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Economization of media education: globalizing trend

Abstract

The proposed article is devoted to the study of peculiarities of the economization of media education of the global economic environment. The authors insist on the hierarchy of a creative model that encompasses school media literacy, university education, and lifelong learning. An important problem of interdisciplinary research, which can be solved by involving specialists in creative business, international economics, law, psychology, theory of media communications, management, is raised. The researchers conducted a comparative analysis of sectoral, evolutionary, security approaches to the study of globalization trends, as well as to identify country differences in state and supranational support for media education, media literacy, and media professionalism. Direct and indirect financial instruments of support of educational processes in the media were established and the features of regional approaches to monitoring the state and trends of the dynamics of media education were revealed. The attention is paid to the institutionalization and collaboration of media companies in the EU countries. Significance of the system of preventive measures, in particular, blocking of negative content in the media sphere is analyzed. The peculiarities of the EASA National Policy Platform and its relations with the participating countries of the mechanisms and instruments of interaction have been revealed in the EU. The authors insist on the great importance of the creative institutes of research and the implementation of media and educational strategies of the community. A dynamic model of media specialist training in the new conditions of the information society has been developed.

1 Problem statement

The rapid development of globalization processes has made significant changes in the understanding of the mission, goals, tasks, and forms of media organization, which in the conditions of fierce competition for domination of the global information space have acquired signs of clear hierarchy, increasing commerciality, systematic and targeted orientation, media companies often

generate a number of signals that can significantly influence consumer behavior, some of which are often capable of radical action. That is why, the intertwining of economic, political, social and other interests of large media holdings and global TNCs, the emergence of orthodox religious and extremist media, virtualization of the global information environment, decentralization and delocalization of production activities have led to the creation of an asymmetric model of influence on the social

Keywords

media, media literacy, media education, networking, financial support, incentive mechanisms and tools, media platforms, EU, media concept models, media content

JEL: M20, M29

media, which cause fundamental changes in the behavior of the general public. Such threats on the part of media companies and specialized centers of misinformation required the development of systems of blocking mechanisms, one of the areas of which were: increase of media literacy of students, dissemination of ideas of media education, humanization and commercialization of professional media education (university), and therefore maximize it as needed.

In view of the above, it is extremely important in the first quarter of the 21st century. the economization of media education was envisaged, which envisaged increasing its accessibility, high technology, creation of a rational network of educational institutions, which was based on the existing needs of not only national economies but also integration groups with their demonstration in many respects academic mobility and clear financial instruments of this process. At the same time, the content of the training and its corresponding filling required substantial changes. Creating a number of new media positions, especially those operating on the Internet (system administrator, network curator, eternalist, exist, etc.), required a significant rethinking of the learning process itself, its structural model and evaluation of the real connection between theoretical and applied content. The proposed article is intended to clarify the nature, features, and dynamics of the process of radical change in university education.

2 Analysis of recent researches and publications

The proposed study is a prime example of the application of interdisciplinary approaches and therefore consists of many levels of generalization. In view of the above, it can be argued that some aspects of the economics of media education were considered by creative business professionals (J. Howkins, PG De Monthoux, R. Thaler), management (L. Küng, L. Mitchell, G. Hagoort, P. Scannell), psychology (D. Giles, H. Giessen, J. Wagner, and TB Maclean, as well as theories of media communication (E. Rogers, D. McQuail's). a real opportunity to evaluate the professional qualities of those who, in their own words, and are called to create the specified product, provide its competitiveness, maintaining high consumer standards and, finally - all profitable multi-level media companies.

