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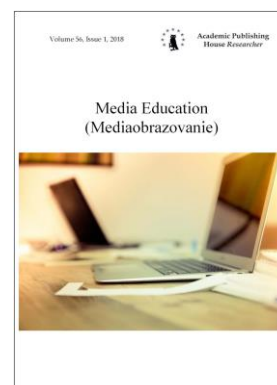
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Technology of Integrated Media Education

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Abstract

Education is a social institution ensuring the continuity of social and cultural experience, and simultaneously, of society's stability in time. However, rapid digitalization and technological focus of social and cultural practices transform education into one of the most important "engines of development". Responding to this trend, teachers are looking for the ways to enhance cognitive processes and increase their productivity. The efficiency of social and professional functions of a modern person is mediated not only by his/her knowledge, skills, and value orientations, but also by one's ability to capture, identify, and actualize significant cause-and-effect connections and relationships in the continuum of the *past – present – future* in each specific situation, highlighting every unique feature of the typical. The authors conceptualize the educational potentials of the integrated media education technology through the lenses of the theory of cognitive schemata interpreted by the cognitive psychology as a result of cognitive activity on the one hand, and on the other hand, as means of identifying and evaluating information that determines the choice of behavioral strategies. From this perspective, the technology of integrated media education is interpreted as a tool to stimulate reflective-analytical experience, and meanwhile – the development of social and professional competences of students. Since the vast majority of media texts do not initially pursue pedagogical goals, the authors suggest their own definition, determining under what conditions a media text can acquire the status of an educational text. Summarizing the pedagogical experience, the authors describe the methods of didactic adaptation and support of media texts aimed at the educational process. Methodological recommendations help to avoid mistakes in the organization and content of teaching and learning.

Keywords: integrated media education, cognitive pedagogy, educational text, media text, dialogue.

1. Introduction

For many centuries, philosophers and educators, in intense search for the optimal model of educational content, have proceeded from the idea of reductionism, which in ancient times gave birth to the classically verified concept of "The seven liberal arts". But over time, the constantly escalating tendency to fragmentation of the content of education led to the emergence of separate, poorly linked subjects, turning the curricula of educational institutions into a kind of a restaurant menu. And only at the turn of the XX-XXI centuries, calls for the return of pedagogical consciousness to the idea of holism were heard more and more persistently. This is clearly reflected in the semantic constructs of the so-called competence-based approach to education, the

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foundation of which being the understanding that the whole is irreducible to the sum of elements, and the abstract "body of knowledge" stored in one's memory does not in itself guarantee one's social, professional, cognitive and behavioral effectiveness.

Representatives of the cognitive school of psychology believe that the basis of the effectiveness of cognitive actions and behavior is the ability of an individual to shape and capture the cognitive schemata (models, scripts) in personality structures – i.e. the universal meta-tools of knowledge, which, when compared with the observed, allow an individual to experience and reflect upon and evaluate not only reality, but also oneself and one's actions (Sweller, Chandler, 1991; Lurie, 2005; Abakumova, 2006; Solso, 2011; Naisser, 2013; Makarova, 2013). Any new incoming information is perceived, comprehended, interpreted and evaluated through the prism of the foundation of cognitive schemes formed in the course of the lifetime and professional practices in order to decide on the choice of actual behavioral reactions.

Cognitive pedagogy, according to this understanding, includes in the range of urgent tasks of any educational process:

- a) purposeful creation of the students' fund of cognitive schemata;
- b) the development of the ability to minimize information and products of analytical activity into cognitive schemata;
- c) development of the ability to retrieve knowledge out of the cognitive schema when needed in order to identify and evaluate it;
- d) development of the ability to extrapolate (i.e. to transfer to new cognitive situations) and transform (restructure, combine, rethink) cognitive schemata (Bershadsky, 2005; Mayer, 2009; Sergeev, 2012).

From this point of view, referring to the field of professional education, it can be argued that professional competence is not only and not so much the awareness in a particular area of professional activity, but rather the experience of "translating" experience into cognitive schemata, as well as identifying professional situations through existing cognitive schemata, and also the ability to transform, extrapolate and rethink professionally significant cognitive schemata.

The use of integrated media education technology in the practice of professional education can stimulate the development of social and professional competence of future specialists if managers of the educational process provide it with a "bank" of media texts adapted to the professional practices.

2. Materials and methods

Representatives of cognitive psychology believe that in terms of content, cognitive schemata can be in the formats of knowledge, ideas, models, images, experiences, scripts (scenarios), perceptions and actions, cliché reactions, proven behavioral patterns and operations (Kulyutkin, 2002; Lurie, 2005; Kurganova, 2011). Obviously, cognitive schemata that are actualized during the assessment and analysis of a specific situation do not always provide for the adequacy of behavioral responses and assessments. Distorted and false connections and relationships can also occur.

However, even the presence of adequate cognitive patterns in the structures of consciousness does not guarantee the choice of the right evaluative and behavioral responses. For instance, a student who is quite prepared for the exam, but unable to cope with a stressful situation, can choose the wrong algorithm for solving a familiar problem. In other cases, on the contrary, unclaimed and seemingly long-lost cognitive schemata in response to the situation suddenly "break through" from the depths of consciousness and ensure the appropriate behavioral response. For example, in the course of communication with native speakers, a tourist may unexpectedly recall and use some foreign language words and phrases, which he had learnt at school and as it seemed to him, had long forgotten.

The fund of cognitive schemata that an individual uses in the process of analyzing and evaluating reality is a dynamic hierarchy: some of the schemata are extremely generalized, universal, others are situational and specific. The general structure of this hierarchy is determined by the subject's attitudes (which, in essence, are also cognitive schemata of a higher, ideological level) at a particular stage of one's personal development. However, each stage of personal development is associated with a certain "restructuring" of the cognitive system. For example, an adult, re-watching the film, which used to be one of the bright impressions of adolescence, feels surprised to unveil new meanings and plot lines, which were left unnoticed pay in teenage years.

M.A. Padun and A.V. Kotelnikova compare the fund of the cognitive schemata of an

individual with a matrix, the “cells” of which are filled with situationally significant content, but at the same time they can be extrapolated, “transferred” to a new situation. In this case, the same cognitive scheme plays an important role in assessing and understanding a wide range of phenomena and situations (Padun, Kotelnikova, 2012). In contrast, some subjects may tend to rely on a narrow set of stenciled, standard cognitive schemata, hypervalent cognitive “cliches” that dramatically limit the possibility of understanding the situation and developing adequate behavioral responses (Kurganova, 2011).

In this work, the focus of our attention is on cognitive schemata that are formed in the process of perception and understanding of media texts, understood as pedagogical means of enhancing cognitive processes and the development of students' social and professional experience.

Theoretical attitudes and experience of cognitive psychology lead to a number of conclusions regarding the content and organization of the pedagogical process in the system of professional education. The methodological platform of cognitive psychology allows to understand the learning process as the development, accumulation, understanding, rethinking, adjustment and reformatting of various multi-level cognitive schemata. The implication is that the development of the ability to create a schema is an important and autonomous goal of education. The “packaging” of the cognitive situation into the cognitive scheme, and later - the use of this scheme in other situations ensures the optimization of cognitive acts, as students learn new educational material finding the elements that are already familiar to them, and rely on them (Abakumova, 2006; Makarova, 2013). Scheme development can also find a way out in the process of reformatting, when elements of cognitive schemata that have been previously entrenched in the structures of consciousness become building blocks for new ones. On this basis, generalized strategies of cognitive activity are developed and then implemented.

It should be noted that a specific individual's cognitive schemata fund is formed not only from coherent, consolidated elements, but also from competing, and sometimes conflicting structural elements – “cognitive centaurs”, which ambivalently combine the seemingly incompatible.

3. Discussion

In procedural terms, the development of cognitive schemata is the modeling of the most essential aspects, determinants, connections and relations of reality, and then their recording in memory structures and incorporation into the already formed cognitive hierarchy. The hierarchy of cognitive schemata is as follows:

A. Matrix schemata, they record the most significant relationships and connections for the individual. They are characterized by a high degree of versatility and are experienced as a value in various cognitive situations. Discrepancies between matrix cognitive patterns of different individuals lead to different – sometimes diametrically opposed – understandings and assessments of the same situation.

B. Motivational schemata “set the semantic coordinates” to the processes of self-organization, stimulate a volitional impulse; mobilize a person to overcome external and internal resistances.

B. Instrumental schemata capture a positive experience of actions in the past, thereby ensuring the accuracy and speed of reactions. The accumulated fund of instrumental schemata, the ability to transfer (extrapolate) from one situation to another, transformation, and reformatting provides a high degree of flexibility of cognitive and analytical processes, as well as a high speed of behavioral response. Conversely, the limitations of the fund of instrumental schemata can provoke some serious “failures”, low efficiency of analytical activity and behavior, since in this case the person does not have “material” for comparison and contrasting; and thus finds himself/herself “squeezed” in a narrow range of standard cognitive “cliché”.

G. Procedural cognitive schemata serve the processes of control and self-control. In situations when “something goes wrong”, they discover, identify the error, evaluate the available alternatives, find ways and resources for correction, determine the essence and the course of action aimed at overcoming the problem.

D. Finally, the cognitive patterns of generating feelings, emotions and experiences associated with cognitive, reflective-analytical practices, social and professional functioning.

As a rule, cognitive acts actualize a complex of multi-level cognitive schemata. As a result of the overall assessment of the phenomenon through the matrix cognitive scheme, then its understanding in the context of life and the current situation with the help of a motivational

cognitive scheme, the instrumental cognitive scheme is updated, ensuring the integration of a particular form of activity. Evaluation of the activity's result is reflected not only in rational judgments and conclusions, but also in emotional experiences, which, in turn, reinforce or erode the procedural cognitive scheme, in necessary situations contributing to the search for corrective actions.

At this stage of our reasoning, it should be emphasized that T. Dridze justly considers any kind of sociocultural communication (certainly including the education process) as a type of textual activity. Thus, the subjects of interaction not only perceive and store the author's (primary) text in memory structures, but also understand in a certain way, interpret, rethink, analyze, systematize, reproduce, compile and comment the information. In fact, the subjects of communication, based on the original author's texts, generate their own, "add-in" (secondary) texts, structure and content of which is mediated by standard ways of perception, comprehension, evaluation of texts and behavioral reactions about them (Dridze, 1984). Judging by the qualitative results of the "receiver's" textual activity, as well as by the dynamics of the growing ability to create secondary texts, one can quite confidently define the levels of the subject's psychological, social and professional competencies. This understanding of the question can be expressed through a verbal formula: while creating texts, a person is simultaneously creating him/herself.

An important clarification should be pointed out: in modern science, the term "text" is defined as an assemblage of signs, a coded message addressed to someone (possibly to oneself) who is able to translate these symbols into some meaningful content. In sociocultural practice, the term "text" is often accompanied by an adjective that emphasizes the specific method of information's symbolic coding: "literary text", "choreographic text", "musical text", "media text", etc.

In a certain sense, a media text itself is a specific cognitive schema, a reality's model refined from "noises", reflecting the author's life-sense reference points. Of course, not a single schema (and therefore not a single media text) contains reality in its entity. It is not a situation's copy, since it only records a "semantic core", that is, a limited number of semantic facets, connections and relationships, while others either make up the peripheral part of this circuit, or are completely ignored. A schema or a model simplifies and coarsens reality, but at the same time it is capable of replacing it in the process of reflexive-analytical activity (Uemov, 1971).

A. Fedorov highlights the transversal nature of the term "media text": any messages of all kinds and genres that function in modern media systems are defined as such (Fedorov, 2006; Fedorov, 2010). But, in the context of our research objectives, further on, the term "media text" will refer to audiovisual feature or documentary works (films, TV shows, videos, posted on video hosting sites, etc.) and / or their clips. An audiovisual media text operates with multi-code sign systems, in which verbal and nonverbal components form an integral connotation. Media texts of this type can not only represent and model reality, but also concurrently perform anthropomorphic and sociomorphic functions. It is not fortuitous that some authors call Hollywood a "soft power", by means of which existential "American values" were first poeticized for the U.S. population, and only then the charm of these values with a certain effusiveness was spread to the rest of the world.

L. Zaznobina referred to "integrated media education" as the pedagogical process, in which the subjects' reflexive and analytical practice about media texts is understood as a teaching tool aimed at enhancing learning efficiency (Zaznobina, 1996). Perceiving a media text, subjects identify themselves with its characters and situations. Rationally and emotionally responding to events and even mentally relating to them, they constitute their own reality in consciousness, form cognitive schemata that allow not only to realize the situation and predict its development, make certain decisions, work out a sequence of actions, but also make existential choices (Grishaeva, 2010: 121-124). Herewith, the nature and results of the reflexive-analytical subject's immersion into a media text are always mediated by the features of his/her previous cognitive, social, cultural and professional experience.

It is clear that ignoring such a powerful lever of pedagogical influence, the systems of general and vocational education inevitably face negative effect on their functions and results. If education does not take advantage of the benefits of integrating media into the educational process, then the media themselves (guided by, as a rule, purely commercial goals) will sooner or later diminish the efforts of teachers, putting them in value opposition to students.

However, the integration of media texts into the educational process is greatly complicated by the fact that in their overwhelming majority they pursue other, by no means educational, goals,

that is, the authors' creative intent has not provided for their use as educational texts. Thus the following question is of considerable interest: when and under what conditions does a media text created with extracurricular goals become educational? To answer this question, we need some semantic reminiscence.

The phrase "educational text" is often found in the pedagogical and methodological literature, but its definition is missing even in such serious information sources as the "Pedagogical Encyclopedia". Researchers and educators most often associate this term with information sources – textbooks, teaching aids, reference books, self-learning manuals, etc., ignoring the fact that in the educational process texts are created by all of its subjects – that is, by both educators and students.

L.Zaznobina rightly emphasized that the integration of media texts into the educational process would only bring tangible benefits if they were carefully selected, analytically processed; study guides for these media texts were created and mediated by competent instructional design. On this basis, we suggest the following definition: an educational text is a text which the subjects of the educational process carry out text activities with, in formats of text perception and text production, aimed at performing learning, developmental and educational tasks. The status of an educational text is acquired by any text that is projected, created, transformed, adapted, analyzed, commented, interpreted (rethought) by subjects of educational process (i.e., students and teachers) in order to develop a personality's intellectual and spiritual potentials.

In line with our definition, media texts, initially not being educational texts, acquire didactic value and this status when they are included in the informational-semantic context of pedagogical processes and provided with necessary methodological support (for example, questions, tasks, comments, etc.). In the course of reflexive-analytical practice with media texts, students develop mechanisms for meaning-generating, ability to extract cognitive schemata, observance, allowing to grasp causal relationships, as well as the ability to create secondary texts in which the cognitive schemata are transformed into the "speech copies" of characters, situations and interactions.

Obviously, not every media text can be pedagogically effective. It is recommended to use in the educational process those media texts, whose characters, actions and conflicts allow some options of interpretation. The sequences and clips, where characters are immersed in situations of moral choice, struggle of motives, face external and / or internal resistances, undergo crisis stages in the formation and development of an individual, community or society as a whole, have a particular pedagogical value (Ross, Nisbett, 1999; Naisser, 2013).

Let us emphasize the pedagogical expediency of applying small fragments of larger media texts in the educational process. The fact is that in life and career virtually the majority of interactions are carried out in the form of short-term interpersonal contacts. But, despite the narrow time frame, each such contact should be interpreted by its participants "stereoscopically", that is, through the prism of past, present and future. During interaction based on the subject's fund of cognitive schemata and with varying degrees of accuracy, they reconstruct the personality's background and mental features of each other, assess the current situation, as well as predict its subsequent development.

Analyzing a video clip (for example, a sequence from a film or a TV show) in class or as a home assignment, students perform social and psychological diagnostics, investigate "inner impetus" and causal connections in characters' actions, provide arguments for their understanding of motivational, semantic and compositional components of a media text.

Establishing the main, semantic components of a media text, looking for implicit meanings of lines and behavioral "sprouting" into the past and future of characters, predicting the development of events beyond the time of the sequence being watched, students enhance their observation skills, replenish the fund of cognitive schemata, and in doing so, social and professional competence. That said, we emphasize once again that the chronotope of reflexive and analytical activity is much wider than the chronotope of the film clip itself.

The cognitive schemata stored in memory structures can be both verbal and non-verbal, but they are transmitted to others most often through language and speech. Thanks to them, in the conditions of interaction between competing or dialogically complementary forms of "speculation and logics" (Bakhtin, 1979), the "palette" of students' cognitive schemata is enriched. Controversial juxtapositions and sometimes collisions of meanings, assessments, opinions, and positions contribute to the increment of cognitive schemata. Therefore, the inherent pedagogical value is provided by: a) the experience of public and reasoned defending of their point of view by students, and at the same time, b) the experience of tolerant listening and consideration of the arguments of

other participants of the pedagogical process, c) the experience of intellectual cooperation and collaboration in the decision-making process and finally, d) the experience of interiorization, that is, the “translation” of a dialogue from the external environment to the internal dimension of consciousness (Mertens, 2010; Palmer, 2008; Sergeev, 2012; Karahoca, 2018).

Dialogics as a generalizing principle is intrinsic not only to the culture as a whole, but also to any genuine pedagogical interaction. Moreover, it is true even in case when outwardly pedagogical interaction looks like a monologue speech. In a number of defining dictionaries, the essence of the dialogue is erroneously reduced to the exchange of remarks between two (or more) subjects. However, the etymological construction of this word allows to emphasize the meaning of other meanings. Ancient Greek *dia* is translated as “through”, “indirectly”, “through”, and *logos* – as “science”, “word”, “meaning”. Combining the component parts, we get the definition – “through the word – meaning”.

The essence of the dialogue lies in the search for meaning mediated by a second-signal system. It is not only a matter of the external contact between several subjects. Personality itself is initially endowed with a dialogic nature and an important indicator of its scale is the dialogical nature of its “intrapersonal space”. The internal (internalized) partners of the person with whom he/she enters into dialogical relations are “Myself”, “He”, “She”, “Others”, “Social community”, “Society as a whole”, and finally, “Culture”. Dialogues with these “internal partners” stimulate the search and discovery of the meaning of life, the choice of one's way, behavioral strategies and tactics. It is only important that the “internal partners” have an independent “voice”, that is, they act as full and full-fledged subjects of the dialogue.

4. Results

Reflection on the subject and pedagogical experience enable us to articulate some methodologically important provisions.

1. Data of cognitive psychology suggest that textual activity forms the basis of cognitive processes, and its result is the foundation of cognitive schemata used by an individual while perceiving, institutionalizing, understanding and evaluating reality.

2. The status of an “educational text” can be acquired by any type of message that is designed, created, transformed, adapted, analyzed, commented, and interpreted by subjects of the educational process in order to increment intellectual abilities, moral strength, behavioral repertoire and analytical experience of an individual.

3. Media texts, created, as a rule, with non-educational goals, can acquire the status of educational texts and find wide application in the pedagogical process of the systems of general and vocational training, provided that they are processed through instructional design and methodological support.

4. The didactic adaptation of a media text is, first of all, the selection and fragmentation of media material, mediated by the topic, purpose and organizational form of classes, as well as the features of the educational environment and the type of learners' group. For the organization of reflective and analytical practice, it is advisable to offer the students segments of feature films, documentaries or thematic television programs, averaging 7-10 minutes, most often representing a relatively complete sequence, withdrawn from a larger media text. This sets students up to the perception of the events, situations and characters stored by the segment in the chronotope of the past-present-future, updating the previously developed and generating new cognitive schemata.

5. Methodological support is to be provided by study guides containing questions, assignments, explanations, comments, references to literary sources and/or other media texts, Internet pages, etc., aiming students at analytical perception, critical thinking, understanding and evaluating the content of a media text through the prism of a hierarchy of explicit or implicit the cause-and-effect relationships mediating the characters' choices.

6. Reflexive analytical practice involving media texts (both in classroom and independent work) provides enrichment of cognitive schemata, the development of students' social and professional competence, especially if a media text's characters find themselves in situations of external or internal conflict, at the crossroads of existential or moral choice.

7. In the process of perception and reflection of a media segment, students should: draw conclusions regarding the reasons that provoked the conflict (crisis) situation, describe the most likely vectors of its development in the future; suggest ways to resolve the situation. Since a conflict does not usually arise suddenly, but background is embedded in every conflict, its escalation is

most often detected through external indicators that students must spot and correctly interpret, thus enhancing their “psychological vigilance” and observation. Thus, indicators of the intense psychological state of the characters can be, for example: a) words, phrases, concepts, remarks, extra- and paralinguistic features of speech, elements of non-verbal communication; b) material objects – weapons, cars, mechanisms, clothing, etc.; c) emotionally colored behavioral reactions of the leading characters (experiences of hope, anxiety, joy, depression, aggression, frustration, as well as facial expressions, tears, hysteria, etc.); d) supporting characters – in particular, psychological and social archetypes acting specifically in the sequence's chronotope and beyond; e) facts that are referenced and that are interpreted and evaluated by the characters of the media text; e) the interaction of characters with each other and the social environment, as well as the social background of the situation, etc.

8. Discussion forms of reflexive and analytical practices about media texts contribute to the interiorization of a dialogue into the intrapersonal space for the expansion of students' social and professional competencies.

5. Conclusion

The experience of using pedagogical technology of integrated media education in the framework of social sciences, humanities, psychological and pedagogical training courses of the vocational education system, as well as monitoring reflexive-analytical activities of students during class work and self-study, enable us to determine that the integration of purposefully adapted, methodologically assisted media text bank in the educational process contributes to the development of psychological, social and professional competencies of future professionals.

The application of integrated media education technology in the educational process provides a link between theoretical and practical components of education. Cognitive schemata formed in the course of reflexive and analytical activities based on media texts can be extrapolated to life and professional practices, and enrich students' behavior repertoire.

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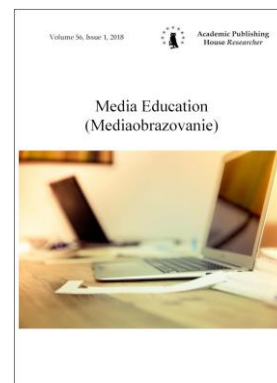
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Interactive Practice-Oriented Techniques in Professional Media Education

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Abstract

The article focuses on the educational techniques, which are conducive to forming the journalist's creative personality. It estimates the degree of their effectiveness as exemplified by teaching experience of such subjects as 'Creative Workshops' and 'Copyediting' at the Institute of Philology, Journalism and Cross-cultural Communication (Southern federal university).

It is obvious that the new social and cultural context as well as new technologies will inevitably change teaching techniques. Nowadays there is an acute necessity 'to immerse the student into hands-on experience' within the context of their university studies to enable them to improve the acquired skills and abilities later on. The aim of the given study is to provide the theoretical and pedagogical analysis of proprietary methods focused on developing skills and competences to create media texts, develop students' potential and form a creative personality.

The authors investigate the transformations of the conceptions, content and methods in journalism education in the light of political and social changes that have occurred in the country. Special attention is paid to one of the acutest problems that has always sparked a storm of controversy within the professional community – the balance between the theoretical input and practice in the learning and teaching process at university. The article analyzes the forms of conducting classes in the role-play format that models the functioning of an editorial office. Students go through the whole process of creating a media product: from conceiving an idea to the final output.

The authors come to the conclusion that the interactive techniques used in teaching media students help the latter to focus on their professional and personal development, work out their own individual plan of action in their future career and widen the range of creative methods in the process of creating media texts.

Keywords: media education, higher education, practice-oriented education, journalism pedagogy, media text.

1. Introduction

The challenges of the modern world make it necessary to transform the present-day educational conceptions at all the levels of teaching a media competent personality in the dynamically developing information-oriented society. The primary importance is attached to teaching future media practitioners, which A.V. Fedorov (Fedorov, 2004) considers to be one of the highest priorities in media education and which A.V. Onkovich (Onkovich, 2015) calls its culmination. This can be explained by the fact that a media product created by professionals is

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basically the object of media education in general. This situation is paradoxical as ‘despite all the developments in the media teaching techniques in a way only one side of this issue gets into the spotlight. Teaching professionals are mainly concerned with the media education of children, the protection of them from harmful information on the Internet. However, it is imperative now to search for new effective approaches and methods in professional media education’ (Guglyuk, 2010: 217).

Unequivocally, the new socio-cultural context and new technologies must result in the change of the educational techniques. This is true for all professions. At the same time one cannot help but take into consideration that training journalists has a number of peculiarities. ‘On the one hand, it [journalism training] along with other subjects is the integral part of the university syllabus, so that it complies with general standards and rules of teaching. On the other hand, this kind of activity is distinguished by such features as publicity, availability for all civic-minded citizens, pluralistic nature of its content, organizational forms, styles, etc. That is why the diversity of opinions on who and how should train journalists is much wider than in other professions that are not so accessible to the world,’ says the famous Russian scholar S.G. Korkonosenko (Korkonosenko, 2015: 6).

One of the perennial problems which has always been under discussion in the professional community is the proper balance between the theoretical input and hands-on experience in the educational process. A great number of media practitioners are worried about the insufficient practice-oriented level of Russian journalism education. In particular, the famous publicist D. Sokolov-Mitrich (Sokolov-Mitrich, 2012) considers theory-based training, a scope of wide but not in-depth knowledge and detachment from real-life working experience to be the obvious drawbacks of media education. In his opinion, practical journalism cannot be taught through a series of theoretical inputs, therefore students should be ‘immersed into hands-on experience’, i.e. sent to the editorial offices.

At present many Russian media educators also take a stand against excessive academic approach traced in the curriculums and conventional forms of teaching typically used at university: ‘They are irrelevant to the aims of professional education, especially journalism training. Lacking practical knowledge and skills acquired in the process of academic education, students inevitably lose interest in studying: their interests switch from the educational sphere to the extra-curriculum one’ (Fateeva, 2008: 91).

The competence-based approach that has become the foundation for the recent Russian educational standards requires a high level of students’ motivation and learner autonomy, a change in the very nature of interactions between all the subjects involved in the educational process and adapting educational content to the requirements of the future career.

How is it possible to ensure practice-oriented professional training at the university in the current context?

In our opinion, the most effective tools for forming practical competencies are the interactive techniques used, in the first place, in teaching subjects aiming at developing the creative potential of future journalists, their involvement into professional reflection. According to A.V. Fedorov, media training routinely ‘implies teaching methods based on problematic, heuristic, learning-through-play and other productive forms of teaching that develop students’ individuality, independent thinking and stimulate their abilities through the direct involvement into creative activity, perception, interpretation and analysis of the media text structure’ (Fedorov, 2004: 12).

The relevance of the given study is defined by the analyzed, systematized and generalized experience of implementing such techniques into practice-oriented courses taught at the Journalism Department at Southern federal university.

The aim of the study is to characterize and identify the degree of effectiveness of the innovative teaching methods focused on developing practical skills, abilities to create media texts, opening up new opportunities for students, forming their creative personalities.

2. Materials and Methods

The primary data were gathered on the basis of the methods that were developed by the tutors of the Journalism department at the Institute of Philology, Journalism and Cross-cultural Communication of Southern federal university and implemented in teaching such courses as ‘Creative Workshops’ and ‘Copyediting’.

The empirical basis for the research was constituted by the curricula and syllabuses of various Russian universities offering degrees in journalism.

The research is based on the complex of both theoretical (the analysis of scientific sources, systematization, generalization, general conclusions) and empirical methods (surveying students and graduates). As the authors have profound experience in teaching the abovementioned courses, they had an opportunity to constantly monitor and estimate the degree of effectiveness of different teaching methods through involved observation and feedback.

3. Discussion

The conceptions, content and methods of journalism training have always been under heated discussion throughout the history of this profession. In Russia the mass media started publishing articles about the peculiarities of training specialists for newspapers and magazine editorial offices as early as the beginning of the 20th century. In particular, the July 1903 issue of the popular scientific journal 'Vestnik Znaniya' ('The Herald of Knowledge' Russian Journal) published a report under the title 'Journalism University Education' devoted to the work of the Public Opinion, Press and Journalism Department which was opened in 1895 at Heidelberg University (Germany). Although there was not any kind of training (at university or anywhere else) for people working in periodicals, the editorial board of the 'Vestnik Znaniya' ('The Herald of Knowledge' Russian Journal) considered the experience of the German colleagues to be invaluable.

A rather detailed description of the curriculum, forms and methods that were applied at the institutes of higher education 120 years ago arises not only historical but also practical interest even now. Even then the authors put forward the idea that the paradigm of journalism training directly correlates with the special role of the press in society, its social functions, i.e. this paradigm is defined by the socio-cultural context. There appeared the triad of the general competencies for those who shape the public opinion by means of public speaking: a wide range of historic and theoretical knowledge; understanding of the law and economic spheres of journalism in general and its separate types; creative abilities of the journalist (Bespalova, 2008).

Although in the Soviet Union there was a number of debates over journalism training, they were focused on minor aspects as not only the overall strategy but also the content of the training schemes which the future members of the party-soviet press were supposed to take were defined by the party-state bodies and conformed to the current ideology.

At the end of the 20th century when Russian society was radically transformed and the mass media started functioning under brand-new political, economic, juridical, socio-cultural conditions, the paradigm of Russian higher journalism education started to change fundamentally as well. A number of studies give a detailed description of the attempts to find a new model and upgrade the curriculum. Among such studies we find it necessary to mention the doctoral thesis by I.A. Fateeva (Fateeva, 2008). De-ideologization and practice-based approach became the leading trends of the transformations.

For a long time, university tutors considered educational and in-service internships to be a universal remedy for detachment from the real-life experience in the editorial office. However, while the 20th- century editorial boards spared much time and attention for their trainees, within the context of newly-formed marketplace psychology and high competition the mass media wanted to employ a mature specialist assuming that his training was not part of the editorial board's responsibilities. Therefore, there appeared a necessity to 'immerse students into the working process' at university to enable them to improve the acquired skills and abilities later on.

The curriculum of any Journalism Department always included, in one form or another, courses aiming at nurturing professional skills but their effectiveness posed many questions and censures both from students and employers. Since the mid-90s, when it became possible to exploit Western (in particular American) experience within Russian higher education, coaching methods have become widespread. Significantly more active contacts between educators from different countries, publications of coursebooks by foreign (Handbook, 1993) and later Russian specialists (Vassilieva, 2002) contributed to that process.

At present in Russia, as everywhere else in the world, the curriculums of specialized faculties and institutes inevitably include courses aiming at teaching a correspondent, a specialist in news reporting and much time is allocated for coaching. Through a series of drills students learn how to

write leads, master the art of delivering facts, attribute quotes, experiment with compositional structure of the text based on the principle of the inverted pyramid, hourglass, etc.

Although we admit the significance of the news-processing coaching techniques, their role in competitive professional education cannot be overstated. In the digital era news reporting is changing very rapidly. Due to the swift development of the social media that have become the main source of information for a considerable number of people, the mass media have to form a new information policy: change topic priorities, take a critical view in defining the criteria of importance and/or public interest to various events, etc. The content created by users is becoming a matter of greater importance for the news production. These tendencies identified by the English researchers T. Harcup and D. O'Neill (Harcup, O'Neill, 2017) on the basis of the analysis of 10 leading newspapers are universal and relevant for all the countries.

It is noteworthy that digital technologies influence journalism not segmentarily but systematically. At the beginning of the 21st century the American scholar D. Pavlik (Pavlik, 2000), wrote that it is possible to distinguish at least 4 main fields of such influence: job characteristics, news content, organization and structure of editorial offices, correlation between press services, journalists and the audience. It is also important to emphasize that these transformations can be manifested in concrete national contexts with their specific journalistic culture, history and professional practice in different ways but they are identical in their core. Consequently, the problems journalism education is faced with today are similar. As a result, Mark Deuze, a professor from the Netherlands, identified 10 categories, starting with philosophical notions of motivation and mission, ending with more “down-to-earth” concepts like curriculum and pedagogy, which have a global approach in journalism education (Deuze, 2006).

Recently the world's media community has been faced with such a new phenomenon as ‘robot writers’ — special computer software (algorithms) creating a media product. ‘Only in the Associated Press agency algorithms write more than 3500 articles on financial results of different companies every quarter! Moreover, during the Rio Olympics robots participated in covering the Games and wrote articles. But there is more. The most astonishing fact is that the research showed that the articles written by robots are of such high quality that people cannot tell them from the stories written by human journalists!’ (Plec, 2017). According to some experts (Carlson, 2015), robot writing is potentially more destructive for journalism. It cannot be denied as computers noticeably exceed human productive capabilities.

It is obvious that new challenges must result in significant transformations of the system of professional media education.

In the modern world the question ‘What should a state-of-the-art model of journalism education look like?’ is a burning issue (Gillmor, 2016). Furthermore, the emphasis is placed on the correlation between education and professional practice (Cushion, 2007; Opgenhaffen, 2013). And, as a rule, unsatisfactory conclusions are reached: “Like many news organizations, journalism education programs are distinctly unprepared to respond to such deeply structural changes in the environment” (Mensing, 2010:511).

N. Drok, President of the European Journalism Training Association states the same. In his opinion, educational paradigms that were efficient in the previous century prove to be useless in the future. It is necessary to change the approach to the competences that form the basis of the journalism curriculums. “It is not easy to establish which qualifications will need more attention in future education provision or — because of the limited time budget of students and schools — which qualifications will have to manage with less attention as a result” (Drok, 2013: 145). That is the very reason why it is crucial to take into account the opinion of both — the present-day media scholars/practitioners and future journalists, while compiling new curriculums.

Russia is currently in active search for new conceptions and forms of training media specialists as well. The emphasis on technical training of ‘news collectors’ is not as considerable as it has been perceived over the recent decades. The technology of the job that students become proficient in at the university is not the aim but the means that is supposed to help a journalist to fulfil his basic tasks: to give an in-depth analysis, to objectively interpret the reality, and to envision social changes. That means that a socially responsible, thoughtful, creative journalist seeking constant professional development should be placed into the centre of the higher education concept.

Under these conditions it is important to focus on the principles of general pedagogy in higher education while developing innovative proprietary methods of teaching journalism courses. In our case these are the studies on interactive education techniques (Gushchin, 2015; Stupina, 2009) that enable us to use experience accumulated while preparing specialists in different professional fields for the purposes of developing a creative personality of a future journalist.

4. Results

Practice-based courses 'Creative Workshops' ('Professional Training', 'Laboratory of Journalistic Skills', etc.) make up the core of the curriculums at almost all Journalism faculties and departments at Russian universities and they presuppose the development of a creative personality with highly developed professional reflection. The basic university subjects include the course on 'Copyediting' ('Stylistics and Copyediting') which focuses on developing a sense of publicistic form, mastering writing skills. In our opinion, these courses supplement each other well. They give the maximum effect in case future journalists are consistent in mastering them.

In our experience they turn out to be the most effective after the 3rd year of studying when students have obtained enough historic and theoretical knowledge and practical working skills in media text production. As the individuality of an author is vividly seen through his publicistic works, an educator should use the personality-oriented teaching approach. Hence the optimal number of people in a group is 10-12.

While mastering the subjects, students improve almost all universal competencies established by the 2017 Federal standard of the RF: systemic and critical thinking, design and realization of projects, teamwork and leadership, communication, intercultural interaction, self-organization and self-development. However, in our opinion, the general professional competencies connected with the ability to create a professional product (OPK-1), interact with the audience (OPK-4) and take sequences of professional work into account (OPK-7) (FSES, 2017) are of the paramount importance.

It is impossible to outline the total number of competencies necessary for writing publicistic works. The process of media product making consists not only of certain procedures (collecting factual information, its verification, analysis, summary, etc.) but also intuition, insight and inspiration. Despite the multifaceted nature of the creative process there are some algorithms that ensure the required quality of media texts.

We believe that the main aim of the 'Creative Workshops' course is to develop students' consistent skills and abilities to create media texts that fulfill the informative needs of different media's audience on the basis of the knowledge about journalistic work, its essence, principles, methods and tasks. Achieving such goal involves critical reflection, which according to M. Kronstad, must be formed during the student-teacher interaction. He sees "as a key asset in journalism and a key process in bringing together practice and knowledge, thus closing the gap between theory and practice" (Kronstad, 2016:123).

All the classes in creative workshops have an interactive form, i.e. students interact more with each other than with a teacher. During the whole semester the role-play method is used: an editorial briefing is modelled where students discuss all the stories which they are working on. The procedure of the role-play is as similar as it could be to the real-life editorial meetings in a newspaper or a magazine.

The roles of the participants (a journalist-writer, a member of the editorial board, an editor-in-chief) change every meeting. As during the semester all the students should prepare two stories both in analytical or literary-journalistic genres they perform the role of a journalist-writer many times.

The process of text preparation is divided into two stages. During the first one students should find a topic for their performance and think its concept through. The significance of this process in journalism is hard to overestimate. 'Incubation, 'carrying', 'raising' an idea, a theme of mass-communication work, its structural vision, an image about its form, genre, language, etc. are no less important for a creative personality than it being realized on some physical medium' (Oleshko, 2003: 78-79).

This complicated groundwork is finished with sending an application in the written form that becomes a matter of discussion in the editorial board meeting. One should briefly formulate the topic, state the problem, explain its relevance and significance to the audience, show the novelty of

the author's approach, characterise the main sources of information (experts), state the genre, size and deadline in the application.

By creating and discussing a concept of the future literary-journalistic or analytical story students acquire skills in advanced planning of their work (personal time-management), form an ability to defend their own opinion and develop arguments to defend it as well as properly accept criticism and find functional potential in it. After the application is approved by 'the editorial board', which often happens only after the second or third attempt, a student proceeds to the major stage in his or her work on the story – collecting facts, talking to experts, moulding the text into the literary form. As a rule, the second stage causes the least difficulties among future journalists due to their experience gained from in-service internships: it takes no more than 40 % of the whole time spent on preparing the publicistic performance.

The feedback on the manuscript presented at the 'editorial board' meeting stimulates the development of professional reflection – a trait without which a journalist does not exist. Liaison with fellow students makes up for the lack of students' involvement into the professional environment, prepares them to work in a real editorial team. 'The use of the dialogue-based approach in the educational process is a great opportunity for forming future journalists' professional qualities and developing their personal ones. A dialogue is an interaction of subjects, and to become a subject of the, first, educational and, then, professional activity means to master not only the technology of work but to hover over the technology and demonstrate your uniqueness. The atmosphere of freedom from judgments, trust, responsibility, cooperation and art can contribute to that' (Raspopova, 2007).

At the early stage the teacher performs the role of an editor-in-chief, who leads the discussion, sums up all the suggested ideas and makes a final decision. It is the teacher who sets a tone to the debate, establishes the main rules and creates the atmosphere of mutual involvement in creative work. Students should learn first-hand that initiative is encouraged and criticism is welcomed, if it is constructive and justified and if it is targeted not at a person but at a journalistic product. As a rule, a lot of stereotypes in students' behaviour vanish after the second or third meeting: they stop being afraid of critical judgement and even insist on it, ask for advice on improving their own story. From this moment, students can perform a role of the editor-in-chief themselves and the teacher becomes a member of the 'editorial board' as any other participant of the workshop.

If students do not demonstrate initiative in role redistribution, it is effective to use elements of case-technologies to activate their self-sufficiency, in particular, creating an incident (an unexpected situation) when they have to perform functions that the teacher used to perform. For example, the teacher can say at the beginning of the workshop that he or she takes a vow of silence for an hour and that he or she can be engaged into the polylogue only at the final stage. The teacher is basically reduced to the role of an observer. Brainstorming, encouraging others to talk, evaluating and summarizing the suggested ideas falls on the students' shoulders.

As a rule, self-regulation of a group occurs afterwards and during the semester each student tries the role of a formal leader. Thanks to that a young journalist forms such important competences as an ability to organise the process of collective creative work, an ability to take into account different points of view, willingness to make responsible decisions.

Participants of the workshop may perform the roles of an editor-in-chief or a journalist-writer just from time to time while the role of a member of the editorial board is mandatory for them. During the classes when students discuss the applications or ready-made texts the 'brainstorm' method is used. It is crucial that students use the acquired knowledge and their own practical experience to generate ideas and to seek better means of their realisation not for themselves but for other writers. This is a collective creative process that enriches every member.

Immersion in the story and fascination with the topic make it difficult for the writer to reasonably appraise the result of his or her work. Mistakes and errors in judgement, unused resources – all these things are clearly seen from the outside, in other people's work but eventually a student should learn to see weak points in his or her own work. Understanding of what went completely or almost wrong makes one move forward to self-perfection.

The members of the 'editorial board' develop the ability to see a journalistic potential of various topics, identify the degree of novelty of the story, quality of the sources and collected facts, undertake the analysis of the methods that will work best for its presentation. All the members of

the workshop perfect their skills in searching for current social problems that will get coverage in the mass media and also they broaden their mind on the variety of creative approaches and genres. From class to class students develop their paradoxical thinking and heuristic technique which is an ability to see the concealed, use unconventional methods, create new cognitive structures and senses.

It is generally recognised that one of the most important conditions for the evolutionary development of society is diversity of opinions in it. Objectivity cannot be reached without presenting various points of view on one and the same problem, without describing various evaluations of facts and phenomena indispensable to social reality. Thus tolerance towards various cultures, values, ideological positions become for a young journalist not just a sign of proper upbringing but a criterion of professionalism. Communication during creative workshops allows students to accept and respect disagreement with their point of view in real-life situations. The experience of building productive dialogue-based relationships in a small group helps creating effective communication with a wide audience in the future career.

The role of the teacher in conducting creative workshops is drastically different from traditional academic roles of teachers in higher education. The teacher may act as a lecturer from time to time if he or she is faced with the situation when students have limited knowledge of theoretical material or struggle with understanding it. In particular, students often struggle with identifying the genre of their future or already prepared text. They eagerly cite the definitions given in the books but have difficulties in distinguishing between analytical correspondence and an article or between an article and an essay. Participants of the workshop struggle even more when they face convergence media text, for example, longreads. In this situation it is necessary to revise the theory of genres in a form of a problem-solving lecture. The theory connected with solving a concrete problem is mastered by students more successfully.

More often the teacher who conducts a creative workshop performs the role of a discussion moderator. As mentioned above the role of a leader who helps the discussion to become productive is very important at the beginning of the workshop. Before we move to discussing a quality of journalistic text it is necessary to set parameters of analysis and criteria of its evaluation. Paradoxically, this task is not easy for 3-4-year students and for the question 'What do you like/dislike about this material?' the most frequent answer would be 'It is written in a good/bad language'. This means that future media practitioners lack skills and abilities in media critique, the point of which is quick understanding, interpretation and evaluation of media practice (Korochensky, 2006). Although media critics (here we mean professional overview) is a separate journalistic specialisation, its components could be found in the work of any mass media professional who corrects his or her own texts, edits stories prepared by professional writers, makes reviews on new issues, argues with colleagues about their performances, etc. When faced with the lack of knowledge about the basics of competent analysis of the journalistic product, the teacher starts a discussion devoted to the basics of media critique.

The course 'Copyediting' is aimed at forming a solid idea about the principles of creating and processing a journalistic text, mastering the method of its analysis. It is necessary for future journalists to develop the ability to achieve the best congruence between content and form, improve compositional structure, logical accuracy and style of the story.

From our point of view, it is crucial to give a student an idea about multidimensionality of the text (topic, facts, logic, structure, language), to teach him or her to put these various parts together with accordance to the aim set by the writer.

Although the course is aimed at working with another person's story ('editor-writer' relation), we believe it also presupposes acquiring skills in working with one's own text ('writer-text' relation). Skills acquired while analysing peers' stories help to form professional reflection on one's own texts, overcome to some extent notorious dependence of the writer on his or her text.

Aside from the planned lectures where some theoretical questions are specified and worked on (knowledge which students already obtained needs to be properly arranged) the curriculum includes some tutorials (18/36 hours respectively).

'Defective' stories published in the local mass media become the material for such tutorials. It enables students to work on elaboration of tasks for semantical and factual analysis more effectively as students are familiar with peculiarities of the region and its business of the day. Specialists also say that it is necessary to devise tasks using the interactive teaching techniques

based on the local stories (Stupina, 2009). During the tutorials on 'Copyediting' students master a technique of text analysis in accordance with the parameters of its evaluation; get used to structuring their own analytical efforts in accordance with the goals of actions; master the editor's working practices when analysing various aspects of the story (establishing relations between parts of the story; devising a plan; anticipation; connecting content to the reality out of the story; visualisation; techniques of checking factual material – concretisation, fact correlation, etc.); learn how to find effective methods of arranging their thoughts; formulate questions for the writer and choose convincing, based on the theory but not on one's own tastes, and intuitive arguments for proving their point.

For achieving the aims of the course it is sensible to use the interactive teaching techniques during the tutorials. It is the only way to form the ability to hear and listen, work in a team, activate thinking, boost everyone's activity.

The first classes are devoted to working on skills in editorial analysis which are connected with concrete aspects of the story – logic, topic and subject of the story, composition, factual knowledge. (Language and style analysis comes into the spotlight during the course on Stylistics which precedes 'Copyediting' thus special classes on this aspect of the story are not included in the curriculum; this type of analysis is included into classes on other topics and into complex evaluation of the story). Both active and interactive teaching techniques are used during tutorials. When active techniques are used a student completes creative, problem-solving tasks becoming the subject of the learning activity, building a dialogue with the teacher.

Interactive forms such as 'brainstorming' give excellent results during such classes. Gushchin says that this method is 'the freest form of discussion, a good means of engaging all members of the group into work as students freely express their thoughts on the topic' (Gushchin, 2012: 4). With the help of this method students make decisions, for example, about forming preferable compositional text techniques or selecting content which contributes to developing the topic. Thus, selection and critical review of the students' ideas about efficient ways to solve the problem take place.

After practising skills in action-taking goals students move to complex text evaluation (the editor's remarks) and further to the writer's suggestions how to correct the story. At this stage it is reasonable to conduct case-study tutorials in micro groups. By 'a case' we mean a situation in which an editor and a writer are involved in the interaction aiming at evaluating a 'defective' text. The case-study is done in the form of a role-play. The task of an 'editor' is to analyse the text, evaluate it and to ask the writer questions. The task of a 'writer' is to prove his or her point of view or agree with the editor, to suggest his or her own way of correcting the story. In case the 'writer' has some difficulties he or she agrees with the 'editor's' suggestions or they come to the mutual decision how to correct the story. In any case this stimulates students to search for necessary arguments, prove their point, and make a mutual decision.

This form of tutorials when students are immersed in the real atmosphere of productive cooperation demonstrates the experience of active absorption of the educational material and direct use of the acquired knowledge. When the atmosphere of constant creative search, mutual respect and trust is established, the teacher keeps himself/herself low key, so to speak, he or she is perceived by the students not as a mentor but as an experienced colleague, a senior partner whose help they can always count on but without overindulgence. The more independent the students become, the more noticeable their professional self-esteem and eagerness to solve difficult tasks become.

No doubt that modelling the interactive activities presupposes that the teacher not only knows well but also has a good command of certain techniques. Cooperative work in the classroom goes in a very dynamic way, with frequent improvisations as it is uneasy to foresee every turn the discussion may take. With that both professional and personal assets of the teacher are constantly exploited, which requires his or her full devotion and a lot of time to prepare for the classes.

The overwhelming majority of students rate high practice-based course involving with interactive techniques. The results of the anonymous poll held by us in the social network 'VKontakte' (vk.com) prove this statement right. We surveyed the students who have already attended 'Copyediting' and 'Creative workshops' courses and the students who have already graduated from Southern federal university and got a degree in journalism. The total number of respondents among the current students is 50 people; among the graduates – 45 people.

The questions were as follows: 'Do you see any benefit in using the interactive techniques? If yes, then what kind of benefit do you see? If no, then why?' Any person could give more than one answer.

The results are:

92 % of the respondents noted that the interactive form of studying has advantages over the conventional one.

Usefulness of the skills acquired during interactive studying was defined by the respondents in the following way:

Interactive classes

- give a clearer understanding how a text is created – 80 %;
- help to acquire practical skills – 72 %;
- make the learning process exciting – 61 %;
- teach to be active – 35 %;
- teach how to communicate, interact with other people in a proper way – 21 %;
- help not to be afraid of working in an editorial office – 15 %;
- help to boost the cognitive process – 12 %;
- facilitate reflection – 10 %.

