

CULTUROLOGICAL-PEDAGOGIC COMPREHENSION OF THE CONCEPT "MEDIA-CULTURE OF THE MODERN YOUTH"

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ABSTRACT

Despite the fact that currently the problems of media-culture and media-education are the focus of the scientific community development of media-culture in students of the higher school in the educational space of Russia remains the insufficiently researched area of the pedagogical science. Due to particular organization of the vocational training with using the distance learning technologies, when the students during all training period are directly surrounded by media and their learning process is practically completely oriented to communication between the student and the teacher through different informational systems and electronic mail, and the "live" communication with the teacher at the personal distance is minimized or completely absent, it is important to develop media-culture of students at all training stages in the higher school. It is needed to pay special attention to the media-culture of students trained under the program of "Advertising and public relations" and "Journalism", as representatives of just these professional groups form the modern media-culture space, and provide the impact on wide population masses, and thus shall demonstrate the own high cultural level.

KEYWORDS: *cultural level, media-culture, pedagogical possibilities, students, teenagers, youth.*

1. INTRODUCTION

The modern world is specified by information flows perceived by the human from multiple sources: radio, newspapers, magazines, television, Internet, etc. Often its very difficult for the current man to orient in them choosing what is necessary for the successful functioning. At the same time, it should be noted that in the modern education insufficient attention is paid to the human training for interaction with the media-environment (it is a set of conditions and influences of all different mass communications, affecting all functioning of the present man: learning information, entertainment, communication, leisure, rest, professional occupation). Interaction with the media-environment presupposes the development of media-culture, which is manifested in the conscious attitude of the human towards using the information received through mass media (television, radio, newspapers, magazines, Internet, mobile communication, cinema, etc.).

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2. THEORETICAL ASPECTS TO FORM THE MEDIA-CULTURE OF SRUDENTS

In the modern world children, teenagers, students are under conditions when the knowledge obtained from teachers or through textbooks are covered by the huge flow of information, found by them in various media; therefore the development of media-culture in students should become one of the key problems in the modern education.

In European countries and the US the problems to develop media-culture has been in the center of attention for scientists and practitioners since 50ies of the last century: there are researches on different aspects on media-culture and media education, and in educational organizations there are the realized courses to form knowledge and skills for the proper interaction with the media. In Russia the problems of media-culture have been arranged since the start of 90ies of the last century, as just in that period there was an important jump in the development and use of information technologies.

The Russian pedagogical science has lately developed a wide range of the cultural issues in the sphere of education, which are related to a new stage of the public development. The identity crisis in the modern society is connected not only with external reasons, but internal as well: the lost motivation to moral development, development of the national dignity, spirituality, patriotism. There is an obvious need in return to universal values, to development of the individual feeling as a part of the universe, a worldly main, a part of the global culture, self-cognizing based on the dialogue of cultures, multiplying the cultural – creative experience of all mankind. All these provisions make the base of the cultural paradigm in the modern pedagogical education.

Pedagogy as a science is becoming closer to the cultural science, so there are new pedagogical concepts "pedagogic culturology", which is according to M. A. Aryarsky can be viewed as area of science and social practice, integrating the principles of culturology and pedagogy and based on their interrelation and interaction, to disclose methods of the historical – cultural education and involvement of the individual into the social – cultural activities aimed at transformation of the cultural knowledge into the artistic – aesthetic beliefs, norms and principles of the spiritual life (Aryarsky, 2008).

The culturological approach to organization of the modern education determines the need to develop the media-culture of students. It is primarily related to the fact that the modern informational technology processes taking place now in the society result in structural changes in all system of the culture, but not only in visible changes in the personal communication. Generally it affects the global picture which is rapidly changing as in the modern education there are "bursting" informational technologies, distance forms to get knowledge, design activities, electronic versions of the art works, etc.

"Media" can be named the term of 20 century introduced to designate technical products of the "mass culture" and due to that researchers get an opportunities to review and rethink the theory and history of culture, at that using the experience of other sciences, such as sociology, philosophy, economy, etc.

The development of media-culture realized on the scientific base, is closely related to the concepts of "media education", "media competence". How do the concepts of "media culture" and "media education" correlate? These concepts correlate similarly to the concepts of "culture" and "education": education – is a mechanism to reproduce and produce the culture, and media-education – is a process to reproduce and produce the media-culture. To develop the media-culture it is needed to have educated workers of media sphere and qualified media consumers, which demands to develop the general and professional media education.

