

The World Vision of Media Literacy Education and China Model

Xiaohan Jiang, and Siqi Wang*

Yunnan Normal University, Kunming, Yunnan, 650500, China

* corresponding author

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Abstract: Media literacy education is still in its infancy in China. China has made some explorations on the institutional framework and development methods of media literacy education. Scholars in the field of news communication focus on establishing an independent curriculum system, while pedagogic researchers pay attention to the role of media literacy education in the entire education system, which is usually considered as part of quality education. Mass media is increasingly popular and plays an increasingly important role in social life. Active contact with and use of mass media have become an indispensable part of modern life. The presentation of mass media culture is becoming more and more diversified. Cultural exchanges among different nationalities and regions are becoming more and more frequent due to the promotion of media. The media literacy education comes from the urgent need of reality. Therefore, cultivating the multi-cultural consciousness of the mass media audience should be the content of media literacy education. Based on the experience of foreign countries, this paper puts forward some principles of disrespectful education mode which are in line with China's national conditions.

1. Introduction

Media literacy has been on the rise in the West for decades, both as a social movement and as a theoretical topic. In recent years, coal media literacy education has received extensive attention from Chinese scholars, and has got rid of the original strange atmosphere in academic field and social life [1]. The media literacy education comes from urgent practical needs. Mass media are increasingly popular and play an increasingly important role in social life. Active contact with and use of mass media have become an indispensable part of modern life [2]. Scholars in the field of news communication focus on the establishment of an independent curriculum system, while pedagogic researchers pay attention to the effect of media literacy education on the entire education system, which is usually considered as part of quality education [3]. Apart from professional journalism education in colleges and universities, at present, there is no real media literacy reader in Chinese mainland, and few schools offer media literacy courses [4]. Strictly speaking, China's media literacy education is still in its infancy. The presentation of mass media culture has become increasingly diversified, and cultural exchanges between different nationalities and regions have become more and more frequent due to the promotion of the media [5]. Therefore, cultivating the multi-cultural awareness of mass media audiences should become the content of media literacy education. In order to meet the challenges of the information age and the complex and changeable global cultural exchange, we need to pay full attention to media literacy education.

2. Analysis on the Influence and Restrictive Factors of Media Literacy Education

The process of economic development in developing countries is actually a process of opposing movements between workers and peasants and between urban and rural areas. In this process, industry and cities are always in a dominant and dominant position, while agriculture and villages are in a dominant and dependent position. The crisis in modern society does not exist in the economic aspect, as diagnosed by Marxism, but mainly exists in the spiritual and cultural aspects. Actively seeking and accommodating diverse information and views, critically understanding society, and freely and responsibly expressing personal opinions are in themselves important

foundations of democratic politics in modern society, and all of these are closely related to the communication platform established by mass media [6]. As China's industrialization process is carried out under the planned economy system, in order to solve the large flow of rural population to cities caused by the differences between urban and rural areas in the process of industrialization, all members of society are divided into two major categories of urban hukou and rural hukou by administrative and legal means. International organizations, especially UNESCO, actively advocate media literacy education and regard it as an important undertaking in the social and public fields. They have also formulated lifelong media literacy education plans and carried out international cooperation. As for the concept and practice of media literacy, no matter whether its foothold is to correct social problems caused by media or to promote an active citizen community to improve the communication ecology, it is not only to emphasize on the selection, use, participation and creation of media content on the public side.

If colleges and universities want to copy the public relations methods used in the traditional media environment, such as cleaning and blocking, communication and negotiation, to prevent public opinion. It may cost a lot of money and still fail to achieve the desired results, and sometimes it may backfire. By studying the internal structural relationship of media information dissemination, multiple media problems are transformed into a multivariate statistical analysis method for a few media problems. In the design, the classifier is designed by using limited input samples, while in the implementation, the input sample data is classified or decided. A classical pattern recognition system based on statistical methods can include four parts: information acquisition, preprocessing, feature extraction and selection, and classification decision, as shown in Figure 1.

