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**THE MODERN TENDENCIES AND PROSPECTS FOR THE
DEVELOPMENT MEDIA EDUCATION IN MEDIA SPACE OF THE
TURKEY AND REPUBLIC OF MOLDOVA**

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CONCEPTUAL FOUNDATIONS OF THE RESEARCH

Relevance and formulation of the research topic is because the media surrounds us everywhere and there is no hiding from the constant flow of information in the modern socio-cultural situation. At the present stage of development of society, a person is subject to information attack. A large flow of information comes from various sources (radio, television, video, press, Internet, etc.). Man is a social being. Modern mass media play a key role in shaping the picture of the human world and largely control the dissemination of information that affects our perceptions, attitudes, and ultimately our behavior. This means that other people always influence the behavior of any person. Information can be both positive and negative.

Methods and technologies of manipulation are developing rapidly, so it is quite difficult to protect yourself from such influence. Disinformation sometimes referred to as "false" or "fake news", poses multiple threats to democratic societies. Some states are known to regularly use disinformation as a foreign policy tool. There are countless examples of such states spreading false or fabricated information around the world in order to destabilize their perceived adversaries and opponents and cover up their own actions.

In this respect, there is a social order for the individual. Without much life experience, it is difficult for citizens to evaluate and select information, as a result of which they are completely at the mercy of the media. From this it is clear that media education provides an opportunity for the development of human communication skills and is designed to equip a person with the skills of critical thinking and alternative search for solutions in order to make him a responsible consumer and producer of information. In this regard, media education activities in educational and extracurricular institutions can help unlock the potential for the audience to increase the level of understanding and rational use of the media by students, as well as to educate a well-informed and responsible citizen-consumer of information provided by the media.

Thus, the requirements set by society for preparing a person for a full-fledged orientation in an increasing flow of information and the insufficient theoretical and practical development of this issue indicate the relevance of the research **problem**. From which it follows that the **actual and significant scientific problem** consists in a comprehensive analysis of the essence of media education and the identification of its role in the implementation of tasks in the modern media space.

Arguing the relevance and scientific importance of the chosen topic allows us to formulate the **purpose of the study**.

The **main purpose of this study** is to identify current trends and prospects for the development of media education in the media space of Turkey and the Republic of Moldova.

This goal includes the study of scientific sources devoted to the formation of the essence of the concept of media education; consideration of existing global approaches and trends, concepts of European media education; identification of the main provisions of the theories of media education and analysis of the essence of the theory of critical thinking.

Purpose of the study determined the following tasks: (1) To analyze the reasons for the need for media education, to develop theoretical and methodological approaches to the study of the role of media education in the modern media space on the basis of a scientifically based categorical apparatus, to characterize the essence of the concept of the term "media education" in the process of analyzing the essence of the concept of "media education" and the choice of defining the features of interaction between media education, media literacy and media competence in scientific literature. (2) To analyze the European policy and projects in the field of media education and the features of the process of formation and development of media education in European practices at the present stage. On this basis, to trace the prospects for the development of media education in Turkey and the Republic of Moldova, taking into account the European experience.

Theoretical and methodological base of the research. Media education is a complex and multifaceted process. It has been reflected in numerous works of foreign researchers and a number of local scientists. They formed the theoretical and methodological basis of this dissertation. First, we are talking about studies of the general theoretical nature of media education, which put forward, analyze the concepts, methods of media education, and contain information about the perception of media texts in different age categories, about the criteria and levels of development of the audience, the mass media as a whole.

This category includes the works of Western scientists R. Kubey [15], B. McMahon [21], D. Buckingham [7], J. Potter [24], A. Colby [8], J. A. Banks [4], Marshall McLuhan [75], Alvin Toffler [212], L. Masterman [18, 20], K. Tyner [29], R. Kupianen & S. Sintonen [71], G. Gerbner [9], Diane F. Halpern [120], D. Cluster [66], H. Schiller [128], A. Hart [11], as well as a number of Russian researchers such as A. A. Zhurin [51], I. M. Dzyaloshinsky [47], I. A. Fateeva [105], A. V. Fedorov [114], N. B. Kirillova [63], I. V. Zhilavskaya [50], A. P. Korochensky [69], L. S. Zaznobina [52], Yu. S. Toiskin [102], A. A. Novikova [88], S. G. Kara-Murza [62], E. L. Vartanova [41], A. A. Guk [45] and others.

This study is also based on a number of scientific works by Turkish and Moldovan scientists on the state and development of mass media in Turkey and the Republic of Moldova. In the works of Moldovan scientists C. Marin [17], V. Moraru [23], G. Stepanova [25] and Turkish researchers B. Kejanlioğlu [12] and O. Koloğlu [13] studied the role of the media in the formation of civil society and in the system of political power, social journalism, legal regulation of the activities of the media, problems of their financing and interaction with government structures and business.

In Turkey and the Republic of Moldova, media education is at an early stage of research. Among the few studies, an important place is occupied by the works of Moldovan scientists Loretta Handrabura [216], Silvia Shpak [26], Natalia Grîu [81], Anetta Gonța [178], Nadin Gogu [87] and others. These works mainly explored media education from a pedagogical perspective. In Turkey, there are also few studies devoted to media education, and all of them are of a pedagogical nature. In the works of: Z. Avsar [3], Ç. Alagözlü [1], G. Treske (G. Treske) [28], N.Ö. Taşkiran [27], M. Gun & İ. Kaya [10] and others present the main trends in the development of the media education movement in Turkey. They consider media education as a means of control.

This study, along with the listed works, is also based on the vision and standards of media education developed by UNESCO [154] and the European Parliament [147].

An important methodological tool for a comparative analysis of the state and ways to improve the effectiveness of media education in European countries, on the one hand, and in Turkey and the Republic of Moldova, on the other, has become the Open Society Foundation Common Sense Wanted Index. Resilience to „post-truth” and its predictors in the new Media Literacy Index 2018 to find solutions to the consequences of post-truth in European societies. In this sense, the report highlights that education and media literacy are key to building post-truth resilience and reducing polarization while increasing trust in society and the media.

An important methodological tool for a comparative analysis of the state and ways to improve the effectiveness of media education in European countries, on the one hand, and in Turkey and the Republic of Moldova, on the other, has become the Open Society Foundation Common Sense Wanted Index. Resilience to „post-truth” and its predictors in the new Media Literacy Index 2018 to find solutions to the consequences of post-truth in European societies. In this sense, the report highlights that education and media literacy are key to building post-truth resilience and reducing polarization while increasing trust in society and the media.

The underlying assumption, says Marin Lessenski, program director at the Open Society Institute in Sofia, is that indicators of media freedom, the quality and level of education,

interpersonal trust, social trust, and citizens' use of e-participation tools can serve as predictors of a society's level of resilience. to phenomena associated with post-truth [140]. According to the data compiled by the Index from the 35 countries studied, the countries of Northwest Europe, i.e. Scandinavia, the Netherlands, as well as Estonia and Ireland, are the most prepared to confront the post-truth and its ramifications. On the other hand, the lowest ranked countries are in South Eastern Europe. The scores are linked to indicators related to media freedom, education and trust. Countries at the bottom of the rankings have low education scores, more controlled media, and low public trust. Turkey belongs to the last category. The Republic of Moldova does not appear in this index.

Methodological basis of the study. In the process of working on the dissertation, we relied on the methodologies of theoretical analysis, the study of materials from scientific and periodicals of the Open Society Institute, the Media Literacy Index 2018 on the issue “Common Sense Wanted: Resilience to Post-Truth” and its predictors in the index of information literacy of the mass media information (Sofia/Bulgaria-Marin Lessenki). The index assesses potential resilience to the spread of fake news in 35 European countries using indicators of media freedom (lack of private or independent media, blocking of Internet sites, state control over the work of journalists and the freedom of movement of journalists), education and trust among people in the post-truth phenomenon. . According to the study, a higher level of education means a higher resistance to the described negative phenomenon. In general, we can say that educated people have more analytical skills and less tendency to believe in conspiracy theories and related fake news. The results show that democracies have a higher potential for resilience to the spread of fake news and means of manipulation due to better education, free media, and high trust between people. For example, the Scandinavian countries are the most prepared to counter fake news, mainly because of their high scores in education and media freedom. This thesis is partly confirmed by the survey results.

The work uses quantitative and qualitative research methods in assessing the development of the concepts and practices of media education in various foreign countries, as well as Turkish and Moldovan media. In this regard, we note the analysis and generalization, comparison and systematization of concepts and approaches in the interpretation of media education. The paper also uses the case study method when considering the experience gained in the field of media education in Finland, Great Britain, Russia, Turkey and the Republic of Moldova.

The historical method used made it possible to reveal the main directions of development of the mass media in Turkey and the Republic of Moldova with all its inherent features and peculiarities on a larger historical and ideological scale, ways to increase the efficiency of the domestic mass media in the field of media education were identified.

The study is also based on expert assessments. This method was based on various data collection techniques such as scientific observation and interviews. This made it possible to look at the problem under consideration more competently and interestedly, since this method opens up access to certain social groups, choosing the areas of study most familiar to the respondents and clarifying unexpected problems that require further study.

The hypothesis of this study: Free journalistic activity, which has democratic, humanistic guidelines, is an objective ally of media education. It is especially important to recognize and effectively use the media educational potential inherent in it in building a public dialogue today, when an individual citizen can freely formulate his request for power and actively participate in making responsible decisions to improve the system of state life in an era of democratization of mass communication processes, in which to an increasing extent involve ordinary citizens.

The scientific novelty and **originality** of the work consists in summarizing and evaluating the practice of developing media education in Turkey and the Republic of Moldova at the stage of

formation and determining the prospects for its development in a modern democratic society based on European experience.

The **object** of this study is media education practice in Turkey and the Republic of Moldova, and its **subject** is current trends and prospects for the development of media education in the European media space.

The **theoretical significance of the dissertation** lies, first, in the fact that the phenomenon of media education, which has so far received a predominantly pedagogical interpretation, is considered from the point of view of communication studies as a media process. The work also contains a number of innovations that relate to refinements of the categorical apparatus. In particular, a clearer distinction was made between such close concepts as media education, media literacy, and media culture and media competence. The **results** obtained because of the analysis of the experience of European countries and the practice of media education in Turkey and the Republic of Moldova complement and concretize scientific knowledge about media education and its role in the implementation of social and educational policies.

The practical value of the study. The dissertation research materials provide evidence-based recommendations to government agencies, the media, media businesses and civil society (non-governmental media organizations) to effectively improve media literacy in the media space. Our work provides the necessary information on the fields of journalism and may be the subject of further scientific research in the field of theory and practice of media education.

Approbation and implementation of the results of the work. Theoretical and practical results of the study were reflected in five scientific articles and were presented and discussed at six international and national scientific conferences.

Scope and structure of work. The dissertation consists of an abstract (in Romanian, Russian, and English), an introduction, three chapters, one chart, four tables, general conclusions and recommendations, a bibliography (218 sources), a list of abbreviations and an appendix (2). The volume of the main text of the dissertation is 150 pages.

Key words: media education, media literacy, media culture, media competence, media, democracy, manipulation, critical thinking, turkey, republic of moldova.

CONTENTS OF THE DISSERTATION WORK

The Introduction substantiates the relevance and choice of the research topic, defines the goal, objectives, theoretical and methodological foundations of the research, scientific novelty, theoretical and practical significance of the research, provides data on the implementation and testing of the research results, as well as the main provisions of the work.

