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Interactivity of Mass Media to the Activity of the Child at School and Outside It

Abstract: Article: *Interactivity of Mass Media to the Activity of the Child at School and Outside It*, is an attempt to show, from one side, roles which in contemporary reality are performed by publishers, on the other to arouse awareness of defined threats of communicated contents which are exerting influence on family functioning and the education process. It also means the simultaneous effort taken in order to formulate positive, as well as pejorative influences of mass media on conducts of the child with the simultaneous suggestion for parents and carers, with regards to the conducts essential to the safety of their charges.

The present time of the 21st century constitutes the standardized conglomeration saturated with the ideology of global order. Everything strives for progress and connected permanent profit as well as fast (immediate) effects of decisions and actions, forms circumstances in which media fill child's free time which is often free of parental supervision. In consequence, contemporary childhood, appears to be the peculiar developmental period, in which mass publishers dominate and play the decisive part. Shifting the educational accent results in polarization of social roles cause that with the consent of adults children become media helots.

Key words: media, upbringing, family, children, safety, threats.

Introduction

„For many people what media recognize real is a reality”

[Pontifical Council for Social Communications 1992, p. 2].

In our times media, being a social element of the mass culture, have pandemic character. Omnipresence of media in the human life, especially electronic ones, is specific *quid pro quo* the status of world of publishers. It means that they stopped being only a technical product (which by definition is functional), but became equal to “(...) cultural systems shaping our culture; with public and cultural practice, produced by them” [Morbitzer 2010, p. 16]. Thus, we deal with technological creation of alternative human reality the so-called risk society [Beck 2004, pp. 1–372], where no longer the mind, but the development and the availability of new technologies constitute the common-sense criterion and the link determining the rationality. And so it seems that the risk of the unstable society lies not that much in the expansion and the accumulation of the considerable quantity of threats (determined on one side with globalizational processes, on the other with the modernization and the progressive technological development), but in the lack of the awareness of the existence of these threats.

Contemporary young people and children exquisitely quickly and efficiently take command of new technological devices as well as possibilities which of all kinds of mass publications offer. It seems that it is technologically organic (that is natural) attitude and from this perspective appropriate, since mass media of all kinds and electronic devices are created and systematically modernised to the purpose of functional and the most effective usage. Nevertheless, it is about the way, the quality and the effectiveness of using them i.e. for the appropriate perspective (that is reference) while applying them. Sienkiewicz pointed out [2010, on-line] „(...) what regards and surrounds the man is a game, a chance, a courage and a risk, an uncertainty and danger, the threat and hope above all”. Therefore, the main task for parents, class tutors and teachers is teaching the child the courage for careful and moderate usage of new devices, so that they are conscious users, and not its media reproduction.

1. Functions of the means of mass influence regarding the young generation

Means of the mass influence, also called means of social (or mass) communication, or simply mass media, are defined as „(...) all of electric and electronic ways of playing, recording and distributing images and sounds which are applied to mass communication to the purpose of organised individual or collective reception” [Lepa 2003, p. 39]. According to such a perspective, this kind of publishers include: the photograph, the Internet, the press, the radio, television

and the telecommunications [Goban-Klas 2005, pp. 52–166]. It seems that they are marked by social *en vogue*, at the same time constituting the indispensable product of global reality. Therefore they are special artefacts of the mass influence which do not only determine the social life, but also turn out to be the essential element and perform determined tasks.

Amongst defined roles of contemporary media it is possible to capture their basic functions. The first is an information function concerning the spread of diverse contents. The positive dimension it brings about regards the common accessibility to information. Thus the young generation is able to e.g. expand acquired contents or to supplement them. Nevertheless, a matter of quality and authenticity of information remains, the information is many times edged (that is brief or concise) and distorted. In consequence, young people, not having a taught criticism and a critical response, thoughtlessly (hastily) use published contents. It is reflected in the quality of educational–pedagogical process, qualifications and the irresponsibility of expressed opinions.

Ludic function concerning broadly defined entertainment is the second social function mass media perform. Rapid growth of the technology generates diverse alternatives, which because of their attractiveness, condition the activities and the interests of contemporary young people. A specific crudeness in meeting the need of entertainment is a negative reflection of this function. Children instead of using programs offered by cultural institutions (e.g. cinemas, theatres, philharmonic halls), choose routine and uncritical way of spending free time – in front of the television or online. Going out to performances, the cinema, or meeting friends becomes secondary which is expressed in solitude, the lack of social activity, and empathy of contemporary young people.