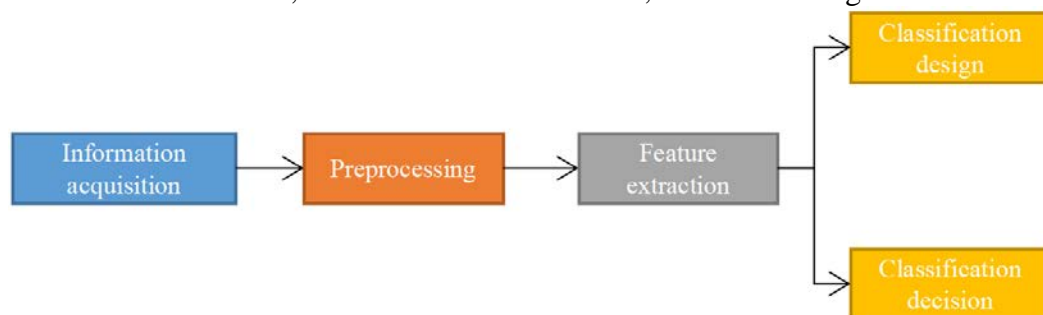


Figure 1 The Basic Structure of the Model Recognition System

“Media Literacy” focuses on learning the characteristics, performance means, functions, skills and other knowledge of various media, and focuses on literacy training such as reading, appreciation and criticism. Media literacy directly draws nutrients and power from grassroots social movements. Media literacy promotion campaigns from different civil society organizations not only accumulate rich practical experience for the theoretical development of media literacy, but also provide more possibilities for the expansion of research paths. The information spread by the media is bound to carry the cultures of different nationalities, regions and races. Due to the difference between disseminators and audiences, the ideology, religious belief and value orientation contained in the information vary greatly [7]. Media literacy is not only regarded as a force for the public to check and balance the bad performance of the media, but also as an integral part of citizens' rights and responsibilities, media literacy aims to strengthen the public's communication rights and the public's responsibility for the positive role of mass media in the democratic mechanism. The concept of media literacy education has inspired people to re-understand the basic literacy composition of members of the information age and opened up a new field of communication and pedagogy research. The dual structure has resulted in a strong and weak division between citizens and farmers on the media stage. Farmers are obviously the weak side.

3. The Development of Media Literacy Education Movement

3.1 Criticism and Innovation

With the rapid development of mass media, especially audio-visual media such as radio and

television, it has been gradually launched in developed countries such as Europe and the United States, forming a pattern of active government guidance, extensive participation of education circles and non-governmental organizations, and gradually developing into a social movement of civic literacy education. In order to carry out media literacy education in China, we should not only face all citizens, but also consider the pertinence and operability of the implementation approach according to the audience's educational level, age, urban and rural differences, regional economic and social development level, etc. Media literacy education should not only cultivate people's critical consciousness, but also emphasize the recognition of multi-culture, and encourage students to improve their ability to identify, recognize and participate in culture by experiencing different cultures. All media units, youth organizations and youth education institutions must have a clearer understanding of their major social responsibilities. With the popularization of computers, the rise of networks and the wide application of digital multi-media technology, the position and role of mass media in society are increasingly prominent. Media literacy education has not only further standardized in developed countries, but also begun to spread to many developing countries, becoming a worldwide phenomenon with the characteristics of the information age.

3.2 Multicultural Identity

Multicultural identity literacy in media literacy education refers to the ability of communicators and audiences to understand and tolerate the differences of different cultures in a multicultural context, to learn and draw lessons from the essence of foreign cultures while maintaining their Chinese cultural position, and to use media appropriately in various intercultural communication occasions. Multiculturalism calls for the overthrow of the dominant position of western civilization in the American education system and culture, the establishment of a new discourse system, the reform of traditional humanistic education, and the requirement for the media to portray the image of ethnic minorities positively. Media users must identify with other cultures that the media may involve. History has proved that arrogant cultural protectionism is of no benefit to cultural exchanges [8]. The establishment of some international coal media literacy education organizations indicates that media literacy education has become an important topic of common concern to the international community and has promoted the internationalization of media literacy education. Students can not only understand some basic concepts of mass media and journalism through newspapers and magazines, but also need to have in-depth understanding of British and American history, cultural traditions and current social problems, paying special attention to the reports and current affairs comments of major British and American newspapers and news magazines on China. College students have a clear purpose and strong utility in the process of contact with the media, showing a rational motivation structure, showing excellent ability to accept and control the network, having a certain sense of spontaneous discrimination between the reality and objective reality of the media, and having a certain resistance to the influence of violent content in mass media.

4. Conclusion

Media literacy is undoubtedly a brand-new concept of quality. It is an extension of traditional literacy and an ability that individuals must learn and possess in modern society. The social environment and educational system of different countries are different from each other, and the starting point and practice of media literacy education in different countries are naturally different. The so-called media literacy education is the education to cultivate citizens' media literacy, that is, the education to guide them to correctly understand and constructively enjoy the mass communication resources. Media literacy education is an area of investigation, practice and knowledge exploration, which is full of controversy. In the process of carrying out research and practical promotion activities, we also found that we should recognize the differences in the public's own ability to reflect and identify, the limitations of the social, political and cultural environment to which media ecology belongs, and the media. China's media literacy education is still in its initial stage, but it has the advantage of backwardness. If China's media literacy education can explore modes and approaches that are in line with China's national conditions, it will be able to achieve

leapfrog development and accelerate the improvement of national quality and the quality of the media industry. In the field of higher education and basic education in our country, it is of great significance to set up or infiltrate media literacy courses as soon as possible.

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