

Media Education as a Sector of Russian Economy

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Abstract: In article for the first time media education is taken up as a branch of activity which at a stage of the formation acquires the traits of branch of the spiritual production revealing in an institutionalization, professionalizings, technologization and socialization of media educational processes. Media education as a field of activity remarkable for specific organization of production, special technologies and also unique type of made production: the media literate personality and media literate society. High quality of this "product" provides media safety guarantees as individual, and society as a whole.

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1. Introduction

The information age is different from all previous eras because the information becomes one of the main resources, which determines the level of development of a society, its socio-economic, political and cultural potential. The issue of information quality from the category of technological, operational management moves into the area of creative concepts in the realm of ideas and meanings. Today, the quality of information is still dependent on the reliability, relevance, timeliness, completeness, and the significance. However, special importance attaches to broadcast information technology, channels of content delivery to the user, and media infrastructure, which affect the quality of the information product. For example, the same event covered by different mass media channels may have different coloring; or information obtained through social networks, in contrast to the official repeaters, tends to be subjective, has its own peculiarities of perception, and raises particular media activity.

The media infrastructure is understood as the life support system of media industry. According to V. Prokhorov's theory of journalism [1] the constituents of the media infrastructure may include:

- Production and technical departments (typography, television and radio technical centers, paper producers, ect.), communication services, delivery and distribution of media products
- organizations related to training;
- organizational and administrative infrastructure, including associations of publishers and broadcasters; social institutions of different levels; governmental bodies performing the registration and licensing activities.

This system for many years provided the smooth functioning of the media industry, contributed to the delivery of created information product to the user. But today the situation has changed so much that there is a need to revise the traditional principles of communication system formation and occurrence of innovative industries of the information society.

Currently, laws in the media industry are rather set by audience, rather than the media. It to a large extent generates and affects the content, it sets the parameters of the information product quality, ethical norms and rules, and it also defines the consumer demand for the products. Therefore, the main task for the mass media today is meeting the needs of the audience at their convenience, on a suitable information carrier and of appropriate quality.

There is no time to subscribe for a newspaper, no time for the broadcast, there are news here and now, - says Deputy Editor of RIA Novosti, Natalia Loseva [2] - structure of the information source has changed. Never before has our industry been based on what the world gives, non-professional sources of information. It is important to understand, that we are no longer running the show, today the audience sets the industry laws, chooses the convenient carrier in this situation, at this point, under these circumstances.

Today's audience no longer prefers to receive information on our platform, we have lost the monopoly, we have ceased to be the owners, who welcome guests at home. Today, we are the hosts, who rush to see the guests at their convenience.

But the biggest challenge for the media is that today's audience is no longer willing to take consistent coverage information. It requires the

simultaneous coverage, that is, virtually all the time online. No more mono-carriers, there is no such sequence: newspaper – paper, radio – broadcast, TV – air. Traffic Information System is changing. Each note should be maximally targeted, not only in terms of geography, but also from the point of view of audience interests. For the future of the media, this means that we can no longer make a harmonious, very beautiful, balanced, and weighted product. In order to achieve each concrete user, we should learn to distribute the product by very smart, exactly targeted molecules, - says N. Loseva. [2]

The role of the audience in shaping the media environment is currently so great that that the level of its media activities and media and information literacy influences on the integrity of the media space and its safety with all its constituent elements. Transformations of the mass communications system cause the actualization of media audiences, which has now become an active subject of information relations. It appears to us that in this situation, it is the media that can and should be involved in the process of media education institutionalization and its self-determination as an autonomous branch of the modern economy. For mass media organizations, it is a necessity of life, which in a sense will help to save the Institute of Journalism and the most media industry to reach a new level of socio-economic relations.

Category “branch” as a way of social production segmenting

Etymological and descriptive dictionaries of Russian language (Ozhegov S.I., Ushakov D.N., Efremova T.F.) reveal the meaning of the word “branch” as a sprig, branch of the plant, an offshoot of the mountain, spur, offspring, something became isolated, a separate area of activity of any kind.[3] In the economic sphere “branch” refers to a separate area of economic activity, science, and industry, which has a certain kind of products, the object and the instruments of labor, technology and organization of production.

The branches of material production include industry, agriculture and forestry, energy, construction, transportation, oil and gas industries, etc. The entire Soviet economy was based on the branch principle, which created a system of government on the territory of the former Soviet state. Economic efficiency of the branch is evaluated by the competitiveness of products, its market value, which was not required in the Soviet economy. At the end of XX century, this factor considerably influenced the reconstruction of the Russian economy. Interbranch approach has been applied in order to solve many problems of state.

