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Positive and Negative Influences of the Mass Media upon Education

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Abstract

The explosive changes at the global level from the last century, either of an economic nature or at the information level have created the proper field for mass-media to develop, the emergence of internet and implicitly the massive changes at the level of the society or the individual.

The involvements of the individuals in the modifications that take place imply a change in the traditional education and the shift to a permanent education which can integrate the formal, informal and nonformal education.

Mass-media (media of mass communication) represents the totality of mass information (radio, television, press, internet etc.).

Even though mass media had information as a principal function, and especially as the society got more computerized, significant changes in the behavioral manifestations have appeared in the individual experiences regarding the gain of knowledge, the same influences of mass-media refused by some can be accepted with ease by others.

If the consumer has the control upon the information, the overwhelming impact of media does not affect him/her in a negative way.

Keywords: mass media; education; positive; negative; internet

1. Introduction

Education exists in the communication area in the training of pupils, students and specialists, and the relationship between the transmitter which is the teacher that must provide the communicational and media skills on one hand, and the pupil or the receiver on the other. The explosion of technology and the media nowadays increased their

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influence in teaching the student. Since communication channels can be compromised and the media influence has increased exponentially, analysis is required to give a suitable form for the conclusions drawn.

The objectives of this paper are to identify the main aspects of the media influence on education and to propose recommendations based on the conclusions stated.

In order to develop the research, we shall use the bibliographical study method, and the documentation for this research consists of studies in psychology, sociology and pedagogy.

Following Neveanu P. (1979, p. 220) education is understood as a „social phenomenon of development, training, formation of people as subjects of action, knowledge and values through communication and practice, by modeling their behavior and integration into business and social relations."

The formal education (according to an explicit curriculum and final certification) is done by learning, an activity conducted in an organized institution (kindergarten, school, university), directed by specialists and oriented towards at least two directions:

- Informative through the accumulation of knowledge;
- Formative through the transformation and the development of the personality.

Informal education takes place outside the framework in which the formal education is carried, in a social environment, and it is extracurricular in clubs, associations, and so on, sometimes without having a precise educational mission.

The non-formal education can be spontaneous, sometimes even occasional and sometimes without an educational purpose and includes a set of knowledge and abilities with educative character or non-educative character outside of the school as mass media.

2. Mass media and communication

Wimmer, R. and Dominick, J. (2013, p. 3) define "mass communication, which is any form of communication transmitted through a medium (channel) that simultaneously reaches a large number of people. Mass media are the channels that carry mass communication."

The explosive changes at the global level from the last century, either of an economic nature or at the information level have created the proper field for mass-media to develop, the emergence of internet and implicitly the massive changes at the level of the society or the individual. The complexity of the changes, the attitude and compartmental changes of the individuals, the change of the values and even of the current practices, hamper the development of the society. In this way, the responsibility for education and formation does not proof itself sufficient not even for the part that comes from the family or that part that comes from the school. It is completed by the influences out of the school medium, the individual formation and his social integration being ultimately made in the educogene medium, the psychosocial factors being the essential condition for the unitary completion of this process.

The involvements of the individuals in the modifications that take place imply a change in the traditional education and the shift to a permanent education which can integrate the formal, informal and nonformal education.

Mass-media (media of mass communication) represents the totality of mass information (radio, television, press, internet etc.).

After Campbell R. (2010, p. 6) "the mass media are the cultural industries – the channels of communication – that produce and distribute songs, novels, TV shows, news papers, movies, video games, internet services, and other cultural products to large numbers of people. The historical development of media and communication can be traced through several overlapping phases or eras in which newer forms of technology disrupted and modified older forms – a process that many academics, critics, and media professionals call convergence."

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After Vivian J. (2012, p. 4) "mass media have become so integrated into people's lives that media multitasking is no chore. The Ball State researchers found that roughly one third of the time people spend with mass media involves simultaneous contact with two or more other media. This includes reading a newspaper with one ear tuned to a television program, listening to the radio with the other ear, and simultaneously surfing the internet."

Education and mass-media interact and influence each other, between them exists communication

Following Sălăvăstru D. (2004, p. 174) "what is specific for the human being contrasting the other types of existence relates with the conscious and intentional relation with otherness. We reflect in relation with others, and they reflect in relation with us. For satisfying this relation with otherness, the human being has developed a personal communication system through which the individuals place in common their own experience to build the thesaurus of human experience. We can say that the human is through his nature, a communicative being, and communication is an essential process through which each one becomes what it is and relates with others."

The explanation of the problematic and methodology of communication from the point of view of different domains of knowledge by the psychology, sociology, rhetoric, facilitate the emergence of divergent theories.

Communication has 2 types of relations at the base, one direct or interpersonal which is produced between one or more persons situated nearby, that interact and influence each other and the other relation is also between one or more persons that do not stand nearby, the communication between them being mediated by a technical mean more or less complicated (letter, newspapers, books, telephone, radio, television, computer, internet) and is called indirect or mediated communication. The indirect communication can be addressed to smaller groups of people, and this is a technological mediated communication or can addresses bigger masses of people and then is called mass communication.