3 Research results

The modern palette of world-wide media research is extremely wide, because it covers not only interdisciplinary interaction but also sectoral collaboration, which significantly influences, on the one hand, the quality of the manufactured product, on the other - the enhancement of the

competitiveness of a particular product, of a particular company, of a particular state. It should also be noted that this predominantly pragmatic interest in media education has not emerged at this time. Back in the 70s-80s, the content issue was discussed in the leading countries quite lively. It is during this period that there is a considerable debate between scientists and UNESCO experts. The first systematic monograph on this issue of Z. Morcy's "Media education" was extremely important during this period [1]. Note also that during the period under review, a great deal of attention was paid to the "negative impact" of television, which American researcher M. McLuhan [2] (interpreted by V. Terin [3]) characterizes rather rigidly: "Television acts as an LSD", "It would be nice if there was no television in America at all," "TV demobilizes eye muscles." Such a list of threats by experts could be continued, but it is worth noting that about half a century has passed, and the fears of modern scientists about the Internet look quite similar, despite the fact that its users are now both the younger generation (for example, generation Z). people are much older. And almost all of them agree with the need to regulate site visits.

In today's context, the development of media education looks rather problematic because of its incomplete definition and, in our opinion, requires not only an inter-systemic study of the acquisition of new competencies by students of specialized and non-core universities, but also a new theoretical understanding of the nature, dynamics and taxonomy of formation and taxonomy. That is why the point of view of the British researcher D. Buckingham, who is considering the formation of a new model of theory through the creation of a system of agencies that organize their own structural network, and therefore power (media power), should be considered rather indicative [4]. In a rather complicated polemic with the author, in view of his previous works, the Russian scientist A. Fedorov entered, whose monograph [5] is devoted to a large number of levels of media studies, mainly of comparative nature: theoretical, school, university, geographical, digital. However, it is of utmost importance, according to the scientist, to create an appropriate model of functioning. The "model approach" is also fully supported by S. Akmanova, L. Kurzaeva, N. Kopylova [6], who are deeply convinced that the media education model should be extended to all walks of life and should be (lifelong). One can, of course, agree with this approach of Russian authors, but as we think in the course of a possible implementation of this kind of concept there will always be a question about financial resources.

The current period is characterized by a considerable diversity of research focus, some of which are fully deterministic. M. Dezuanni offers his approach to defining media literacy. It

substantiates the idea of agentive realism in the concept of global media literacy [7]. According to the author, the creative economy, to which the author attributes films, animations, computer games, television formats, has a significant influence on youth behavior. It is important to create a Digital Media Research Center, which allows you to form certain agency relationships in the youth movement that will make it less dependent on certain dangerous influences.

The subject of media digitization continues with the European Parliament, which in 2018 endorsed the ambitious program "Modernization of Education in the EU", which should simplify the teaching and learning of digital media as much as possible. This idea is strongly supported by the European Council for Steiner Waldorf Education [8]. Networking and awareness of the dominant role of the media have become an important task of perceiving the benefits of multi-level media literacy training [9]. Also important is the study of media competence and assessment of the level of critical thinking of university students, as A. Fedorov did [10], and the compilation of an extremely important glossary that would significantly reduce the different interpretations of the whole conceptual apparatus, as P. Bereton did [11].

Of course, it is extremely difficult to identify the model of development of media education in a particular country, because when determining it, it is necessary to consider the media - historical aspect, as well as its economic trend and sectoral structure. However, some researchers, including AP Korochensky, D.S. Srybnyy, Y.I. Tyazhlov [12], are deeply convinced that political processes in the systematic medialization of society, within which the so-called civic media criticism will soon declare, will remain extremely important. An important element of influence, as noted above, should be the economic media system, which will determine its structure and the level of commercialization of certain sectors. A notable example is the media education model in the US, a country that is a powerful exporter and importer of media products. Its organization and profitability are significantly different from, for example, the British system. A detailed comparative analysis of relevant economic and media studies allowed R. Serdiukov to come out quite logical the conclusion that "Importing countries for music, cinema, or television products are usually overly sensitive to foreign influences that can threaten the national cultural identity of the state" [13]. Naturally, this kind of media expansion leads to a loss of cultural identity, and therefore to the need to develop a unified media education policy. In fact, national, supranational media culture support policies have been shaped in the EU. It fully considers the interests of both the entire community and individual countries. Taken

together, it has been dubbed the National Political Platform of EACEA, covering: national strategies, media literacy, and online security through formal education, media literacy, and online security through non-formal learning, youth awareness of the risks involved related to new media [14]. At the same time, it should be noted that some countries, including Germany, are creating their own media education infrastructure, covering a range of protection measures and relevant institutions, including special digital media programs, improving the knowledge, skills and abilities of media education in the professional environment, and creating research institutions (The Institute for Media Research and Media Education), the introduction of both federal educational tools (German Educational Server) and a somewhat strange, local model, but effective (The city-state of Hamburg issues media passport).

