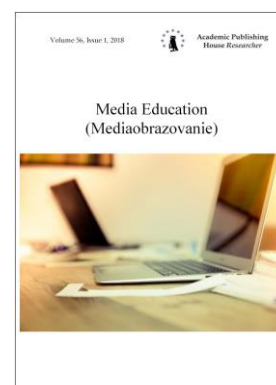




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## Generalized Theoretical Model of School Media Education of the Period of “Perestroika” (1984-1991) in the Soviet Russia

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### Abstract

On the basis of the material studied, the media educational practice products analysis (monographs, curriculum documents, periodicals and conferences of different levels articles, theses and others) we reconstructed the generalized theoretical model of the period of “perestroika” (1984–1991) media education, embodied in educational institutions. Methodological basis of the media educational models was grounded on ideological, aesthetic, practical theories, the theory of critical thinking development. The aim of the reconstructed generalized theoretical media education model is thoroughly developed personality formation with the help of mass-media (cinema, television, press, radio, photography). But taking into account communistic ideology in the USSR, we should elaborate that a thoroughly developed personality supposed reliance on such components as: ideological content and political prowess; a person-collectivist; a person with high moral principles, aesthetic ideals, established in the Soviet society. Media competence in the generalized theoretical media educational model evaluation criteria: the level of cinematograph theory and history knowledge, its specific means of expression; understanding of cinema poetics in the context of the other arts and means of mass communication; the ability to navigate in the current movie schedule; the motives and demands while choosing the films for scholars’ and students’ viewing.

**Keywords:** media educational model, school, USSR, perestroika, aim, goals, content, criteria.

### 1. Introduction

We suppose that the conduction of investigation on the problem of the second part of 1980-s media education history chosen is very important on the contemporary stage of pedagogical science development, as the period of “perestroika” became the rebounder for Russian post-Soviet science foundation and development. Moreover, legal and regulatory documents (Resolutions, Decrees, projected laws), press reviewing makes us claim that the modern ideas of educational system reforming found their reflection in the reforms of the “perestroika” times. For instance, the humanistic strategy of education asserted since 1988 hasn’t changed its timeliness today. Thus, pedagogical experience of the middle 1980-s – the beginning of 1990-s investigation is essential and promotes pedagogical system development logic definition (including all its advantages and disadvantages, peculiar for the reformation period).

Nowadays there’s the objective interest of Russian scientists to the media educationalists’ theoretical development and practical experience investigation, analysis and synthesis, which was

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actualized during the period of “perestroika” in the Soviet Russia. We connect this fact with the creation during the times under discussion of a number of conceptions, ideas, notions that find their continuation in the contemporary media educational work.

## 2. Materials and methods

We base on the pragmatist principle, historicism, objectivity, system scientific analysis principles. Also in our investigation work the following methods were implemented: media educationalists’ works, published during the period of “perestroika”, reviewing; practical media educational experience analysis (as exemplified in periodicals, study guides, conferences collective books, monographs and others); historical-pedagogical and comparative analysis; synthesis; generalization; classification; theoretical modelling.

The implication of the principles and methods of the investigation together made us reconstruct the generalized theoretical model of Russian school education of the period of “perestroika” (1984 – 1991 years).

## 3. Discussion

In the sphere of the period of “perestroika” media education we can observe the methodological basis expansion, the appeal to conceptual theories, extending beyond only Marxism-Leninism ideology, multi-variable content and so on. In the process of work on the investigation we studied the media educational models of many authors such as O.A. Baranov ([Baranov, 1982](#)), G.A. Vlaskina ([Vlaskina, 1985](#)), I.N. Graschenkova ([Graschenkova, 1986](#)), G.Y. Dorf ([Dorf, 1988](#)), F.M. Kozlov ([Kozlov, 1986](#)), Y.I. Kudina ([Kudina, 1989](#)), S.N. Penzin ([Penzin, 1987](#)), G.A. Polichko ([Polichko, 1990](#)), I.A. Rudenko ([Rudenko, 1986](#)), L.N. Trofimova ([Trofimova, 1985](#)), Y.N. Usov ([Usov, 1988](#)), A.V. Fedorov ([Fedorov, 1986](#)), E.A. Cherkashin ([Cherkashin, 1989](#)), N.N. Yakovleva ([Yakovleva, 1989](#)) and others.

