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COMPREHENSION OF MEDIA TERMS BY THE PEDAGOGICAL AUDIENCE

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ABSTRACT

The results of a survey, in which the comprehension and the practical application of media terms by teachers, students and university lecturers are tested, are presented.

**Key words:** mediapedagogy, mediaculture, cinemaeducation

INTRODUCTION

Mediaeducation is one of the main educational strategies of 21<sup>st</sup> century, a part of the innovative training. It is in the state educational standards and becomes a necessity for both secondary and higher education. Are the teachers ready for this challenge?

A survey carried out among 40 respondents, students, teachers and lecturers at “Prof. Dr. Assen Zlatarov” University, Burgas, gives an answer to this question. Three of the questions in this survey are related to the comprehension of theoretical concepts and the options to be chosen are unlimited.

EXPERIMENT

The answers to the questions, subject of analysis in this article, are supplied by the researcher and each interviewed person can point one, several or all of the listed answers as well as give their own answer. The results obtained are presented in three tables:

Table 1 Concept of mediaeducation [2]

Answers	%
a/ personality development through the means of mass communication;	72,5
b/ analytical approach to the information product;	22,5
c/ developing critical thinking, not allowing manipulative influence on one’s own assessment;	30
d/ synthesis between ethic and aesthetic;	17,5
e/ gaining knowledge about the history and functioning of the media;	35
f/ gaining theoretical and practical skills for working with the mass media tools;	57,5

g/ possible combinations of specified answers;	7,5
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h/ other – point out:	0
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Note: The aggregate of the resulting percentages exceeds 100 because the respondents have given more than one answer.

Table 2 Concept of mediaculture [2]

Answers	%
a/ combination of material and intellectual values in the field of mass media;	67,5
b/ reproducing them in a particular form in the past and nowadays;	20
c/ ability of perceiving, analysis and evaluation of mediatext;	47,5
d/ gaining new knowledge in the field of mass media;	35
e/ ability for media-creative activities;	27,5
f/ possible combinations of the given answers;	10
g/ other.	0

Note: The aggregate of the resulting percentages exceeds 100 because the respondents have given more than one answer.

Table 3 Concept of cinemaeducation in contextual plan [1, 2]

Answers	%
a/ types and genres of cinematographic art;	90
b/ historical development of cinema as an art;	65
c/ cinema language;	47,5
d/ history of the national cinematography;	35
e/ cinematographic functions in the social system;	5
f/ gaining theoretical and practical knowledge about cinema;	47,5
g/ interpretation, evaluation and	52,5

analysis of cinema text;	
h/ possible combinations of the given answers;	7,5
i/ other.	0

Note: The aggregate of the resulting percentages exceeds 100 because the respondents have given more than one answer.

## RESULTS AND DISCUSSION

### Mediaeducation

The concept of media education as an educational strategy has nothing to do with the experience and professional preferences of the researchers, unlike the two other terms. It is a result of their individual attitudes and perceptions in general. The largest percentage of options comes from the perception of media literacy as personality development through the means of mass communication - 72% - and this is in conformity with the field they have chosen to work in. The concept of the term as a means of acquiring theoretical and practical skills for working with mass media comes in the downward hierarchy - 57.5% - the result of the continuous processes of intensification of education. The knowledge of the history and functioning of the media comes in the middle part of the scale - 35% with approximately equal number of choices, and the development of critical thinking, the avoidance of manipulative influence on one's own assessment - 30%. Utilitarian and anti-conformist thinking here are coexist in a strange way – 14 people of the surveyed are ready to accept media education as the following educational tool and 12 people see it as means of self-determination, of keeping a distance from the information flow and building individual criteria for what is happening, impervious to external influences. 22.5% are for an analytical approach to the information product - this is also an approach against uncritical thinking. 17.5% consider media literacy as a synthesis between ethic and aesthetic, probably as it was its primary function before it grew and questioned many educational paradigms.

### Mediaculture

The responses to comprehending the content of the term "media culture" are differentiated according to the experience and qualifications of those surveyed. For students, this is mainly gaining new knowledge in the field of media and the ability to develop media creative activities.

Teachers rely on the reproduction of this knowledge and university lecturers – on building skills for media analysis and assessment of media text. The two groups, teachers and university lecturers, are united in their concept of media education as a collection of material and intellectual values in the field of mass media - 67.5%.

### Cinemaeducation

New curricula will be in force during the academic year 2017/2018 at "Prof. Dr. Assen Zlatarov" University. The optional disciplines "Cinematography" and "Cinema and literary education" appear in the pedagogical specialties. They rely on artistic syncretism. While literature has long held its place in the educational process, film education, despite its world-proven educational potential, remains with unclear status for pedagogues.

Students from pedagogical specialties and primary school teachers consider the knowledge about types and genres a priority as far as cinemaeducation is concerned - 90%, for its historical development – 65%. Cinemaeducation has a predominantly informative function as far as their ideas are concerned: it provides primary school students with an initial knowledge of cinema as a public phenomenon in an easy and accessible way.

Students studying "Bulgarian Philology" and university lecturers emphasize the interpretation, evaluation and analysis of cinematext - 52.5%, as well as the history of national cinematography - 35%. This option is the result of a number of prerequisites: cinematography as a literary work is subjected to verbal-logical decoding like any piece of literature and in the history of Bulgarian cinema there are many screen versions of classical works that offer some kind of cinema reading of the plot and give additional possibilities to enrich the analysis of the works.

For this group of options the contact with cinematographic art has a predominantly analytical character. For Social Sciences teachers improving their professional qualification, the most important is the cinema language - 47.5%, and the cinematographic function in the society - 5%. For them, artistic and documentary films are an educational tool as far as the problems and the impact of public reality are concerned. They evaluate social content, communication strategies for intergenerational communication.

Representatives of the three groups find it reasonable to say that cinemaeducation guarantees gaining theoretical and practical knowledge about cinema - 47.5%. This classical thesis has been held in Bulgaria since the 1980s since the appearance of the first publications on this topic. Its espousers have a common characteristic – all of them are over 40 years old.

### CONCLUSIONS

The analysis of the results obtained justifies the following conclusions:

Future and present teachers are prepared to work with media products within and outside educational standards, focusing more on practical training and self-training than on gaining theoretical knowledge.

The emphases in the contextual part of the media terms are intuitively determined closely

related to the audience under training – students of primary and secondary school, university students.

Teachers and University lecturers consider the knowledge in mediaculture a solid foundation to be build on in the direction of specialized skills while the students are looking for the effect of them in presentation, interpretation of media samples, entertaining examples, studying cases.

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