The effectiveness of such classes based on the methods which were developed by the authors of the research is also proved by the respondents' emotional feedback: "Creative Workshops' is one of the most useful courses"; "Creative Workshops' is the best thing that happened to me at the university"; '(I should give a credit (to the 'Copyediting' teacher) as she turned these tutorials on the boring course which requires a great deal of concentration into an engaging activity'.

Those who responded negatively to the interactive techniques (5 % of respondents) noted that they do not like such classes due to:

- various reasons (difficult to prove one's point of view, social awkwardness) – 67 %;
- the fact that a lot of work should be done individually – 38 %;
- the fact that the role-play seems entertaining and does not correspond to the academic traditions – 9 %.

3 % of the respondents said that they are indifferent to the choice of techniques used in the class.

Thus, the overwhelming majority of students found practice-based classes with the use of the interactive technologies useful, contributing to acquiring professional and communication skills. The effectiveness of such classes is also proved by the fact that when students started grading the teaching staff at Southern federal university (anonymous central survey in which all the students take part), the teachers who use the above described techniques always get 9–10 points out of 10.

5. Conclusion

Modern infosphere sets much higher standards for a media product and consequently for those who enter the employment market. Media education is now going through a series of transformations as it is taking a more practice-based approach.

The most effective tool of forming practical competences is the interactive technologies, primarily in teaching courses aimed at developing creative potential of a future journalist, his or her involvement into professional reflection. They stimulate professional growth and self-perfection, forming an individual algorithm of journalistic work, widening the toolkit of creative techniques when creating a media text. The use of these techniques activates the development of the qualities that are inherent in a creative personality of a journalist.

The results of the undertaken empirical research show a high demand for these techniques among students; they also demonstrate a need in adapting these techniques to real-life conditions (performance level; motivation; cognitive interests, students' personality). However, even highly effective technologies, which have already been piloted should be worked on, their application must be considered useful not only for achieving classroom aims, but also for developing the overall teaching methodology in journalism.

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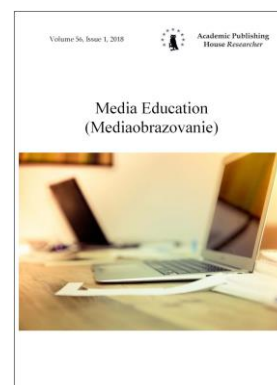
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Interactive Technologies of Forming the Students' Media Competence: Opportunities and Limitations of Their Use in Contemporary Educational Practice

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Abstract

Special attention of researchers from developed countries is paid to the inclusion of new media technologies of teaching in the traditional educational process. For the purpose of critical comprehension of prospects of use of interactive technologies in traditional educational environments, their advantages and shortcomings before traditional methods of training, the research was conducted by the authors. The main focus of the study was on the study of the possibilities and limitations of the use of interactive technologies for the formation of media competence of students. The materials of the author's research include case-studies that were offered to students to perform within the discipline "Research in the system of public administration" (34 students were trained). The results of the survey were supplemented and concretized with the data, obtained during the focus group discussion.

In the course of the study, the authors found out that in contrast to traditional teaching methods that stimulate "learning for evaluation", interactive technologies activate the internal need of the student in "learning for self-development". The authors highlighted the following advantages of interactive methods: the development of skills for segmentation of media space and a critical approach to the selection of media texts for further analysis; the use of a multidimensional approach to the selection of information channels, the volume of information array and units of analysis of media texts. The study found out that the redundancy of information on the Internet and the dominance of traditional tasks forms the consumer of media information. In the absence of real practice of formation of media competence, the use of interactive teaching methods can be limited only to the selection of text by students.

Keywords: media space, media text, media education, interactive technologies, education

1. Introduction

The modern media space has changed significantly as a result of globalization, wide spread of technologies and new consumer habits in the use of information resources (Förster, Rohn, 2015). Global trends in the transformation of social interactions, modernization of the basics of social and cultural exchange and accumulation of communication channels in interactive, shift the discourse of research attention to the issues of media education (Cheung, 2005; Küter-Luks, Heuvelman, Peters, 2011; Frolova et al., 2017).

Media education is the most important and promising direction of training, the purpose of which is to develop sustainable skills of work in the media space: selection, critical perception,

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multidimensional analysis, generalization and evaluation of incoming information (Chu et al., 2014). Studies show that media education not only contributes to the personal and professional development of the student, but also increases the social participation and interactivity of students (Fedorov, 2015); provides the formation of experienced media consumers (Coleman, 2003). This phenomenon is manifested in the consolidation of the students' ability to use the acquired knowledge in their everyday life, thus transferring the formal content of media education to the informal environment (social media, interactive interaction, etc.) (Reid, Norris, 2016).

Analysis of the processes of implementation of media education in developed countries suggests the need for a pedagogical transition to the expansion of educational opportunities of students by transferring the interaction of a teacher and a student into the virtual environment as a new form of learning space (Gutiérrez-Martín, Torrego-González, 2018; Cheun, 2009). However, according to some scientists, there is a split in the theory and practice of media education (Rowe, 2014), which produces a predominance of traditional learning environment, the dominance of authoritarian school culture over interactive one (Rantala, 2009). It is seen not monosemantic students' perception of media technologies in teaching disciplines of the higher school (Zhu et al., 2009).

The traditional educational environments are based on static content and, consequently, less adaptive, where as the education system should provide personalization of learning content (Benhamdi et al., 2017). The data obtained in a number of studies suggest that the adoption of transmedia literacy practice as an object of intensive educational work can be successful only if it is combined with a high motivational orientation of the student (McDougall, Potter, 2015; Wilmore, Willison, 2015).

In many ways, the implementation of media education's objectives depends on the personal and active commitment of the teachers (Volcic, Erjavec, 2006); creative approach to solving educational challenges (Vraga, Tully, 2015); communication skills of a teacher (Bliss, 2015). A high school teacher, using videos, movies, websites, popular music, newspapers and magazines in the classroom, or involving students in the creation of media products using video cameras or computers, provide sustained interest of students in the subject, develops internal motivation of the student (Hobbs, 2004).

2. Materials and methods

The author's research is an attempt of critical comprehension of the prospects of using interactive technologies in traditional educational environments, their advantages and disadvantages over traditional teaching methods.

In view of the high relevance of the issues raised, the authors aim to explore the possibilities and limitations of the use of interactive technologies for the formation of media competence of students. The materials of the author's research include case-studies that were offered to students to perform within the discipline "Research in the system of public administration" (34 students were trained).

In particular, in the classroom students were asked to perform a number of educational tasks that involve independent search, processing and critical analysis of information.

To perform *Task 1. "Preparation of a comprehensive assessment of domestic tourism in Russia based on the analysis of media texts"* (hereinafter, Task 1) students needed:

1. To choose from 3 to 5 modern movies.
2. To describe the characteristics of the Russian tourism industry in the following areas: tourist infrastructure; tourist potential (cultural and historical heritage, natural potential, cultural and entertainment industry); tourist image, the perception of tourists.
3. For confirmation of descriptive characteristics to give quotes from the movie.
4. To assess the specificity of the reflection of domestic tourism in the media text (negative/neutral/ positive).
5. To analyze fragments of media content that illustrate the collective image of Russian territories in terms of tourism development.
6. To prepare an analytical conclusion.

To complete *Task 2. "Drawing up a collective image of the Russian school based on the analysis of media texts"* (hereinafter, Task 2) students needed:

1. To choose from 3 to 5 modern movies.

2. To describe: a collective image of a teacher; a collective image of a student; characteristics of the modern school.

3. For confirmation of descriptive characteristics to give quotes from the movie.

4. To assess the specificity of the reflection of the modern education system in the media text (negative/neutral/ positive).

5. To analyze fragments of media content, that illustrate the collective image of a teacher, a student and characteristics of the modern school.

6. To justify their findings and conclusions.

To perform *Task 3. "Preparation of a comprehensive assessment of the problems of state and municipal management"* (hereinafter, Task 3), the students were offered a list of topics and it was necessary:

1. To select the problem of research on one of the proposed topics of public administration.

2. To carry out an expert assessment of the specifics and mechanisms of solving the selected problem through the following steps:

2.1 to define criteria for selection of experts: practical experience, publications, frequency of references to expert's opinion (e.g. on the platform elibrary.ru: <https://elibrary.ru/defaultx.asp>).

2.2 to establish a list of competent (in the relevant spheres) experts

2.3 to select the materials that characterize experts opinions on the problem and approaches to its solution. The source is statements in the media, publications in scientific issues (for example, [elibrary.ru: https://cyberleninka.ru/](https://cyberleninka.ru/) etc.). Be sure to link to the source at the bottom of the page.

3. To summarize expert opinions, to provide general and specific suggestions. To draw a conclusion, to justify your own point of view.

To perform these tasks, the students were asked to divide into groups of up to 6 people, which allowed to introduce a competitive component, provided the development of communication skills of group interaction and skills of group discussions.

The results of students' case-studies were evaluated after training using a multiple-choice questionnaire. The results of the survey were supplemented and concretized with the data, obtained during the focus-group discussion.

3. Discussion

Special attention of researchers in developed countries is paid to the inclusion of new media technologies of teaching in the traditional educational process (Benhamdi et al., 2017), the study of factors that influence online performance and academic performance of students (Zhu et al., 2009).

Three types of interaction between a professor and students are characteristic for universities: passive learning methods, active learning methods and interactive learning methods (Norin et al., 2018). The advantages of interactive methods over other educational technologies are in the possibility for students to work in small groups, the use of business or role-playing games, brainstorming sessions (Frolova et al., 2017), allowing students to memorize learning material better (Hora, Anderson, 2012). In addition, interactive technologies used for educational purposes, have the possible advantage of increasing students' satisfaction with the learning process (Courtier et al., 2016); strengthening the pace of their cognitive development, new social skills training (Schaffner, 1984).

Despite the fact that discussions and constructive criticism in the environment of students contribute to a better understanding of the material, the students do not consider the recommendations and suggestions of fellow students as helpful; attempts of domination of the opinions of more active students are possible (Pelfrey, Bubolz, 2014). Interactive technologies have an ambiguous assessment among students. One of the main obstacles, apparently, is that the foundational beliefs of students regarding technology, teaching and learning can be counterproductive for ideas of educational initiatives (Weurlander et al., 2017). In some cases, there is a critical attitude of students to participation in interactive and research projects, which is more often characteristic of closed, passive students with a low level of self-organization and self-control (Aguado, 2009).

Despite some ambiguity in the use of interactive technologies for the development of media competence of students, the priority is their perception of learning technologies that ensure the global competitiveness of students, as innovative ones (Lewthwaite, Nind, 2016); development of

creative abilities of the individual, necessary for his further self-education and professional growth; development of skills of self-transfer of knowledge and skills in a new situation, self-combination of a new, alternative approach to finding solutions to the problem from the known ways (Gray et al., 2015).

4. Results

Effective work with the media space is a key component of the students' activity in the management profile of training. In the educational environment for students burdened with information overload, the most pressing issue is how to build the educational process, so that graduates have the necessary skills to work with information, skills of assessment and solving management problems.

The results of the study illustrated the advantages of using interactive methods in teaching. The students noted: "increased interest", "deeper immersion in the learning task", "development of new skills". Among the positive aspects of the use of interactive methods was noted "better assimilation of information", "higher level of integration of theoretical knowledge and practical skills", "activation of scientific and cognitive activity". For the vast majority of students, the implementation of the proposed tasks allowed to form a comprehensive vision of the problems of state and municipal administration, to develop an interdisciplinary approach to solving educational problems. Working with media texts, students turned to the knowledge, gained in the frame of other academic disciplines, actualized previously acquired skills and abilities.

The results showed that interactive methods of forming media competence of students develop analytical skills in the analysis of media texts, contribute to the consolidation of sustainable motivation for further study of the course. It was found out that unlike traditional teaching methods, that stimulate "learning for evaluation", interactive technologies activate the internal need of the student in "learning for self-development".

According to the results of the study, a quantitative assessment of the effectiveness of the use of interactive technologies for the formation of students' media competence was obtained (Table 1).

Table 1. Students' assessment of the effectiveness of the use of interactive technologies for the formation of media competence (in points, where 2-fully contributes to the formation of skill / competence, 0-lack of result), pers

<i>Skill / competence</i>	<i>0</i>	<i>1</i>	<i>2</i>
selection of information sources (segmentation of media space, critical approach to the selection of media texts for analysis)	-	5	29
search for information on a given problem (the use of a multidimensional approach to the choice of information channels, the volume of information array, units of analysis of media texts)	-	16	18
analytical skills (flexibility and critical thinking)	3	15	16
systematization and primary data processing (systematization and structuring of information data)	3	16	15
skills of design of research results	8	14	12
skills of presentation of research results	6	15	13
the ability to lead a discussion, to defend one's opinion reasonably	9	20	5
the ability to use theoretical knowledge in practice	7	17	10

The students, when assessing the advantages of using the interactive teaching methods, particularly noted the development of such skills as: segmentation of media space and critical approach to the selection of media texts for analysis; the use of a multidimensional approach to the selection of information channels, the volume of information array and units of analysis of media texts. Such skills as flexibility and critical thinking, systematization and structuring of information data are highly appreciated.

It is fair to note that the formation of media competence of students has an ambivalent character, on the one hand, provides non-linearity of thinking, while on the other hand, causes confusion in the preparation of the task. The widespread introduction of tests in the educational

process (preparation of the report, essay) formed the students' focus on finding a single source of information, the lack of need for a creative approach to solving educational problems. The departure from the traditional practice caused some difficulties in working in the modern media space with some of the trainees.

Many students noted the complexity of fulfilling the tasks, most of them did not start their implementation immediately, almost a third of students completed the task not at the first attempt (it took a multiple revision of media texts, a return to the already analyzed array of information to clarify and/or correct errors). While working in a group, some students were not included in the group discussion, which illustrates the high level of differentiation in the development of both professional and communicative competencies. Some students noted the unfairness of the assessment of assignments, which is more typical for students with a low level of development of skills in design and presentation of the results of research activities.

A more detailed analysis of the tasks, performed by the students, showed that Task 1 and Task 2 did not cause difficulties directly in the selection of films, the choice of statements for citation. At the same time, the implementation of the Task item on the description of the characteristics of the Russian tourism industry in the proposed areas of analysis caused significant difficulties. There is a replication of other people's, already published critical statements on the film, while students did not carry out a logical relationship of these statements with the points of the task and the quotes of the film, which they wrote out. Students demonstrated a pattern of thinking. The redundancy of information on the Internet reduces the level of motivation to form and produce their own ideas.

The established habit of the student to work with tasks in which there is only one solution (test, essay, report) has formed a consumer of media product that does not have critical thinking and skills in the media space.

When performing Task 3, it did not cause difficulties in the selection of materials and quotations for scientific publications. While the comparative analysis of expert opinions, the allocation of general and specific proposals was associated with a number of difficulties for students:

- lack of ready-made information on the Internet
- lack of comparative analysis skills and practice
- as analytical conclusions, students were able to identify only one expert opinion, which correlated with their personal position.

Also, students complained about the complexity of tasks, lack of time to perform these tasks, the high level of complexity of tasks and the lack of similar completed tasks on the Internet.

During the study it was found out that students expected more active participation of the teacher in the work with students, his performing the role of assistant and consultant. The unfettered expectations of the students caused some decrease in the educational effect of the case-tasks.

5. Conclusion

Actualization of the need for the formation of media competence of students, development of skills in the modern media space allows us to talk about a number of advantages of interactive learning technologies over traditional ones. The results of the study highlighted the following advantages of interactive methods: the development of segmentation of media space and a critical approach to the selection of media texts for further analysis; the use of a multidimensional approach to the selection of information channels, the volume of information array and units of analysis of media texts. In addition, it is noted the formation of sustainable interest of students to further study of the course, increasing satisfaction from the quality of assignments, the development of motivational attitudes. Many students recognize the importance of the formation of these skills for further professional activities and for the organization of their daily lives.

The disadvantages of using interactive technologies in the formation of media competence were the complexity of the tasks, the inability to assess fairly their implementation. However, the results of the study highlighted a certain pattern: the higher the involvement of students in the performance of the educational task and the better they have developed the skills of presentation of their research results, the less dissatisfaction and criticism is caused by interactive teaching methods. This circumstance makes it possible to assume in the future positive "shifts" from

traditional learning technologies in the direction of interactive ones, where the development of relevant competencies and the educational environment in general, will level the discontent and complexity of students.

The redundancy of information on the Internet and the dominance of traditional tasks form the consumer of media information. In the absence of real practice of formation of media competence, the use of interactive teaching methods can be limited only to the selection of text by students. Under these conditions, the teacher should form clear evaluation criteria, require the student to develop skills not only in the consumption of media information, but also in its analysis.

As some recommendations to facilitate the work of students with media texts, we can offer a deep methodological study of tasks, taking into account such factors as: the goals and objectives of the discipline, the level of training of students, time parameters, the complexity and effectiveness of the educational task. Particular attention should be paid to the tools: the algorithm of the task, the system of evaluation of individual and group indicators, methods of activating the discussion. It can be assumed that for students with a weak level of training and motivation, it is a need to strengthen the active role of the teacher. For such groups, the functions of the teacher can be expanded in terms of overcoming the detachment and involvement of students in the work. However, it is necessary to avoid the dominant role of a teacher, "imposing" his views on the solution of the problem situation. The position of a teacher as a conductor of ideas, of the formation of conditions for self-organization of groups, is more effective.

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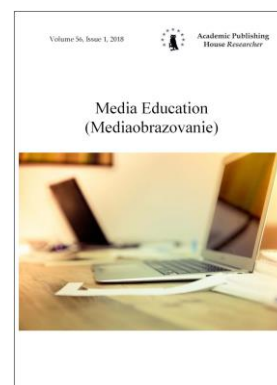
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Discourse and Identity in the Medial Space of Kazakhstan

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Abstract

The article presents an analysis of modern Kazakhstani discourse, which is considered as a constructed text. Statistical data on media preferences confirm author's conclusions on the characteristic features of Kazakhstani mass consciousness, including those expressed in the medial space. In this paper, we analyze the psychological, semiotic, sociological, culturological and psycholinguistic approaches to the phenomena of the medial sphere. Within the framework of the critical discourse analysis theory, the article outlines the rhetorical strategies of social cognition and perception, expressed in mass consciousness. We also make an attempt to compare the newest cognitive studies of the language in American practice with the leading European discourse studies. On the basis of the selected correlation of cognitive theory and the theory of medial analysis, the author develops a model of analysis for conceptual space of the media discourse. The thesis of Sovietization of Kazakhstani medial space is confirmed by the analysis of samples of mass culture and rhetorical features of Kazakhstani discourse. In the work we present exclusive psycholinguistic data – associative fields to the ideological concepts of linguistic consciousness, which have a predictive nature for interdisciplinary research. The article reveals the trends and examples of official and mass discourse – the ideological "products" of our time: from the surviving Soviet clichés to the newly created national identity. The revealed features of the Kazakhstani media discourse have specific character of the manifestation of post – Soviet culture. It shows that, the return to traditional attitudes was reflected in the rhetorical strategies of communication, and is revealed by the authors of this article.

Keywords: association, discourse, identity, mass consciousness, media preferences, psycholinguistic data, stereotype.

1. Introduction

Due to historical, geographical and, as a consequence, geopolitical reasons, Kazakhstan is still a "discursive" intersection. At present, the majority of the country's population is Kazakhs. The share of non-Kazakh elites in the country is minimal, Kazakhs are represented in all professional spheres and social strata. The population of the Republic of Kazakhstan is more than 18 million people, according to the Committee on Statistics of the Republic of Kazakhstan (66.48 % are Kazakhs; 20.61 % – Russian (6.3 % of them – able to read and write in Kazakh). For the 2017 – 2018 academic year the Ministry of Education and Science of the Republic of Kazakhstan registered 3843 schools with Kazakh and 1508 schools with Russian language of study. Thus, Kazakhstan is a poly-ethnic post-Soviet republic, with a construction of a national state with an

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apparent Kazakh ethnic core. In recent years there have occurred some new ideological novelties such as "new Kazakhstani patriotism", the national idea – "Mengilik El" (Eternal Land) and some more which we attribute to ideologemes. These ideologemes are created with a claim to the projected future. At the same time, in the mass consciousness, there is a clear shift towards the values of the Soviet past. The social nature of Kazakhstani society itself was predisposed to such a shift. In its turn, the socio-political archaism could not help but Y. Aslanov, S. Dyuzhikov reflected on the language and medial space.

Modern Kazakhstani discourse (in its social, aesthetic, everyday and all other manifestations) can and should be perceived, in our opinion, as a constructed "text". Only at that rate the aesthetic, linguistic and social stereotypes of our time and place become understandable. What is the "discursive" history of Kazakhstan at the end of the 20th and in 21st centuries (from reconstruction to the middle of two thousands)? Or more precisely, the essence of what is happening in the discourse? An attempt to answer these questions (can be explained in interdisciplinary and perspective terms for further scientific development) is made in the work of V. Ibraeva on the art history of post-Soviet Kazakhstan (Ibraeva, 2014). These include the following historical and cultural concepts: the matrix of socialism in the land of nomads; liberalization and nationalism, sovereignty in bronze, high-tech and feudalism; criticism, ethnofuturism. These culturological formulations and fine art history terms themselves very accurately characterize and explain the tendencies and samples of Kazakhstani official and mass discourse, which are the ideological "products" of our time: from the surviving Soviet stamps to the national identity being created here and now.

2. Materials and methods

To do a further analysis we need to answer two more questions. A. What scientific direction can provide a methodological base for an effective analysis? B. How does language exist in the modern Kazakhstan medial space? There is still an inherited traditional practice of performing scientific linguistic research apart from political theories in Kazakhstan. O. Moroz's remark proved accurate with regard to Kazakhstan's scientific practice, "The result of this policy of silence was the practice of discursive description of Soviet social, anthropological and cultural experience with the help of "unproblematic", that is, hollow symbolic patterns" (Moroz, 2016: 69). It should be noted that nowadays Kazakhstani sociologists, political scientists and philologists are still trying to identify the realities of the transit period, which is well studied and continues to be relevant for Western culturologists and semiotics (Kellner et al., 2015; Murašov, 2016). Another question is why Kazakhstani scientists knowingly ignore this already established European scientific context? In most cases, Kazakh scholars' linguistic research works, regardless of the language of consideration (Kazakh, Russian, English and any other) are based exclusively on old Russian lingua – cultural studies. The exact logical assessment of such linguistic and cultural studies was given by N.N. Boldyrev as early as in 2014 "It is on this path, I think, today go numerous conceptual studies that are engaged in "searching" the concept standing behind some or other linguistic forms. Moreover, even ("complete the circle") they set the goal to find the language means of verbalization of the same concept (for the most part, we must understand the same language forms on the basis of which it was singled out)" (Boldyrev, 2014: 28). Further in the article we draw samples of Kazakhstans' linguistic (associative) consciousness represented in the form of associative fields to 12 concepts related to ideological sphere on the material of Russian and Kazakh languages. In addition, there are used some examples of Kazakhstani mass and official media discourse in order to illustrate and confirm the thesis abstracts.

The dictionary of associative norms of any language always acts as an original and reliable source for cultural and socio-psychological research. The given work presents both traditional psycholinguistic methods obtained as a result of a free associative experiment and elements of critical discourse analysis (van Dijk, 1997). Language and social patterns (including the contemporary aesthetic preferences) turn out to be interconnected in this case. Human experience, represented through associative dictionary, gives real images that should be regarded as facts from which we can proceed.

3. Discussion

In our opinion, in this case we are still dealing with the masked coexistence of linguistic theory and political concepts. Practically, many Kazakhstani linguists tend to wish to find commonalities of Kazakh and Russian culture, necessarily opposing it to Western values. They became a common place for reasoning, for example, "The analysis of the presidential oath texts in the cultures of Kazakhstan, Russia and the USA shows a greater conceptual similarity in Kazakh and Russian cultures and a special difference between their oaths and the American oath. Another position of the concept "people" in Kazakh and Russian culture testifies to the special attitude of the country's leadership to such concepts as human rights and freedoms, the duties of the President" (Alimzhanova, 2010: 152). Other psycholinguistic works held on the material of Kazakh language and using dated scientific approaches in the spirit of 18th century, compile various lists of words, that, according to their compilers, reflect significant for Kazakh culture concepts such as person, woman, man, word, language, etc. (Ahmetzhanova, 2012). But at the same time there is a sophisticated substitution: the most of characteristic features of modern Kazakh culture are determined exclusively from folklore sources, classical literary texts, paremias, phraseological units and so on. Strictly speaking, these selected sources are self-presentational and only record how the ethnos would like to see itself, but not real facts about it. The analysis of discourse in its various manifestations presupposes different approaches, among which we find psychological, semiotic, sociological, culturological, and psycholinguistic.

Mediality theory (McLuhan, 2017) and the theory of cultural anthropology of our time (Bachmann, Medic, 2017), in our view, can overcome the current crisis in the humanitarian fields of Kazakhstani science. Let us explain that text (and, accordingly, the material of scientific reflection) is everything not only traditionally published and literary examples, but also theater, cinema and performances, the list is endless. In the modern humanitarian paradigm, the concept of the native speaker's cognitive state is important, and we cannot consider any models of knowledge representation beyond it. Umberto Eco reasonably calls this field ideology, "By ideology we will understand everything that the addressee is somehow familiar with and the social group to which he belongs, the system of his psychological expectations, all his intellectual skills, life experience, moral principles (Eco, 1998: 108).

Initially, it should also be noted: "In fact, it should be emphasized that it is not language, but discourse, that is, a special order – different from the substance of language in the sense in which the linguists define the concept of language, but which is realized in language" (Kurtin, 1999: 96). Finally, the models of situations themselves are necessary for us as the basis for interpreting the text.

As the author of the original discourse theory and methodology of critical discourse analysis notes, "The most important component of the processes of constructing and perceiving texts is the comprehension of social situations behind them and their cognitive representation" (van Dijk, 2000: 16). The following hierarchical sequence is constructed: the fundamental one is the derivative of the theory. Let us explain that the study of the phenomena of thinking and language as special realities with all their specific features cannot be conducted within the framework of the traditional "pure" science, be it psychology or linguistics.

At the same time, in any field of scientific knowledge, it is assumed that both the fundamental theory dealing with the most abstract ideal object and the "second-order" theory, working with derivatives of ideal objects. In this paper, such a fundamental theory is cognitive theory of modern American cognitive research (Fauconnier, 2001; Langacker, 1992), and its speech-producing activity is the theory of medial analysis within the general framework of critical discourse studies (van Dijk, 1997; Wodak, 2015).

Cognitive theory and the theory of medial analysis consistently address and differentiate the areas of the three "worlds": reality, which exists objectively; the state of consciousness and its objective content; the world of objective content of thinking, considered as an actual given and developing "potentiality." The most important in the current European (British and Greek) critical discourse studies is a detailed discourse-historical analysis of the right-wing populists' rhetoric (Wodak, 2015). So, R. Wodak explains what attracts the audience to such politicians. She gives an analysis of the linguistic methods used in the programs of political parties and media activities. Ruth Wodak is one of the few who honestly states that such parties and politicians have developed discursive and rhetorical strategies that make false statements sound innocent, allow one to deny

the obvious, overstep the bounds of what is permitted, etc. As an example, we can take a strategy of well-considered ambiguity. Let us illustrate a possible scenario, firstly some actions (for example, an anti-Semitic caricature) provoke a scandal, then after the protests are gone, the provocation is denied, eventually the scandal is redefined and the provocateur acts as a victim. True is the fact that for the post-Soviet ideological space this is very familiar. The phenomenon of right-wing populism is given in a single link with the successful construction of fear in Western society. Besides, we could mention historical revisionism, which fits well into the current European myths.

Another block is an analysis of the discourse on nationalism. The key statement of R. Wodak is that we are witnessing the normalization of the rhetoric of isolation. As supporting examples from the medial practice of the UK, Switzerland and Germany. Wodak describes bus posters calling for "illegal immigrants" to leave the country, political speeches, language control policies. It is productive for further research to review the behavior of populist leaders and politicians in social and traditional media, whether it might be Facebook, comic books or "behind-the-scenes" speeches. A key concept introduced for modern mass media studies is "authenticity", that is to say, what means to be "true" ("A true American" in R. Wodak's work), yet we can correlate this with our realities. In any case, the analysis of the medial space in a particular country under consideration is impossible outside of the notation, at least in general terms, of the conceptual space and national values that are in interdependence with everything named.

With a high degree of certainty we admit that today's Kazakhstani media realms could be defined as mixed up. The newly-familiar Soviet simulativeness and its new Kazakh incarnation, in which the signifiers are as far from reality as the former Soviet-internationalist ones. In particular, the situation in the Kazakhstani media discourse with the return to the traditional mass mentality resembles the socialist mass communication of the 1930s. But this is replaced by something new. In any situation, an outwardly oriented person who has been formed in our society, creates, and consumes media products. To date, one can assume the effective and not always positive influence of post-soviet mythological reconstructions concerning the recent past on the consciousness of the emerging Kazakh society.

4. Results

To a large extent, the statistics of language preferences in the medial sphere confirms the thesis about the coincidence of the linguistic consciousness of these two Kazakhstani groups. In 2003 B.B. Abdygaliev pointed out that the overwhelming majority of the population watched television programs only in Russian (32.9 %), or, in most cases, only in Russian (23.9 %), as much as in Russian, and in Kazakh 26.4 % of respondents (Abdygaliev, 2003: 94). Kazakh language mass medias as the main channel for obtaining information in 2003 was used by 3.4–8.0 % of the population (Abdygaliev, 2003: 94). The situation has not changed in ten years (there is simply no more relevant data). So, the answers to the question of language preference in watching TV programs, reading books and browsing the Internet can be presented as the following table 1 (Nurayalieva, Fazilzhanova, 2013: 2) (224 respondents were interviewed).

Table 1. Language preference in watching TV programs, reading books and browsing the Internet

Ethnic composition	In Kazakh	In Russian	In Russian and Kazakh languages
Kazakhs	39 %	36.4 %	22.7 %
Russians	4.1 %	91.8 %	0
Others	9.5 %	90.5 %	0

Conditions of public and mass consciousness were traditionally recorded by sociologists and culturologists. There is a scientific branch that could practically interfere in this conversation named psycholinguistics. The dictionary of associative norms of any language always acts as an original and reliable source for cultural and socio-psychological research. The work of psycholinguist N.V. Dmitriuk is of the greatest value in Kazakhstan's research practice (Dmitriuk, Moldagaliyeva, 2014; Dmitriuk 2016; Dmitriuk, Cherkasova, 2016). We will give only one indicative example: the high degree of Russian vocabulary presence in the linguistic consciousness

of modern Kazakhs is confirmed by the following parameter: among the reaction–associations, a total of 2113 527 russisms are used: 403 by men and 124 by women (Dmitriuk, 2016: 34).

The thesis about the archaization (sovietization) of Kazakhstan's mass culture may require to be clarified at the point that the archaization of consciousness is not a return to the old, but the restoration of the past based on the knowledge and ideas that are popular nowadays. It is revealed when referring to samples of mass consciousness reflected in associative fields. Below we demonstrate high–frequency zones of associative fields to concepts: power, society, personality, tradition, religion, culture. Psycholinguistic experiment was conducted in 2017 – 2018.

According to the traditional method of free associative experiment, the informants were respectively Russian–speaking and Kazakh–speaking residents of Almaty with higher education, gender ratio – 58% of women, 42% of men (on average 100 – 120 informants aged 25 to 58 years, the frequency of the reaction in the associative field is indicated next to the word–reaction). Following N.V. Dmitruk (Dmitriuk, Moldagaliyeva, 2014) we consider it advisable to translate into Russian the reactions to the incentive words of Kazakh language (orthography and punctuation of informants are preserved). These incentive words are not fixed in other Kazakh associative dictionaries and sources. The associative fields themselves are published for the first time. The authors suggest their informative value for further discursive studies.

Power – power (16), president (14), government (11), money (7), people (7), politics (6), state (6), money (5), corruption (5), Nazarbayev (5), the manual (5) (Russian speaking residents).

Power – (government) (20), politic (16), head of the government (15), management (13) carrier (9), power (8), dominion (5) (Kazakh–speaking residents).

Individual – person (38), individuality (7), individual (5), citizen (5) (Russian speaking residents).

Individual – human being (26), I (25), genius (12), individual (8), leader (8), citizen (5) (Kazakh–speaking residents).

Society – people (22), public (16), society (12), government (5), opinion (5), society (5) (Russian speaking residents).

Society – people (21), environment (16), people (21), country (12), freedom (9), society (7) (Kazakh–speaking residents).

Tradition – custom (17), culture (12), family (11), people (8), national (7), rituals (5). (Russian speaking residents).

Tradition) – national tradition (21), holidays (16), customs (9), songs, melodies (9), rules (7) (Kazakh–speaking residents).

Religion – faith (26), Islam (15), god (7), Christianity (6), mosque (5), atheism (5) (Russian speaking residents).

Religion – Islam(29), Muslim(18), mosque (12), the religion of each nation (10), (religion)(8), religious viewpoints (5) (Kazakh–speaking residents).

Culture – upbringing (7), behavior (6), history (5), heritage (5) (Russian speaking residents).

Culture – art (25), upbringing (17), customs (12), culture (8), society (7), ethics (6) (Kazakh–speaking residents).

Despite the certain logic of the Kazakh "option" of the associative field, the word in this version does not express the complete attribute of the state of things; there is no "ideal" event. They first of all recorded "crowd's thinking" – stereotyped and repetitive images. Words–reactions in most cases are "literary–centric", they completely follow from the journalistic discourse. Despite the fact that incentive words refer to the ideological sphere, the reactions in the Kazakh and Russian linguistic consciousness have ethnic and emotional components. The words–simulacra in this case simultaneously reflect the fundamental reality entirely in the spirit of the ideas of J. Baudrillard (Baudrillard, 2016); they also mask and distort reality itself. Kazakhstan's sociologists proposed an explanatory notion of "petty bourgeoisie" as a unifying socio–cultural community of modern Kazakhstan.

This is the special ideology in which Soviet ideologems, including the most obvious ones like dogmatism and superficial thinking are preserved. In the interpretation of G. Ileuova, sociologist, there we see so called "philistines" acting as an emerging basic social stratum. The term itself does not bear any negative assessment (Ileuova, 2015). As an example, let us consider the "comprehension" of well–known events in one of the social networks. We are talking about an interview with a girl (shot on camera), who said that "The December events in 1986 happened

because General Kuropatkin, who ruled here, arranged a formal famine: he sent all the products to Russian provinces, thereby local youth rebelled and organized an insurrection. It lasted three weeks or three months. This uprising was headed, it seems, by the poet Shakhanov ... (everything in the text is mixed: the 19th and 20th centuries, the incompatible Soviet and Russian historical realities, but the ideal mass and at the same time petty-bourgeois stereotypes of perception, that are remote from historical realities and elementary logic are shown.). Under this designation – "petty bourgeoisie" – is meant and everyday traditionalism in the evaluation of all and everything, a near-zero level of creative and critical comprehension of oneself and society and other social manifestations. Perhaps, the most computable is that the Kazakhstani (in this case, both Russian-language and Kazakh) mass language consciousness has no "myths"; in fact, there are no ideological and culturological stereotypes.

First of all, the language practice of Kazakhstan's discourse shows the processes of language impoverishment and standardization. Language ceases to be a phenomenon of culture and acts only as a means of recording and transmitting information. Furthermore, the political scientists and culturologists unambiguously agree about the fact of "Sovietization" of Kazakhstan's mass consciousness, or at least they point at an obvious tilt towards the values of the Soviet past. Before our eyes, post-Sovietism is becoming the meaning and symbol of the current Kazakhstan's government. On the other hand, the ideological content of Kazakhstan's realities by Soviet content and assessment is inevitable. For the sole reason which is stressed by Kazakhstani political scientists: "Within the state itself, there is still no single cultural and even mental space that could form common national values" (Satpaev et al, 2014: 34). The social nature of Kazakhstani society itself was predisposed to such a turn. One of the indicated explanations for a return to socio-political archaism, also evidently present in the Russian mass consciousness is Kazakhstanis' media preferences. Furthermore, the modern mass media are particularly intensely focused on the emotional, affective side of a person.

Today, Kazakhstanis (Kazakhs and Russian-speaking residents) perceive the world through the prism of Russian ideology, which is clearly nostalgic for the Soviet past. And here raises an inevitable question: what fills up Kazakhstan's medial space? There are Kazakh and Russian ethos's and, accordingly, Kazakh and Russian-language discourses. The symbolic confrontation between them either open or (sometimes) hidden is clearly present. How should we take the latter? Nowadays the interaction between Kazakh and Russian cultures in the country is more like a random mix, than organic integration. Traditionally and most likely, it is fairly believed that the population of Kazakhstan is sufficiently "immersed" in Soviet ideology. It is obvious that the Russification policy of non-Russian people in the Soviet years led to the Russian identity in the Kazakhs (through Russian language, history, literature, music, films, etc.).

Not so much the Russian language, but the Soviet identity unites our two countries. Precisely this identity is, sometimes even unconsciously, asserted by both politicians and humanists of Soviet and post-Soviet orientation. It is also supported by Russian media and camouflaged is image called "common information space". Besides, even forgotten clichés of Soviet communication have returned to everyday speech practice: "Take a taxi if you do not like the bus. You can be sacked, there are always people for your place." In this case, we can and should assume that we are also involved in this process, where "the media are not only neutral means of transmitting information; their capacity to transform, their performative, expressive and symbolic possibilities, their specific forms of manifestation, they themselves participate in the process of revealing the sense. Moreover, the modern mass media are particularly intensively appealing to the emotional, affective side of a person, thus participating in the restructuring of the perceptual and cognitive structure, "so does the German researcher predict the place of the media in the modern world (Gunter, 2006: 5).

Ideological secondariness and national myth-making are the defining features of the actual Kazakhstan's media discourse. The division of Kazakhstani society into two information spaces (Kazakh-speaking and Russian-speaking) can be adopted with the following clarifications. By this time, the Russian Diaspora has ceased to influence the cultural process as an independent force. In due time (the Soviet period), two languages performed different functions in society, served different social and ethnic groups. For a long time, Russian language was also a mechanism for communication, and a means of exchanging information, a progressive language of culture, politics and power. Two spaces carried different values, different symbols and different models of behavior to the society. Russian culture in Kazakhstan has ceased to be fundamental, and Kazakh on the

contrary became mass. What is now the Russian style in Kazakhstan? This is a false pathos, impersonality and mediocrity of the author's expression. In the modern Kazakhstani media discourse, in relation to all of its concrete manifestations, anthropocentrism of interpretation as a cognitive model is the most obvious. The general tendency of modern Kazakhstan's traditional and new media is the predominance of actual journalism over analytical materials. At the same time, the manipulation of Russian and Kazakh journalism of our time has become more aggressive. Perhaps, therefore, rhetorical principles and methods of manipulating the mass audience (advertising texts, propaganda companies, etc.) with suggestive principles of speech therapy are observed recently in Kazakhstan's mass culture, as well as in Russian practice of the last five–seven years.

These include, first, the simplification of meaning; thus, mass media consumers (whether it is a person or a mass of people) do not have to make complex mental efforts anymore. With respect to the public speech behavior the meaning in Kazakhstan is simplified. Likewise in the Soviet years, there is nothing indefinite, vague or unsaid in modern Kazakhstani discourse, on the contrary, only those speech phrases, where everything is right, can exist. At a simple level, this leads to the fact that a meeting with a city the mayor (akim) and a regional conference of a party members, described in mass media, highly resemble each other in form and style. Currently we see a second "coming" of the officialese in Kazakhstani publicistic discourse. It is present both on the republican television screen, in state "promises" and in local social advertising, as well as in Kazakhstan newspaper and journalistic publicism. In all these cases there is no "ideal" event, but there are only massive, repetitive images. This is, in most cases, the modern language of Kazakhstani publicism and television. Again, as in the 30s of the twentieth century, big words, which are a verbal imitation of rough activity (optimization, formatting, etc) are in favor. From the same series appears to be the creation of new slogans like "One Hundred Schools – One Hundred Hospitals", "Salamat Kazakhstan", "Employment Road Map – 2020", "Business Road Map 2020", "Informational Kazakhstan". Although there have occurred many abbreviations with similar names, for instance, NPP, GFSS, ENPF, Damu, SPC, the organizations standing behind them are parasitizing on business. They are organizations with intermediary services and no more.

The latest examples, addressed to the population by the state, are: "youth personnel reserve", "culture factor in the crisis epoch", "breakthrough projects", "programs for developing the potential of youth", etc. "But there were those who were against the line of the party because they tried to defend common sense – those for whom the pain of the people was not an empty abstraction, it passed through their heart, it made their conscience bleed," – so modern author–journalist writes about party figures of the Soviet era (written by a famous journalist these days). There also a phenomenon in the official media discourse, the origin of which lays in cognitive sphere, the phenomenon is known as "reasoning" in pathopsychology. The characteristics of this phenomenon include weakness of judgments, circumlocution, pretentious–evaluative position, meaningfulness, necessarily accompanied by speech illiteracy. Of course, with a certain assumption, the above examples can be only ranked as the speech errors of their authors. But the overwhelming majority of scientific and publicistic texts with an inevitable regularity will differ by their reasoning, officialese and simulative anthropocentrism of interpretation. The language and general social patterns of thought (including the aesthetic predilections of the age) are, in this case, interconnected. In the Kazakh media discourse, there is an evaluation model "I'm good, you're bad," an archaic desire to discredit someone, identical to the contemporary Russian public discourse. Group–centrism and mythopoetry are the most obvious qualities of the clearly identified and objectively present in the modern discourse of Kazakhstan. This was once written by Kazakhstani historian N. Masanov, who mentioned that "One of the system characteristics of the structure of such social consciousness is group–centrism with its various projections (ethnocentrism, confessional, regional, class–clan egoism, patriarchal–genealogical narcissism, etc.). Group-centric consciousness is already naturally biased, it is only receptive to complementarily about "its moral community" (groups), yet it is always aggressive towards any, even fair, but critical assessments" (Masanov, 2007: 7).

5. Conclusion

The Kazakhstani medial space reflects not only traditional consciousness (primitive–group ideology) but also Soviet experience. It is for this reason that the historical materials, articles about

batyrs, akyns and national traditions prevail in the Kazakh–language press. Nevertheless, it is not possible to designate this historical mythology as the symbolic reconstruction of collective memory. Although there are obvious attempts of identification through ethno–religious solidarity. From the same series comes the penetration of mythological stereotypes of perception of historical reality into the educational process (modern Kazakhstan textbooks on history and literature). Why did the Soviet community take roots in Kazakhstan? It blends well with the value–normative orientation toward the group, the collective principle which states that, "one of the most important conditions for the implementation of this orientation was conformism" (Abylkhozhin, 2007: 17).

We see an attempt to "work" (as well as to manipulate) with traditional values, undoubted submission to authority, the primacy of group values through historical narrative. In the same series, we see the declared conformism (perception of oneself as a particle of the whole and complete submission to it), the ideology of solidarity and the conservative tendency of the Kazakh media discourse. Actually, the national publicism of Kazakhstan has always been marked by an emphatically subjective assessment of all and everything throughout the twenty years of its existence. Any world events are primarily evaluated with caution – and what do they represent for Kazakhstan. Perhaps the last manifestation can be referred to the outlays of the emerging national consciousness. It is curious that this cultivated isolationism after the well–known Ukrainian events became peculiar to Kazakhstan's journalism of recent years. Kazakh–language press differs from Russian–language press in thematic filling, but not in ideological comprehension of socio–economic and socio–political reality. In the Kazakh press, according to A. Baigozhina: "Events are described as self–sufficient phenomena, as a regular case of culture – outside the dynamics of a changing world, in which these events actually take place" (Baigozhina, 2000: 36).

The Kazakh press is mythologized, and the reader himself, generally, is exalted by the tone of treatment towards him (similar effect exists in Kazakh oratorical art), and the reader always understands his high mission. Kazakh culture became household and grounded. Cross–cutting themes – the state of the Kazakh language, speculations, interviews, tolgau are the favorite genre of the Kazakh press. Nomadic mentality manifests in the space of reasoning and their abstractness. Schematically, the functional distinction between the Kazakh and Russian–language media discourse can be presented as follows.

Kazakh press: function – enlightenment; rhetoricalness of the form; interest in the personality; monologism of the author's expression.

Russian–language press: function of the organization; literary orientation; interest in the event; use of dialogical forms.

There is a propagandist intercourse formed before our eyes, which is a socially–oriented communication, addressed not to a single interlocutor, but to the generalized image of audience. In political and publicistic discourse revives the possibly forgotten Soviet stylistics of conversational style, "reduced" vocabulary, direct appeals to the audience, "joint" with the audience judgments and assessments, only formally close to alive interpersonal communication. Language is connected with the comprehension of reality. On the basic premise Kazakhstan's speech samples lack the dialogue. Kazakhstan's medial space reflects the real speech and social situations of our time. Everything is mixed up and very mosaic: from archaic and Soviet stereotypes to modern postmodern models. But exactly these modern communications, as some "cultural cans" precisely grasp and reflect our time.

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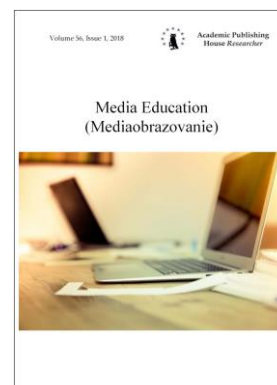
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The Creators of Oikophobia: To Methodology of Research of Domestic Space Demonization as Pragmatic Mass Media Effect

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Abstract

On the basis of theoretical analysis of sociological, cultural, psychological, medical, demographic and psycho physiological scientific sources, the author defines the methodological basis of research and quantification of mystical fear as a factor of housing prejudices, preferences and attitudes of the population, as a component of housing deprivation, which occurs as a result of demonization of the house and the formation of magical stigma in mass culture. Modern Russian sociology pays little attention to “mystical”, “supernatural” component of relationships between Man and Space, but the theme is legitimized by W.L. Warner, by E. Goffman's concept of “involvement”. This concept removes the question of the scope of the supernatural faith in a secular society as supposedly mandatory for susceptibility to magical stigma. This is confirmed by some empirical sociological and anthropological studies of housing prejudices in UK, Canada and Russia (P. Cowdell, D. Kelso, I.V. Utekhin). Having identified the key components of the process of demonization of home space by means of mass media, we find the probable points of its intersection with the processes of stratification in the housing sector. Suburbanisation and “privatization” as a part of suburbanism as a way of life, living in historic buildings as well as in communal apartments are the types of living conditions that create the frame most suitable for the “context-induced” experience of external evil invading personal space, especially against the background of high viewer involvement in horror films watching.

Keywords: horror, commercialization of fear, magic stigma, oikophobia, involvement, housing deprivation

1. Introduction

This article provides a methodological justification for the ways of research and methods of quantification of mystical fear as a factor of housing prejudice, preferences and attitudes of the population as a component of housing deprivation. The theme of demonization of the house/home in popular culture is directly related to the theme of the myth on TV (Kazyuchits, 2010), to the theory of representations of S. Hall (in: Gritsanov, 2000) and is genetically related to sociological analysis of Cinema and reading, semiotics and literary studies. But at the level of empirical data, it is so rare in the scientific literature that it may be thought of its artificiality, the absence of any trends behind it, except for personal, individual psychological oikophobic states.

Sociology remains aloof from the study of social effects of “horror”, which cinema and mass culture produce in the home space. But it is wrong to say that this topic lies outside the sociological

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tradition. E. Durkheim (Durkheim, 1998) justified the fundamental possibility and necessity of studying the supernatural as a social fact, because the world of the mysterious and incomprehensible supernatural is the fundamental content of religion. But the Durkheimian line represents mainly institutional forms of religious life. Non-institutional quasi-religious life remains a poorly investigated sphere of modern society, since mystery and deviation constitute an ontological property of this sphere.

After the release of a small work "Sociology of secrecy and of secret societies" by G. Simmel (Simmel, 1906), the theme of secrets and regime of secrecy was not developed almost completely until the last decade (Vakhstein, 2016), which is marked by the appearance of two significant works. They comprehend this phenomenon at the fundamental level of macro-theory and at the empirical level of the study of micro-society.

The first work is the article "Towards the sociology of esoteric culture", which was written by E. Tirikyan. The article deals with the complex of phenomena that received in the West the name "occult revival". Among them E. Tirikyan mentions "different forms of pop culture, associated with occult themes" (Tirikyan, 2013: 247), including musicals, feature films and television series, witches and psychics shows, famous crimes, ritual suicides and murders that become widely publicized newsbreaks, occult books and magic items trading.