The majority of the educationalists’ models – A.V. Fedorov’s, P.D. Genkin’s, L.N. Trofimova’s, Y.N. Usov’s, G.Y. Vlaskina’s and others were notable for variability, that made it possible to transform their projects from school media education to recreational extra scholastic institutions without the loss of their main functional, informatory aim.

Certainly, effective methods play important part. But mainly during the “perestroika” period the opportunity of the foreign educational experience, integration of ideas, methods, technologies acquaintance appears ([Bachmair, 2019](#); [Gálik, 2019](#); [Gáliková Tolnaiová, Gálik, 2020](#); [Masterman, 1988](#)). For instance, German media educationalists recommended “to produce a multimodal portfolio based on photos taken during the workshop..., writing as a narrative collage..., which uses not only simple, narrative or summary text forms, but also photographs and images” ([Bachmair, 2019: 343](#)).

Mainly during the “perestroika” period in Soviet Russia media educationalists got the opportunity of acquaintance with critical thinking development theory, which, for instance, had been actively developed by the British media educationalist L. Masterman ([Masterman, 1988](#)). According to its goals pupils were given tasks during their lessons with changing criteria for media texts selection, forms and methods of work with them. According to L. Masterman ([Masterman, 1988](#)), the selection of media texts for analysis on the media educational lessons should be done in such a way that the analysis itself shouldn’t be limited only by the “high” patterns of media art: all kinds of media texts are suitable, including chewing gum wrapper and so on. Thus, national media educationalists – Y.N. Usov, A.V. Sharikov emphasized the necessity of Western media educational ideas comprehension and adaptation.

Many media educationalists call the period from the middle 1980-s to the end of 1990-s “the golden age of media pedagogics” for a reason. This is connected with the ideological tutelage in education weakening, the opportunity of appeal to the media pedagogical world experience, scientists’ experimental practice governmental support. Today, in A.V. Fedorov’s, A.A. Levitskaya’s view, not only in Russia but all over the world the problem of discrepancy between information extension development and ignoring the problem of media literacy by many governments exists: the reality is that in many places, concrete policies affecting the population globally have not deployed in formal education with regard to media literacy ([Fedorov, Levitskaya, 2015; 2020](#); [Fedorov et al., 2019](#)).

At present, research by many media educators confirms that the ideas of media education have not lost their relevance: Thus, I. Hazanov ([Hazanov, 2020](#)) looks at soviet feature films about

children in the war and its use in the training of the future; G. Melnik, K. Pantserev ([Melnik, Pantserev, 2020](#)) defines the digitalization of the communication environment as an incentive for innovation in media education.

In the time period beginning with 1984 national media educationalists got the opportunity of Western materials on the problem of media education exploring, assimilating, seminars and conferences based on their conceptions organizing. Thanks to such integration in 1990 The Association of cinema education representatives issued the method book on cinema education ([The problems..., 1990](#)). It represented media educational theories, practical workings, technologies, forms and methods used by British media educationalists such as C. Bazalgette ([Bazalgette, 1992](#)), A. Hart ([Hart, 1997](#)), L. Masterman ([Masterman, 1985](#)) and many others.

The study of English-language publications also highlights the problem of media education, which is reflected in the works of D. Buckingham ([Buckingham, 2019](#)), D. Rushkoff ([Rushkoff, 2002](#)) and others. O.A. Baranov ([Baranov, 1982](#)), I.V. Weisfeld ([Weisfeld, 1988](#)), S.N. Penzin ([Penzin, 1987](#)), Y.N. Usov ([Usov, 1989](#)) and others, the aesthetic and educational potential of screen art is noted by Western researchers. The results of their work we find in the works of B. Duncan ([Duncan et al., 2007](#)), A. Caron ([Caron, 2008](#)), R. Hobbs and D.K. Moore ([Hobbs, 2011; Hobbs, Moore, 2013](#)). At the same time, media teachers also rely not only on the potential of cinema, but also on television, etc.

