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## Articles and Statements

UDC 1

### Ideological and Philosophical Analysis of the Functioning of Media in Society and Media Texts on Media Education Classes

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#### Abstract

Ideological and Philosophical Analysis of the functioning of media in society and media texts: analysis of the ideological, philosophical aspects of media sphere. The ideological theory of media becomes as the theoretical basis. It is assumed that the media are able to deliberately influence public opinion, including in the interests of a particular social class, race or nation. Pedagogical strategy of media education is reduced to the study of political, philosophical, social, and economic aspects of the national media, to analyze the numerous contradictions that contain these issues from the perspective of a particular class, race, religion or nation. In this case, the audience should be able to define: the difference between media images and well-known facts; the reliability of the source; the accuracy of the determination; valid and invalid statements; the difference between the primary and secondary information, approval; partiality of judgment; installed and uninstalled judgment; vague and ambiguous arguments; a logical inconsistency in the chain of reasoning; the force of the argument.

**Keywords:** ideological and philosophical analysis, media, media texts, media education, media literacy, media competence, students.

#### Introduction

Ideological analysis and Philosophical Analysis of the functioning of media in society and media texts: analysis of the ideological, philosophical aspects of media sphere. Theoretical basis there is an ideological theory of media. It is assumed that the media are able to deliberately influence public opinion, including in the interests of a particular social class, race or nation. Pedagogical strategy of media education is reduced to the study of political, philosophical, social, and economic aspects of the national media, to analyze the numerous contradictions that contain these issues from the perspective of a particular class, race, religion or nation [Piette & Giroux, 1997, p. 102].

### Materials and methods

The modern Russian and Western literature about ideological and philosophical Analysis of the functioning of media in society and media texts was the main material for this article. Method of study of the key concepts of *representation* suggests that different media texts correspond to reality, they are not a mirror image of it, and create their own version of virtual reality. The study of this concept is closely related to such concepts as *media agency*, *media audience*, *media language*, *media category* and *media technology*. In addition, each of these aspects affect the representation of media text (including its ideological and philosophical sense).

The task to develop creative and critical thinking of the audience is very important. For example, practical exercises on creating media texts (drawing on the concept of *agency*, *category*, *language*, *technology*, *audience*, *representation*), problem analysis of media content (relying on the concept of *category*, *language*, *technology*), the study of problematic situations related to production (*agency* et al.), distribution and perception (*audience*, *representation*), modeling a situation or process (*agency*, *technology*, *audience* et al.) using a role-playing game.

The authors of a considerable number of research criticized creators of popular culture, who used improper methods of psychological pressure (constant repetition of facts, regardless of the truth), distortion of facts and trends, selection of the negative features in the image of political opponents, "sticking labels", "playing folksy", a reference to the authorities in order to justify a lie, etc. But among the creators of popular culture always been an honest professionals who are building their own stories based on humanistic values, and another creators: politically and commercially biased.

Supporters of the ideological approach usually have scrutinize typology of media influences (or "effects"), among which are:

- cognitive effects: short-term; intensive, an extensive;
- effect relations: creating views; vaccination / change / strengthening opinion;
- emotional effects: short reaction;
- physiological effects: temporary illusion of fight / flight; temporary sexual arousal;
- behavioral effects: imitation; activation (i.e., for example, activation of purchases through advertising) [Potter, 2001, pp.262-263].

In this case, the subject of media literacy education is a media system and its functioning in society, human interaction, the language of the media and its use. As goals are distinguished: creating a culture of interaction with the media, the development of perception of different types of information, skills of analysis and interpretation of media texts, critical thinking, learning various forms of self-expression with the help of the media, the development of creative abilities in the field of media.

Understanding of the term *media agency* (in the sense of a source of information and media people who own, create and distribute media texts) preschoolers' may seem far removed from the understanding of sixteen, but it is important to see the connection between them. Everyone is aware that any texts not arise by themselves, but are – even if they do not know by whom and for what purpose.

The theory of media education as the development of critical thinking (as, indeed, and cultural studies) suggests that older students should seek to understand more complex issues – such as the pressure of the state system, in varying degrees, affecting the media censorship (in particular, age restrictions on the sale, rental and demonstration of media texts), the division of functions in media production, media production funding sources, etc. But anyway, the key here is to understand the difference in the sense of a media text, depending on how the *Agency* it was created (or commissioned by a company, for example, *Christian Dior* or *Sony*).