CHAPTER 1. THEORETICAL AND METHODOLOGICAL FOUNDATIONS OF MEDIA EDUCATION includes an analysis of a wide range of works that served as a theoretical basis for the study of media education in the context of the formation of critical thinking of civil society and the implementation of their tasks in the modern media space. The main scientific categories and directions of research are determined. Also analyzed contribution of western researchers to the study of the problem of the role of media education in solving social problems in the modern media space of Turkey and the Republic of Moldova.

The presented historiographic review considers media education as a subject of scientific research. The authors of numerous works cited by the dissertation research the causes, study history, theory, and develop media education models. In this regard, it is noted that media education as a conceptual model arose in countries with a dominant liberal ideology [30, p. 46] and initially relied mainly on the materials of the cinema and the press [64]. In the second half of the last century, the development of media education theories began. Currently, they are

represented by the following concepts: aesthetic; protectionist; practical; ideological; development of critical thinking; culturological; sociocultural.

In a real media education environment, various approaches are used in combination, due to which the maximum possible enrichment of the audience's social experience in the process of communicating with print and electronic media is achieved [61, p. 17]. It should be noted in this connection that from the very beginning the conceptualization of media education took place in two directions.

The first, “pedagogical”, considered the process of forming a qualified (or, as they say now, competent) media audience. Thinking about the indicators of media competence, the adherents of this theoretical direction were limited exclusively to the educational sphere, and the ability to consume and produce media texts was an end in itself [34, p. 107]. The pedagogical approach reflects the main trend in the study of a new direction in the scientific and educational sphere as a reaction to a change in the educational space and the formation of a new technical and technological basis for the implementation of the educational process and pedagogical activity in general [49]. Some of the researchers consider media education as a matter of protecting children from negative information; others, on the contrary, see in it some preparation of junior and senior students for the competent use of the media in later life. Although the picture of the development of media education is far from uniform, more and more researchers have recently paid attention to the moral and democratic aspect of media education.

Proponents of a different approach to media education, which I.M. Dzyaloshinsky calls it “civil”, they believe that media education is a part of the basic right of every citizen of any country to freedom of expression and to receive information contributes to the support of democracy [30, p. 46]. The Australian scientist B. McMahon writes “in the era of terrorism and wars of the 21st century, youth media education is becoming an imperative requirement of a democratic society...” [16, p. 3]. This idea is shared by the Russian researcher E.D. Pavlova, who argues that media education, combined with democratic, humanistically oriented media criticism, can play a significant role in gradually changing the communication experience that has developed among the mass audience, based on the passive consumption of media content [53].

From the point of view of a civic approach to media education, its “social meaning lies not so much in increasing the media competence of an individual, but in shaping an attitude towards media activity” [34, p. 110]. According to I. M. Dzyaloshinsky, the existence of independent information resources and high media activity of citizens is a condition for the development of civil communications that ensure the formation and development of civil society [28]. Another Russian researcher, I.V. Zhilavskaya notes that, as a rule, a person is at the center of this media education approach, perceived as an object of influence, who should be helped to master the deliberately aggressive information space surrounding him. This approach exactly corresponds to a vertically integrated society, a control system in authoritarian systems and a broadcast, broadcast model of mass communication [33, p. 10].

In general, the analysis of scientific literature on the problems of media education revealed a significant degree of fragmentation of research in this area. Nevertheless, in historiographical terms, three main approaches can be identified in the conceptualization of media education, namely:

1. as a direction in pedagogy, which is studied by assessing the validity of mass communication (press, television, radio, cinema, video, etc.),
2. as a component of the educational process aimed at the formation of a media culture of the individual in society (recently there have been attempts to combine both directions);

3. as well as a process of development and self-development of the individual on materials and with the help of mass media in order to expand general, socio-cultural and professionally significant knowledge, communicative and creative abilities.

In addition, the first chapter of the dissertation considers the essence of media education as a modern field of knowledge in the media space. At the same time, the author proceeds both from published scientific works and from a number of international documents on this topic. Thus, it is noted that for the first time (1973) this concept was disclosed in UNESCO documents: "Media education should be understood as teaching theory and practical skills for mastering modern mass media, considered as part of a specific and autonomous field of knowledge in pedagogical theory and practice" [17, p. 8]. In the documents of the Council of Europe (Media Education. Recommendation. Council of Europe (2000) "media education is seen as training aimed at developing media competence, a critical and thoughtful attitude to the media with the aim of educating harmoniously developed citizens capable of forming their own opinion based on the information available to them" [50, p. 22].

The leading role in defining the essence of media education was played by the British scientist Len Masterman. The author of the dissertation as fundamental for this study recognizes his interpretation. Thus, Masterman believes that media education is a lifelong process and is based on seven key concepts [15, p. 29; 14, p. 2]. He refers to them (1) a high level of media consumption and the saturation of modern societies with the media; (2) the ideological importance of the media and their influence as industries on the consciousness of the audience; (3) the rapid growth of the amount of media information, the strengthening of mechanisms for managing it and its dissemination; (4) intensity of media penetration into mainstream democratic processes; (5) increasing the importance of visual communication and information in all areas; (6) the need to educate pupils/students in a future-oriented way; and (7) growing national and international processes of information privatization.

This approach is largely shared by most scholars. However, there are also some other interpretations. So, the Russian researcher A.V. Fedorov writes: "Media education is the process of personality development with the help and on the material of mass communication (media) in order to form a culture of communication with the media, creative, communicative abilities, critical thinking, skills of full perception, interpretation, analysis and evaluation of media texts, teaching various forms of self-expression using media technology. The media literacy acquired as a result of this process helps a person to actively use the possibilities of the information field of television, radio, video, cinema, the press, the Internet [65, p. 26].

He also determined the content of media education: the basics of art history in the media sphere (types and genres of media, the functions of media in society, the language of media, the history of media culture, etc.), information about the main areas of application of theoretical knowledge (professional media, amateur media sphere, channels distribution of media, film club movements in the media sphere, leisure facilities, educational institutions, etc.), practical creative tasks based on media material" [65, p. 26].

Over the past decades, a certain system of basic terms has been developed that specialists in the field of media education operate with. We are talking about such concepts as media literacy, information literacy, media competence, media culture.

The concepts of "media literacy" and "information literacy" come from the term "literacy", which was used in the past decades, before the emergence of new relevant phenomena [69, p. 11]. There are no discrepancies in this part. However, the concepts themselves are interpreted differently. The American professor at Rutgers University (New Jersey) R. Kyuubi, for example, believes that media literacy is the ability to use, analyze, evaluate and transmit messages in various forms [13 p. 2]. In his opinion, media literacy implies the ability of future specialists to

independently create a media product. The task to develop and create your own text, note, speech plan, report will allow you to form a literate, thinking and analyzing specialist, because, he noted, an overabundance of information technology and a craze for computers deprives the modern teenager of the opportunity to join the printed word, classical culture and the art of dialogue, competent expression of one's thoughts, etc. [13, p. 13].

Some researchers of media education tend to confuse the concepts of "media education" and "media literacy". In their opinion, the border between media education and media literacy seems to be smoothed, interchangeable. The listed concepts are similar in meaning, since they determine the development and competence of a person in the field of media education are considered as the goal of media education, but at the same time, they are not identical, since they initially have different definitions, and therefore they are conceptual or ideographic synonyms.

In our opinion, media education is a broader and more capacious concept than media literacy. Media education is the process of reaching, analyzing, evaluating and communicating messages in various forms. In this regard, we share the opinion of the British media researcher David Buckingham, who regards media literacy because of media education, i.e. a complex of knowledge and skills acquired by students [59, p. 168]. In other words, media literacy is the skills of media analysis and evaluation acquired during training.

Media competence is multidimensional and multifaceted; it requires a broad perspective based on a developed structure of knowledge. It is possible to increase the degree of media competence throughout human life through the perception, interpretation and analysis of cognitive, emotional, aesthetic and ethical media information. The more you study media (with the help of media), the more media literate you are, and i.e. media literacy is the ability to experiment, interpret, analyze and create media texts.

Considerable discrepancies can also be found in theoretical approaches to media education, to highlighting its most important goals, objectives, ways of introducing it into the educational process, etc. [69, p. 29]. Based on the numerous formulations of the concept of "media education", which to some extent clarify and concretize it, let us dwell on the fact that the current analysis of different interpretations of the definition of the essence and goals of media education allows us to distinguish two main elements of its essence: media culture and media education. text.

Media culture, as one of the key elements of media education, has a large number of interpretations. Russian scientist P. Kozlowski writes that in a narrow sense, media culture is "a mechanism of cultural activity that actually manifests itself in every cognitive act, through medial and symbolic forms, realizing internal figurative representations, reproducing objects of the external world at the sensory level and forming those relationships in which the individual becomes an element of an integral system, acquiring the form of order in the process of spiritual comprehension and interpretation of being, which forms the connective tissue of society" [42, p. 13].

Media education is based on media text. Russian scientist G.Y. Solganik defines a media text as belonging to the mass media, characterized by a special type of author (fundamental coincidence of the speech producer and its subject), a specific textual modality (open speech, a diverse manifestation of the author's), designed for a mass audience [58, p. 14].

Now, there is no generally accepted classification of media texts. Nevertheless, they can be classified based on the classical model of communication proposed by the American political scientist G. Lasswell [62]: who (author) - what reports (text) - through which channel (distribution channel) - to whom (addressee) - with what effect. The Lasswell Formula has become the leading paradigm of theoretical understanding of the processes of mass communication initiated by the media. However, at that time the scientist did not raise the question of how the structures of the

individual's consciousness fix the impact of these processes and what makes it possible to reproduce the process of communication in a broad social context.

Thus, the media act both as an instrument of power, and as a tool for the implementation of information dictate, and as a way of cognitive processing of the society and the individual in order to form a special picture of the world [57, p. 6]. The spread of digital technologies has led to a reduction in barriers to accessing information within countries and blurring of information boundaries between countries. The evolution of methods and sources of transmission and reception of information has led to the emergence of such phenomena as "fake news" and "post-truth", [60] which are a kind of result of modern media capabilities and significant changes in the perception of information by a person.

According to UNESCO experts [31], the crisis that flared up around the so-called "fakes" or "fake news" is a new phenomenon. A mixture of gossip, propaganda and conspiracy theories, they are more dangerous than long-standing false information that was easier to expose. "Fakes" grow out of disinformation, but the novelty of this phenomenon lies in its unprecedented desire to harm, since the possibilities of computer science make it limitless and transmedia, and therefore virial. In addition, these actions take place on platforms controlled by the world's main Internet giants GAFAM (Google, Apple, Facebook, Amazon, and Microsoft). All this determines media education in the first place.

The era of post-truth and fake, their use in hybrid warfare comes along with social media, when the amount of information received by each individual person has increased dramatically. And the point is not so much in volumes, but in a fundamental change in the paradigm of generating and receiving information. In different "hands" the fake tool will work differently. There is one information on the YouTube social network, another on Facebook, and a third on the company's official page. Through these multiple incarnations, a person again and again acquires an individual image and voice, his self-actualization takes place.

Under these conditions, one of the characteristic trends generated by globalization and the information and communication revolution, the attention of a number of researchers is increasingly attracted to the phenomenon of hybrid war as a hidden conflict with a complex internal structure and taking place in the form of an integrated military-political, financial-economic, informational and cultural- worldview confrontation that does not have a specific status.

