

Information Literacy?
Transforming Armenia Into an Information Society

by

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Abstract

The purpose of this study is to present the formation of information society, to show the process of its development in Armenia, to point out the state's challenges, to highlight the current status of media literacy in Armenian society, and to examine state and public efforts to raise media literacy levels. To touch upon these issues, I have identified the reasons for the current state of media literacy in Armenia by comparatively examining the global and Armenian ways of establishing an information society. I have analyzed the issues of the management of the Armenian general education system in the context of media literacy. Also, I have found out the possibilities of raising the level of media literacy in Armenia. When summarizing the research results, it can be concluded that the development of information society in Armenia is slow. The Armenian general education system is making some efforts to improve the state of media literacy. However, the efficiency of these efforts is not so great, as the steps towards having a media literate society are not systematic; they are not part of a common conceptual, strategic approach, at least in the coming years. The vision of having a media literate society will still be very vague.

Information Literacy?

Transforming Armenia Into an Information Society

The last century was marked by the rapid development of the global information industry. Under the influence of scientific and technological progress, new means of information communication appeared. This led to the growth of the role of knowledge and technologies in public life. Also, the birth of the information society was noticed.

The information society is considered the legal successor of agricultural and industrial societies. The basis of the economy here is not agriculture or industry but information, technologies, and knowledge. This is a society where information creation, dissemination, and manipulation are the most important economic and socio-cultural processes. Employees here are more concerned with information, symbols, images, computers, and telecommunications than with foundational materials of their work (Vladimirovna & Borisovich, 2014).

It is natural that this society brings new game rules in all spheres of life. Political forces, businesses, and non-governmental organizations, clearly realizing the power of information nowadays, are constantly making efforts to use those flows for their own benefit. And the public needs a high level of information literacy to meet these challenges and orient themselves in the mess of information flows. As a result, data, information flows, technologies, the field of communication, media literacy have become very influential all over the world, and their research has become more than relevant.

The importance of information literacy became significant. It enables proper orientation in the confusion of information flow, the correct evaluation of information, the use of safe and reliable sources, the creation of competent information flow of various dimensions and the effective protection against manipulative information.

In Armenia, however, the development of the information sector has its own peculiarity. At a time when the whole world was discussing the issues of the information society, information flow management, Internet access, and media literacy at the scientific level, breakthrough events were taking place in Armenia: the collapse of the USSR, Armenia's independence, regional conflict, and devastating earthquake (Simonyan, 2012 & Art-A-Tsolum, 2018). It was necessary to rebuild the disaster zone, arm the army, build a new state, and, of course, education, science, high technology, which are the main pillars of the information society, were neglected. Later, unfortunately, the lack of information literacy continued in our society; today, day by day, it becomes more evident with new approaches to media and technology.

This was especially evident in the days of the 2020 Armenian-Azerbaijani war. During the war many Armenian social media users posted pictures of vehicles transporting soldiers, allowing the enemy to locate where they often appeared. There were cases when the enemy's information trap detected all these information flaws and started attacking. Another example is due to how easily our political players manipulate the public. They shouted, "we will win," and we believed in it blindly because they closed the Azerbaijani servers in Armenia so we could not analyze their vision. Also, it was hard to find a reliable foreign media that would adequately show both sides. Hence, there were no other choices than to investigate the Armenian vision.

However, some steps are being taken to rectify the situation. After the war, there is no other alternative for Armenia; it is trying to build an information society.

The steps aimed at the development of the IT sector, the increase of salaries in the field of science, and the state grants provided for the study of various scientific topics are aimed at that. However, how effective are these steps? I will present the problems in these areas in my work.

Hence, this capstone aims to present the global path to the formation of information society, show the process of its development in Armenia, the challenges brought, point out the current state and development of information literacy of the Armenian society, and make proposals to increase information literacy.

Key terms and definitions

Media Literacy - a set of skills that helps to use and consume media competently, critically analyze, create content, and communicate effectively through it (Ferrington, & Anderson-Inman, 1996).

Information Society - A post-World War II-era society in which the fields of speech, image, and display, are rapidly evolving in the economy. Knowledge is the primary economic resource here; most employees are more concerned with information, symbols, and images than material (Garnham, 2000).

