Formation of media education in Russia (from the Middle Ages to the present day)

Становление медиаобразования в России (от Средневековья до современности)

Formación de educación en medios en Rusia (desde la Edad Media hasta nuestros días)

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Abstract

In a situation when digitalization becomes a new paradigm of society's activity and cyber-physical systems are the systems that will organize social and economic space (online and offline) in the near future, an increase in media literacy among the population becomes a very urgent necessity, for, as shown by public opinion, many people do not possess elementary skills of media security and do not have sufficient media knowledge to successfully interact with other people (or, alternatively, computer or bionic systems) in a virtual or real environment. The main purpose of the paper is to show the formation and development of media education in Russia from the 12th century to the 21st century (i. e., from the moment of appearance of the first reliable written sources and up to modern times). Based on the analysis of a wide historical context, the authors explore the functional areas and main media education tools that were used at various historical stages of media education development. In addition, the paper presents data

Аннотация

В условиях, когда диджитализация становится новой парадигмой жизнедеятельности общества, а киберфизические системы – это системы, которые будут организовывать социальное и экономическое пространство (онлайн и офлайн) уже вероятно в ближайшем будущем, увеличение медиаграмотности среди населения становится весьма актуальной задачей, поскольку, как показывают срезы общественного мнения, многие люди не владеют элементарными навыками медиабезопасности и не имеют достаточных медиазнаний, чтобы успешно взаимодействовать с другими людьми (либо компьютерными или бионическими системами) в виртуальной и реальной среде. Основная цель статьи – показать становление и развитие медиаобразования в России от XII века до XXI века (т.е. от момента появления первых достоверных письменных источников и до современности). На основе анализа

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on the state of media literacy of the population in the past and present and also argues that the middle and older generations (Generation Last) are more vulnerable in their interactions with the media than the younger generations (Generation Next). Therefore, as a practical solution to the goal of increasing the overall media literacy of the population, it is suggested to use inter-network collaboration (social networking collaboration), where Generation Next will transmit relevant knowledge to Generation Last and the social networking administration will support the exchange of knowledge using positive reinforcement (for example, by assigning special public statuses to active users).

Keywords: Educational tools, generations, innovations in education, media education, media literacy, social networks, technologies.

широкого исторического контекста показаны функциональные направления и основные инструменты медиаобразования, которые использовалась на различных исторических этапах развития. Кроме этого в статье представлены данные о состоянии медиаграмотности населения в прошлом и настоящем, а также обосновано, что средние и старшие поколения (поколение Last) в большей степени уязвимы в медийном плане, нежели молодые поколения (поколение Next). Поэтому в качестве практического решения проблемы повышения общей медиаграмотности населения предложено использовать межсетевую коллаборацию (коллаборацию социальных сетей), где поколение Next будет транслировать актуальные знания для поколения Last, а администрация социальных сетей будет поддерживать обмен знаниями с использованием положительного подкрепления (например, путем присвоения активным пользователям специальных публичных статусов).

Ключевые слова: Медиаобразование, медиаграмотность, социальные сети, поколения, образовательные инструменты, технологии, инновации в образовании.

Resumen

En una situación en la que la digitalización se está convirtiendo en un nuevo paradigma de la vida de la sociedad, y los sistemas ciberfísicos son sistemas que organizarán el espacio social y económico (en línea y fuera de línea) es probable que en el futuro cercano, aumentar la alfabetización mediática entre la población se convierta en una tarea muy urgente, porque, como muestran las rebanadas opinión pública, muchas personas no poseen habilidades elementales de seguridad de los medios y no tienen suficiente conocimiento de los medios para interactuar exitosamente con otras personas (ya sea computadora o sistemas biónicos) en un entorno virtual y real. El objetivo principal del artículo es mostrar la formación y el desarrollo de la educación en medios en Rusia desde el siglo XII hasta el siglo XXI (es decir, desde el momento en que las primeras fuentes escritas confiables aparecieron en la modernidad). Basado en el análisis de un amplio contexto histórico, se muestran las direcciones funcionales y las principales herramientas de educación en medios que se utilizaron en diversas etapas históricas de desarrollo. Además, el artículo presenta datos sobre el estado de la alfabetización mediática en el pasado y el presente, y también se demuestra que las generaciones medias y antiguas (última generación) son más vulnerables en el plan de medios que las generaciones más jóvenes (próxima generación). Por lo tanto, como una solución práctica al problema de aumentar la alfabetización mediática general de la población, se propuso utilizar una colaboración entre redes (colaboración de redes sociales), donde la próxima generación transmitirá conocimiento relevante para la última generación, y la administración de redes sociales apoyará el intercambio de conocimiento mediante el refuerzo positivo (por ejemplo, al asignarlo a usuarios activos estados públicos especiales).

Palabras clave: Educación en medios, alfabetización mediática, redes sociales, generaciones, herramientas educativas, tecnologías, innovaciones en educación.

Introduction

The modern world is an information world that generates large amounts of information, at the same time studying it. The modern world cannot be imagined without audiovisual data storage media that integrate the simultaneous interaction of multiple users who create, accept or broadcast the most important semantic constructs for them that have a particular type of message (news, journalism, essay, art or documentary, music, etc.). Significant progress in the informatization of society started with the emergence of paid media (newspapers, magazines, books) and the first audiovisual media (radio, films). New impetus to this progress was given by the ubiquitous spread of television. Its intensification began with the emergence and spread of information and communication technologies that evolved into various platforms for remote interaction (online audio and video communications, social networks, educational and entertainment portals, etc.), which we usually unite in the concept of "the Internet".