According to the Russian professor G.G. Pocheptsov [27], hybrid wars come along with hybrid communications, since they are based on them. By hybrid communications, he understands communications where the task of maintaining reliability in the processes of conveying meanings is not set. The essence of a hybrid war, like any other war, is the redistribution of the roles of the subjects of the political process at the global or regional level. However, it is carried out mainly by non-military means, without the occupation of the defeated country, the destruction of its infrastructure and the mass death of the population.

The concepts of "fake news", "post-truth" and "hybrid wars" are considered as media "tools" that can be used for different purposes: influence for editorial gain (for example, commercial success and ensuring competitiveness) or an attempt to rethink and cleanse the professional media environment (e.g. making fun of shortcomings). Most researchers believe that fake news is a kind of misleading news media text that imitates objective information about an event, phenomenon, person and is characterized by the dominant function of manipulative influence.

Researchers proceed from the fact that manipulative influence [37] is one of the most important functions of modern mass media. Manipulation can also occur only in a developed society, in which it is difficult for a person to adapt to social realities, he needs to "get involved" in public life, obey its rules. The implementation of these processes is impossible without manipulation.

At the same time, manipulation is a kind of hidden speech influence aimed at achieving the subject's own goals that do not coincide with the intentions or contradict the desires and interests of the object of influence. At the same time, unconscious control on the part of the object is carried out over its consciousness with the help of a distorted, biased presentation of information recorded in the text [40, p. 39].

According to the American professor E. Shostrom, "manipulation as a form of hidden influence on consciousness is associated with the lack of free will of the individual and the ability to make his own decisions. The main feature of the phenomenon of manipulation is its hidden nature" [77, p. 16].

Summarizing the above, we can note the following: "fake news", "post-truth", "hybrid wars" and "manipulation of consciousness" are one of the urgent problems in the social environment. All these concepts are most directly related to human survival. On the one hand, the use of manipulation is due to the external environment of a person, on the other hand, internal reasons. Whether a person will manipulate or not depends overall complex of external and internal reasons. As a result, the problems of forming a culture of communication with the media, protecting human consciousness from manipulation by the media, developing the skills of full perception, interpretation, analysis and evaluation of media texts, critical thinking, and media literacy are becoming increasingly relevant. Perhaps the solution to these problems can provide media education.

Exploring the theoretical and methodological concepts of media education, the author of the dissertation singled out the **theory of "development of critical thinking"** as the main one for his study of media education. He substantiated this point of view in the final part of the first chapter. Thus, the paper notes that it fully meets the fundamental goals and objectives of media education: mass media as a social institution as a whole, any media text addressed to the consumer of information must be subject to critical analysis and evaluation by a person before becoming a factor determining its perception. World or events and its social behavior. Note also that this theory has a number of characteristics inherent in other concepts. Thus, the theory of "development of critical thinking", as well as the ideological theory of media education, is based on identifying whose interests any media information meets and for which population groups it is designed. It echoes the semiotic theory of media education with its approaches to the analysis of media texts, the manipulative possibilities of media. The similarity with the culturological theory of media education lies in the tasks of teachers to teach students the evaluation and critical analysis of media texts. It is for these reasons that this interpretation became the basis of this dissertation research.

The author of this dissertation is committed to the analytical method of media education, which to the greatest extent forms the critical thinking of target audiences in the information flow of a modern democratic society. A person who does not have knowledge of the manipulative capabilities of the media, who does not have the skills to fully understand and analyze the information received, will not be able to resist the influence of the media. Our choice is determined by the fact that critical thinking is one of the most important qualities of a person, not compensated by a combination of other qualities, and largely determines the level of social and professional development of a person.

Critical thinking is defined by the American Philosophical Association (APA) as "purposeful, self-regulating judgment that culminates in interpretation, analysis, evaluation, and interactivity, as well as an explanation of the obvious, conceptual, methodological, or contextual considerations on which that judgment is based. » [63, p. 56]. Critical thinking thus does not mean negative judgments, but a reasonable consideration of a variety of approaches and psychologies in order to make informed judgments and decisions. In media education practice, critical thinking can be applied in a variety of ways. In this context, in our opinion, the judgments of the American researcher L.M. Semali who describes the possible results of the formation of critical media

competence as follows: good awareness of the issue of media interpretations; knowledge of the influence of daily personal contacts with the media on lifestyle, attitudes and values; application of the key concepts of media education for the interpretation/analysis of media texts in order to achieve a depth of understanding; development of interest in program trends as a way of studying culture; knowledge of property and government regulation issues in the media world; considering the role of the media in individual decision making; analysis of the possible influences of media texts on certain decisions or behavior, the impact of media on the purchase of goods by the consumer, on the choice of political candidates, the choice of actions or conflict standards [67, p. 25].

According to L. Masterman, media education should teach a person to navigate the growing flow of diverse information, analyze it, and determine media manipulations [15, p. 28]. The results of media education aimed at the development of critical thinking are the knowledge, skills and abilities characteristic of critical thinking, allowing a person to critically perceive media texts, while remaining effective media users [15, p. 29]. In other words, Masterman considers media education as a tool for the formation of critical thinking in relation to media, which allows individuals to understand media texts, i.e. "how and in whose interests they are created, how they are organized, what they mean, how they represent reality, how this representation is "read" by the audience" [15, p. 43]. Critical thinking is considered as the most important result of media education, which, in addition to purely educational, has an important social significance. With the help of the theory of critical thinking, the audience will learn to distinguish between given, well-known and verifiable facts, the reliability of the source of information, valid and invalid statements, differences between main and secondary information, bias of judgment, unclear or ambiguous arguments, etc. The use of the theory of the development of critical thinking in the model of media education will contribute to the formation of individuals' skills to protect themselves from the manipulative influence of the media, to navigate the information flow of a modern democratic society.

Because of the analysis of the theoretical and methodological foundations of the research topic, the author of the dissertation made a number of conclusions that became the basis of this study. Among them, in particular, is the conclusion that the vast majority of scientific studies, one way or another affecting the issues of media education, are carried out in the pedagogical plane and practically do not investigate the productive function of media education in relation to the media phenomenon. That is why media education is considered in the work from the point of view of a civic approach, the social meaning of which is not so much in increasing the media competence of an individual, but in shaping an attitude towards media activity. The author of the dissertation also singled out the theory of critical thinking as the main one among other concepts of media education as a condition for confronting such phenomena as "fake news", "post-truth", "hybrid wars" and "manipulation of consciousness".

The second chapter, entitled THE DEVELOPMENT OF MEDIA EDUCATION IN THE WESTERN COUNTRIES, examines the global processes of the emergence of media education in the world, the policies and projects of international organizations in this area, the experience of media education in some Western countries (Finland, Great Britain) and Russia.

Media education, it is noted in the work, is caused by numerous factors arising from the globalization of public life. The first to note the relationship between these phenomena was the Canadian scientist Marshall McLuhan, who in the 1960s substantiated the concept of the "global village" [44], symbolizing the ever closer ties between people on a planetary scale due to the development of technology. Although much of the developing world is still outside this "village", the majority of the world's population watches the same TV programs and movies, listens to the same music, and visits the same World Wide Web sites. British scholar J. Vasko notes that in European media systems "free-market thinking came into vogue in Western Europe and replaced the collectivist approach prevalent in the 1960s and 1970s. There was a desire to stimulate market

competition in protected markets characterized by the dominance of the public broadcasting model" [24, p. 24].

Russian scientist I.S. Yazhborovskaya wrote that the transition to the information society involves the transformation of the production and use of services and knowledge into the most important product of social activity and the proportion of the latter will increase. The main goal of such a society is to provide legal and social guarantees that each member, being in any place and at any time, will be able to receive any information. Moreover, the criterion for the development of such a society can be the quantity and quality of the information available for processing, its effective transmission and processing, as well as the availability of information for each person [78, p. 182].

The so-called "global society", in which the events of the economic, cultural, political and environmental life of one country in a short time acquire significance for people / peoples living in other countries of the world. Undoubtedly, the globalization of the world economy and the information and educational field (including the creation of open world educational networks that overcome political, administrative, national, racial, religious boundaries) can significantly help the positive synthesis of societies in different countries (which, for example, with all the contradictions that arise, is what happens within the European Union) [50, p. 13].

Because of globalization, according to the British researcher A. Hart, "opportunities for the development of a more open society, more informed citizens, a more dynamic and innovative culture" [34, p. 80].

Modern technologies have become intelligent when they begin to anticipate our needs and optimize different areas of people's daily lives. The spread of information and communication technologies has opened up huge opportunities for structural shifts in the economy, provided because of ICT in the context of globalization. Consequently, the primacy of the information criterion for assessing the development of society is affirmed, where the availability of information is singled out as a basic feature.

European experts from EMEDUS - (European Media Literacy Education Project) note that the media situation at the beginning of the 21st century is significantly different from what it was 10-15 years ago. This is due to the rapidly expanding sphere of the Internet, search engines, file hosting, electronic public services, media convergence (Internet television, e-books, press), the use of digital technologies, but most importantly, with the active creative participation of millions of users in the creation and distribution of media texts (in social networks, YouTube, etc.) [45, p. 17].

In general, in the process of globalization, the development of science and technology, the expansion of economic, political, professional and personal contacts between the inhabitants of the countries of the world contribute to the intensification of interaction between countries. Under these conditions, the media play one of the key roles, and in this context, a global problem arises for the entire earthly civilization in time to prepare people for new conditions of life and professional activity in a highly automated information environment, teach them to act autonomously in this environment, effectively use its potential and defend themselves from negative influences.

In our opinion, globalization is a revolution in the means of communication, an inevitable impending reality; a contemporary of the era of "modernization" and the development of capitalism, and media education is a way that teaches you to live in it and competently navigate information flows, quickly assessing the situation. At a certain point in the development of media education, special educational institutions arise; people appear whose profession is media education. In other words, media education has become an essential need of society. In all these

areas, national, cultural and other boundaries are being erased, which leads to the global practice of media education.

At the origin and establishment of this practice was the specialized organization UN-UNESCO, which has become a recognized leader in the development and implementation of policies and strategies in the field of media and information literacy (MIL). In 1978, under the leadership of UNESCO, a program of mass media education was developed - "General Curricular Model for Mass Media Education" [34, p. 75]. The main principles of media education were set out in the Grunwald Declaration, adopted in 1982 at the international UNESCO symposium [10]. It, in particular, stated "children and adults should master literacy in all three sign systems" (verbal, visual and audiovisual) [10, p. eight]. According to these and other fundamental documents, media education in the modern world is seen as a process of personal development with the help of and on the material of mass communication (media) in order to form a culture of communication with the media.

According to experts UNESCO, information can be a threat to the mental, emotional and moral health of children, therefore, states should take measures at the legislative level to limit dangerous and threatening information for children (containing scenes of violence and murder, abuse, sexual violence and pornography, which - either exploitation and discrimination promoting drugs, their derivatives, alcohol, etc.) [20].

In 1990, the participants of the conference "New Methods for Increasing Media Literacy", organized by UNESCO at the University of Toulouse, outlined four stages for the successful implementation of a course on improving the level of media literacy in national education systems: 1. Development by the relevant educational authorities at the national or regional level of methodological guidelines for curricula. 2. Development of training programs for university teachers, for whom the specialization or major discipline will be the study of the media. 3. Development of programs for consulting support for teachers in the workplace, summer refresher courses, the creation of state centers for the professional growth of teachers of specific disciplines, the organization of operational feedback between the compilers of specialized programs and school teachers. 4. Development of educational resources for teachers - compilation, testing and publication of textbooks, plans for theoretical and practical classes, posters, auxiliary brochures, preparation of audiovisual teaching aids and other teaching aids [59, p. 170]. According to our observations, this period can be characterized as a time of socio-cultural modernization of media education, despite the different points of view regarding the purpose of media education in the world ("pedagogical" and "civil"), which we discussed in the first chapter of the dissertation.

