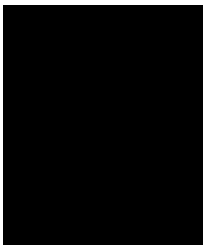


SOFIA UNIVERSITY "ST. KLIMENT OF OHRID" FACULTY OF EDUCATIONAL SCIENCES AND ARTS DEPARTMENT OF "PRESCHOOL AND MEDIA PEDAGOGY"

Zhivko Georgiev Rachev

"Practical Aspects of Media Literacy"

ABSTRACT

For awarding the educational and scientific degree "Doctor"
Professional direction 1.2 Pedagogy (Media pedagogy)

Supervisor: Prof. Dsc. Danail Danov Sofia 2023

The dissertation work was discussed and directed for defense at a meeting of the "Preschool and Media Pedagogy" department at the Faculty of Education and Arts of the University of St. Kliment Ohridski", held on 27.06.2023.

The dissertation consists of an introduction, three chapters, a conclusion, appendices and a bibliography. It contains 190 pages, of which 23 are notes and literature.

The bibliography includes 201 titles of articles and books, of which 102 are in Bulgarian, 29 in Russian and 60 in English.

The public defense of the dissertation will take place on ……. in Hall No. 2 of FNIO, SU "St. Cl. Ohrid"

The dissertation has the following content:

The dissertation analyzes the behavior of society in conditions of crisis and social distancing and the increased influence of the media. Data are presented on the level of preparation of teachers, students and parents related to media and information literacy. The degree of forcibly acquired media literacy in crisis conditions is measured. The models and methods of distance and media education within the borders of the European Union and mainly between the Republic of Bulgaria and the Republic of France are compared. In conclusion, examples are given of connections between the media and media literacy in the absence of a social environment and live communication among children and students or in the conditions of a pandemic, i.e. COVID 19.

The present dissertation aims to concentrate on all the communication processes and connections between them that the media carry out on a daily basis with a diverse adolescent audience. It answers a number of questions related mainly to the knowledge of the recipients about the media, so that the educational process can take place in accordance with the modern requirements of society, revealing the peculiarities of the realization of media literacy. In this way, media literacy will facilitate the interaction between the media and the recipients – children, students, teachers and parents. The direction of this analysis, not only in my opinion, is to cover the leading functions of the media in terms of information, entertainment and education. Despite the predominance in 2020 of distance and electronic learning in the conditions of the COVID 19 pandemic, I definitely believe that it is necessary to put a major focus on the third and seemingly most often neglected function of the mass media in our country, that related to education. Therefore, we consider that communication taking place on the Internet - all possible, blogs, etc. – affect the interaction between members of different social groups. Moreover, in a number of countries these technologies constitute a building block of the entire system of training and education. Thus, it is important to say that the definition of "media literacy" is directly related to a number of studies since the middle of the previous century. Thus, the term "media education" comes to the fore, referring at first only to electronic mass communications - radio, television and cinema.

"Media literacy is a topic that is gaining momentum in the European regulation and policy-making system. The European Commission, for example, is required to submit an official report - for the first time - on education levels in all European Union (EU) countries at the end of 2011. This report was provided for in Article 33 of the Audiovisual Media Services Directive and expected with great impatience to see also from this point of view the different theoretical approaches to media education, presentation of legal definitions and parameters of the European legal instruments that serve as a basis for media education

initiatives." (IRIS plus 2011-3,L 'éducation aux médias, I Observatoire européen de l'audiovisuel, SBN 978-92-871-7117-7, Strasbourg – France.) Media education is based on a set of fundamental principles:

1. Media constructs reality. Media productions are the product of decisions, choices, interest, financial, technical and human contingencies. Therefore, the deconstruction of media content makes it possible to update the processes used and, looking critically at the content, it is presented as authentic . Representations, current affairs, groups and collective problems affect our perceptions, our attitudes and our perception of reality.

2. Consumers negotiate the meaning of media productions with producers. There, the meaning of a media message is never prescribed, closed; it emerges from the encounter between an author who encodes a message through a medium of communication and a reader who decodes that text according to his values, his networks of analysis and his journey.

3. The media transmit values and ideologies. They present visions of the world, offer moral models and mark the normal/abnormal, the "fair/unfair, the desirable/undesirable. This is articulated particularly in the representation of gender relations on screen; representations of femininity, masculinity, sexuality, and behavior presented as normal.

4. Media has business implications. They are part of the entertainment, advertising, marketing and sales industries; the content created is the result of business considerations.

5. Media content has social and political implications. They influence electoral processes, the ways we understand and make sense of complex issues, and the roles and responsibilities of different actors. 6. The effects produced by media messages on their recipients are as important to the content they convey as the formats they use. Thus, information will be received differently and have a different impact depending on whether it is broadcast on television or written on paper.

7. Each medium has its own aesthetic form that can value itself. Photography, cinema, video games are both means of communication and a way of expression with aesthetic and artistic qualities. According to Landry & Letellier, there are six categories of skills commonly targeted in media education, viz. media education activates pedagogic approaches that encourage learners to have an appropriate attitude towards the media: 1. To be able to work with a computer, with the Internet and various programs. Level of competence/ability to use media technologies. 2. To be able to search for information, evaluate it, process it and

use it. Information skills. 3. To be able to express ourselves using media and electronic tools. Expressive and artistic skills. 4. To know how to behave ethically and responsibly in digital networks. Behavioral competencies / skills. 5. To be able to look critically at media information and publications. Evaluative and aesthetic skills. 6. To be able to self-evaluate the values and the way we receive and treat information. Self-observation skills. Therefore, we will look at media literacy in the service of the school in the following points: 1. Placing the school at the core of the digital technology and media literacy program at educational institutions; 2. Teaching at school in the digital 21st century; 3. Stimulating and strengthening the professional development of teachers. We could rely here on the fact that it is necessary to place students as a kind of center of education, as M. Prensky claims in his lecture "Education through which children's world will be better". For him it is especially important to uses everything that has developed potential and experience, not old knowledge from the past. (conference Sofia, 2017)

"Thus, national education today provides a very large amount of data related to school life, student grades and results, the work and duties they perform. Thus, a wide variety of personal digital and digital data is collected, stored and processed by multiple actors (schools and training centres, academic services, local authorities, private partners providing educational resources and digital services). Communication in childhood and school age is defined as a process between subjects. Therefore, it helps to set the beginning of the construction of media literacy, precisely in this period when the child's personality receives a variety of informational influence. The opinion is imposed that mass communications stimulate the curiosity and interests of recipients in childhood, and media information and electronic means develop among children and students of preschool age and first grade the main components of media literacy. Despite the growing sensitivity of the subject, as an example, a report by the Ministry of Education in France dedicated to digital and digital personal data shows that participants in the educational community are often unaware of the possibility of re-use that can be made of their digital activities. The proliferation of digital equipment and resources, such as the development of experiments exploiting the potential of digital technologies, reinforces the need for a clear and shared framework of trust among the entire educational community. “All the research and experiments currently taking place in the digital education and media literacy sector, and before in the context of the COVID 19 pandemic, emphasize the pedagogical knowledge offered by the collection and analysis of school data:

A. primarily for the benefit of the student, to be able to have a personalized learning environment that allows him to take stock of his strengths and needs, to

have access to a variety of pedagogical resources, to have suggestions for activities or resources corresponding to wishes his for progress and perspective;

B. a teacher, who is guided by the normative and pedagogical activities, has the opportunity to assist at this moment in the pedagogical differentiation from a pedagogical point of view, thanks to the enhanced knowledge of the preferences and needs of each of his students;

C. researchers in the field of the educational system looking for the connection of media literacy with media education in the direction of practical aspects;

D. the role of management of educational institutions, for reflection of media literacy with media education." (Rachev, Z., Social Isolation - a Prerequisite for Forced and Intensive Development of Media Literacy and Digital Education of Society, In: Postmodernism Problems, Issue , Vol 11, No 1, 2021). "Our study covers an analysis of certain educational systems in the EU countries, mainly France and Bulgaria, mainly in the direction of the following aspects, which are presented as goals in the dissertation work:

1. School problems and digitalization. 2. Professional development of teachers. 3. Using digital skills in teaching. 4. Training related programs. 5. Assessment of students regarding digital skills. 6. Administrative procedures for parents. 7. Working with local communities and supporting all territories. 8. The creation of courses in "Digital and computer sciences". (Rachev, Z., Social Isolation - a Prerequisite for Forced and Intensive Development of Media Literacy and Digital Education of Society, In: Postmodernism Problems, Issue, Vol 11, No 1 , 2021). I want to emphasize at the beginning of the dissertation that our study was conducted in the period 2019-2023, i.e., unfortunately, mainly during the COVID 19 pandemic, which imposed certain restrictions on surveys and interviews. It is also important to clarify that the study does not include an analysis, for obvious reasons, of the alleged use of artificial intelligence as a possible part of media literacy. The specified parameters are analyzed in detail in the relevant chapters of the work.

