ISSUES OF MEDIA EDUCATION OF THE USA AND CANADA
IN THE INFORMATION SOCIETY

ABSTRACT
The experience of different countries concerning the formation of preconditions for
the development of the information society has been considered. The consequences of
“totalitarian” model during the transition to open democratic civil society and the role of
education and educators in this process have been defined on the example of Russia,
Latvia, Lithuania and Estonia.

The introduction of media education on the example of the U.S. and Canada as
development of society and civilized economy has been substantiated. Didactic informa-
tion space (DIS) – a unique educational technology, which was elaborated by scientists in the
Mykolaiv College of Press and Television – has been characterized. It has proven to be the
most efficient technology in the former Soviet Union that considers civic, social,
educational direction, taking into account the information society. It has been determined
that for further research it will be interesting to study interrelation between the need to
obtain simultaneously a huge amount of experience – understanding European values, the
next stage of human development (transition from industrial to information), the acquisition
of democratic thinking, understanding of civil society – and the public acquisition of media
literacy skills through the widespread introduction of media education.

There exists the need of simultaneous acquisition of knowledge and skills that makes
the process complicated. In addition, none of the considered aspects are taught in any
school discipline and unfortunately they are submitted only in several universities of
Ukraine. But there is a positive experimental experience of Mykolaiv College of Press and
Television through the interrelation of classroom and extracurricular activities.

Key words: Information society, information activities, open civil society, democracy,
media education, didactic information space (DIS), Mykolaiv College of press and television.

INTRODUCTION
Conceptual bases have not only theoretical and methodological significance, but also
purely practical importance. The leaders of the “Big Twenty” at the meeting in Seoul (12
November, 2010) set the goal which consists in formation of so-called “modernization
alliances”, thereby identifying the most promising directions of innovation cooperation,
that, in its turn, determines and provides comprehensive development and application of
advanced ICT. At the same time information and communications technologies at the
present stage of civilization development make possible the following:

– solving economic, commercial and social problems more effectively;
– implementing scientific and technical potential more efficiently;
– improving conditions for the elimination of inter-regional (international) gaps in
  knowledge, development of new approaches in ICT and thus materializing urgent necessary
trends regarding the formation of a global information society.
These circumstances actualize a need for the development and practical implementation of the national strategy in forming an effective institutional system which will aim to create highly productive informational environment, including real support to economics of information markets. All the variety of information altogether consists of the input material and the final product of an intangible economy or knowledge economy simultaneously. For the market of economic information is an attributive component of the modern economy and the bearer of such an exclusive feature as prosumption.

We say about abrasion differences between free and working time because producing (and even industrial) activities become purely artistic in nature and content, and at the same time acquire features of maximum intellectualization of the main productive force of society – highly professional, armed with modern skills in competition, development and application of useful information. It is the most active and enterprising industrial relations actors who are the most interested developers and bearers of wide range of information. The process of emanation (constant practical mastering) of information generates knowledge, which permanently works to open and present the world around us in a new light (which is impossible through non-purpose informational accompany). “The information in certain contexts, especially when we say about proper use of new useful information that people have, is defined as the knowledge which is presented in a certain form” (Жаринова, 2010). Permanently updated knowledge in its turn enriches information and communication technologies which enable to act in advance and not only to find unique solutions of current problems, but also open the strategic perspective of civilization development.

Therefore, any information is a varied set of appropriately interpreted data which acquires specific content. Thus, declared knowledge becomes a product of usage. Dialectical interdependence and unity of scientific information and knowledge form a unique civilizational resource through which the term “knowledge economy” (Базилевич, 2008), “weightless economy”, “capital embodied in knowledge” (Ковалчук, 2009), “network economy” (Castells, 2000), “information economics paradigm” which become more common. This, in turn, is clear and convincing proof of timeliness and necessity of applying the category of “market information” or “information market” in the market society. Conceptual information research in such countries as the USA and Canada must systematically prove that the true civilizational breakthrough is possible only if Ukraine makes a step to sustainable trajectory of “knowledge economy”.