The given historiography of the new occult contains a number of valuable postulates. This is a translation of the occult "pop religion" into the sphere of public space. The interest of young people in occult practices can be seen as a search for identity in conditions of universal alienation (it is no coincidence that there is a similarity between students - occultists and students belonging to the "new left", as well as youth hobby crafts as the search for personal ways to restore its integrity, reunification with the product of work). In the course of the review of the results obtained by the Western colleagues, the author refutes the stable idea of how the Magic-superstitious views and practices are distributed in the social structure. According to his conclusion, they are more typical for people with a high level of education (Tirikyan, 2013: 255). Introduction to the occult can be accompanied by an acquaintance with the core of esoteric culture, and then there is a ritual cycle of tests-temptations, the result of which is desocialization in relation to the exoteric culture.

Mysterious, metaphorical, and symbolic codes used for inclusion of new members and their isolation from the worldly environment, a special, inaccessible and even invisible from outside of the organization, are the Central ideas in the work of E. Tirikyan. That is common for it with the second research (project of Higher school of Economics, Khamovniki Foundation). It is A.A. Pozanenko's "The social structure of local communities, spatially isolated from the institutions of public authority" (Pozanenko, 2016). A. Pozanenko considers the self-isolated settlement of the community, emphasizing the social structure and composition of the inhabitants, hidden from the eyes of official statistics, the forms of their self-organization.

Mystery and self-isolation generate stigma, which has a magical genesis and negative (demonic) connotations and is fixed not for people, but for the "defiled" physical space. It tends to persist even if the activity is stopped and the "secret society" leaves its territory.

S. Freud with his Essay of 1919 "Uncanny" in Psychology, and W.L. Warner in Sociology can be considered as the founders of the tradition of studying the supernatural outside religion as a social institution, which would allow methodologically justify the mystical perception of the house and other spaces that have a culturally conditioned set of social functions.

The main categories of S. Freud's Essay are applied to the horror film, as A.Y. Ionov (Ionov, 2015) told in one of recent articles. Ionov is one of the authors mostly consistent in their interest to horror movie. The specifics of the creepy, ugly, scary as medical and psychotherapeutic category, in its relationship with the categories and artifacts of culture, attract the attention of other researchers too. Philosophers (Marushchenko, 2015) and Cultural researchers (Chesnokova, 2015), Physicians (Kozlovskaja et al., 2005) and Psychiatrists (Krasnov, 2016) can be named among them. The works by P.I. Sidorov (Sidorov et al., 2014; Sidorov, 2016) and Social Psychologists, including those specializing in the field of Media Psychology and environmental socio-communicative space analysis (Ormanbekova, 2015) should be pointed out. But in general, this is a rare topic.

Freud himself (Freud, 1995) points out E. Yench as his predecessor, who highlights intellectual uncertainty in General as a prerequisite for the emergence of a sense of uncanny in relation to a new and unknown object. That is, the worse the orientation in certain sphere or space, each individual object belonging to them is the creepier. Commenting on the linguistic part of the

Essay, V. Mazin said: "for Freud in the analysis of the uncanny are important, first, the denial of "un", and secondly, the root of "heim "(the root of the word, which means "native", "close")/.../ in Freud's English collected works, text translators write that if the word "unhomely" existed, then "uncanny" would have to be translated that way... "creepy" is something not home – mad" (Technology and Ghosts).

Mentioning Schelling's remark that "creepy is all that should have remained secret, hidden, and betrayed itself" (Freud, 1995) and starting from the linguistic comparison of the equivalents of the word in other languages, Freud himself concludes that "uncanny - this is the kind of frightening, which has a beginning in the long-known, in the long-familiar" (Freud, 1995). Thus, the origins of the creepy are rooted in childhood, and a kind of "ideal type" of creepy, like it's antipode, is the home. We think it is necessary to add to this the following: to make Freud's "uncanny" truly frightening, Freud's set of cognitive and emotional states (intellectual uncertainty, disturbing suspicion, bewilderment secret) must be accompanied by the inability to get rid of them. In other words, from the "uncanny" you can escape, refusing to solve the puzzle, but the horror is hopeless: it appears in a space where we are left alone with the discovered "uncanny" and which we cannot leave. It is also very symptomatic that S. Freud connects fear with deprivation: its appearance is a consequence of unsatisfied drives and needs (Freud, 2001).

Huge research projects of W.L. Warner during his work at the University of Chicago were implemented on the basis of a combination of structural-functionalist and cultural-anthropological (ethnographic) approach to the analysis of functions and forms of modern symbolic behavior, relational (areal) approach to the identification of the boundaries of communities as local social systems. The result is a theoretical model of these systems as a Trinity of technical, moral and supernatural components, inscribed in the social and natural environment. His work in 1959 "Living and dead: the study of the symbolic life of Americans" (Warner, 2000) in relation to the conventionally "terrible" mystical space (cemetery) is one of the first examples of scientific research of this space in General and perhaps the only such model in sociology. The cemetery reflects social hierarchies. The cemetery as a place of celebration of important dates for the local community (the rituals of unification) becomes a common idea of the territorial settlement group, a symbol of its identity. For individuals, families, families, the presence and old age of graves is a means of demonstrating community membership and legitimacy of the right to public attention and respect, that is, part of the symbolic capital. The cemetery is a sacred space, a sign of continuity of traditions, a channel of social memory.

But in the context of such absolutely positive functions of the terrible space as family and territorial-settlement integration and integrity, intergenerational transmission of traditions and other socially significant information, it remains unclear, if negative consequences of contact with this terrible space are possible.

2. Material and methods

Theoretical Desk research, which resulted in the present review, based on a synthesis of the results obtained during the analysis of secondary research sources, as well as on a statistical analysis of the material collected and processed by praximetry methods. In the first case, we inductively searched for patterns in the authors' explanations of how and why virtual reality penetrates into physical and social reality. Since the answer to the question about the degree of influence that horror has on the attitude to the house, on the reduction of satisfaction of the population with housing conditions in society or its several segments, depends primarily on the dynamics of its audience, we have also resorted to content analysis of the products of mass communication and their assessments by the audience.

Titles and annotations of films dedicated to the house, for the period from 1913 to 2018, presented on the website <https://my-hit.org>, acted as units of selection. We used two samples derived from this base. The first sample is represented by films of all genres. It contains 572 observation units obtained by the method of the main array of 9452 meta-descriptions of films automatically found in the catalog as a result of the query for the keywords "house", "housing", "home", "apartment", "room", etc. The second sample was based on the typological principle. It is get by a total selection from all the horror films presented on the site (4532 films on 14.08.2017) of those films in the title or descriptions of which there is the word "house" or synonyms (900 were selected). We transformed the continuous variable of cinema production year into an ordinal

variable with six intervals: 1900 – 1929=1; 1930-1949 = 2; 1950 – 1969 = 3; 1970-1989 = 4; 1990 – 2009 = 5; 2010 etc = 6. The average movie rating were fixed in our data for the entire period of the film's stay on the site for each of them in the array. Values of quantitative variables by which we coded certain elements of content of the housing representations were put into data too, in order to identify the dependence on some movie or housing peculiarities of those estimates given by horror audience.

3. Discussion

Horror, mental health and socialization

The medical and biosocial significance of horror films has been little studied. Periodically there are works linking medical and philosophical understanding of fear *"as an epiphenomenon of human existence, symptoms of disease, "bad habits of the soul"* (Nikulina, 2014: 155), and fear study in any field of knowledge is marked as marginal (Nikulina, 2014: 155).

In 2001, an American doctor in a short note "Chief complaint: Haunted House" described the case of an elderly woman who is confident in "attendance" of her house. In the end, he concluded that the cause of complaints and fears was the patient's loneliness and lack of communication (Gilson, 2001). In 2011, a team of physicians from California presented the results of an experimental study that confirmed the relationship of fear and the intensity of his experience with the state of human tonsils (Feinstein et al., 2011). At the same time, the subject was characterized not only by the defeat of the tonsils, but also by a rich traumatic life experience. This means that the question of the "root cause" of complete insensitivity to live spiders and snakes, virtual monsters from horror films and technical effects from the "haunted house", contrary to the conclusion of the authors of its biological nature, cannot be considered unambiguously solved.

Perhaps to a greater degree overcome the cruel circumstances of life "trains" the insensitivity. Perhaps, the satiety of the audience contributes to the dulling of fear: increasingly, researchers talk about the transformation of death from the sacrament into a play: *"by the efforts of the state, the media, modern cinema, fiction and art... the mass invasion of death in everyday life not only contributes to the escalation of the fear of death, but also devalues its humanistic status and personal significance"* (Gerasimova, 2015: 30). However, it creates the illusion of overcoming death (Dolgikh, 2014). In parallel with the growth of social anxiety (Nikitina, Kholmogorova, 2010), doctors note the growth of anxiety disorders (Psychotherapists, 2015), especially in children (Aseev, 1994). The study of A.A. Vasilenko and E.S. Plotnikova on the basis of the classification of I. Dashkevich and L. Zhoglo (Dashkevich, Zhoglo, 2011) showed that it is spatial phobias along with archaic fears that are most common in boys and girls of the age group of 6-10 years (Vasilenko, Plotnikova, 2014). According to a number of recognized scientific experiments (in particular, D. Watson), most fears, as well as general anxiety as a personal trait, are laid in childhood (Aseev, 1994). Employees of the Institute of socio-economic development of the Russian Academy of Sciences, since 2002, leading the monitoring of mental health of the population of Vologda region, consider depression and anxiety as *"significant factors negatively affecting the stability of public life"* (Morev, Popova, 2011:31). S.N. Ilchenko (2009) indicates that *"the destabilization of mental health audience (and hence the nation) in radios and televisions, occurs in a craze of mysticism, apocalyptic predictions and fear as the dominant theme in many journalistic materials"* (Ilchenko, 2009: 289). Based on G. Gerbner's theory of cultivation, S. Ilchenko considers the role of the media in creating the myth of maniac with "Chikatilo's brand" in the center: *"the maniac did not hide the fact that for samples of crimes took those situations which are seen in numerous American thrillers about murderers, shown on television"* (Ilchenko, 2009: 292).

Researchers from Kazan list the most frequent student phobias they have revealed (Islamov, Valeeva, 2016: 64), and as part of these phobias, we meet the entire set of "eye-stoppers" acting as a source of threat in a horror movie: snake, spider, sharp stabbing objects, height, enclosed space and open space. We do not find among them a special kind of fear of the house, but a rather voluminous (11 % in all identified, the second rank in frequency of representation) segment of auto-, or monophobia, i.e. fear of being alone, attracts attention. Given the fact that the place where the person stays alone is primarily his own house, it is highly likely that these 11 % of students are characterized by more or less pronounced oikophobia. The scientific literature does not yet give us an answer to the question to what extent the theory of cultivation (and a number of other theories) is applicable to the negation of the image of home space in the individual and mass consciousness.

Doctors do not set themselves the task of identifying the presence or absence of correlations between the consumption of media and phobias, and psychologists of media and journalists do not have representative arrays of primary medical data.

Psychologists recognize the psychotherapeutic effect of overcoming fears (Romanova, Skripkar', 2010), but still tend to the idea of the devastating impact of horror not only on the psyche but also on the entire human body: *"in 2009, "RBC daily" ... the results of an experiment conducted by biochemists from Washington are published. / ... / strong fear and inner anxiety of a person when watching a violent film are a signal of danger to the body. But since a person does not try to stop this process and reacts to the instinct of self-preservation, ie. "escape", the body believes that the "focus of infection" is inside. In search of him sent antibodies that begin to destroy healthy cells of the body. Generalization of medical materials allowed doctors to conclude that such stress causes not only temporary biochemical changes in the human body, but also contributes to the emergence of various diseases. Thus, the inability to remove aggression leads to the fact that a person develops hypertension and peptic ulcer disease, increases the likelihood of heart attack, stroke and even migraine"* (Muromova, 2014). The inadmissibility of viewing horror in the most suggestible part of the audience, in particular children 6-9 years (Muromova, 2014) and young people 14-19 years (Romanova, Skripkar', 2010) can be considered absolutely proven. Psychologists most consistently represent this line (Chernianovskaja, 2003; Volkov, Chursinova, 2017).

Sociologists consider films as a "didactic manual" on dangerous and safe behavior, intended for the younger generation, despite the brutal, shocking form. Therefore, D.M. Rogozin (Rogozin, 2011), for example, following the results of the experimental projective procedure on the material of a parody zombie horror reveals in the screen-role structure patterns of parenthood and friendship as the leading. With regard to the space of the house the horror movie can be considered one of the forms of territorial socialization, which are considered in detail by M.V. Osorina: "horror stories", initiational visits to "terrible places", bookmarking of "secrets", the creation of secret headquarters and other points of assemblage of children's group (Osorina). Film scholars, drawing on the structural-morphological analysis of horror, also pay attention to the process of mythologizing the living space of a modern audience.

So, A.Y. Ionov (Ionov, 2016-1), especially considering this process, draws attention to two main channels for the broadcast to modern teenager territorial experience, which helps him to master and "tame" urban space. This is a narrative as a form of intra-group leisure (telling horror stories or "urban legends" in the summer camp, which inherits to the genre of traditional folklore "bylichka"), and the transfer of similar content in the Internet communication, which, in turn, becomes the material for the creation of new films. The specificity of urban legends is determined by the universally understandable "wandering stories" that have received a new life in the global Network. The urban legend, *"getting from the local to the global context, ... is easily adaptable /.../ When half the world communicates in "Facebook", the story of a dead friend who appeared online, becomes equally clear to all/.../ there is a certain global folklore /.../ Everyone can create and spread the legend himself, while maintaining one of its important properties – anonymity"* (Ionov, 2016-1: 81). Considering, after Western culturologists, watching a horror film as a ritual, which, in turn, introduces a number of ritualized actions, cultural norms and taboos, A.Y. Ionov shows that most often the meaning of terrible events is associated with the violation of the subject's relations with space. These rules are simple and known in advance: *"don't open the damn children's camp, don't sleep in the house, which is considered to be inhabited by ghosts, don't watch mortal videotape, and so on"* (Ionov, 2016-1: 78).

And although A.Y. Ionov says about the presence of films where there is no "moralite", which violates the canonical structure of prohibition-violation – consequences – attempt to escape, it seems to us that it is indestructible even in those cases which he considers opposite to this logic and modern morality. Arguing about the plot with a vanishing from the car companion (long dead), the author wonders: *"what is the prohibition of this story? Is it about not picking up stray loners on the road? What about kindness and mutual aid?"* (Ionov, 2016-1: 79).

Yes, that's exactly it. The ban on communication with an alien is so ancient and fundamental that it does not comply with the norms of modern morality. Horror is not a genre that is designed to teach kindness and mutual help. It is designed to teach how to survive in a dangerous world filled with strangers, and in this sense fully corresponds to the main intended to children's parental

ban: do not open the door to anyone and do not talk to strangers. The same regulatory, socialization functions are performed by the image of the victims-teenage couples who have fun in a dangerous place: the prohibition *"on an implicit level ... may be implied in the undesirability of premarital sexual emancipation of teenagers, especially in secluded, potentially dangerous places"* (Ionov, 2016-1:79).

Thus, horror is always based on violation of taboos or restrictions, revealing the essence of cultural norms, including in connection with the behavior in relation to the house, as well as in the house and beyond, that is, in connection with the territorial behavior as such. This makes horror one of the regulators of social behavior, along with other media as channels of socialization. However, it seems that the taboo side of horror films in some cases can lead to the formation of spatial fears. Spatial fears are most common in children, adolescents, youth, and the elderly, but perhaps a strong traumatic experience reduces susceptibility to fear. Can we assume that only the polar age groups as the most suggestible are exposed to horror? And is it possible to speak only about the individual suggestibility?

Commercialized fear

American scientific literature and journalism has long referred to practical consequences of physical and social space "horrorization", including a home. For example, D.S. Moss reports on the decision of the Court in New York, according to which the bond trader, who refused to establish contractual obligations to buy an old (circa 1900) house because of the rumors about paranormal activity of that house, loses the advance payment made to them for this property (Moss, 1990:31). Marketers calculate the profit from the continuation and support of the film industry attractions, which exploited the image of "scary house" (Deckard, 2001; Mooradian, 2002; Muret, 1997). Horror and haunted houses have become so natural, a necessary part of mass culture, including youth and children's segment, that an employee of EBSCO Publishing house Becky Spratford (Becky Siegel Spratford) became known as the author of the guide on "Vampires, Killer Tomatoes, and Haunted Houses" (Spratford, Clausen, 2004), the release of which has been marked as a significant event by "Bulletin of the school library" (Evarts et al., 2004). Three years before, that Bulletin published another review of the horror fiction with a markeable name "Ghost States of America" (Callaghan et al., 2001). The trend is accurately summarized by the title of an article by one of the authors of the magazine "Cablevision": *"Home is where The Haunt is"* (Hendrickson, 2000). Finally, we found an extremely interesting Canadian study by J. Kelso (Kelso, 1999). It lies at the intersection of folklore, Economics and marketing and is devoted to the question of how superstitions associated with death and supernatural phenomena affect the real consumer behavior in the housing market. Thus, it is possible to consider existence of a magic brand as one of independent types of stigmatization of the territory, a source of dissatisfaction with housing conditions and the market mechanism proved.

This output of virtual reality in physical reality is part of the General trend, which is noted by many experts: horror movies' desire for more realism. This *"can be traced throughout its history. Currently, the horror Genre reaches the maximum realism either through clear and true manifestation of violence, or using ... "mocumentary"* (Ionov, 2016-2: 34). Commercialization of fear leads to changes in the market of Museum and tourist services. Researchers-geographers specializing in the study of the tourist attractiveness of the territories write: *"An interesting feature of modern interactive museums devoted to legends, myths, horrors of urban folklore can cause bewilderment and even contempt in sophisticated intellectually and educated on traditional forms of representation of visitors to the Museum exhibition"* (Afanas'ev, Afanas'eva, 2016: 39). They noted the increased attention of their Western colleagues to the phenomenon of mystical tourism, based on the mythologization of urban space, including residential real estate – castles, mansions and estates, houses with an aura of mystery legend. This phenomenon in the English language has received a special designation: "haunted house". It is both a cliché of the horror genre, and the house-attraction, seasonally demanded, dedicated to Halloween. The most famous examples of the mystical tourist brand are Vlad Dracula's castle Bran in Romania and Bulgakov's "bad apartment" in Moscow.

The commercialization of fear is particularly evident in the flow of everyday informal communications on the Internet. In order to identify attributes of "terrible houses" and stigmatized spaces, 15.05.2017 we searched for the words "terrible/scary/ horrible etc house/place" in materials of posts in social network Facebook. The materials were found on the users' personal

pages, on the thematic pages devoted to travel, tourism, amusement business (for example, "Your London" - <https://www.facebook.com/tvoylondon/posts/1273448646068046>; "Around Tenerife" <https://www.facebook.com/groups/180009632377778/permalink/383361945375878> / etc.), and on the pages devoted to mysticism, paranormal, unknown (for example, "esoteric world" - <https://www.facebook.com/groups/mirezoteriki/permalink/388901221480903/>). But links to external sources, placed on these pages, always lead to the sites of travel agencies and real estate agencies.

So, we can conclude that horror, by creating a "supportive" commercial infrastructure, transforms the physical space and directly creates, produces conditionally scary places marked by a magical, paranormal stigma. The fact that these places often become attractive for tourists proves horror's influence on adults, active, mentally healthy people, not only gullible and inspired children and old people. In these cases, horror performs an entertaining and hedonistic function, but we do not know what is happening in the mind, mood, behavior of tourists after they got the desired pleasure from the deliberately safe fear. As one can see, some studies indicate that the consequences of these visits can go beyond the game with fear, be postponed in the mind and directly affect housing and consumer attitudes and prejudices.

Oikophobia as the effect of horror

What is said, however, does not explain how and why the depiction of fear and scary spaces with its "educational", imitation nature can be transformed into real fear. P. Cowdell (Cowdell, 2011) refers to data from predecessors who say that the superstition of the population after the Second World War doubled, and explains this by the fact that the supernatural is inextricably bounded in English culture and language, that these beliefs are not marginal, but constitute an important and natural part of English daily life. But even if the real number of people who believe in the beyond is much greater than the number of people who admit it, between faith as recognition or denial of the existence of a phenomenon and faith as an action that can be done because of this cognitive component, the distance is quite large. People of modern secular society have gone through a system of school education based on the natural science picture of the world; most of them live in urban apartment buildings, where nothing is reminiscent of the characters of traditional folklore; witches, healers, shamans are not part of their daily social environment. It is not clear what makes such people leave places marked by memories of negative events, avoid them when choosing a place of residence and even walking routes, carry out magic cleaning rituals in their houses, that is – really afraid.

A very important observation makes J. Kelso on the basis of a series of interviews with real estate agents and buyers: *"The connection of a good price with a home wherein a violent death occurred can be used to the buyers advantage, even when the buyer has no fears associated with living in close proximity to a death. /.../ the lowering of the house's price because of a violent event fuels the belief that death damages a property and ultimately leads to situations such as ... being able to get an even lower price from an already good deal"* (Kelso, 1999: 51-52). In other words, to be afraid, it is not necessary to believe in the real possibility of harm that the house itself can cause.

One can fear – and rightly so - the consequences of the social stigmatization of a resident that results from his Association with a stigmatized space. J. Kelso clearly denotes a public condemnation, which is almost inevitable when it comes to real estate, "stained" in the eyes of the local by the name of a maniac, widely known through the media. For such estate *"any price is too high/.../As Susan Gamble asked in reference to the Bernardo's home: "Would anyone trust someone who chose to live there?"* (Kelso, 1999: 53). We believe this conviction is based on a sense of community dissatisfaction with the offender's punishment: biological death is not enough, it must be accompanied by social death, complete oblivion, taboo on any "resuscitation" of the villain's personality embodied in house, which violates too brave or careless buyer. It is no accident, as the author shows, most often such houses are destroyed, and sometimes, for the purpose of subsequent destruction, they are specially purchased by real estate agencies, so that stigmatized houses do not "pollute" neighboring ones and do not knock down the price for them.

Finally, the fragments of many of the interviews given by J. Kelso contain a motive of describing the discomfort of being in "haunted houses" by people who do not believe in the existence of ghosts. For example, here is one of the characteristic interviews: *"In my case it's not fear of external danger (i.e. being murdered by ghosts or being forced to commit copycat*

suicides) so much as the fear of inner turmoil that makes me uncomfortable with the idea of living in a place where something like that has happened. I'm afraid I'd obsess about it, have bad dreams about it, get nervous when I was home alone at night--that sort of thing. I don't expect I'd ever have any physical trouble, except for what I caused myself with my own irrational fear. I know that the fear is irrational, but I also know I would have it. I'm already afraid of the dark, afraid of UFO abduction, and a host of other silly things that nonetheless scare the bejeezus out of me when I'm left alone to think about them too long" (Kelso, 1999: 87-88).

Kelso's respondents who did not face ghosts and do not believe that they can meet with them in reality, are already "lost" in the imagination of the situation of this meeting. Such a meeting seems for them familiar, clear, filled with specific details. This situation is unpleasant and scares in advance because it is formed in the mind in the flow of social communications.

Thus, the mechanism of influence of the horror-cliché on the formation of oikophobic attitudes, States and disorders in relation to adult, sane people of a secular society is explained through the opposition of "game, fiction – serious things", which leads us to the constructivist theory of frames of W.L. Warner's student, E. Goffman.

Starting with the famous work of J. Huizinga (Huizinga, 2011), the large-scale cross-cultural longitudinal study of modern leisure, conducted by G. Pronovost (Pronovost, 1986), more and more popular in philosophical, cultural, socio-cultural research becomes the idea of the game as the main form of modern sociality. The game and mass media provide an opportunity for existential experience of many situations and roles in a short time, which loses authentic, but gives the advantage of simultaneous access to a range of emotions, life styles, motives for choosing behavioral strategies.

Communication, identification, euphoric involvement is the Central concept of E. Goffman's "Fun in games" (Goffman, 1961). Goffman is not limited to the fact that postulates the dependence of the actions of individuals on their understanding of the essence, the social meaning of the situation, which is determined by a particular organization of its frame. Frames are classified by E. Goffman on the basis of the expected or prescribed regularity and depth of involvement of the individual in a particular situation: *"Some of them, like systems of traffic rules, require deep involvement of the participant, another are maintained in the focus only from time to time, only when there is a need to avoid unexpected trouble. Other frames require in ... literally and figuratively comprehensive engagement" (Goffman, 2003: 116-117).*

It seems to us that it is E. Goffman's category of involvement that allows us to explain the projection of the stigma of "paranormal", "creepy", "supernatural" place on the economic, consumer characteristics of a particular dwelling and the territoriality of their inhabitants.

This involvement is a psychobiological process, *"in which the subject ceases, at least in part, to be aware of the direction of his experiences and cognitive attention. It actually means the concentration, absorption (engrossment) /.../the only real spontaneous involvement produces an adequate behavior" (Goffman, 2003:117).* Examples of how a conventional, by definition, "fake", "imaginary" game frame captures participants, causing a completely "real" consequences of role-playing behavior with "excessive realism", which E. Goffman lists (theater, Boxing, military exercises and training, ritual insults, reproduced by the carriers of the sociolect for the ethnographer, etc.), can be continued by examples of how the frame of a terrible, abnormal, demonic home or space (the haunted) gradually "captures" the resident, organizing his perception of his own living environment, and perhaps, the actual behavior according the "rules" of horror films or mystical thrillers. E. Goffman calls the coming out of obedience playfulness a "downward switching". It especially clearly finds itself in the field of mass communication: *"someone from the audience discovers that for them the characters of radio and television series are gradually becoming reality, and they pour out this strange faith in writing letters to favorite characters with advice, warnings, support, etc. to the address of the appropriate Studio" (Goffman, 2003: 135).*

E. Goffman's concept of "game" involvement finds empirical confirmation in the model of "context-induced" supernatural experience of R. Lange and J. Huran (Lange, 1997), who believe that quite understandable unpleasant conditions (for example, a sense of temperature discomfort, temperature difference under the influence of physical factors) are repeatedly amplified and acutely experienced in a certain context (belief in the supernatural, especially the place - in particular, we are talking about the legendary haunted houses, the place of the recent accident,

etc.). Even within the framework of the behavioral approach experiments of D. Watson (white rat and baby Albert) proved the ability of fear to be projected on similar objects that previously did not cause fear (Shcherbatyh, 2001). Physicians from Arkhangelsk (Sidorov et al., 2014) similarly explain mental epidemics, which are ethnically and confessionally marked. Psycho-emotional tension (function, which successfully cope media and means of mass influence) and narrowing the consciousness of the recipient under the influence of a number of endogenous and exogenous factors (among the latter, an important role is played by poor sanitary-hygienic and socio-psychological factors of housing) are necessarily.

Goffman's concept best explains the special role of media in the negation or, on the contrary, the poesy of the image of home space. Modern television, as shown by V.P. Kozyr'kov (Kozyr'kov, 2001), has the properties of interactivity, complicity, suggestiveness, in no small measure because of being entirely "domesticated". That "domesticated" visuality is strengthening and even creating the archaic forms of experience of the world: *"viewers as residents of the house and members of their families are scattered throughout the social space, but are connected with each other by their spiritual involvement in the world of life, which is created by television. Television is an information technology, created for the construction of housing ... to create additional conditions for the development of the individual at home / ... / its symbolic content television acquires what can represent and replace for viewers the whole world of culture. The same function for a person is performed by the house, but in the material and social sense"* (Kozyr'kov, 2001: 74-75).

It is clear that watching a film about the home at home creates a better situation of the "context-induced experience", which is mentioned above.

4. Results

At the dawn of Cinema, the modern era was marked by a real boom of mysticism, Gothic, occultism, which was expressed in the aestheticization of the terrible, which, according to L.E. Kireeva, *"is a special cultural mechanism to overcome the fear of death and non-existence. The socio-cultural crisis in the modern era and the accompanying process of secularization became fertile ground for the emergence and development of different kinds of artistic tools that facilitate experience the fundamental of human fears in the framework of elitist and mass culture"* (Kireeva, 2016: 72). During the First World War, as shown by V.V. Ustyugova, the processes of mass social life accelerated and for the first time along with the escapist function, cinema began to perform the function of verbalization of social problems; for their embodiment, most often were used *"narrative forms of adventurous cinema, "romance" and psychological drama"* (Ustyugova, 2016: 268). In an era of real horror, cinematic horrors receded into the background. The relevance and high practical value of a comprehensive socio-psychological analysis of the "terrible" films as a repository of the main constructs of the collective unconscious, according to V.M. Chalilov, began to realize towards the end of the twentieth century: *"the researcher Paul Wells ... lists the largest narratives of horror films: social alienation, the collapse of moral and spiritual foundations, a deep crisis of evolutionary identity, direct articulation of the most intimate imperatives of humanity, the need to Express the meaning of human existence in a suitable aesthetics..., stepping over various epochs and cultures. Thanks to the critical re-evaluation that began in the 1970s, horror films have become from the once "low" and despised genre one of the most seriously researched and extensively discussed in Western film theory, and through the prism of a wide variety of scientific areas"* (Chalilov, 2013: 74).

In the context of globalization, the popularity of the genre is growing everywhere: in Russia and the post-Soviet space, in Japan, in the US and Europe (Dutkina, 2016). Horror subgenres are multiplying, and everyone finds his regular audience. T.N. Shemetova deals with problems of partitioning genre of horror, and specificity of its sub-genres, *"highlighting films about zombies, monsters, demons, mystical movies, movies mythical-Gothic type, "the slasher"* (Shemetova, 2011:74). M.V. Shaidullina (Shaidullina, 2016), especially considers the genetic successor of the disaster movie - a post-apocalyptic story, which is based on cyberpunk and splatter punk. Many authors investigated the question of national-cultural styles of "scary movie", of specially Russian horror possibility, of intercultural contact and typological convergences in the representation of mythological, folklore and literary stories, of national cinematic traditions (Chvostov, 2011; Grabuzov, 2012; Ionov, 2013; Ivanova, Kazurova, 2013; Omelyanenko, 2014; Yakovenko, 2010).

Referring to the long-revealed pattern – the growing popularity of mysticism, occultism, spiritualism, eschatology in the crisis moments of history – the researchers pay attention to the unprecedented boom of "terrible" on the turn of the 1980s – 1990s, when so long-awaited by someone collapse of Soviet totalitarianism came, and the country suddenly swept a real "epidemic" of faith in various witches, healers, psychotherapists, Messiahs, leaders of authoritarian sects, not to mention the various political crooks" (Komissarov, 2015: 69). In his study of the terrible as a socio – cultural category A.A. Chvostov has marked a special tendency of young people to mysticism, expressed in the appearance of special subcultures (the most striking example are Goths), and in the huge popularity of the genre of horror (Chvostov, 2011). According to the data given in the article of Yu.V. Muromova, "in recent years, more and more people are watching the horrors. Movies genre "horror" increased by 65 % (1970s – 3 %, 2010 – 68 %)" (Muromova, 2014: 11). The same trends are noted by literary critics who study the demonological and Gothic traditions of Russian and foreign literature (Litsareva, Semerikova, 2016). Against this background, the interest in the terrible and otherworldly, which has not subsided since the 1990s, as researchers' data show, points to the depth and consistency of Russian crisis.

For our array of films, the results reliably show (Livin's statistics 12.72 with a significance of 0.000, F-criterion when checking the homogeneity of variances 38.88 about the significance of 0.000, n=1467) a pronounced tendency to decrease in audience ratings. Films between 1930 and 1969 enjoy the greatest and most stable (homogeneous) audience sympathies (average scores are the highest, exceeding the upper line of the control range in 3σ , the values of standard deviations are the lowest and also beyond the lower limit of the control range in 3σ). The same General trend is objectively typical for the viewer's perception of films from two samples separately. The difference is that in a sample of films about the house of all genres, the estimates decrease smoothly, while the estimates of horror films about the house fall sharply (which visually reflects the angle of the interpolation line of the average values of the estimates, which is actually a downward straight line).

To determine how these trends are stable, natural and able to determine the future, applicable to similar films that are not presented on the site, we have resorted to the analysis of survival by Cox regression method, revealing "the probability of occurrence of an event for objects that are at risk" (Sharashova et al., 2017: 7). Although this method originated in clinical practice to predict the probability of deaths after surgery, it is also valid to extend to the situation of "death of the film", measured by us, when its rating is zero, that is, the film no one wanted to watch, or, in accordance with the threshold in 10% we have introduced, is extremely low. Later, the threshold was raised to 33 % to reduce the number of censored values, but the data configuration remained the same. All censored data is right-hand, because the only undated film we excluded from the array. Thus, the number of events (rating 0-33) is 165, incomplete data 1233. Strata were determined from sample 1 and 2. In the model without predictors to the last stage, the cumulative risk of rejection by the audience for films about the house of different genres is 0,164, and for the category of horror 0,352. The -2LL value for the model without predictors is 1969,920. In models with different predictors of statistics do not change significantly, Wald's criterion indicates the absence of their statistical significance, including depending on the country of production of the film, and hence on the poetics of individual Directors and subgenres, which could be associated with the "existential European" or "pragmatic American" dominant model of horror (Tikhomirov, 2008). The audience of horror is constant and omnivorous. The main product, which it consumes, is characterized not in aesthetic, but in socio-psychological categories This is indicated by the following. Only if we add to the model a predictor of the presence in the title or in the annotation of the film of words that characterize the house in terms of its security, danger or safety, as well as a predictor of the presence or absence of positive or negative emotional evaluation, expressively colored epithets relating to the house, the predictive ability of the model improves (the value-2LL decreases, Chi-square increases, the Wald criterion shows the statistical significance of regression coefficients). The baseline cumulative risk at the last stage is aligned for both subsamples, accounting for multi-genre of a sub-sample of 1,224 for the horrors of 1,577.

The survival and risk functions for films about the house of different genres in comparison with horror films show the presence of a delayed effect. The terminal event for horror comes at the first stage of its existence, although the risk is minimal up to the fourth stage, which can be

considered critical for the image of the house in all genres). But in the end, the rate of deterioration in the ratings of films about the house of all genres are sharper than in the case of horror (Figure 1).

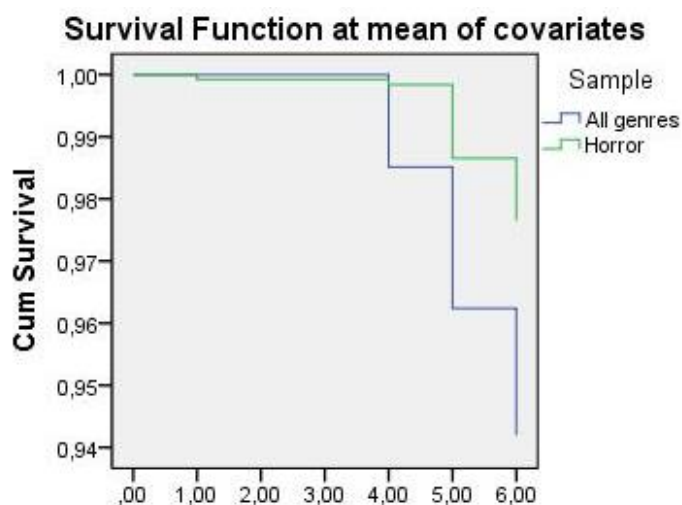


Fig. 1. The dependence of the audience rejection of films about the house from the time of the film

In the sample as a whole (horror films and films of other genres together), the relationship of viewer ratings with the image of the house (negative, neutral or positive epithets in titles or annotations) is quite close ($r = 0.508$). Its critical deterioration (the value of the terminal event – "the image of the house is negative"), as shown by the use of the same technique (Cox regression), also falls on the fourth period. The value $-2ll$ of the initial block = 15745,103, and when the predictors "Sample", "Country" (still weak, but statistically significant predictor), "Security" it falls to 15639,622. Chi-square 98,617 with three degrees of freedom and a significance of 0,000 and the Wald criterion indicated that the "group at risk" from the point of view of placing of the audience lowest ratings are horror movies and movies in General, especially emphasizing the safety of the house and its inhabitants; the movies that were released outside the Slavic and European countries. As already mentioned, the expressed risk of negativity appears at the fourth time stage (0,167, while at the third stage 0,049), and the basic risk accumulated by the sixth, modern stage, = 2,101 (Figure 2).

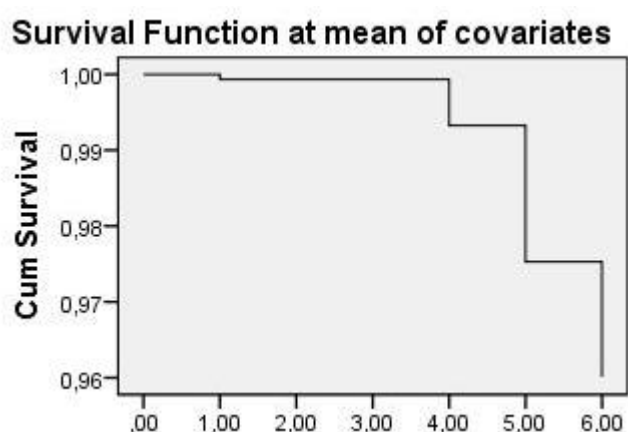


Fig. 2. Dependence of negativization of the image of the house in the movie on time of creation of the movie

Our conclusion that the accumulation of negative representations of the house in time reached a critical mass in the fourth period, that is, from 1970 to 1989, was unexpectedly confirmed by another author. This is a short article by an architect Edwin Heathcote «House of horror: the

role of domestic settings in scary movies». Connection of penetration horror in everyday home life with suburbanization and privatization, which we pointed out in the previous article on the types of "terrible" home in the movie (Kazakova, 2018) as it turned out, E. Heathcote designated in 2014: "When the movies started out, the haunted house or the house of horror was a gothic fantasy. They were not the houses we lived in but the homes we imagined would be haunted. At some point in the 1970s these melodramatic leftovers were replaced by more ordinary houses and horror was brought closer to home. Whether it was the haunted house or a crazed individual menacing a neighborhood, the horror moved to the suburbs. From *Halloween* (1978) and *Poltergeist* (1982) to *A Nightmare on Elm Street* (1984), the suburban home has become the default setting of horror's slasher sub-genre.

The suburb has been designed and made to feel safe. It is a reaction to the fear of the city – the anodyne, predictable counterpart to the unpredictable chaos of urban life with its mixed society and crime. But the city offers a sense of proximity the suburb doesn't. And despite the image of cosy domesticity, the suburb is left as an alienating place./.../ This psychogeography of the home is intriguing because it assumes that lingering psychic trauma is somehow tangible. Yet who knows what has gone on in a home? Estate agents are obliged to tell potential buyers of disputes with neighbours over hedges or drains but not about murders that may have taken place there. Whatever our rational selves might say, there is a tangible fear, a tingle of recognition once a house is tainted with trauma. We see our homes as receptors. Because they are so intimately intertwined with our daily lives and our images of our existences, memories and families, their violation carries a special fear. In more extreme cases the house might be a gateway to hell or to another dimension" (Heathcote, 2014).

Thus, the connection of a negative image of the house in the film, with its low audience ratings, and the relationship oikophobia of social psychology with the accumulation of "horror" movie can be considered confirmed.

5. Conclusion

In addition to the fact that a person owns his home as an object of property, performs in it and in relation to it as to a social institution certain, often quite strictly prescribed, roles, a person also "consumes" the home space in accordance with the cultural standards known to him. So, as in the case of any other objects, the "consumption" of one's home can be rational and irrational. Starting with coming of D. Galbraith's "Society of plenty", economists are increasingly inclined to believe that the second dominates the first (Scitovsky, 1993: 370).

According to P. Cowdell, the basis of supernatural fears, belief in ghosts that inhabit certain houses and spaces and "fight" for them with the living, is a mass, generalized, neurotic anxiety related to property issues, which can take a lot of specific forms. Among them, P. Cowdell calls the conviction of individual informants that paranormal activity is "monitoring" by the spirits of how the living treat their property, the designation by ghosts in the legends of "true", original boundaries of someone's possessions, later divided administratively. In this the author sees «*a shift from the boundary-related revenants of agrarian society to a generalised property anxiety*» (Cowdell, 2011: 57). Ownership as a foundation of faith in the supernatural becomes especially noticeable in the post-Soviet countries and in General there, «*where there has been a shift in, or an intensification of pressure on, property relations ... Property is key there because of general anxiety about it in the post-Soviet economic environment*» (Cowdell, 2011: 57).

So, it is possible to formulate, than our rationality in the process of "consumption" of own housing environment is extinguished, than possibility of its allotment with negative magic properties is caused.

First of all the stress of urbanism acts unnoticed by man. It supports negative macro-social (economic, political and legal) processes that form a general anxiety and uncertainty in the future, the feeling that the environment and own life is out of control, has become completely unmanageable, property is not guaranteed, personal space, including in its most intimate, home, borders at any time can be violated by the invasion from the outside. Against the background of the perceived complexity, incomprehensibility, unpredictability of the social environment, the social need for simple, understandable, even primitive forms of leisure, standardized and ritualized cultural and social practices are growing (Zarubina, 2014), which explains the scrapping of the traditional stratification of culture, in which the horror film and the supernatural narrative was

among the "low", despised genres, unworthy of a thinking person. Then comes the turn of Goffmann's "involvement" in the "game" with the meanings generated by the media and the means of mass influence, which could not have had a serious impact (even at the stage of simple decoding), if not lay on the favorable ground of Freud's "uncanny", familiar from childhood and prepared by social memory. The culture of interaction with the "supernatural component" of our living environment (Warner, 2000) is formed by traditional folklore, oral narrations, literary and cinematographic allusions, daily superstitions, and rituals associated with the house, which are considered by anthropological tradition, and in Russia in the most detail by A.K. Baiburin (Baiburin, 1983). This "involved", exciting game in the context of greater or lesser similarity of own living conditions (direct, or iconic and associative-metaphorical) generates a "context-induced" experience of confusion, awe, frustration, fright at the first event, which is perceived as a sign of a demonic invasion from the outside, manifestations of alien and evil will. Creaks of floorboards, the collapse of plaster, flooding or wiring fire in an old house, a casual look of unsympathetic neighbor or a sudden appearance within the "own" space in a communal apartment of objects accidentally forgotten, left by someone from the guests, the invasion of insects or rats are easily interpreted by a person who is already suffering from chronic and severe housing deprivation, as a sign of demonic presence, the evil eye, magic damage.

Recently, we have found a theoretical support for our conclusions in the article of I.V. Utekhin, who has been engaged in anthropology of post – Soviet communal apartments for a long time (Utekhin, 2003). The term "housing paranoia" was introduced by psychiatrist A. Medvedev in reference to a special, characteristic for the elderly, state of "involutional psychosis", which is always associated with their home. They suspect their neighbors of systematic theft and intentional damage to things, in an effort to harm them for the sake of material or moral benefits. In all other respects, their intellectual activity is common. For all who received psychiatric care in connection with such a disorder, it is characteristic to live in communal apartments, which in the Soviet practice of resettlement led to the disclosure of *"the worst moral qualities of people included in the struggle for survival in difficult conditions of overpopulation"* (Utekhin, 2003: 522) and super-control by both the owner and the Manager state, and by the tenants themselves in relation to each other. I.V. Utekhin notes that lack of privacy leads to increased sensitivity to any violation, including the symbolic side of this violation (Utekhin, 2003: 523).

I.V. Utekhin formulates very valuable to us idea of jealousy, inherent in the mentality of such living conditions. In conditions when the order of use of the common space and the share of expenses on its maintenance which each inhabitant of a communal flat has to bear in strict accordance with the principle of justice is in detail regulated, there is a certain mysteriously painted "super-idea" of fair distribution of vital benefits. This justice is not limited to plumbing, cooking and the order of cleaning, but extends to all other benefits received or produced by the resident independently, regardless of other residents: *"The idea of a 'limited good'... gives the feeling that all resources come from one source and therefore their distribution should be strictly controlled/.../such a symbolic 'sharing' as a treat (inviting others to taste cooked food) and a ritualized demonstration of new things – clothes or shoes – are intended to protect against the possible consequences of envy: theft, harm or evil eye"* (Utekhin, 2003: 523-524).

So, it can be concluded that the ungovernability and uncontrollability of space, a sense of own weakness, powerlessness in the face of Fate and constantly spying on you Another (a neighbor, a state, a social environment), limited material resources create extremely favorable ground for the formation of not just superstitions, and superstitious, suspicious-wary, anxious attitude to their own home, which is characteristic of people in conditions of housing deprivation.

If all of the above is true, the housing-deprived population in comparison with their prosperous fellow citizens should be characterized by:

- 1) greater superstition;
- 2) greater sensitivity to horror films (not "love", namely increased sharpness, sharpness of their both acceptance and rejection, as the latter indicates the displacement of fear);
- 3) a particularly large sensitivity to the horror movies where the scary house is central, is a full-fledged hero of the story, unlike films where the horrible was not in the house, but somewhere else outside the house. Thus, if we offer horror fans a choice of a list of cult, all well-known films, in the case of correctness of the hypothesis, people who evaluate their living conditions very

negatively, will steadily choose as the "most terrible" first option, statistically significantly differing from the audience, satisfied with their living conditions.

The results of the experimental test will be presented in the final part of our work on "the house of horror".

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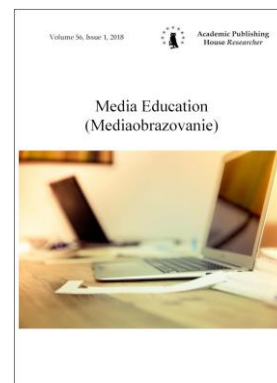
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Media Competence in the Structure of Professional Characteristics of Experts in Advertising and Marketing

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Abstract

The modern media environment is undergoing changes, which occur quickly and are accompanied by the multiplication of information, the emergence of new and complex forms of its presentation. Information consumption is characterized by a superficial perception, reduction of the severity, oversupply, ignoring messages, lack of awareness of information needs. However, the audience of mass media, having access to information resources and opportunities for the distribution of media content, is learning effective interaction with the media environment. This leads to a change in consumer behavior. Experts in the field of marketing and advertisement are forced to look for new ways of communicating with consumers, which meet their needs and appropriate relevant and constantly changing state of the media environment. All this makes it extremely important to systematically revise the structure and content of competence-based characteristics of media experts. The article presents the results of a study conducted to identify the characteristics and professional skills of an expert in advertising and marketing that determine the content of his or her media competence as a professional worker in the media environment. A theoretical analysis of the problem area was carried out, there were derived and analyzed the empirical results of a survey of representatives of business and employers interested in such experts. To check the reliability of the research the collection of secondary data on the sites of search and the offer of vacancies for the various posts was held. The authors propose to consider media competence as a key in the structure of training of experts in advertising and marketing. The basis of its content should reflect the knowledge and skills for implementing strategic communications in the digital environment, the changeability and complexity of which require the development of wide range of skills and characteristics of this kind of an expert.

Keywords: media competence, media environment, media expert, advertisement, marketing communications.

1. Introduction

Life of a modern society cannot be considered without constant presence of the media that surround people literally everywhere. Representatives of various scientific fields indicate the formation of information society, information culture (media culture), and, generally, media environment as a result of the ubiquity of information and communication means. As a

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consequence, mass media has got an integrating impact on society, changing not only the presentation of reality, but that reality itself, along with the ways of its transformation.

Many different types of modern human activity are realized in the framework of full or partial inclusion in the media landscape (media environment) and relationships that arise over the use, creation, conversion, transfer of media products. In response to the need for competent, effective and safe use of media, there is a need in media education. Academicians of media education emphasize the importance of the inclusion of this discipline in the educational process of a person of any profession and at any stage of his life.

The concept of media education is based on the integration of the educational process and media. On the one hand, a person receives information from the media for self-improvement and self-education, on the other hand, he or she supplements and modifies the content of the media. This process of interacting of media and individuality helps to the latter one to develop knowledge and skills to use media for the benefit of its growth and improvement of life. We are talking about the communication culture, development of creative and empathic abilities, formatting skills to interpret, critically evaluate messages, as well as the development of skills in acceptable self-expression using media technologies.

