Research on Middle School Students’ Media Literacy Education in Ethnic Minority Areas

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The wide use of new media has a profound impact on the healthy growth of junior middle school students in minority areas. Based on the reality of media literacy education for junior middle school students in minority areas, a “trinity” collaborative education system of family-school-society should be constructed to improve the media literacy level of junior middle school students in minority areas.

Keywords: junior high school students, media literacy, education mode, path strategy

Introduction

In general, media literacy refers to the ability of media discrimination, media criticism and media utilization shown by the public when they face media information (Wei, 2018). Strengthening the media literacy education of junior middle school students in minority areas is to make them understand, screen, evaluate, select, and create information better when facing various media information. Everyone is in the flood of information in the era of new media. The absence of media literacy will easily lead to problems, such as indifference of ideals and beliefs, distortion of values, and the decline of moral thought.

Junior middle school students are in an important period of construction of ideological and moral character, will quality and value. Compared with junior middle school students in developed areas, junior middle school students in minority areas have the same broad channels to contact Medias and their degree of participation and interest in new media is also high. However, students in minority areas have relatively shallow social experience, simple interpersonal communication, and insufficient ability to screen and filter information, so they are prone to be misled by bad information. Therefore, to strengthen the media literacy education of junior middle school students in minority areas is an important subject to be paid attention to in the new era, which can help them form correct values, shape sound personality, and promote the healthy growth of teenagers in minority areas.

The Extreme Importance and Practical Urgency of Strengthening Media Literacy Education for Junior Middle School Students in Minority Areas

In the era of new media, the presentation form and communication mode of media information are undergoing complex and profound changes, and the way teenagers receive and interact with media information is also undergoing profound changes. To effectively cope with the two “profound changes” and strengthen the media literacy education of junior middle school students in minority areas are of far-reaching significance for promoting the healthy growth of junior middle school students in minority areas.

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Strengthening Media Literacy Education for Junior Middle School Students in Ethnic Minority Areas is an Objective Requirement to Adapt to the Development of the New Media Era

At present, with the rapid development of modern science and technology, new media forms and ways of presenting media information emerge one after another. New media, with its unique convenience and interactivity, is profoundly affecting people’s study, work and life, is profoundly changing people’s way of life and thinking concept, is impacting the traditional school education, and has a profound impact on young students’ learning attitude, values, and habit formation. In this particular context, it is particularly important to improve the media literacy of junior middle school students and help them adapt to the requirements of The Times put forward by the development of new media.

To Strengthen the Media Literacy Education of Junior Middle School Students in Minority Areas Is the Realistic Need to Cope With the Complex Information Communication Environment

In the era of new media, the fragmentation of media transmitted texts, the uncertainty of communication objects, the immediacy of information reception, the openness of communication space, and the unidirectional communication thinking are more likely to have adverse effects on teenagers who lack life experience, cultural knowledge reserve, and critical analysis ability (Li, 2020). Therefore, it is important to strengthen the media literacy education of junior middle school students in minority areas in the face of the complex information communication environment of media, the actual cultural knowledge reserve of junior middle school students in minority areas, and the current situation of their media literacy.

Strengthening Media Literacy Education for Junior Middle School Students in Ethnic Minority Areas Is an Inevitable Choice to Cultivate Talents in Line With the Needs of the Development of The Times

At present, informatization capability has become one of the important symbols of comprehensive national strength competition. In order to gain development and competitive advantage in the information age, we must cultivate and form the advantage of information resources. With the acceleration of social informatization construction, everyone in this era must have strong information awareness and information processing and utilization ability when facing information. Junior high school students as a group of young people to achieve the great rejuvenation of the Chinese Nation, improve their ability to use media, for helping them to form a scientific and reasonable knowledge structure and good comprehensive quality, forcing them to adapt to the needs of the development of The Times high-quality talents importantly.

Current Situation of Media Literacy Education for Junior Middle School Students in Ethnic Minority Areas

Families do not Give Media Literacy Guidance to Junior Middle School Students

Through interviews with junior middle school students and their families in ethnic minority areas, we know that most families are aware of the impact of their children’s long-term exposure to media on their studies, and also worry that their children are exposed to media too much and too early and vulnerable to the influence of bad media information. However, on the one hand, due to their busy work, many parents neglect to educate their children how to properly use media, and families lack a good atmosphere for parents and children to share media information. On the other hand, the lacking of media knowledge and literacy and dialectical thinking about media information, they do not know how to guide children to discriminate and choose in the face of mixed media information.
The Society has Insufficient Understanding of Media Literacy of Junior Middle School Students

Media literacy education in China started late and its social popularity is low (Dang, 2021). At present, the whole society has not paid attention to the media literacy education of teenagers. Currently, mainly about teenagers of social organizations, academic organizations, as well as some news and communication scholars to media literacy education become concerning research topic, and put forward the corresponding work proposal but working strength is relatively weak, and the government and education administrative departments at various levels lack of policy guidance about media literacy education, work, and money. Media literacy education has not produced good synergistic effect in the whole society.

