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Cultivation Analysis of the Functioning of Media in Society and Media Texts on Media Education Classes in the Student Audience

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Abstract

Cultivation Analysis is the analysis of media content with support for research and study socio-cultural context of the media. Hence the cultivation analysis can be represented as a) technology techniques to create conditions in order to make it easier to identify the audience (consciously or unconsciously) their views, expectations and values; b) a study of "deep interview" on demographic and psychological motives for choosing a particular respondent; c) the study of periodic surveys of media audiences. Cultivation analysis of media texts associated with the socio-cultural theory of media (Social and Cultural Approach), the theoretical framework which is based on two components - culture and sociology.

This article presented the main directions for Cultivation Analysis on media literacy education classes for student audience, including the examples of creative problems and issues associated with this type of the analysis in the context of media literacy education problems, ie based on six key concepts of media literacy education: agency, category, language, technology, audience, representation. The author supposes that the Cultivation Analysis of media texts on media literacy education classes can significantly develop media competence of students, including critical thinking.

Keywords: cultivation analysis, media, media texts, media education, media literacy, media competence, students.

Introduction

Cultivation Analysis is the analysis of media content with support for research and study socio-cultural context of the media. Hence the cultivation analysis can be represented as a) technology techniques to create conditions in order to make it easier to identify the audience (consciously or unconsciously) their views, expectations and values; b) a study of "deep interview" on demographic and psychological motives for choosing a particular respondent; c) the study of periodic surveys of media audiences.

Cultivation analysis of media texts associated with the socio-cultural theory of media (Social and Cultural Approach), the theoretical framework which is based on two components - culture (the need for education as a result of the development of media culture) and sociological (as a result of awareness of the importance of pedagogy in the social role of the media).

The main provisions of the sociocultural theory of media (for A.V. Sharikov) can be represented as follows: 1) the development of the media naturally leads to the need for the emergence special vocational training in each new field related to the appearance of new media; 2) the professionals, teachers of special media lessons need to educate the wider community language media; 3) This tendency is reinforced by the fact that the public is aware of increasingly strong influence of media on their lives, giving rise to understanding the role of social media and, as a consequence, urges media educators in further development of media education process.

It should be noted that a genuine interest in the concept of audience in media education appeared only in the middle of the XX century. Before many supporters of protectionist injection

(inoculatory approach) of media literacy education, in general, thought that the media has a direct impact on the behavior and attitudes supposedly homogeneous audience, and other media educators rashly believed that the problems audience are the problems of sociology and psychology, but not a topic for training sessions on media material.

Audience, even the same age, differentiated interest and level of preparedness for any activity. Here play the role of factors such as heredity, macro / micro environment, previous experience of education and training. Therefore, the perception and the critical analysis of the same media text for students of the same study group as homogeneous. In addition, practical experience shows that in many cases, the audience tends to conform perception and evaluation of media texts. Hence the process of perception of the same media text alone, in the company of their peers, with their parents in the educational institution with a teacher may cause different reactions in the same students. That is why the technique works with the key concept of "audience" under cultivation analysis assumes it to start the lessons with a discussion of such situations. Recommended as collective discussion about students' media works - amateur photos, videos, posters, newspapers, etc.

Progress in mastering the material associated with the concept of "audience", will appear when the students will gain the ability to discuss the range and diversity of audience reactions, as well as related issues of taste, compliance, laws and codes of practice, censorship and legal issues. All this can be investigated by means of practical and critical work. At a more advanced level, students can study the theory on the effects of media on the audience, as well as how the audience accepts or rejects discusses everything that spread media agency. The study of audience helps students to carefully consider the assumptions about the impact of the media, which is usually characteristic of the public debate. Studying the experience of their own perceptions and create other texts, they must acquire the ability to be more confident to explore and develop their own values and attitudes [BFI, 1995, c.41].

For cultivation analysis of media texts is also important to examine crucial concept of *representation*. Cultural Studies Approach in media literacy education suggests that different media texts correspond to reality, but they are not a mirror image of it, and create their own version of virtual reality. A study of the concept of *representation* is in close connection with such concepts as *agency*, *audience*, *media language*, *category* and *technology*, as at every level production solutions *agency* must be selected to include or exclude material in connection with the *category* and *technology*. Each of these aspects affect the representation of a media text.