Stimulating is a next, third function. This role, on one hand, stimulates the creative activity e.g. creating films, recording music etc. which we can later see on the Internet. On the other, due to ready-made patterns and templates, results in mass simplifying and the automation. It means that the mass publishers lower aesthetic taste by promoting the uniformity and the dullness built on the lack of the creativity and the creativity inertia.

It is similar to the pattern-creation function (or opinion-forming) of mass media. Its positive connotations include creating positive social attitudes by publicizing information about charity actions, voluntary services and the likes which young people become involved in. Nevertheless, the majority of attitudes and behaviours presented by media is distorted and negative. It seems that the contents of films and games are noticeable carriers in which heroes or main characters are people who are deemed aggressive, excessively brave or ruthless. It indicates the situational violence. A courage, a truth and a help are depreciated and perceived as a weakness, mediocrity and functional impairment. Thus,

contemporary young people, uncritically adopting media role models, both in the after school and school environment affirm all acts of violence and aggression towards each other. Lack of the ability to sensibly and objectively assess adopted attitude leads to the approval and copying of the „possessions” and „benefits” primacy. Hence the number of pathological forms that dominate in peer groups of young people belonging to the generation of the „society of the risk”.

An interpersonal function is the last social function contemporary mass media perform. In positive meaning, publications explain and bring closer problems of other people, and that way young people learn the attitude of empathy conditioning sensitivity and desire for bringing help. A simultaneous possibility of establishing new contacts through community portals or Internet messengers is different aspect. The threat appears in the lack of carefulness and moderation of using them, and the users become their potential victims. Young people who want to get to know somebody, or to feel better post various information online. Using the virtual anonymity, being hidden under invented „nicknames”, they comment different statements and situations. And even though the right to constructive discussions, to express opinions is inalienable, reactions of anonymous Internet users are often limited to insults, slurs, vulgarisms and indignities. Created on the computer screen illusory attitudes and behaviours are often transferred to the real environment, in which they are gaining and reinforcing their real status.

It seems that proportional to the development of technology, roles of means of the mass influence bring help and specific facilitating functioning in global world of the social risk to the contemporary man. However, the lack of responsibility, abilities of the critical use, analytical understanding and distinguishing the contents, attitudes or behaviours lead to actual phenomenon of emphasizing, transferring and affirming of all negative influences.

2. Education influence of social publications on children and young people - organizational scope

Contemporary media have not only universal, but also universalistic character. It translates into, on one hand, a peculiar aspiration to embrace (that is reach) the substantial amount of recipients, on the other, to recognize its own dominance, as for the form and contents, over the individual user. It assumes the active involvement of mass media in almost every field of the human life, particularly in the pedagogical-educational process. This process is a characteristic influence directed at shaping the personality and the attitudes of people. It translates into developing the successive and causally related specific changes. Consequently, upbringing will be planned action – the process which aims at causing specific changes in the personality of the educational subject. That is why, according to Ejsmont and Kosmalka [2010, p. 267] one should distinguish three kinds of the influence of media on a person:

1. direct – it most often appears in terms of children influencing emotions and the intellect; right after watching the programme,
2. cumulative – continuing over time: at the beginning the influence is invisible, but
3. afterwards mental changes are already taking place for the recipient and
4. subconscious – it occurs in the subconscious way.

It seems that every kind of media influence, as for the organization, goes in two directions i.e., on the one hand it is connected with the way some contents are presented, on the other, with the way of using them. This relation suggests fulfilment through mass media publications pedagogical-educational tasks, associated not only with the verbal transmission, but also with other kinds of influences. Among them we can distinguish:

- a. delivering the patterns – publications present multiple schemes, patterns and role models which can be followed. They usually apply to: the behaviour, the appearance, or the way of expressing oneself. This influence, fundamentally, is visible in attitudes of children imitating the behaviour of their favourite characters.
- b. conveying emotional connotations – it is connected with determined relation of the given emotion to the situational context e.g. sympathizing at the sight of suffering or the indifference when somebody cries. It means shaping child's attitudes to different events by media.
- c. training – it portrays the consistent exercise by repeating the actions which causes the children to learn and accustom to conduct them. We notice these activities e.g. when the child plays and repeats some stage in a game in order to get the maximum number of points assigned to it.
- d. situational challenge – generating such conditions and circumstances which lead the person to the activity and independent problem-solving [Braun-Galkowska, Ulfik 2002, pp. 56–57].