In the future, the goals of media education policy were discussed repeatedly (in 2007 - at the UNESCO International Conference, held on June 21-22 in Paris [18], in 2012 - within the framework of the International Conference "Media and Information Literacy in Knowledge Societies", organized by a number of organizations Russian Federation, the Interregional Center for Library Cooperation with the participation of IFLA and the UNESCO Institute for Information Technologies in Education and the Secretariat UNESCO[48].

These and subsequent fora of UNESCO have defined the main principles for combining information literacy and media competence. "The UNESCO Media and Information Literacy Curriculum and Competency Framework brought together two different areas – media literacy and information literacy – under the umbrella term media and information literacy (MIL)... Information literacy emphasizes the importance of access to information, its evaluation and ethical use, while media literacy focuses on the ability to understand the functions of the media, evaluate the quality of the performance of these functions and engage in rational interaction with the media in the interests of self-expression" [47, p. 13].

At the European level, the European Commission with the support of the European Training Foundation and the European Center coordinates the media education process for the Development of Vocational Training. Legal regulation of media education in the European context means the creation of a legal basis for information policy and strong international cooperation. Its beginning was marked in 1994, when the report “Europe and the global information society: recommendations for the European Council of the EU” was presented (in the scientific literature it is known as the report of M. Bangemann - Bangemann Report-1994) [3]. The report outlined the goal of media education for Europe: to create conditions for the development of such a society in order to get the maximum benefit.

Parliamentary Assembly of the Council of Europe in Document No. 8753 of 6 June 2000 (Parliamentary Assembly of the Council of Europe Document 8753 of 6 June 2000). In this regard, she formulated her vision regarding media education. In particular, it determines that media education is a means of learning aimed at developing media competence, a critical and thoughtful attitude to the media in order to achieve harmony in the society of citizens, a way of forming the accumulation of opinions based on the information available to them. Media education, according to the cited document, also had the opportunity to exercise the right to freedom of expression and the right to receive information. This is not only an advantage for personal self-preservation, but also a variety of interpersonal perceptions in society. In this sense, media education creates democratic citizenship and political awareness in people. Media education must also be geared towards population growth now and in the future. They must not only keep up with the pace of modern development, but also meet the requirements for better performance of the roles of parents[54; 32].

Adopted by the European Parliament on December 16, 2008, the comprehensive resolution on media literacy in the digital world is based on the following understanding of media education in society: “Media education is essential to achieve a high level of media literacy – an important component of political education that helps people to strengthen their active citizenship and understanding of their civic rights and obligations; moreover, well-informed and politically mature citizens are the basis of a pluralistic society; By creating their own media content and samples of media products, users have a deeper understanding of the principles and value of professionally created media texts.” As a result, the European Parliament called for the introduction of media education for all categories of people "as a basic competence in the European program of education throughout life" [8, p. 18-19].

UNESCO, the European Union and the Council of Europe in the last decade, using various platforms, have continued to develop and implement policies in the field of media education. Thus, in 2013, the UNESCO Alliance for Media and Information Literacy was created, which was joined by representatives from more than 560 organizations from around the world, incl. Media Education Association from Turkey and IREX/Novateca from the Republic of Moldova (<https://en.unesco.org/feedback/join-global-alliance-partnerships-media-and-information-literacy-gapmil>). In 2018, UNESCO launched an initiative to create a global network of cities for media and information literacy (Media and Information Literacy Cities (MIL Cities) (https://en.unesco.org/sites/default/files/global_framework_for_mil_cities.pdf) (Orașele pentru alfabetizare mediatică și informațională (MIL Cities) of the Global Framework for.

On September 12-13, 2019, an international consultation meeting was held in Belgrade, Republic of Serbia, on the preparation of a new version of the UNESCO Model Curriculum on Media and Information Literacy for Educators. MIL experts attended it from 22 countries. This was followed by regional consultation meetings involving a wide range of stakeholders from more than 80 additional countries representing all regions of the world [79]. The Belgrade meeting and subsequent regional consultations resulted in two very important publications: the finalized Guide to Common Standards for Designing Media and Information Literacy Curricula (2019) and Citizens' Media and Information Literacy: Thinking Critically, Clicking Smartly (2021).

On November 3, 2020, UNESCO published the Seoul Declaration on Media and Information Literacy for All and Inclusive: Protecting Against the Disinfodemic, which outlined priorities in this area for government agencies, public organizations, educational and cultural institutions, the business community, citizens of all of the world interested in developing and improving media and information literacy in the context of the fight against disinfodemic (a term introduced by UNESCO, derived from the words “disinformation” and “pandemic”, thereby emphasizing the impact of false information on the coronavirus pandemic and its consequences).

Although such initiatives are mostly advisory in nature, their value lies in the fact that they consolidate the experience of many countries in conducting media education. “States, the preamble of the Guidelines for Common Standards for Designing Media and Information Literacy Curricula, may use it in the proposed version or make changes to it based on local conditions. (...) To achieve the goal of universal mastery of media and information literacy, it is necessary that this Guide be applied at all stages of informal, non-formal and formal education and training” [79].

Taking into account national, socio-economic, cultural and historical characteristics, these approaches were reflected in the systems of the educational process in all European countries. They evoke a sense of belonging to the values of the Council of Europe and the principles of freedom, political pluralism, human rights and the rule of law, and contribute to the understanding of these values. They enhance the effectiveness of Member States' domestic implementation of human rights instruments, especially the European Convention on Human Rights.

Media education is gaining recognition and is developing vigorously in all regions of Europe. They implement a significant number of projects and programs that, like official recommendations, stimulate the development of media education policy in the EU member states. The central strategy of projects to promote media education is to draw attention to its importance at all levels of the educational process (from primary to higher education and teacher training), to the development of media literacy training programs, and the integration of media education into the general educational process.

The analysis of the policies and projects of European non-governmental organizations (NGOs) showed that their activities in this direction are largely consistent with global practice. Thanks to a number of recent government and community initiatives, large-scale programs in the field of media education and the development of digital skills at the level of school media education have been introduced in Europe. It is carried out in European countries not only through the system of educational institutions and government programs, but also through the efforts of public organizations and groups that combine in their activities the functions of monitoring mass media, media criticism and developing a culture of interaction between citizens and the media.

In European countries, close attention to media education is explained by the ongoing growth of media consumption, the need to compensate for the consequences of manipulative media influences, media dependence, the relevance of media security issues, the demand for skills related to the media sphere, including in matters related to democracy and active citizenship [43, p. 93]. In the dissertation, the state and main characteristics of European media education are assessed on the basis of the sociological study "Media Literacy Index 2018: the search for common sense", conducted by the European Media Education Initiative (EuPI) and the research center of the Open Society Institute - Sofia [5]. The study was conducted in 2018 and assessed the potential resistance to the spread of fake news in 35 European countries.

This study included a number of indicators, incl. the level of freedom of the media, the quality of teacher education, trust in the media, the resilience of society to the perception of fake news, post-truth and related phenomena. The study uses the concept of media literacy to assess the potential of fake news and its negative impact on public trust in the media. The index includes data on freedom of journalism (the results of Freedom House and Reporters Without Borders rankings

were used), and education. A number of other criteria were also used to assess the situation in countries, including the absence of private or independent media, blocking of Internet sites, restrictions on the recording and dissemination of electronic information, licensing of journalistic activities, restrictions on the freedom of movement of journalists, state control over the work of journalists, jamming of foreign broadcasting stations and the exclusion of foreign correspondents from entering the country, the imposition of repressive regulations regarding the establishment and operation of media outlets and/or websites; interference with the activities of public and private media outlets, including through the denial of accreditation of their journalists and politically motivated prosecution of journalists; enacting laws that unnecessarily restrict content that can be shared; arbitrary declaration of a state of emergency; the introduction of technical measures to control digital technologies in the form of, for example, blocking, filtering, jamming and closing cyberspace, etc. The more the media landscape is controlled, the authors of the study considered, the wider the network of distortions and the much less chance of gaining access to a variety of information and points of view .

These studies have shown that countries with greater media freedom tend to be better equipped to deal with media education challenges. It is no coincidence that among the 35 countries surveyed, Finland, Denmark and Iceland took top positions in the Media Literacy Index. These countries have a higher potential for resilience to the spread of fake news due to better education, free media and people's high trust in the media, as well as a combination of well-functioning and collaborative government institutions and civil society organizations in media education, and the presence of a national strategy. Countries at the bottom of the rankings, in particular the Balkan countries, have low levels of education, more controlled media, and generally low public confidence. Therefore, it becomes the most vulnerable to the side effects of fake news and post-truth. This is also the case in Turkey, where the overall score for media education is largely driven by a very low media freedom score, and in the case of Macedonia, the main problem is its lowest media education score. According to the author of the study, Marina Lesensky, the possible reasons for this are the difficulty in measuring the processes of development of media literacy/media competence of students that interdisciplinary and integrated/modular forms of education dominate in these countries.

The sociological study "Media Literacy Index 2018: Search for common sense" largely predetermined the choice of countries for an in-depth study of their experience in the field of media education.

Finland is an example of a socially and technologically advanced state in which the use of ICT and information services for the purpose of interaction and dialogue is possible between political elites and parties, social defenders, interest groups, the media, etc., scientists from different countries note . Finland is open to any experimentation in the field of mass media, and Finnish journalists and media scientists are sensitive to any changes in their professional activities.

Documents on the information society, prepared in the first half of the 90s by the government of Esko Tapani Aho , emphasized the need to "improve the conditions for the information industry and the media industry through the application of new technologies", "to develop the production of content and services as an integral part of the new information and communication industry", "accelerate the creation of digital television and radio programs for public broadcasting" They emphasized the importance of ensuring free competition in print and electronic media [26, p.210].

This policy led Finland to the top spot for the seventh consecutive time in the World Press Freedom Index. "We are proud to rank highly on this authoritative index, widely recognized by international organizations," said Ilkka Nousiainen, chairman of the Finland chapter of Reporters Without Borders, founded in 2013 by Finnish journalists who were interested in press freedom in their homeland and around the world. the world. Nousiainen believes that Finland's leadership is largely due to the high level of freedom that journalists enjoy in their daily work. "Our journalists

can write freely without media owners and government interference,” he explains. “The well-established Finnish legislation supports freedom of the press by promoting transparency. We also have very effective laws and institutions to promote freedom of the press...” [9]. The evolution of the country's development has confirmed the fact, on the one hand, that it is impossible to build democracy and achieve sustainable development without free media, and on the other hand, this predetermines the development of media education along the path of interactivity. This is a lesson that should be learned, including by Turkey and the Republic of Moldova.

The history of **media education in the UK** is closely linked to the evolution of British cinema. At the entire stage of development, the leading employees of the British Film Institute (BFI) have played a key role in integrating media education into educational institutions in the UK. In 1998, with the support of the government department of culture, the British Film Institute created a working group on film education (Film Education Working Group), which was actively engaged in research activities on film / media education problems [70, p. 335].

The formation of media education in the UK was associated with serious political and social barriers that had to be overcome with great difficulty gradually. We are talking about rather conservative government reforms, bureaucracy, the transformation of the National Curriculum based on traditional subjects and a centralized educational policy [76, p. 48].