Education - A process of nurturing and upbringing in the interests of the individual, society, and the state, aimed at preserving knowledge and passing it on to future generations. (Graham 2022)

State educational standard - a norm that defines the mandatory minimum content of academic programs, the maximum volume of the educational load of students, and the quality requirements for graduates (IES, 2022).

Literature review

To examine the current state of information society in Armenia and the fundamental challenges of media literacy, significant field studies have been identified. However, they are not always presented just to show history. Attempts have been made to reconcile existing approaches, as views on the use of terms, the role of information technology, the dual role of the media, and several other issues often differ in the theoretical literature. As for examining the problem in the Armenian reality, local studies in the field are very few, specifically related to the development of the information society in Armenia. They hardly touch upon the current peculiarities of information society in Armenia. The challenges of the information sector are discussed, but little is said about building a literate information society. These are the topics that my study aims to examine. This is done based on specific examples, including the most recent period. The information flow related to the pandemic, the war, the post-war process is examined. The public reaction is considered in the context of information literacy. An attempt is made to find out the role of the Ministry of Education, Science, Culture, and Sports in raising the level of information literacy of the society.

When we say information society, we understand the society formed after the Second World War. It is also called post-industrial, post-modern, knowledge-based, networked, etc. By giving different names, the theoretical mind uses this or that component of the information society. Daniel Bell, Manuel Castells, Anthony Giddens, Jürgen Habermas, Michel Foucault, Frank Webster, and others dealt with information society issues.

It should be noted that there is still no universally accepted definition of an information society. However, the main characteristic of this society is the growing role of information, knowledge, and information technologies in public life. This, in part, explains its consideration of a knowledge-based society (Alekseyeva, 2009).

Some theorists, such as Daniel Bell, consider this society to be the legal successor of an industrial society. From this point, the name "post-industrial society" arose. Here, in contrast to the agrarian society and industrial society the main result of the society's activity is information (Novaes, 2013).

The term network society, used a lot by information society researcher Manuel Castells, is usually understood in two senses: first of all, of course, the Internet, the huge web, which is one of the most essential tools for building the information society. In the second sense, the network society is perceived in terms of network relations. The introduction of technology and the priority of information brought certain equality in public relations. The information that is available to the teacher or parent is also available to the school or child. This marks a certain level of equality between them and sets new rules for communication. The hierarchical, vertical model of society is being replaced by the model of horizontal relations, where the child can teach the parent, and the student can teach the teacher (Van Dijk, 2020).

Those who call this society postmodernist view it as a continuation of the information society that arose due to the development of information society. It is based on the pluralism of information flow. There is a re-evaluation of values in this society; there is a lot of manipulation. However, at the heart of this society is the development of "information" and social psychology (Krizhanovsky, 2018).

Yujiro Hayashi, a professor at Tokyo University of Technology, was one of the first to address information society issues. The Tokyo government commissioned him in the 1970s to study the impact of emerging computer technologies on society in those years (Buryakova, 2016). Another Japanese, Masuda Yoneji, also developed this approach. They were convinced that the driving force of the development of the society will be the creation of the result of information work, not material. According to Hayashi's research, computerization and the introduction of computers into society

enables people to use reliable sources of information, get rid of their daily tedious work, and ensure a high level of production automation. At the same time, the impact of high information technology on society was a reality, and the ideas of the Japanese developed in Daniel Bell's *Attack of the post-industrial society* book. (Khizbullin et al, 2017).

According to Bell, post-industrial society is an evolutionary society. He contrasted the "new era" with the "gloomy poverty" of previous decades. This era is a result of changes in the social structure of the mid-20th century. It will be a decisive social-psychological force in the 21st century. The post-industrial phase is characterized by the transition from the production of goods to the production of services related to health, education, scientific research, and management. This, in turn, will lead to an increase in the share of the intelligentsia and professionals in society. Later, Daniel Bell developed his theory and combined the concepts of "post-industrial" and "information" society. According to this approach, information society is the new name of post-industrial society, which is interpreted not as a sequence of society development but emphasizes the central social axis of post-industrial society - information (Alekseyeva, 2009).

The information society is different from a society dominated by traditional areas of production and services. In this society, the spheres related to speech, image expression, and display are the source of new jobs, and they dominate the economy. Here knowledge is the paramount economic resource. Most employees deal more with information, symbols, and images than with material itself (Van Dijk, 2020 & Martin, 2017).

