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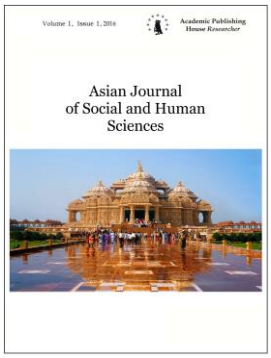
Published in the Russian Federation
Asian Journal of Social and Human Sciences
Has been issued since 2016.

Vol. 1, Is. 1, pp. 14-18, 2016

www.ejournal45.com



Autobiographical Analysis on Media Education Classes for Student Audience

Alexander Fedorov [a, *]

[a] Anton Chekhov Taganrog Institute, branch of Rostov State University of Economics, Russian Federation

Abstract

Autobiographical analysis – a comparison of person's life experiences with the life experience of media texts' characters. This analytical approach is based on human associative memory (flashes of memory) and helps the audience to understand the impact of media culture is critical for the development of the human personality, contributes to the development of media competence. The compensations of the feelings, missing in the person's real life and experiences, are absolutely natural. And the autobiographical analysis on media literacy education classes is associated with the therapeutic effect and the phenomenon of compensation. The article presents the main directions for autobiographical analysis 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 thinks that the autobiographical analysis of media texts on media education classes can significantly develop media competence of students, including critical thinking and perception.

Keywords: autobiographical analysis, media, media texts, media education, media literacy, media competence, students.

1. Introduction

Autobiographical analysis – a comparison of person's life experiences with the life experience of media texts' characters. This analytical approach is based on human associative memory (flashes of memory) and helps the audience to understand the impact of media culture is critical for the development of the human personality, contributes to the development of media competence. The compensations of the feelings, missing in the person's real life and experiences, are absolutely natural. And the autobiographical analysis on media literacy education classes is associated with the therapeutic effect and the phenomenon of compensation.

The autobiographical analysis on media education classes in the student audience may apply different tasks, activating critical and creative thinking of students, contributing to the development of media competence.

2. Materials and methods

The main material for this article was the area of the books and articles about the autobiographical analysis of media texts. The method of the autobiographical analysis implies a number of students of creative tasks.

* Corresponding author
E-mail addresses: mediashkola@rambler.ru (A. Fedorov)

3. Discussion

Cycle of literary creative tasks for autobiographical analysis of media texts in the classroom at the student audience (Semali, 2000: 229-231; Berger, 2005: 125, 145, Fedorov, 2004; Fedorov, 2006: 175-228; Potter, 2014; Silverblatte, 2001; 2014) needs a number of students of creative tasks (BFI, 1990; Buckingham, 2003; Berger, 2005:, 125; Fedorov, 2004, Potter, 2014; Silverblatt, 2001; 2014), but the cycle of tasks I significantly updated and revised. These tasks include analysis of the key concepts of media literacy education [*media agencies, media categories, media language, media technologies, media representations, media audiences* etc.].

4. Results

Media agencies (media agencies):

- imagine yourself as an employee of the media agency and create a detailed plan for a hypothetical for publication or TV show.

Media / media text categories:

- writing a mini-scenario on the subject of how you would behave in different situations in the frame of comedy, drama, detective genre.

Media technologies:

- imagine yourself as an employee of the media agency and write the justification of the technology of the future media text.

Media languages:

- imagine yourself as one of the media personalities, whose eyes "see" or "hear" this or that event and write a mini-scenario on topics similar events seen / heard with the audiovisual language "subjective view" (angle, size of plan, detail, strength, tone, sound, etc.).

Media representations:

- writing the story on behalf of the protagonist or secondary character of media texts, presenting yourself in his place (identification, compassion, co-creation);
- imagine yourself in a role of a well-known media text, but to change certain of its components (genre, song, time, place, action skills; age, nationality character, etc.), write an imaginary monologue of such a character;
- imagine yourself as an inanimate object or animal, appearing in media texts, thus changing the narrative perspective in a paradoxical, fantasy-eccentric side; write an imaginary "inner monologue" of such a character;
- write mini-scenario about funniest, darkest, happy and most unbelievable stories from his life;
- take in consideration the certain features of media text's character and the facts of your life, to come up with new media images of characters, their conversations, emotional and moral conditions;
- write the texts for the magazine, talks about your future life;
- write the text for TV-news associated with any event of your life.