Stand out from the process of this scheme relations media text, reality and its representation in the media studies, students analyze the following questions: *What is decided by the Agency in connection with the ratio of the real world and the media text?*, *Which opinion comes the audience about the relationship of the real world and media texts ?*

Thus, the problem of the representation of reality are considered by the *agency* and its interpretation by the *audience*.

Materials and methods

Of particular interest is a group of methods aimed at the development of creative and critical thinking of the audience in the process of cultivation analysis of media texts. For example, workshops on creating media texts (drawing on the concept of *agency*, *category*, *language*, *technology*, *audience*, *representation*), problem analysis of media content (relying on the concept of *category*, *language*, *technology*), the study of problematic situations related to production (*agency* et al.), distribution and perception (*audience*, *representation*), modeling a situation or process (*agency*, *technology*, *audience* et al.) using, for example, a role-playing game and so forth [BFI, 1990; Zaznobina, 1999; Fedorov, 2004, pp.43-51; Siberblatt, 2001; 2014; Potter, 2014].

Literary-cycle simulation creative tasks that contribute to the cultivation analysis in the classroom at the student audience:

Media agencies:

- to compose a text "depth interviews" (assuming that these interviews are necessary media agencies to make their products more competitive in the market) on demographic and psychological reasons for selecting a particular respondent media.

Media / media text categories:

- to compose a list and description of the possible methods of creating the conditions to make it easier to identify the audience (consciously or unconsciously) their views, expectations and values with respect to different types of media and genres.

Media technologies:

- to compose a list and description of the possible methods of creating the conditions to make it easier to identify the audience (consciously or unconsciously) their views, expectations and values on the various media technologies.

Media languages:

- to compose the interview aimed at figuring out how the audience perceives a certain age, especially the use of language in the media texts of different types and genres.

Media representations:

- to compose a plan of sociological study aimed at finding out how the audience perceives a certain age, analyzes various media representation.

Media audiences:

- to compose a monologues ("letters" in the editorial offices of newspapers and magazines, on television, in the Ministry of Culture, etc.) with various representatives of the audience age, social, professional, educational, and other data at different levels of media insight (*primary identification, secondary identification, complex identification*, according to the orientation on entertainment, recreational, compensatory, and other functions of media culture, etc.).

Cycle theatrical role games that contribute to the cultivation analysis of media texts:

Media agencies:

- role game on the search of sponsors for media project;
- role game on the advertising campaign of media texts.

Media / media text categories:

- role game on an oral interview with the different types of audiences about media texts of different types and genres.

Media technologies:

- role game on oral interviews with different visual technologies.

Media languages:

- role game on oral interview about the features of the media language with representatives of the different types of audiences.

Media representations:

- role game on sociological research aimed at finding out how the audience perceives a certain age, analyzes various media representation;
- role game on "international meeting of media critics" is that condemn various aspects related to the cultivation of media texts, etc.

Media audiences:

- role game on monologues and dialogues with representatives of the audience different age, social, professional, educational, and other data at different levels of media insight (*primary identification, secondary identification, complex identification*, according to the orientation on entertainment, recreational, compensatory, and other functions of media culture, etc.);
- role game on the subject of objective and subjective conditions of media insight, etc.
- role game on the various options for installing the perception.

Carrying out these activities based on the role games, theatrical sketches related to the same concepts and issues, and that at the stage of literary and simulation exercises. Both phases are mutually complementary, develop different sides of the audiences' media competence.

Playing theatrical sketches on the theme of different installation options, students can simulate their perception with noisy behavior, stressful situations, received before contact with the media texts (a big win in the lottery, expulsion from school, etc.), dialogues, debates several representatives of different types of perception.

In general, the whole complex of this kind of training prepares the audience for the next stage - the cultivation analysis of media texts.

Cycle of literary and analytical creative tasks that contribute cultivation analysis in the classroom at the student audience:

Media agencies:

- to study of a situation related to the closure or prohibition of a source media (newspaper, magazine, transfer, film), a political media campaign for / against this or that politician.

Media / media text categories:

- to analyze a results of the oral interviews of media texts of different types and genres with the different types of audiences.

