

# The Technology of Media Culture usage in the Educational Environment: Development of Creative Self-Actualization

Elena Petrovna Olesina, Tatyana Valentinovna Gorodilina

**Abstract:** *The article looks at the experience of building a media environment at school as a system of self-education and self-development for modern teenagers. The authors present a model of development of teenagers' creative self-actualization in the media educational environment, the technology of media culture use in the educational environment and an original diagnostic methodology for determination of the degree of development of school students' creative self-actualization based on assessment of independent work carried out by teenagers (media projects creation) taking into account emotional and semantic visualization of information and the symbolism of associative-semantic connections to evaluate the quality of the conducted work. As a result of the performed experiment, the authors identified personal characteristics shown by school students in the course of their work on media projects and developed a typology of dominant activities that includes four types of individual characteristics observed in school students: analytical, informational, proactive and synthetic types. Based on this typology the authors have determined the relevance and necessity for differentiation of work with teenagers of different ages in various forms of media educational environment and development of their individual educational paths. Correspondingly, a four-stage mechanism of introduction of a teenager into a media educational environment has been suggested providing for the integration of art into the educational environment. The article presents the results of a pilot project that was carried out in state budgetary educational institutions located in Moscow: School no. 1253, School no. 171, School no. 89 and in the children's creative center Trubetskoy Estate in Khamovniki. The article is intended for scientists, teachers, pedagogues and methodological experts who deal with the issues of media education.*

**Index Terms:** *media education, activity development, personal competencies, value-semantic regulation, sense-generating function of motive, personal meaning.*

## I. INTRODUCTION

The modern society, which uses media technologies actively, is in need of a generation that is able to identify goals independently, set tasks in order to achieve them and find creative ways of their accomplishment on the basis of media opportunities. In this context, it is increasingly important to develop creative self-actualization among school students so that they can use information and communication technologies and the media space for their own self-development and self-education. Adolescents (aged

13-18) are especially deeply involved in the constantly developing media technological processes, which undoubtedly require special preparation among school students.

Therefore, at the current stage of pedagogical theory and practice, the relevance of the research into the problem of self-actualization of a school student's personality based on the use of media technologies lies in the necessity of theoretical studies and practical development of an integrated creative media educational school environment (Fig. 1). This environment is viewed as a set of pedagogical conditions necessary for creative self-actualization of a teenager and involves integrated programs, individual development paths in the course of enculturation, development of personal competencies in students and providing continuity of educational content taking into account media technological progress. The complexity and significance of the use of media information and communication environment in the process of teenagers' creative self-actualization in the sphere of education influences the development of personal competencies in students.

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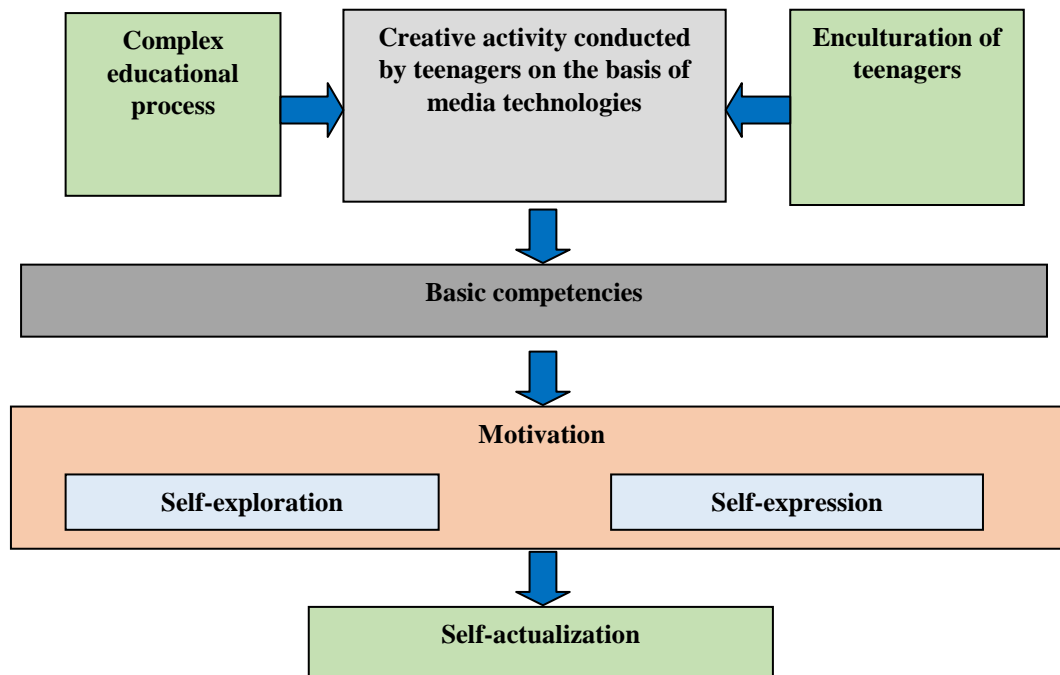


Fig. 1: Integrated media educational environment.