The formation of the media education movement in the UK was hampered by the fact that since many teachers reacted to it without enthusiasm, the British government twice attempted to exclude media education elements from school curricula [68, p. 66]. Nevertheless, in 1995, 30,000 British schoolchildren chose the subject "Media" for the exams. Media texts began to be studied “with the help of practical exercises, discussions, research tasks, put in context with the real functions of media in society” [12, p. 13]. Although the integration of media education into the school curriculum was a significant step forward, some British educators considered this an insignificant achievement, because their hopes to include media education in the curricula as a compulsory autonomous discipline did not come true.

The new British National Education Policy to improve the general literacy of citizens in the digital age has led to significant changes in the content of school curricula and examination courses. We are talking about the official recognition of media literacy (as well as critical literacy) as a key element of school education along with traditional literacy [76, p. 51]. The British experience of projectionism is valuable in that it points out the need for the participation of state institutions in the development of media education.

In the post-Soviet space, media education is at the initial stage of its development. In Russia, for example, many official educational structures, according to some estimates, have not yet fully realized the urgent need for the active introduction of media education throughout the country [35, p. twenty].

The dissertation, based on numerous sources, notes that in Russian media education, preference is currently given to the "aesthetic" paradigm, according to which media education should form the audience's taste for media products, stimulate it to consume more meaningful, ethically verified and aesthetically valuable samples of media culture ("serious" feature and documentary films, "quality" press, etc.) [52, p. 90].

The prospects for **media education in Russia** are directly related to the process of social modernization, the problems of forming the foundations of civil society and, accordingly, the media culture of the individual in the 21st century. [41, p. 16]. Among the main conditions for the development of the process of media education in Russia, scientists single out, in particular, the development of criteria for the development of media perception and the ability to critical, artistic analysis of media texts; improvement of models, programs, methods, forms of conducting classes with schoolchildren and students on the material of the media (including using foreign experience);

inclusion in the university (and school) programs of courses involving the study of media culture [72, p. 5].

According to A. Fedorov and I. Chelysheva, the problems of Russian media education are connected, first of all, with the fact that a systematic global media education of schoolchildren in secondary schools has not yet been initiated, there is no pedagogical specialty "media education", which is necessary for training teachers who are able to carry out media education in schools. [72, p. 97]. An important media educational event was initiated in 2002 by the research team "Media Education and Media Competence" at the Taganrog State Pedagogical Institute (with the support of the Russian Humanitarian Science Foundation - RHF) university specialization "Media Education". This specialization has also been introduced in a number of universities in Yekaterinburg, Vladivostok, and Voronezh. Thus, some researchers believe that media education in Russia for the first time in its history has acquired an official status [66, p. 76].

In general, an audience that does not have experience in consuming an information product is often not exacting uses the simplest and sometimes simply harmful channels of information, which affects the formation of a personality, its civic position. This is especially true for the Russian audience. The current practice of media education in Russia leads to the idea of the need for intensive study and application of Western media education experience.

Consideration of media education policy and practice at the global and European level has led to a number of important conclusions. In the world, incl. in European countries, the process of formation and development of media education was determined by political, economic and legal factors, as well as social events, technological progress, globalization, an increase in the speed of information transfer, the development of cinematography first, and then audiovisual media and the ubiquity of the Internet. Media education in the world originated as film education; subsequently it absorbed traditional and new media. The main reasons were the growing influence of the media on people's perception of events in the world and in their own countries, as well as the negative consequences of the manipulative potential of the media on the social behavior of citizens, especially in countries with a low level of democracy in the field of mass media.

Media education in the world, incl. in European countries, initially covered mainly the system of general secondary education. At the same time, it was mainly about integrating media education into basic school disciplines (lessons of ICT, language, history, literature, etc.), and then gradually embraced the system of learning throughout life (long-life learning).

Various global, European and national stakeholders (UNESCO, the Council of Europe, state institutions and NGOs) have played and have an important role in promoting media education. Their policies and implemented projects were based on an understanding of the acuteness of the problems of media and information literacy formation at various levels: state, in the fields of education, mass communication and information, as well as in society.

Media education in the world, incl. in European countries is now developing in an ascending line. It is based on the principles of humanism, which implies democratic equality and respect for all participants in the learning process. Media education, using modern technologies for conducting classes, provides a comfortable environment, psychological safety, creating opportunities for critical analysis and perception of the media.

The third chapter of the dissertation – **MEDIA EDUCATION IN TURKEY AND THE REPUBLIC OF MOLDOVA** – analyzed the general and particular aspects of the origin and development of media education in these countries, as well as outlined the prospects for this process, taking into account European experience. This analysis was carried out in the context of the state of the media in Turkey and the Republic of Moldova, the level of their freedom and the citizen's access to pluralistic and impartial mass media. Turkey and the Republic of Moldova are dynamically integrating into the global information space. The formation of the media structure

and its functioning in both states took place and is being influenced by various factors, the most important of which are the democratization of society, the desire of these countries to join the European Union, the high growth rates of the private sector in the economy, incl. in the media, the development of the information society, the improvement of information and communication culture, etc.

At the same time, the media landscapes of Turkey and the Republic of Moldova are characterized by numerous problems, primarily in relation to ensuring the reliability of the information provided by local media and countering external media influence. Information manipulation in both countries also remains a burning issue. On the one hand, it is caused by and feeds the biased activities of the media, and on the other hand, it negatively affects the social behavior of citizens, especially in making informed decisions. The existing legislation does not stimulate sufficiently reliable information of people from the media. The international community, especially the European Union, calls on Turkey and the Republic of Moldova to meaningfully carry out the necessary reforms to guarantee media freedom and pluralism in society, as well as to develop media education as a means of countering harmful media addiction and critical media consumption.

An analysis of the Turkish experience of media education made it possible to identify its exclusively state character as a reflection of the modern national media system.

The use of the English terms “media education”, “media literacy”, “information literacy” in Turkish, when translated literally, reveals a very strong connection with the generally accepted concept of “literacy” and analogy with elementary writing and reading skills [22].

Due to this circumstance, teachers of secondary and higher educational institutions prefer the term *Medya Okuryazarlığı* (“development of information skills and abilities”), that is, the emphasis is on the process of mastering information literacy. The same term is used in studies and publications on media education as the most capacious integrative concept in the field of information training [23, p. 5]. **Media education in Turkey** is in its infancy [23, p. 5]. The first steps in this direction took place in the early 2000s. Then it was focused on school and vocational education.

Media education is often included in school educational programs, additional professional education programs or one-time projects and actions. According to the Turkish teacher G. Treske, [23, p. 14], the potential of media education in Turkey lies in the individual voluntary development of modern media by students, their values and problems. As a result, social adaptation, civic education and cultural development of individuality take place.

Some Turkish researchers and media educators: Z. Avşar [2], Ç. Alagözlü [1], G. Treske [23], N.Ö. Taşkıran[21], M. Gün(M. Gun) & İ. Kaya [11] and others believe that media education in Turkey is a “pedagogical system” that allows the use of modern methods and technologies (formation of communicative competence, audiovisual and information literacy) based on worldview positions (development of critical thinking, development own concepts based on information flows transmitted through various communication channels through the constant interaction of professional media) [39; 1, p. 22].

Prospects for the development of media education are considered by them in two planes [38]. The first is the national government approach (RTÜK - Turkish Radio and Television High Council & MEB - Turkish Ministry of Education) [1, p. 69]. Supporters of such development are of the opinion that the goal of the state policy in the field of media education is to create conditions for increasing the level of media literacy of citizens in accordance with the needs and requirements of the information society, acquiring skills for more efficient and safe use of the media, critical perception of information and inclusion in the production of media content, and as well as national traditions of consumption of media products.

The Turkish state approach to the organization of mass media education, based on the recognition of media literacy (critical media literacy) as a key competence of the 21st century, testifies to the official policy of the state in support of mass media education and the development of this movement at the national level. This approach is also aimed at integrating media education into the system of formal education at all its levels and at developing optional media education throughout life [21, p. 43]. This area of mass media education in Turkey is of interest for the further development of domestic media pedagogy.

The second perspective in the development of media education involves the introduction of Western strategies and practices. Proponents of this direction, in particular, specialists from the Türkiye Gazeteciler Cemiyeti (Association of Turkish Journalists), believe that the knowledge of media culture by the current young generation of Turkey is connected with the flow of Western or American information products. President of the Union of Journalists Association Orhan Erinç and Director of the British Council Turkey Chris Brown emphasize that the development of state policy in this area should be accompanied by intensified efforts to develop common concepts, approaches and positions. The study of any experience, including foreign experience, is always important and necessary, as it allows you to avoid dead ends in media education theory and practice, to study cutting-edge developments [4, p. 27-31].

In the last two decades, the first direction has been given the greatest preference, i.e. state media education. So, in 2003, the issue of “medya okuryazarlığı” was considered at a meeting of the Council of Radio and Television Broadcasters in order to promote social and individual education and culture and not harm the mental health of the media audience [21, p. 12]. At the same time, the Ministry of Education and the High Council for Radio and Television (RTÜK), in cooperation with various civil society organizations, the media and a number of universities, prepared a joint statement on the importance of increasing media literacy. By the decision of the Pedagogical Council of the Ministry of Education No. 1 of February 20-21, 2003, the status of an optional media education course was determined “as training aimed at developing social competence, a critical and thoughtful attitude to the media in order to educate harmoniously developed students who are able to form their own opinion on the basis of an accessible them information” [1, p. 17].

Although the integration of media education into the school curriculum was a significant step forward, some Turkish media educators and experts considered this a minor achievement. In 2004, the Ministry of Family Affairs and Social Policy and RTÜK developed the project "Optional Course in Media Education" to improve media literacy in schools, as a result of which, together with the Ministry of National Education, it was decided to introduce an Optional Course in Media Literacy into the school curriculum [23, p. 15].

At the same time, the MEDYA OKURYAZALIĞI portal "Media education and media literacy" began its work. It has become an interactive platform for communication between media educators to promote openness and publicity of processes in the media education environment (<https://www.medyaokuryazarligi.gov.tr/>). The structure of the portal includes special sections: for a secondary school teacher (graded by class groups), for university teachers and for media consumers. A map of media education initiatives has been created in Turkey. The portal host's media education news, the electronic library is constantly updated. MEB and RTÜK accumulate news from various local centers and help disseminate it through the portal, social platforms and networks of media educators, librarians, and social activists.

Media literacy as a key competence of every citizen of the country has become the main goal of media education, enshrined in the national curriculum and become part of the compulsory subjects of the school curriculum (integrated media education) [1, p. 15]. This statement applies

largely to educational institutions located in Istanbul and other large cities of the country (Izmir, Ankara, Adana, Antalya, Trabzon, and Erzurum). People living in these regions with extensive communications develop their skills in media education centers, film studios, creative workshops, schools, and universities.

Actually, media education activities in educational institutions began to be implemented in the 2006/2007 academic year. Then, in five primary schools in Adana, Ankara, Erzurum, Istanbul and Izmir, 780 seventh grade students took an information literacy course as an optional course. Starting from the 2007/2008 academic year, the course on media literacy was introduced as an optional course for students from the sixth to the eighth grades already in all educational institutions in Turkey [23, p. 23]. This process in subsequent years also covered other categories of information consumers, primarily young people, forming their critical attitude to the media and developing the qualities of a creative (creative) media user in later life [2].