But it is related to the inclusion of natural and human capital in the innovation model for environmental priority over economy, with the definition of social and environmental standards and their strict observance. Media education is an important tool for this purpose. But in our case it is better to understand that the implementation of media literacy through a wide media education is the mission for everyone who cares about the future of our country and society. Experts estimate that the entire information and communication sector plays a positive role in the national economy of Ukraine, but it constitutes only 6 % of GDP (Ковалчук, 2011). These figures indicate the need for more attention to the formation of an information market as it is. The need for more attention to the formation of an information market causes the need to develop:

- an information infrastructure (primarily computers and other modern technology and networks);
- an organizational personnel support of information industry;
- informational or media education of the society;
- deindustrialization of the economy and the country as a whole.
Media education provides a high level of knowledge about the media processes for society. It should also be indicated that the level of social relations must be explicitly formed to general civilizational values, viz. democracy as a necessary and completely justified form of government. We studied to vote and do it deliberately, with the required level of awareness in society. But these are the basic levels of development of society required for the conjoint way with civilized nations in the world.

THE AIM OF THE STUDY
To study media education in the USA and Canada under the conditions of the information market in order to determine positive trends of these countries that can be implemented in Ukraine.

THEORETICAL FRAMEWORK AND RESEARCH METHODS
Obviously, during twenty years, when our country was paying attention to development of direct penetration of information infrastructure, it has become quite clear that having the largest queue for connection to fixed telephony in Europe, no one could even dream of any information society. We have been quick but effective in using of new equipment, new technologies. We forget that most of these technologies were simply prohibited for importation to the USSR. Jackson-Vanik amendment was abolished only in 2006 and only from that time we became involved in the possibilities of using technologies in the world. But the possibility does not mean the usage. Again, there exists the problem of the education system, which instead of building the material and technical base and a paradigm shift in the philosophy of education from an industrial to an information society, took the path of a paradigm shift related to civic education only. In fact, for 20 years, we just have admitted that the times of the Communist Party of the USSR will not return, and totalitarianism is bad. But we have not already been able to convince the majority of the population and education professionals about the correct choice by citizens of a democratic way of development on the basis of a sovereign independent state. Thus, we always shook a boat that needs to be modernized or significantly improved. Not having the main ideology for the job, for which most staff in the USSR used to work, they accepted the idea of enrichment and commercialization of relationship. But this did not make significant changes in the education system and as a consequence in public relations possible.

Low level in training of personnel can be decomposed into three components:
- low level of specialists in information technology and engineering;
- low level of professionals who provide content information field;
- low level of consumers, which limits the development of the information market from an economic perspective.

Organizational and staffing supply of functioning of economic information market, as the entire information market, implies special training of experts. The basis for the functions assumes mathematical calculations, development and application of sophisticated computer models, the study of the impact of modern marketing strategies in the information business, the choice of the most optimal scenarios and ways providing financial and economic maneuvers and etc. The number of specialists who have been considered to be experts in this field, although growing, but is still quite limited.

However, the domestic industrial capital is the anti innovator which in no way works for the targeting of the national economy in the transition to an innovative way. Of course, the key to achieving leading positions in macroeconomics and adequate influence to international economic affairs” is not a speed keeping to the beaten track but rather outing the distance and paving new ways to accelerate the movement of a new economy” (Иноземцев, 2008).
In Ukraine the domains “economy – environment (ecology) – the person” are rather separated, they exist not just in isolation, but sometimes in rigid information antagonism. The national economy of Ukraine lives at the expense of future generations by inertia. This economic system will not survive in today’s tough competitive environment, this was clearly stated at the fourth summit of “Big Twenty” in Seoul (12 November, 2010). So, informational explanation of the danger of further inertial operation is a topical task. Understanding of the actualities of civilization must receive the necessary confirmation in the media, in law, and most important, in the scientific and methodological support by the education system of innovation processes that the Ukrainian State should make.

The most of national experts, due to their military-engineering past, understand the information society only as a collection of computers, software, networks, i.e. tangible assets. But it is not. Information society is primarily a new paradigm that is based on values, principles and personalities as the main producing unit.

Bill Gates, in his book “Business & the Speed of Thought” noted that the humanity will entrust all the mechanical work to machines, but only a human will think, produce intellectual products and new knowledge.

In fact, the subject of media education should consist of three components: teaching; economics; media.

Teaching – training of specialists for all parts of education – secondary, higher, professional – must be adapted and recognized as the priority of the information society. This has been constantly emphasized by the academician N. Nychkalo and a Corresponding Member of National Academy of Pedagogical Sciences of Ukraine O.

The authors examine the problems of the transformation of post-Soviet countries to the demands of the modern world on the experience of the Baltic countries, which not only underwent changes but also effectively became members of NATO and the European Union. This became possible through the implementation of fundamental changes. Experience and comparison is reflected in the work of Andris Spruds (Spruds, 2012).