IN CHAPTER ONE:

Media education, interaction between pedagogy and media, the following problems have been developed:

1. MEDIA LITERACY - ASPECTS IN EDUCATIONAL SYSTEMS

2. DIGITAL LITERACY TO SOLVE EDUCATIONAL PROBLEMS

3. EDUCATIONAL STANDARD AND MEDIA LITERACY AMONG CHILDREN AND STUDENTS

The media, according to different views, are directly aimed at children and students, social groups, and through their practically constant impact, cover and send information literally to almost all spheres of the social environment. As B. Angelov claims, "this action is usually associated with the movement of information in the field of education - the impact and interaction between the media and adolescents. thus, all the main problem areas related to the study of media and communication processes reflect on the sphere of education." (Angelov, 2010)

For this reason, he believes that even before they start school, many children are active in the direction of information technologies. Therefore, many educational institutions ignore this fact and limit the use of media devices in school courses instead of using the components of primary media literacy in the educational process. All that is related to the development of digital media literacy from as early an age as possible should be an important task for teachers and schools. For him, it is important to see how different children, students and parents are influenced by the media, and generally seek different opportunities to access mass communications. According to him, it is important here to highlight the variables: age, intelligence, gender, the financial status of the family community, etc. That is why the generalizations are mainly related that the media contacts with children and parents is a response to their own needs and abilities, of the social environment - be it physical or social - where children develop. "The conclusions also refer to which means and what content and volume influence the behavior of children and parents, i.e. the statement is valid: "Which means, under what conditions lead to what effects, between which children?" (Angelov, 2010)

Continuing education is a well-established concept of continuing the study of disciplines related to the practice of a profession beyond obtaining a school or university diploma. The more a discipline develops, the more it needs to be practiced constantly. On-the-job training can also address this challenge, but depending on the level of complexity of the knowledge required, this solution may prove ineffective. In addition, continuous training is required to maintain control over the audiovisual services offered by modern media. But the difference between vocational training and media literacy is that most of us do not have the basic knowledge to enable them to use the technological equipment and interactive services or to access the desired content. Unfortunately, the inability to properly use current media carries risks, in particular that of not finding what we are looking for, accessing harmful content or generating unwanted bills for

services used. Even worse, those without the necessary media skills are excluded from a significant part of life today, as more and more the media define the universe of entertainment, knowledge and everyday services. It is therefore not surprising that media education has become an unfamiliar element, a turning point in European politics.

The relationship we are analyzing, namely "media - education", is usually seen in a certain relationship as one of the most essential types of social communication used. Here it is necessary to specify that all this is related to the processes that determine the relationship between the elements inherent in the social environment. Thus, it becomes clear that the parts of media literacy are directly related to social structures. There is a difference between the media as a social process of providing information and the functions of education as communication. That is why the analysis of communicative processes shows the connection between social phenomena - media and education. According to B. Angelov, mass communications play a very important role, which is dependent on many factors related to the content of the information and how it affects the behavior of different audiences - among them one of the most important is the one related to the educational sphere. That is why in the studies of mass communications, due to their specific nature, they have the corresponding educational function. "In the USA, for example, one of the stages through which these studies pass is from the idea of the audience as a passive mass to the analysis of broad social structures and at the same time the fixation of individual-psychological differences and from there the consideration of socio-demographic characteristics and social relations." (Angelov, 2018) Therefore, all researchers believe that the effects of mass communications, of the media process. The relationship between them and the social environment in which they are formed is also explored, and thus, thanks to the separate parties, an analysis of the attitudes, social roles, functionality, and of course, the desires to which they relate is possible. Thus, the research of all connections regarding education and the media, is understood as a possible movement of information flows from the various sources, through electronic means to the possible recipient, which within the framework of the work are children, students, teachers and parents.

This is how the conclusions stated below are reached, of course based on the data obtained:

1. There needs to be rules of use for schools to follow.

2. Schools should provide an appropriate environment and support peer learning programs. The training of young trainers should be planned in partnership.

3. Looking for creativity in your students when using digital technologies in the learning process.

4. Diversify the learning process as even children's own devices could be used creatively to engage students in learning activities and develop their media literacy.

"First of all, the sectors requiring the application of media education are numerous and require a specific targeting of certain social categories, developing different learning methods and supporting them with appropriate funding or even possibly at the level of an institutional and legal framework. For example, one must be media literate in order to know which media to use, to be critical of their content and to take full advantage of the potential of interactive services." (IRIS plus 2011-3, L'éducation aux médias, I Observatoire européen de l'audiovisuel, SBN 978-92-871-7117-7, Strasbourg – France.)

"Media literacy" is different depending on whether it is aimed at children, the elderly, private or professional users, or people with physical disabilities. Acquiring a certain level of media literacy can be very expensive if countries implement specific programs; This problem can be alleviated by setting up coherent cross-media and cross-border classification or warning systems.In all In this case, a certain number of more or less binding laws and rules will be needed to converge the different approaches or even just to start a media education policy (IRIS plus 2011-3, L'éducation aux médias, I Observatoire européen de l'audiovisuel, SBN 978-92-871-7117-7, Strasbourg – France.)

It is an indisputable fact that we should not have any leveling or juxtaposition of mass communications in a process that somehow defines the relationship between media and pedagogical institutions in search of the possibility of a certain positive outcome of the relationship mass communications - educational institutions based on the emerging a kind of impact or interaction, as S. Angelov believes. (Angelov, S., Media literacy - analysis of sites for children, In: Kindergarten, issue 4/2020 ISSN 2535-07906)

This is how, we can claim that the methodology implies conclusions that we associate with the possible change of mass communications in the analyzed relationship with educational institutions. In this way, mass communications through their representations in society and educational institutions are extremely important without, however, giving specific answers about the reasons for the effect on children and students. Therefore, open questions are raised about the relationship between cognition and stereotyping in social communication. Therefore, it is the connection of a certain event that each person uses as a possible filter in the direction of the unlimited channels of information.

Thus, when mass communications turn to the socializing effects, after the information is distributed among the media and educational institutions, we associate it with the completion of the stereotyping processes in children and students, which began when cognition moves to the corresponding relationship with signs or acquires a sign character . Thus, what we analyze in the direction of the described phenomena acquires the character of a certain prediction, which also carries the corresponding cultural character. According to S. Angelov, "their interchangeability unequivocally shows the need to take into account the influence of interpersonal contacts and the interests of individual groups." (Angelov, S., Media literacy - analysis of sites for children, In: Kindergarten, issue 4/2020. ISSN 2535-07906)

When a certain responsibility of the media is sought, it is usually associated with its impact on the needs of children and students and the role of the media in the educational sphere. Thus, in relation to educational institutions, it is sought to increase communication to the level of culture and differentiation of mastered knowledge in the direction of mastering specific elements of the information channels. That is why we assume that the interviews carried out during the research carried out at the end of 2016 and the beginning of 2017 during a pan-European study, under the coordination of the "Joint Research Center" of the European Commission, are aimed at solving exactly these problems. These studies are a continuation of those carried out throughout 2015, which aim to determine how children and students, their teachers and family communities use and work with information technologies." (Angelov, S., Computer games and technologies for the development of creative skills in preschool children, Author's abstract dis.trud.S., 2020, p.8)

In this case, we will use the interviews that are related to the analysis program of a number of research centers, which they give and the relevant question: 1. The role of digital technologies in their use by children, students and parents. 2. The ability of children, students and parents with the possible risks. 3. Practical focus of media literacy. 4. Typology of media presence in the family and the school.