The contradiction between the social demand for emergence of a competent creative self-actualizing personality as a member of information society and the insufficient degree of development of the issues connected with practical use of the media formats of education has determined the subject of this research that consists in theoretical experimental development of a pedagogical model of teenagers' creative self-actualization in the artistic media educational environment with due account for integrated information safety of an individual, which is discussed in the works of Russian pedagogues [1]-[3], [5].

E.A. Bondarenko analyzes the current problems of mass media education in Russia and defines the concept of information culture of the participants of educational process that "includes, along with the informological aspect (the set of abilities, knowledge and skills of finding, selection and analysis of information necessary for fulfillment of the need for information), the culturological aspect (understood as the ways of existence of a person in the information society) and the worldview aspect (determining the degree of active participation of a person in transforming the world) and points out the insufficiency of media culture development in school children in the modern education [6].

As a result of the conducted research it has been proved that employment of a set of didactic methods — the model of teenagers' creative self-actualization in the media educational space and the technology of media culture use in the educational environment — encourages optimization of the learning process, quick engagement of students in the media educational process, development of cognitive interest, communicative skills, creating the conditions for teenagers to unfold their potential, improvement of motivation for self-study and enhancement of creative self-actualization among learners.

The article presents an analysis of theoretical issues related to the use of information space as an innovative integrated

polycultural educational environment and describes the process of students' creative self-actualization in the artistic media educational space. As a result of the research, it has been experimentally verified that introduction of the model of teenagers' creative self-actualization in the artistic media educational space based on the integration of arts into the practices of educational institutions promotes self-organization, self-development and self-study among teenagers.

The results of a pilot project on the practical implementation of the pedagogical model of teenagers' creative self-actualization in the artistic media educational space at schools and institutions of supplementary education located in Moscow are described below.

## II. METHODS

### A. Research methods

The following theoretical methods and approaches were used in the course of the research: dialectical, systemic, functional, structural-typological and comparative approaches; analysis of philosophical, pedagogical, psychological and culturological literature and materials on art criticism; analysis and consolidation of modeling of educational processes.

Apart from that, the following empirical methods were used: pedagogical experiment; observation and analysis of teenagers' media activity; sociological methods (testing, survey, questionnaire, interview), statistical analysis of the gathered data.

### B. Experimental base of the research

The research took place in state budgetary educational institutions located in Moscow: School no. 1253,



School no. 171, School no. 89 and in the children's creative center Trubetskoy Estate in Khamovniki.

**C. Algorithm**

The scientific and practical research was carried out from 2014 to 2018 and included three stages:

**Stage I** — analytical. Identification of the problem, its theoretical analysis based on studies of scientific literature, an empirical survey of the state and degree of creative self-actualization among teenagers; justification of the generalized pedagogical model of the process, and development of an integrated creative educational media environment intended for enhancement of students' creative self-actualization.

**Stage II** — forming. Developing a set of specialized courses for teachers and students; testing the courses within the pilot project. Development of the pedagogical technology "Use of media culture in the educational environment" and its pilot testing in basic, supplementary and extracurricular education.

**Stage III** — diagnostic and final. Data collection and processing, analysis of the pilot project results and their correlation. Teachers of such subjects as Individual Project, History of World Art, Graphic Arts and Literature, as well as supplementary education teachers, took part in the experiment.

The main theses of the research were tested during the pilot project and talks given at research and practice conferences on the issues of media education in Moscow, St. Petersburg, Rostov-on-Don, Novosibirsk (Russia), North Charleston (USA), Barcelona (Spain).

**D. Diagnostic tools for assessment of the degree of creative self-actualization among school students**

As a result of the research, the following scientific theoretical assumptions about the improvement of students' creative self-actualization in the media environment that is integrated, artistic and developing were justified:

- the assumption about the importance of the availability of a media space with sufficient resources to be used in the media educational environment;
- the assumption about the role of adaptation in the process of creative self-actualization and interaction between the cutting edge media technologies and educational process;
- the assumption about the systemic character of work in the sphere of media with the use of creative techniques;
- the assumption about the significance of the interconnection between the intermodal and multi-art approaches during the development of courses for extended education in the media space with the use of integrated arts.

