conditions, as well as with the organization of social, pedagogical or information support of formation and development of media culture of a person in the educational space. Over the decades, a considerable number of pedagogical theses has been devoted to the study of this process. Thus, V.V. Nedbay, D.V. Kortieva study the development of media culture of a teenager; E.V. Muryukina – development of media culture of a senior high student; O.L. Shor – development of media culture of teachers in the system of professional development; E.A. Stolbnikova – development of critical thinking in the course of media education. In recent years the pedagogical science covers such independent direction as media pedagogics with the focus on media education (O.A. Baranov, L. Masterman, V.N. Romanenko, A.V. Spichkin, A.V. Fedorov, E.I. Khudoleeva). New social conditions of information society determining typical problems of education – upbringing, education, development and socialization of the younger generation are studied within this direction. In the growing flow of uncontrollable information, the pedagogical management of information impact on students becomes a key task of modern pedagogics. Quite often the literature sources characterize mass media as the menacing factor to education and socialization. O.L. Shor points out that the amorphous structure of modern information flows “destabilized previous traditions, ideals, rules of morality and ethical standards, while their social importance raises some doubts” [5].

Thus, the pedagogical aspect of studying media culture covers not only the specification of key concepts, but also the solution of essential pedagogical tasks within modern expanding information space. At present, seven reasons of media education proposed last century by media theorist L. Masterman are still relevant for the Russian pedagogical science: growth of media consumption due to abundance of information and communication means; growth of potential of uncontrollable ideological media influence; intensive and uncontrollable growth of media products; active media penetration into all spheres of human activity; domination of visual media communication over direct human communication; deficiency of media competence not only among children, but also among adults; intensification of national and international processes of information privatization in the modern world [6].

The influence of modern media culture on values, views, new traditions of a society, developments and creative self-realization of personality, critical thinking of younger generation are highlighted by many domestic ideologists of media education (V.A. Vozchikov, L.A. Ivanova, N.B. Kirillova, N.G. Milovanova, A.V. Frolov, A.V. Fedorov). In particular, N.G. Milovanova emphasizes that the analysis of real pedagogical practice, including within the system of secondary vocational education, shows that didactic and methodical issues of media education of future experts remain sharply relevant and are poorly studied these days [7]. Against the background of broad application of information means, the issues of development of critical perception of various sources of information, questions of application of media means in education are still declarative to both teachers and students. In other words, theoretical issues of media education in modern educational space lag behind practical experience, which makes the problem of students' media culture quite relevant for pedagogical science. The need to develop this direction is emphasized by N.B. Kirillova considering that only inclusion of media education into professional education will allow a graduate entering the foreign environment of the 21<sup>st</sup> century as a competent specialist [8].

Existence and functioning of media culture in media space implies certain structural components: physical space through instrumental-technical and economic functions is defined by operational and technological component; space of social relations representing communicative, culturological, standard (ideological), integration, intermediary (administrative) functions is defined by motivational and valuable component; relaxation (entertaining) and creative (developing) functions – project and creative component; adaptive-axiological and analytical-protective functions – information and analytical component; informative function defining information and cognitive component is implemented in symbolic space.

External factors of media culture development are as follows: informatization of society, development of information and communication technologies, formation of media reality, dynamism of social changes, expansion of communication opportunities, development of new forms of sociality; internal factors: formation of open education; development of continuous education paradigm; fast obsolescence of knowledge; development of media education (media

pedagogics); change of communication format in educational space; expansion of socialization factors (inclusion of cybersocialization factor); increase of student's independence in obtaining information and acquiring knowledge. The revealed external and internal factors of media culture development are reflected in professional training of secondary vocational education and do not contradict the regulatory base and logic of educational process.