"These four research questions are explored from the perspective of six main dimensions:

1. The devices: what has changed in families in terms of the use and ownership of digital devices — which ones are new, which ones have been abandoned, and what are the expectations of different family members from them? 2. Activities, interests and opportunity: which are new and which are abandoned? 3. Skills: what are the changes in the children's skills - have they acquired new skills or lost

previous ones? 4. Mediation/rules: how have they changed over time? 5. Perceptions: Do children and parents view digital technologies in the same way as in previous research or in a different context now? 6. Effect of the previous interview: has anything changed as a result of the previous interview?" (Angelov, S., Computer games and technologies for the development of creative skills in preschool children, Author's abstract dis. trud. S., 2020, p.8)

For this reason, there is a system of a number of MindHub schools, which emphasize programming and giving specific knowledge in the direction of professional guidance to adolescents through the use of mass communications and technology. In the last years after the beginning, the teams of the schools have many employees and work in several cities in the country - Sofia, Plovdiv, Burgas, Veliko Tarnovo, Burgas, Shumen, Vratsa. It is expected that more will be developed by schools in Bulgaria, which are aimed at programming according to curricula. "The goal is to start working with schools from much smaller settlements. Teachers will be trained and they will be able to teach programming to children at the primary stage. .9)

According to S. Angelov, children are introduced to digital technologies from an early age. It is important, according to him, to develop their interest in learning and improvement, working with digital technologies. Through programming, students' abstract-logical and concrete-figurative to analytical thinking is formed, and the ability to deal with tasks of a different nature. As children progress, the programs they use and create become more complex and begin to contain textual instructions—blocks of code that they apply to create various algorithms. “10-year-olds program using a visual programming language, transitioning smoothly to learning a programming language through which they create virtual worlds, create games, complete complex robot missions and paint with code. They work daily with the children and to build their social skills - to work in a team, to present to a group and to distribute tasks in the team." (Angelov, S., Computer games and technologies for the development of creative skills in preschool children , Abstract Dissertation S., 2020, p. 10)

This analysis of St. Angelov gives us the opportunity to formulate the following statement, which sounds like a conclusion: Parents usually want to find everything most important for their children. However, in today's information world, this is quite difficult. Today's children and students live in the new century and they need skills that will enable them to successfully develop in life and in the profession in an incredibly dynamic world from an information point of view at such an incredible speed.

The birth of relatively new dimensions of culture is seriously dictated by technological, demographic and economic developments. This is why we have so much media and digital content that is distributed mainly through digital networks. Modern children, students, teachers and parents have many educational systems at their disposal. Therefore, if we review the research of recent years, we can see how work related to media literacy is concretized in the following:

1. The relationship between possible sources of information for children, students, teachers and parents.

2. The possible interpersonal relationships in the relationships between children, students, teachers and parents according to media literacy.

3. Media literacy and emotional efficiency in children, students, teachers and parents.

4. Building certain qualities and properties in children, students, teachers and parents through media literacy.

5. The role of media literacy for the regulation of children, students, teachers and parents according to the environment.

6. The role of media literacy for building the relevant styles of behavior.

7. The role of media literacy in building a connection between the elements of the social environment.

Regarding our research, it is important to target and define the following possible lines of development:

1. To develop the digital skills of children and students.

2. Creating new connections with the school's partners. Our study covers an analysis of certain educational systems in the EU countries.

Here it is very important to mention that in the course of our research I have become convinced that there are a number of researchers who do not accept the concepts of S. Livingstone's media literacy. The strange thing is that they also have a similar view of the four components: access, analysis, evaluation and output. We will summarize our theoretical searches related to our work in terms of:

1. We must have unlimited access to mass media, regardless of financial, regional, ethnic, etc. reasons;

2. Children and students must have the opportunity to discuss the media messages they receive and be able to distinguish between true, reliable and false information.

3. It is necessary to find what is valuable in the media content, i.e. can evaluate the media;

4. To have the opportunity to realize media content, knowledge of the ways in which information is created, the impact techniques that can be used, the audience to which the production is aimed, etc.

That is why building media literacy among children and students becomes a primary task in terms of their socialization.

In CHAPTER TWO: Theoretical-experimental parameters of the research, the following problems are developed:

1. MEDIA EDUCATION, MEDIA LITERACY – A RESEARCH MODEL

2. COMMUNICATION TECHNOLOGIES, TEACHING MODELS FOR PROMOTING MEDIA LITERACY

In the dissertation, when conducting our study, we rely on the parameters for a research model, which is the basis of the views of leading scientists in the field of sociology of empirical research, namely - exploratory research and its role in the analysis of trends and the formulation of concrete conclusions in studies with different groups. (Babbie, 2000, Danov, 2011)

On the basis of the above proposed theoretical analysis of various elements of the considered problems and the goals set in the dissertation work, we formulated the following hypothesis: "We assume that the tendency at the level of European authorities, policies and regulations, to match the needs of digital media education in accordance with the novelty, relative complexity and ignorance of technology among a large part of the population will lead to the creation and development of media literacy among the subjects of media education. "

In order to prove the hypothesis, we focused on the practical implementation and consistency of the following statements:

1. Defining digital and media literacy as an approach and process that are related to the goals of media education. 2. Media education is aimed at the skills it can develop within civil society (see the preamble "European Union Directive on Audiovisual Media Services"). 3. That is why there is a multidimensional nature of the guidelines for promoting media literacy, which includes the possibility of

self-regulation or regulation and hence the search for certain communication technologies and teaching models.

On this basis, the subject of the present research are theoretical approaches to media literacy and analysis of media education in the European Union, France and Bulgaria, and the object is the practical aspects of media literacy aimed at specific social groups.

In connection with the determination of the subject and object of the present dissertation work, as a clarifying one, we can also formulate a second hypothesis, namely: "if we focus on initiatives for joint regulation and self-regulation of systematic research, pedagogical measures (including continuing education) and awareness-raising actions , it will lead to better dissemination of information and strategies to improve media literacy."

The research objectives can be specified in the following tasks:

1. Media literacy in the context of media education – analysis of ideas and theories in various sources; 2. Analysis and classification of the elements of media literacy in the context of media education; 3. Media literacy in the context of media education - analysis of subjects; 4. Media literacy in the context of media education - effectiveness of media education; 5. Media literacy in the context of media education - an exploratory study of children, students and parents as subjects of media education; 6. Media literacy in the context of media education - formulation of conclusions; 7. Media literacy in the context of media education - development of recommendations for practical implementation.

The research is carried out in the following stages, which are directly related to the parameters of the exploratory study:

Stage one: Theoretical analysis of different sources by direction This stage allowed the understanding of the essence of media literacy in the context of media education as components proposed by S. Livingstone: access, analysis, evaluation and creation; the role of educational institutions in the formation of media literacy in the context of media education; media literacy in the context of media education – analysis of all possible connections specified in legal instruments;

Second stage: Media literacy in the context of media education - implementation of an exploratory study regarding the attitude of the subjects studied: children, students, teachers, parents; surveys.

Third stage: Media literacy in the context of media education – survey analysis; Expert evaluation; conclusions, according to the conclusions drawn, giving relevant recommendations.

The research methods implemented in this dissertation include:

• Theoretical overview and follow-up with critical analysis of the sources used, examining the components of media literacy in its various aspects;

• Exploratory study of the practical aspects in building media literacy among children and students directly related to media education:

- conducting interviews and surveys of teachers, parents and educators.

- a comparative analysis based on the results obtained at the level of construction, creation and formation of media literacy among subjects of media education - expert assessment to confirm the socializing functions of media literacy and its role in the future development of the personality.