#### 4. Results

In media educational work of the period of "perestroika" we noted the qualitative changes that touched its methodological ground, conceptual theories, content and so on. In the investigation process we explored media educational models of many authors: O.A. Baranov, Y.I. Bozhkov, E.A. Cherkashin, A.V. Fedorov, P.D. Genkin, I.N. Gutova, F.M. Kozlov, Y.I. Kudina, S.N. Penzin, G.A. Polichko, I.A. Rudenko, A.Z. Saydashev, L.N. Trofimova, Y.N. Usov, G.A. Vlaskina, N.N. Yakovleva.

Let us present a classification of the generalized theoretical media education model implemented in schools. Time period – perestroika (1984-1991). For our analysis we used the classification of pedagogical technologies, developed by G.K. Selevko ([Selevko, 1998](#)).

*By the level of application*, the generalized media educational model is characterized as a general pedagogical model.

*On the philosophical basis*: it was the period of perestroika in Soviet Russia that gave rise to the expansion of philosophical foundations and theories that media teachers laid down in their work: from traditional materialistic to anthropological and humanistic.

To substantiate their point of view, we note that since the 1920s the ideas of K. Marx and F. Engels were used as axiomatic for the system of sciences (including the pedagogical branch), which were rethought and adapted for Russia by K. Marx. V. Lenin's ideas were rethought and adapted for Russia. We noted in the monograph "Mass Media Education in the USSR and Russia: Major Stages" that "reliance on the Marx-Leninist teaching was a necessary part of the development of pedagogy in the 1980s, as it was recognized by the official doctrine in the Soviet state and should have been reflected in scientific papers. This was the ideological component, which was present in the theoretical and methodological basis" ([Fedorov et al., 2020](#)).

M.M. Bakhtin's theory of the dialogue of cultures implied that the understanding of the human soul directly depends on the success of the dialogism of his consciousness. The dialogue concept brought new meanings to the system of anthropological ideas. In other words, the philosophical basis of the generalized media educational model of perestroika in Soviet Russia was based on the anthropological concept.

The reform of perestroika period education in the Soviet Union allowed teachers to focus on building relationships with students in a dialogical form. The idea of "the pedagogy of cooperation" is actively developing, which begins to displace the pedagogy of coercion that is common in education. For media teachers, dialogue is not only a philosophical concept but also a basic element in the relationship between students and teachers. I.V. Weisfeld, a well-known figure in the media education movement, called on media teachers to broaden the scope of dialogue between teacher and pupil, the authors of media texts and the audience.

*In terms of the leading factor of mental development*, we rely on the synthesis of the following factors: biogenic, of the sociogenic, of the psychics.

*According to the scientific concept of experience assimilation*, we refer the generalized media educational model to the developing one.

*In terms of orientation to personal structures:*

- emotional-artistic and emotional-ethical. The analysis of the media educational experience of teachers – O.A. Baranov, I.N. Grashchenkova, Y.M. Rabinovich, Y.N. Usov, G.Y. Vlaskina, I.V. Weisfeld and many others – allows us to assert that their practical activities were aimed at forming the sphere of aesthetic and moral relations;

- heuristic technologies.

By the nature of content and structure, the generalized media educational model can be characterized as: educational, nurturing, general education, professionally oriented, complex.

*According to the type of organization and management of cognitive activities*, the generalized media education model can be represented by didactic systems with the following characteristics:

- the "consultant" system. Media teachers understood that the information space would expand, so they directed their activities towards creating prerequisites for students' self-development, self-education in the course of life. In other words, they promoted the formation of self-governing mechanisms of personality in pupils.

*Position of the child in the educational process.* Generalised media education model. It was implemented in schools during perestroika in Soviet Russia:

- Personally oriented (anthropocentric),

- It was based on the pedagogy of cooperation.

*Content of modernizations and modifications.* Generalized media educational model of perestroika period in Soviet Russia was:

- Humanist and democratic;

- It was based on activation and intensification of students' activity. This is evidenced by the forms and methods of media education used, which were based on game technologies, heuristic and problem tasks for schoolchildren.