The development of the technological sphere of Armenia can be conditionally divided into two main stages: Soviet Armenia, post-Soviet, independent Armenia. During the Soviet era, Armenia was considered one of the research and industrial centers in the field of informatics, electronics. "The

highest growth rates were recorded in 1987, when, according to various estimates, about 100,000 specialists were working in Armenia's scientific and technological sphere” (EIF, 2017).

The socio-political developments and events of the 1990s completely changed this trend. The USSR collapsed, independent Armenia had many problems. Most research institutes have reduced or closed their operations, leaving thousands unemployed. During these years, many scientists and people in the field of education began not working in their field; naturally, the process of building an information society slowed down considerably. But there was some progress (Simonyan, 2012 & Art-A-Tsolum, 2018). Hrach Bayadyan, an Armenian specialist in the field of communication, presented that process. He says that the first private software companies were established in Yerevan in the early 1990s, and in 2000 the government had to take into account the already established sector. He notes that in 1995 the government decided to establish a common information space in the CIS member states, introduce the concept of informatization, participate as an observer in the Fifth Conference of European Ministers, and declare the information technology industry a priority sector of Armenia's economic development (Bayadyan, 2009).

While studying the topic, I came across a contradiction. Experts in the public sector express themselves very differently in these years: public sector experts claim that the IT sector is one of the fastest-growing and most promising sectors of the Armenian economy (there are many publications about this in the media of the time). While communication theorists are skeptical of these statements, they are skeptical about the development of IT and the information society in Armenia.

Gagik Ter-Harutyunyan's argument is interesting: he claims that in countries where the annual per capita income is less than \$20,000 (and in Armenia, such income is \$3,000 - \$6,000), it is difficult to speak of an "information society." Because we should firstly provide a lot of funding to create a well grounded information society. He examines the problem from the point of view of scientific

management theory: “if the primary research requires 1 unit of material costs, then the creation of pilot technology based on its results requires ten units, and the commercial investment - already 100 units of material costs.” He considers it evident that the collection of "practical proposals" from scientific institutions operating in Armenia's basic sphere today is artificial and imitative (Ter-Harutyunyan, 2008).

Hrach Bayadyan examines the issue from another angle. He argues that one of the most debated issues of the information age is the inequality of information flows between the West-East, the North-South. Armenia receives much more information than it produces. But this question has not only quantitative but also qualitative dimensions. The problem is not only in quantity. It refers to the content and quality of the information consumed and produced. Although computers are becoming more and more popular in our country, the use of computers and the Internet are still superficial and often limited to entertainment. “Thus, the main field of mastering new media in Armenia is not so much the economy, science, and education, but life, everyday life, and relations” (Bayadyan, 2009).

These theoretical approaches will be combined with the views of those responsible for the field, which will help to understand the current characteristics of the information society in Armenia. It will also be carried out in the inventory of information needs from the position of media consumers and their level of media literacy.

Research questions

My capstone project's central research question clarifies how the Armenian education system might improve its information literacy teaching to help Armenians be more globally competitive. The other three secondary research questions that arise from this primary research question are:

- Identify the causes of the state of information literacy in Armenia, comparatively examining the global and Armenian ways of establishing an information society
- Examining the current state of the Armenian education system in the context of media literacy
- Identifying opportunities to increase the level of information literacy in Armenia

The central research question is essential. It provides an opportunity to outline the main shortcomings that exist in the field of information and communication in the Republic of Armenia. Also, it provides an opportunity to study the Armenian educational system from the standpoint of media literacy. The main shortcomings are identified. The main motives of the information society and some ways to make Armenia competitive in the information sphere are clarified. This is one of the goals of this study. Another goal can be considered to find out what Armenia needs today and what government and relevant organizations do to make our society more media literate.

Secondary research questions are provided to answer the central research question in more detail.

The first Secondary research question is given because for the solution of a problem, it is crucial to understand the causes and preconditions of it. The discovery of those issues leads to finding the right solutions. In this case, revealing the preconditions of the state of information literacy in Armenia helps to find its weaknesses and effectively improve the current situation. On the other hand, in order to find the reasons/preconditions, it is necessary to study the global and Armenian ways of establishing an information society. At the same time it is equally essential to make analogies, compare, and examine the process to discover the flaws.