Probably, with the emergence of the first printed media (newspapers and magazines, to a lesser extent – books), the public started to discuss the possibility of using them not only as carriers and transmitters of regularly (or aperiodically) updated information, but also as tools that could be used in public, state and/or economic interests, i.e. what we currently call media education or media literacy. That said, until the last decade of the 20th century, these two terms (media education and media literacy) practically did not occur in the academic context, since it was taken for granted that:

- First, printed, audio and video media carried reliable, correct, necessary and relevant information that could be broadcast to the general public;
- Second, education (as a process) and literacy (as an indicator of the quality of public education) were perceived exclusively in an academic context (education was perceived through a specially created system of educational institutions, with its own staff, informational, didactic, scientific and financial support).

Naturally, such terms as "media literacy" and "media education" were not used in Soviet Russia. The first works in this direction of scientific research appeared in 1999 (Spichkin 1999) and the first fundamental work on this subject written by A. Fedorov was published

only in 2001. Fedorov formed a new area of scientific research called media education (Fedorov 2001). One of the first systematic scientific attempts to comprehend the potential, prospects and limitations of using various media in public education, however, was probably made by K. Tyner in her study conducted in 1990-1991 (Tyner 1991). In her study, K. Tyner identified four key concepts of media education/media literacy, which remain relevant to this day (but in states with a managed democracy they receive an addition in the form of an ideological concept):

1. State protectionism/ paternalism;
2. Technical education (literacy);
3. Education (literacy) in media art;
4. Democratic education (literacy).

It seems important to us to investigate the formation and development of the Russian media education space in these four key concepts, taking into account the fact that all four concepts are implemented in two technological areas (Christ, Potter 1998):

1. The first prospect is media literacy education (in the US, the education would be focused on children and teenagers and in Russia, besides children and teenagers, it would have to involve the most informationally vulnerable categories of the population, such as late-middle-aged people and seniors);

2. The second prospect is the development and integration of educational technical innovations, means and media tools into the media education environment; that said, introducing innovations into media education must meet the ethic, aesthetic, accessibility-related requirements and also be relevant to reality (Jenkins 2007).

Materials and methods

This paper uses an interdisciplinary approach to the study of the essence, content, disciplines and limitations of the use of media education. We have analyzed the aspects of the formation and development of media education (media literacy) in Russia using a comparative historical approach. The potential of media education tools in modern public education and in the processes of socio-economic development, in its turn, was investigated using comparative analysis, which involves countries in Europe and North America,

as well as Russia. It should be noted that a theoretical and methodological disposition in the use of basic terms and definitions exists. For example, in the articles written by foreign scholars, the concepts of "media education" and "media literacy" are used as similar in meaning (identical) (Potter, Christ 2007; Hobbs, Jensen 2009). On the contrary, Russian researchers indicate that media education is a process aimed at teaching (development) among certain categories of the population, while media literacy is the result of this process, which can be based on one of seven theories: from "injection" theory and Marxist theory to the semiotic and culturological media theory (Fedorov 2001: 27-28).

In our opinion, the Russian academic approach is too overloaded with theoretical concepts where media is associated with education both from the point of view of information carriers/processors and from the point of view of means of influencing cognitive (learning) processes and human thinking. Accepting unconditionally that any media impact will affect the cognitive, volitional and emotional sphere of an individual, we will adhere to the generally accepted approach, in which media education and media literacy are similar and, in some cases, complementary concepts. Their variable use does not distort the scientific meaning of the study. In other words, media education means the process of an individual's increment of their knowledge through the use of specific tools and media literacy is the result of the media education process. It should be noted that we do not agree with a number of Russian researchers (Spichkin 1999; Fedorov 2001), who believe that media education is a new reality that came into existence at the end of the 20th and beginning of the 21st century. This is probably the result of a fundamental attribution error, which consists in the fact that people began to call sources of information (knowledge, news, artistic or scientific content, etc.) media sources only in the last quarter of the last century. Nevertheless, in fact, both the first written sources and the subsequent artifacts existing in the form of oral and written legends are the very first media that provided the transmission of information, the communication environment and even served as communication media (correspondence between people, heralds and messengers carrying oral content from one person to another or from society to society).

We used scientific publications on the main aspects of media education and the development of this field in Russia and abroad. In addition, we used open global databases of statistical data describing various aspects of the social (including educational) and economic development of Western European countries, the USA and Russia. It should also be noted that there are many historical gradations of the stages of Russia's development. For our study, we will adhere to the principle of importance in setting the stages of development of Russia, where we will highlight the following stages:

1. The medieval and pre-imperial stage (from the 12th to the beginning of the 18th century);
2. The imperial pre-revolutionary stage (from the beginning of the 18th century until 1917);
3. The post-revolutionary or early Soviet stage (from 1917 to 1940);
4. The Soviet pre-stagnation stage (from 1940 to 1970);
5. The stage of stagnation and destruction of the Soviet state (from 1970 to 1990);
6. The early market-oriented capitalist stage (from 1990 to 2000);
7. The modern stage of Russian statehood (from 2000 to the present days).