In the modern world media education, according to A.V. Fedorov, the personality development process should be considered by means and on materials SMC contributing to formation of the culture to communicate with the media, communicative and creative abilities of the person, critical thinking, an ability to perceive, interpret, analyze and evaluate media texts (Fedorov, 2004).

Genesis of the media culture covering all periods of the socio-cultural evolution with the boundaries that might be stated from the ancient times up to nowadays: pre-writing period, oral communication, generation of graphical signs and symbols, emergence of writing and first and printing, occurrence of first illustrations, photos, movies, radio broadcasting, television, computers, internet system, mobile communication, etc. - confirms the above stated.

The concept of "media-culture" - is a generation of the modern culturological theory introduced to determine the specific culture of informational community, but in scientific and practical works of the national researchers until now such concepts were mostly popular as "mass media" (MM) and "mass communication media" (MCM), but researches of western scientists more often use the term of "mass media".

"Media-culture" concept appeared in 1960-1970 when in developed countries there was the rapid development of television, internet, screen forms came in all houses and became the household norm.

The modern world can be called the world of mass communication, as formation of aesthetic perceptions, global knowledge, mastering moral norms, ethics occur often through mass media materials (mass media), rather than the own experience. One of the variant to solve this problem is the targeted formation of the media-culture among students.

The sphere of media-culture is mostly interesting for those who are engaged in problems of implementing in the educational process new technologies, transforming the modern culture and informational space. Currently there is a great number of definitions for the concept of "media-culture".

According to N. B. Kirillova, the concept of "media-culture" originates from the Latin word "medium", that is the "mean", "intermediate", "ways" and "culture" - "cultivation". It is a special type of culture in the information community which is a combination of print and screen cultures, material and intellectual values, information and communicative means, participating in the personal socialization and forming the public mentality, were developed by the mankind in process of its cultural - historical development (Kirillova, 2005).

Nowadays, as to N. B. Kirillova, media-culture is an intensive information flow, firstly audiovisual which can comprise: television, movies, video files, computer graphics, mobile communication, Internet, etc, these are the tools for the complex perception of the surrounding world by the human, which can be expressed in moral, social, artistic, psychological and intellectual aspects.

Information culture of the modern youth, especially students, includes development of valuable orientations in process of the informational integration and also scientific-methodological support of the informational culture development which is based on information technologies.

3. MEDIA-CULTURE AS AN INDICATOR OF THE YOUTH SOCIAL MATURITY

Penetrating in all spheres of all life, information technologies have an increasing influence on formation of young people opinions to the world around them. The media importance in process of the youth socialization during organization of the learning process and beyond it is significantly

growing. The environment around young people is changing under the possible continuous online-presence, supported by information technologies. Young people actively use media, independently produce the content, for instance, change videos in Internet, therefore provision of students with the media, various technical appliances and internet access must be accompanied with the guide on adequate and safe use of the media.

Media - is the means of Internet communication, content of the message formed by users. The most popular media tools among the students - are social networks, services of blogs (online diaries), platforms to post video, slide presentations, documents (Fedorov, 2010).

The media offer many opportunities for active users: dialogue (communication of subjects in media and social networks); possible instance distribution of information, response to messages; availability (user themselves create messages, without external participation); possible formation of "friends' circle", that is the interested audience or the company and inform them operatively; openness to distribute information (content of messages in social networks is difficult to overlap, block, limit, control). The most popular media among students are the following: Vkontakte, Facebook, Twitter, YouTube, Google Documents (makes possible to exchange and jointly use the documents in internet, edit them online), Issuu (service for online-publication of documents in formats pdf, doc, etc.), Slide Share (service, designed to post slide presentations in Internet).

Toady all generations have an access to digital media, they are actively used also by people of the mature age, but the generation born in the beginning of XXI century already can't imagine itself without them.

The use of media both for young and older people often has an expressed social character, as through social networks many people support contacts with friends of their youth, classmates, relatives, family members and also find new friends, and rather often their life partners. Through the use of Internet it is possible to try different social roles. Practically all teenagers now always have a tablet or mobile phone with the internet access. For social networks the mobile Internet now opens new opportunities, for instance, by using applications, which are based on detecting location in the space. The media now offer a wide range of role models, values, ideals and even world perception. Models offered currently by the media make possible to realize "whom I want to look like and whom I don't want to deal with", and also "what I'd like to be and whom I am not to look like". Internet access today is possible practically from any place of the world and at any time which is convenient for the human due to continuous development and expansion of information technology facilities. That provides online translations of absolutely any actions with getting simultaneous comments. Video information, videos, posted currently in Internet does not always service positive information carriers. Many young people, at that older than teenagers, shoot and post various crimes, committed by them (races on a busy highway, "escape" from police cars, fights, abuse of animals and people, etc.), absolutely without fear of any responsibility for the acts. Moreover, videos with similar information are mostly often commented approvingly, sometimes even enthusiastically but not condemningly. Similar facts make us think over what media now have the greatest impact on young people: television or Internet?