A typology of dominant media activities and criteria for the assessment of media projects done by school students for identification of the degree of teenagers' creative self-actualization (making an action plan; preparation of materials and doing a project; assessment of the media project; putting it into operation; publication) were developed.

The experiment involved 1,239 teenage school students. The subject of the research is creative self-actualization of teenage students in the artistic media environment as a dynamic multifaceted process.

The objective of this research consists in finding theoretical justification, building and testing a model of teenagers' creative self-actualization in the artistic media educational environment.

In the course of this research the following tools were used: an original pedagogical technology "Use of media culture in the educational environment" and an original diagnostic methodology for determination of the degree of development of school students' creative self-actualization based on assessment of independent work carried out by teenagers (media projects creation) taking into account emotional and semantic visualization of information and the symbolism of associative-semantic connections to evaluate the quality of the conducted work (Table 1).

**Table 1.** Criteria for determination of the degree of school students' creative self-actualization based on the assessment of their independent work

Criteria for assessment of stages	Indicators of the degree of creative self-actualization
Making an action plan	Goal setting, task identification, choice of step-by-step solutions.
Preparation of materials	Types of information analysis used in the course of materials preparation: structural, narrative, analysis of stereotypes, character analysis, hermeneutic, aesthetic, ethical, ideological, philosophical, semiotic, iconographic, identification, personality analysis, etc.
Project implementation	Description of the stages of product development, novelty and ingenuity of the solution; the used resources and ways of their deployment, acquired skills.
Indicators of the resulting media project	1. Compliance with the set goal, tasks and the artistic conception. 2. Choice of the format, media technology and expressive means. 3. Structure of the project, emotional and semantic visualization of information, the symbolism of associative-semantic connections, emotional and artistic expression, quality of the media project performance.
Putting the project into operation and its public presentation	Participation in exhibitions, competitions, presentations, master classes, publication in mass media and the Internet, placement on stationary carriers.



### III. RESULTS

According to M.R. Ginsburg, successful self-actualization implies a combination of one's own activity and expressing one's individuality, i.e. their creative initiative. "Conceptual future exists only subjectively, in the mind of a person" (Ginsburg, 1988), its motivating power largely depends on its emotional connotation. It is the poly-art approach in education that addresses the feelings and forms stable motivation for creative activity in teenagers [8].

In our case, this type of manifestation of teenagers' identity functions in the form of creative activity in the media educational environment and is determined by the multifaceted nature of this space that includes cognitive, educational, developmental and communicative opportunities and encourages creation of conditions that promote emergence and enhancement of the ways of teenagers' self-actualization [9]. Therefore, creative self-actualization of a teenager as an activity should be viewed from the perspective of goals, tasks, the subject of this activity, the actor, choice of methods, means and ways of conducting the activity, creation of conditions and identification of results.

In our opinion, the goal of creative self-actualization of a teenager is effective conscious structured and planned self-development, which, according to M.R. Ginsburg, "fills the future with meaning, structures it and by definition makes a person the main agent of their own evolution" [10].

The subject of creative self-actualization of a student is the process of unfolding of their internal potential that depends on individual characteristics of a particular student and specific features of the educational environment; it is implemented through cooperation between the student and the teacher, who guides their creative process. The teacher and the students act as agents of creative self-actualization.

The following statements summarize the conducted analysis of the aspects characterizing the issue of teenagers' self-actualization:

1. Creative self-actualization of a teenager is the process that involves the implementation of the teenager's individual potential oriented towards self-exploration and self-determination that translates into the creative process and is determined by the person's activity level.

2. Being a part of educational environment, the set of pedagogical conditions necessary for creative self-actualization of a teenager must include integrated programs that take into account individual development paths and develop personal competencies of students.

3. Evolution of a teenager's personality is impossible without their interaction with the outside world and culture that eliminates the contradiction between the natural and social sides of a human in the course of enculturation, artistic and creative activity.

Integrated adoption of training materials is preferable for teenagers since it complies with their psychophysiological features and needs. At the same time, it requires corresponding means of teaching and development, which is provided to the full extent by media educational environment where the process of teenagers' enculturation takes place in the broad meaning of this term. In this case, teenagers' activity in the media educational environment encourages the development of their own creative attitude to culture and mastering the art of cultural dialog as the main way of communication with the world.