Results

To date, we can say that the Russian Federation went through several significant (from a socio-political and economic point of view) stages in its development. Each of the stages had their own characteristics that shaped the specifics of education among the population and increased its general literacy and media literacy by using special tools and instruments.

1. Media education in medieval and pre-imperial Russia.

Early and medieval Russia was not a single state, but rather separate principal estates fragmented territorially and ideologically, in essence, being feudal (as well as Medieval Europe). However, while the first university in Europe was opened at the beginning of the 11th century, in Russia, it happened only at the beginning of the 18th century, although the learning process at the first European university was unconditionally theosophical, aimed at training religious ministers to spread the Christian faith. In Russia, given that feudal fragmentation did not contribute to the creation of centers of education and enlightenment (in a religious context), certain princes created schools in churches on their own initiative in order to spread Christianity and eradicate paganism. The media support of

the educational process was more or less the same in both Europe and Russia during the Middle Ages, i. e. church books written and rewritten by hand. Books had great value since typography, which appeared in Europe at the beginning of the 14th century, was an expensive procedure and in Russia, printing began to spread in the late 15th and early 16th centuries. Some sources indicate that medieval Russia had libraries as large as in medieval Europe, which in total held from 100 to 200 thousand books, both church service books and chronicles, legends and other works. However, it should be noted that at present, they have been either preserved as artifacts or lost altogether.

Education in medieval Europe and in medieval Russia was conducted at church and monastic schools (less often in schools at urban settlements). The literacy rate of the population in Europe and Russia of that period was critically low. Moreover, in Russia, the level of literacy of the clergy, which, in essence, was the teaching staff of schools, was critically low. A similar situation was observed in Europe. For the medieval population, who did not have the elementary literacy (reading, writing, counting), the printed media and handwritten sources of information were of little importance. Therefore, education, enlightenment and the exercise of power were based solely on oral speech.

However, the expansion of borders, the formation of national statehood (the 15th-18th centuries), the increase in population required new ways of distributing information, corresponding to the new emerging social and economic structure. Therefore, in the Late Middle Ages, both in Russia and in Europe of the 14th-15th centuries, people started understanding the need to create regular public education systems. In Russia, it was implemented to a lesser extent (education here remained mostly home-based and Church Slavonic-oriented until the beginning of the 18th century). In Europe, which actively expanded knowledge of the world through travel and commerce, scholars formed a scientific picture of the world (although not contradicting the key positions of the church). Academia in Europe had

been transformed into a significant public institution by the beginning of the 16th century.
At the beginning of the 17th century, Europe already had not only church service books, but also secular books, newspapers, magazines. It had created a range of new textbooks and manuals for schools and colleges. However, it is worth noting that the information contained in such educational materials was not always correct and often contained recycled materials from the works of ancient Greek and Roman philosophers. Russia lagged behind for almost a century in this respect: The first grammar and arithmetic books appeared at the end of the 16th century and church service books (such as the Hierarch or Psalter) remained the main teaching media.

2. Media education in the imperial period of Russian history.

It is believed that public education was created in Russia due to the efforts of Peter I and enlightened absolutism was the merit of Catherine II. In reality, the basis for the idea of public education and enlightened absolutism was created by the sister of Peter I, Tsarevna Sophia and her favorite Prince V. Golitsyn, who at the end of the 17th century spoke about the need to abolish serfdom and establish state protection in the educational sphere.

But it was Peter I's imperial ambitions that were able to accelerate the development of public education in Russia when secular schools and vocational educational institutions (maritime school, navigation school, etc.) began to appear along with church and monastic schools in the second half of the 17th century. The media for secular and vocational education in Russia of the early imperial period were borrowed from Western Europe. Considering that Russia of the early imperial period imported knowledge from abroad and media sources were also borrowed, the literacy rate of the population (here media literacy refers to the ability to read, understand texts, consciously and connectedly write) was lower in Russia than in Europe in the 18th century (Fig. 1).
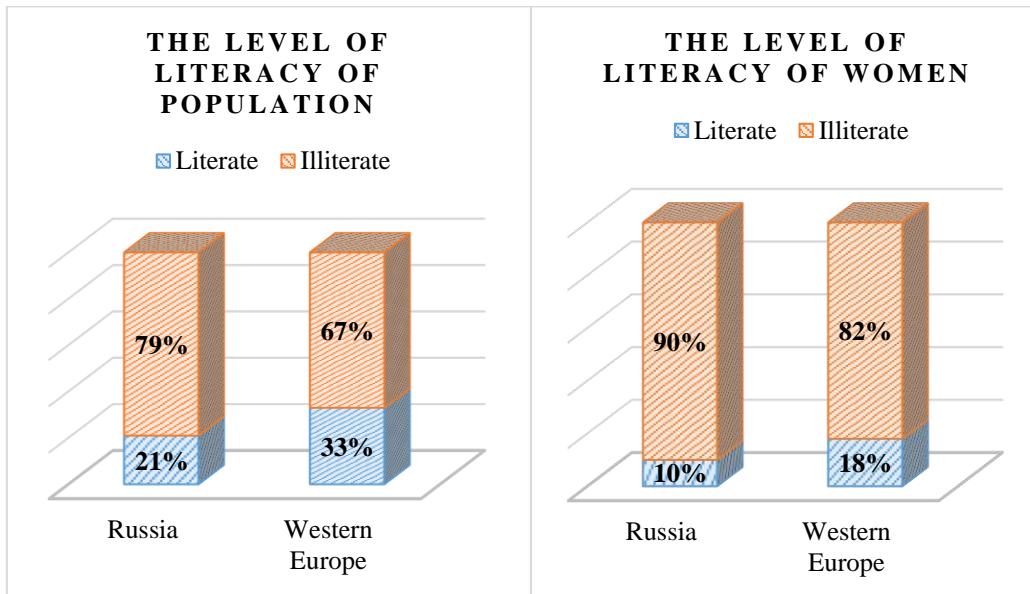
THE LEVEL OF LITERACY OF POPULATION

