

EDUCATION, TEACHER TRAINING AND MEDIA IN THE CONTEMPORANEOUSNESS

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ABSTRACT

The text aims to provide a critical and reflective analysis about the formation and performance of teachers sensitive to the construction of an education with/for the media technology (especially television media). With these skills, they could potentiate different processes, relationships and movements in the school to ensure their students a critical view of the world, which directly implies in practice more participatory, democratic and citizen. The article also makes a critical and reflective analysis about education in our country, aiming the improvement of the care quality offered to the students. Although there are new perspectives on issues that were distant, the curriculum of basic education still maintains the traditional contents. Importantly, the practice of education at this stage suggests a curriculum in which the Political, Aesthetic (of Sensitivity, of Creativity, of Playfulness, of the Diversity of Cultural and Artistic Expressions) and Ethics (Autonomy, Responsibility, Solidarity and Respect to the Common Good) principles must be not only directed towards the development of skills but also present in the classroom. To this end, it becomes essential to train teachers and improve education.

KEYWORDS: Media, Education, Interactivity, Interaction, Training of Teachers.

1. THE INFLUENCE OF MEDIA ON EDUCATION

When we come across the contemporary world which is marked by technology and easy access to information that goes along with promises of “equality” of globalization, a reflection on relationship between *media* and *education* means an important theme for educators and communicators. We have to reflect about what people are watching, reading, what they are searching, even the pages of magazines, on TV or surfing in the net.

This reflection has to go over the quantity sphere. It is needed to discuss about the quality, the school consistency and the information that is produced and put in publicity by the media. In the net age, when we live the cyberspace culture, the mass media culture, it is also needed rethink the school and mass media space in relation to the sense production.

The power range increasing of mass media – mainly the television – in different sectors of the contemporary society, especially among the young people, has contributed to appear a media culture with new and more attractive market strategies – the function of advertisement is create in the consumer a necessity of use or make them obtain a product, for that purpose it uses all kind of strategies of enchantment. Its messages directed to the young public are extremely colorful, enjoyable, interactive, and musical, carry an intentionality that they cannot distinguish.

In view of several medias have been taking up an space that before was practiced by Family, Religion and School – the socializing, informative and educative functions – and that the influence of mass media is also present in those institutions, when any family, deprived or not, have a TV in their home, and currently the religion disseminate its values through the mass media.

According Moreira and Zicman^[1],

It is clearly that the mediatization of culture, by the leading role of conglomerates of communication, information and entertainment, has deepened the crisis of the traditional institutions producers of sense (school, family, religion, State, local cultures) and has facilitated the building of new instances that generate and diffuse meanings.

Therefore, reflecting about these influences, it makes necessary asking: Whither are the mass media influencing our young people's formation? In the relationship between the TV commercial and the adolescents suits a discussion between the nature from media commercial environment and especially the comprehension levels from those with these programs, which they are exposed. How do the young people distinguish commercials from remainder of the program? How do they recognize the persuasive intention? What are their attitudes in front of TV commercials? Which are the deliberate and non-deliberate effects of the ads and the restriction polices used in the mass media? In front of these questions it is noticed the necessity of the education inserts the theme alphabetization for the media – critical reading of the messages conveyed by the mass media – like curricular component, as in the courses of teachers training as in the basic education. In the contemporary, all over the world, the education-mass media has been stimulated by Non-Governmental Organizations or Social Movements. Certainly, this fact happens due to lack of prepare of the teacher and teachers training institutions.

The reflective and analytics comprehension of the electronics and printed means of the mass communication, the ability to articulate mass medias and to reflect about them through the mediation. The critical ability of the viewer is one of the most important components of the alphabetization for the mass media and refers to comprehension and the competence in relationship with the television, including its esthetical, social, cultural, psychological, educational, economical aspects and aspects of regulation. According to Baccega^[2],

Making our students critical citizen, know how to mobilize partial perceptions in configuration of totality are processes that, in its course, contain the transformation of one thing into another, switching from one to another that contains it, at the same time denying it and incorporating it under new guise. This passage is mediation.

According Fagundes^[3], in an interview given to *Diálogo* magazine:

The teacher education programs are still in the field of reading and textual studies, not in context, directive and top down, without commitment to the floor of the school, to the classroom that could help students and teachers on the path of practice

for the formalism *bottom up* and maintain the dialogic exchange between practice and theory.

To Lion^[4], the technologies in the school have to incorporate the ethical, political, economical, pedagogical and didactical dimensions. Consequently, as important as dominating the use of technology is dominating its context, the way like is produced, like is conveyed. Besides, the formation processes to this action, education with/ for media, commonly happens not considering the teachers' imaginary relatively to the TV implications in the young's education, which implies in a huge mistake because after formations in direction of an education with/ for media, few transformations happen in the pedagogical practice of teachers. The school then becomes the space for discussion of these themes, and the teacher, the principal mediator in the dialogic relationship between media and school context. These will take place through the educational content, the teacher does not even need to drop these contents, on the contrary, they should and can be mediated by communication technologies.