Accurate diagnosing of the mass media influence on the pedagogical – educational process is exquisitely difficult, since the influence of media is connected both with their organization (as described above), and the quality of the content. This, depending on the moulded responsibility, can have both educationally positive and negative influence in the sense that it can be a carrier of benefits and threats.

3. Educational connotations of the influence of media on the child and his attitudes – quality scope

Contemporary media create a binder which joins the man to the surrounding cultural reality. They are special paraphernalia (equipment/tools) of accumulating, creating, producing and generating the innumerable amount of data – information.

Hence, the young people of today is permanently subordinated to their influence (additionally the average age of being influenced lowered significantly on account of the changes and new requirements of the organization of life). It means that current, traditional methods and pedagogical-educational styles found their substitute, adapted to the requirements of the presence, in the forms and offered contents through mass publications community. Therefore, superseding old models and types of games, games and teaching-educational centres, appears, in broader hindsight, as the natural necessity of any civilization to replace „the old” (that is flawed) by „more modern” (that is more excellent). In the context of social relations it means relieving – through media and functional electronic objects – the second man as the participant and the companion of the dialogue, communication and mutual interaction. The influence of media on the ordinary life and functioning, is already something obvious and almost natural. It leads to the indifference or failure to notice the power of copied messages which in turn makes people indifferent to threats, both in the personality (emotional) and existential (behaviours, attitudes, tongue) spheres towards the recipient – the individual. Media publishers (television, computer games) offer to children and young people in particular, distorted, deceptive and utopian world as an alternative to the everyday „reality”. In interpenetrating, multidimensional worlds created by developers, graphic designers and animation specialists the events and situations are embellished with fanciful background, problems are generated and solved immediately (often in one scene or by one mouse click). It makes the real messages disappear and additionally falsifies true experience and problems – which are far from the network of produced ideas and references of animation pseudoworlds. Media’s reality has always been permeated with an illusoriness. Its quality, intensity and form are decided by the progress which implies the development of technological and electronic possibilities. However, it does not change the fact, that regardless of the pace of the civilization’s progress, created and faked world, is located only within the imaginative rather than real limits of human mind.

Contemporary culture, through the intense presence of media in the human life is masking the core and the contents of everyday reality. It brings about many threats which emerge clearly in the pedagogical - educational process of young generation. The educational contemporaneity not only did adjust to the public participation of mass publishers, but granted them the privilege of assigning and accomplishing educative tasks and functions as well. In consequence, media, interfering with the development of the young generation play the major part in the shaping phase of psyches and personalities. It is dangerous due to the fact that this developmental stage is often characterized by emotional wobbling, the lack of a permanent system of values and norms, rebellion and the negation of

the found world. Thus, exerting the media influence, can lead to the loss of clear borders between the good and the evil, the truth and the falsehood, the lack of critical information or opinions acquiring and can increase the susceptibility to influences of different kinds. Contents, in particular, through which mass media communicate with children and young people should arouse pedagogical anxiety. These contents "(...) are very often essential tools of the manipulation of opinions and views (...) and lead to the standardization of their way of thinking, or even the way they feel". [Strumska-Bialko, Pęcherzewska-Kaczmarek 1997, on-line].

Initiation of the child's contact with publishers takes place quite early and lasts throughout the entire life. Multimedia, from the moment of bringing them into the life of a child, take their place forever, influencing the process of child's development, the upbringing and the education. The biggest role is played by television and the Internet. Both transmitters, through attractiveness of the image, contents and forms, constitute the pattern which through the imitation shapes the personality and character to a considerable degree as well as attitudes and behaviours of the child – the recipient. TV programmes and Internet sources, lacking parental control are the carriers of the pejorative moral and mental alteration. It means that they deliberately distort not only the perception and the reception of the world, but also the individual sensitivity and feeling. That is why by promoting, consumptive model of public functioning, contemporary publishers offer ready models of attitudes and behaviours to the recipient and that way affirm specific torpor, indifference, violence, aggression, as well as addiction, depression or physical illnesses (e.g. obesity, posture deviations etc.)