In order to achieve the set goals, we developed and tested a pedagogical model of improvement of teenagers' creative self-actualization in media educational environment that consists of three parts. The first part contains the reasons and prerequisites for development of the pedagogical model. The second part deals with specific elements of the pedagogical model: its goals and objectives, characteristics of different areas and types of activities embraced by this model, constituent programs containing the criteria for assessment of media activities conducted by teenagers and training of teachers who use this model. The third part determines the conditions for implementation of the pedagogical model and is based on two dynamically changing components, namely the material and technical base and educational conditions in which the media educational environment is built (Fig. 2).

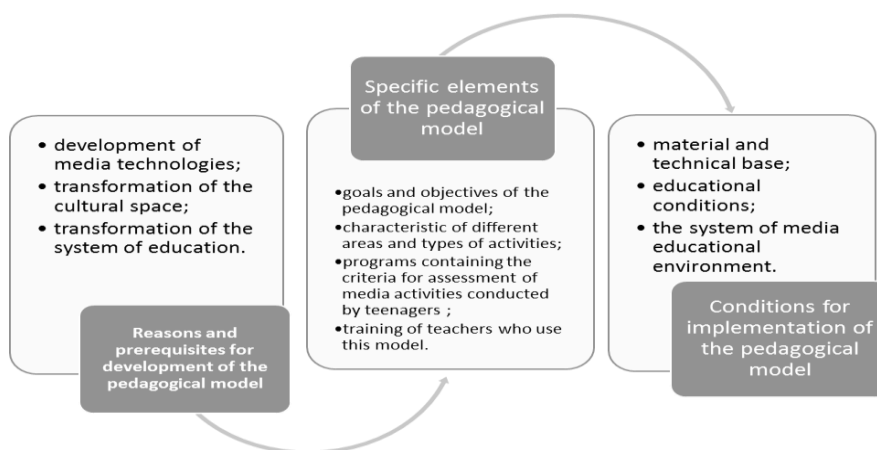


Fig. 2: The pedagogical model of teenagers' creative self-actualization in the artistic media educational environment.



The pedagogical model of teenagers' creative self-actualization in the artistic media educational environment is based on the technology that helps to develop and improve basic competencies in teenagers. In our research, we look at the original pedagogical technology of media culture use in the educational environment (Figure 3) as educational technology in the form of a system that enhances creative self-actualization of teenage students in the media educational space [11].

Analysis of current development of the educational environment has shown that the process of arts integration in the media educational environment is the most effective in terms of improvement of school students' creative

self-actualization if they create their own creative media projects [12]-[14]. Consequently, the development of personality with the help of media technologies through art in the integrated educational environment is one of the essential tasks of media education.

Thus, according to the classification suggested by G.K. Selevko, this technology can be classified as polydidactic penetrating technology [15] based on media activity, which integrates a few components, including the following ones:

- student-centered training technology;
- information training technology;
- interactive training technology;
- subject-centered training technology.

