

# **Information Culture and Media Literacy in Russia**

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**Introduction.** 2010-2013, UNESCO and IFLA suggested to unite two directions - information literacy and media literacy which were developing in parallel earlier. Communication and Information Sector of UNESCO did a series of research papers "Conceptual Relationship between Information Literacy and Media Literacy" before First WSIS+10 review meeting "Towards Knowledge Societies for Peace and Sustainable Development" (Paris, 25-27 February 2013). It was executed by leading world experts and published on UNESCO site <http://www.unesco.org/>.

The results of my survey "Media and Information Literacy in Russia and the countries of the Commonwealth of Independent States (CIS)" were included in this series. . The purpose of the survey is to analyse information literacy and media education in Russia, and to highlight their similarities and differences. The Russian publications for the period from 1990 to 2011 on media education and information literacy were examined.

## **Main Research Results**

1. Domination of the term "information culture" in Russian-speaking researches (publications) as a most capacious integrative concept in the sphere of information education. Term "information literacy" is not so popular and is not widely used.
2. Existence in Russia rather developed theoretical base of information training and media education: conducting of scientific researches, edition of specialized periodicals (traditional and electronic), theses proving, holding of scientific conferences.
3. Information training and media education in Russia is provided generally at schools, colleges, universities and libraries. Scientific and research centers, professional associations, public organizations, mass media, authorities make as well the contribution to the development of information training and media education. The main professions focused on information training and media education are teachers (educators) and librarians.
4. Concentration of information training and media education in educational institutions and libraries. Training on informatics and ICT bases is obligatory, and as for media education it can be a facultative course in system of the general education. The libraries play the significant part in information training and in media education this role is defined to institutions of additional education for children.
5. Distinctions in information training and media education. Information training is directed on studying of opportunities of personal computer use and ICT during the work with different documents, creation of the information products connected with professional and educational activity of trainees.

6. Media education is directed on studying of different media texts demanding possession of special methods of analysis and technology of photo, video, filming and installation; development of perception skills and analysis of movies and telecasts, studying of screen art language, development amateur journalistic and video arts. There is an overlapping and lack of interaction in the development of information training and media education in Russia.

### **Conclusions**

For a long time, media literacy and media education have evolved in isolation from each other, their representatives were not enough communicating with each other. Each of these fields has its own specifics. The transition to a unified concept of media and information literacy, promoted by UNESCO and IFLA is a big and complex problem. Its solving, in my opinion, should be done at both levels: national and international. For each country, the integration of media and information literacy should be conducted in accordance with national traditions and historical development of culture and education, experience of information education and media literacy. For example, in Russia it requires the state approach to the organization of information and of media education:

- It is necessary to establish the priority of national and regional programs of information and media education;
- It is necessary to develop national standards for information and media education;
- It is necessary to include information culture and media literacy into curricula of schools at all stages and levels of education;
- Special training of teaching and library and information staff, providing information and media education of citizens is required.

The problem of integration of information and media literacy can not be solved mechanically, by simple union of these two directions. First it is necessary to conduct a research to answer the question: How should media and information literacy integrate?

Solving the problem requires a new interdisciplinary knowledge, which is owned by scientists and experts from different fields of knowledge together. It is necessary to bring together scientists and experts in different fields (teachers, librarians, psychologists, media educators, IT - specialists, and possibly other specialists) from around the world. Only representatives of various sciences and disciplines can create science-based recommendations on how to teach media and information literacy. Therefore, the complexity and scale of the problem requires coordinated action not only at national but also at international level.