EDUCAȚIA MEDIA ÎN TURCIA ȘI ÎN REPUBLICA MOLDOVA

Temel KARAASLAN
Doctorand,
Universitatea de Stat din Moldova, Chișinău, Republica Moldova
e-mail: *temelkaraaslan@hotmail.com*
https://orcid.org//0000-0002-3179-3360

Mijloacele de comunicare moderne joacă un rol esențial în modelarea viziunii asupra lumii și controlează în mare măsură diseminarea informațiilor care afectează percepțiile, atitudinile și, în cele din urmă, comportamentul uman. Acest lucru înseamnă că comportamentul oricărui individ este întotdeauna influențat de furnizorii de informații, care poate fi pozitiv sau negativ. Cerințele societății de a pregăti oamenii pentru a naviga conștient în fluxul tot mai mare de informații - pe de o parte, iar pe de alta – dezvoltarea teoretică și practică insuficientă a acestui domeniu, indică actualitatea problemei de cercetare. Educația media este un subiect fierbinte astăzi nu doar în Turcia și în Republica Moldova, ci în întreaga lume. Problemele educației media din ambele țări sunt în prezent în discuție între oameni de știință, profesori, organizații neguvernamentale, în general, oameni avansați în domeniul noilor tehnologii. Toată lumea înțelege că acest lucru este necesar, dar până acum societatea nu a acordat prea multă atenție acestor probleme. Articolul este consacrat principalelor tendințe de dezvoltare a mișcării de educație media în Turcia și în Republica Moldova.

Cuvinte-cheie: mass-media, educație media, competență mediatică, gândire critică, Turcia, Republica Moldova.

MEDIA EDUCATION IN TURKEY AND THE REPUBLIC OF MOLDOVA

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. 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. Media education is a hot topic today not only in Turkey and in the Republic of Moldova, but all over the world. The issues of media education in both countries are currently being discussed among scientists, teachers, non-governmental organizations, in general, people advanced in the field of new technologies. Everyone understands that this is necessary, but so far society has not paid much attention to these issues. The article is devoted to the main trends in the development of the media education movement in Turkey and the Republic of Moldova.

Keywords: media, media education, media competence, critical thinking, Turkey, Republic of Moldova.

ÉDUCATION AUX MÉDIAS EN TURQUIE ET EN RÉPUBLIQUE DE MOLDOVA

Les moyens de communication modernes jouent un rôle essentiel dans la formation de la vision du monde et contrôlent en grande partie la diffusion des informations qui affectent les perceptions, les attitudes et, en fin de compte, le comportement humain. Cela signifie que le comportement de tout individu est toujours influencé par les fournisseurs

d'informations, qui peuvent être positifs ou négatifs. Les exigences de la société pour préparer les gens à naviguer consciemment dans le flux croissant d'informations - d'une part, et d'autre part – le développement théorique et pratique insuffisant de ce domaine, indiquent l'actualité du problème de la recherche. L'éducation aux médias est un sujet brûlant aujourd'hui non seulement en Turquie et en République de Moldova, mais dans le monde entier. Les questions de l'éducation aux médias dans les deux pays sont actuellement en discussion entre scientifiques, enseignants, organisations non gouvernementales, en général, des personnes avancées dans le domaine des nouvelles technologies. Tout le monde comprend que cela est nécessaire, mais jusqu'à présent, la société n'a pas accordé beaucoup d'attention à ces questions. L'article est consacré aux principales tendances de développement du mouvement d'éducation aux médias en Turquie et en République de Moldova.

Mots-clés: *médias, éducation aux médias, compétence médiatique, pensée critique, Turquie, République de Moldova.*

МЕДИАОБРАЗОВАНИЕ В ТУРЦИИ И В РЕСПУБЛИКЕ МОЛДОВА

Современные средства массовой информации играют решающую роль в формировании мировоззрения и в значительной степени контролируют распространение информации, влияющей на восприятие, отношение и, в конечном итоге, на поведение человека. Это означает, что на поведение любого человека всегда влияют – положительно или отрицательно – поставщики информации. Запросы общества на подготовку людей к осознанной навигации в растущем потоке информации - с одной стороны, а с другой - недостаточная теоретическая и практическая разработанность данной области свидетельствуют об актуальности проблемы исследования. Медиаобразование сегодня является актуальной темой не только в Турции и Республике Молдова, но и во всем мире. Проблемы медиаобразования в обеих странах в настоящее время обсуждаются учеными, педагогами, неправительственными организациями, передовыми людьми в области новых технологий. Все осознают, что это необходимо, но пока общество не уделяло особого внимания этим вопросам. Статья посвящена основным тенденциям развития медиаобразовательного процесса в Турции и в Республике Молдова.