The next secondary research question is given to identify what level of information literacy we will have in the near future in Armenia. This is one of the most critical research questions. However,

there are almost no studies on this. This question allows us to explore the field fully, understand what is happening there, identify the current situation, and clarify the strategic opportunities for progress.

And finally, our last secondary research question helps identify clear directions for raising the level of information literacy in Armenia based on existing research. The solution to this problem clarifies and resolves the main issue of the study and consequently leads to practical results.

Methodology

To address the central research question of the work, this study proceeds in three stages. These three stages also have a particular chronological division: identification of reasons that come from the past, examination of the current situation, and clarification of opportunities for improvement in the future.

In order to identify the causes of the state of information literacy in Armenia, we must clearly realize that it is directly related to the establishment and development of the information society. The more developed technologies and information systems of the society, the more advanced its educational side is. Therefore, a comparative examination of the world and Armenian ways of building an information society is critical for solving this problem. This gives an idea of the ways of developing information, knowledge, and information technologies in the world and within Armenian society, their role, and the challenges they face. These ideas more clearly outline the process of informatization of Armenian society and the public perception of information flow, which, in turn, provide an opportunity to identify the process and reasons for the development of information literacy.

Examination of the current state of the Armenian education system in the context of media literacy is revealed in several directions. The steps taken by the Government of Armenia, in particular the Ministry of Education, Science, Culture and Sports, non-governmental organizations, academic and

non-formal educational institutions towards information literacy, are studied. An examination of the level of information literacy of the society is carried out, the problems, and primary needs are revealed.

In order to clarify the opportunities of raising the level of information literacy of the Armenian society, our educational potential in this field and the foreign experience of increasing information literacy are combined. Countries that are as small as Armenia but have done better in introducing information literacy are selected.

Eventually, all these answer the capstone project's central research question: how the Armenian education system might improve its teaching of information literacy to help Armenians be more globally competitive.

In my capstone I use qualitative research. It is a type of naturalistic inquiry that aims to learn more about social phenomena in their natural environment. It concentrates on the question "why" and is based on people's direct experiences (Fossey, Harvey, Mcdermott, & Davidson, 2002). Also, related to the research I used qualitative research methods that enhanced my topic.

The methods used in the work are different depending on the expediency of each part of the work. In particular, the global and Armenian ways of building an information society are presented by descriptive and causal-comparative, correlational methods. The descriptive method helps to demonstrate how the information society was formed and how it developed in chronological order. This method also presents the essence of information society and the terms used to describe this society (McCombes, 2019).

The causal-comparative and correlational methods help combine facts and make a comparative analysis of the global and Armenian specifics of the information society. The use of these methods allow understanding the preconditions for the development of information, knowledge, and

technologies in the world and within Armenian society, their role, the challenges, the similarities, and differences (Harrappa, 2021& MacKenzie, 2013).

Also, conducting analytical research helps identify Armenian information society via critical thinking. Research on the problems brought by the information society, facts related to it, historical, social events, and circulation of information flow are carried out.

The steps taken towards information literacy in our society are studied separately. I attempted to find out what the RA Ministry of Education, Science, Culture and Sports, journalists, and non-governmental organizations are doing in this direction. To find this out, methods of interviewing and sending inquiries are used.

An online inquiry was sent to the Ministry of Education, Science, Culture and Sports to find out whether the subject of "Media Literacy" is taught in Armenian schools. If yes, in which schools, by what standard, with what textbook? Does the ministry work with the media, news organizations, and media-educated academic-non-formal educational institutions to raise the level of media literacy of students? Has the ministry conducted a study of foreign experience in teaching media literacy?

Cross-interviews were conducted with the principal of a Yerevan public school, the co-owner of a private school, and the teacher of a regional school to find out whether the subject of "Media Literacy" is taught in their schools. Have their media education organizations applied to introduce information literacy subjects in the school curriculum or to train teachers in this area? These interviews are also important because people who are in constant contact with pupils assess their level of media literacy, which allows us to do deeper research.