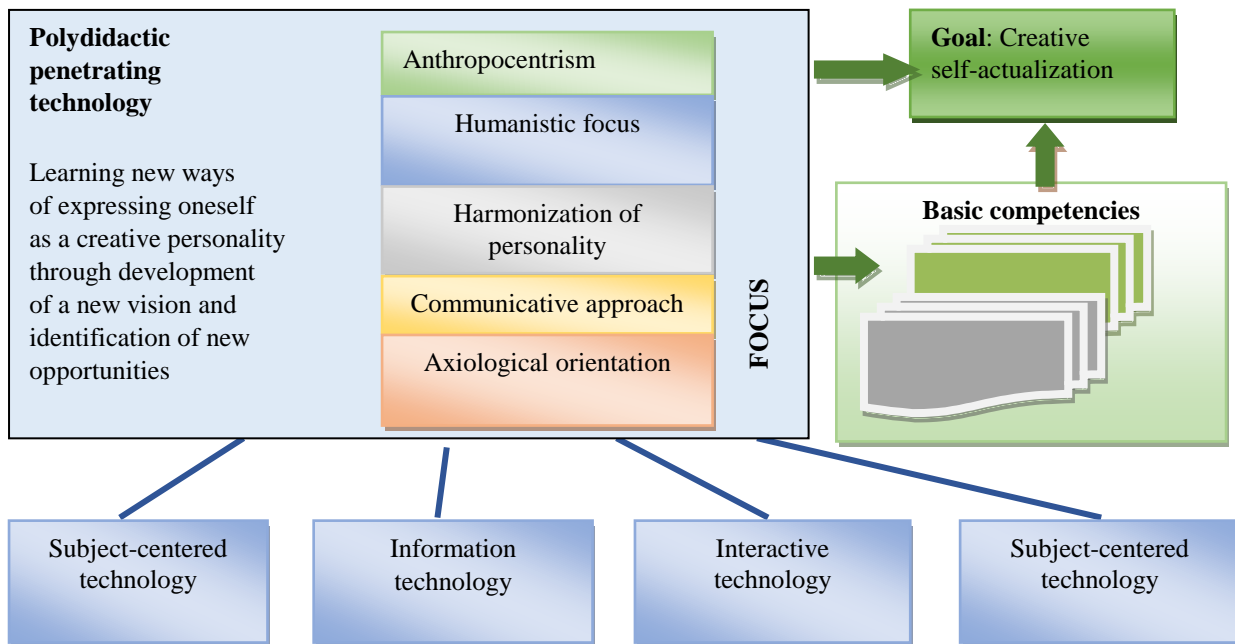


Fig. 3: Pedagogical technology “Use of media culture in the educational environment”.

Implementation of the pedagogical model of creative self-actualization of a teenager's personality in the media educational environment and the pedagogical technology of media culture use in the educational environment at school help to find motivation for the creative process in teenagers with different dominant types of perception and preferable ways of working with information.

Multimedia space allows educators to modify the learning process in the following ways:

- first, present the body of knowledge synthetically through the lens of emotional and sensory perception. The focus of media programs on development of self-regulation skills through creating meanings and understanding the value foundations of their activities by teenagers allows the teacher to create a setting where the media educational environment encourages the development of self-identification and communicative competence and, as a result, self-actualization of teenagers in the society;
- second, such an approach allows varying the learning process for any audience depending on its learning styles, ways of working with information and the level of training. Learners with different types of information perception can acquire the skill to develop their own attitudes and improve

their personal qualities related to creative competence and readiness for retraining.

Project activity in the system of basic and supplementary education lays the foundation for the integrated development of creativity based on critical thinking. Project activity involves various teaching methods that include tasks and practical works that allow a teenager to explore their own feelings, realize them and create a creative product as a practical part of the public presentation of the creative project.

Based on the aforementioned, it is possible to work out a three-stage mechanism of introduction of a teenager into a media educational environment providing for the integration of art into the educational environment:

Stage 1 implies artistic integration into the media space since initially, it represents the result of the integration of different arts and technological advances;

Stage 3 allows to identify the interconnections, the interaction between art and the outside world, nature and cultural history, as a result of teenagers' enculturation;

Stage 3 is formed on the basis of systemic artistic thinking, development of



critical thinking when reading cultural codes contained in media texts;

Stage 4 is connected with addressing one's own feelings, their realization and development of an informatory personal statement in the form of creative media product.

At the first stage, teenagers learn the techniques of interaction with cultural texts and acquire skills necessary for two types of intellectual activity: abstract-analytical and emotional-imaginative. At the second stage, the cognitive process gradually moves from the outside world to the internal space [4]. Students explore the stability of the chosen image by deciphering the symbolic structure that supports it. The third stage is the realization of one's own beliefs and the development of a creative attitude. The fourth stage finishes the process of introduction of a teenager into the media educational environment and starts a new cycle. The created result undergoes corrections, which is connected with the reflection of the creative "product" in the environment and the received feedback. Apparently, such a process allows a person to see "themselves" and their work from a new perspective — in the "mirror of surroundings". All of it encourages a person to improve their methods, approaches and modify the new goal-setting.

The conducted analysis of the implementation of the pedagogical model shows relevance and necessity for the differentiation of work with teenagers of different ages in various forms of media educational environment and development of their individual educational paths. Based on long-term research, we identified personal characteristics

shown by school students in the course of their work on media projects and developed a typology of dominant activities (Fig.4) that includes the following types of individual characteristics observed in school students:

– The analytical type, which suggests that the teenager's interest in media activity is based on the opportunity to analyze permanently and dynamically the creative process of setting up a media project, one's own reactions, from feelings and emotions to thoughts, that emerge in the course of studying training materials, the content and result of one's work on a media project.

– The informational type, which suggests that the teenager's interest in media activity is based on the opportunity to acquire skills and abilities for personal self-actualization in the course of putting one's ideas into practice. Marked characteristics of this type are flexibility, accessibility, tolerance and the way of working with information — accumulative.