Currently, there is a clear lack of skills and competencies to ensure this professional act as reader / receiver / critical viewer and that also is capable of producing speech using the language of television and other media technologies. We know that the fantastic little screen of television contributes to the cultural background of the person. From this perspective then, the proposal is to combine television programming at the activities developed in the classroom, however, teachers should be aware that the information transmitted by television are imbued with esthetical, ethical and moral values that act in the individual's behavior. For the television media to act in affective and cognitive development of young people it is needed on the part of this professional a kind of practice that promotes a broader discussion and criticism of their messages.

Given the above, it is clear the need ever more of these two areas: *communication* and *education* to become allied and complementary. Today, the media professional must have a reference of the educational process on which they will need to analyze, to express an opinion, to report, and for the educator, it is essential that they have a critical reading of the world around them. This

implies necessarily a greater approximation of/with the media. It is important to develop strategies on the possibility of the school be involved in discussions about the media, trying to think, even about the language used by these cultural environments that challenge us every day. According to Fischer^[5],

While the school remain on shy paper of resentful spectator of a society that is guided by market and by the images of individual success, narcissistic cult of the body, the illusion of happiness given by the consumption real and imaginary, it will be just marking its place as the missing its time.

There are doubtless rich and important experiences that teachers make regarding to the didactical and critical use of media, but it is necessary to provide conditions for growth of these experiences and training of teachers to work safely in this area.

For the training of media competence, there should be conviction of the necessity of such training and joint work of colleges and universities. Working with the media in everyday life is not simple, but it is a constant and complex challenge that requires preparation and training. University courses in teacher education must develop the capacity of the graduating to "influencing the destiny of their society" through critical reading of the facts related by the media. The degree courses, especially those relative to training of teacher, have a responsibility to train teachers able to exercise citizenship and contribute to the emergence of a more conscious and less alienated society.

The Law of Guidelines and Bases of National Education^[6], Chapter IV, Article 43 entitled "From Higher Education", says it is the responsibility of Higher Education in Brazil, the scientific and cultural development of the population, as well as the search for new solutions that meet their difficulties.

To develop the media competence, two dimensions should be deal: The didactic dimension – the ability to access, process and use the information as didactic resources in the construction of knowledge and critical dimension – reflective, critical and innovative stance in front of much information transmitted by the media turning them in knowledge.

As we have seen the exercise of teaching requires from its professionals attitudes that focus on democratic values which govern the entire nation. Therefore, it is needed that the teachers have a full training so that they can answer to the expectations of their performance, transformer and reflective among the population. So, the preparation for critical reading of media in graduation for teachers became essential and indispensable, and must be undertaken by institutions of higher education as a factor of paramount importance for the proper performance of future teachers and appropriate training of our youth. The teaching in the contemporary demands not a list of contents, but the appropriation of a practical knowledge that makes the students understand the place where they live and their relationships of power to understand the world around him.

CONCLUDING REMARKS

Given the above, in the final notes it is concluded that, if indeed the university has a commitment to the training of competent professionals to work in today's technological society, it must pay attention to the training of teachers who are sensitive to the necessary construction of an education with / for media technologies (especially the television media) and the development of citizenship. Therefore, the possession of skills in this regard, educators could potentiate different processes, relationships and movements in the school to ensure young people a critical view of the world, which directly implies in practice more participatory, democratic and citizen.

Thus, the school has become a place of knowledge production and therefore of culture, in which the teacher, facing the fact that the routine of school subjects that are deeply affected by the media, turn to the dialogue process to raise awareness in reading process of the reality and ownership of cultural and technological languages. In addition, this professional pass to consider the importance of leisure, pleasure and emotional involvement there are in teaching and learning, making it dynamic, interesting and entertaining to children.

It is extremely necessary to reflect on implications for social, political, economic and pedagogical in the teaching of basic education, not only in relation to methods of approach used, but also about the teaching and the relevance of educational content and themes to be worked. The education for young people suggests a curriculum directed to the development of skills, in which interdisciplinarity and contextualization permeate the pedagogical practice. Thus, educating for life and prepare for the world, this is the role of education today.

In this new context, to graduate critical students, autonomous and protagonist, prepared for multiple readings and possibilities of intervention in their reality is a task that requires joint effort of teachers, trained mostly in courses in which the dichotomies of theory/ practice and teaching/ research were visible, our teachers have difficulty to reflect, confront and reshape their teaching practices with the new, with information technology, to follow the fast evolution of events in the information age. What to do? How to do? This anguish is noted in the speech and resistance to the proposed change and is reflected in the words of Pérez Gómez^[7] who states that the broader the horizon, concomitant is the

Blurred, disorganization and chaos of the profile that shows the current reality and the greater are the requirements and conditions, personal and material resources needed to address the uncertainty of a formless horizon, random and unpredictable.

Therefore, it became essential a higher teacher-student interaction in the constructing process of knowledge through contextualization, interdisciplinary activities and the constant preoccupation of the teacher with the didactic transposition, adapting the knowledge to a young people language, creating interesting and entertaining learning situations, meaning the contents, favoring the development of skills and competencies for the training of sensitive and participatory citizens, allowing it to construct, deconstruct and reconstruct their knowledge through the teaching mediation.

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