In practice, the Turkish pedagogical approach to media education provides the solution of the following tasks: 1) to help students to get used to the diverse world of media, to become a confident media user (practical approach); 2) to expand the horizons of students, to acquaint them with various types and genres of media, with works of media culture, to develop media creativity for the purpose of self-development and self-expression of the student (cultural-logical approach); 3) to teach the young audience and their parents safety rules when interacting with various media, to improve the information literacy of the population; 4) to develop in students a critical attitude (“critical autonomy”) to mass media products; the ability to analyze, evaluate and interpret media information (a critical approach combined with a semiotic one) [71, p. 29, 67, 78, 83.94].

Thus, Turkish media education, organized by state institutions, is predominantly pedagogical in nature. The Ministry of Education and RTÜK, correlating media literacy with educational programs, put emphasis on the development of critical thinking, create prerequisites not only for expanding the knowledge acquired by students, but also for strengthening the development of critical analysis of mass media. In our opinion, Turkish media education, coming out of its infancy in the future, will gain greater social efficiency, if it becomes the property of various categories of information consumers throughout their lives.

The origin and current state of **media education in the Republic of Moldova** are considered in a separate section of the third chapter of the dissertation. Thus, it notes that the first steps in this direction were taken in 2014 [36]. Then, through the efforts of the Center for Independent Journalism (IJC), with the support of the US Embassy in Chisinau, the project “Promoting Media Literacy among Moldovan citizens” was initiated [74, p. 22]. Its participants began to develop curricula and methodological recommendations. On their basis, trainings, conferences and training for teachers and librarians were held.

Since April 2014, the IJC, in partnership with the radio station Europa Liberă (Free Europe), has focused on transferring its media experience to young media consumers, seeking to contribute to the consolidation of democracy and instilling critical thinking skills in them. IJC experts, journalists from radio Europa Liberă, talked to 2137 students of the country's lyceums about the press and its role in society; presented various examples of professional or non-professional journalism in the form of a case study; jointly viewed and analyzed videos prepared by the IJC on the quality of the media product, access to information and freedom of expression. As part of the same project, the IJC also trained teachers who, in turn, initiated and conducted media education activities in their schools. The media education movement in the Republic of Moldova today is aimed mainly at the development of school education, and the target audience is children and adolescents. “We hope that it will be well received, and besides that, the course will be useful. The goal is for the student, when picking up a newspaper or watching TV, to ask himself certain questions, and not blindly believe everything,” says the director of the IJC Nadin Gogu [51].

In subsequent years, media education became a priority in the activities of the IJC. On his initiative, in 2015, the development of a curriculum for the optional discipline "Media Education" was launched, aimed at developing media literacy.

In 2016, it was prepared for 3rd and 4th grade students as part of the new National Curriculum (Curriculum pentru disciplina opțională Educație Pentru Media). Its authors were Natalia Gryu, Silvia Shpak and Loretta Handrabura. This plan became at that time the only document in the field of primary media education. So far, this plan: 1) covers three curricula (social education, language and communication, arts and technology) and 2) proposes to assess acquired skills in accordance with the "Methodology for the implementation of criteria-based assessment through descriptors in the primary education system." The proposed curriculum, in addition to the special importance of the media in the present, takes into account the openness and proximity of the school to life - a need identified in terms of rethinking education and the role of the school, the implementation of civic education through media and media education [74, p. 23].

As a result of the first experience of media education, IJC experts came to the conclusion that in order for a well-informed and prepared citizen to correctly and critically consider the products offered to him by traditional and new media, it is important to provide him with the opportunity to acquire media skills that would correspond to new conditions for the development of the media. Media education in the Republic of Moldova, in contrast to Turkey, thus arose thanks to the initiative of civil society representatives. It is not mandatory and has been introduced so far in a limited number of Moldovan secondary schools. For a long time, state institutions did not touch upon the issue of media education. At the same time, it should be noted that state bodies supported the initiatives of non-governmental organizations (NGOs). In 2018, the issue of media education was for the first time reflected in a legislative act.

In 2017, the "Supplementary Didactic Guide for Teachers and Students: Media Education (Grades 3 and 4)" was published, developed by the same authors as part of the "Strengthening freedom of expression in Moldova" project with the support of the Deutsche Welle Akademie and the Federal Ministry of Economic Cooperation and Development of Germany. The textbook was created under the auspices of the IJC based on the curriculum of the elective discipline Media Education and was approved by the Ministry of Education, Culture and Research of the Republic of Moldova by order number 671 of 01.08.2017. [46, p. 3]. This manual contains a "Teacher's Guide", didactic cards for 6 modules (Media-related topics are covered during various extracurricular activities, radio programs, television, the Internet), "General assessment" ("Evaluation criteria recommended for teachers on optional discipline "Media education": Criteria for success / conditions for success for students in the optional discipline "Media education"). The proposed curriculum, in addition to the special importance of the media in the present, takes into account the openness and proximity of the school to life - a need identified in terms of rethinking education and the role of the school, the implementation of civic education through media and media education.

The relevant ministry within the framework of the public debates held supported these initiatives of civil society, in particular the IJC. In the 2017/2018 academic year, a new subject was introduced into the curriculum of the 3rd and 4th grades in 22 educational institutions of the country. "Getting acquainted with the news, you should do the same as when buying winter clothes, when you try on several models and do not stop at the first thing that comes across. Do not trust only one source of information, because your mind should be treated with the same respect as the body", – with these words, the journalist Diana Railean began her media education class [7]. She also talked about how news stories are written, what questions high-quality reporting should answer, and what methods some media outlets use to manipulate the public, specifying that attempts to present false or biased information are most often made on TV newscasts, which are followed by the most number of spectators.

The discipline of Media Education, receiving the status of optional, is aimed at transforming the dependence of students on technology and socialization into conscious experience, in support of the conceptualization of the process of cognition, in optimizing relationships with other people, in promoting such values as dignity, justice, generosity, freedom, a sense of community. At the same time, the course, conceived for all levels of education, is aimed at gaining the skills to analyze and critically comprehend messages transmitted through the media, the ability to distinguish reliable information from manipulation, make decisions and act competently.

On August 20, 2019, the National Curriculum Council of the Ministry of Education, Culture and Research approved the curriculum for the optional discipline "Media Education" for lyceums (grades 10-11) [6]. During the Media Education course, they will learn to understand the role and power of the media in a democratic society, critically analyze media content, recognize the dangers of the virtual environment by exercising responsible behavior and, last but not least, learn to be responsible media content creators. The goal of the program is to prepare the younger generation for a conscious existence in the media environment and organic integration into the media culture through the formation of a critical attitude towards the media product. At the same time, teachers and parents are prepared to guide their students through this complex, varied process, full of pitfalls and harmful influences, to help them consume information that is appropriate for their age and useful to them, to distinguish manipulation from reliable information. In the first five years (2017-2021), media education in Moldova, according to the IJC, covered 7,700 students at all levels of pre-university education. Their number is growing from year to year. So, if in the first year of the introduction of the course on media education, its students were 500 students from 30 schools, then in 2021 - more than four thousand. During the same period, more than 530 media education teachers were trained.

The country also has a number of other information literacy initiatives, most of which are carried out by volunteers and various civil society organizations. One of the most well-known initiatives is the Moldovan fact-checking and tracking platform for disinformation and propaganda – StopFals (Stop Fake News) (<https://stopfals.md>). It was created by the Association of the Independent Press (Asociația Presei Independente (API) as a continuation of the campaign against fake news, carried out by this NGO together with the IJC and the Association of Independent TV Journalists. The site www.stopfals.md, according to its organizers, has become an online platform in the last five years to detect false and biased news and manipulative techniques, as well as media education using materials from local and foreign media. Its main goals were also to prevent the consequences of propaganda and help citizens to critically analyze information.

Media education in Moldova, therefore, is predominantly an initiative of civil society and Western partners. This, in our opinion, is its strength and its weakness. The strength lies in the free organization of media education, the involvement of different categories of media users, the use of European experience in terms of methodology and content of the educational process, etc. At the same time, dependence on external funding may affect its sustainability. In the Republic of Moldova today, media education is caused by the political and economic dependence of the media and the ensuing consequences, among which, in our opinion, the main ones are the lack of impartial media sources and the inability of citizens to critically perceive the information received through the media.

The analysis presented in the dissertation of the state of media education in Turkey and the Republic of Moldova in the broad context of democratic reforms, incl. media, allowed the author to conclude that media education in these countries (1) is in its infancy and (2) is in its infancy as a socio-educational system, (3) is developing in the absence of national strategies and policies, (4) is little tied to the process assertion of democratic values, rights and freedoms of citizens, social responsibility of the media, (5) does not sufficiently take into account the social status of the media,

the level of freedom of the media and the degree of their influence on public opinion and the social behavior of a citizen, (6) is least of all concentrated on the development of critical perception of the world, (7) is addressed to the school audience, is considered mainly as part of school education, (8) has not become part of lifelong learning, (9) has not become widespread, (10) is not sufficiently coordinated with the profile policy and practice of UNESCO, other international and European organizations.

Based on the indisputable fact that media education is a socially objective phenomenon, caused, on the one hand, by the strongest information flow in the era of a modern technological society and, as a result, by the need for a citizen to acquire skills for an adequate perception of the world and his place in it, and on the other hand, by the growing influence and pressure on him by the media, which in many cases are a source of misinformation and manipulation, the author, based on advanced, in particular, European experience, emphasized that media education becomes effective, provided that the media literacy developed by him acquires the quality of a person's civic competence in a democratic society, and media education is taken into account in the context of human rights, the formation of an active public position of people, their civil and political culture; it prepares for democratic citizenship and political understanding.

European experience shows that the basis of effective media education is free pluralistic media. At the same time, it should be borne in mind that freedom of the media does not in itself exclude media education. It, and this is evidenced by the media practice of countries that occupy leading places in the ratings of press freedom, is caused by other reasons than in countries with non-free media. We are talking about the need to develop in information consumers the ability to navigate the global flow of information, the ability to separate the main from the secondary, reliable from the subjective in the coverage of events. In countries with partially or not free media, an ambivalent task is on the agenda: to protect citizens from misinformation and manipulation and, at the same time, to involve them in the movement aimed at achieving an adequate level of freedom of the press as an important prerequisite for the development of civil society. A freely and meaningfully communicating citizen with the mass media is the ideal, the highest achievement of a humanistically oriented media education.

Media education can become mainstream and with greater impact, provided that it reaches different target groups. European media educators adopted this approach in order to “make media literacy a process that develops throughout human life” [19. p. 28].

It is this system, called “Media and Information Literacy”, proposed by the Council of Europe with the participation of UNESCO, that became the basis of the citizen education program [20]. It contains a description of the system of competencies that students should master in order to form their media and information literacy. It is aimed at the conscious consumption of information products and their critical perception. Only in this case, the media will be “doomed” to assert and confirm their social usefulness and legitimacy, to enjoy freedom and give freedom, to contribute to general human progress in order to remain a social institution and a professional sphere.

The leading direction of media education in European countries is increasingly becoming the study of issues related to the role of the media based on democratic values, humanism, ethnic, national, racial and religious tolerance. This seems to be very relevant today. Many European researchers have tried and are trying to develop the critical thinking of their citizens in order to help them resist the influence of mass culture. Media education is considered in a broad socio-cultural context. It cannot be limited only to the school.

Media education solves the problem of educating a full-fledged citizen who is able to build relationships with the media and through the media with other institutions of society, that is, media education. It is a way of dialogue in a democratic information society. Without media literacy training, the development of the information society will come to a standstill.