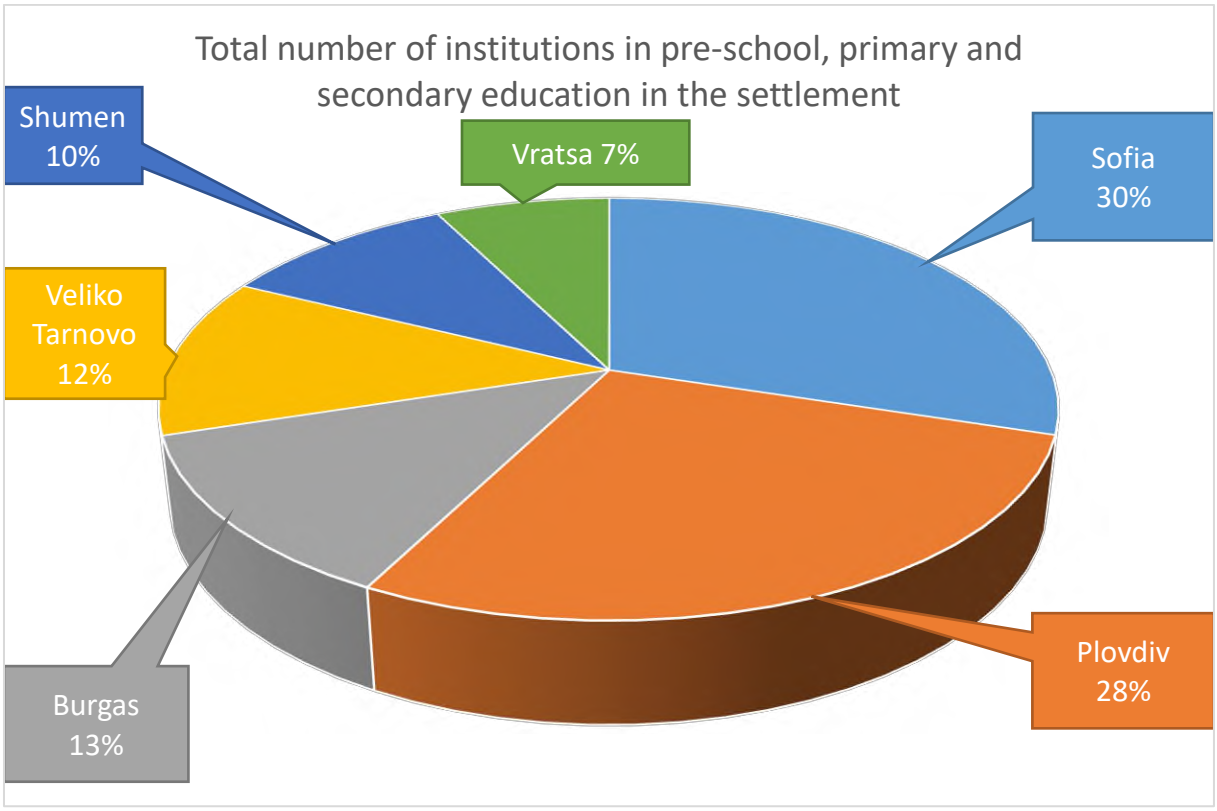
According to Danail Danov, the efficiency we seek from training gives the opportunity during interaction to discover alternative models, methods, forms and approaches that allow innovative ways to master the newly received information, which leads to other attitudes towards the content of this information, other relations between children and students in the processes of interaction, enrichment of the social environment and communication as a positive climate, general energy and group attitude, which is related to the processes of communication with the media." (Danov, D. Pedagogy of effective communication, Sofia, POLIS, 2012)

Table № 1: Distribution of respondents, in view of the investigated childcare facilities, compared to those available in the cities covered by the survey

	Total number of institutions in pre-school, primary and secondary education by settlement	**Total number of institutions in pre-school, primary and secondary education included in the survey**
SOFIA	**1268**	**272**
PLOVDIV	**1175**	**210**
BURGAS	**533**	**156**
VELIKO TARNOVO	**521**	**126**
SHUMEN	**432**	**124**

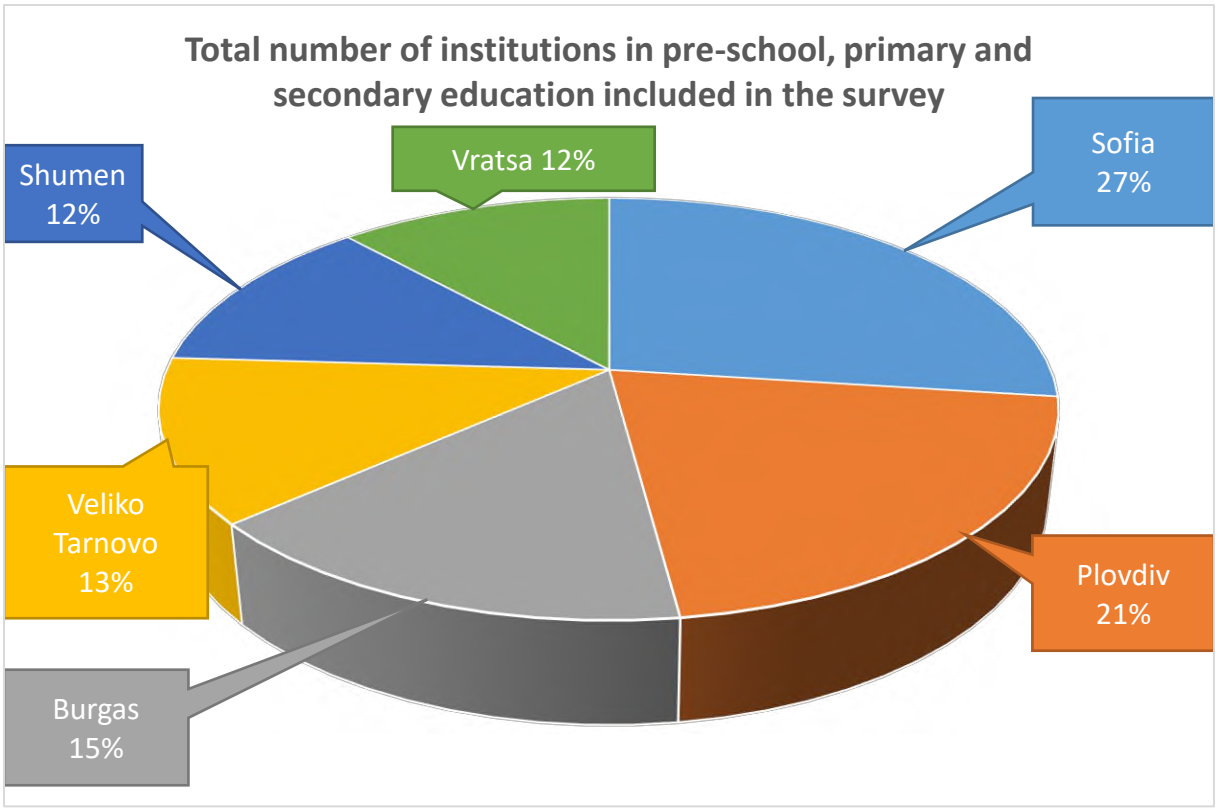
VRATSA	**317**	**118**
TOTAL	**4246**	**1006**

"Modern systems of information and communication, accessible through Internet sources, offer sufficient possibilities for this purpose. The new digital and information technologies provide the connections with the modern information world, directly affecting children, students, teachers, and parents.



The study was carried out in the conditions of full access of households in Bulgaria to digital television, accelerated penetration of the Internet and computer devices, available in over half of households in the country and almost 100% in large cities (see Data of the National Statistical Institute for 2018 .)

Interviewees met the condition of having digital devices.