The result and purpose of media education is the formation of media literacy or media competence. Many authors give the definition of the concept, distinguish features, signs, structural elements. However, characteristics of media competence in the structure of the various activities and professional environments are researched rarely. The authors G.U. Soldatova and E.I. Rasskazova fairly notice: "The use of the Internet for communication, search, downloading and creating content for solutions to technical issues, purchases and payments – all these are different opportunities and, consequently, for their implementation different resources and competences of an individual are required" (Soldatova, Rasskazova, 2014: 30).

At the moment in modern scientific studies little attention is paid to the issues of the description of the characteristics of the media competence of the individual, which not only consumes, but actively involved in the creation and distribution of media texts (media messages), media content, media products. It is going about experts in marketing, advertising, PR, journalism, who are on a regular professional basis engaged in the work, monitor the effectiveness of its implementation and realize the results of its effect on the audience. A.V. Fedorov proposes to consider media education of future media experts (journalists, filmmakers, editors, producers, etc.) independently. Among other areas he calls media education of future teachers; media education as part of General education of pupils and students; media education in institutions of additional education and leisure centres; remote media education of schoolchildren, students and adults; independent continuous media education (Fedorov, 2009: 162).

More than a decade ago N. Jenkins wrote about new trends in the development of the media landscape: media companies are exploring opportunities to promote media content through different media channels with the aim of increasing markets and attracting new ways of influence. In their turn, consumers are embracing a variety of media technologies to enhance their control over the media and interact with other consumers (Jenkins, 2006: 6). Bilateral multiplication of information leads to the oversupply of the environment in which person lives and acts. This causes the problem when customers ignore primarily advertising information, which effectiveness of communication is drastically reduced. "An excessive amount of advertising makes a consumer become "blind" and "deaf". In this context, advertisement ceases to perform its main function – ensuring sales and profit, and therefore it is forced to seek ways of attracting attention and memorizing, to create setup for purchasing goods by new and untypical ways and means" (Anashkina, Tkachenko, 2017: 8). This trend is observed now and will be in the future. The prospects of transformation in the field of digital lead to significant changes in decision-making processes of consumers (Kozlova et al., 2018: 280) and necessitate the formation of new competence-based approaches in the training of media experts.

The media environment under conditions of media convergence, the emergence of new technologies and forms of representation of information is becoming more diversified. In this regard, the implementation of professional activities in media environment requires not only the development of media competence as an integrative quality of the individual specialist, but also the possession of some over professional characteristics and skills, which will be the basis of successful

work with the information that in turn will lead to achievement of the goals of particular organizations.

The importance of studying these processes is also caused by the fact that over the past three years there have been significant changes in the labour market in media technologies. There is a big discrepancy between the demands from employers and the proposals of the universities. A large number of new professions has appeared in the media environment and the demand for them continues to grow. The relevance of studying the expectations and needs of employers in the field of professional competences of specialists in advertising and marketing is defined by the current situation and the necessity of an interdisciplinary study of the concept of media competence.

2. Materials and methods

In this work, a study was conducted the object of which was to identify in-demand characteristics at present and in the future and skills of an expert in the field of advertising and marketing that characterize the content of his media competence as a professional worker in the media environment and personality, able to recognize the impact of media texts on society.

In this study we used several methods that allowed us to consider the concept and essence of media competence as well as to highlight certain practical requirements to it from employers. The complexity of the presented methods allows to take into account all the main factors determining the formation of media competence among professionals in the field of advertising and marketing and to provide the optimal solution.

1. Theoretical method of the research was aimed at defining the issue area of interest, clarifying conceptual questions and highlighting the main scientific discussions.

2. The study is based on secondary information collected on the sites to search and offer vacancies for specialists in advertising and marketing. This method was used for the purpose of validation and testing reliability of study while analyzing professional functions and qualities specified in the content of requirements for the positions.

3. Empirical research results are obtained as a result of a questionnaire survey of business representatives as well as employers who are interested in experts in marketing communications.

The study was conducted in the period from March to September 2018, on the basis of primary data collection with methods of survey and in-depth interview.

While preparing the study, a job description of an expert was initially identified and formulated as follows: the creation and placement of media messages with the aim of providing information, promotion, sales promotion of goods and services on a regular and professional basis with awareness and compliance with legal, ethical, and moral aspects. Such professional deals with design, organization and implementation of the communication process, study of the media environment, markets, consumer preferences, analysis of the effectiveness of communication activities.

The media environment is characterized by constant and rapid changeability: its structure, forms and formats of presenting information, ways of promotion get more complicated. To successful work in the area an expert should be able to offer a fairly developed and diverse range of skills and abilities, characterizing him as a generalist expert focused on realization of marketing tasks in the media environment. You need to understand that some of the competencies that are relevant today will not be needed in the future, other competencies on the contrary, will be the key to the successful work in that media environment, structure and condition of which now seem to be not realistic. It is important to recognize now the competency requirements and the request of specialists of the future. Understanding and awareness of the processes of transformation of the media environment leads to a change of current competencies in the structure of professional communications: obviously, for specialists of the advertising and marketing media competence becomes a key priority.

3. Discussion

The concept of media competence has sufficiently long been used in Western pedagogy. A German media pedagogue D. Baacke ([Baacke, 1997](#)) before others began to speak about a mass media user as a subject, who carries out targeted and active actions in the process of communication. In the frame of German media pedagogy an activity-based approach was developed, in which the audience is proposed to actively use the benefits of media for self-

education through effective perception and creation of media texts using a variety of audiovisual technologies. The main and promising task of media education is orientation in the media environment that is created by the awareness of the problems and possibilities of using technologies and various media rather than knowledge and skills of using a variety of media (Hüther, Podehl, 2005).

In the original understanding of the media competence of the personality we can build on the definition given by A.V. Fedorov: "Media competence of personality is a set of motives, knowledge, skills, abilities contributing to selection, use, critical analysis, evaluation, creation and transmission of media texts in different types, forms and genres, to the analysis of complex processes of functioning of media in society" (Fedorov, 2014: 25-26). The author identifies the following indicators of media competence: motivational, contact, informative, perceptive, interpretative/evaluative, practical and operational/ activity-oriented, creative (Fedorov, 2014: 25-26).

The formation of media competence is a necessary element of a full existence in the modern society, the main pastime of which is concentrated in the media environment. As media, in general, people understand means of mass communication, i.e., various channels, using a specific technology for the transmission of media messages from source to recipient (press, radio, TV, Internet, etc.). The entire set of media channels combines within the media industry, the main function of which is to provide the landscape (environment) and implementation means of information processes. Events connected with the creation, distribution and consumption of mass media can be seen as a media landscape (the media environment). The media environment is also referred to as informational and digital that is associated with the prevalence of the use of digital technologies in processes of production, storage and distribution of information. In this regard, a number of authors appeal to the notions of information competence and digital competence.

S.V. Trishina considers information competence is one of the key and defines it as "an integrative quality of the personality, which is a result of the reflection of the processes of selection, acquisition, processing, transformation and generation of information in a special type of domain-specific knowledge, allowing to develop, make, predict and implement optimal solutions in various spheres of activity" (Trishina, 2005). In the structure of this competence the author also distinguishes the following components: cognitive, value-motivational, technological, communicative, reflexive. Information competence is implemented in the activity by performing the following functions: cognitive (gnoseological), communicative, adaptive (development in the digital world), normative (compliance with norms of morality and law), evaluative (orientation in information flows), developing (self-realization through effective organization of one's activities in digital environment) (Trishina, Khutorskoy, 2004).

Addressing issues of digital literacy, psychologists G.U. Soldatova and E.I. Rasskazova actualize the concept of digital competence, which is understood as "the individual's ability, based on the continuous acquisition of competences (knowledge, skills, motivation, responsibility) to select and apply information and communication technologies in different spheres of life (information environment, communications, consumption, technosphere) confidently, effectively, critically and safely, as well as his willingness to such activities" (Soldatova, Rasskazova, 2014: 29). Components of digital competence are knowledge, skills, motivation, responsibility and safety. Depending on the scope of their implementation the authors identify four types of digital competence: 1) information and media competence (content environment); 2) communicative competence (scope of contacts and self-presentation); 3) technical competence (technosphere, software and hardware security); 4) consumer competency (scope of meeting requirements).

The results of the research in the field of media education are reported in the works of such Russian scientists as A.V. Fedorov, I.V. Chelysheva, I.V. Grigorieva, Y.N. Khlyzova, O.P. Kutkina, A.V. Sharikov, A.V. Spichkin, Y.N. Usov, L.S. Zaznobina and others. Among the authoritative foreign researchers in the field of media education can be called D. Baacke, D. Buckingham, N. Jenkins, R. Hobbs, W.J. Potter, A. Silverblatt and others.

Analysis of theoretical ideas and research findings demonstrates that currently the extremely actual are the questions of media education of children and young people, as they carry out the major part of their educational, developing, vocational and leisure activities through the digital environment. Much attention is paid to media competence of pedagogical workers, which is justified by their initial orienting, goal-setting, regulatory activity in the educational process.

I.V. Grigorieva sets out her vision of media competence «as the ability of a personality to do culture activities on the material of the QMS (Quality Management System). As well as to conduct vocational and cultural dialogue and solution of professional pedagogical problems in the conditions of information society, that is, the ability to integrate media education in terms of subjects studied; to use media education technologies in the classroom; to acquire experience in the implementation of socially significant media projects; to acquire skills of organization of information-educational space of educational institutions and lessons" (Grigorieva, 2014: 6). An important aspect in the formation of media competence of a personality, which is noted by almost all authors, is active and purposeful self-education on the material of mass media, and in the process of performing various operations, and communications in media environment.

M.V. Zhizhina, exploring evaluation criteria of the results of media education proposed by different scholars, highlights the components of media competence, testifying to its maturity:

- 1) media erudition (profound knowledge about the media environment: the structure, content, forms);
- 2) development of media technologies and patterns of behaviour, the ability to communicate through media systems;
- 3) media protection (the ability to safely interact and to preserve one's identity, to prove one's point) (Zhizhina, 2016: 63).

At the moment issues related to the skillful manipulation of information (search, storage, usage, transfer); protection when immersed in media environment and communication processes; ability to use media technologies and a variety of tools to meet the diverse information needs are actively studied. As part of almost all approaches to media education understanding media competence does not only come to the amount of general user and professional knowledge and skills, but also to skillful use of information technology. We assume the formation of the ability to conduct effective activities in its implementation in media environment or using digital tools, as well as a personal sense of responsibility. In this case it is noted that in today's digital world media competence can act as a fundamental quality of an individual. Different authors conducting research in the field of media education naturally say that media competence is «a key competence in higher education, part of the professional subculture of all sectors, an integrative quality of the personality...» (Goncharova, 2012: 10).

V. Kačínová emphasizes the interdisciplinary nature of media competence, the formation of which is integrated into the study of basic humanities (Kačínová, 2018).

Each new study of foreign specialists in the field of media education confirms the status of media competence as a key in the structure of professional education.

Currently, the special importance of the formation and development of media competence in the structure of bachelor training is emphasized. The effectiveness of this task depends on the creation of an appropriate educational ecosystem in which the student can realize their abilities and opportunities for self-development and build their strategy for further education (Álvarez-Arguietal, 2017). The authors R. García-Ruiz, A. Ramírez-garcía, M. Rodríguez-Rose reveal the positive results of education in the implementation of projects focused on content and technology media environment (García-Ruiz et al., 2014).

In addition, a number of studies aimed at identifying aspects of the development of digital competence in the process of non-formal education (He, Zhu, 2017).

Thus, the concept of media competence falls into the focus of many diverse and interdisciplinary studies devoted to the problems of modern education both at the formal and non-formal level. At the same time, media competence is widely considered as a part of Digital Agency. "Digital Agency (DA) – consisting of digital competence, digital confidence and digital accountability – is the individual's ability to control and adapt to a digital world" (Shonfeld et al., 2018: 426).

However, as it was rightly noted by G. Jacquinet, the formation of media literacy depends on the context, has different forms in different educational and cultural environments (Cit: Zhizhina, 2016: 57). In this context we can speak about the importance to identify the specificity of media education in different professional fields and, primarily, those associated with the direct implementation in the media environment. The authors of this article addressed the problem of media literacy experts on advertising and marketing, who are directly involved in organizing the content of media environment and managing communications. "The competence of media worker

makes his ability to implement a communication exchange in different multicultural, national and multiprofessional environments” (Stepanova et al, 2014: 71).

Media is currently being considered, primarily, as an environment, rather than a mediator. This environment can be modified and updated with new information and endless copies of existing meanings, new medium and forms of representation of meanings. All this is possible due to the creative activities of subjects participating in information processes. On the other hand, media can be used as a «psychological weapon that is used to influence on the behaviour of certain target groups by means of the changes in their cognitive and emotional spheres» (Gaponova, Voskresenskaya, 2013: 89). Experts in advertising and marketing create and distribute media messages in order to influence on the consumer choice through information, persuasion and reminders. The nature of this impact can be based on obtaining mutual benefits by meeting needs, respect for the right to free choice or on attracting unscrupulous manipulative tactics that allow you to mislead the audience.

By media competence of experts in advertising and public relations S.A. Gaponova and N.G. Voskresenskaya mean the set of professional qualities that ensure successful activity in the sphere of mass communications: the ability to plan and control advertising and PR activities; creation of texts and documents distributed with the involvement of the media target groups; awareness of ethical aspects of modern media when thinking about moral and ethical issues related to the impact of media on people (Gaponova, Voskresenskaya, 2013: 89). The authors emphasize the problem of moral consciousness of specialists in these areas and their commitment to humanist values (tolerance, politeness, understanding, friendliness). Apart from acquiring media technologies to effectively implement information processes, it is also important to understand the social and psychological responsibility, critical and selective perception of media messages, development of skills of creating effective media addresses to the target audience. Wherein the writer and distributor of media texts are aware of the responsibility for the quality of the content of media environment, and may tend to convey the importance of this responsibility to the initiator of communication (the advertiser) and are able to work to his advantage. In this regard G. Tulodziecki associated with media competence “the ability to qualified, independent, creative and socially responsible action in relation to the media” (Tulodziecki, 1997: 120). S.M. Vinogradova, addressing the question of media competence of specialists in public relations, writes about the importance of developing skills of creative sending messages and critical thinking (Vinogradova et al., 2017: 136).

I.B. Arkhangelskaya reveals a different side of the content of media competence in advertising and public relations. Behind it is knowledge and skills of work with media space in general: analysis, evaluation, interpretation of messages; a critical attitude to information sources; the skillful selection of mass media and channels for making contacts with target audiences. “Teaching media competence is supposed to be the study of the basic theory of media and a number of sources, making tasks taking into account media preferences of students and, together with this, the expansion of their knowledge about printed and electronic mass media, and the use of well-known examples for discussing complex topics” (Arkhangelskaya, 2014: 313). In this context, there are aspects of training experts in the field of advertising and PR taking into consideration a media-oriented approach:

- “to teach to properly “read” a media text; to develop the ability to perceive and evaluate information reasonably, to develop independence in judgement, critical thinking, preferences, aesthetic taste; to integrate knowledge and skills, developing skills of journalistic creativity;
- to develop the ability to use information systems to solve professional and creative tasks;
- to give students knowledge of the functions of information in the system of mass media, modern technologies of acquisition, processing, storage and distribution of information;
- to help to master modern methods of obtaining information;
- to impart skills of writing journalistic texts in different genres;
- to master the methodology for monitoring media” (Vinogradova et al., 2017: 144).

Essential aspects of the characteristics of media competence of specialists, implementing the communication function, in addition to the ability to use special technologies to bring information to the consumer and liability for the content of information environment are skills in organizing strategic communications. O.A. Kozlova and L.M. Dmitrieva write about the need to structure the training of specialists taking into account requirements of development of strategic communications that can change the basis of preparation of specialists in the field of advertising

and marketing and also lead to the emergence of new professions (Dmitrieva, Kozlova, 2016: 53). This principle can become the basis of media education technology of training specialists in advertising and marketing, determine the essence and content of media competence of specialists of this type.

Implementation of communications in the media environment to influence consumer demand has a number of structural aspects:

- organization of the communication process; setting goals of communication, planning strategies;
- communications management; organization of interaction of participants of communication process, media plan and media card, the selection of materials and development of a plan of release material;
- communication content management and analysis / criticism of the content; work with media texts, preparation of promotional materials for the realization of contact with the addressees of communication;
- assessment and improvement of the implementation of the communication process; research, testing, cost estimations, assessment of the effect.

The introduction of the concept strategic communications generates an expectation of skills and abilities of performing professional functions at all levels of communication from a specialist in advertising and marketing communications: organization, planning, management, content creation, assessment and improvement, accounting of quality and impact power on the recipient.

As noted above, in connection with the emergence of new and improvement of existing information technologies, the media environment is in constant transformation. In these circumstances specifically, it is important to know one's way around and adapt to implement successful communication with consumers. Employers are currently very interested in experts in marketing communications who are able to work in a changing situation and are focused on constant self-improvement.

Analysis of "Atlas of new professions", developed by a group of experts by means of foresight studies, illustrates the specializations that will be in demand in 2020 (Luksha et al., 2015). Among these specializations there are almost none of those that are declared today in the list of vacancies on Job-sites. Changes in the world of technology lead to the transformation of the content of professional competences, reduction of life cycles of the professions. In such a situation it is important to identify and understand the most current trends in order to promptly start training in-demand experts on the market.

On the basis of the analysis conducted, it becomes obvious that the specialization in the field of advertising and marketing moves from a professional to transfessional, which suggests the formation of unique qualities, rather than universal. This is achieved by the synthesis of knowledge and skills to address the unique challenges and form key competences (Stepanova et al, 2014: 71). A key competence can be called the one that «refers to the total (meta-subject) content of education» (Khutorskoy, 2005). A transfessional can be described as a person who constantly plays the role of a student and a teacher. He or she himself builds a line of self-improvement and self-education (Tkachev, Fokina, 2016: 185). This became possible with the development of information and communication technologies, open access to information, free communication with experts in different parts of the world.

Thus, in-demand expert on the labour market, associated with the implementation of marketing communications is characterized as a transfessional. Media competence can be considered as one of the key, its contents will be reflected on all-objective and subject-specific competences, linking together all the educational aspects of a specialist of this type, focused on the implementation of strategic communications.

The peculiarity of transfessional activities is inextricably bound up with conducting professional activities in media environment involving information technologies. Participating in the implementation of the communication process, which aims to influence on consumer choice, advertising and marketing expert brings changes in the structure and content of the media environment. In other words, he or she does not only adapt, but is directly related to the transformation of this environment. Responding to market needs, he or she forms it, as they become a source of new ways to gain consumers using new technologies.

In connection with the above-mentioned, there is a need to research, to determine the role, place and content of media competence in the process of training specialists in the field of advertising and marketing from the perspective of changes that will be inevitable consequence of the transformation of the media environment and the emergence of new media technologies.

4. Results

The conducted study was a questionnaire survey of employers of different fields of activity, hiring specialists, whose duties include implementing marketing and promotional activities. Among the respondents there were heads of production and trade companies, creative and communication agencies. In total, the survey involved 37 top and middle managers of advertising and marketing departments.

First and foremost, the respondents were tasked to specify the types of promotional products and advertising channels that are most popular at present in their businesses. Among standard channels (ATL) there were mentioned TV, radio and press, and the most popular promotional products were commercials on TV and radio, entertainment videos distributed on city screens. Event organization is demanded in certain areas as a way to promote.

It is worth to emphasize the relevance of digital marketing channels of promotion, which were noted by about 80 % of the respondents: contextual and media advertising, OLV (online video), SMM (social media marketing), advertising in blogs. Among the most important in the promotion of media products, the respondents call web site or a landing page (single page website), further promotional videos, banners, articles are mentioned.

As it turned out, the respondents do not share promotional products and media instruments used for promotion. Statements of this kind dominate: “The integrated campaign in digital: from special projects and SMM to OLV”; “branding, lead generation, targeted/contextual advertising, website creation, working with reputation and content marketing in social networks”. In other words, a particular technology of promotion determines the type and ways to work with marketing information (the means of its presentation, statement, impact). Activities not associated with the creation and distribution of mass media advertising, are also in demand among employers, for example, the analysis of reputation/brand, targeting etc. It is remarkable, that employers mention not only the individual media channels or products, but also pay special attention to connection between technologies and matter of content within the overall promotion strategy, for example, digital strategies, content marketing.

So, the predominant use of digital products and channels for the purposes of promoting the product or service is currently an integral part of reality. This is confirmed by the official statistics. In early 2017 the market volume of Internet advertising has surpassed the most popular means of advertising – a TV (AKAR, 2017). In future the digital segment will increasingly dominate other channels of information distribution.

The success of promotional and marketing activities depends on the basic education and practical experience. An active application of skills and abilities in the field of media and willingness to self-development and self-education is important. Therefore, the necessary thing in the training of specialists in advertising and marketing is the focus on the practical implementation of competences, including media competence through skills.

Modern employers recognize the importance of developing digital skills of professionals. This is confirmed by the results of the interview when answering the question about the structure of skills of professionals implementing the advertising and marketing functions today. As a result of generalization of the most common variants we can emphasize the following:

- Communication skills, including grammatically correct speech and writing (ability to listen and understand tasks as well as send one's messages).
- Skills of creating advertising messages and products (presentations, videos, websites, etc.).
- Skills of using software and Internet resources from the Internet for the implementation of professional tasks.
- Skills of strategic planning (planning of events and campaigns, preparation of media plan, effective use of different tools of promotion).
- Skills of prediction, analysis and situational response, decision-making.

- Skills of comprehension of consumer behavior and requests, market trends, and problems of advertisers.
- Criticism.
- Creative thinking.

Comparing professional skills of experts in advertising and marketing specified by employers to those that they would refer to the content of media competence of such an expert, we discovered a number of similarities. To the media competence they refer, first of all, skills of work with information and technologies to create media texts and content distribution using different channels with the objectives of the communication, interests and reactions of the audience.

Among the skills that are most relevant in the characterization of media competence of an expert in marketing communications and advertising, respondents identified:

1. Skills of the use of technological means for achieving communicative goals;
2. Skills of the recognition interests of the audience, the analysis of and cognitive of emotional reactions to advertising impact;
3. Skills to create media texts based on the goals of the communicative situation, content type, and audience characteristics;
4. Skills to form and distribute visible media content in different media environments with the purpose of effective interaction with communities with different interests;
5. Skills of searching, organization, synthesis of information from different environments and systems.

Meanwhile the majority of respondents associate the concept «media competence» primarily with professionalism in working with mass media (work with mass media dominate the Internet: groups in social networks, blogs, etc.), monitoring trends in the mass media market, choice of different media channels for distributing advertising messages, tracking indicators of the effectiveness of information distribution.

To have the most accurate idea of specificity of professional activity of an expert in marketing communications we have made a list of professional functions, which are currently often specified in vacancies for the posts of experts in such activities. The most in-demand functions from this list, according to our respondents, were the development of marketing strategies and planning, organization and execution of events and campaigns (Figure 1).

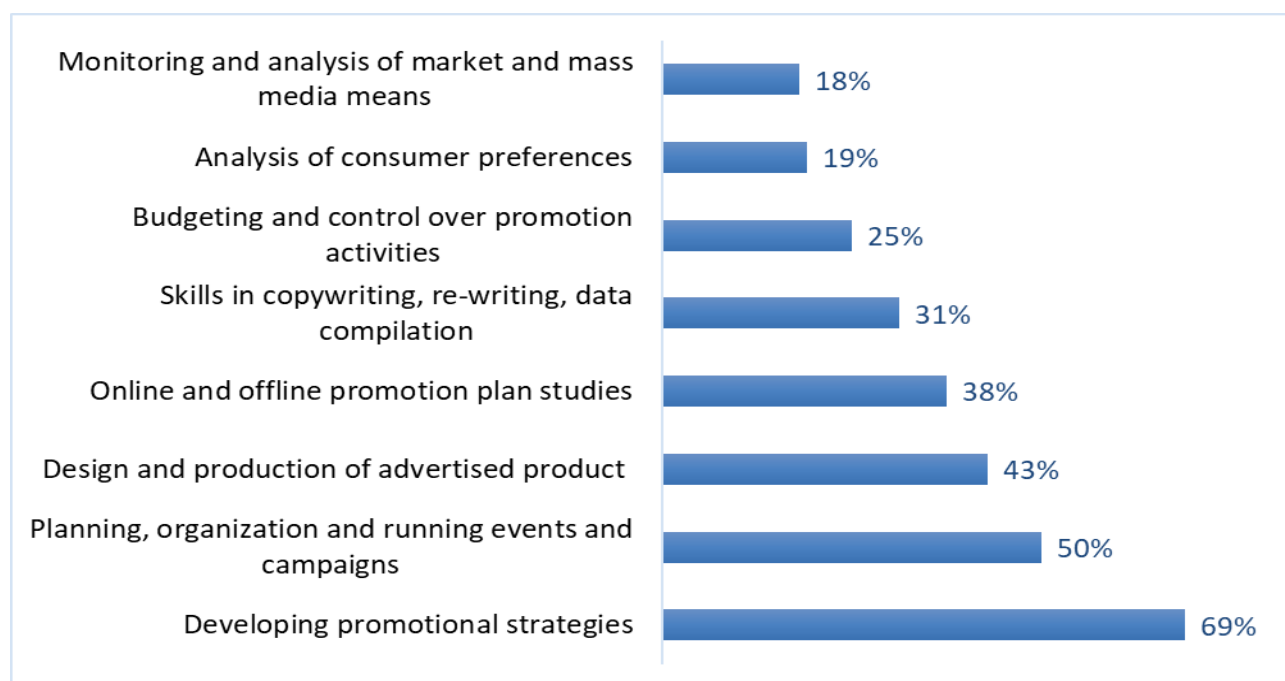


Fig 1. The most popular functions in professional activity of an expert in advertising and marketing (rate of total answers)

Responses demonstrate the relevance of current professional functions that are associated with the implementation of the strategic communications (planning, organizing communication campaigns and events, development of strategies). We should note the importance of a multifaceted approach to the implementation of communication activities. In the future, the respondents consider following activities to be the most important: the formation of specialized information streams in accordance with user needs; the integration and coordination of all internal and external communication processes. This is confirmed by the appearance of such positions as manager of monetization in advertising, traffic manager, content director, etc. The teacher of the University "Sinergia" A. Bankin writes: «Content marketing helps to create and build online and offline communications (articles, videos, emails, webinars), to use psychological triggers, relevant and working idea to create a real asset for business – responsive, loyal, regularly shopping customer base» (Bankin, 2017: 25). The modern market leads to synergies in the activities of advertising expert, which requires the formation of a number of professional and overprofessional qualities that characterize him as transfessional.

Transfessional competence characteristic of the employee includes the following aspects:

- functional (professional);
- intellectual;
- situational;
- social (communicative) (Stepanova et al., 2014: 71).

The authors of the article have analyzed the professional qualities mentioned in the vacancies for specialists, implementing promotional activities, and made a list of the most popular ones. Among them, employers have chosen those that they consider the most important based on their business sectors (shown in Table 1).

Table 1. The competence characteristics of an expert in the field of advertising and marketing communications

<i>Professional qualities</i>	<i>Situational qualities</i>
<ul style="list-style-type: none"> – knowledge of basic marketing and communication strategies, – knowledge of means and channels of communication, – abilities to develop promotional materials and prepare advertising messages, – abilities to plan a communicative activity to analyze its results, 	<ul style="list-style-type: none"> – abilities to quickly make decisions on the basis of a balance of analysis of the information – to argue and defend own decisions, – the ability to adapt behavior and thinking to new, changing or unexpected situations, – the ability to conduct multiple projects simultaneously, – the ability to control and correct the implementation process of the advertising operation
<i>Intellectual qualities</i>	<i>Social (communicative)</i>
<ul style="list-style-type: none"> – creativity, – literate oral and written speech, – goal-orientation, – emotional intelligence, – empathy 	<ul style="list-style-type: none"> – client-orientation, – the ability to work in a team, – emotional intelligence, – the ability to conduct an effective dialogue with the advertiser

In the future, employers expect the experts in advertising and marketing to develop such qualities as emotional intelligence and empathy (81 %); multi-tasking and the ability to conduct several projects (57 %); creativity (50 %), critical thinking (37, 5 %).

These results suggest the need for enhanced self-development and prospects of training specialists in the field of advertising and marketing. According to the survey, respondents indicated that advertising and marketing expert should be competent in the following areas: design, journalism, information technologies, psychophysiology and management.

All the results presented show the need to widen the content part of media competence not only considering modern digital technologies, but also personal characteristics. However, media competence is just the one element in the general system of professional communication, and its development requires a qualitative integrative approach with other skills and abilities considered in the context of transfessionalism.

5. Conclusion

According to the results of theoretical analysis of literature, studying the content of the vacancies on specialized job-sites and questionnaires to identify expectations of employers, we can draw the following general conclusions.

Media competence in the work of experts, implementing their professional functions directly in the media environment, can be seen as one of the key one. It differs in duality of measurements correlating with approaches to the implementation of activities:

1. The use of technologies and resources of media environment for self-education, self-improvement, intellectual growth, interprofessional communication. This is the most studied side of this concept. In this case, important is the knowledge of media (genres, channels, etc.), abilities to carry out search and selection of necessary information and information technologies for self-improvement, the ability to extract the actual meaning of the message, a critical attitude to content. In the relationship between a man and media the central point is the orientation in the world of information, awareness of the influence of the media, the ability to defend oneself and preserve one's identity in the network communication.

2. The transformation of the media environment for the realization of personal interests and the organisation of effective communication process. This side of media competence is less studied, as it involves the study of the content characteristics of human activities, specializing in the production of content and its placement on a professional and regular basis. Besides the already mentioned results of completion of media competence in the first approach, some features are being added, requiring over professional knowledge and skills from an expert. Thus, an in-demand expert on a labour market, associated with the implementation of functions of marketing and advertising is inevitably characterized as a transfessional.

All the professional qualities of an advertising expert combine his or her media competence, common core of which are the knowledge and skills in implementing strategic communications. All dimensions of this competence unite under this general conceptual framework: knowledge of media, use of media, designing media, metacriticism. However, the important point of the study is that the latter aspect in the demands of advertisers somehow is leveled out. Apparently, what is clear is that the advertising and marketing expert needs to apply to work with information with a critical point of view, be able to find the desired information, analyze and interpret it to compile a true picture of the activities of competitors, analyze of the status of the reputation and market, evaluate the efficiency based on the values of different indicators. In addition, employers are little responsive to such aspects of media competence as the responsibility for the results of advertising impact. Apparently, this is due to their interest in the effectiveness of advertising impact, which is expressed primarily in profitability.

A high level of environmental variability, acceleration of the life cycles of occupations, the modification of the competency requirement leads to the necessity of a systematic revision of the substantive part of media competence and research of the concept of transfessionalism to provide quality training of experts in advertising and marketing communications.

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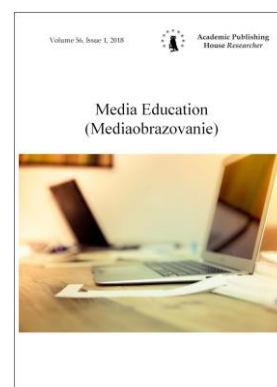
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The Public Media Space and Destructive Communication of the "Language of Enmity": Law, Cognitive and Communicative-Pragmatic Mechanisms

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Abstract

The objective analysis of the "language of enmity" requires a polyparadigmatic approach with law, pragmatolinguistic, linguocognitive, structural-semantic and linguistic-stylistic factors in their extralinguistic conditionality. "Language of enmity" characterizes discursive and textual space, while speech aggression manifests itself in oral discourse. The article considers the basic models of production of "enmity language" and groups of communicative factors, determining cognitive and communicative-pragmatic mechanisms of this phenomena. The addressee can be represented in two ways: a real addressee (character of the text) and a formal one (reader/listener). The reaction of the formal and real addressees to the "enmity language" in the media largely depends on the linguistic form of the statement itself, and not on the type of addressing (direct or indirect). Linguistic and cognitive mechanisms for the "language of enmity" implementation determine its special style as a synthesis of standard and expressive units. The creation of the standard units is connected with the idiostyle of the "language of enmity" sender and the creation of units of expression is connected with his/her idiolect and idiostyle. Expressive means of "enmity language" are slang, argotisms, vernacular and obscene words, terms, rare words, exoticisms, barbarisms, historicisms, archaisms, neologisms, occasionalisms, and pronouns of various titles, etc., while standard means include "politically incorrect expressions".

Keywords: language of enmity, destructive communication, verbal aggression, evaluation, conceptual space, media discourse

1. Introduction

Destructiveness is a conceptual space consisting of a set of heterogeneous concepts, which include concepts of emotions that cause and support the destructive behavior of the individual, ideas about the factors and situations that contribute to the actualization and escalation of aggressive human behavior, concepts of emotions that arise as a result of a destructive act, prototypical and paraprototypic scenarios of destructive human behavior.

The conceptual space of destructiveness has a well-organized field structure.

Central concepts in the conceptual space of destructiveness are the emotional concepts of "anger", "malice", "fury", "hate", "contempt"; emotional-behavioral concepts of "revenge", "jealousy", "envy", the prototypical cognitive scenarios of destructive behavior; emotional concepts

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of "irritation", "distaste", "resentment", "fear", i.e. are in a causal relationship with emotion-stimulus of destructive behavior, all paraprototypical development scenarios of "aggressive" emotions are in the near periphery; the far periphery is formed by concepts, indirectly related to the phenomenon of destructiveness.

Concepts of emotions, which are included in the core of the conceptual space of destructiveness, have significant cognitive similarities, which indicates that these emotions have a common conceptual framework.

These emotions are characterized by clustering, and their conceptualization materializes an individual's idea of aggression as a kind of spontaneous force, difficult to conscious control by a person.

Verbal conceptualization of destructive emotions is, first of all, their iconic somatic fixation.

The linguistic picture of the world of these emotions is mainly a reflection of nonverbal processes: physiological processes that accompany the experience of emotions, and the physical manifestations of emotions associated with them.

Destructive communication is a type of emotional communication aimed at conscious and intentional infliction of moral and/or physical harm to the interlocutor and characterized by a sense of satisfaction from the victim's suffering and/or understanding own rightness. The desire of the person to rise due to humiliation/moral destruction of the interlocutor is the intentional base of destructive communication, which predetermines the main ways of its implementation.

The situation of destructive communication is characterized by five obligatory constitutive features: a) destructive intention; b) negative emotional stimulus; c) indicators of verbal aggression and/or non-verbal markers of hostility/aggression; d) a negative reaction of the addressee, d) a positive reaction of the sender

On the basis of various forms of aggression in communication, the possibility of objective observation of manifestations of aggressiveness and taking into account the causal relationship between the objectives of communication and strategies, tactics of behavior of communicants, it is possible to distinguish three types of situations of destructive communication: a) the situation of open destructive communication; b) the situation of hidden destructive communication; c) the situation of passive-destructive communication.

These types of situations of destructive communication are characterized by the predominance of a certain speech strategy in them, as well as a set of non-verbal components that act as the main criterion/feature referring a particular communication situation to a specific destructive type.

Communicative behavior of a person in situations of destructive communication is associated with the choice of the basic goal setting, strategy and tactics.

Depending on what dominant emotions communicative behavior is motivated and in what form it is implemented, it is possible to identify communicative types, focused on open destructive behavior (communicative type "boor"), communicative types, focused on hidden destructive behavior ("envious"), and communicative types, practicing various types of destructive behavior ("jealous").

In the aspect of emotive linguoecology, destructive communication can be considered as ambivalent-ecological from the point of view of an addressee, because, on the one hand, it has a negative impact on the personality of the subject of destructive communication, and on the other one – it causes a catharsis of destructive emotions and/or a positive emotional reaction.

However, from the point of view of an addressee, destructive communication is qualified as uniquely non-ecological one, because it has a destructive effect on his/her psycho-emotional state and personality as a whole.

In our view, the "language of enmity" is an obligatory component of destructive communication. This phenomenon of modern communication is the object of research in various humanitarian fields of human knowledge, which determines the possibility of its study at the intersection of law, linguistics, psychology, sociology, conflictology, ethnology, cultural studies, philosophy and other disciplines.

The term "language of enmity", used in research practice, has four versions of translation: "*language of enmity*", "*language of hate*", "*speech of enmity*", "*speech of hatred*". The most popular in the scholarly literature is the first version of the translation. Despite many terms used in science denote negative statements ("*verbal extremism*", "*speech (language) aggression*", "*speech*

demagogy", *"speech (language) conflict"*, *"speech violence"*, *"speech (language) manipulation"*), none of them is an adequate synonym for the term "language of enmity", as it denotes either a phenomenon that is a particular case, or a concept that is broader in scope.

2. Materials and Methods

The specificity of the nature of the "language of enmity", combining in its structure explicit and implicit features, requires a polyparadigmatic research of its linguistic essence, synthesizing pragmalinguistic, structural, semantic and stylistic approaches, taking into account extralinguistic conditionality. We investigate linguocognitive mechanisms of the "language of enmity" from the standpoint of the synthesis of these approaches.

3. Discussion

An objective analysis of the linguistic component of the "language of enmity" is also impossible without taking into account four groups of communicative factors that influence the effect after its publication. The first group includes factors that characterize the addressee of the "language of enmity" associated with his/her social role, reputation, image, speech skills, as well as the choice of presentation or manipulation communicative strategy, reflecting the overall purpose of creating a statement: manipulation by the reader/listener or presentation of information to him. The second group is the factors relating to the good name of the real addressee associated with the choice by the addressee of signs for verbal discrimination and damage to the real addressee. The third group consists of factors affecting the perception of the text by the formal addressee, which are related to his picture of the world and readiness to perceive information that determines the possibility of detecting and analyzing negative expressions (Alba-Juez, Larina, 2018; Wierzbicka, 2018).

The fourth group includes factors that relate to the conditions of communication (time, place of publication of the statement, the method of presentation of information and other characteristics) and the text itself (form of speech, genre of text).

It should be noted that all these factors are associated with the psychological, cultural and socio-political foundations of the "language of enmity" functioning in the media, which explains their different impact of the linguistic component of the text.

The legal basis for the regulation of the "language of enmity" in the media is due to the change of the historical paradigm, which led to the creation in Russia of a new legislative framework regulating word creation. The inherent and still unresolved contradiction between freedom of expression and the ban on negative statements in international law is also characteristic of domestic legislation, which, unfortunately, does not help to reduce verbal discrimination in the media. The texts of the current legislation define the status of the "language of enmity" in the media as illegal, but do not contain specific features that allow objectively classifying a negative statement within the framework of this concept. However, the legal basis of this phenomenon in the media concerns not only the above-mentioned contradiction, but also the question of differentiation of statements with the signs of this phenomenon.

Currently, in legal practice it is customary to differentiate the following types of statements: 1) statements of fact that can be protected or refuted; 2) evaluative opinions with actual reference, which can be protected or refuted (if their content is true, a subject to refutation may be an offensive form and/or form containing discriminatory features); 3) evaluative opinions themselves, the content of which can not be the subject of judicial proceedings, but the subject to refutation can be their offensive form and/or form containing discriminatory features.

The ethical basis for the functioning the "language of enmity" in the media mainly concerns the dispute about the need for existing laws restricting freedom of speech, as well as the discussion of the relevance of the introduction of ethical codes (speech codes).

Despite the unformed tradition for speaking/writing person in Russia to analyze own statements from the point of morality, various public organizations, the media, higher education institutions seek to draw attention to the "language of enmity" as a kind of direct manifestation of intolerance in speech (a variant of intolerance directed at a person or a group of people and causing them suffering) and offer ways to combat this phenomenon.

Socio-political, psycho-cultural, communicative, legal and ethical foundations of the "language of enmity" in the media are extralinguistic base, consisting of non-permanent, changing

over time components that affect the linguistic component of the phenomenon under study and require to take them into consideration in the analysis of this phenomenon.

Speaking about syncretic speech genres of the "language of enmity", it should be noted the possibility of combining in them both open and/or veiled forms. A dichotomy of forms, components of the syncretic genre formation, allows you to define the genre nature of the statements. So, comparison, rough requirement and sarcasm, characteristic of expressions in direct form, resist the hint and irony (Akimoto et al., 2014), typical for veiled statements, which implies the possibility of detecting the dominant feature in the considered syncretic speech genre.

Analyzing the cognitive models of participants of communication with the "language of enmity" in the media (the sender, the formal and the real recipients) it is necessary to talk about the importance of the real addressee reaction on information about him/her, about the specifics of the information processing by the formal addressee and about the possibility of making by him/her six types of cognitive errors in the "language of enmity" perception ("*random output*", "*selective abstraction*", "*overgeneralization*", "*exaggeration/understatement*", "*personalization*", "*absolutist dichotomous thinking*").

The investigation in this aspect of linguistic markers, techniques and tactics of in certain media contexts shows their different impact on the addressee in statements with the phenomena under study and reveals the specifics of creation by them of cognitive errors that serve as an obstacle to the distinction between the formal addressee of the statement about the fact and opinion.

The stylistics of the phenomena under study is characterized by a typical for the media texts style combination of standard and expressive units. Units of standard are associated with the idiosyncrasy of the sender of "enmity speech" and units of expression – with his/her idiolect and idiosyncrasy. Expressive means of "enmity language" are slang, argotisms, vernacular and obscene words, terms, rare words, exoticisms, barbarisms, historicisms, archaisms, neologisms, occasionalisms, and pronouns of various titles, etc., while standard means include "politically incorrect expressions".

The analysis of linguistic and stylistic factors of the "language of enmity" functioning in the mass media also allows us to speak about the possibility of creating an offensive form and/or a form containing discriminatory features with the help of statements, the negative connotation of which is explained by their stylistic nature, as well as with the help of "politically incorrect expressions", the negative features of which are associated with extralinguistic factors. For example, "politically incorrect" nomination such as a person of Caucasian nationality and the homeless represent bad clerical terms in the speech of law enforcement personnel, which, as a rule, are not used for a neutral or positive characteristics of a person.

Destructive communication is closely connected with the manifestation of speech aggression, and the "language of enmity" is characterized as discursive-textual space, then speech aggression, of course, is, first of all, discourse in its oral form. In modern linguistics, word combinations such as *speech (verbal, communicative) aggression*, *hate speech*, *verbal extremism*, have become almost terminological ones (Gudkova, 2005).

Speech aggression is conflict speech behavior, which is based on the installation of negative impact on the recipient. Speech aggression can manifest itself in any type of communication (interpersonal, group, mass one) and any discourse, regardless of its time and national factors.

In the context of communicative interaction, verbal aggression is orientation of the sender to antialogue in a broad sense of the word. This type of speech behavior is characterized by a double position.

On the one hand, it is a conscious orientation of the addressee to the subject-object type of relations (pragmatic vector), which can be expressed both through the content of the statement and through destructive forms of speech behavior.

On the other hand, in aggressive communication, regardless of the type of communication, there must be an expression of a negative attitude either to the addressee or to the subject of speech (affective vector).

In interpersonal communication, the "right to speech" of each communicant is determined by the nature of discourse and the specific speech situation.

If the priority "right to speech" of one of the communicants is not provided for by the conditions of the speech situation and is not accepted by the other participants of communication, then in this case there is the invasion into the addressee's speech space, i.e. speech aggression.

Violation of speech parity can be manifested, firstly, as a deliberate seizure of verbal initiative, and secondly, as a dismissive attitude to the content of the statements of the speech partner (Vorontsova, 2006).

In everyday communication, invective (abusive) nomination of the addressee such as *moron*, *fool*, *stupid*, etc. are aimed at the implementation of this task.

The purpose of such communication is to create a communicative vertical between communicants or to stop communication or turn it into monological communication.

From a psychological point of view, the purpose of aggressive speech behavior in interpersonal communication is the desire to offend, humiliate the speech partner.

Extreme forms of speech aggression can not be used effectively in the public speech discourse.

Public dialogue on TV is a form of institutional communication and speech aggression is represented here in other forms of speech behavior according to relationship of participants in public communication (Vorontsova, 2006):

- a) participants of communication are objectively equal in social and educational status;
- b) discourse conventions presuppose "balance" of discussion (equal participation of all communicants);
- c) frames of prescribed verbal behavior is much stiffer than in household or a business interpersonal communication (complying communication ethics);
- d) speech and language parameters are determined by the nature of discourse (correspondence to the literary norm in a broad sense, comprehensibility for the mass audience, etc.) (Bezmaternykh et al., 2017);
- e) communication is regulated not by the communicants themselves, but by the organizer of the discourse (the presenter).

д) ход коммуникации регулируется не самими коммуникантами, а организатором дискурса (ведущим).

Despite the fact that the conditions of this discourse suggest a consistent transfer of speech courses by the organizer of the discussion (presenter), the desire to capture the speech space, pushing the opponent (or opponents) from the communicative platform, is manifested in public dialogue in a variety of forms and is carried out in a variety of ways.

Here is a kind of transfer of pragmatic models of speech behavior from the sphere of spontaneous everyday communication to the sphere of public communication (Malkova, 2002).

In public communication communicative imbalance as a result of aggressive speech behavior is aimed to provide the possibility of speech influence on the mass recipient.

There are two ways to achieve a communicative imbalance in public discourse: first, to declare in speech the communicative insolvency of the speech partner by direct or indirect discreditation of his/her statement; second, to demonstrate the failure of the opponent, violating the dialogical conventions (Malkova, 2002).

One of the most common semantic ways of forming a communicative imbalance in public discourse is an explicit (open, expressed) or implicit (hidden, implied) indication on the professional incompetence of the speech partner.

If the public dialogue is supposed to discuss the problem "on an equal footing", at a level understandable to the mass audience, the "professional factor" can serve as a basis for forming an asymmetry of communication (Soldatova, Shaigerova, 2001).

Often, in a public dialogue, the designation of a profession or position performs an informative function only in the speech situation of representation (or self-representation) of participants.

As for informativity, the inclusion of an indication of the speaker or addressee position into the statement is, at first glance, unnecessary.

However, in such cases, such an excessive designation of the profession or position of the addressee or sender is a signal of asymmetric communication and a means of implementing the sender's orientation on speech dominance.

The importance of statement is emphasized in these statements by additional indications on the sphere of professional interests (*I deal specifically with psychology*). As a communicative method, actualizing the idea of the sender's professional competence, an appeal to his own professional experience can be used (*I have worked not for three years, I have worked for thirty-three years*).

In public communication, asymmetry is often achieved through a code conflict: through the difference of codes, the sender's desire is the interlocutor do not understand him/her and could not object, such speech behavior should be qualified as an implicit "deprivation of the word."

Professional terminology, jargon, transition to another language, which is not spoken by all speakers, can be used as language tools. Direct or indirect presentation of one's own professional competence is the desire to transfer the discussion of the problem to the level of "professional - amateur", where a professional, of course, has the priority right to speech.

"Professional factor" as the basis of aggressive speech behavior is often implemented as a direct indication that the addressee of the statement is not a professional in a particular field (*You have not knowledge, but full nonsense...*).

A negative attitude to the professional competence of the addressee can be realized through provocative questions in the statement, ironic edification equal in status to the interlocutor, quotations or allusions as references to texts that are not authoritative for serious intellectual discussion (advertising, anecdote, children's literature, etc.).

The method "game for a fall" of opponent is intentionally fuzzy definition of his/her profession or position.

Such a "blurring" the professional status of the addressee is a communicative indicator of his/her professional incompetence: *And you decide for yourself, you are a military or a politician....*

Statements aimed at lowering the professional status of the opponent are often based on the principle of evaluative contrast: a high evaluation of the opponent as a professional contrasts with a low evaluation of his/her position (statements): *You are a competent economist... but offer ... illusory economic plan.*

Another way to establish a communicative imbalance is the factor of communicative competence. Evaluation characteristics of someone else's statement is actually an evaluation of communicative competence of the speech partner.

The negative evaluation of the speech partner's statements is aimed, first, at capturing the communicative initiative, and second, at discrediting the opponent's communicative competence and the substantial depreciation of his/her statements. One of the common ways to reduce prior information to zero is evaluation of the statements of the opponent from the point of view of its significance (*not worth the attention, irrelevant, etc.*). Communicative incompetence of the speech partner can be demonstrated through an indication on discrepancy of the opponent's remark to the genre of this discourse (*these are slogans, this is a farce, etc.*); through a negative evaluation of the linguistic parameters of the statement itself (*it is said inaccurately, an inappropriate term, etc.*)

Demonstrating this kind of "linguistic" claims, the sender deliberately ignores the substantive side of the opponent's statements.