The leading Russian scientists, such as Academician A. Novikov, are engaged in the subject of the role and place of pedagogy as it is in the information society or in post-Soviet states and Russia as “post-industrial countries”. He considers the subject even wider – a paradigm shift of the entire education system in the new era: “Education in post-industrial society is the ability to communicate, learn, analyze, design, choose and create. And so, the new era of national education should be fundamentally different. But at the present time, it is far behind the requirements of modernity” (Novikov, 2008).

The consequences of misunderstanding the innovative methods and objectives of education are a huge amount of ethical issues that are ignored by any totalitarian society, because there is one answer to all questions on what is good and what is bad. A pluralistic society needs to turn out its own estimation of an unethical behavior safeguards against it. This is especially important in communication ethics. The research of a Latvian scientist Skaidrite Lasmane confirms the necessity of education in civil society primarily for enlightened decision-making, including evaluation of their own actions and behavior of society (Lasmane Skaidriete, 2012).

The problem to adapt the education system to nurture democratic thinking is important for transition countries today. The study of this problem has been conducted by Zanda Rubene (Rubene, 2012), Doctor of Pedagogical Sciences, Professor of the Latvian University. The Baltic countries joined the EU in 2004. For society it is a very short term, but the vast majority were not only observers of changes and adjustment, but also took
active part in reconstructing and reformatting their life. Therefore, the time for broad theoretical generalizations has not come yet. It is necessary to accumulate materials and to analyze the events in the context of the consequences.

In the former Soviet Union, where the theme of “open society” was relevant only in the 90s of the twentieth century, democratic ideas began to be perceived positively: in 1999, only a third of the population of Latvia was satisfied with the way democracy was functioning in the country while 90 % of Latvia considered democracy the best political system (Catlaks, 2003).

However, monitoring of democracy in Latvia in 2005–2007, the guarantees of civil and political rights and democratic functioning of the media in society were only evaluated as satisfactory.

Researchers explain the decrease in the significance of democratic values by the fact that in Eastern Europe the collapse of the Soviet Union led to a rupture of the traditional and previously stable social forms: not only the state machinery collapsed, but also the rooting conception of “normal” life, which had been so far defined by the government, and sometimes by religion or tradition.

**RESULTS**

The trend towards radicalization in post-Soviet countries is perceived with caution; it is necessary to find or even to feel the first symptoms of intolerance or exclusion, division of society into “us” and “outsiders”, to overcome it in advance, not waiting for the moment when we shall have to deal with the crisis.

In order to discuss European values it is necessary to define this concept, because different post-Soviet countries define them in different ways:

- Europe as a symbol of prosperity – the focus is on the values of the consumer society;
- Europe as a space of Christian culture and civilization – the formation of the Christian world and the recognition of its value in the post-Soviet society, for example, 18.5% of Latvia's population consider themselves to be atheists, and only 42 % consider themselves Christians;
- Europe as a philosophical ideal / model / standard – autonomous, free, critically thinking person as a core value, according to human perception by Imanuel Kant;
- Europe as a democracy – the political participation of everyone and tolerance as important values and means of functioning of society.

When discussing Europe as a democracy in the context of EU there raises an actual question about the need for social dialogue in education, which is reflected in the communication, support and development of human relations, tolerance and solidarity. The problem of effective communication is not only scientists’ interest who work in different areas around the world, but today it is in the interest of each person living in the modern society. This problem has become particularly important in recent decades, also the need to assess the radical changes that are necessary in the context of globalization, requiring the formation of certain personal qualities that ensure readiness to find their place in a dynamic and diverse socio-cultural environment, are widely discussed (Rubene, 2004).

But it happens in the European tradition, laid by such scholars as John Dewey, who developed the philosophy of education and believed that “democracy is more than just a form of government, but primarily a form of common life, common experience” (Dewey, 2000). In the book “Democracy and Education” he calls the school a macro model of society and education a primary and determining means of changes in the world.

John Dewey indicated that the school is an important structure of society that is able to identify creative potential of a child, develop his critical thinking skills, and an opportunity to
participate in social life and to learn democracy. It is an education that is the social institution in which people learn to realize their social initiatives, gain skills of participating civil society, what is important for building an open democratic society (Dewey, 1997).