On the basis of the material studied, the media educational practice products analysis (monographs, curriculum documents, periodicals and conferences of different levels articles, theses and others) we reconstructed the generalized theoretical model of the period of "perestroika" (1984–1991) media education, embodied in educational institutions (Fig. 1).

*Media educational practice in school institutions*

Let's consider characteristic features of the generalized school model of media education of the perestroika period. The reconstructed generalized theoretical media educational model is of collective character on the basis of the experience studied (of the period of "perestroika" in the USSR), media education programs, theoretical concepts, ideas, scientists' works.

*The generalized media educational model goals:* During the reconstructed theoretical media educational model goals determination we referred to the works of such authors as O.A. Baranov, Y.I. Bozhkov, G.Y. Dorf, I.N. Gutova, S.N. Penzin, G.A. Polichko, Y.M. Rabinovich, Y.N. Usov, I.V. Weisfeld and others. Media educationalists distinguished educational, teaching and upbringing goals:

1) the educational goal included scholars' knowledge forming. The result of its solution is the personality, provided, according to S.N. Penzin's opinion, with the following knowledge and abilities:

- the awareness of the necessity of media cultural history and theory learning;

- the ability to navigate in all film elements;

- the knowledge of media text mark criteria and the ability to use it, that forms the selective attitude towards media information.

2) the teaching goal was aimed at abilities and skills, providing their versatile communication with mass-media, forming. Teaching goal realization promoted development of the following abilities and skills:

- the ability to think figuratively, to find the beautiful (in media texts) and admire it;

- the skill of regular appealing to cinema critical, cinematological works, introducing film reviews, film directors', camera operators', actors' works;

- the abilities and capabilities of pondering over the film episode, including the contexts, codes and symbols;

- the need to share their knowledge with the others, promote the arts of cinema, TV and so on.

3) the upbringing goal was the principal one among the others.

*Media material:* during perestroika there was an active involvement of not only cinematography, but also television, press, radio and photography in media education activities.

Theses research analysis showed that on the basis of cinematograph some models were worked out and approved:

- by E.A. Cherkashin, N.V. Gutova, A.V. Fedorov, N.B. Kirillova, F.M. Kozlova, I.Y. Kudina, G.A. Polichko, Y.N. Usov, N.N. Yakovleva; television – by A.V. Sharikov; T.U. Svistelnikova, G.Y. Vlaskina,

- radio – by G.Y. Dorf, I.A. Rudenko;

- video – by L.N. Trofimova;

- press – by M.I. Holmov;

- individual creativity in the field of mass media – by Y.I. Bozhkov, P.D. Genkin, A.Z. Saydashev.

*Media competence in the generalized theoretical media educational model evaluation criteria.* For the criteria revealing the scientific works (monographs, theses, press and scientific journals articles, methodological materials) of such media educationalists as O.A. Baranov, A.V. Fedorov, S.N. Penzin, G.A. Polichko, Y.M. Rabinovich, Y.N. Usov, and many others were investigated (Fig. 1).

In the second part of “perestroika” period in Soviet Russia the media competence development criteria were worked out and established. They were based on the levels of film perception and its evaluation. Their theoretical ground we find in the works of S.N. Penzin, Y.N. Usov, I.V. Weisfeld. We want to emphasize that the criteria of the audience competence development worked out during the period of “perestroika” became universal; this means they could be implied not only to cinematograph, but to any media text. The importance of this peculiarity of media educational activity of the reviewed period is proved by the following facts:

- it answered the tendencies of widening range of the materials used in media education: from mainly cinematographic to television, video, periodicals and others;

- it straightened the idea of the united theoretical and methodological basis of national media education creation;

- it made the media educationalists’ work easier, providing them with the universal criteria for scholars’, students’, adult audience media competence level evaluation.

Thus, we can claim that during the “perestroika” period media competence criteria based on the levels of media texts perception and evaluation were theoretically established and introduced into the practical media educational activity. The levels are:

- The first level is connected with general development, focusing attention on the plot line, general topic, reflected in the film;

- The second level is based on the functional and constructive media text orientation;

- The third level deals with the accents beyond the media text perception and evaluation on the constructive (camera man’s, film director’s, actors’ work) and retrospective (correlation with personal experience, practice of media text analysis received) compounds.