Both in the Republic of Moldova and in Turkey, based on the current state of national media education, as well as taking into account the European experience in this area, in order to strategically develop media education, the following tasks have to be solved:

1. The development of free media as an essential condition for the democratization of society, the observance of the rights and freedoms of a citizen and his involvement in the socio-political and spiritual life of the country. This requires the development of a national concept for the development of free media and programs (short-term, medium-term and long-term) for their implementation in social practice.
2. National media education should follow the recommendations formulated by UNESCO and European organizations, as they are based on the world experience in organizing media education.
3. Development and implementation of national concepts, strategies and action plans for the development of media education.
4. Development of cooperation between the state, business and civil society in solving the problems of increasing media literacy in the country.
5. Providing media education throughout life (lifelong learning).
6. Ensuring the harmonious unity of national and European practices in the organization and scientific and methodological support of media education, as well as in the training of specialists in the field of media education.
7. Encouraging the population to acquire the skills of critical perception (thinking) of media texts, make an informed choice of media products and ensure personal information security [52, p. 162].

The totality of the formulated tasks, in our opinion, opens up important directions in the full-scale formation and development of national media education in Turkey and the Republic of Moldova. There is no doubt that the prospects for media education also depend on a number of other factors, general political, such as the establishment of the norms and values of a democratic society, a right-wing state, human and civil rights, etc., as well as factors emanating from the current state of media education in our countries. We are talking, in particular, about the practical underdevelopment and weak theoretical justification of media education.

The development of media education should be considered comprehensively, interventions are needed at the individual, organizational and institutional levels. The success of media education also depends on the technology of conducting classes, psychological comfort and safety, individualization of education and a differentiated approach to various categories of information consumers. Media education, built in such fundamental coordinates, will reach a decent level of development in Turkey and the Republic of Moldova, and will ensure the media competence of our countries as a whole.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

The study of media education at the global, European and national levels shows that this phenomenon is due, on the one hand, to the rapid development of mass media in the era of the information society and the growing importance of public opinion in the modern world, and on the other, to the need to help a citizen consciously perceive the ongoing information flow, navigate it and counter the growing influence of the media by spreading disinformation and manipulative material. In democratic countries, media education is rightly regarded as a tool to support democracy, as part of the fundamental rights of every citizen, incl. to the freedom of self-expression and the formation of an active public position of people, their civil and political culture in the modern information society.

Today, the concept of media education is radically changing, which is no longer perceived exclusively or mainly as part of mass education on a global scale. In this study, media education

is considered mainly in the context of communication and mediology. This approach made it possible to show that media education is a part of the media space and a media process in which a person is preparing for democratic citizenship and political participation in the management of society.

As a result of this approach, the prospects for increasing the effectiveness of media education in Turkey and the Republic of Moldova, **the main scientific problem of the dissertation**, were considered in close connection with the state and trends in the development of the media, as well as on the basis of a comprehensive analysis of the essence of media education and identifying its role in the development of modern media space. at the national level, taking into account the European experience.

The conducted research confirmed the formulated **hypothesis**. Namely, it was found that free journalistic activity, which has democratic, humanistic guidelines, is an objective ally of media education. In turn, media education of citizens contributes to the development of mass media as an institution of public dialogue and an instrument of participation in the democratic governance of society. Democracies have a higher potential for resilience to fake news and manipulation due to better education, free media, and high trust among people.

The scientific contribution of the author to the **development of the problems** of media education lies in the specification of the categorical apparatus in the field of media education, in a critical analysis of existing approaches in the interpretation of media education.

The **novelty** of the work lies also in the generalization and evaluation of the Turkish and Moldovan practice of media education from the point of view of communication science and mediology, in substantiating the use of a model of media education in Turkey and the Republic of Moldova based on the theory of critical thinking, as well as in determining the prospects for its development based on the modern experience of European democratic society.

The theoretical and practical results of the research contained in the dissertation were reflected in five scientific articles and were presented and discussed at six international and national scientific conferences.

The results of the study of the theoretical foundations and practice of media education in the world, in European countries, as well as in Turkey and the Republic of Moldova, led to the following **conclusions**:

1. Media education is one of the ways to use information and communication globality for creative purposes by including new media knowledge in the cultural and ideological context of education and upbringing. Most of the models of media education developed and tested so far are aimed mainly at developing the media literacy of the audience and raising the level of its media culture.
2. Media education is an actively developing area of knowledge and activity that affects not only pedagogy, but also other spheres of life in modern society and, above all, its social component. As an integral part of the media space and a specific area of knowledge and competencies, media education is conditioned and develops in direct connection with the media, incl. with the latest platforms. Over the past two decades, media education, mainly with the help and on the material of the media, has become an important factor in the development of a person in order to form a culture of communication with the media, creative, communication skills, the ability to fully perceive, interpret, analyze and evaluate media texts, teaching various forms of self-expression with the help of media technology. The media literacy, media competence and media culture acquired as a result of this process help a person to become a citizen, actively using the possibilities of the information field - television, radio, video, cinema, the press, the Internet. The future of media education, therefore, is mainly due to its development based on

the theory of the development of critical thinking. A civic approach to media education in this sense is becoming preferable.

3. Media education, built on the principles of this theory and model, addresses a person not only not only in his form as a student, a participant in the educational process, but also as a citizen enjoying various rights and called to be socially responsible. This vision became the cornerstone for the present study. Considering media education in connection with such phenomena as "fake news", "post-truth", "hybrid war" and "manipulation of consciousness", we came to the conclusion that media education based on the theory of critical thinking is aimed not only at teaching an individual to use The media as a source of information, but also on its formation as a citizen, ready to make informed decisions on a free choice.
4. This approach, as shown by our study, is inherent in media education in many European countries. They have long established the understanding that the core of media education as a long-term educational and educational activity is the upbringing of a conscious and responsible citizen of a democratic society with appropriate global and democratic convictions. This understanding includes an important reference to human rights and in particular to the basic human rights to freedom of speech, access to information and a tool for maintaining democracy. Media education is considered as part of these rights.
5. In the world, incl. in European countries, the process of formation and development of media education was determined by political, economic and legal factors, as well as social events, technological progress, globalization, an increase in the speed of information transfer, the development of cinematography first, and then audiovisual media and the ubiquity of the Internet. The main reasons were the growing influence of the media on people's perception of events in the world and in their own countries, as well as the negative consequences of the manipulative potential of the media on the social behavior of citizens, especially in countries with a low level of democracy in the field of mass media. Covering in the beginning mainly the system of general secondary education, media education in many countries has gradually absorbed the system of life-long learning.
6. The promotion and evolution of media education in the world took place and is taking place under the influence of various stakeholders of the world, European and national scale (UNESCO, the Council of Europe and NGOs). Their policies and implemented projects were based on an understanding of the acuteness of the problems of the formation of media and information literacy at various levels: state, in the fields of education, mass communication and information, as well as in society. Media educators and government politicians considered media education in the context of the economic and social environment, which is undergoing significant changes due to the intensive development of information and communication technologies. This policy and daily practice in the leading countries in the field of media education have become or can become a guideline and foundation for states in which this media activity is at the initial stage of its journey. We include Turkey and the Republic of Moldova in this category of countries.
7. Media education in Turkey and the Republic of Moldova is developing in the absence of a clearly defined strategy or policies in this area. The state of unfreedom or partial freedom of mass media determines the content of media education. In our countries, the practice of national media education takes place in the context of the use of the media as an instrument of political confrontation between various parties and (or) owners of the media, which prove their closeness to a particular political force. Media education takes place in conditions of limited freedom of speech. The presence of the state in the media sector is also felt in the organization and functioning of media education. This is less noticeable in the Republic of Moldova. Currently, media education in Turkey and the Republic of Moldova is most actively developing on the materials of the press, television, cinema, video, modern multimedia technologies, including the Internet. At the same time, they are used with varying intensity, based on the preferences of consumers of information. In both countries, the European experience is not sufficiently taken into account.

8. Media education in Turkey is predominantly of a state nature. This approach has left its mark. State institutions consider media education as an instrument of control over the media and consumers of information, and emphasize the inclusion of media education exclusively or preferably in the general education system. Trade unions, non-governmental organizations and civil initiatives are not involved in media education. Turkish media education is little addressed to various categories of the population throughout life.
9. Media education in the Republic of Moldova emerged thanks to the efforts of civil society representatives with the support of various international organizations. Due to this circumstance, the European experience becomes the property of national media education. The initiator of media education in Moldova was the non-governmental organization Center for Independent Journalism, which initiated the development and publication of the first curricula and manuals, the training of media educators, etc. A number of other representatives of the associative sector joined it. Now, the participation of the state in the organization of media education is limited to supporting the initiatives of NGOs. Although the adopted Law on the National Concept for the Development of Mass Media (2018) provides for some provisions regarding media education, a unified state policy in this direction has not been developed. In the country, media education is poorly institutionalized in the general education system and is practically not addressed to the adult population.

The study made it possible to make the following **recommendations** for the development of media education in Turkey and the Republic of Moldova:

• **Government organizations:**

1. To develop in Turkey and implement in Turkey and the Republic of Moldova national concepts, as well as strategies and action programs for the development of free media and media education based on the policies of UNESCO and European organizations.
2. Create/improve the legal framework for the full approval of pluralistic media, the fight against disinformation and the manipulation of public opinion, and the elimination of the consequences of a hybrid war.
3. Provide financial support to media education within educational institutions of various levels, finance NGO projects on media education.
4. Organize media education throughout life (lifelong learning) based on the harmonious unity of national and European practices.

• **Mass media**

- I. To develop high-quality journalism aimed at reliable and impartial coverage of events in socio-political, economic, cultural and international life.
- II. To involve media institutions, primarily public media, and journalists in the media education of the population of our countries.
- III. Create and offer special packages of materials (media kit) for their use in media education.

• **Media business**

- 1) In publishing activities, be guided by the principles and values of corporate social responsibility.
- 2) Provide financial assistance in conducting high-quality media education.

• **Civil society**

1. Develop and implement media education projects intended for various categories of information consumers.
2. Support the implementation of national media education programs.
3. Participate in the development of teaching aids on media education; contribute to the training of specialists in this field.
4. Initiate/develop various e-platforms that contribute to the critical perception of the media and the information they disseminate.