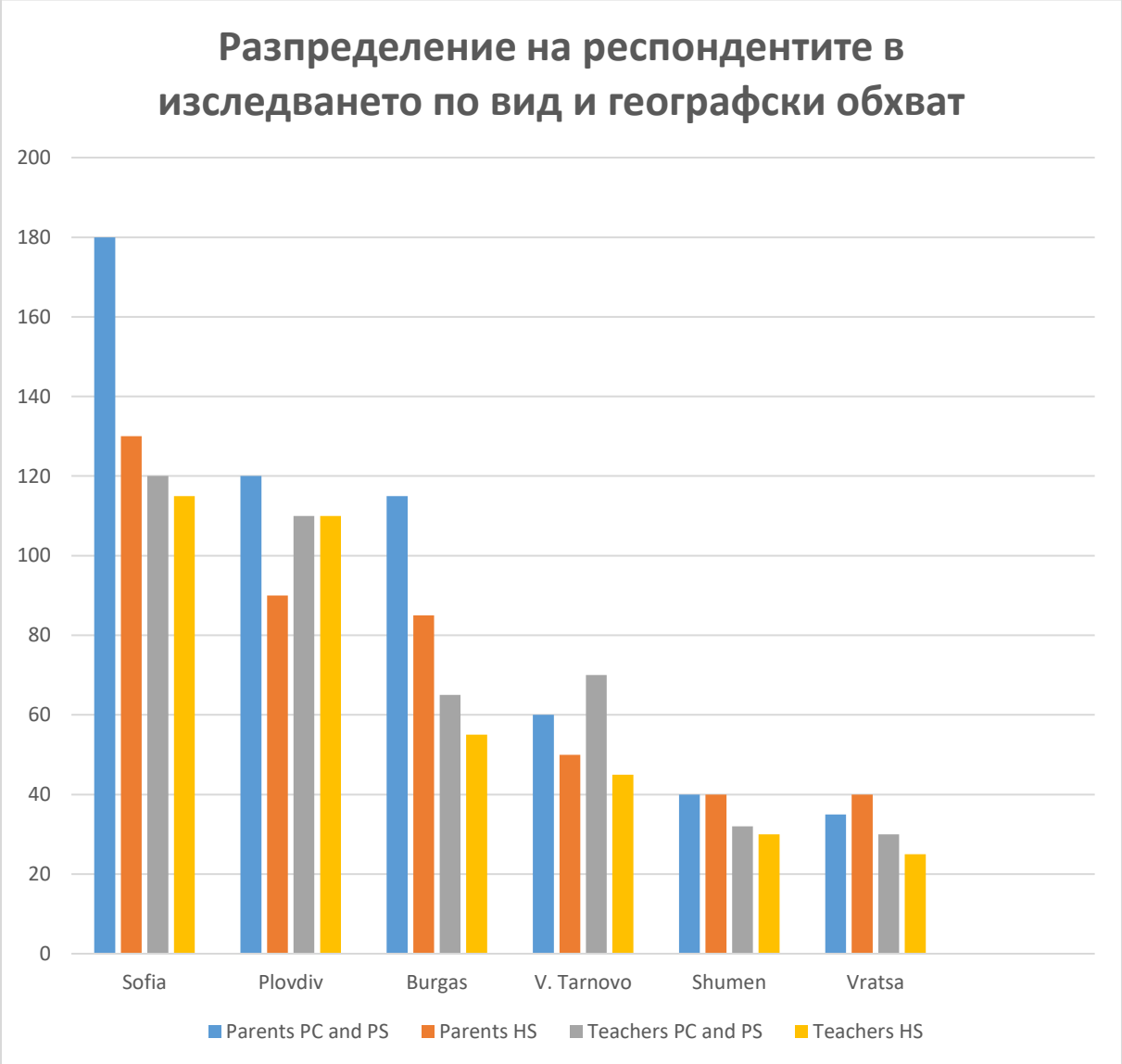


The distribution is not directly related to the situation specific to Bulgaria, but includes representatives (cities, childcare facilities/schools, children/parents/teachers) from all six administrative regions. This allows for representativeness of the geographical distribution. The exclusion of small towns and villages does not allow for maximum precision of the results, but in connection with the pandemic situation and the fact that in the cities we specified for the study live about a third of the country's population (approximately 2.5 million people - see data of National Institute of Statistics for 2018).

Table No. 2. Distribution of survey respondents by type and geographic scope

RESPONDENT	PARANTS OF CHILDREN IN		TEACHERS IN		TOTAL
	Preschool and primary education	Secondary education	Preschool and primary education	Secondary education	
SOFIA	180	130	120	115	545

PLOVDIV	**120**	**90**	**110**	**110**	**430**
BURGAS	**115**	**85**	**65**	**55**	**320**
VELIKO TARNOVO	**60**	**50**	**70**	**45**	**225**
SHUMEN	**40**	**40**	**32**	**30**	**142**
VRATSA	**35**	**40**	**30**	**25**	**130**
TOTAL	**550**	**435**	**427**	**380**	**1792**



Various arguments are advanced to justify the promotion of media training or education. According to some experts, a coherent argument can arise if governments committed to giving priority to the "three P's of a coherent public policy" 1 (in this section we adhere to the numbering of the cited sources with Arabic numerals due to the specificity of the cited documents. So, at the end of work will be listed under "Notes":

• Promotion of media literacy for all citizens; • Participation of all citizens in social, cultural and economic activities, and • Protection of all citizens in need (whether due to age, disability or their income) 2"

Although a coherent global logic is certainly desirable from a theoretical point of view, its absence should not hinder the development of media education in practice. Indeed, the diversity of logics underlying media literacy is instructive insofar as it encompasses the diverse cross-cutting interests of many actors.

For the purposes of this paper, the main arguments in support of promoting media education have been selected and organized as follows:

• civic participation / empowerment3; • reducing the digital divide; • risk reduction / protection against harmful content; • ability to make an informed choice / consumer protection.

The relevance of these (categories of) motivations becomes clearer if we consider the very nature of media education and its implications, namely a critical activity with important technological and ethical ramifications.4”

The following judgments are available, mainly in the direction of the following: "To learn to analyze news and advertisements by exploring the social functions of music, to distinguish between propaganda, opinion and information, to analyze the representation of gender, race and class in entertainment media and information, to understand media economics and control." An examination of how violence and sexuality are represented in media communication as skills essential in life. The development of digital media leads to the emergence of a series of important new skills in the field of media education, which raises in particular the question of identity: personal and social; of the complex interplay between what is in the private domain and what is in the public domain in some legal and ethical aspects. The broad conceptual scope of audiences and authors, messages and opinions, representations and realities can deepen students' thinking abilities, critical thinking and communication abilities 5".

There are many logical elements that are the foundation of media literacy. "Thus, according to the above, media literacy is presented as 'a prerequisite for full participation in late modern society, which includes basic skills of analysis

and appreciation of social dynamics and the social centrality of media as part of everyday culture 6.”

There an opportunity for children and students to become more involved in the social environment, which depends mainly on the media and digital technologies. "The goal of bridging or closing the digital divide stems from the understanding that access to digital resources and the ability to use them effectively enables political, economic, social and cultural empowerment. The existence of inequality in the face of digital opportunities can therefore create new divisions, even exclusions within society or worsen existing ones.' Digital, analytical and evaluation skills are needed to overcome the dangerous risks of media content adoption. These skills allow them to “make informed choices within their use of the Internet and other digital technologies, use and consult different forms of media and content from different cultural and institutional sources; understanding how and for what purpose media content is produced; critically analyzing media techniques, languages and conventions and the messages they convey; and identifying unsolicited, offensive or harmful services and content 7."

Similarly, developing the ability to make informed choices about media content, these skills can also increase consumer awareness, vigilance and protection. The process of defining media literacy is necessarily based on the foundations and goals of media education. Consideration of its aims sometimes includes a description of the skills that media education aims to develop, as in the preamble to the European Union's Audiovisual Media Services Directive (see below), or as part of the civil society initiative that led to the drafting of The European Charter for Media Education. According to this charter, "media-educated persons should Power 8":

• Effectively use media technologies to access, preserve, or research, retrieve or share content to meet their individual needs and interests as a community; • Access media technologies and make informed choices across a wide range of media and content, media through a variety of cultural and institutional sources; • Understanding how and why media content is produced; • Critically analyze the techniques, languages and codes used by the media and the messages they convey; • Use media creatively to express and communicate ideas, feelings, information and opinions; • Identify, avoid or challenge media content and services that may be objectionable, offensive or harmful; • Use of the media in exercising their democratic rights and citizenship." (IRIS plus 2011-3, L'éducation aux médias, I Observatoire européen de l'audiovisuel, SBN 978-92-871-7117-7, Strasbourg – France.)