- The fourth level is the perception with the orientation on media creativity of one’s own development.

*The generalized theoretical media education model of the period of “perestroika” content* was introduced widely enough and depended on a number of facts, among them are:

- the aims and goals the media educational work was directed for;

- the mass-media used as a basic one: cinematograph, video, TV, press, photography, radio and others.

Media education theory and practice investigation in Soviet Russia of 1984–1991 made us formulated the unified content of most of media educational models:

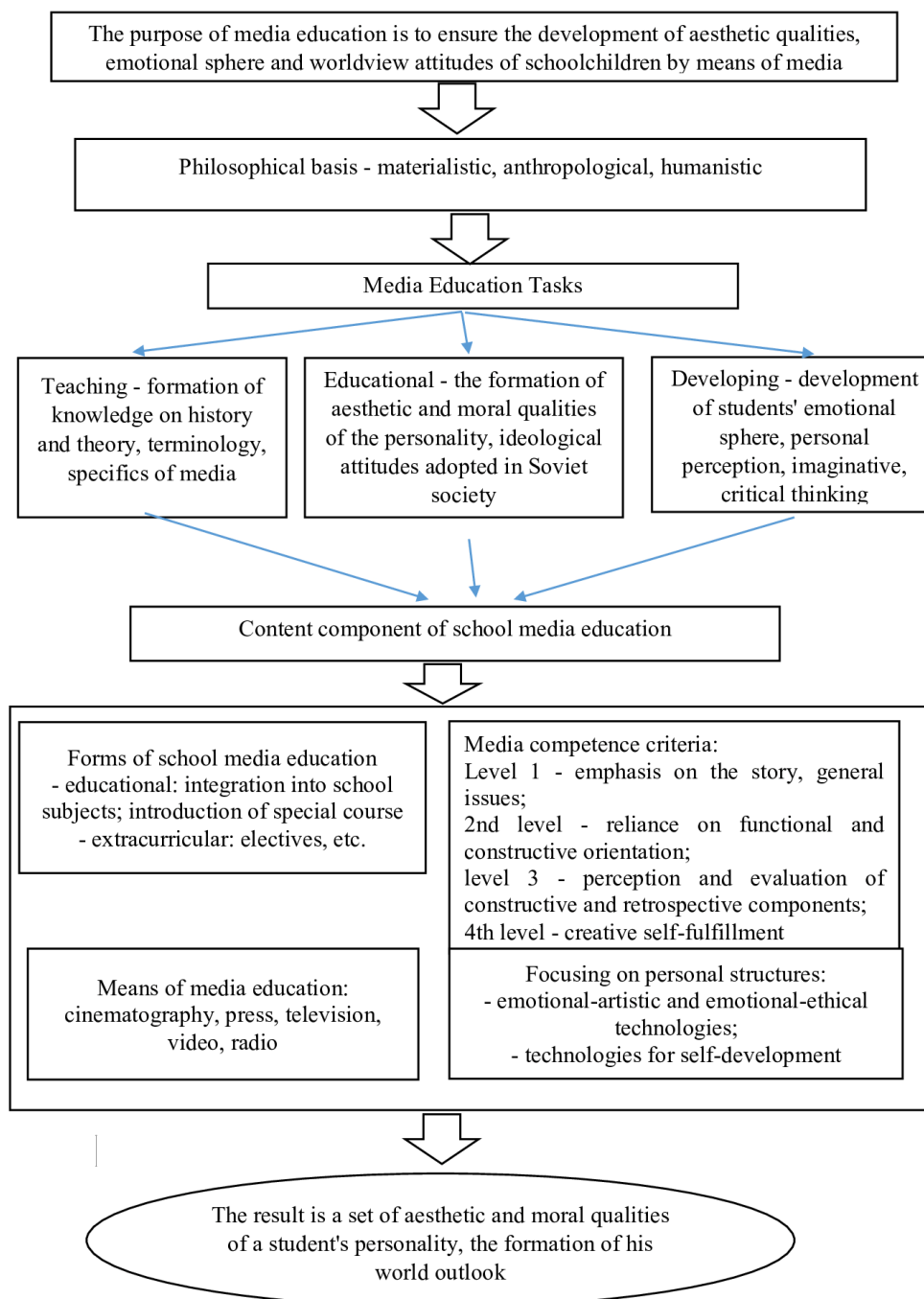
1. The acquaintance with the main historical stages, factors which influenced means of mass communication and mass-media formation (on the basis of the one chosen for media educational work: cinema, press, radio and so on);