An important area of the modern economics of media education is its financing. As a rule, this is done through the system of implementation of the programs of the ministries of education, culture, information, regional and local events. Universities also have a powerful but internally regulated capacity, whose activities are aimed at training media professionals as well as those engaged in media education and cybersecurity. Of course, such a large-scale media education model required considerable funds. The way out of this in Germany was invented through the introduction (from 1 January 2013) for households of a standard license fee for television and radio broadcasting of € 17.5 per month. However, this kind of increasing public attention to the problems of its mediation is being urged by many European experts, one of whom, mentioned earlier by D. Buckingham (2019), addressed the whole community with a peculiar manifesto in which he clearly justified the needs, opportunities, and directions of mediation. not only the European but also the global educational space.

A rather illustrative example of economic collaboration between European universities that prepare media professionals is the creation of the academic and creative network "European University and Film school Networks" [16]. The large MEDIA (Europe, Loves, Cinema) subprogramme, through co-financing (the principle of complementarity), allowed the creation of a real network of deep cooperation between universities (faculties) of the relevant profile, which included 44 departments of coordination of work. The profile of higher education institutions and their specialization features were also considered. As a result of these changes, 14 distinct clusters were created, headed by a coordinator, while the rest were partners. One of these formations was named Summer Media Studio and merged the Lithuanian Academy of Music and Theater Vilnius, Helsinki

Metropolia University of Applied Sciences, Latvian Academy of Culture, Riga, National Academy for Theater & Film Arts (NAFTA), Sofia. However, it should be noted that the highest concentration of media - educational activity was in the British capital (London Film School; London School of Film, Media & Performance).

From our point of view, this kind of cooperation allows universities of this type to undertake a number of important activities aimed at enhancing their competitive status, in particular:

- optimize content - training and exchange plans, programs and other training materials;
- maximize international (within the EU) academic mobility and mobilize significant EU funds in this area (CA-1; CA-2; CA-3)
- make the most efficient use of the facilities of

- the institutions, unifying it for the needs of all participants of the collaboration model;
- strengthen the competitive advantages of both individual universities and the entire network globally;
- to develop a common strategy and tactics for the implementation of programmatic tasks through deep clustering.

Establishing the nature of relationships in today's society is extremely important, first of all, when it comes to training professionals in creative processes because it requires some care in interpreting certain events, stages and evaluating the end results. It is no exception that the media specialist is trained, which, in our opinion, is a system of successive measures of his development as a person and a specialist (Figure 1).