The excessive amount of time, spent by a child on watching TV and computer games and the lack of the control over contents, implies increased presence of antisocial behaviours saturated with violence and aggression. The receiver of television broadcast is attacked with the multitude of colourful images, pejoratively exaggerated situations and events being characterized by a dominance of the form over the contents. "The world portrayed in the drastic way, where hate, anger, cruelty and the impiety of any values reign. (...) The child who still experiences the quasi world, can lose its moral sensitivity and it will be hard to distinguish between the good and the evil. By being excessively involved in watched scenes, the child will often imitate characters who are not always positive" [Jaszczyszyn 1993, p. 329]. It means that young man, even if he thinks that the specific behaviour is bad, after longer watching, starts not only noticing the certain norm in these attitudes, but develops and arouses the tendency to apply the violence in the surroundings. Acts of violence and aggression which reach young watchers as content transmitters contain unambiguous message which affirms presented negative behaviours and attitudes. In consequence, the child's – recipient's imagination is deadened and the rational reception of the broadcast is impaired

and finally right contextual proportions are distorted. That is why, it is possible to assume that the subconscious assimilation of aggressive images and contents can give the cause which provokes new forms of attitudes and behaviours, which by springing from hostile and strong negative emotions generate such behaviours. It seems that these relations have their grounds in desensitization understood as replacing anxiety reactions, occurring in relation to the determined intensive violent or aggressive stimulus, through relaxation and a lack of sensitivity.

The similar scheme associated with the pejorative influence on the child occurs in terms of computer games. Difference between television and games contents in terms of stressing negative behaviours out, is found in the power of mechanisms in which the gamer immerses. Amongst these mechanisms, Ulfik-Jaworska [2002, on-line] enumerates: „(..) active involvement in the computer game – where the player is not only a witness of violence, but also performs the violent acts through the playable character (..) insensitivity and indifference to violence as a result of repeated acts of aggression and destruction – when for the first time the child kills somebody in the game, the emotions are the most intense, however, when it is done many times, the child becomes emotionally indifferent”. It means that all forms of violence and aggression which come from multimedia are regarded as positive patterns of behaviours. They are some kind of an award. One should remember, that child, *ab verbum*, adopts the visual transmission. Consequently, the child does not discern the metaphor, the symbol, the artefact, the meaning or the allusion.

The fundamental problem, having negative pedagogical-educational connotations, seems directly associated with assimilating aggressive contents and is the influence of contemporary media on the human sexuality. It seems, that unrestricted contact with transmissions of sexual undertow or even with widespread pornography (particularly on the Internet) leads to both „(..) changes of attitudes towards the sexes and the instrumental treatment of sex” [Jochen, Valkenburg 2008, p. 581; Jochen, Valkenburg 2007, p. 390] and to the expansive disrespect for own intimacy and sexuality. In consequence we deal with the depreciation and the objectifying of the entire corporeal sphere, with irresponsibility for own sexuality and with maladjustment and psychophysical pathology with regard to the initiation and the process of intercourse, the sensuality and the eroticism.

Negative influence of mass communication publishers concerns not only personality disorder of the child and the cognitive-emotional sphere, but equivalently adversely affects the physical health of the young man. Braun-Galkowska notices [2001, p. 7] „(..) passive reception of presented contents conduces to the passivity and the intellectual laziness and lowers the efficiency of the abstract thinking and imagination”. It translates into replacing the physical

activity (e.g. in the fresh air) for apathetic, stupefying and one-way communicating with media. The uncontrolled abundance of visual and aural impressions that burden the nervous system conduces to the physiological tiredness and as a result is manifested with lowering the threshold of the concentration, increased oversensitivity, hyperactivity but many times with sleeplessness too. These consequences to a considerable degree condition the weakening self-assessment, problems in social and peer relations as well as the limited skill to foresee own reactions.

While talking about the negative impact and influence of contemporary media on attitudes and behaviours of the child, one should direct his attention to impoverishment of creative imagination and invention-related activities. It seems that the current need of making fictional reality real (generated by diverse animated films) underwent the considerable progress which is proportional to the development of new technologies (particularly electrotechnologies). However, it was a long time need of us – the adults. Thanks to considerable development, in the course of years, of learning which had its correlation in electrotechnical and technological modernizing, we created almost exact copy and visualisation of imaginative reality from our childhood. Whereas our children while watching any fairy tale react in accordance with the principle – what was seen arouses liking, whereas what fascinates and activates is desired. Willingness to have identical clothes, the attributes or objects to the characters of favourite animated films is, as never before, possible to fulfil. It will be enough to go to any hypermarket in order to buy the set of characters, identical dress, wings or wand for the child etc. Thus it seems that, with regard to real reality, only nuances condition contemporary world of fiction and magic. One of them is that the character makes use of all the objects – attributes. In the fairy tale the object „acts real” with the additional, magic stimulus e.g. the fortune-teller flies thanks to the „magic dust”, the wand gets activated owing to the exceptional (that is magic) abilities of the person – hero, vehicles transform in the emergency situations etc. In the reality which is real these objects „act”, regardless of their technological workmanship, but only within notional and inventional limits of a child.