2. The investigation of mass communication theoretical ground, the stages of media texts analysis;

3. The acquaintance with specific peculiarities of Soviet mass media and mass communication (exemplified in the material for media educational work: cinema, radio, press and others);

4. Mastering the visual media text key factor, the questions of interrelation of media and other sciences.

*Media educational methodology* was based on the tasks including project, heuristic, problem, playing elements. Media educationalists used different kinds of games (business, role-playing games and others) during their classes. The spread of playing technologies classes was justified by G.K. Selevko (Selevko, 1998).



**Fig. 1.** Generalized theoretical model of school media education of the period of “perestroika” (1984–1991) in the Soviet Russia

It should be noted that the opportunity of Western technologies inclusion into the lessons with schoolchildren and students became a distinguishing feature of media education methodology of “perestroika” period. Herewith, we want to emphasize that the material wasn’t “slavishly” copied by Russian media educationalists but was analyzed, creatively modified, adopted to educational realities of the end of “perestroika” period.

*The generalized theoretical model of school media education organization forms*

- learning activity which reflected such media education branches as integrational one including elements of media pedagogics in school subjects teaching;
- extracurricular work where media education was instrumented during optional classes, cinema/media study groups, cinema/media clubs and others.

These forms were relatively popular and developed in the Soviet Russia of “perestroika” period. They skillfully integrated media pedagogics into school education working in accordance with school institutions specificity, its aims, goals, pupils’ age and so on.

## 5. Conclusion

As a result of the conducted investigation we found out that media education of “perestroika” period in Soviet Russia had peculiar characteristics, among them are:

- the flexibility of the worked out media educational models, which widened the field of their appliance;

- media education as a branch of pedagogical science got governmental support on conditions of using its potential in upbringing and educational purposes;

- governmental protection consisted in support and development stimulation of relatively branchy media educational work both in major (Moscow, Minsk and others) and provincial towns (Voronezh, Kurgan, Tver, Taganrog and others);

- media education support was conducted by a wide range of specialists, such as teachers, filmmakers (film directors, actors and others), media sphere representatives (journalists, TV presenters and others), art experts. It should be stated that if in 1960s – 1970s educational activity was conducted by film experts only, in the period of “perestroika” they were joined by journalists, critics and media sphere connected branches scientists. Such movement resulted in a great number of works issued in the second part of 1980-s in Soviet Russia, where media pedagogics and its subject of investigation were considered in the context of such sciences as philosophy, sociology, psychology and others;

- media educationalists relying on cinematograph in their practical activity with pupils, stuck to the point of view that it was necessary to use only high quality examples of cinematographic art. However, by the Western experience application national investigators noticed that it was possible to use advertisements, announcements, films of amusing genres and so on. Such approach, in British media educator’s, L. Masterman’s opinion, helps to develop audience’s creative thinking, makes them ponder over the motives and needs while using media texts;

- media means tenable in media educational practice widening is acknowledged. Together with cinematograph the usage of television is justified as one of the means of aesthetic education in investigations of O.F. Nechay (Nechay, 1990), G.Y. Vlaskina (Vaskina, 1985), G.Y. Dorf (Dorf, 1988), I.A. Rudenko (Rudenko, 1986) and others.

We built the generalized theoretical model of Russian school media education of “perestroika” period (1984 – 1991). It is represented in picture 1 and in the analytical description given in the article. The aim, the goals, the content, the main principles, the methodology of media educational lessons, the means, media educational criteria have been thoroughly enlightened in the suggested article.

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