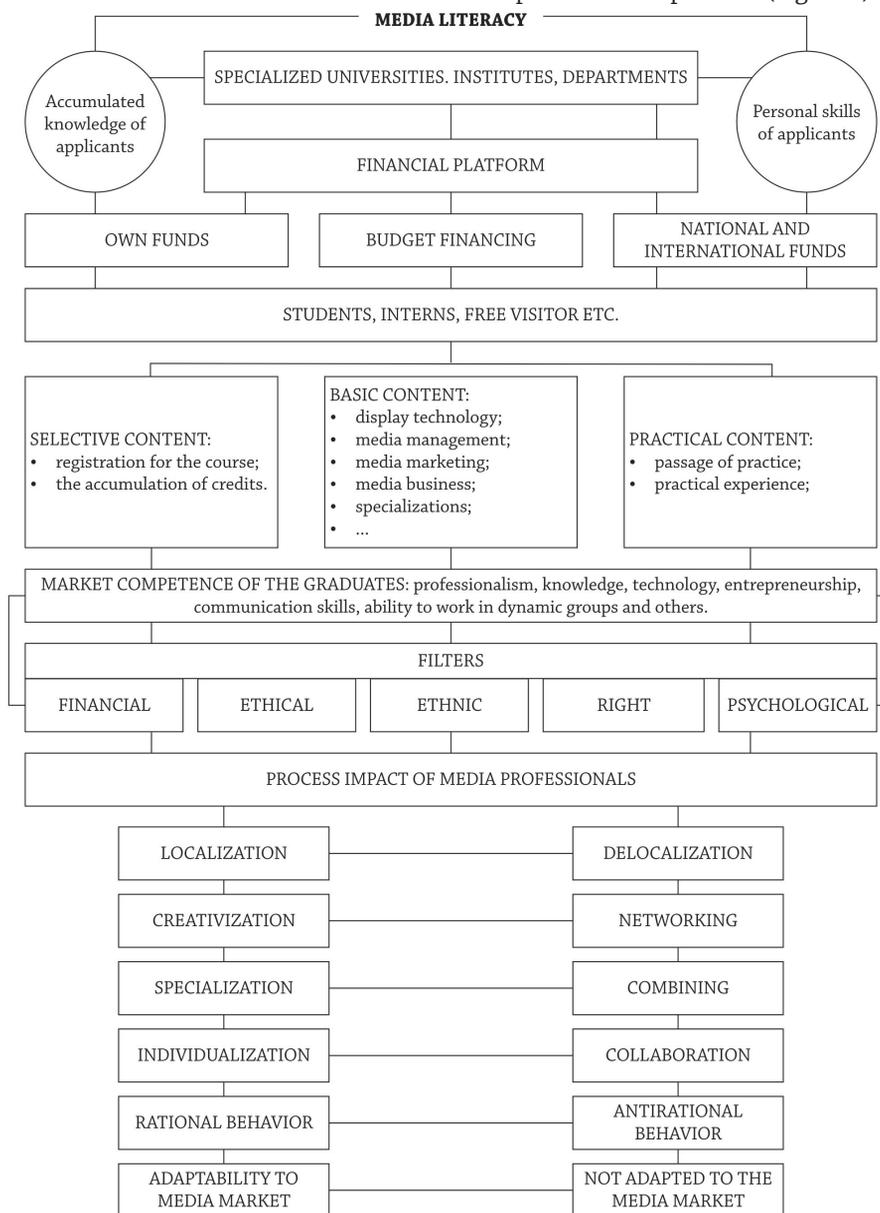


Figure 1 A dynamic model of media specialist training

As the figure shows, the primary basis for a specialist's training is the school, which has the important functions of ensuring media literacy, as well as the accumulation of a certain amount of knowledge on relevant issues. This should include the natural abilities of future students. The next stage is a material platform that aims to ensure the functioning of the entire training complex.

Given the current trends, the future media specialist chooses basic (optional) or selective content, the rationale of which is clearly shown in the figure. The experience gained during manufacturing practices is extremely important. All of the above defines the level of competency of the graduate, which, together with a number of psychological benefits, allow him to enter the media market, and not necessarily national, with their specific specifics and numerous filters that can restrict (advertise display activity).

However, experience in media companies passes for a specialist for nothing, because in his practical activity he encounters rather contradictory processes: localization and delocalization, creatization and networking, specialization and

combining, etc. Also important is the adaptation of the honeycomb to the specific market conditions, the dynamics of which change from year to year.

4 Conclusion

In the context of the high dynamics of the global society, the media sphere plays an extremely important role, as it directly affects society. Therefore, the training of specialists in various media events significantly influences the future "picture" of society. Naturally, this requires considerable funds to fund various media projects, search, on a complimentary basis, stakeholders and organizations, improvement of didactic and economic mechanisms and tools of influence. At the same time, events should be targeted at secure media activity, which also needs major modernization. Development of a dynamic model of training of specialists in the media and its national adaptation allows optimizing the costs of training, to attract additional funds from the structural funds, to increase the competitiveness of the specialists.

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