The very fact of such an evaluation in the genre of public discourse, which provides for equal communication, violates discursive conventions and forms a communicative imbalance (Skovorodnikov, 1997).

Another form of speech imbalance is negative truth evaluation of the opponent's remark. A negative true evaluation of the previous statement can be given by pointing to a deliberate lie (*You are lying! This is bullshit! Do not slander! etc.*), to the absurdity of the message (*complete nonsense, demagoguery, etc.*). Expressivity can be enhanced by the use of colloquial phraseological units, metaphors indicating the connection of the content of the statement with reality (*fairy tales, horror stories, fiction, etc.*).

Negative true evaluation of the opponent's statement can be mediated by the designation of the emotional state of the sender. The means of expressing of this state are often verbs of affective influence such as to be surprised, to be shocked, to be amazed, verbal adjectives, their phraseological equivalents (*I am once again shocked with what passion our society supports demagogy...*). One of the most common ways of implicit expression of negative attitude to the speech partner is "depersonalization of the opponent". For example, the addressee does not use

his/her first name (surname or first name and patronymic one) for the nomination of the opponent.

In public discourse, such nominations can be different: 1) designation by gender (*woman*): *I wanted to tell this famous gentleman*; 2) on a professional basis: *...Here our honourable representative of showbiz says...*; 3) generalized nominations (replacement of personal name with the name of organization or community that the opponent represents): *...Sitting in front and the SPS and Yabloko will loose the elections...etc.*

Intentional refusal to "identify" a speech partner is a demonstrative decrease in its importance. The use of such nominations is usually accompanied by an accentuated change of addressing. The use of statements of this kind in relation to the opponent is not only a violation of the dialogue regime, but also a signal that the speaker deliberately ignores his/her actual addressee, seeks to maximize the distance from the opponent, to reduce his status in the eyes of the public.

Thus, semantic ways of forming a communicative imbalance can be reduced to generalization. According to the speaker, the speech partner does not have the "right to speak", because he/she: a) professionally incompetent; b) does not have sufficient communicative competence; c) reports untrue information; d) does not have the proper authority and therefore does not have the right to identify. Capture of speech space can also be carried out through the structural and semantic violation of the speech process (Arévalo, 2018; Mackenzie, 2018). The struggle for speech initiative is carried out in this case as a speech intervention. This communicative intention is realized both at the structural and semantic level. Interruptions, interception of a speech course, use of the structural and semantic units which are not peculiar to this type of dialogue are directed on causing confusion of the opponent. Discrediting of a speech partner can occur on a substantial level of extraordinary statement. The interception of speech is determined with the intention to bring down the communication program and thus gain a communicative advantage. The content of the interventional statement bears a double position of the sender: 1) to express directly or indirectly the relation to the addressee and 2) to restructure the dialogue, capturing "a place under the sun" in it.

In the modern legal and political space, a special type of speech offenses provided for in articles 280 of the Criminal Code "Public calls for extremist activity" and 282 of the Criminal Code "Incitement of hatred or enmity, as well as humiliation of human dignity" are becoming increasingly important.

Qualification of this type of speech offences requires linguistic research. At the same time, expert practice in this type of cases reveals a number of objective difficulties that prevent unambiguous philological qualification of statements. According to article 282 of the Criminal Code, any action that promotes extremist activity is illegal. Therefore, any media (Yus, 2017; Sánchez-Moya, Cruz-Moya, 2015) transmission of extremist materials is considered to be the spread of extremist materials. According to this logic, the linguistic analysis of the speaker's intentions is insignificant for the qualification of the offense.

From the legal point of view, it is absolutely indifferent with what modality the journalist paints the statements of his/her character: whether joins to them or quotes them in the order of criticism, uses as a figurative and expressive means (tries to cause reader's negative emotions in relation to the person or proves the extremist attitude of the subject of the publication (speech tactics: he is an aggressor, because he speaks in such a way).

According to Russian legislation the fact of publication of information is illegal that considerably increases the number of the statements legalized under this article.

One of the main components that form the composition of the offense is determination of the object of the evaluative statement.

The law prohibits negative evaluation of certain social groups (or an individual belonging to this group). The law quite clearly defines the dignity of which social groups should not be affected by public statements: "by gender, race, nationality, language, origin, attitude to religion".

Thus, one of the main tasks of a linguist-expert is to determine the collective object of negative evaluation. Linguistic difficulties in determining the speech offense are associated with an indirect form of expression of the object evaluation.

For example: *Note: Asian locusts!!!..* (This is followed by a picture that shows an insect with a human head of the Mongoloid race, "making its way" on a geographical map from China to

Russia) ...no one called them, but they feel themselves as at home here. Soon there will be China. Soon you'll be kicked out of the house because you're not Asian; are you expecting it?!!! – the object of evaluation is not named, and a hint on the people of Chinese nationality is carried out with graphic means. On the other hand, in criminal cases on the facts of dissemination of information such as "*the Nation X is the best!*" linguistic qualification of speech offense is difficult even in extreme aggressiveness of the text. A negative evaluation in such cases turns out to be non-objective and, therefore, non-legal.

The law on extremist activity has a preventive function. Its main goal is to maintain stability in a multiethnic and confessional heterogeneous society. Therefore, the question of the perlocutive component of a statement is formulated in a hypothetical modality: "can this statement be a means of inciting national, racial, religious hatred and enmity".

Thus, according to logic of linguistic expertise perlocution should follow from semantic and pragmatic analysis of the text and be "equal" to illocution (Kulikova, Kuznetsova, 2015; Kulikova et al., 2016).

At the same time, illocutionary and perlocutionary components of the utterance are not always identical. Experimental investigation of extremist materials often reveal these differences.

For example, an extremely aggressive leaflet *I do not want to work – you feed me! I will blow everything up...* etc. has, according to the survey, almost zero pragmatic effect. The question whether this text can become a means of inciting discord, people of Russian nationality of different ages and types of speech culture responded negatively. Ardent attacks against the Russians were evaluated as provocative (or as belonging to not quite adequate mentally linguistic personality) and not worthy of response. According to legal scholars, the "language of enmity" is aimed primarily at "forming motivation for discrimination" of a person, that is, it has a motivating character.

In any case, the "language of enmity" or the motive of hatred, which can be expressed in speech activity, is regulated by the legislation through the following legal acts:

Federal Law "On countering extremist activity", Federal Law "On perpetuating the victory of the Soviet people in the Great Patriotic War of 1941-1945", The Code of Administrative Offences of the Russian Federation, paragraph "e" of article 63 of the Russian Criminal Code, article 282 of the Criminal Code of the Russian Federation, paragraph 2 "l" of article 105 of the RF Criminal Code (murder motivated by hatred), paragraph 2 "e" of article 112 of the RF Criminal Code (intentional infliction of moderate bodily harm motivated by hatred), paragraph 2 "b" of article 115 of the Criminal Code (infliction of willful light damage to health), paragraph 2 "b" of article 116 of the Criminal Code (Beatings motivated by hatred), paragraph 2 "z" of the Criminal Code of the Russian Federation, and the motive of hatred is provided for in the articles 119 of the Criminal Code (threat to kill), the articles 150 of the Criminal Code (Involving a juvenile into committing a crime), article 213 of the Criminal Code (hooliganism), article 114 of the Criminal Code (Vandalism), article 244 of the Criminal Code (abuse of dead bodies), article 282.1 (organization of extremist community) and article 282.2 (formation of extremist organization). Of course, it is necessary to use the legal regulation of the speech sphere in exceptional cases (Kulikova, 2004; Brusenskaya, 2016). The problem is, in our opinion, not every controversial and even conflict sphere of human activity needs legal regulation. Many spheres in which the state should regulate various relations through the competent authorities have been and remain important, these are transport, industrial, medical and others spheres.

It is important to leave art, science, journalism and other kinds of creative human activity free from the intervention of often repressive administrative apparatus. In this regard, the "language of enmity" is an actual object of linguistic research, the parametrization of which must be inscribed into the legal field.

Cognitive-semantic analysis of legal documents reveals the constitutive features of the "language of enmity" (Brusenskaya, Kulikova, 2016; Kulikova, Brusenskaya, 2017).

Understanding discourse as a linguistic correlate of specific types of social activity allows to define the "language of enmity" as a set of institutionally determined negative speech practices.

The "language of enmity" is often realized with the active functioning and the very existence of the institute of "yellow" press and media of the appropriate level in presenting information, which broadcast stereotypes of mass culture, first of all, in the national sphere. The "language of enmity" is always based on the archetypical opposition "friend – foe", which is extended, except national groups, in various social strata. Discrimination on some sign is also institutionalized: it is

always one of the practices of a number of political organizations. Of course, in this case, the "language of enmity" acts not so much as an affective-cognitive phenomenon, but belongs to the level of phenomena, deeply logical in nature, participating in solving economic and political problems. This perspective of the studied phenomenon allows to explain the reasons for the biased attitude of the object of the "language of enmity", which was exposed to it, to any speech actions of its subject, because moral suffering is the result not only of specific speech actions, but also the aggressive behavior of the subject as a whole.

Also an important parameter of the "language of enmity" should be considered the production of semantic space of discourse/text on the basis of negative stereotypes, logical errors, incorrect generalizations, which inevitably lead to biased interpretation of the behavior of representatives of the social stratum or national group, its negative evaluation as a whole without taking into account the differentiation of individuals within it (Brusenskaya, Kulikova, 2017; Brusenskaya, Kulikova, 2018; Kulikova, Brusenskaya, 2018).

An important parameter should also be considered the implementation of the "language of enmity" in the sphere of social relations (certain social, professional, ethnic/racial, interpersonal communities, etc.). At the same time, the "language of enmity" is always an effective phenomenon, as opposed to tolerance, which can be realized in inaction.

Texts characterized by the markers of the "language of enmity" often contain not direct statements, but implicatures, which provide a performative effect on the recipient through indirect communication. "Hate speech", implemented in oral communication, is first of all, the action (compare: nomination "a fool, a cretin, etc.), whereas the establishment of such nomination in writing in most cases becomes the condition for attracting authors to justice.

4. Results

The variety of existing points of view on the essence of the "language of enmity" testifies to the instability of the scope of this concept and its insufficient development for use in the analysis of Russian-language texts of modern Russian media. It is important to determine the terminological status of a new concept in the linguistic and legal sciences. Thus, the "language of enmity" in the Russian linguistic paradigm has been repeatedly characterized by researchers (See: Kuznetsova, Sokolova, 2004; Nikiporets-Takigawa, 2006), but this phenomenon is not a term in the full sense. According to F. de Saussure, the main distinguishing feature of a term is its location in "a special semiotic system and difficult fragment of a common system of meanings" (Saussure, 1977: 126–127).

Accumulated knowledge about the "language of enmity" are not enough for the substantiation of its terminological status.

In the terms of the law "the language of enmity" is not also a term because of the inconsistency with the strict requirements to them in the legal paradigm: sustainable use in a law or regulation, logical connection with other terms of the system and mutual determinism of them, as well as other systems (Khizhnyak, 1997: 28–32).

However, the concept of "language of enmity" is successful, because the hatred and enmity constitute the phenomena, defined linguistically and legally (compare the definitions of the Criminal Code, including mention of "hatred and enmity" (Criminal Code, article 282).

The terms *language* and *speech* are more acceptable in interdisciplinary fields than other terminological combinations, for example, "xenophobic discourse", which is difficult to comprehend in the field of law.

In the coordinates of the Belarusian linguistics "hate speech" is considered from the standpoint of setting and significant signs of language conflict, ethnic stereotype, linguistic markers of xenophobia, linguistic and cultural and linguocultural aspects of tolerance and political correctness (See: Denisova, 2011: 221–228).

The most successful is the interpretation of the concept of "language of enmity", proposed by V.V. Kuznetsova and E.E. Sokolova, who consider it as a set of linguistic means of expression of "sharply negative attitude to any phenomenon of social life (cultural, national, religious, etc.), as well as to people who are carriers of other, opposite to the author, spiritual values" (Kuznetsova, Sokolova, 2004: 448).

G.Y. Nikiporets-Takigawa distinguishes "language of enmity" as "the linguistic manifestation of aggression, along with the motiveless usage of new words from foreign languages;

linguosuggestive influence of advertising texts; expansion of small societies vocabulary; language demagoguery; metaphorization, the creation of specific metaphorical picture of the world" (Nikiporets-Takigawa, 2006: 56).

The researcher defines the "language of enmity" as "a number of familiar words and expressions that subconsciously program a person to aggression" (Nikiporets-Takigawa, 2006: 57).

The analysis of the interpretations of the notion "language of enmity" proposed by the researchers allows us to speak about two obligatory components of its content: the negative meaning of the expression and its obligatory addressing.

It should be admitted that signs on which verbal discrimination is carried out, which contributes to the incitement of hatred, are not obligatory components of this concept, since they are of a non-permanent nature.

Racial, gender, age, ethnicity, disability (disability), religious commitment, sexual orientation, self-identification as a person of a certain biological sex, language, moral and political views, socioeconomic class, sort of activity, appearance are among them. The texts of the media often contain a combination of several discriminatory features.

In our opinion, the possibility of correct definition of the term "language of enmity" is determined by the identification of its specific semantic markers that can be established in the process of studying the normative acts of the Russian legislation – these are the lexemes and their combinations represented in each legal definition of speech acts, studied for the presence of "language of enmity»:

a) semantic dominants with qualifying semantics ("enmity", "terrorism", "symbolics", "hatred", "discord", "exclusiveness/superiority/inferiority»);

b) lexemes with attributive semantics ("racial" (or "sign of race"), "origin", "national", "ideological", "political", "religious", "religion", "belonging to a social group", "sign of sex", "language" (or "sign of language»);

c) lexemes with the semantics of the action ("justification", "excitement", "humiliation of dignity", "propaganda", "demonstrating", "the call").

According to the Federal Law on combating extremism, these semantic elements should be marked with a sign of publicity, which is manifested in the following properties:

a) the most extensive addressee;

b) communicative strategy of influence on society as a whole or any of its strata.

The sign of publicity, in our opinion, can be implemented both directly (if the statement is intended to affect the largest possible number of recipients of the discourse) and indirectly (if such text is published in a section open/closed to visitors of the Internet forum).

Criminal Code of the Russian Federation parameterizes the "language of enmity" in article 282 of the Criminal Code, which is designated as punishable "actions aimed at inciting hatred or enmity, and also on humiliation of dignity of a person or group of persons on signs of gender, race, nationality, language, origin, attitude to religion, and likewise affiliation to any social group, made publicly or through the media".

In the text of this normative-legal document during cognitive-semantic analysis in accordance with the above classification there are revealed semantic dominants and language elements.

Hatred and enmity as semantic dominants with qualifying semantics become significant in this context; language elements with attributive semantics are categorically marked by lexemes *gender, race, nationality, language, origin, religion, social group*.

Verbalizing them by the nominative dominant meaning of these elements, however, must be qualified as attributive: a method of transformation allows to define their indicative nature replacing language elements presented in the context with those in semantics of which meaning *gender, racial, national, language sign, and indication of origin* is important. Language elements with semantics of action in the this context is arousal of hatred.

The Criminal Code of the Russian Federation, in addition to the article on "incitement of hatred", also provides for tougher penalties in the case of any offence motivated by hatred.

This motivation is defined in the legal field as "presumption of guiltiness, hostility or depravity on the basis of nationality", which allows to classify it as the basis of all illegal actions that can be attributed to crimes of national or racial hostility or hatred. The basis of public action, which is aimed at discrediting people on the basis of their national, racial or religious affiliation is

also hate motive. Such motivation forms the context of insulting the national and confessional honour of dignity.

An aggravating circumstance, according to article 63 of the Criminal Code, may be "the Committing a crime on the motives of political, ideological, racial, national or religious hatred or enmity or on the motives of hatred or enmity against a social group".

Cognitive-semantic analysis allows to define qualifying semantic dominants *hatred, enmity*; attributive elements are represented by lexemes and their combinations *political, ideological, racial, national, religious relating to the social group*.

Language elements with the semantics of action is represented with lexical combination *committing an offence*. The specificity of the "language of enmity" functioning in the modern media is due to a number of extralinguistic factors: socio-political, psycho-cultural, communicative, legal and ethical. The analysis of the socio-political, psychological and cultural foundations of the "language of enmity" that influence its functioning in the modern media shows a change in the historical paradigm, which is affected not only in the content of statements with the "language of enmity", but also in the topics of media materials and public speeches.

Socio-political prerequisites for the functioning of the "language of enmity" formed two vectors of its addressing (negative statements about a person or a group of people whose mention in the media takes into account their social status, fame, income or nationality).

Represented in the media other objects of addressing this phenomenon (a person or group of people, verbally discriminated on the basis of race, gender and age, disability(disability), religion, sexual orientation, identification as a person of a certain biological sex, language, moral and political views, type of activity, appearance) is connected with psychological and cultural prerequisites for the functioning of the "language of enmity" in this area (the formation and maintenance of negative stereotypes by the media and the lack of a tradition to condemn the "language of enmity" in modern society as a whole).

Investigation of communicative bases of functioning the "language of enmity" allows to speak about existence of the following components of communication: *mass addressee* (in rare cases it acts as single), and also *mass and single addressees* of "language of enmity". It should be noted that the addressee can be represented in two forms: as a real (character of the text) and as a formal (reader/listener)

Producing "language of enmity" by the addressee is usually limited to the seven main producing models of this phenomenon ("*We are at war with you*", "*We are at war with X*", "*We are at war with them*", "*We are at war with you*", "*I am at war with you*", "*I am at war with X*", "*I am at war with them*") and many complex variations (such as "*I am at war with and with others, and...*", "*We are at war with you and them*" etc.) relevant in the media within a specified period. Thus, in the following context of the leaflet, there is implemented the speech formula of the "language of enmity" "*we are at war with them*": "*Together we will clear Russia of black locusts from the Caucasus and Central Asia*". The vector of addressing the "language of enmity" can be directed not only to the real addressee, but also to his/her activity and its results (for example, "*...the course of criminal and democratic reforms conducted by the team of the President*"). Out of context, the expression *team of the President* has no negative evaluation, but in this phrase gets it in the distribution of words with such an evaluation (*the course of criminal and democratic reforms*). Thus, the author incriminates the real addressee of the "language of enmity" (*the team of the President*) carrying out this political course. The reaction of the formal and real addressees to the "language of enmity" in the media largely depends on the linguistic form of the statement itself, and not on the type of addressing (direct or indirect).

For example, when comparing speech formulas with the same negative nominations, the type of addressing does not significantly affect the character of the statement: the speech formula with direct addressing "*We are at war with you*", realized in the phrase *You – X*, is equivalent to the speech formula with indirect addressing "*we are at war with him*", realized in the phrase *He – X*.

5. Conclusion

The concept of "language of enmity" despite the diversity of its definitions has two obligatory components: a negative evaluation of expression and obligatory addressing. Extra-linguistic base of "language of enmity" in the modern media is represented with a complex of socio-political, psycho-cultural, communication, legal and ethical factors with unstable and changing with time

components that define the specificity of functioning this phenomenon and affect its linguistic component.

Linguistic factors of the functioning the "language of enmity" in the media are identified on the basis of information from pragmalinguistics, cognitive and structural linguistics, as well as stylistics, legal linguistics, jurisprudence, psychology and cognitive psychotherapy, determined by the specifics of the nature of the phenomenon under study (the ability of the addressee to intentionally or unintentionally create statements, to provide a percussive and/or suggestive effect on a person, to distort and veil information, to use words and expressions of the literary phenomenon). and non-literary languages, to manipulate stylistic means, creating cognitive errors in the perception of the "language of enmity" by the addressee, which are often an obstacle to the differentiation of statements as statements of fact, evaluative opinions with actual reference and actual evaluative opinions). Linguistic factors of the functioning of the "language of enmity" in the media are identified on the basis of information from pragmalinguistics, cognitive and structural linguistics, as well as stylistics at the junction with legal linguistics, jurisprudence, psychology and cognitive psychotherapy, determined by the specifics of the nature of this phenomenon (the ability of the addressee to intentionally or unintentionally create statements, to provide a percussive and/or suggestive effect on a person, to distort and veil information, to use words and expressions of the literary and non-literary language, to manipulate with stylistic means, forming cognitive errors in the perception of the "language of enmity" by the addressee, which are often an obstacle to differentiate statements as statements about fact, evaluative opinions with actual reference and actual evaluative opinions).

Linguistic and extralinguistic factors that comprehensively determine the specifics of the functioning the "language of enmity" in the media, influence its genesis in the modern period, predetermining the growing tendency to prefer the usage of veiled forms of this phenomenon, while ignoring direct forms as the most expressive strong ones.

The prospects of investigating the "language of enmity" are represented as a set of urgent tasks that need to be solved:

- institutionality of the "language of enmity" as its implementation in various spheres of social activity;
- investigation of techniques and methods of the "language of enmity» verbalization;
- defining the characteristics of social processes by identifying the frequency of the "language of enmity" usage in various spheres of society;
- improving the methodology of linguistic expertise in the coordinates of jurisprudence.

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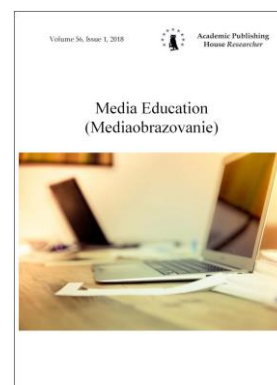
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Integrated Classes in Teaching Students Communication Training Areas

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Abstract

At the moment, in front of high school Methodists raised the question of activation of informative activity of students, overcoming contradictions artificial dissection in teaching disciplines of the curriculum in terms of subject lines. As a result of this separation does not take a student holistically neither the training material or formed in the process of learning a picture of the world and future careers in it. This leads to the vigorous pursuit of interdisciplinary connections, opportunities in their differentiated teaching students.

Relevance of the research topic related to the procedure for organizing and conducting integrated lessons on subjects direction 42.03.02 "Journalism", consists in the fact that currently overdue questions about the use of integrative approach in teaching students communication training areas, as well as a special technique integrated organization classes.

The purpose of this article is to develop guidelines for the integrated training in the disciplines of direction 42.03.02 "Journalism" (for example, B1.B.16 discipline "Fundamentals of creative activity of journalists").

The article postulates the following situation: the main objectives in the use of integrated training in educational process are: the creation of undergraduate students a holistic view of the world and to gauge where in the world their future professional activity; improving the quality of the educational process; the formation of a future bachelor, increasing its professional competence. In addition, as a result of the introduction in the educational process of integrated training is differentiated features of the teaching staff in the approaches to the construction of an optimal model training program Bachelor direction.

Keywords: media education, communication areas of training, integrated employment, training model guidelines.

1. Introduction

One of the directions of the methodical renewal of higher education is the design and conduct of integrated activities based on the integration of educational material from several areas of scientific knowledge around one theme or concept. The need for this is due to several reasons (the world around people, to know them in their diversity and unity, but often sections of educational programs aimed at the study of individual phenomena of this unity, do not represent the whole phenomenon, shattering it on the pieces; integrated classes develop the potential of students, to encourage active cognition of reality, understanding and finding the cause-and-effect relationships, the development of logic, thinking, communication skills, etc.), as well the

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requirements of the federal state educational standards of higher education training direction 42.03.02 - "Journalism", approved by the Russian Federation Ministry of Education and Science of the number 524 June 8, 2017. In particular, in clause 1.12 the following types of tasks of professional activity are listed, to which graduates of the bachelor's program can prepare: author; editorial; design; marketing; organizing; socio-educational; technological.

3 activities involve the integration of knowledge and skills from different branches of science and practice, which should be formed on the employment of the appropriate type.

In general, the "integration is unification of the whole of any parts, elements." "Integration" in training is the subordination of the common goal of education and training of similar parts and elements of the content, methods and forms within the general education systema certain level of schooling ([Integration..., 2016](#)).

The purpose integrated studies built on the interdisciplinary communication concepts should be versatile examination object (object or phenomenon), a comprehensive and meaningful perception actuation generated knowledge into an appropriate system, prompting interest in the object under study.

Classes, which include multi-disciplinary knowledge, achieve efficiency if implemented such didactic conditions of their organization and conduct, such as:

- construction of integrated activities based on the concentration of content around the same topic;
- specification of tasks at each stage of an occupation;
- sequentially forming concepts and skills with general content;
- rational use of various means to enhance students' cognitive activity.

Researcher N. Gavrish in her book "Modern lesson" identifies these types of studies on the content of orientation:

- unidirectional – subject;
- multidirectional – integrated and comprehensive classes ([Gavrish, 2007: 22](#)).

Therefore, a comprehensive and integrated classes they are multidirectional. However, these types of employment are some differences.

Integrated activity- this occupation, which is aimed at the disclosure of a holistic nature of certain topics by means of different activities, which are combined in a wide field of information sessions through mutual penetration and enrichment ([Gavrish, 2007: 22](#)). Integrated knowledge can be incorporated into lessons in the form of fragments, single phase or during the session.

Complex the same is an activity aimed at diversifying the disclosure of a specific topic by means of different activities that consistently change each other ([Gavrish, 2007: 22](#)).

In the preparation of the integrated classes need to know the basic requirements for the planning and organization of their implementation:

- highlight in the program of each discipline (sphere of activity) similar themes or topics that are common aspects;
- identify links between such knowledge elements;
- change the order of studying the subject, if it is needed;
- take into account the specific tasks in the process of studying the subject for each of the disciplines;
- planning activity, state the main purpose and task;
- simulate activity (analysis, selection, verification of content classes), fill it with material that meets the objectives of the session.

2. Materials and methods

In a study of the following methods were used: a) theoretical search methods (analysis, synthesis, idealization), study and analysis of the literature, the corresponding thematic areas; b) empirical methods: observation, self-test (self-evaluation) trial teaching (educational experiment).

Important to consider the issues of integration of educational content was the work of M.N. Berulava ([Berulava, 1993](#)), V.G. Ivanov ([Ivanov, 2005](#)), M.V. Martynova ([Martynova, 2003](#)), etc. In these, we consider how the educational content:

- a system of knowledge about the properties, events, laws, laws, concepts, categories, which should be built on concentric principle that implies extension and expansion of these categories of knowledge;

- a system of methods of knowledge of the world, which could be a relationship and transfer them to different educational sphere;
- emotional and value attitude of the person to the object of knowledge, reflecting a diverse range of feelings, emotions, enforcement actions and savings;
- socio-cultural artistic experience, made up on the basis of the methods and the senses, allowing the student to transfer existing knowledge and methods into new life.

Mentioned researchers agree that in the principles culturology and culturally appropriate leading advocate of human knowledge, supplementing the general integrator of science and human knowledge – the methodological approach to the study of the human being, the study of matter (nature) and ideas (spirit).

In spite of the multiplicity and polysyllabic content integrated knowledge, it reflects a number of philosophical issues, chief among them, according to A.V. Teremov (Teremov, 2007), as follows:

- moral and axiological view of the world, where life and work of each individual is regarded as an independent value, and the knowledge and faith – as a condition for the harmonious development of personality and the formation of scientific outlook;
- a reasonable relationship to the processes of transformation of the world, when a person, being a part of nature, possessing the power of the mind and the ability to produce energy that is comparable with the energy of nature, actively involved in local and global processes, and most importantly – begin to understand the responsibility for what happens, for the fate of the world.

For the development of the content and methodology of integrated classes as an active way of teaching students undoubted interest are conceptual ideas Y.V. Chichko (Chichko, 2011). The article "Integrated activity as an active method of teaching in the educational process" is considered an active learning method, stimulating cognitive activity of students. According to Y.V. Chichko, "education update requires the use of non-traditional methods and forms of organization of educational process, including integrated lectures on various subjects, as a result of which the students formed the activity approach to learning" (Chichko, 2011: 124).

O.E. Dmitrieva and A.V. Kirillova in the article "Integrated employment as communication offices of student learning method" (Dmitrieva, Kirillova, 2013) are developing methods of teaching students of the Department of information and communication Faculty of Philosophy and Social Sciences, BSU with integrated classes, the experience of which will undoubtedly be useful in the preparation of guidelines for organizing and conducting integrated lessons on subjects direction 42.03.02 "Journalism" (for example, B1.B.16 discipline "Fundamentals of creative activity of journalists"), which is the aim of the research that formed the basis of this article.

3. Discussion

At present, the priorities that exist in media education have changed. R. Berger and J. McDougall outlined, perhaps, the main task in professional media education: "How do we the teachings, must change, and also what we teach" (Berger, McDougall, 2013)

Informal education is an integral part of lifelong personal education and should be based on innovative teaching methods and exercises, "by which a student desists to be a passive information recipient and teachers become largely consultants, mentors and mediators" (Roitblat, 2013: 27).

Noting the need for the introduction of integrated activities in the learning process in a higher educational institution, Y.V. Chichko states that "the development of students' ability to think logically and be able to creatively apply in learning complex knowledge in self-resolving its task is one of the main objectives of training in high school" (Chichko, 2011: 124). The role of integrated activities in higher education includes responsibilities in hidden curriculum education as a deliverable. The particular advantage of integrated activities is seen as a framework for experiential learning in the environment and the powerful process of reflection. It is well placed to provide autonomy to the current generation of students in an environment in which they are comfortable (Currie et al., 2014).

Integration in the educational process is observed either in the form of spontaneous, or in the form of a controlled. In the first case, the student himself, without any control of the teacher actions for solving a learning situation, arising in the study of this discipline, to apply knowledge and skills, he formed the study of another subject.

Done different picture is observed in the case of a controlled integration. The main didactic tool for such integration are interdisciplinary communication. The basis of the controlled integration of learning are integrated lectures on various subjects, as a result of which the students formed a holistic perception of the world, formed by the activity approach to learning.

E. Bal considers: "The social media improves the cooperative learning skills and helps students to have communication with their teachers easier" (Bal, 2017: 177). Media technologies' usage increases both the educational process effectiveness and the process of education management (Rueda, Benitez, Braojos, 2017). According to O.E. Dmitrieva and A.V. Kirillova in the information society and the competence approach to teaching "the development of creative potential of students is becoming one of the main tasks of education, which in turn requires a change in the format of interaction between teacher and student and the development of new teaching methods" (Dmitrieva, Kirillova, 2013: 20). At the same time, according to M.C. Cuc, learner must "develop his communication competence, critical thinking, cultivate his responsibility, tolerance, develop his aesthetic sensitivity, and capitalize his own experience by relating to experiences and social reality" (Cuc, 2014: 68). The actualization of a positive Self-concept and the continuous growth of cognitive individual activity is contributed by everything mentioned above (Florescu, 2014).

Currently, universities are very popular active learning methods (role-playing, case studies analysis, interactive lectures, etc.) that encourage students to an active mental and practical activities in the process of mastering the educational material. These methods really contribute to the development of students' critical thinking, the ability to apply theoretical knowledge in concrete work situations contribute to a deeper and more systematic assimilation of knowledge in the discipline of study. However, these processes are almost never intersect within one of the subject and with other disciplines that, in the end, still leads to fragmentation of information in the mind of the student. At the same time, compliance with the requirements to a specialist, depends on whether his knowledge is integrated, whether the integral picture of its professional field is formed and whether it is integrated into a holistic picture of the world. Education existing in the modern media environment is require "the continuous development of interdisciplinary work. In the specific case of teachers, this work becomes part of a continuous training process and, beyond aesthetic or technical matters, further develops into lifelong learning" (Marfil-Carmona, Chacón, 2017: 1171).

High school has long applied the principle of integration as a primary mechanism for optimizing the model of knowledge and training (Khokhlov, 1990), which, however, most often embodied in the definition of the set and order of study subjects within the same specialty. This is not enough for the formation of competencies needed skill in the information society and, in particular, the person skilled in the field of communication, information and social technologies (while there is no full definition of media literacy (see this: Ashley et al., 2013: 7-21; Potter, Thai, 2016: 37). Since students are not initiated into the intricacies of creating the curriculum and see only the finished set of objects, many of which are not directly related to their specialty, the principle of systematization of knowledge cannot occur completely and student motivation is reduced.

Moreover, in areas such preparation as communication, social communication, i.e. where the object of study becomes a communication - a phenomenon that crosses all spheres of public life and all fields of knowledge – creating the illusion of constant repetition of the same information – the students did not always understand and capture the nuances that make the same basic information is fundamentally different.

Therefore, one method of integrating the disciplines of content, students learn communication areas of training must be an integrated activity. For example, according to the curriculum set in 2015, in a 4-5 semesters (2-3 courses of direction 42.03.02 Journalism (profile "Business Journalism") Faculty of Humanities of the Nizhnevartovsk State University students study discipline B1.B.21 "Management in the media" and a 5 semester (3rd year) in parallel are B1.V.OD.5 discipline "Fundamentals of advertising and PR in the media." It is quite possible to carry out a multidisciplinary integrated classes in these disciplines.

The purpose of this lesson – to show students how to practice are connected and influence the final result of the knowledge gained by them in the framework of these two disciplines, in particular, the creation of advertising messages ("Fundamentals of advertising and PR in the

media") and place them in the media ("Management in the media"). student job can wear design in nature, and activity may be conducted in the form of presentation of the projects carried out in small groups. This activity should be carried out at the end of 5 semesters, when students already have sufficient theoretical basis for each subject individually.

Integrated task for student journalists should include the following items:

1. Divided into groups of 2-3 persons. Select the item (product or service), describe the portrait of the target audience, unique selling proposition, determine the most appropriate for this product and audience communication channel, design the layout of the advertising message in view of the features of the goods, the target audience and communication channel.

2. Within the communication channel to select one information platform that meets the requirements of maximum contact with the target audience at minimal cost. Develop an optimal media plan for the advertising appeal.

3. To prepare a computer presentation of the project (10-13 min.)

Point of integration of subjects content in this case is to work with the media (communication channel). At a separate study two presented disciplines students to carry out tasks will only have to start from the information and the skills that were formed in the framework of these subjects, for example in the framework of discipline "Fundamentals of advertising and PR in the media" they have chosen communication channel, based on the creative design of the advertising message, and in the "Management in the media" – only on the basis of cost and convenience of placing the information in a particular media. When these two items will be combined into a single job – the number of parameters that need to be taken into account when choosing a channel of communication, increase, increase the complexity of the task, and during the presentation of the projects will be shown, on the one hand,

Students survey the feasibility of the introduction of the educational process and the efficiency of the integrated courses studied O.E. Dmitrieva and A.V. Kirillova, showed that "The main benefits of the integrated classes include the following events:

- 1) teachers exchange professional experience and in the process of developing a common task adjust the content and structure of their course, since it is clear what information is duplicated and which is not enough; In addition, joint exercises allows the teacher to see the reaction of students to a particular style of communication and subsequently adjust their behavior to the lectures and seminars;

- 2) presence in the class of two or more teachers discipline students, increases motivation, gives an opportunity to get a more objective and comprehensive assessment of their work, increases the credibility of the information received" (Dmitrieva, Kirillova, 2013: 22).

However, all the above advantages of the described method is possible only with careful preparation of teachers to engage in and the performance of the two basic requirements:

- 1) "point of integration" must be substantial to solve specific theoretical and practical problems;

- 2) teachers should take an equal part in the exercises in the classroom, give a reasoned assessment of the performance of tasks and continuously update for students link the knowledge and skills they have gained in the integrated into the framework of a class of educational disciplines.

4. Results

Consider what the integration between discipline B1.B.16 "Fundamentals of creative activity of journalists" and other subjects of the curriculum direction 42.03.02 "Journalism", developed by the teachers of the Department of Philology and Mass Communications of the Nizhnevartovsk State University, it is possible (for example, sections of disciplines and types of training Job 3 semester: see [Table 1](#)).

It has already been reported that the integration in the educational process is observed either in the form of spontaneous, or in the form of a controlled. In the first case, the student himself, without any control of the teacher actions for solving a learning situation, arising in the study of this discipline, to apply knowledge and skills, he formed the study of another subject.

Done different picture is observed in the case of a controlled integration. The main didactic tool for such integration are interdisciplinary communication. The basis of the controlled

integration of learning are integrated lectures on various subjects, as a result of which the students formed a holistic perception of the world, formed by the activity approach to learning.

Table 1. Forums disciplines and types of study in semester 3

Section discipline	Types of study, including the students' independent work and labor				Form ongoing monitoring of progress (by week of the semester) Form intermediate certification (per semester)
	lectures	Practical-cal	Labora-Tornio	Independent work	
3 semester	8	22		78	
Theme 1. Subject and objectives of the course. Journalistic work as a social and cultural phenomenon	2			6	Lecture-debate
Theme 2. Journalistic profession: especially, labor planning	2			6	Lecture-debate An essay on the subject "Journalistic profession"
Theme 3: Types of journalism	2			6	Lecture-debate
Theme 4. Professional ethics and legal guidance journalist	2	2		6	Presentation, discussion platform organization, creative task
Theme 5. Features of the creative process in journalism		2		6	Reports on seminars, creative task "Live it"
Theme 6. The journalistic creativity: concept, purpose, functions		2		6	Reports on seminars, creative task "Replicas"
Theme 7. The relevance of journalistic work		2		6	Reports on seminars, round table "place" yellow "press in journalism"
Theme 8. The mass flow of information		2		4	Reports on seminars, creative task of the "Association"
Theme 9. Journalistic work: the ideological and thematic diversity		2		4	Reports on seminars, creative task "Gestures and facial expressions"
Theme 10. Journalistic product: structure, composition		2		4	Reports on seminars, creative task "Fairy Tale"
Theme 11. Sources of the information		2		6	Reports on seminars, creative task
Theme 12. Methods for making and ethics in the work with sources of information		2		6	Reports on seminars, creative task
Theme 13. The professional duties of a journalist		2		6	Reports on seminars, business game "The honor and dignity"
Theme 14. Analysis journalism product Theme 15. Methods and techniques of journalistic creativity		2		6	Reports in seminars, creative task "Analysis journalism works" business game "Redaction" Test

The term 3, taken by us for consideration, it is assumed holding 4 lectures 2 hours each (Topics 1-4). Each of them can be brought in the form of an integrated, if schedule during her interdisciplinary communication with other studied in 3 semester sports: B1.B.5 "Economy", B1.B.12 "Journalism Psychology", B1.B.15 "Journalism Business: theory and practice", B1.B.17

"Modern Russian", B1.B.19 "History of foreign literature", B1.B.20 "Stylistics and literary editing", B1.V.OD.10 "Theory communications", B1.V.OD.12 "Fundamentals of the theory of literature".

For example, the topic 1. "Subject and objectives of the course. Journalistic creativity as a socio-cultural phenomenon" is studied in the form of lectures, Exercise (2 hours) and independent work (6 hours). Its component materials can be integrated with the study of the discipline B1.V.OD.10 "Communication Theory", studied in the same semester.

Discipline Materials B1.B.15 "Journalistic activities: Theory and Practice" (study 1-3 semesters) can be integrated into a lecture-debate "Journalism: features, planning work" (2 hrs.), the creative task of which is to – in the framework of spontaneous integration with the designated discipline - prepare an essay on "Journalistic profession" (6:00) (3 semester, the theme 2).

Theme 3: "Forms of journalistic activity" implies a lecture-debate (2 hrs.) and students' independent work (6:00). In this case, the ability to integrate disciplines B1.B.15 "Journalistic activities: Theory and Practice" (study 1-3 semesters) and B1.B.20 "Stylistics and Literary Editing" (taught in semester 3).

Subject 4 "Professional ethics and legal guidelines reporter" includes arranging discussion platform during a lecture (2 hrs.), the preparation for the workshop (2 hrs.) and creative task execution (6 hours):

Seminars 1. Professional ethics and legal guidance journalist

1. The essence of journalistic ethics.
2. The structure of journalistic ethics.
3. International Declaration of Principles on the Conduct of Journalists.
4. Code of professional ethics of journalists.
5. Journalistic contacts.
6. Journalist and recipient information.
7. A journalist and a source of information.
8. The relations among journalists.
9. The concepts of "dirt", "hidden advertising", "fact", "comment".

Creative Activity: pick up examples of unethical behavior of modern journalists.

This topic can be integrated into manageable intersubject lecture at the intersection of disciplines B1.B.16 "The fundamentals of creative activity of a journalist" and B1.B.15 "Journalistic activities: theory and practice". Creative task (pick examples unethical behaviors of modern journalists) spontaneously integrates with pictures B1.B.12 discipline "Psychology journalism".

Theme 5 - 14 3 semester studying B1.B.16 discipline "Fundamentals of creative activity of journalists" suggests a study in the course of seminars and self-study. Where applicable spontaneous integration. Thus, Seminars 2 to 5 relating to "Properties of the creative process in journalism" (semester 3) (2 h.) and creative task there to (6 hours):

Seminars 2. Features of the creative process in journalism

1. Journalism as a specialized field of creative activity.
2. Amateurism and professionalism in journalism.
3. Creativity as the highest form of labor.
4. Journalistic work in the structure of the media.
5. Genre varieties of journalistic text.

Creative Activity: "Live it" – recorded without hardware 15-minute speech of others. The resulting text should follow the actual speech unedited and stylistic treatment.

- can integrate the material studied in semester 1 B1.V.OD.11 discipline "Technology and Media Technology" and, in turn, will form the students' competence, they will spontaneously integrate into the study of the discipline B1.V.OD.6 "Technique speech", studied 5 semester.

Theme 6 "The journalistic creativity: concept, purpose, functions" includes Seminar 3 (2 h.) and performing creative tasks (6 hrs.):

Seminars 3. Journalistic creativity: concept, purpose, functions

1. The concept of "art" in modern science.
2. The creative component of the journalistic profession.
3. Mechanisms of creativity journalist.
4. Criteria of creativity journalist.
5. Reproductive and creative elements in the human activities.
6. Origin and development of specialized forms of creativity.

7. The main forms of organization of creative activities in the journalistic profession.

Creative Activity: "Replica" – record of 10-15 human replicas for each of the following states: irritation; a surprise; indignation; perplexed; doubt; delight; anger.

This creative task will also form the students' competence, they will be able to integrate the study of B1.V.OD.6 "speech technology" disciplines studied 5 semester.

Topic 7 "The relevance of journalistic work" includes conducting seminars 4 (2 hrs.) in the form of a round table "The place "yellow" press in journalism" and independent creative work (6 hours):

Seminars 4. Relevance journalism product

1. The concept of "urgency" in journalism.
2. Especially impact on the audience.
3. Types of audience response to the journalist's work.
4. "Yellow" press - the reasons for the popularity.

Creative Activity: Describe the regional media for relevance and popularity among the population.

This topic (in particular, questions 2-3) can be spontaneously integrated the students in the process of studying B1.B.12 "Psychology Journalism" subjects studied in semester 3, and, in turn, will form the students' competence, they will be able to integrate the study B1.V.OD.6 "speech technology" disciplines studied 5 semester.

Topic 8 "Mass flow of information" includes teaching classes 5 (2:00) and the creative task of the "Association" (4:00):

Seminars 5. The mass flow of information

1. The specifics of journalistic creativity.
2. The collective nature of creativity. Productive and reproductive elements of journalism.
3. Quantitative and qualitative side of journalism.
4. The editorial activity of the journalist.
5. Organizational activity of the journalist.
6. Journalistic activity of the journalist.

Creative Activity: "Association" - write a meaningful sentence using three given words:

- the applicant – student – graduate;
- Cake – Fields – tree;
- cat – fish – msword;
- package – juice – sausage;
- painting – flower – a case;
- summer – the sea – the beach;
- Street – lamp – pharmacy;
- Phone – Folder – daily;
- the deputy – president – the decree.

Question 5 seminars – "Organizing activity of a journalist" – suggests the possibility of spontaneous integration of the material in the study B1.B.21 "Management in the media" discipline that will be studied for 4-5 semesters. The creative is the task involves the integration in the process of studying B1.B.12 "Psychology Journalism" subjects studied in semester 3 and integrates the competencies developed at students in the course of studying the discipline B1.B.4 "Russian language and culture of speech," the study 1 semester.

Subject 9 "Journalistic work: conceptual and thematic diversity" includes conducting seminars 6 (2 hours) and the creative task "Gestures and facial expressions," (4 hours), which involves the spontaneous integration into the process of the discipline B1.B.12 "Psychology journalism", studied in semester 3 and integrates the competencies developed at students in the course of studying the discipline B1.B.4 "Russian language and culture of speech", studied in the 1st semester:

Seminars 6. Journalistic work: the ideological and thematic diversity

1. The theme of journalistic work: the concept.
2. The situation and the problem of how the components of the topic.
3. The concepts of "fact", "situation", the "problem".
4. The idea of journalistic work: the concept, features.

Creative Activity: "Gestures and facial expressions" – describe the looks and gestures of 5-7 sentences in the following situations: hungry cat to stop; golden wedding anniversaries at the ceremony; University graduates at the presentation of diplomas; graduates of schools on the exam; an irate customer in the store; children in the sandbox; delinquent subordinate the chief; Russian national team won the World Cup; turn to the dentist; first flight in an airplane.

Subject 10 "Journalistic product: the structure, the composition" (Seminar (2 h) + independent creative task (4 hours) requires students spontaneous integration discipline B1.V.OD.12 "Fundamentals literature theory", which is also studied in 3 semester:

Seminars 7. Journalistic product: structure, composition

1. The elementary means of expression in journalism.
2. The reality as a source of facts.
3. fact function in the text.
4. Kinds of facts.
5. Means the organization of journalistic work.
6. Composition and assembly as an organization tool.
7. Functional differences composition and installation.
8. Journalistic image: nature, function, mechanism of formation.

Creative Activity: "Fairy Tale" - transform any Russian folk tale in the journalistic text.

Subject 11 "Sources of information" is studied in the seminary classes 8 (2 hrs.) and performing independent creative assignment (6 hrs.):

Seminars 8. Information Sources

1. The concept of "information sources".
2. The main sources of information in journalism.
3. Government organizations as a source of information.
4. Internet as a source of information.
5. News agencies as a source of information.
6. Society as a source of information.
7. Interaction with colleagues as a source of information.
8. Seeing as the source of information.
9. Experiment as a source of information.

Creative Activity: Analyze regional press and specify the sources of information used by journalists. Make a summary table of sources of information.

Question 4 seminars – "The Internet as a source of information" – require students to spontaneous integration of materials B1.B.7 discipline "Information Technology" (1-2 semesters) and Question 6 "Society as a source of information" can be integrated with knowledge obtained by students in the course of studying the discipline B1.B.11 "Sociology of journalism", studied in the 2nd semester.

Subject 12 "Methods for preparing and ethical standards in working with sources of information" is studied The classes 9 (2 h.) and performing self-creative tasks (6 hrs.):

Seminars 9. Methods for preparing and ethics in the work with sources of information

1. The problem of selecting an information source.
2. Methods for checking the received information.
3. Methods of obtaining information.
4. Ethical requirements in the work with sources of information.
5. Relationship reporter and the source information.

Creative Activity: Drawing on various sources of information on a subject and identifying facts and fiction, write a comparative analysis.

Questions seminars in the near future can be integrated by students in the study of B1.B.6 "Law" disciplines (4th semester) and B1.V.DV.3 "The legal basis of journalism" (6 semester). Creative Activity prepares competence, which in the future can be spontaneously integrated the students into the study of the discipline B1.V.OD.8 "Skills training on the formation of research skills Bachelor" (8 semester).

Subject 13 "Responsibilities of a journalist" is studied in the course of 10 seminars (2 hours) + individual work in the form of a business game (6 hours):

Seminars 10. The professional duties of a journalist

1. Functions and responsibilities of the journalist.

2. The requirements for the profession "journalist".

Creative Activity: The business game "The honor and dignity".

To prepare for the seminars students can spontaneously integrate data also studied in 3 semester disciplines B1.B.12 "Psychology Journalism" B1.B.15 "Journalistic activities: theory and practice". "The honor and dignity" also can be integrated with data B1.B.12 discipline "Psychology of Journalism" for the preparation and conduct of the business game.

Rounding study B1.B.16 discipline "Fundamentals creative activity reporter" 3 semester Subject 14 "Analysis of journalism product" and Subject 15 "Methods and Techniques journalism art" (Seminars (2 h.) + Independent work (6 hours). :

Seminars 11. Part 1. Analysis of the product of journalism

1. Location analysis of journalistic work in journalism.

2. Methodology analysis.

3. The main characteristics of journalistic text: the theme, the idea of structural and compositional features.

4. Criteria for evaluation of the journalistic text.

Creative Activity "Analysis of journalistic work": Analyze a journalistic work on the following schedule: topic of journalistic work; the ideological content of the text (which the journalist refers to the subject, who addressed the text); filling of ideas transmitting means (overtones intertext); the quality of ideological and thematic, structural and composite solutions; novelty, the reliability of the situation and its interpretation are described in the text; significance of the problem for society; efficiency of the material; the credibility of the idea; use of emotionally expressive means in the journalistic text; the logic of construction and style of the text.