The branches of social and cultural sector include culture, education, communications, science, law, social security, trade, management, etc. Among them there are such spheres of cultural production as culture, education, science that feature specific technologies and unique products manufacturing. These branches of the economy are aimed at developing the intellectual and spiritual potential of society, disclosure of the identity of its each member.

Branches segment the social production depending on the manufactured product. To draw a line between branches of material and spiritual production by type of product produced is difficult. Science, culture, and education, except spiritual values in the form of ideas, scientific discoveries and intellectual development can produce tutorials, books and other creative works in the form of paintings, sculptures, architectural complexes, etc. However, the main product of the branch of intellectual production is a highly developed independent, humanistic personality.

In this respect, prevailing media education system, as a part of broader systems of education, civil society, at this stage of development is of particular interest. In addition, media education today is a unique social institution, which is characterized by the distribution between functions of institutional interaction members, professionalization of staff, established mechanisms for regulating the behavior of individuals due to of social norms and social control, the presence of institutions and organizations, within which the activities of a social institutions are organized, and the availability of the necessary resources to implement activities.

Currently, media education and media and information education to a certain extent may be considered as a part of the economy, since today media and information become resources of economic development of the society and the state. An extensive multilevel network media infrastructure allows business members to implement effective marketing strategies, successfully compete in the global and domestic markets. Furthermore, the media personality is an active subject of market relations, whose time and attention worth fighting. And finally, the media information literate person is the guarantor of the media safety of the public, which is a condition of its social welfare.

Thus, we have every reason to believe, that media education at this stage of its development is in the process of forming an autonomous, self-functioning branch of spiritual production, having a specific organizational and management structure, technology and a special, socially demanded spiritual product.

Formation of media education branch

Each new branch of activity in its development process passes through structural changes, which can be described as the institutionalization, professionalization, technologicalization, and socialization. [4] These are not a steps of development, which takes place one after the other in time, these processes can proceed simultaneously, something can lag behind or develop rapidly, and, at first glance, illogical. In the formation of a branch it is important to have at least some segments of each of the processes. We consider the process of formation of media education branch in the proposed sequence.

Institutionalization – this process, which is a stage in the formation of the Institute, including the statutory authority of its status, formation of the organizational infrastructure, accumulation of material resources. It is the process of creating and subsequent adoption by people certain institutional codes of conduct, norms, principles of management, arising from a certain managerial culture, where clear management strategies are built, associated with the acquisition of the legal status of a social institution. [5] Note that The Ministry of Communications and Mass Communications recognize that now the media branch is not represented in the Russian legal framework as a structural element of the national economy, although in fact it is.

The institutionalization process involves formalization and streamlining of production processes, the organization of political relations, leading to the reproduction of society's political system, the reproduction of existing social (political, social, economic, spiritual) relationship.

The concept of "institution" refers to the Latin word "institutio", having such meanings as "device", "mode of action", "custom", "instruction", etc. In modern science, the notion of "institution" is usually designated a system of stable relations on the agreements (ordering) of forms of joint interactions of individuals through the use of rules and regulations shared by participants of the interactions [6].

According to the conventional definition of D. North, institutions are the rules, As well as mechanisms for their implementation, and norms of behavior that structure repeated human interaction [7; 8]. Institutions are structures that people impose on their relationship, thereby defining the incentives and constraints, delineating the boundaries of choice, and they, in turn, define the functioning of the economy and society within a given period of time [9; 10; 11; 12; 13; 14].

Social institution is a stable group of people, groups, institutions, whose activities focus on the performance of specific public functions, and this activity is built on the basis of conventionality. For example, the institution of marriage, the institution of the family, institutes of state administration. There are four spheres of social activity regulated by social institutions. It is the economic sphere; it includes all kinds of enterprises, banks, markets, firms. Social sphere includes health care, social services, leisure businesses, etc. The political sphere is the institutions of the state, parliament, the government, the judiciary, political parties. And finally, the spiritual sphere includes the institution of education, science, theater, museums. This area of human activity involves media education.