Ключевые слова: *СМИ, медиаобразование, медиакомпетентность, критическое мышление, Турция, Республика Молдова.*

Introduction

Turkey and the Republic of Moldova are dynamically integrating into the global information space. The formation of media structure and its functioning in both states took place and is taking place under the influence of various factors, the most important of which are the democratization of society, the aspiration of these countries to 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 sufficiently stimulate reliable information of people from the mass media. The international community, especially the European Union, calls on Turkey and the Republic of Moldova to meaningfully undertake 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.

Used methods and materials

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 best 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 characteristics 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.

Study degree of the topic

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.

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 [1], B. McMahon [2], D. Buckingham [3], J. Potter [4], A. Colby [5], J. A. Banks [6], Marshall McLuhan [7], Alvin Toffler [8], L. Masterman [9, 10], K. Tyner [11], R. Kupianen & S. Sintonen [12], G. Gerbner [13], Diane F. Halpern [14], D. Cluster [15], H. Schiller [16], A. Hart [17], as well as a number of Russian researchers such as:

A. A. Zhurin [18], I. M. Dzyaloshinsky [19], I. A. Fateeva [20], A. V. Fedorov [21], N. B. Kirillova [22], I. V. Zhilavskaya [23], A. P. Korochensky [24], L. S. Zaznobina [25], Yu. S. Toiskin [27], A. A. Novikova [28], S. G. Kara-Murza [29], E. L. Vartanova [30], A. A. Guk [31], etc.

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 [32], V. Moraru [33], G. Stepanov [34], and Turkish researchers B. Kejanlioğlu [35] and O. Kologlu [36] 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 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 [37], Silvia Şpac [38], Natalia Grîu [39], Anetta Gonţa [40], Nadin Gogu [41] 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. Avşar [47], Ç. Alagözlü [43], G. Treske [44], N.Ö Taşkıran [45], M.Gün & İ. Kaya [46] 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.

The turkish model of media education

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 [42]. 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 [44, p. 5].

Media education in Turkey is in its infancy [44, 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, [44, 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 (Z. Avshar) [47], Ç. Alagözlü [43], G. Treske [44], N.Ö. Taşkıran [45], M. Gün & İ. Kaya [46] 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 with the help of constant interaction of professional media) [48; 1, p. 22].

Prospects for the development of media education are considered by them in two planes [49]. The first is the national government approach (RTÜK -

Turkish Radio and Television Supreme Council & MEB - Turkish Ministry of Education) [43, p. 69]. Proponents 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 [45, 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, is always important and necessary, as it allows you to avoid dead ends in media education theory and practice, to study cutting-edge developments [50, 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 [45, 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 dated 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" [43, 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 an insignificant 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 [44, p.15].

At the same time, the portal MEDYA OKURYAZALIĞI «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 hosts 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) [43, p.15]. This statement applies to a greater extent to educational institutions located in Istanbul and other large cities of the country (Izmir, Ankara, Adana, Antalya, Trabzon, 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, Erzerum, 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 [44, 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 media user in later life [47].

In practice, the Turkish pedagogical approach to media education provides the solution of the following tasks: 1) to help students 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 approach) [51, 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, having left its infancy in the future, will gain greater social efficiency, provided that it becomes the property of various categories of information consumers throughout their lives.

Media education experience in the Republic of Moldova

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 [52]. 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 [37, 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 mainly aimed 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 [53].

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 Loretta Handrabura [37], Silvia Șpac [38] and Natalia Grîu [39]. This plan became at that time the only document in the field of primary media education.

Now, 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 [37, 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 the 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 the initiatives of non-governmental organizations (NGOs) were supported by state bodies. In 2018, the issue of media education was for the first time reflected in a legislative act.

In 2017, the "Additional didactic manual for teachers and students: Media education (3rd and 4th grades)" was published, developed by the same authors within the framework of the project "Strengthening freedom of expression in Moldova" 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 on the basis of 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 No. 671 of 01.08.2017. [39, 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, on television, on 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 in 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 [54]. She also talked about how news stories are written, what questions high-quality journalism should answer, and what methods some media outlets use to manipulate the public, specifying that most often attempts are made to present false or biased information in television newscasts, which are followed by the most number of spectators. The discipline of Media Education, receiving the status of optional, is aimed at transforming students' dependence 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) [55]. 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 in 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.

There are also a number of other information literacy initiatives in the country, most of which are carried out by volunteers and various civil society organizations. One of the most prominent initiatives has been the fact-checking platform for monitoring disinformation and propaganda in Moldova – 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 identify 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.

Conclusions

Media education in Turkey and the Republic of Moldova (1) is in its infancy and (2) at the stage of formation as a social educational system, (3) is developing in the absence of national strategies and policies, (4) has little to do with the process of establishing 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 a critical perception of the world, (7) addressed to the school audience, 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 relevant policies and practices 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.

The 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 freedom of the press, 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 a 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. c. 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 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 the 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. With the stimulation of 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.

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