Many teachers in this sense, have a good result of studies consider not simply memorizing information by the audience, but their ability to set key questions. For example: "Why is there such a book was published in a small edition, and this something – big?", "Why did the director A. received in Hollywood \$ 300 million to make a film, and director B. always work with a relatively small budget?", etc.

The methodology of cultural studies paradigm of media literacy education use both approaches: *critical thinking* and *practical*. In particular, students can more understand the key

concept of *media agency* into the practice (for example, role game "Agency"). Good way is the role game about "financiers of media production", "editors", "censors", etc.

As already mentioned, one of the main objectives of media literacy education in modern conditions is the development of critical thinking of the audience in relation to the different media texts, disseminated through the mass media. However, the full development of critical thinking of the audience cannot be without her acquaintance with the typical objectives, methods and techniques of manipulative media impacts, its socio-psychological mechanisms, without problem analysis information, including ideological and philosophical.

Here is a list of anti-manipulative media educational technologies:

- identification and show of social and psychological mechanisms used by the authors of media texts focused on manipulative effect;
- analysis of methods and techniques, which are the media text's creators are trying to achieve the desired effect;
- attempt to understand the logic of the author's thinking, revealing the author's conception, the auditor's assessment of the concept of a media text;
- "sifting" of information (a reasoned selection of true and false in the materials of the press, television, radio, etc., clarification of information, comparison with the actual facts, etc.);
- removing information's halo: "typical", "vulgar", "credibility";
- critical analysis of the goals and interests of *agency*, that is a source of information;
- description of manipulative ideological influences in a particular media text: "orchestration" ("constant repetition"), "prejudiced selection", "sticking labels, creating an image of the enemy", "guidance blush, creating a positive image," "transfer" (transfer of properties from one object to another), "reference to the authorities", "simplification", "distraction / refocusing", lies, half-truths, etc.

Of course, such an approach is useful in carrying out activities under certain conditions. First of all, it must be based on theoretical training audience. This can include classroom training right in practice direct problem analysis information, but, in my opinion, the preliminary general theoretical acquaintance with the typical audience objectives and methods of the manipulative media exposure greatly facilitates the process of further studies.

A critical analysis of selected political information is very good for the TV-news, but not useful for art house media text, because students must understand the difference between a particular political interest in reality and more multi-faceted impact of the work culture. And if the person is not prepared to perceive information in its various forms, this person cannot fully understand and analyze of media texts, unable to resist the manipulative media effects.

One of the most pressing issues related to ideological aspects of the manipulative media influence – violence on the screen. Undoubtedly, few people try to imitate violent action. But it exist the "addiction" to the media violence, mindless consumption of episodes with numerous scenes of murder, torture, etc., the indifference, the inability of a normal human reaction to the compassion of others.

The purpose of consideration of this aspect on media literacy education lessons is critical analysis. For example, discover the true essence of the negative character, easily killing dozens of people, who try to show of violence as a "game", "joke", etc.

I think one of the effective game form – "Investigation", the essence of which is as follows. The audience is invited to investigate the crimes of several characters of media texts, containing scenes of violence. The task: to identify improper, illegal, cruel, inhumane actions of these characters, which may, among other things supplied by the authors in the "fun" and "playful" forms. Thus, gathering compelling "evidence", the audience builds the final charge against the authors ("Agency") of various media texts, manipulative scenes of violence.

In this case, the audience should be able to define: 1) the difference between media images and well-known facts; 2) the reliability of the source; 3) the accuracy of the determination; 4) valid and invalid statements; 5) the difference between the primary and secondary information, approval; 6) partiality of judgment; 7) installed and uninstalled judgment; 8) vague and ambiguous arguments; 9) a logical inconsistency in the chain of reasoning; 10) the force of the argument [Beyer, 1984, p.56].