Literate ☒   Illiterate ☒

THE LEVEL OF LITERACY OF WOMEN

Literate ☒   Illiterate ☒

Fig. 1. The level of media literacy in Russia and in Western Europe from the second half to the end of the 18th century (Gurkina 2001; Ong 2013).

At this stage, we can say that Western Europe (mainly England, France and Germany) and later the USA (as a country that accumulated the knowledge and intellectual potential of migrants from the Old World, including Russia) were the most progressive regions of the world in terms of media education development and increasing media literacy among their population. The situation in the Russian Empire was different. High educational segregation and marginal educational discrimination of the estate type could still be observed.

Several reasons for this are usually pointed out: from the long preservation of the institution of slavery in the form of serfdom to the foreign lobby and corruption in the system of state education and public education. Of course, these factors influenced the media education sector, but to a greater extent, it was not the statehood and its institutional problems that plaid the most significant role, but the patriarchal legacy, the preservation of the dominant role of the church in all aspects of life (this led to the stagnation in science and media), which influenced the model of distribution of rights and freedoms in Russian society almost throughout the imperial stage. The situation began to change at the end of the 18th – beginning of the 19th century but only for the nobility. Other classes maintained a patriarchal way of life right up to the beginning of the 20th century, limiting the desire of young generations to enlightenment and education, decrying the cost of books, newspapers and magazines (other media sources of the time) that did not correspond and did not contribute to the achievement of mercantilist (philistine) goals expressed in the "satiety of life".

L.N. Tolstoy (probably the only true Christian in late imperial Russia) in his address "To the Tsar and his assistants" (1901) demands to remove all barriers to proper education, training and upbringing, because without this the normal development of the Russian Empire would be impossible (Tolstoy 2017, reprint of the 1901 edition), but, at the same time, does not mention the need to remove censorship and ensure freedom of speech. Nevertheless, it was censorship and the lack of freedom of speech that was an obstacle to the development of media education in Russia, when the so-called public figures took it upon themselves to bring not only scientific but also social and political information to the general public.

Thus, this oral media channel was similar to the teachings and lectures broadcast by the Christian church in the Middle Ages and the pre-imperial period. Obviously, the presence of censorship, the prohibition of restrictions on certain publications, the destruction of information, news, satirical and other leaflets, had a negative impact on the quality of media in the late imperial period. Although the literacy rate of the population increased among both women and men, it lagged behind European indicators and coincided in some parameters with data on literacy in the USA (Gurkina 2001; Ong 2013).

It should be taken into account that before the revolution in October 1917, the Russian empire was not a closed self-sufficient state, but instead led active military operations in Japan and traded with Europe. Russian enlightened nobility and privileged groups traveled around Europe. Therefore, the escalation of fear prompted by the priests and the direct and indirect prohibitions imposed by the state authorities together with the strict censorship did not reduce revolutionary activity, but on the contrary, pushed it forward. At the same time, practically all media for the revolutionary process were developed and published abroad, in Western Europe (Zygar, 2017).