We think that especially nowadays it is a great courage of a parent to make the child aware of the difference between reality and the illusion – between what is real and what is just attractively created. Why are we talking about the courage here? It seems that any attempt to explain this fictionality to the child can be treated as depriving children of their childhood. Meanwhile, due to the mass availability of media or the commonness of threats resulting from wrong usage of media, every attempt of the sublation and explanation of differences, between what is seeming and what is real, is a preparation for the future reception of contents, the learning of analysis of the sent messages and with teaching of reception criticism.

However, one should pay particular attention to two-way character of the media influence. All the mass media are transmitters of not only threats and pejorative contents. They also carry, in their content and the character of influences enormous possibilities and benefits. It particularly concerns assisting both home and school environment in the course and the completion of the pedagogical - education process. Actions which have positive meaning, include informing, socialization and integration, maintaining tradition and cultural values and innovating, the expression and transmission of the culture, the education and the upbringing (spreading the knowledge and shaping the system of values) [Strumska-Białko, Peçherzewska-Kaczmarek 1997, on-line].

Mass media, thanks to a rapid growth of new technological forms deliver the inalienable knowledge from almost every field of human life. This information by shaping the learning habits and rational analysis of assimilated contents, facilitate the understanding of social and economic global transformations.

Television broadcasts of social, academic, journalistic or nature programmes constitute excellent supplementing to the already acquired knowledge, as well as for its expansion. However, with regard to the supplementation of already acquired knowledge, the dominating role is played by all kinds of network communicators which offer various educational websites. Thus, the child who has an educated curiosity of the world, is willing to research and was taught a proper way of using the Internet can expand own knowledge vastly in the short time (and also systematize it). By reading articles or fragments of books, a child gets to know his own and different cultures, principles and forms of correct usage of the native language (here: on-line dictionaries of all kinds e.g. Polish language, synonyms, antonyms, antagonisms etc.) or of foreign languages, develops the proper understanding of social phenomena and the ability to assess the current affairs correctly. That way a child may supplement and develop „(..) educating process by enriching communicated contents and forms, signalling the possibility of communicating the information and knowledge to the individuals and creating the background for living in conditions, in which the intelligence and the works of the individuals become the most important priority” [Pachociński 1999, p. 67].

Enabling the social participation is another influence of contemporary media which is important for the teaching process and which has positive connotations. Many programmes with socializing and integrating character create the possibility of public sensitizing which in turn strengthens the patterns of appropriate behaviours and attitudes and shapes character as well as the personality of young people at the same time it supports and teaches appropriate norms and social-moral attitudes. Due to miscellaneous actions publicised by the publishers, children learn to become involved as well as the social activity and the ability to help. Competent and responsible usage of community portals contributes to open

expressing and justifying own opinions as well as supporting the establishment of new contacts.

While discussing the positive dimension of contemporary media's influence, one should also underline, that „(...) thanks to exploiting abilities of new communications space, disabled people are provided with chances of the normal functioning in the everyday life” [Łaszczyk 2001, p. 15]. The author in his publications pays special attention to simple and interesting teaching aids as the necessary condition for the effective work with disabled children. These aids, according to Łaszczyk can be created by using the computer, thanks to which „(...) their quality will be more permanent and more attractive” [Łaszczyk 1998, p. 14]. It also seems that using (in the special education) computer systems (and programs adapted for these needs) assists both methodological quality in teaching the disabled person and is a preparing function for independent overcoming own physical barriers, provides equal access to information, teleeducation, telecommuting as well as teleservices and the like.

We can also qualify compensating functions and duties amongst positive effects of mass publishers on the child. The compensating role of media is connected with reconciling the lack of the active involvement and direct contact of the child with different forms of the culture. The deficiency in cultural infrastructure near the place of residence as well as the destabilization associated with the financial situation of the families very often precludes the child from the contact with different forms of culture. Means of the mass influence, however, try to meet these needs by letting the child be actively involved and experience different sports or cultural events. Programmes and broadcasts of different kinds make a contact with culture possible for children (as well as adults), regardless of their domicile and the material status.