Seminars 11. Part 2. Methods and techniques for creation of journalism

1. The concept of "method" in modern science.

2. Data collection methods.

3. The mechanism of formation methods.

4. The ratio of methods and techniques in journalism.

5. Methods of cognitive activity.

6. Methods of presenting information: a statement, description, narration, characterization, reasoning, typing.

7. Methods of presenting information: citation, appeal, exposition, rethinking, verbal inlay.

Creative Activity: The business game "Redaction".

The competence to be received by students during training and the creative task "Analysis journalism product" can spontaneously integrated data B1.B.11 discipline "Sociology journalism '(2 term), and further competence formed in the course of this analysis, may It is integrated into the study of the subject B1.V.OD.8 "skills training on the formation of research skills bachelor" (8 semester).

Business game "Redaction" involves the spontaneous integration of students' knowledge obtained in the course of studying the discipline, which is also being studied in a 3 semester - B1.B.15 "Journalistic activities: theory and practice".

5. Conclusion

The organization of the educational process in modern innovative conditions requires the teacher to improve practical activities by searching for new value priorities in determining the content, forms and methods of organizing the cognitive activity of students.

Integration provides an opportunity for self-expression, self-expression, creativity of the teacher, contributes to the disclosure of his abilities. "The world today lacks its own image, because this image can be formed with the help of a universal system of values – synthesis." The synthesis realized at this level as interaction, integration (integration) is the main principle of content construction and leads to such an important cognitive result as the formation of a complete scientific picture of the world. This leads to the appearance of a qualitatively new type of knowledge, which finds expression in general scientific concepts, categories, approaches.

The process of integration in learning can be expressed through the use of integrated or integrated types of classes. Although these types of occupations differ substantially from one another, both rely on interdisciplinary (intersubject) connections. A comprehensive lesson involves episodic inclusion of questions and assignments from different disciplines, from different types of

activities. This contributes to an in-depth perception and understanding of a particular concept. The peculiarity of the integrated lesson is that blocks of knowledge from different disciplines are combined to create an integral system of knowledge on a specific topic. The complex and integrated sessions should be thematic, in them the selected topic or key concept is the basis for combining tasks from different activities. Therefore, in integrated and complex occupations it is necessary to provide for the availability of different types of activities of students, the pooling of knowledge from different sectors.

When planning integrated and comprehensive training, it should be remembered that such classes require special training for both students and the teacher. Conducting integrated and integrated classes provides ample opportunities for using a variety of visibility in the classroom, which is important in the age of rapidly developing media technologies.

In our view, an integrated activity in teaching students communication training areas - this is one of those forms of active learning that is not sufficiently mastered at this point, but it has great potential because it allows you to shape the skills necessary to the future experts in the field of communication in the modern information society. Results of the research forms the basis of this article may be used by training centers and training at universities for training and retraining of workers of education; as well as the faculty of the departments that train in the direction of preparing undergraduate 42.03.02 "Journalism".

As a result, we can say that, mastering the method of integration in the teaching process, the teacher certainly goes through a complicated path. The reason for the difficulties in implementing interdisciplinary relations can be considered insufficient knowledge of the students content of the educational disciplines, the lack of methodological recommendations on specific topics, the inability of many students to respond quickly to a significant block of information.

Probably, in the near future it will be possible to create fundamentally new methods of teaching, where all disciplines will be imbued with integration ideas and tasks. Already today, by testing this method in practice, students and teachers have the opportunity to expand the boundaries of perception and understanding of professional disciplines, to draw a completely new, unique experience in obtaining and modeling information, which as a result will positively affect the quality of knowledge.

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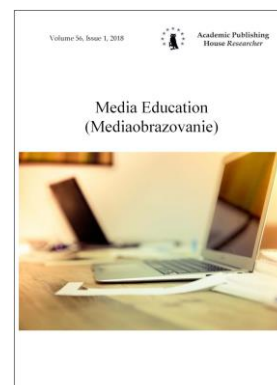
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Development of Psychological Media Competence

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Abstract

Under consideration is the notion of a 'Psychological Media competence', its significance for the development of personality under the conditions of contemporary media environment is justified. Levels of psychological media competence and its essential components are described. The authors explain psychological mechanism for the development of psychological media competence in association with actualization of the processes of relations, experience and comprehension. A program for the development of psychological media competence in teenagers is put forth.

Research results whose purpose was shaping of psychological media competence in schoolchildren in the process of implementation of experimental developing programs, were shown. A total of 65 persons took part in the research: 57 teenagers and 8 experts; 22 schoolchildren took their part in the experiment. Level of maturity of psychological media competence was evaluated using techniques to detect ability of teenagers to determine psychological peculiarities of a media text. The structure of the questionnaire was multi-optioned to match the structure of psychological media competence. The content of questions is variable-based and determined by the specifics of media texts under consideration – those were represented by 'Trolls' cartoon and 'Herbaria' tea advertisement video in the proposed research. Analysis of resulting data was carried out using methods of mathematical statistics: ratings of media text by teenagers and by experts were compared, as well as dynamics of indicators of psychological media competence of the participants of the experiment was determined. Weak manifestations of cognitive and reflexive components of psychological media competence of teenagers were determined. Analysis of experiment results showed that the level of understanding of particularities of media texts that determine their effect on consumers, has credibly increased with the participants of the experimental research.

Keywords: media, competence, psychological, media text, cartoon, advertising, experience, understanding, experiment.

1. Introduction

Contemporary developmental context undergoes transformations associated with the increased numbers of informational messages, added complexity of the forms of their presentation, variety and dynamics – it actively becomes a media environment. Formative potential of media

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products, however, remains little investigated, and that, together with the ever-increasing rate of generating of new formats and ways of media exposure of a consumer to information, would bring the scientific problem of media psychological development and formation of personality to the extreme foreground.

The job before psychology is multidimensional: first, it is associated with by necessity of understanding of mental mechanisms actualizing under the conditions of origination and perception of media products; second – with the importance of the development of algorithms of psychological analysis of media texts, definition of criteria of their developing or destructive potential for different age groups and those differentiated by other criteria: gender related, national, social groups; third, with the need to create methods of diagnostics of peculiarities of the effects of media texts on their consumers; fourth, with the necessity to organize educational work with the participants of learning process: children, their parents and educators – following the issues of provisions for psychological security inside a media environment. Resolution of the problems of psychological accompaniment of the processes of media-communications requires added complexity of the structure of professional competencies of an educational psychologist – inclusion of psychological media competence therein.

We consider psychological media competence as a meta-level education, a derivative from concepts of higher order: 'psychological competence' (Abolina, Ostapchuk, 2011) and 'media competence' (Fedorov, 2017; Fedorov, Levitskaya, 2018), while, on the other hand, designative of the area of their semantic intersection. Psychological media competence is understood as 'psychological knowledge of mass communications, mental processes and ways of their actualization in the processes of communications, about consistent patterns and age peculiarities of personality development within media environment, methods of manipulations by means of media messaging, criteria to determine degrees of psychological security of a media environment, its educational and developmental potential, ways to protect consumers of media information, children, in the first place, from destructive impact of messages communicated via media channels, conditions of psychologically productive communications in a media environment' (Kyshtymova, Skorova, 2018: 82).

Semiotic methodology lies at the basis of our approach to the definition of psychological media competence and conditions for its development, allowing us to carry out a psychological analysis of media products revealing their meaningful (semantic) and formal (syntactic) specifics which determines peculiarities of mental changes of communicators in the process of media-communications and representing cultural and historical psychology of landmark mediation of human mental development.

The structure of psychological media competence, according to its meta-level model (Kyshtymova, Skorova, 2018), is represented by psychological, semiotic and aesthetic components. The psychological component includes understanding of the mechanisms of actualization, by a competent individual, of the process of media communicating of the cognitive, emotional and volitional, axiological, reflective processes and capability of their regulation; the semiotic component is represented by the semantic, syntactic and pragmatic subcomponents and suggests skills to implement psychological analysis of media texts; the aesthetic component is associated with understanding of significant codes in various areas of the arts (music, literature, fine arts, cinematography, narration) used to create media texts under analysis, command of the ways of their artistic organization.

2. Materials and Methods

Master's training of educational psychologists in Irkutsk State University involves implementation of the course 'Psychological Safety of Children in Media Environment' that we developed, which results in, inter alia, their preparedness for action in the development of psychological media competence of children and adolescents. The presented experimental research was carried out within the framework of implementation of those guidelines of the Master's program.

The study involved a total of 65 people: 57 adolescents – senior high students and 8 Masters – psychologists trained in media psychology, who acted as experts; 22 teenagers participated in the pilot program.

In the process of research, – firstly, the level of psychological media competence of adolescents was determined with the help of methodology put together by us to reveal the degree of understanding of the psychological peculiarities of media texts. Secondly, based on the analysis of the results of comparing completeness of the components of psychological media competence among schoolchildren and Masters, a program for their development in adolescents was put together. Thirdly, a developmental experiment was conducted with a group of teenagers and an analysis of its results was carried out.

Determination of the level of media competence of schoolchildren was carried out in the process of identifying their understanding of media texts: ‘Trolls’ cartoon by the 20th Century Fox Film Company (Cartoon, 2016) and the commercial for ‘Herbaria’ tea (‘Feel Your Fears’) (Promotional video, 2013). The choice of the cartoon was stipulated by its high cultural and semantic richness, age-related togetherness of its protagonists and teenagers, commonality of the things of interest of the main characters and those of the contemporary older adolescents (lifestyle, choice of activities, success, self-realization, friendship, love, hobbies); a wide range of means of exposure of a recipient. The use of a commercial as an incentive was stipulated by the need to identify the ability of adolescents to determine psychological damage in a media text.

To assess the psychological media competence (PMC) we have compiled a survey method, the invariant structure of which corresponds to the structure of the PMC: completeness of the cognitive component of the PMC is determined by questions 6 and 8; the axiological ones: 2, 3 and 4; reflective: 1, 9, 10 and 11; semiotic: 7 and 13; aesthetic – 5 and 12, while the zone of variation is determined by the possibility of formulating questions in accordance with the genre and content peculiarities of a stand-alone evaluated media text (Table 1; Annex 1). The normativity zone was determined using the analysis of assessments of the analyzed text by the Masters: the most frequent responses of Masters (over 60 %) were taken as reference and valued at three points. Variants of answers that have not been selected by experts even once, were valued at one point. The remaining answers (selected by 40 % and less of the experts) were valued at two points.

Table 1. Criteria-Rated Structure of Methodology for Determining Completeness of Psychological Media Competence

Component	Sub Component	Indicator	Criterion	
Psychological	Cognitive	Determination of media text recipient	Determines age-related characteristics of the target audience of a media text	
		Knowledge of communication function	Defines the functions of a media product	
	Axiological	Definition of ideas, the main intention of media texts	Defines the idea of a media text	
		Identification of meanings, values transmitted by media texts	Defines values broadcast by a media text	
		The correlation of the values transmitted by media texts with the values of culture, own worldview position	Defines the cultural meaning of values transmitted by a media text	
	Reflective	Awareness of psychological changes that occur as a result of perception of media texts	Formulates emotional response	
			Determines personality changes that a media text can trigger when perceived	
			Determines mentally constructive or destructive potential of a media text	
		Predicts future behavior as a result		

			of interaction with a media text
Semiotic	Understanding the patterns of functioning of sign systems: verbal, figurative-and-visual, musical – by way of which meanings are translated in a media text.	Identifies media text narrator (the mouthpiece of transmitted meanings)	
		Identifies means of affecting an addressee	
Aesthetic	Definition of artistic figurative and expressive means by which an author produces effect on a recipient	Defines endgame	
		Defines aesthetic categories	

An ampliative experiment served as the main research method. The program of the experiment assumed actualization of the components of psychological media-competence, the level of completeness whereof was low during the initial diagnosis of the PMC of schoolchildren, and consisted of 4 sessions, 2 academic hours each (the time for the diagnosis was not taken into account). Target objectives that are implemented in the process of study, are presented in [Table 2](#).

Table 2. Target Objectives of Developing Experiment Classes

Class No.	Objective
1, 2	Shaping, in high school students: - conceptualization of functions, the role of media in life, the diversity of types of media texts; the need to obtain special psychological knowledge and skills that modern people need to interact with media texts of different types and genres; - comprehension that media texts have an impacting potential; - understanding the need for critical perception of media texts, the possibility of assessing the potential of a media text in terms of hazard/safety for a person's psychological well-being.
2	Acquaintance with the mechanisms and techniques by which a media text affects its addressee, and the methods of psychological analysis of a media text (using the example of visual advertising analysis).
3	Acquisition of skills of independent psychological analysis (using the example of an audiovisual media text).
4	Creating own media text; formation of the idea of responsibility of the creators of media texts.

The first class pursued the objective of creating motivation for the development of psychological media competence among senior schoolchildren, whereas, at the preliminary stage of the study, 79 % of students chose 'No, I think that I have enough knowledge and experience to interact productively and safely with media texts' answering the question 'Do you need special knowledge for productive and safe perception of films, commercials, advertising, social networking messages, musical compositions on the Internet or on TV?'

In the second class, in the process of working with advertising videos, tasks of 1) actualization of the reflection of older adolescents, understanding the need for critical perception and assessing the potential impact of a media text, determining its safety for a person's psychological health, 2) teaching the algorithm of psychological analysis of a media text and understanding the mechanisms of its manipulative influence, were solved.

The next lesson was devoted to the analysis of the 'Trolls' cartoon, which students have already become acquainted with during the diagnosis. The lesson assumed joint activity of the teacher with the students in the following sequence: 1) awareness of the impression produced by the media text; 2) formulation of the main idea of the cartoon; 3) determining the means of influence on viewer; 4) definition of the endgame of the cartoon, its purpose; 5) compiling a list of

those values that are communicated by that cartoon; 6) correlation of those values with the universal ones; 7) identification of the addressee of the cartoon (gender, age, social group, personal features, worldview attitudes); 8) identification of the narrator (originator, semantic source) of the cartoon (if possible, determine: gender, age, social status, personal characteristics, worldview attitudes); 9) determining the purpose of that media product; 10) awareness and utterance of psychological changes, in particular, opinions about oneself and other people that occurred as a result of watching the cartoon; 11) determination of behavioral reaction provoked by the cartoon; 12) determination of whether the media text in question has been actualized in a constructive or destructive fashion in the course of its interaction with a consumer.

The objective of the final lesson was to consolidate the acquired knowledge and skills, using those to create own media text. This lesson was also aimed at developing an understanding of the responsibility of the creator of a media text for the content that one intends to broadcast through a media. Schoolchildren were asked to create their own media text, present the 'author' of the media text, who had to choose the means to express the idea of the need for critical perception of media texts, evaluate the resulting media text in terms of its psychological security and developmental potential in accordance with the analytic sequence already known to the schoolchildren.

3. Discussion

In academic literature, research results of psychological peculiarities of media environments, effects of media activity on children and adults and other problems whose understanding and resolution anticipates psychological media competence, are broadly represented. Approaches to the resolution of psychological tasks associated with the transforming effects of media environment on mentality and the methods used in the process of resolution are multiple and often contradictory, same as the findings of researchers in regard of the developing potential and level of psychological security of different species of media content.

Academic texts provide a lot of data about negative correlations between media activity and psychological development and well-being of a media consumer: it is noted that the scope of watching TV is negatively associated with speech development of children (Blankson, Nayena, 2015), news casts causing fear and anxiety in them (Cartoon, 2016; Molen et al, 2002; Kandemir-Ozdinc, Erdur-Baker, 2013); media activity is associated with sleep disorder (Fuller et al., 2017; LeBourgeois et al., 2017; Aishworiya, Kiing, 2018; Jiang et al., 2015) and negative changes to interfamilial relations (Skaug et al., 2018). Hence psychological peculiarities of media content that, by the conclusion of the authors, are the cause of negative consequences, are presented undifferentiated or their analysis is only carried out from the standpoint of peculiarities of the content of information communicated: for example, researchers register that violence on screen may provoke aggressive behavior (Dillon, Bushman, 2017, Wilson, 2008), or that watching educational telecasts is associated with an escalation of the value of achieving success for schoolchildren (Anderson, Daniel, 2001). Insufficient persuasiveness of that reasoning stems from the absence of psychological analysis of specific media texts: 'Aggressive' or 'Educational', in the authors' opinion – whereabouts their findings are formulated.

We believe that the task of determination of the level of psychological security of a media-content, same as its developing potential cannot be resolved without development of theoretically substantiated algorithms of psychological analysis of different species of media products, stringent methods of their psychological evaluation.

According to our assumption, identification of syntactic (formal) features definable according to the laws of a sign system (verbal, visual, musical, etc.) used to design a text shall serve as the basis for analysis of media texts. The combination of signs within a specific text system, by defining its code, is isomorphic to the system of displayed meanings. Semantic peculiarities of a text are the derivatives from the formal ones, and should to be determined only at the next stage of analysis. Pragmatics corresponds to the third level of derivation (Kyshtymova, 2018). Such model of analysis is offered by us to students in the course of their preparing to expert work with media texts.

An important argumentative issue associated with the definition of mechanisms and ways of development of psychological media competence is the one of targeted objectives. The objective of development of psychological competence in a media domain, on the one hand, is production of media content capable to attract attention of its consumers and to shape pragmatically significant targets that serve the interests of the ordering customer of that content: consumer, political,

economic or social. Such target orientation is implemented, in particular, in the course of preparing specialists in the domain of content production: advertising, public relations, journalism, blogging – psychological knowledge is used to produce emotional effect, affect actions and behavior of consumers (Nahai, 2017; Felser, 2009) that gains important implications under the conditions of lack of options in the processes of cultural commoditization (Hesmondhalgh, 2006; 2018).

On the other hand, psychological media competence for consumers of media content complies with the target objective of protection from its destructive effect, is important as the foundation of reflexive and critical attitude in the course of perception of media information. Psychological media competence possesses social and personal significance for children, their parents, educators and psychologists, defining their ability to protect themselves from manipulative effects of media texts, their negative influences on processes of making personality and its actualization, as well as the use of their positive potential for productive development and self-expression.

Development of psychological media competence of pragmatically oriented specialists within the prevailing system of their training is, above all, targeted at formation of skills to control audiences with the purpose of receiving commercial or power-related dividends, while for those professionals as teachers and psychologists, – on the protection of people from of those effects.

Development of psychological media competence gains special value for practical activities of psychologists in education, whose efficiency under the conditions of 'low security level of information environment for children and teenagers' (Concept: 10), 'availability of Internet resulting in hazards of selecting antisocial role models, escapism, departure from real communicating into the virtual space' (Concept: 11) and other risks for mental development under the conditions of media realities suggests an understanding, by a psychologist, of the mechanisms of personality formation of students under new conditions, capability to use positive potential of media texts and make protection of children from their negative effects actual.

The importance of the role of educational institutions in the formation of immunity against manipulative effects of media had already been realized at the early stages of academic research of media. McLuhan delegated function of people defense from mass media negative manifestations impacts to education (McLuhan, 2002; 2015). He considered enlightenment to be an ideal tool of ensuring the person psychological security in the media communications conditions (McLuhan, 2017: 220). Emphasis on education value is made in contemporary academic work: 'Media are omnipotent in situations of delusiveness and unrecognizable character of their work, and weak in situations of exposure, demythologization of those... Transparency is achieved by way of elimination of media illiteracy, by teaching the basics of media analysis' (Savchuk, 2014: 43) and regulatory documents defining activity of educational psychologists.

Resolution of tasks standing before an educational psychologist requires changes in the system of professional training from the point of view of targeting towards formation of readiness to explain the mechanisms of media texts effects on mental development of students, compilation of guidelines on media communications for different age groups, corrections of mental development disorders related to media addiction, use of positive potential of media texts for actualization of creative capacity of their consumers.

In the view of importance of resolution of those tasks, available academic literature does not provide either programs for the development of psychological media competence of media content consumers or revelation of psychological mechanisms of their formation. That fact stipulates relevance of the present research.

Theoretical Foundation for the Approach to the Development of Psychological Media Competence

A number of levels in the development of psychological media competence may be isolated. Originally, psychological media literacy is formed, mastering of skills of understanding of media information on its basis follows, as well as critical analysis of media texts, along with flexible variance of algorithms of psychological analysis of media products dependent on their genre and substantive peculiarities. The highest level is represented by capability to teach communicators skills of constructive interactions within a media environment and critical analysis of media information (Kyshtymova, Skorova, 2018).

The development of psychological media competence begins at early age in the family and then continues in educational institutions (kindergarten, school, establishments of additional and vocational education).

The first institution where media mediation of child development occurs is the family. Psychological media competence of parents is a factor that determines the time and nature of a child interaction with cartoons, musical and verbal texts, video games that parents select for their child, as well as peculiarities of the 'background' media content not characteristic of children's age.

Academic literature presents studies addressed to the role of parents in the formation and change of media preferences of children and adolescents (Valkenburg, Piotrowski, 2017; Parkhomenko, Golubeva, 2011), parental functions as intermediaries in children's use of the Internet (Livingstone, Haddon, 2009), the importance of parental mediation in online victimization (Navarro et al., 2013), the role of the family in changing the negative effects of media exposure on children (Gentile et al, 2012). It has been established that joint viewing of television programs, films, shared video games testify of the highest level of interfamilial ties and relations, and vice versa, - participation in social networks is associated with low level of family ties (Padilla-Walker, Laura, 2012; Anderson, Daniel, 2001).

Another developmental environment where further development or transformation of the skills of interaction of children with media texts takes place are educational institutions. General and psychological media competence of teachers and psychologists will largely determine the quality of those processes.

The mechanism for the development of psychological media competence implies actualization of such basic psychological background as attitudes towards media, media experience, understanding of media-communications and personal constitution: ability to self-development and responsibility.

Relationships in psychology are understood as conscious, selective, experience-based psychological relations of a person with various aspects of objective reality, the world around and self, affecting personal qualities and realized in activities (Myasishchev, 2011).

Researchers identify 15 types of relationships: to things, nature and animals, individuals, social group, family, state, work, material wealth and property, external standards of living, morality, worldview and religion, knowledge and science, art and self (Bazikov et al., 2013). We consider it important to supplement that classification with the attitudes towards media readiness to evaluate media messages and definitive action towards those (acceptance, ignoring, rejection). In the structure of media relations, reflection, emotional experiences and creative transformation of media texts can be distinguished.

By placing emphasis on media experience as the basis of psychological media-competence, we proceeded from the fact that the same media information may generate different actions and experiences caused by the frequency of interaction with media texts.

Experience is understood as a means of learning reality, based on its direct, sensual practical assimilation (Petrovsky, 1998: 237); as a complex fusion of knowledge, experiences, values, meanings (Znakov, 2011: 16). Psychological media experience is a process of perception, evaluation of media products in accordance with individual psychological characteristics (peculiarities of cognitive functions, personal features) of the person perceiving a media text.

An important psychological component actualized in the process of the formation of psychological media competence is comprehension of media communications, which is achieved with the help of knowledge and skills acquired from past experience.

We have included the following components into the structure of understanding media-messages: 1) cognitive: motivation, desire to understand the meanings of media messages of different genres and determine the peculiarities of their effect on different groups of consumers; critical thinking; 2) axiological (value orientations, on the basis of which opinion and assessment of media communications is shaped); 3) communicative (readiness to discuss content; friendly dialogue) (Skorova, 2017).

The ability of psychological analysis of media messages results from comprehension of, – firstly, the thing being reported, secondly, the way artistic means are used for the purpose; thirdly, what are the age and psychological characteristics of perceivers, fourthly, the nature of the emotional impact of a media text on its consumer.

4. Results

At the initial stage of the study, diagnostics of the completeness of PMC indicators in adolescents and experts was carried out using the methodology for assessing psychological media competence, while the 'Trolls' cartoon (Annex 1) served as a stimulus for the study of understanding of a media text. When comparing collective indicators, which was carried out using the Mann-Whitney statistical test for independent samples, significant differences in the responses of schoolchildren and experts to 12 questions out of 13 (Table 3), were found. Teens demonstrated low level of psychological understanding of the cartoon following every diagnostic criterion. Statistical differences in the answers of schoolchildren and experts were not found by the criterion of reflection only, the values of which were determined by analyzing the answer to the question 'Did your opinion of yourself and others change after watching a cartoon?', while the frequency of 'no' answers to that question by the experts made 75 %, among schoolchildren – 41 %.

Table 3. Accuracy of Differences in the Completeness of PMC of Adolescents and Experts at the First Stage of the Study

Question No.	Criterion	p-value*: significant differences noted
1	Formulates emotional response	0.000*
2	Defines the idea of a media text	0.000*
3	Defines values broadcast by a media text	0.000*
4	Defines values of tuning-fork culture communicated by a media text	0.031*
5	Defines endgame	0.003*
6	Identifies age category of the recipient of a media text	0.001*
7	Identifies narrator of a media text	0.000*
8	Defines functions of a media product	0.006*
9	Identifies personality changes that occurred as a result of interaction with a media text	0.320
10	Determines destructive/constructive potential of a media text	0.000*
11	Predicts future behavior as a result of interaction with a media text	0.007*
12	Defines aesthetic categories	0.016*
13	Identifies means of affecting an addressee	0.001*

Note:* – reliability of statistical differences

To determine the structure of psychological media competence in older adolescents, group metrics for PMC were determined for each of its components (Pic. 1). The least represented in the structure of the psychological media competence of older adolescents is the psychological component, the aesthetic one gained significantly greater importance, which can be explained by the familiarity of students with the basics of determining aesthetic features of texts provided for in the school literature curriculum.

Analysis of the values of subcomponents of the psychological component of the PMC showed that the axiological one (1.62) was expressed to a greater extent than the reflexive (1.42) and cognitive (1.5).

The revealed structure of psychological media competence of adolescents was the basis for determining the content of the program of the formative experiment, which was conducted in March 2018 on the basis of the Khomutovo secondary school in Irkutsk District.

To assess the effectiveness of the experiment, we used the method of determining psychological media competence, whose invariant reflects the structure of the PMC, where the 'Herbaria' tea commercial served as a stimulus. Reference answers were determined on the basis of expert evaluation of that media text (Kyshtymova, 2017). The standard answers were awarded 3 points, partially correct ones – 2 points, incorrect – 1 point. Schoolchildren answered questions immediately after viewing the media text.

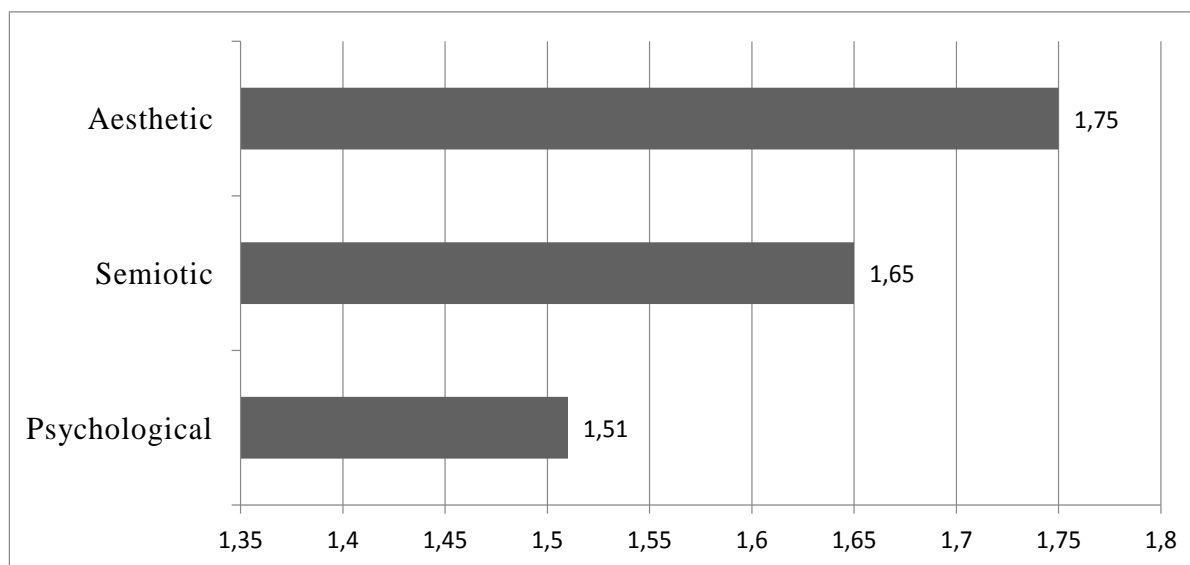


Fig. 1. Psychological media competence components value

To determine the dynamics of indicators of psychological media competence of schoolchildren, the Wilcoxon statistical criterion for related samples was used. Significant differences in the completeness of PMC in schoolchildren at the beginning of the experiment and at the end of it were found in 11 meaningful categories out of 13: 'formulates an emotional response' (1.18 – 2.27 with $p=0.049$); 'defines the idea of a media text' (1.41 – 2.18 at $p=0.007$); 'determines the values of tuning-fork culture transmitted by a media text' (1.36 – 2.05 at $p=0.000$); 'defines endgame' (1.5 – 2.27 at $p=0.003$); 'determines age category of the recipient of a media text' (1.14 – 2.41 at $p=0.025$); 'determines the functions of a media product' (1.86 – 2.36 at $p=0.000$); 'determines personal changes that occurred as a result of interaction with a media text' (2.0 – 2.73 at $p=0.000$); 'determines destructive/constructive potential of a media text' (1.27 – 2.27 at $p=0.033$); 'predicts his further behavior as a result of interaction with a media text' (1.82 – 2.45 at $p=0.000$); 'determines the vehicles of influence on a recipient' (1.86 – 2.45 at $p=0.000$); 'defines aesthetic categories' (1.7 – 2.27 at $p=0.000$).

No significant change in the criteria was found: 'defines values transmitted by a media text' ($p=0.06$) and 'defines a media text narrator' ($p=0.180$). Formation of readiness for the definition of values transmitted by a media text, as well as the definition of its narrator (semantic source, organizer of media narrative) is one of the most difficult tasks requiring deep knowledge in the field of organization of literary text and psychology of influence, which determines difficulty of its formation among schoolchildren and the need to develop special methods that authors identify as their future objective.

Analysis of the results of the experiment showed that the structure of psychological media competence of older adolescents has changed – the scope of values of the components and subcomponents of the PMC has increased: the values of the psychological (2.1) and semiotic (2.1) components were equal, the aesthetic component (2.5) was somewhat more pronounced – their scopes tend to be equivalent (Pic. 2), as in the reference structure.

The values of completeness of subcomponents of a psychological component of the PMC also significantly increased during the experiment: cognitive: 2.5 – 2.4; axiological: 1.62–2; reflective: 1,42 – 2,9.

Summarizing the results of the analysis of the resulting data, one can conclude that the approach implemented in the process of creating and accomplishment of the development program of the PMC revealed its efficiency.

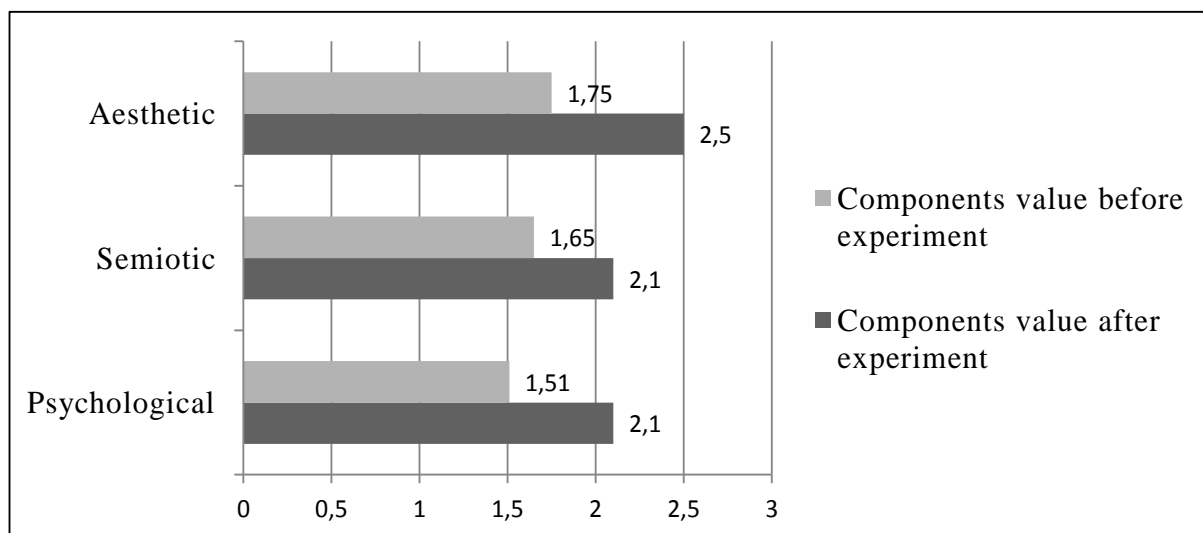


Fig. 2. Psychological media competence components value before and after experiment

4. Conclusion

In the process of integrated research, an approach to the development of psychological media competence as psychological knowledge of the psychological mechanisms of media communication, conditions of its psychological security, ability to determine the potential of media products that transforms the state of mind, was developed. A model of the development of psychological media competence was theoretically substantiated, on the basis of which a program of developmental experiment for adolescents was created. The process of its implementation in working with schoolchildren was described, the results of which led to the conclusion that the difficult job of preparing a consumer of media information for its critical perception from the standpoint of psychological security and the ability to consciously choose content that is productive for psychological development is manageable in the process of purposeful, psychologically based activity.

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Annex

Dear Respondent, The Department of Psychology of Education and Personal Development of Irkutsk State University conducts research of the peculiarities of perception of films and cartoons by senior school students. The questions refer to the 'Trolls' cartoon (2016), which you have watched. Please answer the proposed questions and select those answers that correspond to your opinion or the ones you agree with.

1. *Did you like the cartoon?*

A. Yes

B. No

C. I do not know

D. Your answer: _____

2. *The main idea of the cartoon:*

A. Good conquers evil.

B. Happiness is to sing, dance and love.

C. Happiness is friendship.

D. Happiness is pleasure

E. One must go to the goal at any cost.

F. Happiness is love.

G. Your answer: _____.

3 *Mark the values that this cartoon asserts*

A. The most important thing in life is to live life for fun and adventure.

B. To live is to work.

C. We need to teach other people how to live right, even if they don't want to.

D. We must respect the right of other people to live as they see it right, and not impose their point of view on them

E. Love is primarily a hug and joy.

F. To love is, first of all, to sacrifice.

G. To have assistants in the case, you have to negotiate with them or manipulate them.

H. To have like-minded people, they must be convinced.

I. Parents should always be treated with respect.

J. With parents, you can behave as you please; they are just parents to take care of, to love and to forgive.

K. Own answer: _____

4. *Mark statements that embody universal human values, cultural values of your people.*

A. The most important thing in life is to live life for fun and adventure.

- B. To live is to work.
- C. We need to teach other people how to live right, even if they don't want to.
- D. We must respect the right of other people to live as they see it right, and not impose their point of view on them
- E. Love is primarily a hug and joy.
- F. To love is, first of all, to sacrifice.
- G. To have assistants in the case, you have to negotiate with them or manipulate them.
- H. To have like-minded people, they must be convinced.
- I. Parents should always be treated with respect.
- J. With parents, you can behave as you please; they are just parents to take care of, to love and to forgive.
- K. Own answer: _____

5. *What episode of the cartoon is conceived as the moment of the highest tension of emotions and maximum experiences for the viewer?*

- A. An episode in which the trolls were waiting for their king to leave the caves where they ran away from the Bergens
- B. Episode, when Cook attacked the trolls and caught them, in order to give them to be eaten by the Bergens.
- C. Episode 'The Way of the Rose to Bergentown.
- D. Episode of meeting all the trolls in a cage before eating them in the castle near the Bergen.
- E. Episode, when the Rose, after her salvation, returned to the castle of the Bergens, in order to explain to them what happiness is
- F. Own answer: _____

6. *Who would you recommend watching this cartoon?*

- A. children of any age
- B. children from 6 years
- C. children from 12 years
- D. Children from 16 years
- E. Adults
- F. No one

7. *Mark the characteristics that you think the author (the narrator of this story) has of the cartoon:*

- A. He likes to live in his pleasure, having fun.
- B. He is constantly working.
- C. He does not consider the opinions of other people.
- D. He respects other people.
- E. He is stupid.
- F. He is smart.
- G. He is cunning
- H. He is very open and sincere.
- I. He is selfish.
- J. He lives for others.
- K. Own answer: _____

8. *What do you think, why the author of the cartoon (storyteller) created it and offered the audience:*

- A. To express yourself in this way and tell about your idea of happiness, love, life, the structure of society.
- B. To earn at the box office.
- C. Just entertain the audience.
- D. To impose on the audience your ideas about how people should live and think.
- E. To offer viewers their point of view on the main values of life and so that viewers think about them.

F. Own answer: _____

9. *Think about whether your opinion of yourself and others changed after watching a cartoon?*

- A. No
- B. Yes
- C. I do not know
- D. If changed, write how

10. *What did the viewing of this cartoon give you?*

- A. Increased my intellectual and cultural level
- B. Gave an opportunity to reflect on certain topics, issues
- C. Gave the opportunity to compare their thoughts and values with the thoughts of the author of the cartoon
- D. He questioned my life values (attitudes)
- E. Nothing
- F. Just entertained me
- G. Own answer: _____

11. *What kind of cartoon character would you like to be like:*

- A. On the Rose
- B. On Svetlana
- C. On the Brook
- D. On the prince of the trolls
- E. No one
- F. Own answer: _____

12. *What aesthetic characteristics prevail in the cartoon:*

- A. Fine
- B. Ugly
- C. Heroic
- D. Lowly
- E. Sublime
- F. Harmonious
- G. Disharmonious
- H. Own answer: _____

13. *What techniques, in your opinion, are used in the cartoon to influence your emotions as much as possible:*

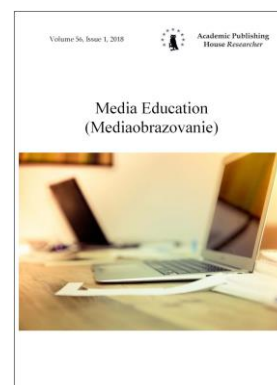
- A. The color scheme of the cartoon.
- B. Quick change of personnel, statements of heroes.
- C. Musical accompaniment.
- D. Unusual appearance of characters.
- E. None of the above.
- F. Other (write): _____.

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Hermeneutic Analysis of Television Programmes of English-Speaking Countries about School and University

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Abstract

The article presents the results of hermeneutic analysis of present-day British and American television programmes about school and university. The research objective was to analyze the cultural and historical contexts, to define the role and value of the school and university topic in the mirror of television programmes of the English-speaking countries in terms of social studies, culture studies, film studies, and media education. The author of the article concludes that the analyzed British and American television production: 1) traditionally focuses on critical reevaluation of the balance between reforming and the current strategies of education in the English-speaking countries; 2) is the expression of the media texts authors' civic and political views, seeking to raise public awareness of problem zones of the national system of education and its reforms; 3) presents a wide range of urgent topics and plots about school and university; 4) uses a variety of television genre modifications to represent reality (reports, interviews, press-conferences, news bulletins, talk-shows, reality-shows, scientific and educational programmes, etc.); 5) realistically reflects both positive (multicultural education; non-discriminatory practice in education, struggle against racism and intolerance; reforming and improving the quality of education; financial support of talented youth from low-income families, etc.) and negative (budget cuts in education, bullying and cyberbullying, social exclusion and inequalities in education, a low socio-economic status of teachers, school shooting, teacher strikes, etc.) aspects of social, political, cultural and educational life spheres in the English-speaking countries; 6) emphasizes individual, public, social, political and economic value of high-quality and accessible education for every citizen of any background.

Keywords: media text, television, media education, school, university, students, teachers, UK, USA.

1. Introduction

The research explores British and American television programmes about school and university education. As the screen production genre typology is rather broad and varied the study concerns mainly BBC and CNN news programmes, cultural and educational channels, and TV programmes which reflect current events concerning the education system of the English-speaking countries.

The issues of school and university education have always been in the focus of UK television starting from the earliest black-and-white television news reports. The British film archive *British*

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Pathe contains a rich collection of newsreels and videos about schools and universities in the UK and abroad in the past. A content-analysis of the archival chronicle has revealed that camera men gave coverage to various events that took place in schools and universities of that time such as: opening of new schools (including schools for students with disabilities or special needs), members of the Royal Family entering school or college, tragic events in schools (fires, explosions, etc.), punishment in schools, advertising of sports, military and vocational schools, schools abroad, etc.

Present-day television reports about schools and universities touch upon vexed problems of the national education in the English-speaking countries such as: budget cuts and school funding crisis, British and American teachers' mass strikes and walkouts, university scandals and students' protests, traditions and reforms in education, educating students with special educational needs in schools and colleges, home schooling, ensuring good quality education, inequality and racial discrimination in schools and universities, school shooting and gun violence, lack of trained teachers and unpopularity of the teaching profession among young people...

Moreover, the UK has a long-standing tradition of broadcasting educational television programmes for different age-groups. Focus on education of British citizens is one of the priority goals of the BBC including: stimulating informal learning across a full range of subjects and issues for all audiences, engaging audiences in activities targeted to achieve specific outcomes that benefit society, promoting and supporting formal educational goals for children and teenagers and support adult education, especially related to essential skills development (<http://www.bbc.co.uk>). Hence, BBC educational channels show a wide range of learning and cultural television programmes for pre-school, primary and secondary students, university students and adult audiences. Unfortunately, due to significant funding cuts in the educational television sector in the 2000s the BBC channels featuring educational and cultural programming – *BBC Learning Zone* and *BBC Knowledge* were axed and replaced by other channels presenting mainly entertaining and recreational programmes for children and youth.

In our opinion, the research of foreign treatment and presentation of school and university education in television programmes produced in the English-speaking countries seems to us highly relevant for the analysis of the current state of the problem in terms of social studies, culture studies, and media education.

2. Materials and methods

Our research material comprises contemporary television programmes (reports, interviews, press-conferences, news, talk-shows, reality-shows, scientific and educational programmes, etc.) about school and university education in the 1990s-2000s in the English-speaking countries (UK, USA). Basic research methods include a comparative hermeneutic analysis of television audiovisual media texts relating to the topic under study (including stereotypes analysis, ideological analysis, identification analysis, narrative analysis of media texts, media text's character analysis, etc.), anthropological, retrospective and gender analyses.

By the *hermeneutic analysis* of the cultural context of a media text we understand “a study of the media text interpretation process, cultural and historical factors, affecting the point of view of media texts agency/author and the audience view. The hermeneutic analysis suggests comprehension of a media text by comparison with the cultural tradition and reality; penetration into the logic of a media text; media text analysis based on artistic images comparison in the historical and cultural contexts” (Fedorov, 2017: 11). At the same time, by a *television programme* we understand “a video sequence characterized by a common purpose and certain continuity (plot) that is broadcast on television” (Shesterkina, Nikolaeva, 2012).

Our research objective was to analyze and characterize the cultural and historical contexts, to define the role and value of the school and university topic in the mirror of the television production of the English-speaking countries in terms of social studies, culture studies, film studies, and media education.

3. Discussion

Quite a number of books and research articles have been devoted to the analysis of Russian and foreign television production, including programmes intended for children and youth as a target audience (Fedorov, 2009, 2017, 2018; Sharikov, Chudinova, 2007; Rokhlin, 2008; Pertsev, 2008; Zborovsky, 2008; Ozherelova, 2009; Gyulnezerova, 2014; Bychkova, 2015; Fuller, 1994;

Dahlgren, 1995; Palmer, Young, 2003; Fisch, 2004; Livingstone, 2009; Morrow, 2006; Mittell, 2010; Matthews, Cottle, 2010).

In particular, the media experts and critics have studied such aspects as creation of a children's television programmes, popular teenage programmes, impact of television violence on the children's audience, school teachers' attitude to screen violence, children's TV addiction, television criticism as a form of citizen participation in mass media production, the future of a television educational channel, television and family life, citizenship and the media, children's learning from educational television, children's literacy development and the role of televisual texts, community television in the United States, television and American culture, selling to children, children's television in Russia and the USA and others.

However, the analysis of television programmes that created school and university media images (both Russian and foreign) has not been sufficiently presented in research literature so far. We managed to find only some rare examples of hermeneutic analysis of television production about school and university education (Bychkova, 2015; Fedorov et al., 2017; Fedorov et al., 2018; Muryukina, 2017; Mikhaleva, 2018). Obviously, this theme requires further research and scientific analysis.

4. Results

Historical and sociocultural contexts

Nowadays the government and the public at large put more emphasis on the national system of education in the English-speaking countries and the process of its constant reforming and modernization. And the mass media tend to a critical re-evaluation of the historically developed traditions in education and the current reforms to draw the public attention to the problem areas of contemporary education.

A content-analysis of BBC informational channels has shown that the issues of school and post-school education receive wide coverage and discussion on the British television, in particular, *BBC Parliament* tells the audiences (mostly adults) about the debates of MPs, often referring to education questions: the role education in society, education and the national economy, home education, education cuts, religious education, higher education tuition fees and student loans, education reforms, etc.

BBC News also includes episodes about schooling and higher education: teaching children with special educational needs and disabilities, closure of rural schools and merger of urban schools, testing in schools, integrated or shared education, new school curriculum, education staff protests, effect of Brexit on the national education, tackling extremism and teaching students tolerance, bullying and cyberbullying, fining parents and school absence, education reform problems, etc.



Fig. 1. *BBC News* (March 21, 2018): Education staff protest in Berkshire

BBC Family and Education contains episodes about various aspects of school and university education in the UK: expansion of grammar schools and faith schools, search for balance between traditions and reforms, teaching students social mobility, home education compulsory registration, making university education more inclusive, student loan rates and flexible tuition fees, school funding gaps and teacher shortages, funding pressures on schools, sex education, etc.

Modern documentary television series about everyday routine of high-school life, students' and teachers' attitudes to school as well as documentaries about school education in other countries are also very popular (High School, UK, 2012; Our School, UK, 2016).

Alongside with news reports for adult audiences the BBC gives school students aged 11 to 18 across the UK an opportunity to make and report their own news within a journalism project – *BBC News School Report*. Such news does not concern only school news (school events and accidents, wearing a school uniform, catcalling, healthy lifestyle, choosing a career, harassment, bullying, etc.) but also a wide range of topics appealing to the younger generation of UK citizens. This program with a slogan “Turn your classroom into a newsroom” is a kind of an open social platform for young reporters to share their stories and views.

Moreover, both in the UK and in the USA there are local channels belonging to schools and universities which broadcast different school/university or community events (*Clifton High School Television* (USA), *Manasquan High School Television* (USA), *Warren County Schools Television* (USA), *Temple University TV* (USA), *Cambridge University TV* (UK), *University of California Television* (USA), *Bloomsburg University Television* (UK) and others). Frequently, the school or university reports cover the local news, sporting events, school/university stage productions, health and medicine, diet nutrition and obesity, etc. Some of them broadcast interviews about student mental health, Brexit, sexism, feminism, racism, bullying, school/university traditions, student's societies, university tuition fees, freshmen experience, etc. Besides, the Open University has also been collaborating with the BBC in creating educational and cultural television programmes...

The USA system of contemporary school and university education has been determined by a number of historic, political and economic reasons that formed the national peculiarities of the American education system: “*multicultural character of education, non-discriminatory practice in education, practice-oriented utilitarian approach to education, incessant monitoring control of educational institutions by authorities and the public, collaboration of schools with various partnership organizations, public nature of education*” (Mikhaleva, 2018: 88).

Present-day CNN news also abounds with episodes describing the current conditions of school and university education in the USA, but they are more alarming and sensational: teachers' walkouts and nationwide fight for more education funding; charging parents for child neglect, torture and abuse; college fraud investigations; exploitation of university teachers; racist attacks and racial disparities in school discipline practices; students' and teachers' protests against gun violence, etc.