Media audiences:

- write the monologues representatives audiences like your type of media insight, but you different age and social status.

Cycle of the theatrical role-creative tasks for autobiographical analysis of media texts in the classroom at the student audience:

Media agencies:

- role game with a variety of options for your hypothetical action role in media agency.

Media / media text categories:

- role game with variety of options to influence the audience of all ages and social status of media texts of different genres.

Media technologies:

- preparing of the pantomime about the impact the television, computers, the Internet on your personality.

Media languages:

- preparing of the theatrical sketches on the theme of various audiovisual interpretations of your behavior in some real life situations.

Media representations:

- role game: the press conference with “domestic and foreign authors' of media text” (“writers”, “directors”, “actors”, “producers” and others). The “authors” based in their responses to their real life experiences, personal life events;

- role game about the process of "investigation" of the crimes in the media text, some students playing the roles of "negative character".

Media audiences:

- role game about the audience dispute, with different types of media insight, age and social status.

Graphic-cycle simulation creative tasks for autobiographical analysis of media texts in the classroom at the student audience:

Media agencies:

- preparing series of drawings / comics, which revealed a variety of options for your hypothetical action role in media agency.

Media / media text categories:

- create a series of drawings in which you portray yourself as a character of media texts of different genres.

Media technologies:

- preparing series of drawings about the impact the television, computers and the Internet on your personality.

Media languages:

- preparing comics with different visual interpretations of your behavior in some real life situations;

Media representations:

- drafting a series of photographs "One day of my life";

- create your own website on the Internet on the topic of your personal life achievements; then discuss the content (advantages, disadvantages) of this site with your friends, relatives, acquaintances.

Media audiences:

- create a series of drawings on the theme of emotional reactions representatives audiences with different types of media insight, the same or different from your age and social status.

Cycle of literary and analytical creative tasks for autobiographical analysis of media texts in the classroom at the student audience (Semali, 2000: 229-231; Berger, 2005: 125, 145; Fedorov, 2004):

Media agencies:

- imagine yourself as an employee of the media agencies and analyze the impact of this investment by a large amount in a risky project (correlating their actions with your life experiences related to responsible financial transactions).

Media / media text categories:

- analysis of some associations (flashbacks) from your life, connected with some media genres.

Media technologies:

- imagine yourself as an employee of the media agencies and analyze possible criteria for the selection of technology to create a hypothetical media text.

Media languages:

- imagine yourself as one of the media personalities, whose eyes "see" or "hear" this or that event, and analyze them based on their life experiences.

Media representations:

- analysis of the behavior of a particular media character based on a comparison of his character and actions with your own.

Media audiences:

- analysis of the best / worst subjective (mood, individual physiological data, etc.) conditions for the reception of media text;

- drafting the list of the top five (in your opinion) books / newspapers / magazines / movies / radio / TV programs; Describe your criteria for this assessment.

Questions to the autobiographical analysis of media texts in the classroom at the student audience (Semali, 2000; Berger, 2005; Fedorov, 2004: 43-51; Fedorov, 2006: 175-228; Silverblatt, 2001; 2014):

Media agencies:

- What action will you take if you mainly produced in solid media agency, if you feel that you proposed projects threaten the company losses?

Media / media text categories:

What types of media texts and genres contribute more identification with media characters?

Media technologies:

Do you feel some effect of the computer technology, the Internet on you personality? If yes, what?

Media languages:

Why certain characters' items (including clothing, etc.) are represented this way? What these things tell us about the media text characters, their lifestyle, their relation to each other?

Can you remember the episodes of media texts, where the events narrated / seen through the eyes of a character?