Interviews were conducted with the representatives of media literacy organizations and individuals: "Media Initiatives Center" NGO, YSU Faculty of Journalism, host of "Media Literacy"

TV program, author of the book "Media Literacy". These interviews helped to clarify the steps taken by the interlocutors or their organizations to raise the level of media literacy in Armenian society, and to introduce the information literacy component in the Armenian education system. Also, the interviews helped to clarify the scope of cooperation with the Ministry of Education, Science, Culture and Sports.

Interviews were conducted to determine if pupils and students are actually learning information literacy skills and whether the knowledge gained at school/university helps them understand and properly evaluate the information flow around them.

The book "Media Literacy," the TV program "Media Literacy", the Armenianized computer games of media literacy - "Media Battle," "Adventures of Literatus," "Tsantsar" were studied by the monitoring method. The latter means to systematically collect, analyze and use data to track the programs' progress toward its goal (Williams & Britt2014). Hence, the research helped to evaluate these information literacy aids, pointing out their pros and cons, and therefore their effectiveness.

In the end, the results of all the research are analyzed and compared with the global experience. This helps to understand the peculiarities of the information society in Armenia, the challenges, the state of information literacy in this society, and what is being done to raise information literacy.

The available results are compared with successful foreign experiences. Countries equivalent to Armenia are selected, which have done a good job practicing information literacy.

The findings of the research help to make suggestions for the advancement of information society, overcoming challenges, and improving the quality of information literacy.

Research findings and analysis

Within the framework of the research, I conducted interviews with the following specialists:

- Samvel Martirosyan, an Armenian media expert, information security specialist, and the host of the "Media Literacy" show on Armenian Public Television.
- Media Literacy Program manager in Media Literacy Center, Executive Editor of Media Literacy Handbook, Co-author of Media Literacy Training Games, Media Expert Lusine Grigoryan
- The Dean of the Faculty of Journalism of YSU, PhD, Associate Professor, Media Specialist Naghash Martirosyan,
- Lusine Grigoryan, principal of school No. 61 in Yerevan (please note that I interviewed 2 Luisne Grigoryans),
- Hasmik Movsisyan, a teacher at Echmiadzin School No. 10.

I sent a questionnaire consisting of four questions to the RA Ministry of Education, Science, Culture, and Sports (MoESCS) and received an answer.

I studied

- Legislative acts related to the topic
- Some local and international reports
- The book "Media Literacy"
- "Media Literacy" TV program
- Armenianized computer games of media literacy and cyber security: "Media Battle," "Adventures of Literatus," "Tsantsar."

Conceptual and systemic approaches to building a media literate society

A comparative study of the global and Armenian ways of building an information society showed that in the 90s, when information technologies were rapidly developing worldwide, information flow and management were discussed at a scientific level, and information protection mechanisms were

introduced; a significant technological and scientific setback in Armenia was registered (Bayadyan, 2009). There was a mixed state of information flow, which became chaotic along with the activation of their circulation. Today, the lack of information flow differentiation skills and the lack of protection mechanisms against adverse information influences directly affect the misperception of information flow, creating a breeding ground for manipulative information flow.

This is a severe bilateral challenge for government agencies. They have the task of dealing with the development of information technology and science, creating solid information infrastructure in various areas of life (military, political, cultural, social, etc.), and working for their competent operation. Also, because of the underdevelopment of these infrastructures, the governmental agencies should think seriously about educating a media literate community, considering that those spheres are the target of information conflicts.

Some conceptual/legislative steps are being taken for both of the issues mentioned above. In particular, in connection with the first issue, by the decision of the RA Prime Minister on June 1, 2019, the goals of the RA Ministry of High-Tech Industry were defined including:

“The spheres of high technologies, digitalization, cyber security, innovative technologies, communication, mail, Internet, air and space spheres. Also, Balanced and sustainable development, as well as the creation and strengthening of conditions for ensuring the state's economic growth” (Arlis, 2019).

It is evident that the public is paying attention to the field of information technologies. More and more people are choosing this profession. There has also been an increase in academic-non-formal educational projects training IT specialists. Courses related to this field are included in all RA bachelor's educational programs (YSU, 2019). Of course, there is the other side of the issue. It is not always the

case that people educated in this field in Armenia invest their potential in improving the field in Armenia. Most of these professionals work remotely for foreign organizations and are highly paid.

IT fairs are also active, often presenting quite good projects, yet we all consume non-native technologies, which means that there are no ambitious projects in the field yet.