The structure of the concept of "social institution" includes theoretical and practical constructs, covering an entire cycle of the Institute formation, from idea to the formalization of the results, obtained in the course of numerous studies, experiments and testing. Each of these constructs has its history of development, inner logic and certain reference points, which are the starting points and guidelines for the followers. With reference to the spiritual realm such constructs include:

- an idea, a concept, a conception, a theory;
- individual scientists, research groups, research schools;
- individual articles, scientific development, monographs, textbooks;
- scientific laboratories, educational facilities, organizations;
- establishment of new areas of specialties.

Media education as a social institution has a short history in Russia despite the fact that the phenomenon exists in the Russian media space since print, radio, and television appeared in communication system. The digital era actualized the task of media education even more another and demand another level of understanding. On the one hand, modern information technology brought into our lives special dynamism and network outlook, which has opened up new horizons and opportunities for self-development, on the other hand, mediatization of all spheres of human activity has significantly changed their media behaviour.

Contradictory relationship of an individual and the media world, in addition to numerous psychological, epistemological, prognostic, ideological problems, made it necessary to develop protective mechanisms from the growing information expansion. The whole analysis system of individual embeddedness into the media space and their adaptation into world of information focuses today on a media education as a social institution.

In Russia, the first ones who started the development of the conceptual apparatus of media were educators. They have permanently determined the vector of its development by forming a pedagogical model of media education, which for a long time existed in isolation from the media community and out of the real information space. The main and often the only platforms that applied media education technologies were schools traditionally characterized by paternalism and authoritarianism. The relationship between teacher and student are built strictly vertical. Therefore, in this period, media education is considered mainly as a form to give students the necessary knowledge about the scope of the mass media and to develop skills to work with information. Russian media educators more act within the framework of the aesthetic concepts of media upbringing, moral and philosophical problems, visual literacy, and information security. In this case, the means of mass communication become illustrative material and do not solve the global challenges of media education.

Many leaders of education try not to notice changes in the contemporary mediatized world. The majority of Russian teachers have little understanding of the nature of the media that is the key to understanding the essence of media education. The idea of media education as a mechanism for the formation of civil society and a new media awareness remains beyond the understanding of traditional media educators.

In addition, the Russian journalists, representatives of the media community express little interest in the of media education of the population. They are occupied by reforming the media system, relations on the media market, competition issues and program ratings. Not all the show civic action in this matter. The exceptions are the Publishing house Altapress (it has participated in an international program of World Association of Newspapers "Newspaper in Education" for many years), the newspaper "Arguments and Facts" News agency RIA Novosti, "Rossiyskaya Gazeta" and some of the other editions of the regional and federal level that implement media education projects. Only now we come to the understanding that mass media has no future without a media literate audience. Media companies come to a standstill: undemanding audience leads to poor content. Poor content causes the reduction of audience.

Current difficulties of media education institutionalization are largely due to authoritarian system of government. Media education is not a priority for totalitarian regimes of the population. Moreover, the authorities can not accept fundamental ideas of media education – open society, information

access, equality of rights of citizens to receive accurate information, etc. In a country where state owns in one form or another most of the media, it is difficult to talk about critical thinking and genuine freedom of speech.

Professionalization – the formation of the professional community and professional communications system, development of the basic qualification requirements for the profession, search for solutions in the field of vocational education.

According to experts in the field of sociology, developed social community has a number of features:

- proximity, similarity of the conditions of human activity (as their participation in the association);
- people need to create community;
- the presence of a joint business or mutual exchange of values;
- increase their own professionalism, skill;
- strengthening of community organizations, the creation of a control system and self-management group, collective, community;
- social identity in the community, and their reckoning itself to this group. [15].

As we see it, the media educational community is a collection of open groups of specialists in different fields of activity, engaged for the solution of common problems of media education based on networking and professional communication.

In our country, the media educational professional community is diverse, polyphonic and not always holistic. In the Russia scientific schools and research centers and of media education have been developed. Since 1988 the Association of Film and Media Education have operated (since 2003, it's headed by Professor A.G. Polichko and A.V. Fedorov). In Irkutsk, there is the East Siberian Center functioning for many years for teachers colleges and universities which deals with the problems of formation of media education in future teachers in system of continuous pedagogical education (L.A. Ivanova). In Ekaterinburg, A.R. Kantor, Head of the Ural center of innovative educational technologies has successfully implemented the journalistic model of media education. In the Kirov region, lecturer at the Institute of Education of the Kirov region, director of media studio "Lev Kino" M.V. Kuzmina actively organizes the process of media education. In Tomsk, Siberian Association of media education (I.V. Zhilavskaya) was officially registered in 2007, by that time it had informally existed for more than 15 years. A feature of this association is to attract professionals from the media sphere to work with young people. Challenges of School Press in media

education as a social institution are addressed by L.B. Dorzhieva, chairman of the League of Young Journalists of Buryatia, Lecturer of the National Institute of management and education personnel. In 2011 in Russia, national association of scholars of mass media (E.L. Vartanova), which considers media education as a separate direction.