Media representations:

Who is an active element of action in this media text - male or female character? What actions make these characters? Could you make the same actions? Why (not) be able to?

What causes the characters' actions? Does the implications of this relationship to a particular character's behavior? Do you tend to this kind of behavior? Why are?

At what stages and how it reveals the conflicts between the characters in this media text? What would you do in such situations of conflict?

The characters of the media text to express their views on life, ideas? Do you close this kind of ideas and views? Why Are?

What is your opinion about the character N.? Could you do the same as the character N. in this or that situation?

Media audiences:

What makes you sympathize with one hero and condemn others?

Can change your sympathy for the characters in the course of the action in the story of a media text? Whether it is connected with the features of your character, temperament, outlook?

What qualities, character traits you would ideally like to find the hero / heroine? Why are?

What feelings caused you this media text? If you do not feel, why not? If any media works aroused strong feelings in you, how would you explain it? Did you feel envy, desire, anxiety, fear, disgust, sadness or joy? Why Are?

Can you prepare an interview about the TV program on any day for yourself. Answer the questions about your favorite shows, why you are interested to watch them, and can you to discuss after? What programs you do not like?

If you were offered to make an exhibition / festival of media texts that reflect your individual qualities, which texts would you choose? Why these media texts?

If you are asked to select ten of media texts that could tell about your country, which would you choose? Why these media texts?

You are invited to read a university lecture on media culture in your country. What media texts you could choose to illustrate your presentation? Justify your choice.

Here are a few typical opinions of students who used the method of autobiographical analysis for media texts:

Statistics relentless: young people usually are not interested for art house media texts, deprived of entertainment. Heroes and problems of art house media text are simply uninteresting for many young viewers:

- I started watching it on TV a psychological film. People locked themselves within the four walls. And they talk, talk... The main heroine of all time suffered because of something. She talked very long about her love experiences. Boring! I did not understood. I switched to another channel ... I am not against love. I recently watched one episode: the beautiful actress, interesting plot, great shot! ... (Alex C.).

However, the analysis of autobiographical elements can be easily read and the statements of the students focused on the entertainment media texts:

- If my peers ask what they would like to see - comedy or tragedy (or drama - it is all one for them!), they immediately will say, of course, a comedy! Relax, laugh! Yes, I have also sometimes a bad mood and I that want to escape from with ... comedy, only to laugh ... I like also Western melodrama, because there is a life which I never will. Of course, I would like to have a big house, a closet full of fashionable clothes, the expensive car. And I would like to go every year to different countries, to rest on the Mediterranean resorts, meet with celebrities ... So watch TV or videos - and eyes run! How many countries, how many interesting things! But I want to visit France. But I and my parents have not money for this trip. I know: I will not live so beautiful ... My father and mother are not businessmen! Well, I can see the best style of the life in the screen only (Tatiana F.).

Empathy, identification, in most cases it is something for which millions of people to communicate with the media. We mentally put yourself in the shoes of a media text's characters, get used to the image, virtually "play" the role of the fancy. According to Anna K., given below, she understands the topic and events of media text. Assessment of the status of the heroine of a media text is given, though without nuance, but relatively faithful, though her and there is no deep insight of the author's concept:

- I think there is a true life of the protagonist. She has no light in the window, there is no real purpose in her life. It seems that the world is open, available. But, alas, is not for everyone ... Rather, for those who have rich parents, husbands, relatives. Here at me, like the protagonist, nothing. Like her, I live in a dorm ... It is so hard to get a job and a money for a separate apartment. I like the main character, understand that we must remain optimistic, to hope for something. Well, she was unlucky in the final. And me? I do not know ... (Anna K.).

Well, students would like to be in the country, where people live a normal and optimistic life...

5. Conclusion

In this article I presented the main directions for Autobiographical Analysis 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, ie based on six key concepts of media literacy education: agency, category, language, technology, audience, representation. I suppose that the Autobiographical Analysis of media texts on media education classes can significantly develop media competence of students, including critical thinking and perception.

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