The arguments presented in favor of promoting media literacy in the texts above (sometimes separately, sometimes in parallel) can be grouped as follows:

• the civil responsibility of people; • reducing or eliminating the digital divide; • developing the ability to make informed choices, especially regarding illegal and harmful content online. Sometimes the texts analyze the nature and goals of media education, which aims, in particular, to increase the level of understanding of the functioning of the media and to sharpen critical thinking towards the media. A sense of responsibility for the issue'77 continues the development leading to an explicit confirmation of the importance of a multi-stakeholder approach to media education. This clearly reflects the increasingly complex constellation of participants in this process. The inventory of relevant stakeholders facilitates the identification of the specific roles of each, for example the role of the public education service of the media'78 and the expected role of the private sector and civil society actors'79.

"Finally, it is useful to note the experience of the Committee of Ministers to identify the different types of content that may be harmful to children. Very often, policy documents refer to harmful content as a broad, undifferentiated term. In its Recommendation Rec (2006)12 on accountability and empowering children in the new information and communication environment, the Committee of Ministers identified several types of harm, which facilitates the subsequent task of designing appropriate and adapted strategies to deal with it. The Committee of Ministers recommends that Member States of the Council of Europe to: "to ensure that these skills allow children to better understand and deal with content (eg violence against others or themselves, pornography, discrimination and racism) and behavior (such as solicitation, intimidation, harassment or abuse) that pose a risk of harm. They would thus promote a climate of trust, well-being and respect for others in a new information and communication environment. -7117-7, Strasbourg – France.)

In CHAPTER THREE: Analysis of the effective formation of media literacy among subjects of media education, the following problems are developed:

1. MEDIA LITERACY IN THE SERVICE OF EDUCATIONAL INSTITUTIONS

2. STRATEGIES FOR MEDIA EDUCATION

In this regard, our research is based on these four main research questions, thus we can carry out the planned comparative analysis in the direction of media education:

1. Independent use of media technologies by children, students, teachers and parents.

2. Information load of children, students, teachers and parents with the possible adverse effects of the media.

3. Practical aspects in the contacts of children, students, teachers and parents and social groups with the media.

4. Grouping the possible aspects of contacts of family communities with the media.

1. Put the school at the heart of the Ministry of Education's digital and media literacy agenda National education today in France provides a very large amount of data related to school life, students' grades and results, the work and duties they perform. Thus, a wide variety of personal digital and digital data is collected, stored and processed by multiple actors (schools and training centres, academic services, local authorities, private partners providing educational resources and digital services).

The Ministry of Education must ensure that the flow, processing and analysis of this school data strictly respects the privacy of students and their families, teachers and administrative staff. Compliance by all participants with the rules governing the use of this data is one of the essential conditions for the trust that must exist in any educational community. This system of guarantees is the prerequisite for the development of new possibilities in the field of education at the entrance of the School in the digital age. Therefore, better protection for better assessment will be the cornerstone of the Department's media literacy strategy.

This begs the question, "How can we protect ourselves better...?"

Despite the growing sensitivity of the subject, a recent report by the Ministry of Education in France dedicated to digital and digital personal data shows that participants in the educational community are often unaware of the possibility of re-use that can be made from their digital activities. The proliferation of digital equipment and resources, such as the development of experiments exploiting the potential of digital technologies, reinforces the need for a clear and shared framework of trust among the entire educational community.

The European General Data Protection Regulation (GDPR) and the law of 20 June 2018 on the protection of personal data help to create this framework by strengthening users' rights regarding the use of their personal data. In particular, data controllers have an obligation to provide information that is simple, clear and

easily understandable by interested parties, which as part of school activities include students and their families. The appointment of a data protection officer to the Ministry of Education and the Ministry of Higher Education in France, research and innovation, according to our research, will be effective by the end of 2019. Moreover, in accordance with the European texts, it is a matter of implementation and cooperation of all actors who use or wish to use digital services and digital resources, so that they know what they are doing, which is actually done by the personal data that is collected, stored and process. National Data Protection Officers, led by the Secretary-General, and their academic counterparts will be responsible for raising awareness, informing and advising heads of educational establishments, including heads of institutions, to ensure compliance with the legal framework related to personal data . In addition, in view of the specific features of personal data collected in schools, a code of conduct specific to National Education will be developed in the last quarter of 2019 and submitted to the National Commission for Informatics (Cnil), Reinforced framework provided by the GDPR for the sectors that require it, this code will bring together all the elements that are necessary for participants offering services and digital resources to schools and training centers.

Also, a committee on ethics and digital data expertise will be established under the Minister of National Education. This body, composed of qualified members, will issue opinions on public interest in the use of data collected and processed in the school setting. Finally, special emphasis will be placed on training and information activities for school leaders and teachers on the challenges of using digital school data (e-learning course and guide for school leaders, etc.).

This begs the question, "How can we have a better evaluation...?"

All the research and experiments currently taking place in the digital education and media literacy sector highlight the fundamental pedagogical potential offered by the collection and analysis of school data:

1. What needs to be decided first of all comes down to the leading role of the student, who becomes the center of education, thus looking for a realization towards an individualized learning environment that gives him the opportunity to assess his strengths or weaknesses . In this way, it will be possible to gain access to specific pedagogical standards that include both activities or resources and expected results that lead to self-affirmation and development;

2. What comes down to the decisive role of the teacher, who has unlimited opportunities to apply adequate methodological schemes and specific pedagogical forms and methods. In this way, there will be sufficient time for student-teacher

interaction and differentiation and individualization according to the needs of individual students;

3. That which comes down to academics in the educational sphere or institutions that understand interactions that stimulate interaction in learning and lead to the expansion of practical aspects in relations with other institutions;

4. That which is reduced to the overall management of educational institutions or to the educational sphere as an economic system, which enables the analysis of the obtained data for their evaluation and practical application in specific social situations.

To achieve these goals, the Ministry of Education in France is developing data management to ensure better use, dissemination and evaluation. This management is based in particular on the skills of an administrative data controller who was appointed after the start of the academic year 2019

2. Teaching at school in the digital 21st century Digital innovations in the service of pedagogical effectiveness The development of artificial intelligence (AI) in the school field will change the daily practices of teachers, helping them for example to recommend content or resources or to support the assessment and correction of their students' work. AI can also reveal new information about students' study habits. This will enable teachers to apply learning situations and support the needs of each student according to his profile.

I definitely think that with the large distribution of information, there is a serious prerequisite for its diffuse supply. Thus, this diffuse process predetermines the forms and modes of communication. The latter is directly reflected in the educational process, mainly in terms of direction, as we have already mentioned before the pedagogical content, methods and forms. It is not by chance that L. Angelova and B. Angelov believe that "the most important thing is that the very end result of the training, considered through the prism of the relations between the participants in it, is called into question. I.e. the methods by which the teacher and students, the students communicate with each other, as well as the ways and forms that are imposed as rules for communication between them, are called into question. It is the resolution of this problem that is seen as a prerequisite for the formation of modern citizens and society. That is why the theories about the mission of education in the modern world place an emphasis on this final product - the formation of responsible citizens. A goal, the realization of which requires joint efforts, both on the part of the system that imposes it - the administrative organization of training, and on the part of those who directly implement it, participating in it - trainers and trainees." (Angelova, L., B. Angelov, Media,

education, social communication, In: Education and technologies, no. 11, 2020, p. 43-44)

Therefore, if we consider the movement of relations and dynamics in these processes, the tendency becomes clear that the recipients or learners themselves desire the changes and the trainers (or the majority of them) comply with the relevant standards or requirements.