Following Coman M. (2007, p. 17) "the cheapening of the products offered by the mass communication system is determined by the production industrialization and the generalization of the consumption. The serialization and the utilization, the imposition of the Conveyor principle, the avoidance of the artisanal uniqueness (so important in the artistic creation) and the application of the laws of the market had as a consequence the efficiency growth in the production of these goods and implicitly the unprecedented growth of the information quantity and entertainment offered for the large public consume".

The "mass" concept has to be understood from the sociological point of view, the mass of people could suffer different modes of aggregation from group to the mass. The agglomeration in a unique mass is defined by single binder, the cultural product that is consumed, the respective mass of people, even though members of the conglomerate do not know each other, do not have goals and shared values and are not near from each other from the spatial point of view.

Following Sălăvăstru D. (2004, p. 184) "the human communication benefits from different typologies, differentiated based on the assumed criterion, depending on the number of participants and the type of relation between them and in this way are delimitated the following types of communication:
- The intrapersonal communication;
- The interpersonal communication;
- The group communication;
- The public communication;
- The mass communication."

The computerization of the society is a phenomenon of no return, the mass communication belongs to the modern world but because education through mass-media is a two blade weapon we need a short analysis of the negative sides of this non formal type of education.

3. The influences of mass media upon education

Mass-media influences a society on all the channels that it has, and the consumer is the one that rejects or decodes the information. Even if the consumer can never be obliged through mass-media channels to react in a way wished by the one that transmits the information, even though mass-media creates currents, modifies opinions builds or destroys personalities, promotes models with or without intention, the impact with the consumer is overwhelming because does not address itself to a single individual which can refuse the non-value, the bad taste, the illiteracy, the kitsch, the dilettantism, immorality, the subproject, but it addresses an immense mass of consumers and always a big part of them (especially if they are young) can be modeled in a negative sense.

To become operational mass media can consume a longer or shorter time. The effect of mass media on the individual, when the promoted values and opinions converge makes the individual adhering to the message, an

evident thing especially regarding the youngsters and especially in the entertainment domain or can make the individual assimilate the behavior values and models transmitted by mass-media and to use them as personal values.

After Bunescu G. and Negreanu E. (2005, p.15) "the concept of social, communicational influence can be defined as being:

- A form of efficient action on someone;
- An action of an individual or a group oriented towards the modification of the options and manifestation of someone;
- The communication mode has persuasion as principal resort;
- The capacity to generate conformity to the suggestions of the influencer (making use of positive reason)."

It is to state that one of the objectives of media is the product dependence making.

In this perspective school life and the daily extracurricular experiences do not satisfy the curiosity and the wish of knowledge of children and youngsters. After Albulescu I. (2003, p. 17) "the education of the young generation is not an exclusive job in school. The personality development of the child is an objective to which the whole social system contributes trough many involved factors. School, family, affiliation group, mass-media, other institutions that assume this kind of attributions influence both children's training efforts, but also their leisure practices. "

The mass media information presented accessibly, nicely attracts the child or the youth and stimulates it intellectually and affectively and a convergent action school-mass-media focalized on the student can be extremely effective in the formation of necessary aptitudes in the modern society, but it has to be extremely efficient in aptitude formation necessary to the modern society, because it has to be used correctly because family, school and mass-media model behavior.

Promoting values as freedom, dignity, honor etc. have to be projected and promoted in detriment of passivity, commodity in behavior and thinking, the search of superficiality, aesthetical and moral mediocrity, antisocial acts that instigate, homogenization and behavioral standardization, the sexual emphasis, violence instigation, spiritual homogenization, inadequate vocabulary or mass-media excess that leads to dependence that brings about nervous exhaustion, stress and even depressions.

Using the reasoning methods of research, the inductive reasoning more, and the deductive one less, we identified several conclusions, which led us to recommendations.

4. Conclusions

In addition to formal education based on communication, the non-formal education and the lifelong learning through the media can be a catalyst or inhibitor of information in a communication relationship between the transmitter and the receiver.

The process of forming beliefs is a permanent one, from carrying out acts of rational foundation to a quantitative increase and changes in their content.

The educational communication forms beliefs because they build up the theoretical foundation of boosting human action.

The increase of the number of beliefs appears with the help of the media too, and errors may occur in the educational act, so educational communication should correct mistaken beliefs and convictions set according to scientific and practical data.

The responsibility for the quality of the music, for reading suitable books, for the choice of the shows viewed, for practicing sports, belongs to the parents and the teachers more than to the media.

Recommendations

- Families and schools need to make children and young people realize the positive role of media;
- Information choice by students or young people must contain in most cases an awareness of parents or teachers too;
- Media should become a teaching resource;
- Parent and teacher need to know how the student sees his own theory of knowledge, many of the ideas, concepts are the result of the media;
- Family and school should be corrective only when necessary, playing the role of intermediary between media productions of a by-product type and students.

- The minor consumer of media must be protected by parents, school and state institutions with power of decision (Parliament, National Audiovisual Council, etc.).
- It is necessary to organize more non-formal education activities, spending leisure time, bringing the reading back into the foreground.

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