– The proactive type, which implies that the teenager's emotional interest in media activity is based on dynamic inconsistent absorption of information in the course of putting one's ideas into practice. This type is characterized by changes in the vector of interest.

– The synthetic type, which suggests that the teenager's interest in media activity is based on the opportunity to implement one's ambitious creative ideas resulting from the adaptation of media space for their activity. This type involves other people in one's activities on an emotional level.

### Types of perception and ways of working with information

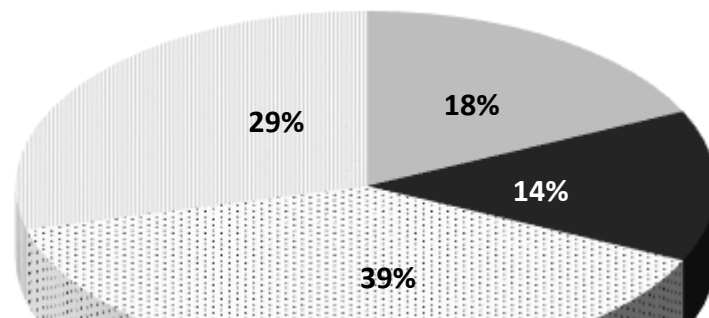


Fig. 4: Typology of teenagers' dominant activities.

Identification of teenagers' dominant activities is necessary not only in order to assess the effectiveness of the pedagogical model, but also to track the dynamics of changing levels of media competence, artistic and aesthetic development among students, study the influence of media space on their development and determine the teaching focus of various media education formats for teenagers of different ages.

Students with a strongly pronounced type of perception are extremely rare in educational practices. As a rule, one of the information types is dominant, while others do not manifest themselves or are not expressed to the full extent. It validates the idea that the typology has to be expanded and improved.

Therefore, it has been proved that the use of the pedagogical model of teenagers' creative self-actualization in

the artistic media educational environment encourages the development of creative thinking, skills of group work, basics of project media activity, communicative and personal competencies.

### IV. DISCUSSION

The hypothesis about the effective development of students' creative self-actualization in an integrated media environment upon the creation of certain pedagogical conditions was confirmed on a practical level in the course of this research.

Thus, the research proves that due to its dynamic nature, multifunctionality



and diversity, the modern media educational environment encourages the development of value-semantic regulatory mechanisms in teenagers and acquisition of communicative skills based on the opportunities offered by the artistic and aesthetic section of the modern cultural and educational integrative environment and modern media technologies.

The conducted research opens the prospects of scientific studies in the following areas: further transformation of the pedagogical technology "Use of media culture in the educational environment" with due regard for development dynamics and new achievements in the media sphere, optimization of the suggested pedagogical model of teenagers' creative self-actualization in the media educational environment and its variable use in different educational organizations and during out-of-school work.

## V. CONCLUSION

The practical significance of this research was empirically proved in the course of implementation of the courses developed by the authors for different media educational environments taking into consideration the ages of students and during preparation and delivery of the series of lectures for teachers of art and information technologies.

Materials of this article can be useful for researchers dealing with pedagogy and psychology, school teachers, teachers of pre-school education institutions, pedagogues of supplementary education, teachers and students of pedagogical higher education institutions.

The research escalated the existing problems that consist in the absence of a clear system of media education, an insufficient number of the existing courses of extended media education based on the development of self-identity in school students rather than technical and informational features of the media environment.

Nowadays, learning new methods of self-actualization and ways of self-regulation is necessary for the younger generation to a large extent, since life in the global world requires looking for compromise and the ability to restore one's inner peace. Use of the pedagogical model and technology of media culture use in the educational environment suggested in this research allows achieving the optimal level of teenagers' creative self-actualization in the artistic media educational environment.

Summarizing the above, it is possible to specify a few conditions that encourage students' creative self-actualization in the integrated media space:

- transfer of the focus from studying and perception of a cultural text to creative media activity conducted by teenagers and building an environment where students can choose the method of reflecting on the creative media process;
- use of extended education courses for groups of teenagers of different ages who create creative media projects and selection of technologies that allow achieving the set goals according to the skills and abilities of students;
- use of the media educational environment developed on the basis of the pedagogical model of teenagers' creative self-actualization in the artistic media educational environment;

- introduction of the pedagogical technology "Use of media culture in the educational environment" into the learning process;
- measuring the degree of teenagers' creative self-actualization based on the developed criteria.

Functioning of such pedagogical conditions intended for activation of students' creative self-actualization in the media educational environment at school is possible only if it is supported by the scientific community of media teachers and art workers.

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