The pedagogical conditions of students' media culture development are proved by theoretical provisions of the Dialogue of Cultures, where the development of media culture is understood as the interaction of a teacher and a student in the conditions of media space through acquisition and creation of media texts. There are three groups of pedagogical conditions ensuring the development of students' media culture:

- first group – theoretical and technological preparation of a teacher for the development of students' media culture;

- second group – creation of media cultural educational environment in SVE educational space: implementation of technologies (information and communication, dialogue, technologies of critical thinking development); electronic educational resources; wide use of open educational resources and modern high-tech information technologies; modernization of vocational training content; integration of practice and media orientation of educational disciplines: use of educational and professional tasks and critical thinking tools thus ensuring the development of analytical, critical abilities, abilities to make a choice, search and assess media texts;

- third group of pedagogical conditions is aimed at independent, creative, productive activity of students in media culture space: from critical re-evaluation to creation of media texts and media products, also includes the development of subjectivity of a student in the course of active independent interaction with media through professional value-oriented tasks on the basis of software and technological support; change of educational activity of a student from reproductive and consumer to project-creative in the course of creation of own media projects, media products of educational and professional orientation; involvement of students in active independent information and communication activity.

The theoretical findings were tested during the pedagogical experiment on the approbation of the model of students' media culture in SVE. The development of students' media culture is ensured by a set of pedagogical conditions, which can be grouped as follows. The first group of pedagogical conditions includes theoretical and technological training of a teacher as a carrier of media culture and a subject of media interaction.

According to authors, the most expedient model of teacher's training is the model of integrated education focused on the readiness for self-design of media competence included into the agenda of university training of a teacher [9].

The second group of pedagogical conditions is devoted to the creation of media cultural educational environment, namely design of educational tasks with media and professional content requiring the use of media means, media technologies, media knowledge to work with media texts; creation and application of electronic educational resources, information and

communication technologies; active interaction with students via media means and media technologies to acquire and apply media texts (media dialogue).

The third group of pedagogical conditions is aimed at independent, creative, productive activities of students to create media texts and media products thus fostering subjectivity, self-determination of personality in media culture space (form of finding, perception of the world for the first time according to Bakhtin).

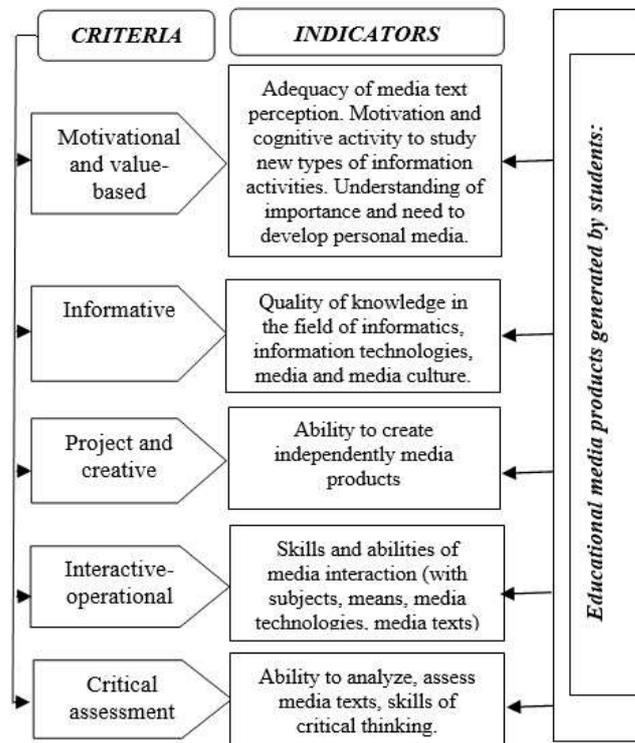


Fig. 1. Assessment criteria of students' media cultural skills.

The final stage of the pedagogical experiment included two series. The first one was devoted to the assessment of teachers' readiness to develop the media culture of students. The results confirmed both insufficient theoretical and technological readiness of teachers. Thus, to the question on the content of media culture, teachers mainly answered that they understand media culture "as the ability to apply modern information means; ability to work with a computer; ability to use a computer and information technologies in education" (75%); only one teacher considers that media culture is a synonym of information competence. Besides, the understanding of a problem of media culture development among students did not only trigger the motivation of teachers to participate in the pedagogical experiment, but also revealed the need for self-development, improvement of ICT competence: some workshops were held for teachers, for example: Content of Media Culture, Modern Information and Communication Technologies in the Work of a Technical School Teacher. The key task of the training was to make sure that teachers understand that they shall become a link between media influence and development of media culture of students. The level of ICT competence and ICT means of teachers, and their

level of media culture define the degree of students' trust to teachers as to carriers of not only modern information, but also modern culture.