3. The 1917 revolution and its impact on media education in Russia.

In the early revolutionary period, media education was aimed both at the implementation of universal education programs, at the propaganda of socialist and communist ideas and at the promotion of revolutionary ideas abroad. Nevertheless, censorship also acted in exactly the same way here, although the media used for education (universal education programs, etc.) were also formed using the import of knowledge from abroad, despite various avant-garde experiments in general, vocational and higher education. Considering that in the period from 1926 to the beginning of Second World War, as well as the first decade after the war, Soviet government spending on education ranged from 5% to 6% per year (compared to no more than 2% per year in Western European countries), one can talk about the formation of a "cult of educational austerity" (Andreev, 2011). This, however, was accompanied by the transformation of the media space, caused, among other things, by the ideological contradictions between the Soviet communism-oriented (ideologized) and western evidence-based science. The creation of a system of universal compulsory education in the pre-war years, attracting foreign specialists to develop media support for educational processes and direct training of (technical, medical) experts increased the overall literacy rate of the population up to 60%, for women – up to 39% (Fig. 2).
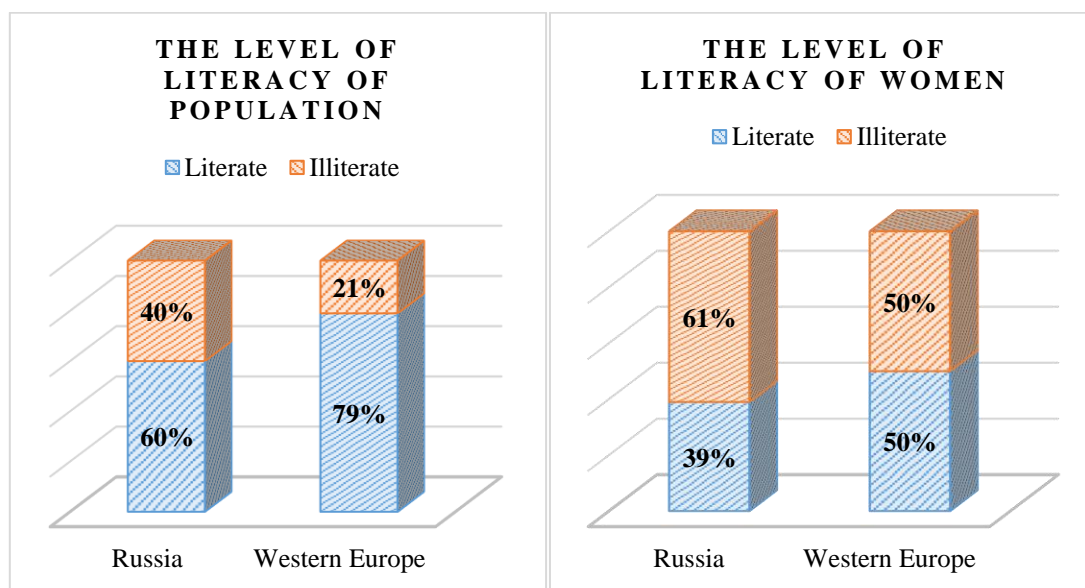

Fig. 2. The level of media literacy in Russia and in Western Europe by the end of the first third of the 20th century (Gurkina 2001).

Since compulsory universal education in Western European countries was introduced much earlier, the common literacy and media literacy rates of the population were higher there. However, it should be noted that both the European and the Russian education system received a new powerful media tool at the turn of the 19th and 20th centuries, which was cinematography (feature films, documentaries, newsreels).

This media tool was used both for protectionist and ideological purposes and for educational purposes with equal success in Russia, Western Europe and the USA. The Great Depression of the first third of the 20eth century contributed to

the fact that the main artistic film content, including propaganda films, was created in the USA. The 1930s were also a period of a clear separation of the cinema media into fiction and non-fiction genres.

4. The new media reality

After the Second World War, when Europe had recovered in economic growth and had laid the foundations of a new sociality (democratization of society, economy, electivity of authorities), the fiction and non-fiction genres in media education divided further. The availability of mass television in Europe and the USA made it possible to implement both genres in media education. In Soviet Russia, the wide availability of television (since the 1960s), however, did not mean widespread availability of fiction and non-fiction media tools for education or an increase in media literacy. The entire broadcast network was strictly regulated, the fiction and documentary films were ideologically consistent, intellectual programs were in the minority and were strictly censored, private TV channels did not exist.

At the same time, Europe, the USA and Russia were almost equal in terms of universal literacy, but the research area was actively and intensively developing in Europe and the USA (including the development through scientific collaborations, which are also a means of improving media literacy). The resulting spin-off effects quickly transformed into consumer products and brought powerful economic benefits to the private and public sector. The science of Soviet Russia and especially of the late Soviet period had a narrow militaristic specialization and the resulting spin-off effects did not translate into economic benefits since the domestic market was not competitive.

With the transition from the Soviet planning and administrative statehood to a federative market-oriented Russia, the country and its population gained access to all media education tools. However, selective media literacy in particular

(the ability not only to perceive and understand information but also to critically comprehend it, without succumbing to media manipulations) remained low, as evidenced by data on the leading channels which actively broadcast pseudo-non-fiction and esoteric media content. In the years that followed, with the spread of modern information and communication technologies, the media literacy of Russian television began to increase. Moreover, the specialization of private federal and free media resources became most pronounced, although this happened by the end of the first decade of the 21st century, i.e. already in modern Russia. Despite the fact that the more educated and active part of the population aged from 18 to 40 has an understanding of the specific purpose of a media for education, self-education and development, in other categories of the population, almost half of the respondents do not think that the information received on the Internet can be harmful. Furthermore, 55% and 44% of the respondents showed "digital carelessness" (could not describe how well their personal data were protected and could not correctly answer the question of the correct procedure of dealing with the letter that contains a virus[241]).

Thus, at this stage, we can note that in modern Russia media education includes all four functional areas and two technological areas. That means that in this regard, Russian media education fully corresponds to the European and American models. However, there are differences – the level of media literacy among the Russian population is not always high.

Discussion.

1. The functional and instrumental content of modern media education in Russia.

Thus, a review of the formation and development of media education in Russia allows us to structure this area of research as follows (Fig. 3).