CONCLUSIONS

At present time, the scientists of College of Press and Television elaborated a unique educational technology that can not only solve the problem of quality of training in information activity, but also enhances the communicative qualities of a person as a conscious citizen and provides additional performance skills. In addition, this technology can improve the quality of professional performance skills which coincides with the hypothesis that increasing of communicative abilities provides additional qualitative indicators of skills of professionals who are trained. And this technology is able to overcome the negative effects of residual post-Soviet low communication skills (Голювченко, 2004). Besides that, in cooperation with the National Union of Journalists of Ukraine, the concept of school media such as newspapers, television, radio and the Internet to accelerate communication properties and increase media literacy has been developed (Голювченко, 2011). This is the real way to promote the idea of an information society in the former Soviet countries and the so-called post-industrial societies.

These studies, experimental implementation and even more the implementation into the educational process were carried out in the context of Research of the National Academy of Pedagogical Sciences of Ukraine and academic Nychkalo N., who proved that the successful implementation of communication technologies should be considered in a retrospective analysis from antiquity to the information society, and Polish experience should be taken into account, that is innovation and predictability, and emphasizing the need to introduce, according to the experience of Polish, new kinds of pedagogy, namely the medial pedagogy on conceptual development of which professors Velislava Ottoman-Furmanek and Marek Furmanek in Poland are working (Ничкало, 2011). This enables our scientists to continue common theoretical framework and the introduction of new scientific developments.

An American journalist, economist, teacher Peter Drucker in “The era of discontinuity: guidelines for a changing world!” notes that even today among educators debates on the need for small changes and improvements in schools and universities has still been continuing (Drucker, 2007). And not only numerous educators recognize the need for radical changes due to both political and economic considerations but democracy requires constant commitment to constant change. Education as a socio-political and economic basis of society is changing the role and structure of knowledge. Knowledge is in a constant development, so schools, universities must understand that may become obsolete and in order to be modern they must constantly change and progress. This is one of the most difficult tasks that must be performed: “Change or die!” this is the way how Americans formulate the need to create a society in which it is understood.

Media Education has made it possible to find a way to change the classical education. And world leaders in this regard are the USA and Canada. Ability to adapt to new social challenges of the information society through media education is identified by Canadian scientists McLuhan (McClure, 1994). Media Education is a part of the educational process aimed to build social media culture, to prepare an individual for safe and effective interaction with modern media, including both traditional (press, radio, cinema, television) and new (computer-mediated communication, the Internet, mobile telephony) media with the development of information and communications technologies.

It is believed that the term “Media Literacy” was formed from the terms “critical vision” and “visual literacy”. Also such terms as “technological literacy”, “information
literacy”, “computer literacy” etc. are used. D. Considine indicates that the U.S. terms “Media Literacy” and “media education” are used in parallel and the first one is better known to the public (Considine, 1999). The term “media education” is often understood as knowledge of students about media. But the main part of scholars thinks that Media Literacy is a part of media education. K. Vorsnop considers Media Literacy as the result of media education, the study of media. The more you study the media (through media), the more you media educated, that is Media Literacy is the ability to experiment, to interpret/analyze and create media texts. Other scientists believe that the Media Literacy aims at active and competent person who has gained a developed capacity for perception, creation, analysis, evaluation of media texts to understanding of the socio-cultural and political context of the functioning of the media in today's world, representational systems, used by media; such a person’s life in the society and in the world is related to civil liability. R. Kubey believes that Media Literacy is the ability to use, analyze, evaluate and send messages in many forms. That is, virtually all scientists agree that Media Literacy is acquired during the training skills of analysis and evaluation of media. In fact, Media Literacy enables efficient use of media resources, media sources that generally increases not only the media culture, but culture in the widest meaning.

The main historical stages of development of media education in the United States can be broadly summarized as follows:

1) the initial stage of development of media education (60–70-s years of the 20th century);
2) the stage of formation of the main basic models of media education (80s years of the twentieth century);
3) the current stage of multimedia media education (90s years of the twentieth century – the beginning of the 21st century).

“If J. Gutenberg’s technology recreated the ancient world and threw it down to the knees of the Renaissance – McLuhan wrote – then the electric technology recreated the ancient and archaic worlds, the past and the present, the private and the corporate, and threw them down on the doorstep of the West for treatment” (McClure, 1994).

The need to study the experience of Poland to implement media education in Ukraine is emphasized by academician Nychkalò N. (Nychkalò, 2008). Polish experience will be the most beneficial regarding the implementation of media education in the post-Soviet education space.

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