But the most thrilling news was surely related to mass and inhumane shootings and murders in USA schools, the latest occurred in Texas and Florida. As a result, the mass media showed how school teachers and students walked out in massive protests against gun violence in high-schools and for stricter gun laws in Arizona, West Virginia and other states. The reaction of US president Donald Trump was also broadcast in the media, as he said mass shootings have been “going on too long in our country” (CNN, May 18, 2018). In fact, the solution to the problem has not been found yet, except for ...“Trump tweets support for arming teachers” (CNN, February 24, 2018).

If we are to believe the CNN news reports a wave of teachers' nationwide strikes covered the country: tens of thousands of dissatisfied teachers walked out in April and May 2018 in Oklahoma, North Carolina, Colorado, Kentucky and other American states in protest against poorly equipped classrooms and for more education funding. They demanded higher pay, better benefits and more money for education.

It is well known that state teachers' unions in the US are rather strong and stand for teachers' rights. The complex current situation regarding mass teachers' walkouts all over the country is widely covered in the press and on television. Ultimately, they have made significant progress in getting their demands satisfied though it always means a fierce fight with the local education authorities. For example, Oklahoma Gov. Mary Fallin was forced to sign a bill which gave teachers a pay raise and soon afterwards compared their demand for more education funding to “a teenage kid that wants a better car” (CNN, March 4, 2018) which caused outrage and further protests...

But, on the other hand, sometimes watching US television programmes one can come across quite amusing news, for example, a news report about a school district in Oregon accused of forcing students to read the Bible as punishment for breach of discipline (CNN, May 11, 2018), or another example, – a report about a Texas school district using billboards in Oklahoma to recruit teachers...



Fig. 2. CNN News (May 9, 2018): A billboard advertising teacher vacancies in Oklahoma

Political and ideological contexts

A content-analysis of television interviews about school and university education can enable us to define the dominant philosophy of education, social procurement in education of the English-speaking countries and contemporary strategies of education reforms.

For instance, Andrew Marr when interviewing PM Theresa May in the *Andrew Marr Show* (BBC, March 30, 2017) touched upon among others a very serious question of education in England being “badly underfunded”. In response, Theresa May retorted that, “in fact, the level of funding going into schools is at record levels – something like £41 billion this year”. Although, the interviewer protested by reminding the Prime Minister that the funding actually had decreased due to the increased number of pupils. The Prime Minister also confessed that their next objective was “introducing a greater degree of fairness in the way in which schools are funded” and “to bring a fairer system of funding”.

The British Prime Minister also shared her views on the education reform strategy in her speech to *BBC News* in September 2016. The key aspects of reforming concerned the following issues: enhancing the quality of school education; accessibility of quality education for all British citizens; lack of good schools; university support, sponsoring or setting up new good schools; expansion of faith schools, their ethnical and social integration; promoting multicultural and multireligious education; ensuring social justice and democratization of the private sector of education and higher education; helping students from disadvantaged backgrounds; creating a dynamic school system where schools support one another. In the end, Theresa May proclaimed a very ambitious slogan defining the new political and social mission of the government: “Building a country that works *for everyone*”. In the context of the national education it means creating a country “where everyone has a fair opportunity to go as far as their talent and hard work will allow – a country of great meritocracy – where advantage is based on merit, not privilege”.

A year later in her interview to ITV programme – *This Morning* (February 19, 2018) she also commented on a number of other issues related to schools and universities: rising university tuition fees and the problem of student loans and debts; tackling school students’ mental health problems; fighting school bullying and cyberbullying. According to the British Prime Minister, university tuition fees cannot be decreased or abolished for several reasons: firstly, universities are free to set up their own tuition fees, secondly, it can be justified as a kind of investment in their future career: “those who will benefit from going to a university should make a contribution”. Besides, average taxpayers (who themselves might not have higher education) must not pay for somebody’s future well-being.

As for the problem of creating secure schools and protecting students’ mental health, the government launched special programs and initiatives to train school member how to deal such issues, for example, how to work with pupils suffering from psychological problems (anger management, cooperation with peers, social integration of the so-called “difficult” teenagers, etc.).

The problems of bullying and cyberbullying are also taken into consideration: the government in collaboration with different social partners and organizations worked out special strategies and programmes to ensure children and youth online and offline safety...

Giving a speech at Derby College (*BBC Parliament*, February 19, 2018), Theresa May figuratively called higher education “a key that unlocks the door to a better future”, thus

underlining the importance of accessible quality tertiary education for economic and technological development of the country. Though PM Theresa May had to confess that the British system of higher education is the most expensive in the world, she insisted on giving up the outdated attitudes that higher education is exclusive and elite and proclaimed that they “must have an education at all levels that serves the needs of every child”. In her higher education review she also called for paying more attention to technical and vocational training. Moreover, the new educational strategy – life-long learning – also means further development of distance learning and extramural education of British people.

Speaking of the imperfect system of secondary education and the urgent need for raising school standards, she offered to implement innovative approaches to education as it is being done in “free schools” to realize the full potential of students with different social, financial and physical educational capacities.

In the end, Theresa May emphasized the accessibility of education, making the education system more flexible and fair, creating equal educational and career opportunities for people from all walks of life, so that “everyone gains the skills they need to get a good job and a happy and fulfilled life”. Finally, she resumed that they needed to make Britain a great meritocracy, free from class distinctions and social barriers (sounds almost like a communist slogan!) where the power in the country belongs to the most talented and qualified specialists regardless of their social background. This key idea has been repeated by the British Prime Minister many times in other interviews concerning the new education reform...

On the other hand, it also seems reasonable to analyze the television interviews given by average teachers and educators to look at the situation as if from the inside. Teachers’ problems are less global and more specific. They concern fair and punctual payment, increased pressure of OFSTED officials and inspectors on schools and the teaching staff, imperfect system of testing (rote learning practice), catastrophic diminishing of teachers’ social status and authority, rightlessness and lack of trained teachers, professional burnout of teachers. In this regard, the teachers split into two groups: those who surrendered under the pressure of the system and those who are still full of enthusiasm and ready to put into practice the new education strategy of the conservative government.

A vivid example of the latter group is a number of interviews given by a famous school teacher, sociologist, writer and a public figure – Katharine Birbalsingh in the BBC programmes *Newsnight* (November 24, 2010), *Good Morning Britain* (November 17, 2016), *Breakfast* (May 30, 2018) and others.

On the one hand, she criticizes the shortcomings of the modern British system of liberal education based on excessive and unjustified political correctness, permissiveness and moral relativism which caused, in her opinion, the mass teenage riots in London and other big UK cities in August 2011. At the Conservative Party annual conference on 5 October, 2010 in Birmingham broadcast by *BBC Parliament* she criticized the UK failed education system: “My experience of teaching for over a decade in five different schools has convinced me beyond a shadow of a doubt that the system is broken, because it keeps poor children poor”. Katharine Birbalsingh deservedly bears the title of “the strictest headmistress in Britain” who founded together with her fellow-thinkers their own free school for disadvantaged pupils in London – *Michaela Community School*, well-known for its strict rules, dress-code and uniform, detentions, focus on systematic learning and doing homework. The teaching staff of the school are promoting their innovative teaching methods and ideas of upbringing the younger generation.

Nevertheless, acting as a virulent critic of the current system of education she is an education expert and adviser of the leading Conservative Party. And that suggests the idea that she is politically engaged and involved in realizing a certain social procurement in secondary education...

The world outlook of the characters in the analyzed media texts

The characters of the media text under study are mostly school students, university students, parents, school and university teachers, educational experts, political and public figures, journalists. Their world outlook is varied and depends on the target of the programme participant, for example, officials of the ruling political party, shill journalists and committed educational experts demonstrate confidence and optimism, trying to persuade the viewers that the educational reforms of the government are correct and successful.

Journalists interviewing officials, politicians, teachers are either neutral or opposing the ruling power. Frequently, they choose (or pretend) to show distrust, skepticism or pessimism towards the current state of education or reforms.

On the one hand, teachers rejecting the educational policy of the government protest against educational officials' abuse of power and criticize the negative aspects in the national system of education. On the other hand, pro-government teachers actively promote and propagandize the new educational strategy, call for "revolution" in the minds of people, striving to make breakthrough in public consciousness and educational practices.

On the whole, students and parents are ambivalent about the national system of education: those who suffer from the imperfect education system stand upon their rights (sometimes even in the court) with different forms of protest, others, on the contrary, take interest in new schools and innovative teaching methods.

Dominant values in the media texts: speaking of teachers, students and parents as a target audience of television programmes about school and university, they are told insistently about the importance of high-quality education as an individual, social and national benefit accessible to every citizen regardless of their social and financial status.

Regrettably, most often the social and economic value of education is only proclaimed in the analyzed media texts as a populist slogan of the ruling political party or as a utopian liberal idea such as creating a great society of meritocracy free from class prejudices and social barriers, – a society of equal and unlimited educational opportunities accessible for every citizen in present-day capitalism.

Dominating stereotype of success: hard work and quality education that will open up a gateway to the future and guarantee the citizens improved life and career prospects.

Structure and narrative techniques used in the media texts

The structure, plot, representativity, ethics, genre modification peculiarities, iconography, characters can be summarized as follows:

Time and place of action in the media texts: studios for school and university students; the action period is the present time (sometimes it is a live broadcast); for the general public – a studio, school or university.

Household items and furnishing in the media texts: are often stereotyped – school classrooms and corridors, university lecture halls, courts, campus, the dean's office...

Genre modifications of UK and USA television programmes about school and university education: reports, interviews, press-conferences, news bulletins, talk-shows, reality-shows, scientific and educational programmes, etc.

Techniques of representing reality: the characters are presented realistically; very often they are real teachers, students, their parents, school or university administration, educational experts, politicians and public leaders, journalists, public observers, and other categories of citizens interested in education issues.

Types of characters:

– *age of characters:* the age-range is not limited – from early childhood, school and university age-groups to retiring age;

– *level of education:* anchormen and journalists have higher education; school and university students have unfinished secondary or higher education; teachers have higher education;

– *social status, profession:* students and their parents come from middle-income communities; students and teachers are from different cities (rural or urban) and schools (state or private); officials, politicians (mostly belonging to the ruling party), MPs.

– *marital status of characters:* is not mentioned.

– *appearance, clothes, constitution, traits of character, speech:* characters and anchormen in television programmes about school and university are neatly dressed and according to the fashion, grownups follow the dress-code, the women's make-up is low-key. The male characters wear suits and ties. Students often wear a school uniform.

Plot transformations in media texts about school and university:

– *plot variant 1:* a dissatisfied teacher or members of the teaching staff fight with some imperfections of the education system (walk out, bring into court, etc.), they put forward demands (against budget cuts in education, pay rise, gun violence, etc.). As a result, they either get their

demands partly satisfied (for example, they gain suit at law) or suffer a defeat but, in any case, they manage to catch the public eye;

– *plot variant 2*: a young dissatisfied but enthusiastic teacher leaves an imperfect ordinary state school and opens her own new (free) school together with her adherers; they explore and implement innovative methods of teaching, succeed in teaching and share their positive experience with other teachers;

– *plot variant 3*: school teachers (either young or experienced) cannot stand the “pressure” of the education system or due to professional burnout either quit teaching or continue teaching beyond the state system of education, for example, in the private education sector (private schools, tutoring, etc.);

– *plot variant 4*: school students tell the viewers about difficulties in learning, the way they cope with school problems, learn to communicate with peers and behave properly. Teachers, tutors and school administration help them to overcome the difficulties;

– *plot variant 5*: a school student with special needs is deprived of the opportunity to study at school for a long time due to financial delays of the local education officials. The results of a special investigation uncover that a number of other young people experienced similar delays. In the end, the officials make public apologies, promise to learn from the case and review their practice;

– *plot variant 6*: two British teenagers are on trial and accused of plotting a shooting attack on pupils and teachers; though the boys deny conspiracy to murder, it turns out that the elder teenager wrote in his diary that he had been inspired by a massacre in some American school; psychologists state that his diary reflects his “homicidal state of mind”;

– *plot variant 7*: parents of a multi-child family are facing charges of child neglect, torture and abuse after their children; the parents deny wrongdoing in their interviews with local mass media;

– *plot variant 8*: students occupy the university administration building for several days in protest at misappropriated financial aid funds and demand answers in the financial aid scandal; the police is investigating the case;

– *plot variant 9*: a scandal about bullying in a state school erupts in mass media; parents initiate an internal investigation; the school administration examines the circumstances by talking to school students and engaging parents and the police.

5. Conclusion

The hermeneutic analysis of British and American television programmes about school and university education has enabled us to draw the conclusions that the analyzed British and American television production:

– traditionally focuses on critical re-evaluation of the balance between reforming and the current strategies of education in the English-speaking countries;

– is the expression of the media texts authors’ civic and political views, always seeking to raise public awareness of problem zones of the national system of education and its reforms;

– presents a wide range of urgent topics and plots about school and university education;

– uses a variety of television genre modifications to represent reality (reports, interviews, press-conferences, news bulletins, talk-shows, reality-shows, scientific and educational programmes, etc.);

– realistically reflects both positive (multicultural education; non-discriminatory practice in education, struggle against racism and intolerance; reforming and improving the quality of education; financial support of talented youth from low-income and disadvantaged families, etc.) and negative (budget cuts in education, bullying and cyberbullying, social exclusion and inequalities in education, a low social and economic status of teachers, aggression and school shooting, teacher strikes, etc.) aspects of social, political, cultural and educational life spheres in the English-speaking countries;

– emphasizes individual, public, social, political and economic importance and value of high-quality and accessible education for every citizen regardless of their social status and origin.

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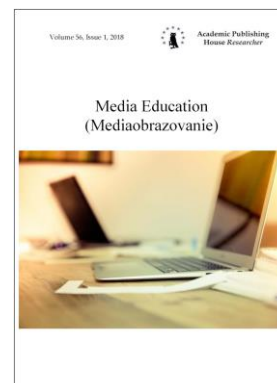
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Blogs as a Possibility to Express Yourself for Journalists

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Abstract

Modern society embodies its information needs through the freedom of bloggers. As a result, there are many independent individual or collective blogs around the world. A lot of journalists are bloggers because it gives them the opportunity to express their subjective opinion. Blog's a collector of information, writer, and editor, the material is published in its original form, without editorial changes, and with the ability to express what is on the mind. It also enables the author to keep track of the reaction of readers, respond to their comments and be open to new information. Blogs not only play a role in changing the way how traditional journalists do their work, but they are also becoming more and more a part of the business of traditional media. Blogs that are led by journalists differ from other blogs with their professionalism, objectivity and qualified approach to expose topics. In this article, we present our classification of journalistic blogs, which was based on the research of blogs which were led by journalists. We also present the results of the survey about journalistic blogs, in particular what types of journalistic blogs are most often read and which topics are popular among the blogger's audience.

Keywords: blog, journalist, mass media, weblog, blogger, Internet, information, media text.

1. Introduction

Internet mass media often devote a section for blogs. The authors are not only journalists, experts, publicists or politicians, but ordinary readers as well. Every year, blogs are becoming more popular. Especially in countries where there is a problem with freedom of speech and intimacy of mass media. After all, bloggers, especially journalists due to their blogs have the opportunity to speak freely without censorship. Reporters without Borders claim on their website that Bloggers are often the only real journalists in countries where the mainstream media is censored or under pressure. K. Hearn (Hearn, 2009: 887) argues that in the People's Republic of China (PRC) the emergence of blogs and the development of the Internet, in general, have been used to reinforce the central authority of the leadership of the Chinese Communist Party (CCP).

Journalistic blogs are also increasing the popularity of the author and the media on which posted. Therefore, there is a need for detailed research and study of this genre and the classification of existing journalistic blogs. There are only a few scientific publications on journalistic blogs because blogosphere researchers often do not separate blogs lead by journalists from others. However, we believe that journalistic blogs deserve an independent analysis for research as they differ from other blogs by following journalism standards and they have their specific. These peculiarities' lay in that blogs are part of content online media and journalists

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should write their own blogs to expand the audience of their media and use each tool of the blogosphere. So they have the chance to expand the field of audience and improve their journalistic skills and abilities. That is why we investigate journalistic blogs.

2. Materials and methods

The main sources for writing this article became the materials of the journalist blogs. In the study there were used the basic methods of cognition: historical and situational, systemic and the comparative method. The use of historical method allows to reproduce the development of the creation and the establishment of blogs. Comparative method defines the difference in the classification of blogs by different researchers. During the researching it was used the method of analysis of blogs of Ukrainian, Russian, American journalists (from the whole amount of 150 blogs 26 – blogs of Russian journalists, 15 – American, the rest – Ukrainian). We analyzed Ukrainian blogs on the blog platforms (Livejournal and Blogger) and in rubric "blogs" in online media *Korrespondent*, *Ukrayinska Pravda*, *Novynar*, *Gazeta.ua*, *24tv.ua*, *TSN*, *Tyzhden.ua* and blogs as author sites. We paid attention on the content of the blogs, time of renewing and specific of presenting the information.

To find out the preferences of blogs we decided to provide an online survey. We provided survey in social network Facebook and also sent private messages to readers of blogs. In the survey could take part people of different age, status, education. For us it was important to get answers from the readers of blogs about the theme of materials which they are interested in, which kinds of blogs they prefer to, on what platforms they read blogs etc. We didn't divide audience by personal data. We have got answers from 1000 respondents of different age (23–50 y.o.). The answers were got as form the pages in *Facebook* (73 %) and as answer of private message 27 %. The survey was hold during February – March 2018.

3. Discussion

G. Thompson (Thompson, 2003) says, that there is no single definition of blogs. It is truth. Researchers can't agree with the definition "blog/web blog". K. Hearn (Hearn, 2009: 887) believes, that blogs or weblogs are online journals that are regularly updated, and which cover thousands of topics. S.-Y. Kim et al. (Kim et al., 2006: 411) say, that blog is a personal journal which is maintained on the web. Blogs are internet platform that don't require advanced web information and allows sharing all sorts of text images and videos. A. Akcay (Akcay, 2012: 1654) believes that it allows writers to comment articles. The other researchers call "blog" as a website which contains a series of frequently updated, chronologically ordered posts on a common web page, usually written by a single author (Herring et al., 2004, in Hookway, 2008; Serfarty, 2004, Bar-Ilan, 2005). S. Herring (Herring et al., 2004, in Hookway, 2008) gives the following definition – online diaries or what I call 'self-narratives', where private content is posted in daily, monthly and yearly snippets. We consider that the best definition is suggested by the researchers of the blogosphere O.V. Chekmyshev and L.A. Yaroshenko (Chekmyshev, Yaroshenko, 2014: 26). They give the following blog definitions: a personal diary available for all the users on your own or a partner website. It has specific informative or an analytical genre that allows to distribute to Internet and social networks information regularly, analytical or personally emotional comments; including personal website, the main content of which – personal notes, which author, added regularly in the reverse chronological order (last record from the top), as well as commentary users and images or multimedia. The M. Garden (Garden, 2012: 483) asserts, that the real problem is not that the term blog is difficult to define (it is) but that most scholars are using it in vague, contradictory, ambiguous and imprecise ways.

K. Hearn (Hearn, 2009: 887) believes blogs or weblogs are online journals that are regularly updated, and cover thousands of topics. In a way, blogs represent the free speech philosophy of the early days of the Internet. They allow users to distribute opinion on an enormous variety of topics, and in some countries relatively uncensored view, though potentially they can be monitored everywhere (Hearn, 2009: 887).

Researchers E.A. Kozhemyakin and A.A. Popov (Kozhemyakin, Popov, 2012: 150), and we entirely agree with them, note that the blog, even written by a professional journalist is not a journalism, though it contains elements of professional journalism. A blog is a tool of journalistic communication, the application of which for purely professional purposes allows journalism to be

more socially responsible, more interactive and responsive to the audience's requests (Kozhemyakin, Popov, 2012: 150).

While working on this research, we drew attention to the fact that there are three parts of science views about blogs. Some consider blogs separately from social networks. In their works they analyze blogs, but do not mention social networks and micro-blogs. This is for example E. Doroschuk and T. Staroverova (Doroschuk, Staroverova, 2017), which made monitoring of blogs in the structure of Internet media representations of the Republic of Tatarstan. But she analyzed only blogs on the Internet media. She says, that blog is an irreplaceable communication form for a media brand promotion. The blog is designed to provide the mobility of communication, organized by media, and attract new visitors. Blog is based on interactive media consumption practices.

The second part is those who analyze blogs and micro-blogs and compare them. For example, R. Yazdanifard and other says, that blogs are used as a tool to share daily experiences, opinions and commentary. Microblogging satisfies a need for an even faster and prompt mode of communication (Yazdanifard, 2011: 579). Distinctive to traditional online social applications, micro-blogs require small cognitive effort and help share real-time information about personal activities and interests (Allen et al, 2014: 106). D. Tayal and S. Komaragiri (Tayal, Komaragiri, 2009: 181) also compares blogs and microblogging, and talk about their prospects. And they come to the conclusion that microblog is a more reliable opportunity to predict the future performance of a company than blogs. D. Tayal and S. Komaragiri tried to investigate the potential micro-blogging for stock prediction. As the importance of the role of the sentiments posted on blogs has been well established, we perform a comparative study of the predictive power of blogs and micro-blogs. In our experiments, micro-blogs consistently outperformed blogs in their predictive capacity.

And the third group of scientists explores the micro-blogs of the rumor from traditional blogs (You et al., 2017: 1223; Liu et al, 2017: 876). X. Liu, Y. Jia, R. Jiang, Y. Quan (Liu et al, 2017) consider social networks, including micro-blogs like user influence based on users' behavior of forwarding micro blogs. M. Pushpalatha, A.V. Kathiravan (Pushpalatha, Kathiravan, 2014: 392) in his study worked on developing a ranking algorithm for web blogs using webometrics and sociometrics.

We believe that journalistic accounts that are in social networks (*Facebook* and *Twitter*) need to be called micro-blogging. We say different about blog and micro-blog. Micro-blog has number of characters allowed to communicate, writing style, but blogging has site updates at the discretion of the blogger while a micro-blogging site keeps updating minute by minute, efficiency etc. But blog and micro-blog have many similar to each other – free communication, saying opinion, information exchange, no restrictions on topics afford, greater flexibility and freedom of sharing content, unlike traditional blogs and other. So we can consider social network as a part of blogosphere and name journalistic account in social network as micro-blogs. Journalists mostly use social networks to share with readers important operational information when they have no ready material for the blog yet. They also advertise their blog and materials in it through social networks. With the development of social networks, many bloggers have left their online diaries and switched to social networks. These are, as a rule, those authors who did not write large materials.

V. Miller in one interview for *iGeneration* says about differs for journalist and blogger: "A journalist has a professional responsibility to verify information, check sources, print 'facts', portray the story from different viewpoints, and at least have a pretence of being 'objective'. Bloggers, by contrast, have no such professional responsibility or obligation. They can, within certain legal limits, print what they want without any obligation to verify sources or separate fact from opinion. The only obligation they have (if even that), is to maintain their audience" (Miller, Whittaker, 2009). We don't agree with him, because bloggers must check sources, print 'facts', because they inform audience, which trust him and propagate wrote information. Bloggers must have responsibility to verify information. V. Miller (Miller, Whittaker, 2009) says, that, only obligation bloggers have to maintain their audience. How they will save their audience if bloggers do not adhere the standards, check sources and spread untruth information. We convict, that bloggers even if they are not professional journalists must follow journalist standards.

Blog Structure

A blog may look like a ribbon on which with chronological order one by one are located so-called posts, according to the dates of their publication by the blogger. Since eventually a blog accumulates a lot of posts, usually this tape takes a few web pages so that the newest post is placed

at the top of the first page, and the older is post the lower it will be. Say, the first page contains all last week's posts; second page then devoted to posts a week before, the third page even more ancient, and so further. As a rule, blog pages also contain links to blog archives such as earlier posts, grouped by months and years. So the chronological blog navigation is very easy to use. (Chekmyshev, Yaroshenko, 2014: 27). Also, many blogging systems allow to assign categories for posts. These categories reflect the main topic of the posts, such as "Programming," "poetics," "family affairs" and so on. Then blog visitors who are interested in the blogger's thoughts on programming can refer to this category to go through all existing posts the author has devoted to this subject.

Typically, a separate post in a blog has a headline, the date of publication, actual content that consists of hypertext (author's thoughts, citations, etc.) links to other web sites and blogs, and sometimes images or even video. Also, the post includes comments left by visitors and a simple web form by which they attach these comments.

The History Of Blogging

The term "weblog" was the first time used by J. Barger on December 17, 1997. This way, he called the list of links generated automatically by the "Robot Wisdom" site that "logged" all the web pages visited by Jorn. So, the first blog was nothing more than a collection of links.

Short form of the term "blog" was first used by P. Merholz, who in his internet blog Peterme.com, for a joke splited the J. Barger's term "weblog" into two words "we blog". This happened in the spring of 1999. To blog – meant "to led a blog." Evan Williams coined the word "blogger", keeping in mind the person who is the author of the blog. He was able to register a fairly rare domain in.com zone – blogger.com. (Ukrainian blogosphere). The first to begin writing in cyrillic alphabet were Russians. Blogger "linker" became the first Russian-speaking user to register on Live Journal platform. This happened on November 27, 1999. After three days the user "at" created the first post in Russian.

The first Ukrainian blogs began appearing in the fall of 2006, which, possibly was related to LaSet's campaign "Create a Blog," with the help of which a few dozen people (the exact number is still unknown) have started their blogs and got domains in the free org.ua zone.

At the same time, Ukrainian *LiveJournal* users learned the blog creation within the limits of this service, although blogs as separate content-resources in the Ukrainian segment appeared much later. But in January 1, 2007, has appeared automated service *Blog.Net.Ua*, which gave a big push for users of *Uanet*. Today, *Uanet* is growing more actively than the Russian segment, which also develops at a rapid pace, but *Uanet* is still lagging behind the pace of propagation (Chabanenko, 2011: 45).

The number of blogs on the Internet is steadily increasing. The biggest is the English-speaking segment of the blogosphere, but the Japanese and the Chinese segments are approaching. *Runet* blogs take not more than 3% of international blogosphere.

Many journalistic enterprises use blogs as a new information disclosure technology (Fraga, Campos, 2015: 173). O.D. Kuznetsova (Kuznetsova, 2013:118) states: "When appeared in the late 1990's pp, first blogs were electronic diaries of website specialists; nobody even predicted that they would grow up to new media. The advent of web services for blogging in 1999 created great conditions for ordinary Internet users to have personal blogs. In the December 2001 this information phenomenon was called the blogosphere." (Kuznetsova, 2013: 119). For the last few years Ukrainian media increased the amount of blogs on their representatives in Internet. So the amount of journalistic blogs increased. Editorial offices encourage journalists to write blogs in online media.

The journalistic blog is a fairly common phenomenon in the blogosphere. Popular group *Paparazzi* in *Live Journal* has more than 7 thousand professional journalists. D.E. Kolizev (Kolizev, 2010) argues that historically, journalists represent a significant part of Russian blogosphere. This is due to the following reasons: journalists have a habit and ability to write, spend a lot of time on the Internet; they are communicative, etc.

Classification Of Blogs

Researchers have not yet come to a single conclusion regarding the classification of blogs. Some share blogs on personal (not intended for public reading and relate mainly to a personal matters life of the author – for example, what he eats and what places to visit) and themed (serious

blogs with a significant audience and in which rising important and painful questions that are now on time).

B. Hryvna (Hryvna, 2014) categorizes blogs by such criteria:

By an author (authors):

- personal (author, personal) blog – is being conducted by one person (usually his owner);
- "ghostly" blog – is conducted on behalf of someone else by indeterminate person;
- a collective or social blog – is conducted by a group of people for rules determined by the

owner;

- corporate blog – is conducted by all employees of one organization;

By the presence of multimedia:

- text blog – blog, the main content of which are texts;
- photoblog is a blog, the main content of which is photos;
- music blog – blog, the main content of which is musical files;
- podcast and blog casting – blog, the main content of which is recorded and posted in as audio files, such as, MP3-file;
- video blog / blog – blog, the main content of which are video files;

By distinctive features of the content:

- content blog – is a type of blog that published an original author's text;
- microblogging is a blog with short, daily replies news from users' own lives;
- monitoring blog is a type of blog, the main content of which is to feature links to other sites or blogs that were commented about;
- quote blog is a blog whose main content is quotes from other blogs;
- a spam blog;

On a technical basis:

- stand-alone blog – blog on a separate hosting;
- blog on blog platform – a blog powered on blog services;
- mobile is a mobile blog which is being filled from mobile or portable devices.

This classification is unified for all blogs that are available on the Internet. Taking into account own research of the blogosphere, it is advisable to propose own classification that would help to differentiate journalists blogs from each other.

4. Results

Having investigated journalistic blogs, we offer the following classification: by a resource that features a blog: an own site, a section on the online mass media or platform for bloggers. Journalists for blogging create their sites or register on the online mass media resource or a blogging platform. By authors, journalistic blogs are divided into an author's and corporate (mass media journalists conduct blogs).

By the presence of multimedia: a text blog (the vast majority), photoblog, audio blog, video blog and mixed blogs type. Journalists, depending on their field of activity, often post their own works on blog pages. Journalists who work on the radio regularly post their broadcasts in audio format on their blog. Many TV journalists have created and run their blogs on the platform of YouTube.

By distinctive features of the content journalistic blogs can be divided into own content and someone else's. Most bloggers post their materials on their blogs, but sometimes journalists also post articles from their colleagues. So for example, N. Soloviev (<http://volkmedia.info/>) has a special category "Blogs," where he places articles from other authors published in mass media.

By a thematic focus, personal blogs usually cover the sphere of interests of the journalist. Journalists are not share with readers their thoughts on certain social problems, they tell and give recommendations in the areas where they work for a long time and may consider themselves to be specialists.

Therefore, for the thematic focus, journalistic blogs can be divided into:

1. Politics – blogs devoted to politics. Usually, political blogs are led by authors who are politicians and still do journalism.
2. Everyday life – blogs, which usually cover the issues of relationships between people, psychology, taking care of home issues – all that is connected with the concepts of "life," "personal life."

3. Travel – blogs in which authors share their impressions of their trips, advise how to behave in one or another country, tell about the traditions and customs of other people.

4. Economics – blogs where journalists analyze not only the contemporary state of the economy but also suggests expert opinions.

5. Fashion – blogs that discuss the latest in the fashion world, trends, fashion shows. Here you can read thoughts of professionals, tips from stylists and people who are not indifferent to fashion.

6. Music – blogs in which authors express their musical preferences, discuss the latest news in the world of music. Music blogs can be devoted to a certain musical direction, and can cover different musical genres and styles.

7. Informational analytical – blogs that contain relevant materials and analyze them.

8. Sports – blogs devoted to the coverage of sporting events and related topics.

9. Cinema – in such blogs, journalists write reviews and critique of different movies.

10. WEB – This category includes both SEO-blogs and blogs about the internet.

11. Health – A blog can cover a variety of topics related to ecology, health, such as nutrition and diets, fitness, weight control, diseases, illnesses, health analysis, researches in the field of protection health.

It is worth to broaden the classification of journalistic blogs with the types proposed by researcher D.E. Kolezev (Kolezev, 2010: 32).

1. In a blog, a journalist describes his private life and does not talk about professional activity (T. Kovalenko. URL: <https://tetian.livejournal.com/>).

- A blog can be of a mixed subject, where the author speaks about different topics including professional life (O. Kashyn. URL: <https://echo.msk.ru/blog/kashin/>).

- A blog where the author speaks only on professional topics, or topics that he highlights in his professional activities (M. Sokolov <https://m-yu-sokolov.livejournal.com/>)

- A blog that duplicates traditional media functions.

E.A. Kozhemyakin and A.A. Popov (Kozhemyakin, Popov, 2012: 148) give the following classification of journalism blogs:

1. An analytical blog that contains the author's interpretation and comments on particular problems and events (M. Sokolov. URL: <https://m-yu-sokolov.livejournal.com/>).

- The discussion blog is created not only to convey author's thoughts and views to readers but also to adjust the reverse connection with the audience, involve it in discussion of certain topics and problems (N. Radulova. URL: <https://radulova.livejournal.com/>).

- Blog of niche news, which is in the form of a diary in which are presented local and specialized topics and their discussions with readers. The main advantage of such a blog lies in the narrowness of the content when the author publishes material about events that are insignificant for large media (O. Plyushhev. URL: <https://plushev.com/>).

- Blog of news TV series, aimed at highlighting narrow themes. Each next post is a continuation of the previous one.

1. Image blog, which is another platform for well-known journalists to express themselves without editorial censorship and processing. A distinctive feature of such type of blogging is a brand factor (V. Solovjov. URL: <http://vrsoloviev.com/>).

In Ukraine, journalistic blogs can be divided into the following post languages: Ukrainian and Russian-language blogs.

Let's take a closer look at the blogs that are published on the individual hostings.

Blog – as a personal mass media. Individual blogs are rare and often lose their activity after a year from the time of creation. It is because either such a blog embeds a lot of resources and time that exhaust the author, or they do not have enough ground to be competitive in the market along with popular editions.

On the other hand, individual blogs often cause more understanding by the public. Their authors are trying to publish as high quality and relevance materials as possible to attract readers. One of the most popular journalistic blogs in the world is considered to be American *The Huffington Post* – American Internet edition, aggregator, and blog for a known columnist. The site covers politics, business, entertainment, technology, and popular mass media tools, lifestyle, culture, comedy, healthy way of life, women's interests and local news.

The history of political blogs is often divided into periods before and after Huffington. When in 2005, millionaire A. Huffington (URL: <https://www.huffingtonpost.com/author/arianna-huffington>) decided to create a high-quality liberal blog from the ground, she has mocked. However, the blog quickly became popular and obtained a huge traffic. He has attracted many professional reviewers, columnists, and famous bloggers. It's launch was a landmark in the evolution of online blogging because it is showing that many of the old rules still apply to the new environments: a bit of professional marketing and "deep pockets" can win the audience even faster than trust. This case has helped bloggers get to the mass level, and taught new ways how to quickly and effectively involve the audience in the discussion of socially important questions. In the era before Huffington, major media companies ignored the blogosphere, or they were afraid of it; after Huffington, they began to treat it as another market that is open to investment and exploitation.

In Ukraine, this experience was taken over later and partly. Today, individual journalist news blogs almost do not exist, and it is mostly because the differentiation between the blog and Internet publications is rather small. So journalists think that it is better to have blog as a content of online media than to open blog on the separate platform. The reason for this is that in the majority of cases the publication does not require the authors to analyze and appraise the information that they give. Since the topic of freedom of speech is still not fully developed in the modern Ukrainian blogosphere, the publication of the usual informational materials attracts more investment and removes the responsibility of the authors for the published content. As a new media, individual journalist blogs are only beginning to invade the Ukrainian Internet space.

The resource of American journalist M. Malkin (<http://michellemalkin.com/>) is an excellent example of blogs that have all the characteristics of a journalistic blog and were conducted by a single person. M. Malkin is a great example to follow not only by the Ukrainian journalists but the entire female section of the journalistic space. Michelle acts as a conservative press columnist, as well as the author of one of the most visited conservative blogs in the United States. This makes her one of the most influential women on the Internet. The fact that makes her publication a blog, and not an Internet publication, is not only due to the private possession of the resource but the very design of the blog. He has been running since 2004 on the *WordPress* platform. On the "About Me" page, M. Malkin tells a few fun facts about herself, for example about her shoe size or her first car. The blog also has an archive where you can find the very first entries and a section with photos. It's also interesting that following the innovative technologies, the Malkin blog can be viewed in a separate, custom application Android gadgets or IOS platform.

Another blog that is worth of highlight is the R. Golubovsky (URL: https://zik.ua/author/roman_golubovskyy). He is known as the founder and editor of the site with the fake news articles *UaReview*. His blog covers analyzed and written in a humorous and fun way news and thoughts. As the author himself notes, all the texts and photographs are original – author's (otherwise the opposite is indicated). The blog is written in the Ukrainian language, and the first post in it was made in December 2008.

It is worth noting that bloggers earn their money by putting ads on their sites. For example, in the blog, D. Kazansky (URL: <http://deniskazansky.com.ua/>) in the section "Advertising in a blog" is posted information that "the attendance of the site at the moment is about 300–400 thousand users per month." And there are enclosed braces with numbers to confirm these words. Also, the blogger claims that the advertisement will be seen by visitors to the author's pages in *Facebook* and *Vkontakte*. "Coverage of the author's page on *Facebook* is 400–500 thousand users a week. The cost of an advertising post is 5000 hryvnias (approximately \$ 200). It is also possible to place advertising banners. Their cost is negotiated individually". And there are some banner ads on the site.

Also, journalists use their sites to offer their services, for example, the blog of a Russian journalist S. Bednaruk (URL: <https://bednaruk.wordpress.com/about/>) contains the following message: "Looking for a commentator or a host for a car racing (and not only!) event? Need to write an article or a press release on racing topics? Contact me, always happy for cooperation. "Similar ads can also be found on other blogs. Journalists also actively promote their materials through their social networking sites.

Blog – as part of the mass media. While initially, some major foreign news organizations showed a futile initiative to launch blogs, they now catch up with a vast amount of offerings. For example, the *New York Times*, which began with the blog of former TV presenter D. Kaveta and

went to being the innovative forum blog of the Times columnist, N. Kristof. Regular journalists write some blogs, and freelancers or just bloggers create others. For example, B. Stelter, CNN's senior correspondent, and lead Reliable Sources works on both media, spending half of his time on publishing materials in a press release and half on blog posts. As B. Stelter pointed out: "The biggest difference between blogging in the Times and creating the publication on TVNewser is the editorial review of the material before publishing it." (Glaser, 2008).

Many Internet publications in Ukraine and the world (for example, *Ukrayinska Pravda*, *Correspondent*, *Zaxid.net*) have the category "Blogs." The very fact of the presence of the category "Blogs" on the website of the Internet publication indicates the understanding of the editors the role of blogging in the Internet environment. And the participation of journalists in the creation of blogs – shows that they contain professional media content and are designed for a wide range of readers.

A large number of independent blogs and publications contain unverified information, disseminating rumors and propaganda, while blogs on the site of the online edition have the status of the media, and therefore bloggers must adhere to professional journalistic standards (Tonkikh, 2012: 290). Therefore, recognizing blogs as part of an online publication contributes to increasing user trust in information, thus opening up space for active influence on public opinion. K. Yevtushenko (Yevtushenko, 2011) states: "The journalist's blog is interesting due to the fact that the author is widely known, has public confidence and creates special corporate relations with audience, based on curiosity about details, opportunities for informal discussion, assessment, criticism" (Yevtushenko, 2011). According to its genre, journalistic blogs resemble author's columns, which are often found in newspapers and magazines. However, there are at least two significant differences.

The first is that the authors of blogs on the pages of well-known media have personal access to this section of the site and publish the edited by themselves materials there, without external interference.

The second difference is quantitative. A traditional newspaper could afford one or two author's columns. Instead, there are about fifty bloggers of the *Ukrayinska Pravda*. Every day there are at least 3–5 new publications of this category. Special occasions may force several dozen bloggers to share with the world their thoughts and views, as there are no quantitative restrictions, as opposed to traditional media, in Internet journalism.

This indicates that it can't be argued that blogs under the same category name of well-known Internet publications complement professional journalism. Such materials today are an organic and a part of the Internet media.

E. Doroschuk and T. Staroverova (Doroschuk, Staroverova, 2017) argue that a blog in the structure of Internet media representations promotes the representation of various cultural traditions in the information environment of the Internet, social interaction, the scope of information retrieval expansion, the promotion of a media brand, the enhancement of communication subjectivity by the creation of online communities in blogs and dispersed, complex links. A blog is used for the self-organization of subjects – as for author journalists with the pages in social networks and entering into various groups in these networks, so as for the users – the representatives of the audience who take part in content creation. A blog is a transitional format to transform traditional forms of communication into the multimedia communication of news brands.

Blogs not only play a role in changing the way traditional journalists do their work, but they are also becoming more and more a part of the business of traditional media. D. Robinson, the editor of *Greensboro News & Record*, says *News & Record* blogs have 7.2% of traffic from page views on their site, while The journalist B. Denis said his blogging was gaining about 5% of site traffic. While these numbers seem to be scanty, they are huge, given that these sites did not have blogs just a few years ago. (Glaser, Mark, 2008).

Among the Ukrainian blogs that were created on the initiative of the famous editions or are their part, the most popular among readers are the sites *Korrespondent*, *Ukrayinska Pravda*, *Novynar*, *Gazeta.ua*, *24tv.ua*, *TSN*, *Tyzhden.ua* and others.

R.K. Nielsen (Nielsen, 2012: 959) is convinced that blogging ought to be in each organization.

Blog on blog platforms. In addition to the media, journalists share their thoughts on other platforms, often on blog platforms. The most famous are *LiveJournal*, *Blogger*, *AlterVista*, *WordPress.com*, *BlogSome*, *Blogdrops*, *Noiblogger* and more.

These are sites where there are only blogs. One of the first such projects on the Ukrainian blog space is *Ukrainian Blog*. Another corporate blog is UAINFO. The Ukrainian Internet publication, which is designed to accumulate the most important information from Ukrainian and foreign blogs and social networks, develop and maintain an independent Ukrainian blogosphere. According to the structure and design, it has all the features of a journalistic blog. The site is devoted to social, political, economic topics, as well as support for investigations conducted by bloggers, technical issues of the blogosphere and social networks.

E.A. Kozhemyakin and A.A. Popov ([Kozhemyakin, Popov, 2012: 150](#)) interviewed journalists and found out that bloggers helped them in their professional activities (46 %), with which they began to work better and more efficiently. 32 % of interviewed journalists say that blogs do not affect their professional activity. Only 22 % noted that blogs had changed their activities to the worst side. 17 % of journalists admitted that in the new conditions they lose interest in the profession, and 33 % of journalists, on the contrary, grew.

To find out whether the audience reads and trusts the journalists' blogging media, we surveyed 1,000 respondents of different ages and levels of education.

The survey showed that the audience of the Ukrainian blogosphere is mostly people from 23 to 50 years old. These are the active users of the Internet. Also, you can follow the trend that most bloggers also fall into this age category. Often, users choose blogs by the age of the author, hoping for clarity and relevance of his publications for themselves.

For the vast majority of respondents, it is not crucial whether the blogger they are reading is a journalist or an ordinary expert. Essential for them is how easy, accessible and impartial he treats a certain problem. Therefore, the overwhelming majority of the respondents was difficult to answer the question of whether they read the blogs of the journalists themselves.

The overwhelming majority of respondents read blogs regularly and for a long time now. This practically confirms the theoretical basis of the fact that in today's society blogs are a popular phenomenon. According to static data, millions of Ukrainians visit various Internet media daily, and at the same time their blogs on their platforms. This testifies to the thirst of the population of the country to receive prompt, up-to-date and truthful information.

The vast majority of our respondents (77 %) read blogs of journalists in the Internet media, another 21% – on special platforms for blogs, only 2% of respondents read blogs that have separate hosts.

As for the topic of the blog, 32 % read blogs that contain information on politics, 17 % – blogs where the economic theme is raised, 22 % – sports, 15 % – about health, and the remaining respondents prefer blogs on other topics.

What interests people in blogs is the ability to interest the reader, a good selection of topics, an easy and accessible presentation of the problem, and the use of multimedia technologies (videos, audio recordings, and photos).

56 % of respondents favor journalistic blogs that are informational and analytical. 7 % – to blogs-diaries, where the authors tell about their own experiences. The rest of the respondents prefer mixed blogs, where the author talks about his professional problems, shares his own published and unpublished material with the audience and shares his problems, personal life events, etc.

Most readers will learn about the blogger just from his posts in social networks. So 77 % of the respondents found "their" blogger, 6 % were recommended to follow the blogger by friends, 3 % caught on the blog with the help of search services, where they used keywords on specific topics. 4 % originally read journalists in the author's columns, which were posted in traditional media, and subsequently went online. 10 % "accidentally" stumbled upon a blogger in the Internet-wide Web and became his or her regular readers.

Traditional media actively use information from blogs. Thus, live bloggers testimonials were very valuable to journalists during the US-Iraq (2003) and the Georgian-Ossetian conflicts in 2008, the natural cataclysm – the Katrina hurricane in New Orleans (2005), the flood in Thailand (2004), the London Metro bombing, and so on. During the Iranian revolution, the microblogging network Twitter was, in fact, the only source of information on events in the country. Powerful

media were obscene on comments, and opposition sites were thoroughly blocked. The rebellious people went out on the streets and took photos of what they saw around on mobile phones and posted everything on special sites. The diaries featured a large number of eyewitness records – something that thousands of professional reporters could not get (Sazonov, 2010).

After the next political coup in Kyrgyzstan (April 2010), the well-known Kyrgyz journalist I. Azar (Azar, 2010) openly acknowledged that “the Kyrgyz revolution in 2010 was the first real confrontation between journalists and bloggers on the battlefield. It is already clear that we are losing to the efficiency and saturation of the events online, and we (micro) bloggers have won.”

Today, it is not so important where a blogger places his material – in a blog, or on an online publication website, since distributing information about the blog, will still be done through social networks.

Among such blogger-journalists is D. Riznychenko. On the Wikipedia page, you can see a link to his Facebook page, which is also called D. Riznychenko's blog. On his page, the journalist shares his thoughts about various events in the world of Ukrainian politics and economy, news in his own professional and personal life, posts photos, and videos, actively communicates with readers, and even posts full journalistic materials, waiting for the audience to react quickly.

Publications by D. Riznychenko mostly have a journalistic and analytical character, but the news reports, the journalist reposts from other information resources and only adds his opinion.

5. Conclusion

A blog for a journalist is, first of all, an opportunity to freely express their thoughts, to clearly state their position, while avoiding subjectivity, since the author's point of view in blog publishing is crucial. The form of a diary allows you to keep the frank position of subjectivity and the expressiveness of judgments, which provides a wide range of opportunities for influencing public opinion. In a blog, a journalist is obliged to adhere to one of the basic principles of journalistic creativity – objectivity. The form of the diary allows you to share your thoughts, emotions, observations, use of spoken vocabulary, ironic and sarcastic statements, valuations, and so on. Blog posts are different from journalistic materials that are published in traditional media or on the pages of online publications due to more freedom in formulating opinions.

N. Weiss-Blatt (Weiss-Blatt, 2016: 415) claims that bloggers strive to be the opinion leaders, so blogging journalism standards are required to achieve this.

The popularity of journalistic blogs is due, first, to freedom of speech, interactivity, and convergence of media on the Internet. Since the blog's author often acts as a collector of information, writer, and editor, the material is published in its original form, without editorial changes, and with the ability to express what is on the mind. It also enables the author to track the reaction of readers, respond to their comments and be open to new information.

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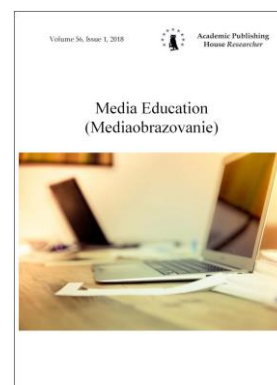
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Cognitive Analysis in the Context of Media Education: An Oriented Graph Modeling Approach

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Abstract

Cognitive analytics could initiate development processes in media culture and media education in Russia. Cognitive analytic models in the context of media education appear to be organizational schemass for managing people's cognitive activity. They are an abstract model of search, receiving and processing of media-information. Cognitive models form an image of cognition process thus allowing to visually explain a comprehend structure of interactions and interlinks. Theories of cognitive development by Piaget and cognitive perception form theoretical framework of the given research. In order to formalize structures of cognition, a method of oriented graph is adopted. Learning model based on double loop by Argyris and Schoen forms the basis of analytical research. We consider to what extent it is applicable to the analysis of cultural dialogue and media education theory as a trigger for developing critical thinking. We suggest and study cognitive models of media education with the growth accelerators. We outline solutions for increasing the media education efficiency and highlight that cognitive analytics applications are not limited to revealing critical aspects of media education only. Instead, it contributes to widening common view of management strategy. Cognitive models thus can potentially replace conceptual and instrumental means of group interaction and active opinion exchange for elaborating consolidative positions.