Media technologies:

- to analyze a results of oral interviews of different technologies to create media texts with various types of audiences.

Media languages:

- to analyze a results of the oral interviews about the features of the media language with representatives of the different types of audiences.

Media representations:

- to analyze a particular episode of a media text, including the rationale for actions and words of characters, pictorial series, etc.

Media audiences:

- to analyze a periodic surveys of media audiences, conducted by various sociologists;
 - to compose a profile for a sociological survey on the topic of media, media texts for audiences of a certain age. Justify the choice and sequence of questions of the questionnaire. Conduct surveys, processing the results and draw conclusions;

- describe of a main features of the best (worst) perception of a particular media text;

- describe of a best (worst) objective (environment while watching, etc.) and subjective (mood, individual physiological data, etc.) conditions for media reception;

- on a specific example of a media text to try to discover the essence of the mechanism of "emotional pendulum" (alternation of episodes that cause positive (happy) and negative (shock, sad) emotions of the audience, that is, relying on psycho-physiological side of perception);

- by list of the most popular media texts to try to explain the reasons for their success (reliance on myth, folklore, entertainment genre, the system of "emotional swings," the presence of entertainment, recreational, compensatory, and other functions, a happy ending, the author's intuition, and so on);

- by advertising abstract (rollers) to predict success with audiences of new media texts;

- comparison of several points of view (eg, professional journalists, art historians) about the events reflected in the messages and of the media texts;

- to rank of a media texts for its social significance.

Naturally, all the above work collectively discussed are compared.

As a worst case of the installation for media reception audience can note the complete absence of preliminary information, or, conversely too detailed introductory teacher's speech, etc.

Among the best facilities on the perception may be called tactful, short time (up to ten minutes) information about the creative way the authors of media texts, its genre, on the creation of a particular product, without prior analysis of its advantages and disadvantages.

Speaking about the conditions of media insight, students can apply to their own spectator experience, noting how much disturbed perception of unethical behavior when part of the audience in the cinema, Internet cafe (loud noises, noise, rowdy antics, etc.), with a gloomy, depressed spectator, etc.

A creative tasks aimed at changing the various components of the media text have an important role in shaping the skills of perception and subsequent analysis of media texts. Students discuss about the various options for the names of media texts, making sure at the same time as significantly changed the perception of the same stories, solved in a particular genre. Changing in media texts time and place of the action, a genre, composition, students can show their creativity, imagination.

The purpose of the creative task, designed for students disclosure essence of the mechanism of so-called "emotional pendulum" (alternating episodes, causing positive and negative emotions of the audience): to convince the audience that the emotional impact is natural for a media text, as well as for works of art, using psycho-physiological level of influence on audience, based on an appeal to the feelings of the person. Any art affects for the reader, viewer or listener is not only intellectually, but also emotionally. It is important that students understand that the so-called

"strong impression", sometimes they receive, for example, from the works of mass (popular) culture, depends not on the high artistic quality, but also on sensual area.

As a result, students develop cognitive interests, fantasy, imagination, associative, creative, critical, individual thinking, media competence.

The cycle of creative activities designed to develop skills in the audience cultivation analysis of media texts in the process of collective discussions, debates held in the form of heuristic: the audience is invited to several false and true judgments concerning the role of media in society and specific media texts, which greatly facilitates the students to analytical problems.

So the audience offered:

- true and false interpretations of the meaning of a particular episode of a media text;
- true and incorrect versions of the author's conception, reveals in a particular media text, etc.

Performing creative tasks relating to the cultivation analysis, student Oksana L. (in her plan of sociological research media preferences of students 10-12 years) suggested use of surveillance techniques, testing, interviews. Questions that can be asked students during sociological research, according to Oksana L., are as follows: *How often do you watch TV? What TV shows, movies do you like more? What movie / cartoon character do you like? Arises whether you have the desire to imitate them in your life? If so, how it acts?*

In terms of sociological research student Julia S. was scheduled to figuring out how much time students spent on contacts with the media (in the month, week, day), identifying the motivation of such contacts, levels of perception, analysis of media texts. Julia S. also considered it important to find out whether students imitate media characters (and how exactly?).