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PUBLICATIONS RELATED TO THE TOPIC OF THE RESEARCH

Journal articles

1. Медиаобразование как способ защиты от манипулятивного воздействия СМИ Studia universitatis Moldaviae, 2016, nr.8(98) seria științe sociale, ISSN 1814-3199, ISSN online 2345-1017, p.57-64
2. Турция по пути развития медиаобразования Universitatea de stat din moldova Studia universitatis (seria științe sociale) Nr. 3(103) / 2017 / ISSN 1814-3199 P.36-43
3. Опыт развития медиаобразования в российском обществе Universitatea de stat din moldova Studia universitatis (seria științe sociale) Nr. 8(108) / 2017 ISSN 1814-3199, P.14-20
4. Актуальность развития медиаобразования в республике Молдова Universitatea de stat din moldova Studia universitatis (seria științe sociale) nr.8(118) / 2018, ISSN 1814-3199, p.181-189
5. The evaluation project media literacy education in Turkey IV Международной научно-практической конференции студентов, аспирантов и молодых ученых, посвященной 100-летию Одесского национального политехнического университета Одесса, 22-23 марта 2018 г. УДК 002.1(062.552) ISBN 978-617-7599-71-4 p.358-361

Scientific reports at conferences

1. Медиаобразование в условиях современной социальной коммуникации III Международная научно-практическая конференция студентов, аспирантов и молодых ученых «Актуальные вопросы документоведения и информационной деятельности: 23-24 марта 2017 года на базе Одесского национального политехнического университета (Украина) p.394-398 УДК 002.2.001.76(063)ISBN 948-617-74-79-23-8
2. Медиаобразование как фактор развития информационной культуры личности в образовательной среде Турции X международная научно-практическая конференция информационное образование и профессионально-коммуникативные технологии XXI века одесский национальный политехнический университет (ОНПУ) Одесса, 14-15 сентября УДК 378.4.007(477.74) pp.171-181 ISBN 978-966-2989-60-1
3. Структура современной медиасистемы Турции Universitatea de Stat din Moldova integrare prin cercetare și inovare conferința științifică națională cu participare internațională CHIȘINĂU 9-10 noiembrie 2017 Razmate ale comunicator Chișinau, 2017 ISBN 978-9975-71-701-4, pp.95-97
4. Современное состояние развития СМИ республики Молдова Тернопільський Національний Економічний Університет (кафедра документознавства, інформаційної діяльності та українознавства) Всеукраїнська науково-практична конференція "Документно - інформаційний простір: історія, теорія, практика" 05 грудня 2017 року Україна, Тернопіль электронный вариант сборника УДК 070(478) СТР.39-41
5. Символ защитные системы "умные знаки" Турции Universitatea de Stat din Moldova Conferința științifică națională cu participare internațională „Integrare prin Cercetare și Inovare” în data de 8-9 noiembrie 2018 Chișinau, Moldova CEP USM Razumate ale comunicatorilor ISBN 978-9975-142-48-9 p.174-176
6. Медиаобразования на материале художественного кинематографа Турции XI Международной научно-практической конференции УДК 378.4.007 (477.74) Информационное образование и профессионально-коммуникативные технологии XXI века: сб. материалов XI Междунар. научно-практ. конф., Одесский национальный политехнический университет Одесса, 12-14 сентября 2018 года / под общ. ред. В. Г. Сприняна. – Полтава : Симон, 2018. – 324 с.

ADNOTARE

Autor: **Karaaslan Temel.**

Tendențele actuale și perspectivele dezvoltării educației media în spațiul media din Turcia și Republica Moldova. Disertația pentru gradul de doctor în științe în domeniul științelor comunicării. Specialitatea 571.01 - Jurnalism și procese media. **Chișinău, 2022.**

Structura disertației. Lucrarea constă dintr-un rezumat (în limba română, rusă și engleză), o introducere, trei capitole, inclusiv: 1 grafic, 4 tabele, concluzii generale și recomandări, include o bibliografie (218 surse), o listă de abrevieri și aplicații (2). Volumul principalului text al disertației este de 150 de pagini.

Cuvinte cheie: educație media, alfabetizare media, cultura media, competență media, „pedagogie media, mass-media, jurnalism, democrație, dezinformare, știri false, manipulare, gândire critică, UNESCO, Parlamentul European, Uniunea Europeană, Turcia, Republica Moldova.

Domeniul de studiu. Jurnalism și procese media

Scopul disertației. Obiectivul principal al acestui studiu este de a identifica tendințele și perspectivele actuale pentru dezvoltarea educației media în spațiul media din Turcia și Republica Moldova. Scopul studiului a determinat următoarele sarcini: Analizarea motivelor necesității educației media, dezvoltarea abordărilor teoretice și metodologice ale studiului rolului educației media în spațiul media modern bazat pe un aparat categoric bazat științific, caracterizarea conceptului termenului „educație media” și analizarea alegerii determinării caracteristicilor interacțiunii dintre educația media, alfabetizarea media și competența media în literatura științifică. Analiza politicii și proiectelor europene în domeniul educației media și în special a procesului de formare și dezvoltare a educației media în practicile europene în etapa actuală. Pe această bază, urmăriți perspectivele dezvoltării educației media în Turcia și Republica Moldova, ținând cont de experiența europeană.

Principala problemă științifică rezolvată: a fost realizată o analiză cuprinzătoare a esenței educației mass-media și a fost dezvăluit rolul său în implementarea sarcinilor în spațiul mass-media modern. Sunt determinate modalități de creștere a eficacității alfabetizării mediatică în spațiul mass-media modern din Turcia și Republica Moldova.

Noutatea și originalitatea științifică. De-a lungul anilor, tot mai mulți cercetători din diferite țări și-au propus de mult sarcina de a determina gama educației media - o direcție în pedagogie pentru studenții de vârste diferite. Cu toate acestea, educația media este o zonă în curs de dezvoltare activă, care este strâns legată nu numai de pedagogie și educație, dar și în alte domenii ale vieții, care îndeplinește cerințele unei societăți democratice moderne de-a lungul vieții omului. Astăzi, activitățile de educație media din Republica Moldova pot fi descrise ca fiind în curs de dezvoltare. Acest studiu este considerat un subiect relativ nou în dezvoltarea educației media în spațiul media pentru Turcia și Republica Moldova.

Semnificația teoretică a lucrării noastre de cercetare constă în confirmarea faptului că educația media este privită din ce în ce mai mult ca un instrument de susținere a democrației și face parte din drepturile de bază ale fiecărui cetățean al oricărei țări din lume la libertatea de exprimare și la formarea unei poziții publice active a oamenilor, a culturii civice și politice a acestora în societatea modernă mediatică. În același timp, fără mass-media independentă este imposibil să construim democrația și să realizăm o dezvoltare durabilă a educației media. Rezultatele formulate în disertație completează și concretizează cunoștințele științifice despre educația media și alte instituții sociale în implementarea politicilor sociale și educaționale.

Valoarea practică a cercetării: materialele cercetării disertației oferă recomandări bazate științific organismelor guvernamentale, organizațiilor neguvernamentale, părinților, educatorilor media, cercetătorilor, jurnaliștilor, profesorilor, studenților pentru îmbunătățirea eficienței a educației mediatică în spațiul media. Lucrările noastre oferă informațiile necesare în domeniile jurnalismului și pot face obiectul unor cercetări suplimentare în domeniul teoriei și practicii educației media.

Testarea și implementarea rezultatelor muncii. Studiile teoretice și practice, ale căror rezultate sunt prezentate în disertație, au fost publicate în cinci articole științifice și au fost prezentate și discutate în șase conferințe științifice internaționale și naționale.

ANNOTATION

Karaaslan Temel. **The modern tendencies and prospects for the development media education in media space of the Turkey and Republic of Moldova.** Doctoral thesis in Communication Sciences, Specialty 571.01 - Journalism and Media Processes. **Chisinau, 2022.**

Structure: The work consists of an introduction, three chapters, Conclusions and Recommendations, the list of abbreviations, Bibliography of 218 titles, 150 pages of main text and 2 Annexes, 1 Graphics, 4 table.

Key words: media education, media literacy, media culture, media competence, media, democracy, manipulation, critical thinking, Turkey, Republic of Moldova.

Field of study: Journalism and Media Processes

Research Goal: The purpose of the dissertation is to identify current trends and prospects for the development of media education in the media space of Turkey and the Republic of Moldova based on European experience.

Research Objectives: to study theoretical and methodological approaches to the study of the essence and role of media education in the modern media space, to determine its interaction with media literacy and media competence; to analyze the European policy and experience in the formation and development of media education at the present stage; generalize the practice and identify the prospects for the development of media education in Turkey and the Republic of Moldova, taking into account the European experience.

Scientific problem solved: on the basis of a comprehensive analysis of the essence of media education and the identification of its role in the development of the modern media space, ways to increase the effectiveness of media education in Turkey and the Republic of Moldova are determined.

Scientific novelty and originality of the work consists in summarizing and evaluating the practice of developing media education in Turkey and the Republic of Moldova and determining the prospects for its development in a modern democratic society based on European experience.

The theoretical significance of the thesis lies in the fact that it contains a number of clarifications of the categorical apparatus, in particular, a clearer distinction is made between such close concepts as media education, media literacy, media culture and media competence, and the phenomenon of media education itself, which has so far received a predominantly pedagogical approach, is considered from from the point of view of communication science as a media process. All this expands scientific knowledge about media education and its role in the implementation of social and educational policy.

Practical value of the research: the materials of the dissertation research provide evidence-based recommendations to government agencies, non-governmental organizations, researchers, journalists, media educators for the effective development of the theory and practice of media education.

Approbation and implementation of the results of the work. Theoretical and practical results of the study were reflected in five scientific articles and were presented and discussed at six international and national scientific conferences.

АННОТАЦИЯ

Карааслан Темель. **Современные тенденции и перспективы развития медиаобразования в медийном пространстве Турции и республики Молдова.** Диссертация на соискание ученой степени доктора наук в области наук о коммуникации. Специальность 571.01 – Журналистика и медиатические процессы. **Кишинев, 2022.**

Структура диссертации. Работа состоит из введения, трёх глав, общих выводов и рекомендаций, библиографии (218 источников), одного графика и четырех таблиц. Объем основного текста диссертации - 150 страниц.

Ключевые слова: медиаобразование, медиаграмотность, медиакультура, медиа компетентность, СМИ, демократия, манипуляция, критическое мышление, Турция, Республика Молдова.

Область исследования. Журналистика и Медиатические процессы

Цель диссертации заключается в том, чтобы выявить современные тенденции и перспективы развития медиаобразования в медийном пространстве Турции и Республики Молдова на основе европейского опыта.

Задачи работы: изучить теоретико-методологические подходы к исследованию сущности и роли медиаобразования в современном медийном пространстве, определить его взаимодействие с медиаграмотностью и медиакомпетентностью; проанализировать европейскую политику и опыт, а становлении и развитии медиаобразования на современном этапе; обобщить практику и выявить перспективы развития медиаобразования в Турции и Республике Молдова с учетом европейского опыта.

Основная решенная научная проблема: на основе комплексного анализа сущности медиаобразования и выявления его роли в развитии современного медийного пространства определены пути повышения эффективности медиаобразования в Турции и Республике Молдова.

Научная новизна и оригинальность работы заключается в обобщении и оценки практики развития медиаобразования в Турции и Республике Молдова и определения перспектив его развития в современном демократическом обществе на основе европейского опыта.

Теоретическая значимость диссертации заключается в том, что в ней содержится ряд уточнений категориального аппарата, в частности дано более четкое разграничение между такими близкими понятиями как медиаобразование, медиаграмотность, медиакультура и медиакомпетентность, а само явление медиаобразования, получившего до сих пор преимущественно педагогический подход, рассматривается с точки зрения коммуникативистики как медийный процесс. Все это расширяет научное знание о медиаобразовании и его роли в реализации социальной и образовательной политики.

Практическая ценность исследования: материалы диссертационного исследования предоставляют научно обоснованные рекомендации государственным органам, неправительственным организациям, исследователям, журналистам, медиапедагогам для эффективного развития теории и практики медиаобразования.

Апробация и внедрение результатов работы. Теоретические и практические результаты исследования были отражены в пяти научных статьях и были представлены и обсуждены на шести международных и национальных научных конференциях.

KARAASLAN TEMEL

**THE MODERN TENDENCIES AND PROSPECTS FOR THE
DEVELOPMENT MEDIA EDUCATION IN MEDIA SPACE OF THE
TURKEY AND REPUBLIC OF MOLDOVA**

ABSTRACT DOCTORAL THESIS IN COMMUNICATION SCIENCES,
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