## Discussion

Analysis of the ideological concept of media shows that in the 1920's – early 1980's was two main options – the Western and Soviet. In the first case, media educators have focused on the critical analysis of political, philosophical, social and economic aspects of media texts in their countries. In the second case, media educators (for example, from the so-called "socialist camp") believed to be critically analyze media texts by the capitalist West. "Socialist" media production (especially directly promotes the official ideology) was originally considered to be politically correct, so completely eliminated the scope of this kind of critical analysis (except in rare cases of "manifestations of trends revisionism") [for example: Lacis, Keylina, 1928; Uritzky, 1954].

Now the ideological theory of media largely lost its former position, but in some way transformed to the area of national-regional, religious, socio-political approach to media and media texts. And teachers of some states and nations strive to protect students from the expansion of American popular culture (similar to "protectionist" media education theory). In the countries of the "third world" (for example, Latin American, Asian, Arab) is becoming a popular active opposition of media globalization (that is, again, Americanization). In addition, the ideological theory of media education, no doubt, has a common ground with more popular in the West media education – the development of critical thinking. For both one and the other to ask questions about whose interests is this or that media information, and what groups it is designed. And the audience must not only develop of "critical thinking", but also make analysis of the mechanisms of ideological influence and values of certain information [Masterman, 1988; 1994; 1997].

D. Buckingham wrote that the views of L. Masterman largely represent the transformation of the ideological approach but he has not the active attention for cultural studies aspects [Buckingham, 1990, p. 7].

Some theories of media literacy education (for example, "practical" media education) ignore of a key concept *media audience*. It should be noted that a genuine interest in the concept of *audience* appeared in media literacy education since 1960s. Before this time many supporters of "protectionist injection" (inoculatory approach in media education), in general, thought that the media has a direct impact on the behavior and attitudes supposedly homogeneous audience, and other media educators rashly believed that the audience's problems – these are the problems of sociology and psychology, but not a topic for training sessions on media material.

Students' audience, even the same age, have very differentiated interest and level of preparedness for any activity. Here play the role of factors such as heredity, macro / micro environment, previous experience of education and training. Therefore, students' perception of the same media text of the same study group can be different. In addition, my practical experience shows that in many cases, the audience tends to conform the perception and evaluation of media texts. Students can use different reactions from the contacts with the same media texts alone, in the company of peers, parents, in the classroom with the teacher, etc. That is why the method works with the key concept of *audience* maybe start from the lessons it involves a discussion of such situations. The materials for students' collective discussion – amateur photos, videos, posters, newspapers, etc.

I suppose, the progress in this type of media literacy works will appear when the students will gain the ability to discuss the range and diversity of audience reactions, as well as related issues of taste, compliance, laws and codes of practice, censorship and legal issues. All this can be investigated by means of practical and critical work. At a more advanced level, students can study the theory on the effects of media on the audience, as well as how the audience accepts or rejects some media texts.

## Results

Ideological and philosophical analysis of media texts implies a number of creative tasks [BFI, 1990; Semali, 2000, pp.229-231; Berger, 2005; Nechay, 1989, pp.267-268; Fedorov, 2004, pp. 43-51; Silverblatt, 2014; Potter, 2014, but I substantially supplemented and revised this cycle of tasks]: literary analytical, role-playing, fine-simulation. Each of these tasks includes analysis of the

key aspects of media literacy education [*media agencies, media categories, media language, media technologies, media representations, media audiences, etc.*].

*Cycle of literary and analytical creative tasks for ideological and philosophical analysis of media texts in the student audience:*

*Media agencies:*

- analysis of information about who owns the media and monitors in the country;
- analysis of the key titles on the front pages of various newspapers, the attempt to draw conclusions about their political, genre orientation;
- research the situation related to the closure or prohibition of a particular source of media (newspapers, magazine, film), a political media company for / against this or that politician.

*Media / media text categories:*

- analysis of similar genre of media texts of different countries in order to prove that the same genre can be interpreted in different ways – depending on the social, political, ideological, philosophical, national position of authors.

*Media technologies:*

- analysis of how the use of different media technologies may be due to ideological influence.