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[241] Analysts have assessed the level of digital literacy among Russians. RBC, dated 20.06.2018. URL: https://www.rbc.ru/technology_and_media/20/06/2018/5b29 331c9a79477930b03101 (access date 03.05.2019).
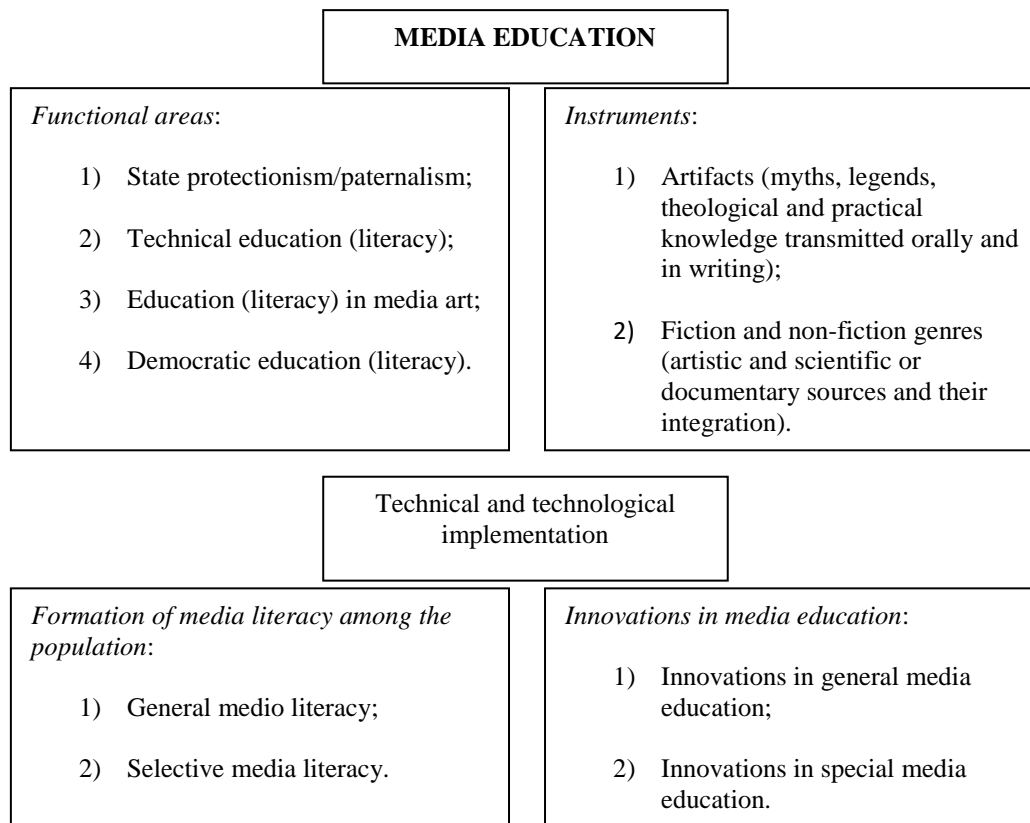
MEDIA EDUCATION

Functional areas:

1) State protectionism/paternalism;
2) Technical education (literacy);
3) Education (literacy) in media art;
4) Democratic education (literacy).

Instruments:

1) Artifacts (myths, legends, theological and practical knowledge transmitted orally and in writing);
2) Fiction and non-fiction genres (artistic and scientific or documentary sources and their integration).

Technical and technological implementation

Formation of media literacy among the population:

1) General medio literacy;
2) Selective media literacy.

Innovations in media education:

1) Innovations in general media education;
2) Innovations in special media education.

Fig. 3 Functional areas, tools and technical and technological implementation of media education (original development).

Accordingly, taking into account the structural, logical and functional content of the media education concept, the general description of trends and patterns in the development of media education in Russia from the Middle Ages to present day can be presented as follows (Table 1).

Table 1:Trends and patterns in the development of media education in Russia (original development).

Stage	Functional areas	Tools used
the medieval and pre-imperial stage	1) state protectionism; 2) selective education (training of priests).	1) artifacts (tales, legends, myths and teachings transmitted orally); 2) theosophical and theological fiction.
the imperial pre-revolutionary stage		1) artifacts, theological and artistic fiction; 2) current scientific evidence-based non-fiction.
the post-revolutionary or early Soviet stage the Soviet pre-stagnation stage the stage of stagnation and destruction of the Soviet state	1) state protectionism; 2) general and selective education; 3) education in media art; 4) ideological education.	The entire set of media tools, but without the theological component; ideologically consistent with the course of Marxist theory and communist propaganda.

the early market-oriented capitalist stage	1) state protectionism; 2) general and selective education; 3) education in media art.	The whole set of media tools, but without the theological or ideological component and without propaganda.
the modern stage of Russian statehood	1) state protectionism; 2) general and selective education; 3) education in media art; 4) ideological education.	The whole set of media tools, but censored according to the degree of harmfulness of information and limited within the framework of the current ideological concept.

The problem of reliability and quality of information presented via one or another media tool has already been repeatedly discussed at various levels, so we will not dwell on this point in detail, especially since in the light of the adoption of the law "On the sovereign Internet" [242] the Russian media education field (and the entire national media space as a whole) is likely to be subjected to systematic reengineering. Therefore, it would be right to dwell on the innovative and technological context of the media sphere, used, inter alia, to form media literacy and differences in categories of the population.

2. The innovative and technological context of modern media education in Russia.

As we have defined above, media literacy is the result obtained (or not) in the process of media education. In other words, the criterion of media literacy is an ability that allows a person to accept (receive), analyze, evaluate informational messages (or, in a broad sense, media content), as well as create feedback on these messages (or generate new content). Therefore, from a technological point of view, this ability is formed under the influence of two key factors:

a) Knowledge of the symbolic and material representation of cultural, scientific and other values;
b) The dissemination and availability of such knowledge for the formation of relevant skills and abilities among representatives of a particular community or society as a whole.

