

ЕЛЕКТРОННІ КОМУНІКАЦІЇ: ІСТОРІЯ І ПРАКТИКА

METHODOLOGICAL PRINCIPLES OF MEDIA EDUCATION OF PUPILS, PARENTS AND TEACHERS

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The article deals with components of effective using of television in the system of national-patriotic child's education. The main thematic content of TV programs for pupils and youth should be absolute, national, family, civil and personal values. Author has been outlined basic methodological principles of media education.

Key words: television, children, media education, parents, teachers, information space.

It is impossible today to imagine a world without television, Internet, radio, movies and more. They are widely and fully informed about life on the planet, talk about the problem, which humanity and society of our country are trying to solve. However, the TV space includes a very real danger to children.

“Permanent mode of psycho coding, spreading of certain instructions – all this strengthens in society «aesthetics of evil» that destroys the psychology of children and teens, which have not strengthened the moral parameters” [5]. For children subconscious aggression is the most dangerous. It is known that the human is a bio social spiritual essence, a complex combination of mind, intellect and subconscious. Provocative content of video products, which promote violence, cruelty, erotica, pornography, actually blocking high national spiritual “I” of young person, paralyze consciousness and actively awakens unhealthy instincts.

US doctors draw attention to three serious effects of movie violence on the psyche of the younger generation. First, the teen becomes indifferent not only to screen violence, but also to real. Second, the aggressive behavior of children, teens and youth becomes the norm. Third, in a child grows the subconscious fear of becoming the object of violence [6, p. 299–306].

If further Ukrainian television will continue to ignore the interests of children, teens and young people without offering them interesting, meaningful national TV products – then the next generation of television viewers will be without the full value past.

“The future of our society largely depends on the ability to manage the information and means of communication, the ability to read media, which pursue us to feed up and which are anything other but non neutral” [1, p. 8]. So, learning the ability to use media that is mastering

the methods of their use in the educational process – is justified. The concept studying media involves the awareness that media it is a cultural value that must be protected, developed and criticized; it motives to pay maximum attention to media education, the understanding not only benefits, but also threats that give electronic media for the human psyche. The people who live in the information society should know its flaws and benefits, learn to perceive the media as they are, but not as media showing themselves.

Media education devoted a lot of jobs in the US, UK, Germany, France, Russia, Japan and other countries. Media education also is developing in Ukraine which includes improving the quality of TV programs based on psychological and physiological characteristics of children, teens and youth pedagogical guidance by teachers and parents “communicating” young viewers with TV, providing a certain level of intellectual and emotional preparation, psychological mood for perception of TV programs that form immunity against kitsch culture, anti Ukrainian ideas, promote the development, protection, plethoric functioning of Ukrainian language, culture, spirituality and national information space - the Security basis of Ukrainian nation, Ukrainian state.

With this media educational complex we distinguish the question of increasing the efficiency of the impact of regional television broadcast on the formation of national-patriotic beliefs in children, teens and youth. After all is essential not only what transmitted on TV, but what kind of reaction is on a particular TV program, which is the result of a communicative act – whether positive or negative.

Teachers and parents are important elements in this communication process. Teachers usually form the media knowledge (media literacy, media culture, media education) to parents and students, and parents create the necessary psychological situation for effective “communication” children with TV and perceptions of regional, moral and spiritual and national values.

Results of our research confirm the experiments of psychologists, sociologists, teachers, who showed that children, especially preschool and primary school age, watching the program by “adult eyes” – parents and teachers. The next years the position of adults often becomes the position of teens, boys and girls, some kind of point of support in the evaluation of television material and reality. After all education needs of “turn on or turn off TV” in time, choose exactly the program that will facilitate the intellectual and aesthetic, national-patriotic development, is one of the major problems whose solution will be moral and spiritual protection “from the harmful effects of media trends” [2, p. 312]. In this process increases the role of parents who perform a dual task: they learn to communicate with the TV and teach children, or conversely: without a specific purpose watch any TV shows and unfortunately, not interested in captivity of which TV shows are their children. The negative impact of television on children motivates society to search for methods and forms of parents education, teachers and children education to adequately interpret the information.

Our research methods (surveys, thematic discussions, observation) confirm, that the role of parents in the final stage of the communicative cycle (communicator – message – young recipient – parents and teachers) is extremely important, because it depends a lot on them whether accept their son or daughter positive TV material, whether be able to create a moral

and psychological obstacles to negative energy shows. Because TV has a “magical” charming power, compared to reading newspapers or listening to radio, student making the slightest effort to watch a particular show.