*Media languages:*

- analysis of media language (visual, audio, audio-visual) and how it can be used to enhance the manipulative ideological influence on the audience;

*Media representations:*

- analysis of the volume of a media (newspapers, TV), dedicated to the political and ideological image (photographs, drawings, etc.) and volume for verbal texts (articles, dialogs, etc.) on the ideological, political theme. Subsequent determination of political, ideological bias of media texts;

- writing of essay (3-4 pages) “The Ideological concept of media texts on a contemporary theme”;

- analysis of a news program in terms of the presence / absence of transmission attempts of manipulative ideological effects (ambiguities figure of silence, "sticking labels", "orchestration" (ie in the form of psychological pressure constant repetition of certain facts, regardless of the truth), "selection" (i.e., the selection of certain trends - for example, only positive or negative); "transfer" (transfer any qualities (positive, negative) to another phenomenon (or person); "evidence" – a reference to the authorities in order to justify an action, or that slogan, "playing folksy" (the most simplified forms of information);

- analysis, comparison of ideological orientation of TV-news in three different channels within the same day, identifying similarities and differences, a comparison of these plots with TV news in the press, which appeared in print the next day;

- analysis of media text on the political theme, based on documentary evidence. The study of regional geographic, political, philosophical, and historical materials relating to the topic and the time period. Comparison of the studied materials with the image of political events in the media text (the image of the country, nation, race, nationality, social system, ideology, political administration, philosophy, justice, education, employment, etc.);

- comparison of several points of view (e.g., professional journalists, art critics) on political developments, its philosophical significance;

- location of abstracts in order of importance to understand and describe the ideology and philosophy of a particular media text;

- description and analysis of a particular episode of a media text on the political theme, including ideology, philosophical concept, etc.

*Media audiences:*

- writing of essay (3-4 pages) “The ideological influence of books, TV and press on the youth”.

*Cycle role game creative tasks for ideological and philosophical analysis of media texts in the classroom at the student audience:*

*Media agencies:*

- role game on hypothetical search of sponsors for media project with those or other ideological and / or philosophical orientation;

- role game on the situation related to the closure or prohibition of a particular source of media (newspapers, magazine, transfer, film), a political media company for / against this or that politician;

*Media / media text categories:*

- role game on the decisions about the plot on the ideological theme in different media genres;

*Media technologies:*

- role game about what different media technologies may be due to ideological influence.

*Media languages:*

- role game on the dispute of the "authors" about how the tools of media language (visual, audio, audio-visual) can be used to enhance the manipulative ideological influence their future work on the audience.

*Media representations:*

- "Interview" (role game interviews with various "characters" media text - with an emphasis on ideological and philosophical issues);

- role game: "press conference" with authors of media text ("writer", "director", "actors", "producer" and others.) with question about ideology an philosophy of authors' ideas;

- role game on "international meeting of media criticism" (the analysis of a various ideological and philosophical aspects of the media and media texts);

*Media audiences:*

- Advertising campaign, media text sale to potential buyers (publishers, TV-channels) in view of its ideological and / or philosophical orientation;

In fact, the role game activities complement and enrich students' skills acquired during the literary analytical game workshops.

*Graphic-cycle simulation creative tasks for ideological and philosophical analysis of media texts in the classroom at the student audience:*

*Media agencies:*

- create draw comics on the topic of search hypothetical sponsors for media project with ideological / philosophical orientation.

- create a series of drawings on the theme of the situation related to the closure or prohibition of a particular source of media (newspapers, magazine, transfer, film), a political media company for / against this or that politician.

*Media / media text categories:*

- work with ideological stereotypes (the audience is invited to fill in the appropriate table).

*Media technologies:*

- create a comics on the topic of how the use of different media technologies may be due to ideological influence.

*Media languages:*

- Analysis of the frame (photos, posters, advertising posters) from ideological and philosophical point of view.

*Media representations:*

- read scenic line (for example: "He goes into the crowd of anti-war demonstrations, without noticing the approaching Police ..."). Training (using sheets-frame) series of frames "the film adaptation of this scenic line;

- create advertising, posters, collages or dioramas on the ideological, political, philosophical theme based on texts and images clippings from old newspapers / magazines with additional drawings;

*Media audiences:*

- create cartoon comic based on those or other media texts on political, ideological, philosophical theme, intended for adult audiences;

- create visual media texts on political or philosophical theme, intended for a specific audience, foreseeing how the audience might react to such products.

