Media Education as the Factor of Safety of the Individual

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ABSTRACT

The purpose of the work is to show the basis of the analysis of media education history, and the transformation of understanding of its role in the learning process, its versatility in the modern education system, the opportunities it provides for solving the problems of the development of critical thinking of the individual, and the preservation of its security and personal space. The transformation of the concept of “media education” from learning technologies using media to technologies that form critical and analytical thinking for the adaptation of man to the conditions of life in the modern media space is shown. Modern media education is designed not to protect young people from the influence of the media, and to lead them to the best examples, but allows students to make informed decisions about their own protection, as well as intelligently present themselves in the media space, creating their own media product.

KEYWORDS
Communication Skills, Media Competence, Media Education, Media Literacy, Personal Security In The Media Space

INTRODUCTION

Technology and innovations have been dramatically changing the life of societies and individual in recent decades. Information and knowledge eroded the traditional way of living and produced new ways and patterns of social interactions, norms and attitudes. A thorough investigation of these phenomena through the lens of information theory provides a solid instrument for predicting possible paths of further transformations.

Information technologies have completely changed people’s communication, influenced the production and logistics of state and private enterprises (Abramova
et al., 2018). The fourth technological shift has resulted in the emergence of the new human opportunities, positions and capabilities (Lytras et al., 2018).

While at the end of the twentieth century science and education emphasized the problems of intensively growing information flows, which young generation faced, at the twenty-first century the volumes of incoming information have resulted in the formation of media reality (Abramova & Krasheninnikov, 2013) or media space. In fact, nowadays the media space becomes as real as communication space, shaped by real interlocutors, books, the circle of distant and close acquaintances. In this regard, the set of information skills, which satisfied people in the twentieth century, in the twenty first century is not efficient for their jobs and protection against aggressive mass media.

**MAIN AIM, OBJECT AND SUBJECT OF THE STUDY**

The subject of the study is media education as a factor providing security under aggressive mass media. The objects of the research are the formation of the culture of interaction in the media space, the safety of the individual, the preservation of his personal borders. The purpose of the work is to show (on the basis of the analysis of the history of media education) its role in the modern education system, the opportunities it provides for preserving personal borders. The paper uses a retrospective analysis through the lens of the structural-functional approach. This approach is an important instrument in revealing peculiar features of the evolution of the USSR media education which, in turn, influence the contemporary media education system.

**THEORETICAL BACKGROUND**

The Russian education system, forced to demonstrate responsiveness to the demands of society, is currently facing the problem of outdated teaching methods and the contents of the education plans. As a result, as D. I. Feldstein: noted “under these new conditions the former education system cannot operate. The main reason here is not that it is bad, but it does not fit current requirements. Objectively, there is an urgent need for an absolutely different system with new aims, goals and problems which we didn’t face before” (Feldstein, 2012, p. 3).

One of the principles of building this new education system is its openness, since globalization trends, increasing migration processes, the development of tourism and international cooperation, have led to the expansion of communication, emerging the need for learning different cultural models as well as overcoming the cultural and psychological barriers between peoples and countries.

The answer to the need for expansion of education information space became the emergence of media libraries – collections of books, teaching aids, videos, sound recordings, computer presentations, as well as technical support for the creation and viewing of the Fund (computer, video camera, tape recorder, video recorder, projectors). The term “media library” came to Russia from Europe, where it was
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