4. THE LEVEL OF MEDIA-CULTURE FORMATION AMONG THE STUDENTS TRAINED IN THE DISCIPLINES OF "ADVERTISING AND PUBLIC RELATIONS" AND "JOURNALISM" (SOCIOLOGICAL RESERCH RESULTS)

For several years in the university teaching environment from time to time there are the raised questions on low communication culture of students in the internet - space. The main complains of the teachers are confined to the following directions:

- 1) Students don't know technologies on the efficient search of information in internet;
- 2) Students don't observe copyright on the used information (plagiarisms of the written works), don't make references to sources of the received information;

- 3) When using the university computer equipment they don't follow elementary rules of politeness and safety (leave open web-pages with the email, own accounts in social networks, etc.);
 4) In process of the distance learning they are impolite in group works (group chats, or online session);
 5) They don't respect the etiquette of internet communication with the teacher and others.

According to teachers, to the greatest extent the low level of media-culture is typical for the students trained under the distance learning programs.

To describe more accurately the current situation we have made a sociological research on the subject "Media-culture level of students on the onsite and distance learning forms". The research was made by the method of a semi-formalized interview of teachers with elements of the questionnaire survey.

Teachers of various disciplines were asked to value total media-etiquette elements of students trained in the disciplines of "Advertising and public relations" and "Journalism" on onsite and distance learning forms.

Main elements of the media-etiquette were the following indicators named directly by the teachers participating in the research (Table 1):

Table 1. Media-etiquette indicators of students

Indicator	Comments of teachers
"Greetings and goodbyes"	- "Often in their letters students forget even greet the teacher or say "Goodbye" at the end of email"; - "Very often in the open letter from the student there is neither "Hello" nor "Goodbye" - just business-like "Send materials", "Give the task", etc.
"Interaction with teachers and classmates"	- "Many students in their message to the teacher don't write the name and father's name, limited by one word "Hello"; - "Entering the group chat students often use vulgar words, lexic next to obscene"
"Presentation of the own identification: avatar, nick-name, email address, etc"	- "It would be better to see on avatar the real photo of students, but not cats-flowers-cartoon heroes"; - "Many students simply don't understand that the email-address milashechka-krasotka@yandex.ru – is not allowed in the business environment and in business communication"
"Punctuality"	- "It is not clear why the students don't understand that deadline - is not the date to be postponed by the own discretion. It is real last time to pass written or test works. But the students are not to be punctual at all"
"Time-politeness"	- "I am very surprised at the letters from student at 1,2,3,4 o'clock at night and the following morning mails - Have you seen my letter" No, I haven't. I sleep at night, and don't wait for any mail. But such a simple idea doesn't occur to them"
"Politeness in telephone communications (groups in WhatsApp, Telegramm and Viber)"	- "It is very difficult to organize the group work in telephone messengers: despite basic rules, the tape is constantly spammed with unnecessary messages, comments, etc."
Others	The ability to set hash-tags, make signature templates, group mailings check messages for viruses, circulate internet-content, etc.

Source: author

The teachers were asked to value the formation level of stated elements in the media-etiquette of students under the 5-point system wherein:

1 point - low level of formation;

5 points – high level of formation.

29 teachers participated in the survey who had learning disciplines both in onsite learning groups and the groups trained with using the distance learning technology. By the research results the average point was calculated, reflecting the formation level of media-etiquette among students by the stated indicators (Table 2).

Table 2. Formation level of the media-etiquette among students on the onsite and distance learning forms

	Indicator	Onsite form	Distance form
1	"Greetings and goodbyes"	4,2	3,6
2	"Interaction with teachers and classmates"	4,7	4,7
3	"Presentation of the own identification: avatar, nick-name, email address, etc"	4,7	2,9
4	"Punctuality"	3,6	4,1
5	"Time-politeness"	4,2	4,1
6	"Politeness in telephone communications (groups in WhatsApp, Telegramm and Viber)"	4,4	4,2
7	Others	4,3	3,9
	TOTAL POINT	4,3	3,9