At the same time, the most important condition for the required impact of these factors is the instrumental arrangement of the state, society, science, economy and other critical sectors that provide access to knowledge, their qualified use and their creation and further distribution (Livingstone 2004). This means that all sectors and spheres of modern society are involved in the process of media education and media literacy is both a resource and the right of a person to receive the necessary information. However, it should be understood that, despite the democratization of the Russian educational sphere, the media and public space, the level of media literacy is not definitive in the context of the study of the entire population and is significantly differentiated by age, educational and economic criteria.

This traditionally contrasts the younger generation to the older generations, which in turn gives rise to a number of scientific and public discussions related to this topic, for example:

a) The problem of social and digital autism, which breaks both intergenerational and intragenerational ties (Kurpatov 2018);
б) The cyber-physical problem, in which the boundaries of ethical and practical use of bionic technologies are so unclear that it gives rise to apocalyptic scenarios of the near future of modern civilization (Hawking, 2007; Hawking, Mlodinow, 2017);
в) The problem of a new socio-educational stratification – the "digital poverty", i.e. the lack of normal access to traditional learning technologies for people with middle and low incomes, which pushes them to fully digitize their own lives, while the "digitally rich" continue to receive personal services from "live" professionals (teachers, doctors, etc.) (Bowles, 2019).

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[242] Federal Law No. 90-FZ "On Amendments to the Federal Law "On Communications" and the Federal Law "On Information, Information technologies and Information protection" dated 01.05.2019 (effective from November 2019).

In our opinion, each of the above problems is both a cause and a consequence of the effects that arise in the process of spreading media literacy among the population. Therefore, we consider it appropriate to agree with D. Buckingham and R. Willett (Buckingham, Willett 2013), who point out that the problems of breaking ties between generations and within generations have always existed – this is a normal reaction of people to an increase in the speed of social and economic changes. Some societies are open to and some prefer to shut themselves away from. Logically, the rates of media literacy in these societies are different and it is not at all necessary that societies will be represented by a collection of people of the same biological age or the same cultural identity.

Moreover, it should be understood that from the neurophysiological point of view, a person's cognitive maturity ends at about 25 years and after this biological age limit, all individuals interacting in the society become conditionally equal in cognitive and intellectual potential (but not in the quality of its use) (Kurpatov 2018; Lyusova, Timasheva 2015). In the context of media education, this means that the digitization of socio-economic relations is not only a threat, including those embodied in apocalyptic scenarios but also represents learning and development opportunities not limited by age and cultural context (opportunities for new communications and contacts, opportunities for participation in life, local communities, and society as a whole). It is precisely in this part that the population needs educational innovations,

which will be aimed at the successful socialization of young generations in the framework of a new cultural and national environment, as well as the successful re-socialization (secondary socialization) of generations of late-middle-aged people and seniors in a dynamically and constantly changing environment.

3. The necessary innovations in the field of Russian media education.

In order to understand the innovation areas in media education let us review Table 1. Table 1 clearly shows that the first and second stages of the formation of media education in Russia did not significantly differ in the set of used functionality and tools, as well as the fourth and fifth stages. Within these stages, the continuity of knowledge was carried out from the elder to the younger members of society, but at the third, sixth and seventh stages, the opposite happened, as knowledge was transmitted from the younger to the elder. While in everyday life this tendency is unlikely to change, in the educational plan, the tradition of passing scientific knowledge from senior to junior will still be preserved. Here one will need not only hierarchically determined interactions, but rather internal parity cooperation.

One should be guided by the empirical rule of the frequency of updating knowledge (fundamental, scientific, applied, professional, social and domestic). Each of these types of knowledge has its own update period (Table 2).

Table 2: Frequency of updating knowledge in society (Delanty 2001; Williamson 1998).

Type of knowledge	Approximate update rate
Fundamental scientific (critical knowledge)	From 10 to 10^2 years
Applied (professional and specialized) knowledge	From $10^{1/2}$ to 10 years
Social and domestic (everyday) knowledge	On average once every $10^{1/2}$ years

A constant diffusion of knowledge happens between levels and this diffusion is supported by the interactions between the members of the society. In other words, everyone can have everyday knowledge, only separate communities can have applied knowledge and separate individuals or relatively small groups of them can possess fundamental scientific knowledge. The economic value of knowledge of the fundamental and everyday level is unequal, however, the same is true for the everyday and fundamental levels

(Dudin et al 2017). Therefore, media education in Russia focuses on fundamental and applied knowledge, but everyday knowledge usually remains outside the normal media context. In other words, everyday knowledge is either broadcast with distortions (for example, on TV in various programs about health or technology) or used for "gray" or absolutely fraudulent schemes (for example, soliciting money through advertising on the Internet for "unique" inventions or ideas). As shown by survey data,

three-quarters of Russians use modern means of communication freely, but their media literacy is not high. Almost 42% believe that modern technologies interfere with their life[243].