"As for the system of educational administration itself, at different stages of development it has demonstrated a varying degree of acceptance of the status quo, a different attitude towards the changing balance in education, moving between the desire to preserve existing morals and tradition, and the aspiration to change . In short, this system remains rather conservative and hierarchically conditioned and less liberal and egalitarian" (Bourdieu, 1990: 71-107 according to Angelova, L., B. Angelov, Media, education, social communication, In: Education and technologies, issue 11, 2020, pp. 43-44o).

Regular assessment of students becomes a learning tool in itself. Digital technologies will enable a more accurate assessment based on better data evaluation and improved sharing opportunities within the educational community. Students will be able to learn, self-assess, participate in diagnostics based on content adapted to their level and / or their needs. These devices will also help free teachers from some tedious correction tasks by giving them the tools to individualize their actions for each student. The progressive deployment of connected objects in all areas of social life encourages us to put these various interactive and communicative products at the service of learning. Tomorrow, screens will most likely no longer be the dominant interface between humans and machines. Whether we follow progress (with bracelets dedicated to physical education and sports), or reproduce data on all kinds of sensors (glasses, drones, home automation items) or learn to program (robots for example), connected objects will enrich and significantly renew the conditions of training. Simulators such as augmented reality or virtual reality, allowing students to gain experience from authentic situations, represent another structuring perspective in pedagogy. This field seems particularly promising for achieving learning through skills, especially in the vocational and technology sectors. The possibilities offered by blockchain technology also generate new perspectives for national education, in particular regarding the dematerialization of diplomas, the certification of skills and the development of free and open resources created by educators.

3. Stimulating and strengthening the professional development of teachers.

New tools for teachers and students.

Here we want to emphasize the possibility of "Creating a teaching tool in primary school". The development of the digital resource banks will continue in 2019 and 2020. Regarding cycle 2 of fundamental learning (from CP/preparatory group/ to CE2 /second grade/), the content enrichment focuses on fundamental learning in French and mathematics, in line with national requirements in student achievement to better meet their needs. Special attention is paid to students with special needs, for whom the contribution of digital technologies can be decisive.

That is why it is extremely important to have "Equipment and digital resources classes from a preparatory group". Preparatory classes that incorporate updated texts and teaching methods are a preferred experimental framework for digital innovation. At the initiative of the National Science Council on Education, large-scale experiments were launched with digital tools and applications for fundamental learning, as well as new approaches to assessment.

Thus, the digital tools developed by the researchers as part of the government's future investment program (PIA) will be the subject of specific experiments. Similarly, the Department for Evaluation, Forecasting and Performance (Depp) will experiment with new evaluation tools, based in particular on digital technologies, which will allow for more regular evaluations and more targeted areas than those carried out today. The scope of these experiments will begin at the beginning of the academic year 2019 and will focus on classes from the preparatory group, divided into priority educational networks.

This is why we are also aiming to launch an "Innovation Partnership for Artificial Intelligence in Primary School French and Maths". "This is a factor leading to the creation of communication competence - the attitude towards positive expectation, the conscious desire to seek and find the benefit, the meaning of the presented new information (knowledge), the curiosity that prompts the learners to taste this new knowledge, and above all the ability to make sense of and critically analyze what is learned, the ability to make decisions about how best the information offered will be able to facilitate and support personal development. In this way, communicative competence - the knowledge, ability and positive attitude towards communication in the learning process - lead learners to believe that the success of their experience will certainly depend on the degree of its assimilation, i.e. from knowledge. The emergence of this whole complex of positive attitudes, the result of the equal treatment of the students, moreover, by someone whom they trust, is the most serious prerequisite for the success of the training" (Danov, D. 2018, p.25) .

An innovation partnership is a specific form of public order that finances research and development of innovative projects and then acquires the products.

EUR 8 million was allocated for this project under the PIA. After pre-selection of companies likely to participate in this procedure, the launch of the partnership was completed in June 2020 with the presentation of the specifications for consultation. The aim is to select for the first stage three proposals in the disciplines of French and Mathematics. The choice for the next steps (industrialization after this acquisition and implementation) will take into account the results obtained. The first results are planned for 2021.

In this context, the implementation of a digital tool accompanying the "Homework Done" system is important. In October 2018, the National Center for Distance Learning (CNED) opened a digital service to all secondary school students as part of the homework programme. This innovative service will provide 3.5 million students with priority care and immediate homework help, as well as methodological support to help them become more independent with their homework.

Also of interest is "Creating a digital assistant to support and teach French and mathematics for primary school students". After the high school entrance exam, it is important that students with special needs for support in French or maths can measure their progress throughout the year. At the start of the 2019 academic year, a student support tool offers assessment and self-positioning activities on all relevant topics (language learning and French reading and writing, data organization and management, numbers and calculations, quantities and measurements and programming by mathematics). Based on these results, profiled learning or skill building activities will be offered to students. Thanks to the technologies for artificial intelligence, the suggestions made to students will be increasingly personalized and precise. This tool can be used independently by students, regardless of the equipment or location of use, but also at the suggestion of teachers, in addition to the work required of students. It can allow regular monitoring of learning by teachers.

No less significant is the "Creation of an educational platform for digital resources within the project "School - digitalization - industry" (ENI)".

As part of the ENI project, the partnership with the industrial world aimed at bringing school education closer to authentic situations in the sector in order to increase the motivation of students and introduce them to professions from which they are often far away, the "Etincel" platform will offer to students and teachers on digital resources for vocational and technology education. These resources, which are produced by National Education and sector participants (branches, federations or companies), use all the potentials of the digital (animations, "serious games", etc.) and are based on the industrial realities of today. They make

it possible to satisfy many ambitions: to assert technical and industrial culture, to perceive lessons in a more concrete and motivating way, to emphasize the attractiveness of commerce, to participate in a positive orientation, to favor a shared formation between the school and industries, to fight against stereotypes that can exclude girls from relevant trades, to develop free resources of educational rights as well as for companies. The "Etincel" platform, with a first set of resources, will be open to teachers at the beginning of the 2018 school year.

Multimedia: application of new technologies in education In Bulgaria, for two decades, systems have been actively used to assess the degree of appropriateness, sufficientness and practical applicability of the taught content from the point of view of the learners. This applies in full force to the use of digital resources and other basic means of media literacy.

They are described in detail by Prof. D. Danov (Pedagogy of effective communication, Media literacy-rethinking the experience and "Looking towards the education of the future"). I illustrate this here with questionnaires filled in by student-parents who participated in media education courses. The obtained results give us the unique opportunity to go much deeper into the attitude of the direct participants in media education in the direction of building media literacy by analyzing their opinions about the presented process. That is why I am grateful to Prof. D. Danov for the guidance provided regarding the study.

L. Angelova and B. Angelov dwell in detail on a study in Germany (Bayer, 2016) - among children from the primary stage of education, the results of which provide interesting information proving how computer games are the most sought after and interesting. According to them, the goal is to determine the relationship with current media. In this way, concepts related to "critical media consumption" on the one hand, or critical "media competence" on the other will be revealed. The authors believe that in this context are those "compensatory concepts" that we associate with the practical aspects of media pedagogy. Here, the interest in obtaining information and imparting knowledge and skills with methods that allow children and students to compensate or overcome possible lack or deficiencies in its use is clearly the leading interest.

For T. Bayer, media education is a theoretical and practical discourse on media culture. It is no coincidence that in the academic year 2020, as a tool to support students in a number of EU countries, assessment and self-positioning activities are offered on all relevant topics (language learning and reading and writing in the relevant language, organization and data management, numbers and calculations, quantities and measurements and programming in mathematics). Based on these results, profiled learning or skill-building activities are suggested

for students. Thanks to artificial intelligence technologies in the context of the COVID 19 pandemic, the offers made to students are increasingly personalized and precise. This tool is used independently by students, regardless of equipment or location of use, but also at the suggestion of teachers, in addition to the work required of students. It can allow regular monitoring of learning by teachers.