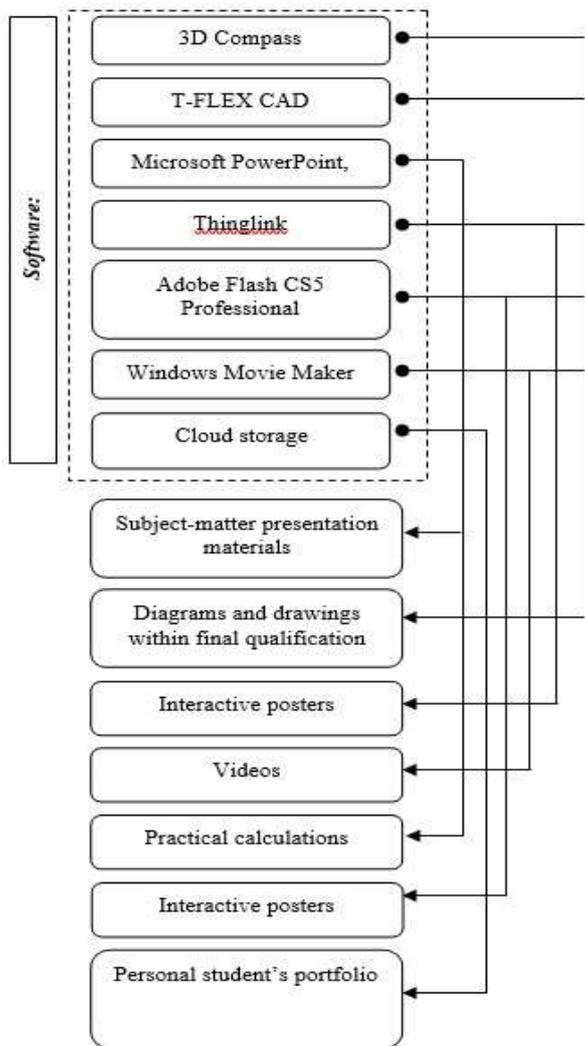


Fig. 2. Educational media products in electronic format performed by students.

The second series of the final experiment was devoted to the assessment of the level of media culture of students based on motivational and value-based, informative, interactive and operational, critical assessment, project and creative. The results showed that almost a half of students demonstrate the reproductive level of media culture development, about a third – search and productive, less than a fifth – creative level. Information-communication, motivational and value-based, and project and creative component of media culture are the most poorly developed (Fig. 1).

The next group of pedagogical conditions aimed at independent, creative, productive activity of students in media culture space: from critical re-evaluation to the creation of media texts and media products through the integration of educational and professional content for classroom and out-of-class work. It was organically implemented within the developed electronic educational resources (Fig. 2).

According to authors, there is a need to fulfill some conditions in order to define pedagogical conditions of students' media culture: teachers' ability to work with information and communication means and their strive for continuous self-improvement and professional growth, developmental educational media cultural environment within the educational space, creative and productive activity of students in media culture space [10]. The authors believe that practical implementation of educational programs using EER shows that the EER designers use application software environments (ISE). ISE is a special software program designed based on "programming without programming" ideology, which allows a teacher to create EER for its further use in the educational process [11].

#### IV. CONCLUSION

Thus, modern achievements in the field of media pedagogics concerning means and technologies turn to be insufficient for proper ideological impact of media culture on the younger generation. Today the pedagogical science is facing a relevant task to study and analyze the influence of media culture on student's personality and development of theoretical and methodological bases of media education within modern educational space.

The promising trends of this problem include further study of educational means and content satisfying modern requirements of electronic mobility, modern technologies. The coordination of media culture with professional requirements through the integration of media culture with professional media cultural also seems a challenging research task.

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