Schools do not Pay Enough Attention to the Media Literacy of Junior Middle School Students

According to the investigation, the lack of media literacy education is a common problem in primary and secondary schools in minority areas. On the one hand, media literacy education has not been incorporated into the formal education and teaching system in ethnic minority areas. The goal of media literacy education is not clear. There are no corresponding curriculum construction standards and lack scientific evaluation and assessment mechanism of media literacy education. On the other hand, junior high schools in minority areas are short of professional media literacy teachers. In the teacher education and training system, there are few training contents related to media literacy education, which leads to the lack of clear concept of media literacy and effective guidance for students.

The Optimization Path of Media Literacy Education for Junior Middle School Students in Ethnic Minority areas under the Background of New Media Era

To carry out media literacy education, families, schools, and society should work together to build a “trinity” collaborative education system of family-school-society, so as to form a joint force of media literacy education.

Families Should Shoulder the Heavy Burden in the Media Literacy Education of Junior Middle School Students

Family education is the foundation and starting point of the whole life education, and plays an important role in the cultivation of media literacy of junior middle school students. Parents, as their children’s first teachers, should pay attention to improve their media literacy, and be able to discuss and comment on the viewpoints and information conveyed by newspapers, magazines, and TV programs with their children, so as to cultivate their children’s ability to choose, use, and distinguish information. We should pay attention to the updating of educational concepts, treat children’s media contact behavior correctly, and help them establish a correct view of media. We should neither give up eating for fear of choking nor give up. We should reasonably plan media using time for children. Parents provide targeted and effective media literacy promotion guidance to children and educate and guide children to obtain media information correctly and teach them effectively distinguish media information. Children actively participate in the discussion of media communication content and abide by online moral laws and regulations, and develop good media behavior habits in the new media environment.

The School Should Play the Leading Role in the Media Literacy Education of Junior Middle School Students

School is the main place for students to receive systematic and specialized education. School education is the most basic and important way of media literacy education for students. Combining with the reality of junior
middle schools in minority areas, media literacy education can be incorporated into the teaching of “morality and rule of law” and other subjects, so as to cultivate students’ ability to use media. If schools have the condition, media literacy education can be experimentally promoted in schools in the form of elective courses. The relevant knowledge of media literacy should be actively publicized in campus activities to increase students’ understanding of media and establish the correct concept of using media. The improvement of teachers’ media literacy is of exemplary significance. It is necessary to train teachers of media literacy through short-term training and qualification certification, promote teachers of relevant courses to receive high-quality media literacy training, and improve the teaching ability of media literacy.

The Society Should Play a Leading Role in the Media Literacy Education of Junior Middle School Students

Social education has various forms and influences. It is an important support for media literacy education of young students to educate them including junior middle school students through social forces other than schools. Governments at all levels should keep pace with The Times to strengthen the construction of the rule of law, promote the continuous purification of the media environment, sing the main melody, spread positive energy, and form a good media ecology in the whole society. The administrative departments of education should strengthen macro guidance and management of media literacy education, and issue normative guidance on the curriculum setting, textbook compilation and printing, teaching mode, teacher training and teaching evaluation of young students’ media literacy. The administrative departments of education shall create conditions for the implementation of media literacy education for adolescent students and promote the high-quality development of media literacy education for them. Relevant administrative law enforcement departments should intensify supervision and inspection, and timely stop and investigate the behaviors that may affect the media literacy of teenagers. These departments should mobilize social forces to create a positive and healthy media environment by holding media literacy practice activities, carrying out public lectures, building publicity websites, and providing relevant consultation, so as to promote the improvement of teenagers’ media literacy level.

Conclusion

In short, in the era of new media, media literacy is the core literacy of junior middle school students, and media literacy education is an important part of junior middle school students’ education, as well as an inevitable requirement for improving the quality of talent training and implementing the fundamental task of moral education. It is necessary to strengthen the media literacy education of junior middle school students in ethnic minority areas, effectively improve the media literacy ability and level of junior middle school students, and serve to educate socialist builders and successors.

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