For all the variety of forms of Russian media education community self-organization, it does not express the desire to create a self-government system, self-reinforcing group. Theoretical and practical dissonance, geographical remoteness and other subjective reasons lead to the dispersion of forces and the community potential. In such an unstructured condition it is difficult for Russian media education to address interbranch issues of interaction with other sectors of the economy such as education, culture, communication, etc.

Technification is a formation of special work technologies and methods.

From the technological point of view, Russian media education made a great step forward in its development. In particular, the media education and competency scientific school that made a considerable contribution to Russian media education development was formed in Taganrog State Pedagogical Institute. Scientists and researchers of this school described theoretical models and concepts of media education and created glossaries and reference lists that have inherent value. Since 2002 Taganrog State Pedagogical Institute have organized training for supplementary education teachers in media education specialization. The first journalism and media education department in Russia was founded in Sholokhov Moscow State University for Humanities. The first master programme admission in Russia in media education specialization was launched at this university in 2012. A similar department was formed in Chelyabinsk State University. Lomonosov Moscow State University has supported the media educational project "Contest: best school edition" over the years. This indicates that Russian journalism departments try to find their own level in the media education system.

There are bilingual digital media education resources in Russia. There is a web-site called "Media education electronic science library" formed at the Ministry of Education and Science of the Russian Federation portal. Since 2005 the Russian magazine called "Media education" included into the official international catalogue of academic periodicals has been published. There are such electronic magazines as "Mediadoshkolnik" (Media Pre-Schooler), academic journal "Media. Information. Communication", Eastern Siberia academic journal "Magister Dixit" etc.

It should be noted that sufficiently high technological effectiveness of the media education field that is being formed is conditional upon its very research subject. The modern information technologies, which are based on media informational education, allow realizing communicative processes effectively.

Socialization is the field establishment and recognizing its public importance, high social status formation, emergence of scientists and publicists, which draw the public attention to the relevance of the field issues by means of promotion and popularization.

In this regard it should be noted that some media educational projects were supported by some Russian academic funds recently, e.g. Russian Humanitarian Scientific Fund, Universities of Russia programme, Support of Leading Scientific Schools programme of Russian President. The Zircon research team undertook a social study regarding "assessment of the current status of the Russian people media literacy level and the prospect of its changes" on order of the Russian Ministry of Communications and Media in June, 2012. The results of this study are planned to be used in making national policy of the Russian people media literacy improvement.

Today Russia needs the media education policy. Professionals realize this need as well as administrative workers do. Ex-minister for Communications and the Media I. Schegolev voice his opinion hereon. In 2009 in his article in *Izvestiya* [16] he spoke about importance of media education development and addressed a proposal to education representatives to start teaching media literacy in schools.

Today Russian media education has a historic opportunity to move to a new level of experience interpretation and a new concept formation. This opportunity is based on 1) the unique exploratory studies of Russian media education researchers, specialists and experts, and 2) the work of Russian Committee of UNESCO "Information for All" programme (Y.I. Kuzmin) who was a spearhead of the first All-Russian conference "Media and information literacy in the information society" that took place in Moscow. The participants counted more than 130 public authorities, leading scientists and experts in the area of education, science, mass media, informational and library services. The conference was oriented to the efforts integration of those parties that are interested in recognition of importance, extent and severity of problems in media and information literacy formation at different levels in the area of education, science, culture, mass media and in public at large.

In his inaugural address deputy director of Rospechat V.V. Grigoryev emphasized that the information and media space that is becoming more complicated causes the need of new literacy comprehension that suggests integration of communication and work experience with information. Both literacy types – information and media – are vital. Deputy minister for Communications and the Media A.K. Volin noted that now we live not in the information world but post-information world whose main problem is not information gaining but the right selection of information and learning to separate information from opinion. Provided that such learning must be lifelong.

This goes to prove that today Russian media education needs to define itself as a cultural field oriented to formation of a media and information literate person that can be a guarantor of media-safe society. The level of these transformations' completeness indicates the next stage of a newly-emerging field development and its main function realization.

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