Above, we also mentioned the "digital carelessness" and the fact that the generation of late-middle-aged people and seniors does not think about the quality of media sources. This means that the younger generation and the middle-aged generation should become translators of everyday knowledge that will be needed in a digital society. As shown by the public environment, the most suitable sites for this are social networks. At the same time, the Russian social networks (mainly "Odnoklassniki", "Moy Mir" and partially "Vkontakte") are mainly used by people who do not have sufficient media literacy. In contrast, foreign platforms (Instagram, Facebook) are more attractive to media literate people (based on data published by Agadullina 2015; Schurin 2016; Ivanko, Ivanko, Markova 2016; Novikova, Yuzefovich 2016). Moreover, Russian social networks are conservative quasi-corporations seeking patriarchy. Hence the task of either

moving users from a conservative to a more liberal environment, or the emergence of new enlightened content in conservative media for late-middle-aged people and senior users (secondary socialization).

In our opinion, the second option is sufficiently simple to implement, but this requires the support of users, especially the younger generation aged from 18-25 to 30-35 years. An example of how this can be implemented in practice is shown in Fig. 4. We believe that the problem of increasing the general media literacy of the population in Russia can be solved without the involvement of formal institutions (for example, the authorities), but through inter-network collaboration processes (cooperation of social networks in terms of general media education). At the same time, Generation Next (a generation that reliably has a high level of general media literacy) transmits knowledge from its usual social network to a conservative social network to a specific user of Generation Last (a generation that has a lower level of media literacy but not necessarily much older than generation Next).
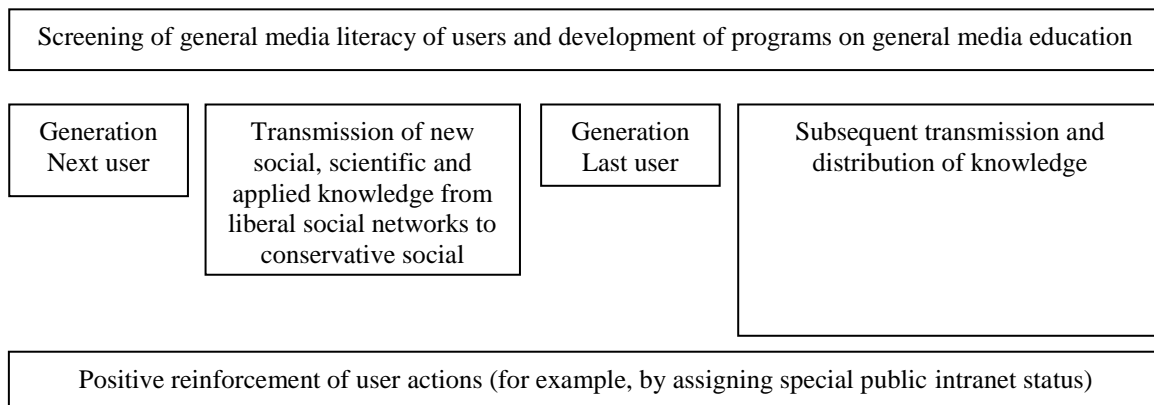
Screening of general media literacy of users and development of programs on general media education

Generation Next user	Transmission of new social, scientific and applied knowledge from liberal social networks to conservative social	Generation Last user	Subsequent transmission and distribution of knowledge

Positive reinforcement of user actions (for example, by assigning special public intranet status)

Fig. 4. Increasing the overall media literacy of social network users: secondary socialization (original development).

Media literacy is screened by means of periodic online interviewing of users (through surveys and questionnaires) both at more liberal and more conservative social networks. Based on screening data, programs for general media education are formed (as a rule, programs are developed with the thematic scientific, educational and outreach communities based on the principles of scientific evidence of the quality of knowledge broadcast).

Conclusions

In this paper, we have identified and analyzed the main trends and patterns in the development of media education in Russia from the Middle Ages to the present day. The data obtained suggest that:

- First, initially, media content in Russia and Western Europe was practically the

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[243] Analysts have assessed the level of digital literacy among Russians. RBC, dated 20.06.2018. URL:

https://www.rbc.ru/technology_and_media/20/06/2018/5b29331c9a79477930b03101 (access date 03.05.2019).

same, but later on, Western European media education was focused on the distributing not only theological (theosophical) but also scientific, as well as social and everyday knowledge. Russian media education has long preserved the patriarchal and theological bias, despite the development of the public education system in the imperial period;

- Second, after the revolution in October 1917, Russian media education was ideologically seasoned, but generally accessible, which made it possible to eradicate illiteracy and increase the availability of knowledge (including general, vocational and higher education) for the most unenlightened sections of the population (workers, peasants, burghers). At the same time, the religious component was completely excluded from the media sphere, which led to a distortion of the informative reality;

- Third, modern media education (including selective) on the one hand is accessible to all, but on the other hand, not all categories of the population use this resource. As a rule, people with low income and general schooling (secondary vocational education at best) have a significantly lower level of media literacy, which explains the need for finding solutions to the problem, because otherwise "digital carelessness" can lead to fatal consequences for society.

Therefore, within the framework of this paper, we suggest the concept of secondary socialization for those people who have a significantly low level of general media literacy. The concept of secondary socialization is based on the collaboration of social networks in this matter and encouraging more competent users to transfer new knowledge (concerning not only social but also scientific issues) to less competent users.

In this paper, we have examined the broad historical context of the formation and development of media education in Russia, which did not allow us to identify and carefully analyze the features of each stage. We plan to return to this question in our further articles based on the same topic.

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