Performing a creative task, the student Alex C. developed questions for the interview (for the audience 30-50 years) on the subject of the analysis of a popular television talk show (*How do you feel about the transfer, leading to her (demeanor, appearance)? What are the themes you might to propose for discussion in the framework of the TV? What kind of people you would like to see the members of this TV show? Why these people? What would you like to change in this program?*).

Questions aimed at developing skills in the audience cultivation analysis of media texts [Silverblatt, 2001, pp.42-43; 2014; Buckingham, 2003, pp.54-60; Fedorov, 2004, pp.43-51; Fedorov, 2006, pp.175-228; Potter, 2014]:

Media agencies:

Who is responsible for creating media texts?

Who is the owner of the companies that produce, buy and sell media / media texts? As a media agency makes a profit?

What are the socio-cultural characteristics of various agencies?

How these characteristics affect the content and prospects of production of media texts?

What is the path of the media text - from the author's intention to the audience?

The agency determines the audience for a media text? Which can be considered as the target audience? Whether the agency "create" your audience?

Who and why advertising has created this media text?

As agencies sell similar media products in a competitive environment?

What is the purpose of creation and distribution of media texts?

Which of the functions of media culture is dominant in a particular media text?

Does media agency you to think or behave in a specific way as a result of information?

Who regulates the production and distribution of media texts? Are there laws governing this, and how effective are they?

Media / media text categories:

What are the distinctive characteristics of the media?

To what extent does the media affect the choice of: a) a communication strategy? b) communication style? c) the maintenance of communication?

What is the difference between the game (fictional) and documentary media texts?

Is there any other ways of classifying media texts, except genre? If so, what?

Media technologies:

Can technologies used in media texts, affect its successful promotion of the consumer market?

Media languages:

As media use different forms of language to convey ideas or values? How is the use of language becomes clear and generally accepted?

What are the effects of choosing certain forms of language media?

Media representations:

What nations are represented in media texts? Which are excluded or poorly represented? How the media represent certain social groups? Whether these views are accurate?

Do media texts in a specific world view? Do moral or political values?

Who sympathizes with the author of a media text? He gives the audience understand it? Why did you make such a conclusion?

As a media text characters express their views on life, ideas?

Say whether the actions of the character of a media text (in some circumstances) about his character? Describes whether the situation of people, usually living in it? If so, how and why?

As the authors of media texts can show that their character has changed?

What are the key episodes of the media text? Why do you think their key?

Could this story be completed before? What would change if our media reception? What is the importance of real-finals media text?

Do the media texts hidden subtexts false information?

What is the meaning of the name of a media text?

Media audiences:

If you are asked to select multiple media texts to illustrate the thesis of their impact on the audience, media texts which would you choose? Why these media texts?

How the audience receives information about a media text? The audience will know that there is in the media market?

As (for whatever reason) the audience usually chooses / buys media texts?

What values, experiences and perspectives are taken audience? Whether these public values, experiences, and perspectives on its understanding and interpretation of media texts?

As experiences and perspectives of individual member of the audience affect his / her interpretation of the media text?

As the choice of audience affects the strategy, style, and content of media texts?

Do you understand the information embedded in the advertising of the media text? That allows us to understand this information? What do you expect to find "inside" full media text? Why do you want this? Did you get your expectations after reading the full media texts?

What are the causes of success with the audience the most famous recent media texts (genre, theme, emotional swings system, reliance on mythology, a happy ending, the calculation of the maximum coverage of the media preferences of the audience, etc.)?

What are the reasons for the lack of success of a particular mass media texts in the audience?

What abilities, skills a person needs to qualify to analyze media texts?

What is the typology of the media audience? Typical values for some media preferences can be differentiated audience? What is the typology of perception and evaluation of media texts audience?

What is the role of gender, social class, age and ethnic origin in the media perception of the audience?

What satisfaction (compensation) can to receive one or the other of the audience of a media text?

Why the audience takes some media representations as true and reject others as false?

Affect whether the media representation of the point of view of the audience about specific social groups or issues?

Conclusions

This article presented the main directions for Cultivation Analysis on media literacy education classes for student audience, including the examples of creative problems and issues associated with this type of the analysis in the context of media literacy education problems, ie based on six key concepts of media literacy education: agency, category, language, technology, audience, representation. The author supposes that the Cultivation Analysis of media texts on

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