Pedagogical – educational influence of media on the child's behaviour and his attitudes is intense. With regard to the individuality of every young man, both in the intellectual, emotional and moral sphere, education and cognitive benefits which are delivered by contemporary mass media to the child are conditioned by various factors. Among them, Izdebska [1991, p. 89] shows the dependence of: „(...) character and the manner of receiving the programmes; the perception and reception contents received by the child; directed or not-directed manner of the reception; active or passive manner of the reception; social-cultural conditions of home environment; educational atmosphere in the family; pedagogical culture of parents”.

Awareness of two-way character (i.e. positive and negative) of social publishers media influence and the knowledge of causes which condition these influences, are an effective tool in responsible protecting the child and proper participating in the pedagogical – educational process aided by mass media.

Role of parents with regard to the media space usage

John Paul II [2011, p. 187] in the proclamation on the fortieth anniversary of Catholic Union of Italian Press paid attention to the fact, that „(...) media can be characterized by a dangerous tendency of substituting educational institutions. Media until recently were regarded as the fourth power, today reach for the primacy and are becoming the first power”. In this context, a function of the parental control becomes essential in the aspect of the presence (intensity) and the media space usage by children. It constitutes preventive (precautionary) or self-preserving intervention in terms of unlimited influence of media on the pedagogical-educational process. It requires from parents, the necessity to get to know and understand media, ways of their functioning, character and intentions presented contents „(...) in order to talk to their children about them” [Wasylewicz 2010, p. 574]. According to John Paul II [2007, pp. 945–946], „(...) it is possible to communicate relevant information about media even to small children: that they are created by people who only care about communicating certain contents; these contents are often supposed to encourage specific behaviours - to buy some goods or to act in the way causing objections - which are not in the real interest of the child and do not conform with the moral truth; children should not take at face value or imitate what they find in the media”. It means that the amount of time which child spends on the contact with media is entirely at the discretion of the parents and carers. We can not only set a time limit, set up parental control to websites and programmes for adults so that young people do not have access to them and do not follow the promoted instances of misbehaviours in the media, but we can also have a possibility to fully control the contents assimilated by the child. It is our – the adults – decision what equipment our children have, whether they have the access to media and how frequent the access is. Adults should adjust the amounts, qualities and the accessibility of high technology equipments to the age and the mentality of a child.

Essential and aiding role in the appropriate contact with publishers is played by media education. It is interpreted as „so-called media competence or the ability of critical watching which means (...) the ability to analyze and the evaluate the messages as well as communicating in different ways” [Lemish 2008, p. 180]. In the middle of 2000, KRRiT (Polish National Broadcasting Council) ordered *Report on the state of the media education*. Authors believe that “(...) issues of the media education in Poland are ignored and marginalized, and it results in poorly prepared programme base, a decision-making chaos and a lack of modern models and appropriate teaching aids” [Firlej 2003, p. 45]. Because of the fact that the state, schools, districts and media themselves do not deal with the education of young people in this regard, this task is becoming the parents’ responsibility . They must teach young people the responsibility and the moderation in using media.

Conclusions

Contemporary reality of the child generates different conditions of functioning to the ones experienced by the parents. Child's world is today largely the world of media and television, computer connected to the Internet and mobile phone are the most important ones (and also more and more often: iPod, iPad and the tablets). These means of publications create the powerful media circle which is largely becoming a pedagogical-educational environment at the same time with bipolar i.e. positive and destructive influence. It means that contemporary technological progress and technological-electronic development associated with it, in the inevitable way makes their presence felt by the influence on functioning, education and upbringing of the young generation.

Desire for deprecating the role of mass media in the human life was not the intention of Authors, it was rather the directing the attention to the ways of using the media. According to the authors competent i.e. associated with the responsibility and the reason, usage of mass publishers can not only facilitate living in global, conformist and standardized world, but also at the same time lets expand the knowledge and the abilities, develop the interests and strengthen a system of values and norms. These possibilities, however, are only available, when we develop the responsible parenthood. This responsibility excludes both leaving the child to his own devices, and giving the child over to the pedagogical-educational care of contemporary media and means of communication.

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