The next series of media literacy education classes is problematic group discussions about media texts in terms of their ideology and philosophy. There can be used the following tasks:

- comparison of media critics' reviews and discussion, associated with the problems of the median ideology and philosophy;

- preparing essays devoted to the ideological, philosophical problems of media culture;

- group discussions (with the help of problem questions of the teacher) about a media texts with an emphasis on ideological orientation and philosophical concepts;
- students' reviews about specific media texts of different types and genres, taking into account their ideological orientation and philosophical concepts.

The logic of these creative tasks comes from the fact that the critical analysis of media texts begins with an introduction to the works of critics' community professionals (reviews, theoretical articles, monographs devoted to media culture and specific media texts), in which the audience can judge the different approaches and forms of this type of work.

The audience is looking for answers to the following problem questions: "What is the author of the review see the advantages and disadvantages of media texts, especially his philosophy and ideology?", "How deep reviewers penetrate the philosophical and / or ideological intention of the author?", "Do you agree or not with certain ideological, political reviewers' assessments? Why?", etc.

Then – the works on the essay on the ideology and philosophy of media sphere. And only then - an independent discussion about media texts.

Workshops on skills of critical analysis of media texts are aimed primarily at the ideological and philosophical aspects, the ability to apply this knowledge in new teaching situations.

*The general scheme of a debate:*

- introduction (the goal: to give brief information about the creators of media texts, remind their previous work, refer to other works of these authors, if there is a need to dwell on the ideological, political, philosophical the context of the event, in any case, without touching the ratings the author's position, and, of course, not retelling the plot of the work);
- "reading" of media text (communicative phase);
- discussion about media text, conclusions.

*The questions for ideological and philosophical analysis of the functioning of media in society and media texts* [Silverblatt, 2001, pp.42-43; Fedorov, 2004, pp.43-51; Fedorov, 2006, pp. 175-228]:

*Media agencies:*

Do you know who owns this or other companies that produce, buy and sell media / media texts? Why Are?

The agency determines the target audience for a media text?

Can the agency "create" your audience?

*Media / media text categories:*

On what parameters need to evaluate media messages (political, social, moral, philosophical, artistic, etc.)?

*Media representations:*

Can the media artificially create pseudo-events? If yes, please give specific examples.

Is it possible to absolute objectivity views creators of media texts?

Are there visible signs of deviant behavior, sexism, conformity, anxiety, stereotyped thinking, conflict of generations, etc.?

*Media Audiences:*

Why the audience takes some media representations as true and reject others as false?

Can the media to influence the development of political processes in the society? If so, how?

As (for whatever reason) the audience usually chooses / buys media texts?

As the choice of audience affects the strategy, style, and content of media texts?

What is the role of gender, social class, age and ethnic origin in the media perception of the audience?

## **Conclusion**

This article presented the main directions for Ideological and Philosophical Analysis of the functioning of media in society and media texts on media education classes for student audience, including the examples of creative problems and issues associated with this type of the analysis in the context of media education problems, i.e. based on six key concepts of media literacy education: agency, category, language, technology, audience, representation. The author supposes that the Ideological and Philosophical Analysis of the functioning of media in society and media

texts on media education classes can significantly develop media competence of students, including students' critical thinking.

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УДК 1

## Идеологический и философский анализ функционирования медиа в обществе и медиатекстов на медиаобразовательных занятиях

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**Аннотация.** Идеологический и философский анализ – это анализ идеологических, философских аспектов медийной сфере. Теоретической основой здесь становится идеологическая теория медиа: предполагается, что средства массовой информации могут сознательно влиять на общественное мнение, в том числе в интересах определенных социальных классов, рас или нации. Педагогическая стратегия медиаобразования сводится тут к изучению политических, философских, социальных и экономических аспектов национальных средств массовой коммуникации, к анализу многочисленных противоречий, которые содержат эти вопросы с точки зрения конкретного класса, расы, религии или нации.

В этом случае, аудитория должна быть в состоянии определить: различия между медийными образами и известными фактами; надежность источника; точность определения; верные и неверные утверждения; разницу между первичной и вторичной информацией, утверждением; пристрастность суждения; неопределенность и неоднозначность дискуссии; логическую несостоятельность в цепи рассуждений; силу аргумента.

**Ключевые слова:** идеологический и философский анализ, медиа, медиатексты, медиаобразование, медиаграмотность, медиакомпетентность, студенты.