If parents will be able to form in a child the culture of communication with electronic media, the TV would become a “friend,” which opens the world of beauty. It may happen on the contrary, that permissiveness, indifference and parents employment lead to that the child gets captured by TV or internet and without critical evaluation perceives any show. Disorderly communicating with TV, the destructive power of which does not decrease, but rather increase, has a negative impact on moral formation, national and patriotic education, behavior and actions of children, teenagers and youth. Therefore, the main task of media education is “to prepare the next generation to live in the modern information environment, for the perception of information, to teach a child to understand it, to realize the consequences of its impact on the psyche, master the communicating methods based on non-verbal forms of communication by technical means” [4].

In this context, the idea of creating a family television is not only relevant, but also urgent. Of course, for creating such a channel should be scientifically grounded concept. Such concept should be based on protecting the interests of the family as a single complex organism in which everything is interconnected and interdependent. On the family channel, of course, should dominate integrating, valuable, educative function, the ideas of kindness for the whole family and for each of its members. In particular, the ideas of loyalty to parents, which today are often ignored, as the idea of loyalty to children, which is also ignored. Family channel should not bypass those acute problems that can be traced in modern young families.

Psychologist S. Lypynska emphasizes that family television should be not aggressive. Modern Ukrainian TV can not be named domestic, because it is very aggressive – starting from news and finishing with children’s films, it is difficult to find not only a family channel, but also a family program. In her opinion, the TV show that can be called family is KVN (Comedy Contest, literary Club of Hilarious and Witty) or concert. In general family channel, in her opinion, should be such a channel, which would broadcast, for example, scientific, educational, intellectual, moral and aesthetic TV shows. Since children through play or a fairy tale get to know world, for them TV space itself and all its characters – alive. That is why everything that they absorb from the TV screen should be carefully selected. “I believe that such “censorship” (in the positive meaning of this word) should be carried out at the state level – said S. Lypynska. – It will allow broadcast by means of television high national values [3].

An important component of media education is to compliance of parents the certain educational requirements, the implementation of which will contribute the children’s interest in learning, diverse knowledge of national history, culture, art, morality, spirituality. Such interest motivates for active, purposeful and independent action for the intellectual, cognitive, aesthetic growth.

The program policy on regional television broadcasting for children, teenagers and young people greatly depends on information policy in Ukraine. In basis of the new model of effective and offensive information policy should lay the principles of information patriotism:

“The priority of national interests of Ukraine; the expansion and protection of information space of the country and regions; protection to national producers of information products and services” [7]. The key objectives of such a policy should be: the development of national information space, which will strengthen the unity of the state on the basis of national values and ideas; creating a competitive national system of production of information products, advanced information and communications infrastructure; preservation of national and cultural identity of the Ukrainian people; protection and promote the interests of Ukraine in the world.

Conceptually, these problems relate to regional television, which by its programs for children, teens and young people are able along with support of parents and teachers to affect their moral and spiritual, national self-development and self-improvement.

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МЕТОДИЧНІ ЗАСАДИ МЕДІАОСВІТИ ШКОЛЯРІВ, БАТЬКІВ І ВЧИТЕЛІВ

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Охарактеризовано складники ефективного використання телебачення у системі національно-патріотичного виховання дітей, підлітків і юнацтва. Головним тематичним наповненням телепередач повинні бути абсолютні, національні, громадянські, сімейні, особисті цінності. Ці компоненти національно-патріотичного виховання входять до системи педагогічно-комунікаційних дій, які спрямовані на розвиток активної, творчої особистості, здатної до самореалізації своїх інтелектуальних можливостей. Ефективність пропагування національно-патріотичних цінностей на телебаченні значно залежить від дотримання принципів створення передач для дітей різної вікової категорії.

Окреслено методичні засади медіаосвіти школярів, батьків і вчителів, де автор наголошує на важливості навчання як правильно вичленовувати суспільно важливі факти, не ізолюючи їх від соціального середовища, яке визначається єдністю загального, особливого й одиничного, не порушувати історичної достовірності фактів відбором тих чи інших (суттєвих чи не суттєвих) зв'язків й не забувати про "спадковість" фактів, відображених на телеекрані. Кожна телевізійна програма повинна виконувати кілька функцій. Можна стверджувати, що за певних умов, телебачення, враховуючи досвід педагогів та батьків, виконує роль учителя-інструктора, учителя-гіда і вчителя-садівника. Телебачення, володіючи природніми можливостями потужного впливу на глядача, може стати надійним другом, радником, помічником школярів на шляху до самоусвідомлення національної сутності та водночас громадянської ідентичності.

Ключові слова: телебачення, діти, медіаосвіта, батьки, вчителі, інформаційний простір.