Source: author

Graphically the given data can be seen in Figure 1

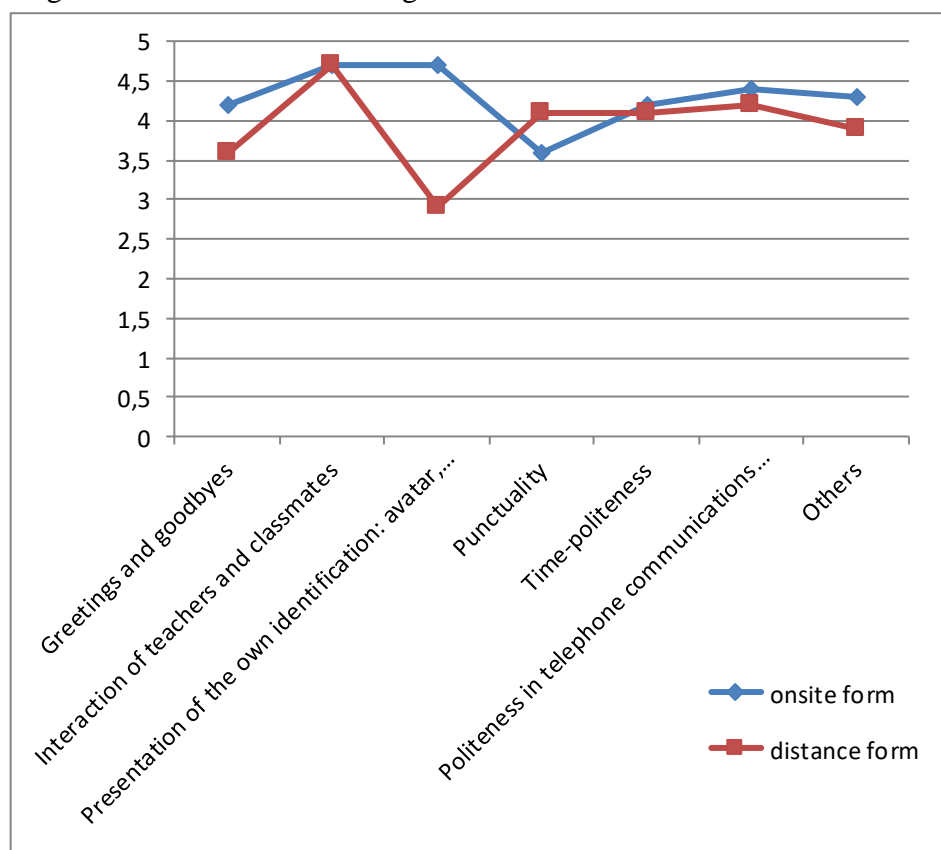


Figure 1. Formation level of the media-etiquette among students on the onsite and distance learning forms

Source: author

From the given data it is seen that media-etiquette as an indicator of the media-culture among students is formed at a higher level in students of the onsite department as compared with the students trained distantly.

According to teachers, it is related to the fact that on onsite classes, during lectures and informal communication of teachers with students during the breaks, teachers more often pay attention (often not specifically, but suddenly) to the media-culture elements, thus improving its formation efficiency.

Thus the research proved that even by one element of the media-culture (media-etiquette) students of such highly-communicative specializations as "Advertising and public relations" and "Journalism" need systematic work on the targeted development and formation of cultural norms to behave in the media-environment.

5. CONCLUSIONS

Thus, mass media in the beginning of 21 century managed to get into a great variety of human activities. They acquire a special attention in education as new forms of its organization occurred due to informational technologies of the modern society.

Internet plays currently an special role in development of the youth personality. At that the importance of this mass communication medium can't be practically overvalued both positively and negatively: internet is used as the tool to improve educational level, expand horizons, competence, socialization, etc. But at the same time Internet can affect negatively on formation of the young personality, making him internet-addicted, reducing moral and ethical norms, responsibility, humanity, etc.

The development of media-culture as a special type of the human culture in the information society at the present stage is to be an important task. It is mostly actual for the students trained with using the distance learning technologies, as due to specifics to organize the learning process with using the distance learning technologies the students during all learning period are directly surrounded by the media, as the learning process is practically and completely oriented to communication between the student and the teacher through different information systems and electronic mail when the "live communication" with the teacher at the personal distance is minimized underlining the importance to develop the media-culture of students at the learning stage in the higher school.

Mass media in the beginning of 21 century could get into multiple activities performed by people. They are particularly important in educational activities, as new forms of its organization occurred due to information development of the present community. For the students mastering educational programs with using the distance learning technologies a special actual direction of the pedagogic activity is the activity to develop the media-culture of students.

Therefore, the pedagogical and culturological importance of the media-cultures needs to be seriously and differently comprehended to realize what methods, technologies, educational and development trajectories can be used to form a high level of media-culture among modern Russian youth.

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