Media literacy, apart from media education, is also present as an important part of civic education. That is why it is necessary and it is the object of purposeful and systematic research by educational institutions, pedagogues, teachers and parents. Thus, the essential similarities found in the analysis of the essence of media literacy can be seen not only among children and students, but also among pedagogues, parents and teachers. The survey we used with parents is related to communication as part of the phenomenon of socialization and the role that the media play within this process for the formation of media literacy. Here we would mention the courses offered in the secondary school system, as well as the experience of the SU-specialty MPHK, the courses offered at FZHMK and FCNF. Moreover, 2-3 years ago the Ministry of Education and Culture issued a new regulation in which a number of disciplines directly related to the development of media literacy became mandatory for all students - pedagogues and/or with a teacher profile: ICT, Information and communication technologies in education and work in a digital environment, Digital technologies in education, etc. Therefore, a new reading of media literacy is needed.

Children and students engaged in communicative, media, digital and information literacy should:

1. to be able to and show the possibilities and advantages that are available in the actions of the media and digital technology in the various modalities in the development of children and students, in mastering moral and ethical values, for which there must be specific work for additional literacy;

2. mass communications cause, but also must maintain interest in the media and social networks, activating the debate about their necessity in relation to group communities;

3. to activate and stimulate the positive attitude towards media, digital and information literacy and the extent to which children and students have access to mass communications, media, information and knowledge, taking into account possible differentiations in individual social groups;

4. to recognize the components of media literacy by children and students regarding the possibilities of communication in social networks;

5. to stimulate children and students in terms of media and information literacy to strengthen contacts and participation with the educational system and institutions in a global aspect;

6. to develop those components of media, digital and information literacy through the media supporting information and communication technologies;

That is why we argue that the importance of a clear methodological justification of media literacy as a conceptual vision that, according to the Paris Declaration on Media and Information Literacy in a Digital Environment, "includes all the technical, cognitive, social, civic and creative skills that enable us to access and critically understand both traditional and new types of media, and to interact with them.

Media education is based on a set of fundamental principles:

1. Media constructs reality. Media productions are the product of decisions, choices, interest, financial, technical and human contingencies. Therefore, the reconstruction of media content makes it possible to update the processes used and look critically at the content presented as authentic. Representations, current affairs, groups and collective problems affect our perceptions, our attitudes and our perception of reality.

2. Consumers negotiate the meaning of media productions with producers. There, the meaning of a media message is never prescribed, closed; it emerges from the encounter between an author who encodes a message through a medium of communication and a reader who decodes that text according to his values, his networks of analysis and his journey.

3. The media transmit values and ideologies. They present visions of the world, offer moral models and mark the normal/abnormal, the "fair/unfair, the desirable/undesirable. This is articulated particularly in the representation of gender relations on screen; representation of femininity, masculinity, sexuality, as well as appropriate behavior.

4. Media has business implications. They are part of the entertainment, advertising, marketing and sales industries; the content created is the result of business considerations.

5. Media content has social and political implications. They affect electoral processes, the ways we understand and make sense of complex issues, and the roles and responsibilities of different actors.

6. The effects produced by media messages on their recipients are as important to the content they convey as the formats they use. Thus, information

will be received differently and have a different impact depending on whether it is broadcast on television or written on paper.

7. Each medium has its own aesthetic form that can evaluate itself. Photography, cinema, video games are simultaneously means of communication and expression with aesthetic and artistic qualities.

According to Landry & Letellier, there are six categories of skills commonly targeted in media education, viz. media education activates pedagogical approaches that encourage learners to have an appropriate attitude towards the media.

1. To be able to work with a computer, with the Internet and various programs. Level of competence/ability to use media technologies.

2. To be able to search for information, evaluate it, process it and use it. Information skills.

3. To be able to express ourselves using media and electronic tools. Expressive and artistic skills.

4. To know how to behave ethically and responsibly in digital networks. Behavioral competencies / skills

5. To be able to look critically at media information and publications. Evaluative and aesthetic skills.

6. To be able to self-evaluate the values and the way we receive and treat information. Self-observation skills.

These main arguments justifying the promotion of media education as described above can be identified in several target groups: children/minors, adolescents, parents, the public, the elderly, people with disabilities, linguistic minorities, disadvantaged people social and economic situation, media users, consumers, etc. From the results obtained, it can be seen that there is a clear tendency to give priority to children/minors (and parents, because of their relationship with the children). The main targets of protection and empowerment for this trend can sometimes include teenagers. The respective strategies enable us to focus on formal, non-formal (eg at home) and non-formal education (eg through out-of-school and home awareness campaigns). When measures to promote media literacy target other groups, the strategies are often different.

Conclusion: conclusions and recommendations Parents are regularly challenged by government and educational institutions, even reprimanded by the media, for not fulfilling their role as guardians of their children in the media.

However, in a digital environment that targets children ever earlier and that allows strong individualization of media consumption, their role becomes increasingly difficult. The volume of risky content identified as such by public authorities and operators is constantly growing, and access to it is facilitated by the ever closer proximity of audiovisual and digital equipment (mobile phones, portable games, mp3s, computers). In the last twenty years, the media have acquired a key role in the socialization and education of children and adolescents due to their intensive use and the place they occupy in the construction of their social identity. During the same period, public authorities transformed the modalities of media space regulation: from a direct role of the state, which until the 1970s was accompanied by content censorship, we witnessed the recognition of freedom of communication and increased self-regulation. The new forms of regulation therefore lead to a double privatization of content control: upstream, which made operators responsible, downstream from that of parents. At the heart of these new systems, classifications are promoted by French and European public authorities as a tool. They could lead to the following:

1. There needs to be rules of use for schools to follow.

2. Educational institutions must offer an adequate learning environment, high educational standards and curricula in the implementation of work in the direction of media literacy. This is directly related to the training of trainers to carry out training in this area, but it should be carried out in collaboration with other institutions.

3. Looking for creativity in your students when using digital technologies in the learning process.

4. The diversification of the learning process, as even the children's and students' own devices should creatively assist them to get involved in learning activities, as well as to develop their media literacy.

This is why it is increasingly important to promote the protection of children, young people and human dignity in the media and support the creation of an appropriate media environment through which the social, educational and cultural needs of children, students and citizens are met. All this should facilitate the dissemination of good practices and the development of reference initiatives.

Here we must emphasize once again the following findings, which complement the conclusions:

1. Understanding the specifics of socialization by the media or the possibility of their regulation requires first taking into account their dual nature: cultural and industrial.

2. Under pressure from public authorities and public opinion, the industry recognizes that media content may pose a risk to minors depending on their age.

3. The classifications offered to parents are intended to help them avoid taking risks for their children.

4. Classification tools are introduced to stop worry and help parents guide their children's practices. The European Union wants to turn these systems into a major lever for media regulation.

5. Parents are aware of the media risks at a high level while equipping their children with digital tools, as they also expect a lot from the media.

6. The effectiveness of building media literacy depends on the level of media regulation and the appropriateness of tools provided to parents, such as content ratings. It also depends on the limits to be placed on the media, media mediation and the importance of educating young people through extracurricular and non-media activities.

7. The positioning of children and students is analyzed along two main lines: that of their behavior in front of visual media and that of their relationship with violent content. The analysis will be able to be in-depth here thanks to the specific questions related to their attitudes towards violent shows and the consequences attributed to watching these media content and programs, as well as through group interviews.

8. The attitude of children and students towards the media and media bans is not homogeneous. The relationship with content varies greatly by gender, but also by social background. It also changes depending on the school context, which tends to reinforce the features of popular culture in schools, for all children and students.

SCIENTIFIC CONTRIBUTIONS

At the theoretical level: the relationship "media - education" is analyzed, which is usually considered in a certain context as one of the most essential and used types of social communication among children and students. Thus, we defined digital and media literacy as an approach and process that addresses the goals of media education.

At the research level: the relative effectiveness of various mediation or methods of building media literacy in children and students has been measured. The data from the survey make it possible to understand the conditions under

which it is possible to educate children and students in childhood and adolescence with the media. This measured the usefulness of rating systems and the need to assess children's and students' chances of encountering risky content.

On a practical level: the practical aspects of media literacy aimed at children, students and specific social groups are examined. Exploratory research with children, students, teachers and parents according to the data are presented as subjects of media education.

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