Keywords: media education, cognitive analytics, structural approach, graph theory, models

1. Introduction

In the contemporary societies, images of social communication gradually dominate over non-visual and intellectual information (Stompka, 2007). Moreover, visual constructs not only include powerful channels of information perception but also initiate interpretation of communicated images. However, a culture that exists behind understanding of an image, and, moreover, media image, is not sufficient (Fedorov, 2014). As widely known, any visualization is based on visual comparison of the studied substances, in other words, it refers to the metaphorical representation of objects (Averbukh, 2005). Proceeding from this, a culture behind the understanding of an image is inevitably linked to the cognitive abilities, and above all, an ability to understand a communicated sense together with its metaphorical meaning (Kovaleva, 2017). In this context, it appears reasonable to define media culture as a system of signs with own language, codes to

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communicate reality, maintaining a number of social functions, especially an educational one. In turn, it sets the requirements to invent and develop methodical means to represent, analyze, and interpret visual information (Kirillova, 2006).

Amid different tools to formalize non-visual and intellectual descriptions, cognitive models based on the mathematical graphs are the major ones. Being heuristic visual structures, cognitive models give a schematic and simplified description of the phenomena perceived by an actor in society. Observing an object, an individual forms in consciousness its particular image, which is nothing but a cognitive model. It is also theorized that an actor has some kind of repertoire, a set of cognitive models to analyze causes of social events, analogous to the McLuhan's method of perception by instances (stereotypes) (McLuhan, 1962). Thus, a cognitive model supplies an actor (researcher, expert, individual) with a schematic illustration of his ideas regarding a system of links (relations, influences, interactions) between concepts (objects, substances, factors) created in the process of cognition (Fedorov, 2015; Svechkarev, 2017) states that media education refers both to a cognition of creation and distribution of media texts, as well as to a development of analytical skills to work out and interpret their content. We thus assume that cognitive analytics enhances the development of media culture and media education in Russia. Hence, the purpose of our research is to form and apply instruments of cognitive analytics to the context of the media culture and media education in the today's Russia.

2. Materials and Methods

Structural approach to analysis of social communication processes forms the theoretical basis of this study allowing us to outline all the elements of the constant system and links between them. Furthermore, this structure can be described at the various levels of decomposition. A mere representation of this structure relates to a topological description based on the mathematical graphs theory, when the links between elements of a system can be determined at the level of constants (concepts). In the given study, we employ a cognitive model denoted in the graph theory as an oriented graph (Roberts, 1976). The research is carried out within the theoretical framework of the cognitive social analytics (Starostin, 2014). In the application to media education, this framework is to be interpreted as an approach of a critical thinking development (Masterman, 2000) or cultural dialog based on reflection and evaluation of the media text (Fedorov, 2015). The chosen methods contribute to overcome the human rationality limitations, and, most importantly, allow for tackling a problem (or proposed decision) at the group level, where exchange of opinions and debates take place to work out a consolidated position (Katalevsky, 2011).

3. Discussion

The development of the media education system, on the one hand, initiates the requirement to come up with the analytic paradigms at all research levels and domains. On the other hand, it actualizes the requirement to elaborate new methods for analysis of educational processes. With these regards, existed theoretical frameworks, as well as applied analytical instruments, need to be revised (Zinchenko et al., 2015), distinct approaches are to find their application to a new area of the research where education is strongly linked to cognition and media. In this context, J. Piaget's theory of cognitive development (Piaget, 1994) and U. Neisser's insight on cognitive perception (Neisser, 1976) are amid those potentially new for educational research approaches that provide valuable heuristic schemas for tackling issues of cognition in media education.

To describe an information absorbing process, Piaget proposes to use concepts of schema and operation. The schema helps to structure information regarding the main features of the cognizable object, whereas operation determines a character of schematic interpretation in the process of cognition. A set of schemas adopted by an actor to comprehend new information changes in the result of interaction with the cognizable object. Both variety and quality of cognitive schemas, together with an actor's ability to adapt them in accordance with the features of a cognizable object, in the end, determine the efficiency of receiving new knowledge. The more accurate this adaptation of schemas to the features of an object is, the deeper a cognitive process is.

U. Neisser comes to a similar conclusion adding that an actor always modifies cognitive schemas in the process of cognition. However, the scholar finds out another peculiarity in the application of cognitive schemas by an actor: schemas set plans and goals for managing cognitive activity and appeal to be an anticipation model of all human search, receiving, processing and

summarizing of any information, which in turn leads to somewhat entitled by the scholar as a perceptual cycle (Figure 1).

In this cycle, a *Cognitive map*, or *Schema of Actual Environment*, directs perceptual activities (*Actions (Perceptual investigation)*) in accordance with *Potentially available information* or concrete *Given Information*. Continuous initiation of perceptual activity on the basis of anticipated schemas or processing information and constant modification of these schemas in the course of receiving new information causes the development of perception and cognition per se. Worth noticing that we in this light deal with two cycles: in the first, the *Cognitive Map* initiates *Actions* based on the *Potentially Available Information* thus setting anticipations of perceptual activities. In the second cycle, the feedback is realized to provide an adjustment (“self-setting”) of a specific *Schema of Actual Environment* based on *Given Information* and triggering a particular *Perceptual Investigation*.

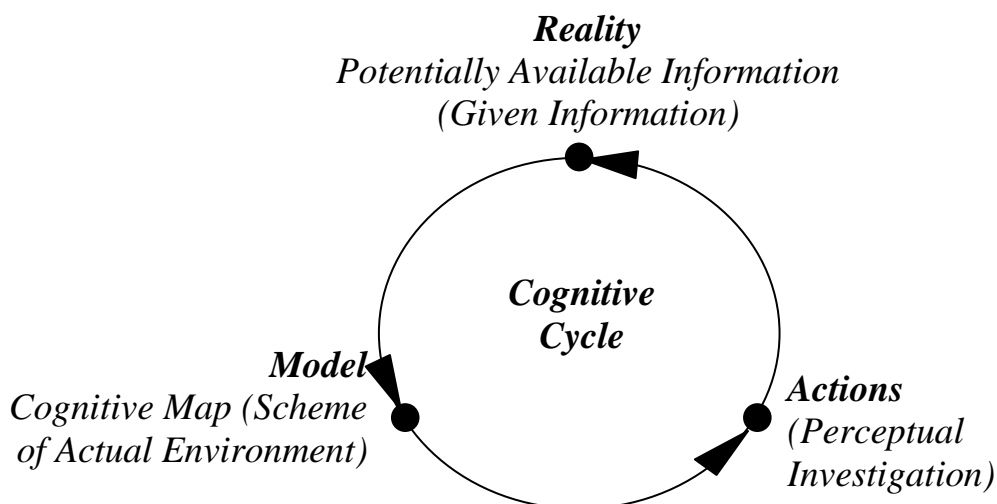


Fig. 1. Structure of perceptual cycle (Neisser, 1976)

Every aforementioned cycle includes an incorporated cognitive model (a *Cognitive Map* in the first case and *Schema of Actual Environment* in the second) and in the end forms a so-called single-loop learning (Kolb, 1984). In Kolb’s model, single loop learning accentuates detection and correction of errors, learning focuses on gaining information for maintaining and stabilizing existing systems and aims to produce immediate solutions to relevant problems (Akela, 2010). The principle of the loop is essential here since it drives a cycle of continuous learning.

Later on, two processes, namely, anticipation and self-setting, previously described in the Neisser’s model, were united in the more advanced model of a double loop learning by (Argyris, Schon, 1996) (see Figure 2).

The main circle reproduces permanent learning based on perception, cognition, and action (by (Kolb, 1984)), whereas the supplementary one incorporates different models in the learning process. Information about the real world both affects actions (procedures of cognition) and changes mental models of subjects of cognition. Self-organization of mental models leads to change in the model of actions and further directs actions thus correcting the process of learning. Variation of mental models ensures efficiency of the learning process with regards to any specific reality, allows for adopting new educational strategies, especially in the field of media education.

This approach was further developed within the framework of professional education. Analogous to the considered models, systems of professional education used a double loop learning approach. They are however different by organizing a cycle of “positive” loop that enhances effects of the factors included in the model. Achi et al. (Achi et al., 1995) suggest denoting the given schema as a growth cycle, whereas the factors determining enforced efficiency are described by the concept of growth accelerators. In order to draw an image of the educational cycle with a positive reinforcing loop as a cognitive model, one should use oriented graph. In this case, the model shows a diagram of causal inference where links between factors are visible.

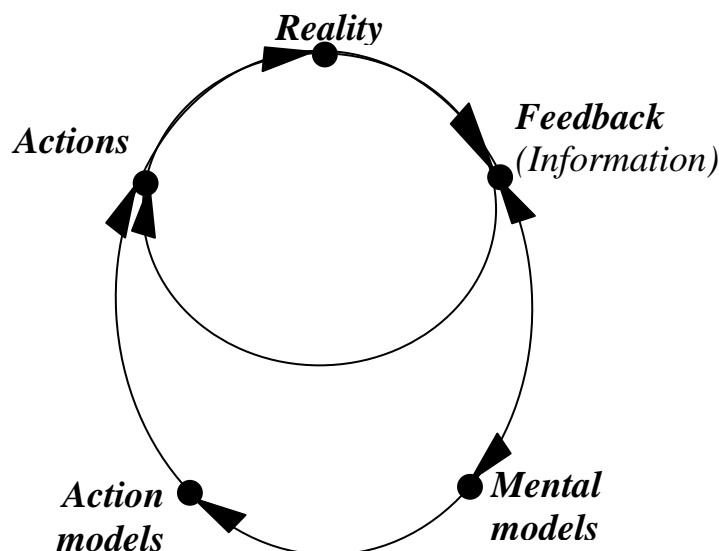


Fig. 2. A Double Loop Learning Model (Argyris, Schon, 1996)

For instance, (Grimmer, 2015) also indicated enforcement of causal inference in social analytics. In this case, causal relations in diagram form cycle, i.e., directed sequence of factors, where all factors are different except the first and last one. If a change in any factor of the cycle, in the end, stimulates a self-change in the original direction, a cycle under this condition is defined as a positive loop cycle and denoted with the sign (+) (Katalevsky, 2011). The examples of this self-transformation can be observed within the process of self-regulating learning, when all the procedures of cognition, motivation, and behavior align in accordance with objectives, results of analysis and contextual features of the educational environment (De Stasio, Di Chiacchio, 2015).

4. Results

We consider the application of educational cycles based on the positive double loop in the context of cultural dialogue. The last, in its turn, is based on cognition, analysis, and evaluation of media text (Fedorov, 2015). The basic positive double loops function in accordance with aforementioned Naisser's model of the perceptual cycle (Figure 1). In the process of analysis, we suggest adding factors and links that create a supplementary circle with a positive loop. Thus, a growth accelerator is to be included in the educational growth cycle, which is formed by one or more positive loops.

For describing the basic learning process, we use a cycle model with the positive loop similar to that of Naisser's perceptual cycle (Neisser, 1976) (Figure 1). During the analysis, we add into the model different factors and links that form supplementary cycle of a positive loop. Thus, the growth accelerator is included into the cycle of educational growth which is formed by a single or double positive loop. The cognitive model of media education with the growth accelerator is shown in Figure 3.

Four main factors form a basic cycle of media education and these are *Tasks*, *Interactions*, *Reaction*, *Evaluation*. Analogous to Naisser's model, in this case, factor *Tasks (Models of Action)* appears to be a plan to realize media procedures, a to-do-model for information search and receiving. Change in the meaning of any factor (increase or decrease) will affect in the same way the cycle of positive learning loop. All in all, that is how a structure of active and continuously initiated learning cycle looks like. As such, an increase of tasks in the light of *Models of Action* will inevitably lead to accumulation of *Interaction*, i.e., additional media procedures will take place. As a consequence, *Media Environment* will enhance reactions to learning procedures, that in its turn will trigger the growth of the communicated educational information as a result of evaluation of reactions within the media environment. Finally, new additional information will stimulate self-transformation of a *Tasks* factor, which means that a new cycle of cognition is thus to be initiated.

It should be noted that the model described above can potentially reduce volume and quality of educational *Information* due to a positive loop, sequentially decreasing the meaning of all factors until *Reaction*. This situation is likely to end up by inefficiency, attenuation of the educational process. Implementation of cycles with growth accelerators is a possible solution to avoid this problem.

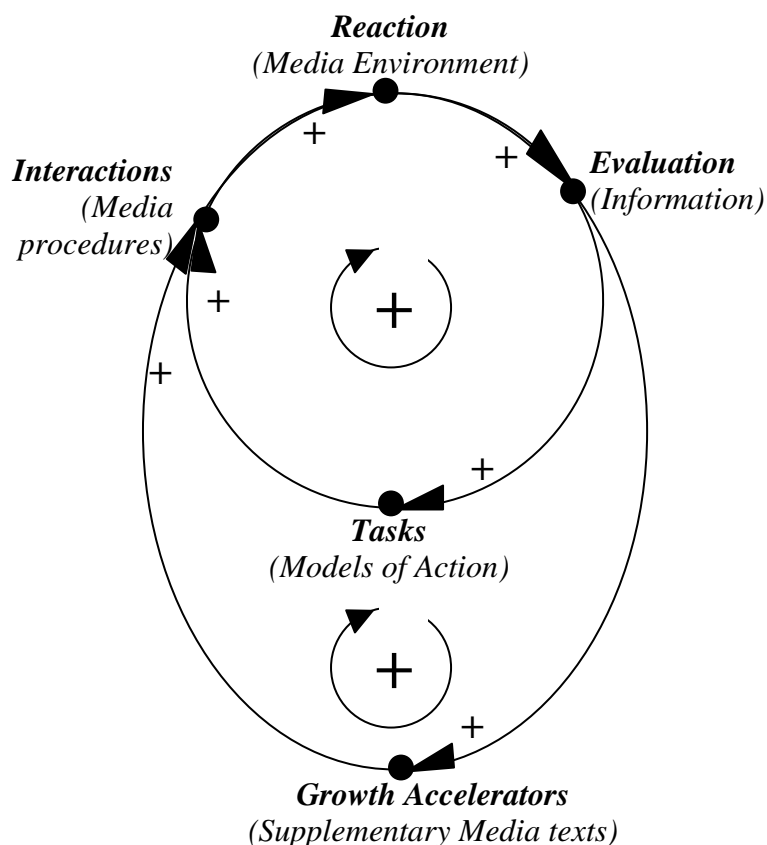


Fig. 3. A cognitive model of media education with growth accelerator for interaction.

In the model (Figure 3), the *Growth Accelerator* is represented; due to its presence, additional growth cycle for such factors as *Interaction*, *Reaction*, *Evaluation* takes place. It is also assumed that inclusion of complementary media texts unrelated to the *Tasks* but developing communicative and creative skills of a student will enhance learning process and interaction with media environment. Thus, the attenuation of the learning process in the basic cycle is avoided.

Consequently, a growth accelerator becomes itself an essential element in the strategic management of the education and learning processes. Moreover, a combination of the circle including the growth accelerator with the basic circle ensures the strongest effect and results in a synergy of growth.

For the organization of continuous media education cycle, one requires to create a combination of few positive loops. As every positive loop is self-enhancing by its nature, multiple loops substantially increase each other's effect. This synergic effect of positive learning loops leads to the continuous generation of improvement factor *Interactions*; it takes place through the variation of media procedures using the resources of the internet, computer animation, interactive games for developing critical thinking, creative and communicative capabilities.

One finds the second important aspect of appealing to the cognitive analytics in the media education context as the means to develop the critical thinking (Masterman, 2000). As such, considering the main objectives of media education, L. Masterman postulates that a strong requirement exists to teach the audience to analyze critically and resist manipulation in mass media. This statement corresponds to that of Fedorov (Fedorov, 2008) who also accentuated a distinctive role of the critical analysis in the stand against media violence and emotional contagion

in social media (Kramer et al., 2014). Specifically, A. Fedorov indicates that media violence contributes to social criminalization (although the main reasons behind violence are of socio-psychological, not media, nature). Needless to say, aggressive media narrations traumatize fragile psyche of children that in its turn results in fear, anxiousness, deprivation or stuttering. According to Fedorov's data, 80 % of the survey respondents expressed the requirement to elaborate more strict criteria for age rating to limit the impact of the violence on screen and in other media on children.

Consider the positive double loop learning model that describes a case where superpositions of disturbances (influence of media incidents) of a different kind on the media environment where the educational process takes place (Figure 4). Analogous to the model in Figure 3, four main factors form a basic cycle: *Tasks*, *Interactions*, *Reaction*, *Evaluation*. The basic cycle of the model is built based on educational *Setting*, described as a *Reference Model*. In this case, a signal from the *Setting* factor continuously initiates *Task*, whereas characteristics of *Model of Actions* follow the requirements of a *Reference model*. This, in turn, ensures the formation of *Media Procedures* and receiving of the expected *Media Environment* reaction as well as *Information*. The letter further stimulates a change of the *Tasks* factor in the original direction thus triggering the new cycle of cognition.

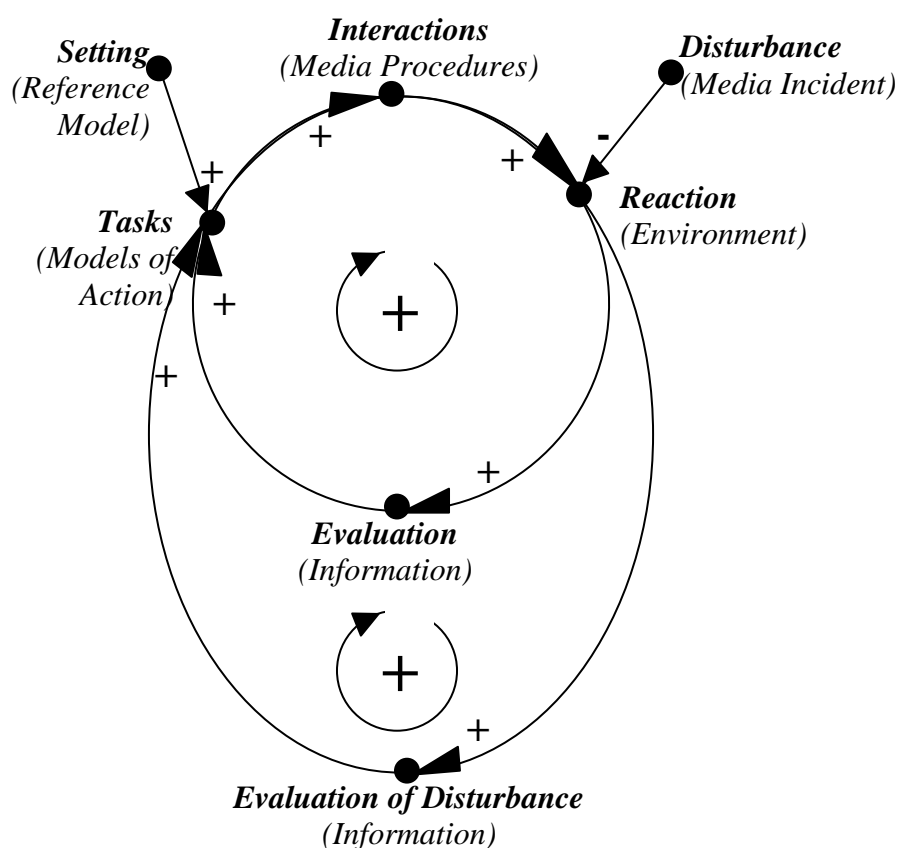


Fig. 4. Cognitive Model of the Media Education with Evaluation of Disturbance

However, an organized educational cycle is not efficient if *Disturbances* affect *Media Environment* by bringing up destructive, manipulative or aggressive media incidents that reduce direction of reactions on learning procedures. As a chain reaction, it will result in decrease of volume and quality of educational *Information*, number of *Tasks* and attenuation of the educational process. These problems are efficiently modelled by the organization of the second circle (see Figure 4), which such factor as *Evaluation of Disturbances* (receiving of information regarding *Media Incidents*). The circle allows for revealing media *Incidents* timely and based on these evaluations purposefully transform the model characteristics prior to start of an educational cycle. In this case, media procedures while interacting with media environment will account for

disturbances and consequently block effects of specific incidents on the learning process. The higher an evaluation of disturbances is, the more efficient is a counteraction.

The analytical arsenal of a researcher is not limited to the outlined cognitive models only. However, even the description of data sufficiently confirms that cognitive models with the applications of the oriented graph approach are a powerful tool for studying media education processes in the today's Russia.

5. Conclusion

1. Cognitive analytical models in the context of media education are self-organizing schemas for managing a cognitive activity, summarizing anticipated models of search, reception, and procession of media information. Being highly abstract, cognitive analytical models aim to draw a visual representation of the cognitive process that helps to simplify and explain a comprehensive system of cognized effects of dependence and interactions.

2. Pedagogues, students, analysts and researchers of media education have an opportunity of using in their research practice those analytic models that showed their best in other related academic areas. An example of this model is a double-loop learning model that can enrich perspective on media education.

3. Analysis of the media education processes revealed that positive double-loop models based on growth accelerators prove their efficiency on practice. For instance, growth accelerators for enhancing interactions with complementary media texts that develop communicative or creative capabilities of students. Invention of the model with multiple growth cycles allows for receiving ongoing cycle where different loops increase each other's effect. This solution ensures effective learning within the media education process for a long time.

4. A number of the media education areas such as distant learning or self-learning via TV, radio or other media assumes active presence of media critics. In such situations, it is reasonable to conduct analysis using educational model based on the positive double-loops that describe superposition of disturbances (influence of media incidents) of different type on media environment where the learning process takes place. For instance, critical analytics incorporated into learning process allows for accentuating a negative attitude towards violent behavior and as an alternative to it, find out another, non-destructive solutions.

5. Consequently, cognitive analytics aims not only at illuminating of critical points in the process of media education but also contributes to elaboration of common view of management strategy, forms efficient media procedures applicable to specific media environments. Cognitive models thus can potentially replace conceptual and instrumental means of group interaction and active opinion exchange for elaborating consolidative positions.

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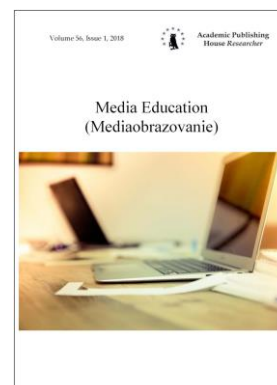
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Information Security in Social Media as Part of Media Education

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Abstract

This paper discusses information protection of adolescents from the negative impact of social networks. The participation of adolescents in the protest movement highlights the role of media education as an actor in designing the system of preparing students for the threats and challenges of the Internet. Students absorb the information that they receive through the media, without assessing it for accuracy, correctness, reliability, etc. Therefore, media education at school should teach students to extract meanings from the symbolic representation of the surrounding world and the processes taking place in it. This will be possible if they understand what laws govern information and how and for what purpose information is distributed.

Media education in Russia today is influenced by a variety of economic, social, technological, cultural processes. To assess their nature and scale of influence is not an easy task. It is even a harder task to try and develop a modern vision of media education strategy in the context of information security, which implies reflection on the nature of journalism in society and its place in actively developing new media. To understand online information security is impossible without taking into account changes in social practices.

Keywords: Media education, adolescents, youth extremism, social networks, new media, information security.

1. Introduction

The Seventh International Conference of the World Association of Newspapers discussed strategies of increasing the share of young people in the newspaper readership. B. Jones, Jr, the former publisher and CEO of The Washington Post, voiced a common concern over the fact that while newspapers want to attract young readers they are unwilling to introduce drastic changes to their format for fear of alienating loyal readers. Meanwhile, young readers keep losing writing skills and get increasingly unaccustomed to printed media, which they condescendingly call offline information sources.

Social media have become the main source of information and communication channel for the teenager. Journalism teachers must understand what school students' interests are. They must understand how they can reach their young audience. The average age of social media users is 22 years. More than 80 % of Russian bloggers fall within 15 and 35 years old.

Media education is an important part of contemporary society. Media literacy is one of the key elements of the work of the Ministry of Digital Development, Communications and Mass Media

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of the Russian Federation. The ministry's statistics as of 28 January 2016, the level of media literacy was 74 %, which exceeded threefold the 2015 target figure of 25 %.

The following factors have had a great influence on the development of media literacy: an increase in the number of information channels and the degree of penetration of the Internet into Russian regions; the improvement of information, mobile technologies and computer equipment; and the availability of information as such to the general public. Teachers should work in that field of interest and operate with those concepts and tools that are close to the audience in order to provide reliable contact and guarantee feedback. Today, efficient teaching means a competently organized information flow, which cannot exist without constant feedback.

The relevance of this study is reflected in the fact that high school students and young people respond much faster to the above-mentioned processes, adapting to new digital conditions, than other socio-demographic groups. The diversity of sources of information contributes to their values and interests, attitudes to events around them and critical thinking skills. They transform young users morally and aesthetically.

A survey was conducted over a period of 5 years among schoolchildren, high school students, first-year students of the School of Journalism and Mass Communications, St Petersburg State University (more than 150 survey participants, questions included media preferences, knowledge of quality, yellow media, Internet sources, well-known journalists, contemporary writers, as well as the latest genres of literature and topics that the survey participant would like to cover, etc.). Research data shows changes in respondents' interests from "fashion and travel" to "events in the country and the world, politics and the social sphere" and in the intensity of information consumption: the 2016 survey respondents show a greater "immersion" in the medium than the participants in the study in 2012 (Pavlushkina, 2017: 124-132).

2. Materials and methods

The experimental ground of the study was the non-degree program Journalism for High School Students offered by the Center for Non-degree Programs and Pre-university Training at the School of Journalism and Mass Communications, St. Petersburg State University. The program is offered to high school students. The authors of this article are members of the teaching staff. The curriculum included guiding students through a web of new media and developing blogging skills in them. Thus, the authors of the paper were able to personally evaluate the effectiveness of teaching methods using in-class observation. The curriculum of the program Journalism for High School Students developed by A. Tepyashina served as the main material of this study. The effectiveness of teaching techniques was measured based on the results of the final exam and anonymous questionnaire via Google.docs.

The study was implemented using focus groups as the main method of obtaining information. Texts were used to encourage focus group members to express their opinions more actively. Group dynamics helped students to openly express their opinions, freely discuss problems, and share their worldviews.

Each group was offered the theme of social networks as a competitor of mass media. The following question was also asked: "How do you understand the word "extremism?" Forty-one per cent of respondents said they did not know it. Eight per cent, who failed to define the concept, simply expressed their negative attitude towards extremism ("This is bad, it is forbidden", "A bad word", "Extremists are the instigators of bad things"). This indicates that this concept was not part of the linguistic consciousness of high school students. Origins and problems of the functioning of social networks as channels of citizen journalism and forms political activity were discussed. Social networks were examined as mainly oppositional and critical communication channels. A. Navalny and D. Bykov came out as the most popular opinion leaders for the high school students.

The focus group method was effective in finding out group members' interests, preferences, and attitudes. Students of the program Journalism for High School Students were divided into 8 focus groups with 8 persons in each group.

The study was conducted in accordance with a guide-script for focus group discussions. Topics were selected with questions to be discussed. Authentic texts selected from blogs generated a lively conversation.

The following materials were used for a project: blogs; Wikis (web encyclopedias with entries written by focus group participants); user ratings (product, article, message, user, etc.); user

reviews; reciprocal exchange files; exchanges of selected content; user comments; trackbacks (links to references of a given text); blog rolls (a list of selected user blogs), user profiles; popularity lists (blogs sorted by frequency of references, attendance, and number of comments; tagging (the use of tags makes it easier to search for information of interest); webcasting; podcasting; video blogs; forums; and paging and messaging.

In order to understand how it works in practice, <http://www.habrahabr.ru>, a collective blog with an option of automatic moderation could be used as a case study in class. The project artificially nurtures its association the word "habrahabr", which is constantly played. This is intended to make habrahabr a common noun as was the case with the verb "to google", which entered the English language after the introduction of the Google search engine. This contributes to the self-identification of the group's participants, both within and without the project.

3. Discussion

To achieve the goal of making the younger generation part of the information society media education should develop in them the ability to creatively use the media and accurately interpret its content; critically analyze media products; understand the nature of the media industry; and independently create their own media content. In 2002, UNESCO and IFLA initiated work on the development of media literacy and information literacy. They conducted a study that focused on media literacy in Russia and abroad. For correlation between the concepts of media education and media literacy, the main goals, models and ways of their implementation see (Fedorov, 2004; Fedorov, 2005: 134-138; Fedorov, 2009; 2012).

T.V. Molchanova focuses on media education in Russia (Molchanova, 2011: 77-80). N.I. Gendina's research links information preparation and media education in Russia and the former Soviet Union countries (Gendina, 2012; Gendina, 2013: 77-83). I.A. Sternin and Y.E. Stolbova investigate structural components of media literacy (Sternin, 2013: 209-211; Stolbova, 2013: 99-102). Features of media literacy in schools and universities are presented in the studies (Goncharova, 2011: 43-50; Korochensky, 2004: 40-46; Kravchuk, 2012: 28-32; Naftalieva, 2011: 182-192; Nemirich, 2011: 47-55; Talalaeva, 2009: 82-86; Zhizhina, 2008: 81-85). Some media research published online are written in journalistic style. The works on virtual communities by the journalist G. Rheingold (Rheingold, 1993) are almost considered classic. Philosophers and social critics have long been engaged in finding a theoretical understanding of modern communication and information technologies (Voiskunsky, 2000: 3-10), while literature theorists are studying hypertext structures. B. Walman studied online communications (Wellman, Hampton, 1999; Wellman, Gulia, 1999). A great deal of work was done by P. Kollock, who studied the conflict of private interests in the cyberspace and the possibility of creating "public goods" (Smith et al., 1999). Postmes, Spears and Lee conducted social and psychological research into "online behavior" (Postmes et al, 1998). Hamman founded the academic electronic journal in the sociology of virtual communications "Cybersociology Magazine" (<http://www.cybersociology.com>).

Fundamentals of information security in social networks are an important part of many current studies on the negative effects of social networks, cyber aggression, Internet addiction and the phenomenon of "loneliness in a crowd" arising in the digital environment. It is worth noting that the issues related to the risks in the online space have been the subject of serious discussions at the global conferences on Internet Science. At one of these conferences, the V. Leiva and A. Freire delivered a paper on the algorithm for identifying the early symptoms of depression among users, who, as a rule, reveal their mental state in social networks and use them as a way to ease the condition (Leiva, Freire, 2017).

Scientists analyzed the messages that various users periodically publish in social networks. This made it possible to quickly detect people with signs of depression and suicidal behavior. The results of this study are of particular importance in connection with the case of the "Blue Whale", and they must be taken into account in the design of the courses on information protection of adolescents in online communities.

I. Ramos-Soler, C. López-Sánchez and T. Torrecillas-Lacave developed a classification of minors (7 groups) based on their media consumption habits, family and education factors, risk perceptions in the online environment. The authors refute the hypothesis that children have little understanding of "online dangers". The spread and improvement of smartphones leads teenagers to consume information more and more autonomously. This limits the ability of parents who

cannot control how much their children are surfing the Internet, how it is used, what type of content they receive (Ramos-Soler et al., 2018).

Let us mention a few more projects that have helped us identify the best educational technologies that contribute to the development of safe behaviors in the Internet. Q. Han, H. Wen and F. Miao study the mechanism of interaction and interdependence of social networks and media, e-commerce, online gaming systems, and so on (Han et al., 2018). The integration of these systems, along with the positive effects, leads to certain security threats: the spread of rumors and fakes, fraud, and panic. The scholars developed the distribution model of rumors SIDR, with which you can identify, control and prevent the appearance of malicious information.

In terms of the use of social networks in media education, the main discussion is focused on how theory and practice should relate to each other (Greenberg, 2007). Another actively discussed fact is that journalism schools are very slow in responding to changes in media practices. Teachers have relatively recently begun to use digital technologies in working with students and for the time being they rarely explain that in the Internet era, you can invent your own media rather than trying to adjust to the format of traditional ones. D. Gillmor writes about this in his paper "Towards a New Model for Journalism Education" (Gillmor, 2016).

N.C. Burbules also notes that it is practically vital for teachers of creative professions to work with various social networks to involve young people in education. However, they need to be aware of the multitude of problems, shortcomings and dangers that networks entail (Burbules, 2016).

Discussing the place of social media in the educational landscape, R. Stoker promotes blogs as the right, promising environment for the training of future media professionals (Stoker, 2015). In his work, which we also used in our experiments, Stoker claims that blogging develops journalistic skills including skills of reaching out to the right audience. On the other hand, he notes blogging is for the most part a solitary occupation and in terms of experiential learning within the context of journalism, it cannot simulate the environment of a busy newsroom where teams of journalists work under the guidance of an editor. We agree that blogging is an opportunity that adds another dimension to integrated learning. However, we must not consider it as a complete alternative to traditional learning.

A survey of media education theory made it possible to come to the conclusion that it is teenagers and young people who are most exposed to the new reality, which they have to master spontaneously, without the guiding of mentors. The media plays the role of the mentor instead. Various media are becoming, as many authors write, a natural environment for young people to live in. These media contribute to the socialization of young people and boost their media literacy. Many researchers also note the paradox of today's media landscape in Russia is that despite the intense information attack of traditional and new media are waging on young people the country's media are largely alienated from their young audiences. This is a deep conflict, which requires serious study.

Today's media space is constantly being filled with new content. The topics that young people show interest in are changing. For 16- and 17-year-olds, the most popular headings are in the fields of music, fashion and cinema, while 18-20 year-olds are more interested in films and celebrities. They display a lot of interest in oppositional leaders too. In this perspective, new media appear as a subject of powerful influence on the society and, at the same time, as an object outside the field of legal and ethical regulation.

We believe it important to include a course on new media in media education. The block-based organization of the curriculum has long been the principle on which journalism programs rest in Russia. Now, this approach requires special emphasis. Media education is not conceivable without active methods of teaching, based on the principles of humanistic psychology and pedagogy, on which world science relies. The learning algorithm includes strategy (working with information, creating a text and analyzing it) and tactics; identification of organizational and methodological conditions necessary for the successful development of information search skills.

Social networks have become a familiar way of exchanging information much as telephone communication was before it. We are talking about the use of "generalist" social networks ("VKontakte", "Odnoklassniki" (Classmates), Facebook, Twitter, MoiMir@Mail.ru, "MirTesen", Badoo, Instagram, Livejournal, and YouTube).

There is a dangerous practice of involving young people – school students and college students – in extremist organizations. Throughout history, mankind has repeatedly experienced a

wide variety of manifestations of extremism, political and religious intolerance and xenophobia. Extremism penetrates public consciousness gradually, pushing people to aggressive actions. Undoubtedly, national extremism, xenophobia, radicalism, ethnic negativism and other forms of extremism are undoubtedly a particular danger for the Russian Federation, which has historically evolved as multinational and multi-confessional entity. These ideas split Russian society and violate interethnic and civil harmony. The extremist orientation of the public dialogue is noted in a number of modern studies (Bidova, 2012).

According to the crime statistics of the Ministry of Internal Affairs of Russia, there has been a steady growth of extremist crimes: 2012 – 696, 2013 – 896, 2014 – 1034, 2015 – 1329, 2016 – 1450, 2017 – 1521 (The Prosecutor General's Office of the Russian Federation. The portal of legal statistics. <http://crimestat.ru/24>).

Some researchers (S.N. Fridinsky, N. Baal, and others) believe that youth extremism is an acute problem for Russia today. The causes of the spread of extremism among youth include:

1. Social tension. This is a whole series of problems related mainly to the quality of education, the labor market, inequality, etc.

2. Active involvement of youth in the criminal business.

3. Value changes. Different religious organizations, as well as sects, pose a particular danger, promoting extremism and calling for the rejection of generally accepted social norms.

4. Psychological factor. Young people are characterized by some impulsiveness, and even aggression, which is often used by experienced leaders of extremist organizations.

5. The Internet. Thanks to the "World Wide Web", extremist organizations have access to large audiences and are actively promoting their activities.

The iniquitousness of the Internet has led to the fact that virtual communication prevails over real interaction for many people. Teenagers find friends by joining social media groups and form their worldview based on what they read online. Recently, communication on the Web has acquired an aggressive nature, and many sociologists and political scientists have seriously started talking about "Internet revolutions": people, uniting in virtual social networks, in real life espouse revolutionary ideas, which are often destructive.

That is why one of the most important areas of combating extremism is prevention, aimed at addressing the causes of extremism among young people.

A survey of the existing journalism programs in Russia and abroad makes it possible to identify several main blocks in the content of media education.

The first of these is the transfer of information in society. It includes: a) the concept of communication; b) the concept of sign systems and ways of presenting information; c) the history of information transfer; and d) mass communication and its patterns.

The second block examines the structure of mass communication. It includes the study of individual media outlets: newspapers and magazines, photography, radio and sound recording, cinema, television, and the Internet. The third block of content covers social issues of the media. It includes: a) control over mass information; b) the economics of mass communication; c) obtaining mass information and its impact. This analysis indicates that there is insufficient attention to social networks, which should also be part of media training.

J. Katz notes that online culture is so different from print culture. Frank and informal, online information is always available, it is not delivered once a day. There is a sense of unceasing conflict, discovery, occasional hostility, intensity, the feeling that your world is breaking, while all these unknown galaxies fly past you. You enter a network, never fully knowing what kind of discussion or dispute you will become involved in, whom you will meet or who will suddenly emerge from your own past.

A social network is an interactive multi-user web site, the content of which is filled by the participants of the network (Bundyugova, 2015: 168). As a rule, the function of the social network is to provide each user with a personal profile, an opportunity to create links with other accounts and some additional services. As an important factor in personal development communication for young people acquires special significance. Social networks may have both a positive and detrimental effect both on the development of an individual. O.S. Pustoshinskaya argues that young people, dependent on the adult world, are most susceptible to its frustrating pressure. This causes a critical attitude of its representatives to the institutions of government, motivates them to participate in protests, determines their orientation to the political forces of the opposition and

extremist modalities. The latter are interested in spreading the ideas of counter-legitimacy and nationalist apologetics in the youth environment (Pustoshinskaya, 2010: 26-30).

Indeed, Russian young people play a more active role in the country's protest activities, a process often guided by what some scholars refer to as tactical media.

Tactical media are mass media expressing the point of view of minority groups, for one reason or another not represented in the mainstream media. Thus, the author of the Media Activist's Cookbook, Moscow art and media critic O. Kireev emphasizes that "the word" tactical "emphasizes mobility, which gives superiority over such "strategic" players as big business and the State" (Kireev, 2006). Tactical media is a means of expressing (representing) a youth subculture that takes on the form of video activism, low budget cinema, social networks, samizdat magazines, leaflets and street actions that invade the official (global) information space.

At present, there is a certain contradiction between a school student's natural need of media education and their reluctance to use media resources in the educational process and everyday life, which plays a negative role from the point of view of media education. This is partly overcome by the learning environment. Teaching practice shows that the success of the applied methods depends on the teacher's professionalism and experience who should be able to involve students into trusting communication. Through discussion the instructor helps students to interpret media content.

In view of the importance of a systematic approach to the problem of youth extremism, it is necessary to introduce a course in the information security in social media into the curriculum of the program Journalism for High School Students.

Young people should be told about the nature and types of extremism. They should develop skills that would protect them from manipulation, help them analyze crisis situations arising from intercultural interaction.

The Internet has accelerated global information changes that impacted the values of generation Z. For them, the problem is not the ability to access and own technology, but the ability to understand and interpret information.

Information on events and its interpretation is found in social networks. You can select several major sites for blogging in social networks.

Vkontakte. A universal platform, it allows users to publish content in each new message including text, pictures, video, audio recordings, polls, links, etc. It has an internal messenger with extensive functionality. By the same principle, such social networks as Facebook and Odnoklassniki (Classmates) operate. It allows us to collect statistics about user activity on the page.

Instagram. The main content is pictures and videos, which can be accompanied by text. This site is distinguished by a number of features: a) the main content includes photos and videos with text to go with them; b) the presence of an internal messenger; c) "instant" messages, i.e. stories that allow you to increase the amount of content offered, but do not overload the news line; d) a flexible system of profile settings; e) advanced features for business promotion: accounting for user activity, simple mechanics of placing advertisements, links to products, etc. It is well suited for maintaining a corporate blog.

Twitter. A social media for conducting a microblog, which restricts the number of characters in entries to several hundred. Convenient to use as a mobile version, it allows you to publish visual content (photos and videos), polls and geo-tags and has an internal messenger.

Youtube. The most popular service for downloading and watching videos. It is convenient for video blogging, because it has a wide functionality. It allows users to upload videos of any length and broadcast them as well as add interactive subtitles and links directly to the video. An intelligent system of recommendations is based on user activity. Any video uploaded to Youtube is usually supported by most sites.

All these social media allow users to embed content posted on their site in content published on other platforms; and both can also be synchronized.

In schools, a system of educational and preventive work is created that is designed to reduce the level of juvenile delinquency. It provides for analytical and diagnostic activities and extracurricular activities for schoolchildren, including legal awareness classes and school holidays. What is lacking is media education to combat youth and adolescent extremism. The reason is effective media literacy training is only possible at the college level.

Extremism arises not only as a result of external influences. It is important to understand the need for a systematic approach to the problem. This approach should strive to strip the communication space of the perpetrators of terrorist attacks of opinion leaders and provide truthful information about the roots and motives of the terrorist groups.

The theory of information-psychological warfare operates the concepts of invisibility and absolute invisibility. Invisibility is understood as the elimination of a part of its structure or individual elements (knowledge) from the system or the inability of the system in a certain state to realize what is happening. Absolute invisibility is understood as follows: if input data F that enters the informational self-learning system does not cause any reaction from the system, besides the destruction of the input data F, then this data F (facts, rules) is completely invisible for this system (Veprintsev, 2005: 215). Based on these definitions, it can be assumed that by changing the perception of opinion leaders' messages, it is possible to devalue these messages in the eyes of target audiences, making them invisible to a wide audience.

For example, publications about the financing of the ultra-left terrorist organizations of the Federal Republic of Germany by Geneva bankers or police provocateurs who have pushed certain protesters onto the path of terror, may have decreased the confidence in ultra-left terrorist rhetoric more noticeably than yet another attempt to clarify the destructive nature of ultra-left terrorism. Similar tactics may be applied to other terrorist organizations. However, the use of such tactics is possible only if the criminal nature of terrorism becomes more evident to the general public. The goal is again to achieve greater protection of the target audience from manipulation.

A new type of information flow – the blogosphere – is a virtual agora, where social critics freely express opinions about current events in the country and the world. The analysis of information trends in the blogosphere allows us to predict the transformation of blogs into tactical media that will make up the content space of the opposition-minded communication environment. The most complete article devoted to the Livejournal Russian-speaking community, its history, development features, participants motivation and perspectives, was written in English and posted on the Internet in 2004 (Gorny, 2004). Earlier, in 1998, a study of the communicative possibilities of daily personal impressions published online was undertaken by Japanese scientists (Kawaura, 1998). L. Lessig, a professor at Harvard Law School argues that there are people who use blogs to simply talk about their private lives. However, there are those who use blogs to discuss public lectures or current affairs, criticize politicians for their decisions, and offer solutions to problems of public interest (Lessig, 2007). A union of tactical media and opposition media has a good potential in terms of the political mobilization of the population.

Alexei Navalny's blog enjoys great popularity. Sociologists explain this popularity by the popularity of criticism at a period when society "begins to doubt, that is, when the old values are vacillating, and new ones still have to be created" (Ullrich, 2004: 37-38). According to M. Walzer, political condemnation, moral accusation, skeptical inquiry, satirical comment, angry prophecy, utopian speculation are not alien to social criticism. All this can be found in the texts of Alexei Navalny, the founder of the Anti-Corruption Fund.

Many Russian and foreign psychologists (B.I. Dodonov, P. Fress, A.N. Leontiev, P.V. Simonov, V.K. Vilyunas, L.S. Vygotsky, etc.) hold the view that the demonstration of emotions in the communicative process prompts the recipient of the message to take a certain point of view, make a choice, etc. Emotion is a psychological category, which at the linguistic level is transformed into the emotiveness or tonality of the text. The tone of the text is the author's emotional attitude to the event, the process, the phenomenon, i.e. to reality. Toning, as well as ideology, nomination, evaluation, interpretation, is a text-forming category of critical discourse.

Expanding the definition given by N.I. Klushina, we emphasize that the text is characterized by a paradigm of not only the author's strategies, but also their tactics, which form genre invariants (Klushina, 2008). The concept of author's strategy was first introduced in the 2000s in the Russian narrative discourse research including the study of the author's thinking (Issers, 2006; Kiselev, 2012).

The strategy is linked to the global goal of communication, aimed at achieving a planned, result, which is postponed in time. In the process of communication, the goal is mediated by specific tasks that determine the choice of speech tactics within a given strategy. A verbal means of implementing tactics in the chosen strategy is a communicative move.

The study of communicative strategies and tactics used in tactical media is an important task, because, on the one hand, it expands the understanding of the forms of "verbal behavior of individuals in different types of discourse" (Kiselev, 2012: 16) and on the other, allows to determine the specificity of the blogger's texts. In the blog text, the author's position is openly stated, presented in strategies which O.S. Issers understands as a set of speech actions aimed at achieving a communicative goal.

Discourse analysis is a valid method of studying communication strategies because it helps reveal the semantic concepts embedded in the text. Thus, the discursive model of Navalny's texts is characterized by the concepts that form the semantics of the invective: "crooks and thieves."

The study of Navalny's discourse shows the dominance of opinion over facts, the intensification of emotions, the prevalence of impact and evaluation over information, emotional over rational. The discourse is increasingly becoming a directive aimed at influencing, motivating and inspiring the recipient. With no journalist background, A. Navalny uses the entire range of journalistic means to influence the consciousness and behavior of the audience. In terms of emotional appeal, tactical media have an advantage over traditional media. This is a decisive factor for political opposition in their choice of tactical media as partners in political campaigns. Here is what one of the students said who participated in A. Navalny's protests: *"I went to the rally, because I wanted to see how strong the opposition is in the country. I was curious to know how many people will come. I learned from the blog of Navalny about the march. I came to protest against what is going on in the country rather than to lend him my support. My schoolmates are not particularly interested in politics. Teachers and classmates are more apolitical. I am interested in it, and since such an event is taking place in my city I went."* The coverage of the protest in social media will arouse much greater interest in it in the young audience and play the role of political socialization of the current generation of Russian young people.

4. Results

We developed an educational portal modeled on a social network. The Internet site is intended primarily for students and teachers of the University. It provides a platform for interaction and joint activities in a virtual Internet environment. This portal is a "continuation" of the space of communicative interaction between teachers and students, a technological environment for the exchange of electronic materials for educational purposes, the accumulation and simultaneous use of these materials in the electronic information and educational environment. Like any social network, the educational portal us provides: 1) user registration, the formation of personal pages, friendly ties; 2) publication of notes, documents, photographs, video and other digital content, the exchange of this information between the user and his or her friends; 3) communication and exchange of electronic materials in the Internet communities; 4) the creation of new groups and other public resources of the social network.

5. Conclusion

Media education is designed to acquaint students with the factors that lead to terrorist activities, for example, members of ultra-leftist or separatist terrorist groups and explain the inadequacy of the terrorists' response to social inequality.

Students need to know that tactical media are created to conduct political campaigns and acts that violate public order, promote protest moods, create a terrorist threat. They need to see new educational opportunities that exist in virtual environments. What is the peculiarity of social networks in comparison with the already proven educational forums? What new opportunities do they offer? First and foremost, social networks are independent resources open to users. They are not just guests who leave messages from time to time, but constantly acting and changing subjects. Participant in the chat are visible only via their messages, social media participants are visible even when they are not online. It is important to remember that social networks provide free resources.

Popular social networks significantly expand the possibilities of presenting information and working with it, allowing to post, view, comment on content, and use additional applications: games, voting, graffiti boards, etc. Thus, the teacher gets to use the equipped multimedia platform for educational purposes. Accessibility and openness of networks for all Internet users, often referred to as a problem, can play a positive role in teaching. Educators can invite experts and scientists to a discussion. Participants of educational and cultural events on the Internet can be the

parents of students, their brothers and sisters. The internal boundaries of a school, college, or university are eroded as virtual classes and conferences can simultaneously have different classes, groups, departments, and faculties. From a personal profile in a social network, you can build a path to an academic virtual community. The Internet erases time frames, allowing to build classes both on-line and asynchronously. Using social networks as a platform for learning ensures the continuity of the educational process and helps plan research work. It can also be noted that social networks make teachers socially accessible to students (Malysheva, 2013: 789-798).

For teachers, managing student learning becomes much easier through the use of a single educational space. For example, it takes less time to check the comments of all students on a topic on the social network than to interview each student in class. Learners, however, need to first remember that any of their comments are public, i.e., visible to all participants in the discussion.

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