As for the other side of the issue related to media literacy, in this case, the RA state policy in the field of general education is essential. Particularly our future depends on the children. They are our hope that one day we will have a media literate and technologically developed society. Hence, we should start from schools. Moreover, the psychological defense mechanisms of children and adolescents do not work well, they do not yet have clear ideas about various issues, and unfavorable media activity can be destructive for them and, therefore, for our future society. If they get educated as literate media consumers, they will have the skills to analyze the information they receive critically, differentiate between manipulative media streams, and master the skills of creating their own media content; then in the future, we will have a more literate, value-stable society free from manipulation (Legrande & Vargas, 2001).

The Republic of Armenia is the guarantor of the development of the field of general education. The state has an obligation to form such a general education system, which will guarantee individual and society security and sustainable development preservation of the Armenian identity. And the basis of the state policy in the field of general education is the national school (Arlis, 2009).

Despite all this, Armenia did not have conceptual approaches until last year. In February 2021, the Government of the Republic of Armenia adopted Decision N 136-N, which amended the procedure for approving the State Standard for General Education of April 8, 2010 (Arlis, 2021).

The new procedure defines eight competencies of secondary education, the 5th of which is called "Digital and media capacity." This clause states:

“Pupils master the rules and skills of media literacy, understand the work and role of the media in a democratic society, can orient themselves in information flows, find and disseminate information, critically analyze it, evaluate the media's influence on their own and others' values/actions. In addition to the opportunities to use digital media, they are aware of their risks. They are able to assess and transform their behavior in the digital world in terms of security, responsibility, and ethics. They have the technical and creative skills to create a media product, as well as the ability to effectively use media tools for the realization of civil rights and participation in democratic processes.” (Arlis, 2021)

In line with these competencies, the expected outcomes of the graduate's learning changed, the 27th and 28th clauses in the constitution of the republic of Armenia relate to media literacy too.

27) “Pupils should critically analyze the information, understand the process of creating media messages, the manipulations used in the version, and discuss their goals;

28) create media content and be able to spread his/her message on different media platforms, realizing its consequences and impact, observing the ethics and safety rules of using the Internet
“(Arlis, 2021).

As it becomes apparent, the new standards set a relatively high bar for media literacy. They guarantee the fulfillment of the above-mentioned capabilities and outcomes, which is quite difficult. Media literacy expert Lusine Grigoryan, who was directly involved in developing the standards, told me that this should be done by including elements of media literacy in various courses (L. Grigoryan,

personal communication, March 29, 2022). Meanwhile, in response to my inquiry, the Ministry of Education, Science, Culture, and Sports mentioned about the arrival of a new subject, "Digital Literacy." In both cases, the localization of the new standard is difficult to imagine. In any case, it is a fact that the subject of "Media Literacy," a discipline that teaches the skills of using, consuming, critically analyzing, creating, and communicating media effectively, is not included in state curricula; there is no systematic training about this course. However, a course with such a framework could develop the above-mentioned competencies and outcomes defined by the new educational standard. Moreover, no systematic, in-depth studies would help determine the current state of information literacy, basic needs, and fundamental errors in media perception. (MoESCS, 2022)

Thus, it is difficult to say that the import of a new standard will provide systemic solutions to media literacy problems.

Interestingly, my inquiry to MoESCS, which I sent to the Department of Public Relations and Information, was then forwarded to the Department of General Education and was redirected to the National Center for Education Development and Innovation. According to the ministry's website, this organization is a new think tank in the field of education whose primary task is to make further development models in the field of education. Also, coordinate the analysis of education content, professional development, innovation, and methodological programs, organization of expertise (MoESCS, 2021). Hence, the organization's activity is mainly the analysis of the sphere and the development of new standards. While my questions were primarily related to the teaching of "Media Literacy" in schools. Its format and textbooks were also referred to in my questions. I touched upon the cooperation of the Ministry with the media, journalistic organizations, academic and non-formal educational institutions as well. They later were mainly discussed in the context of information literacy

and the study of foreign experience. So, these were issues that are entirely under the jurisdiction of the Department of General Education.

People started to talk about media literacy about ten years ago in Armenia. And the main initiators of media literacy events during these years, even if they were implemented with the support of the state, were public and international organizations and educational institutions engaged in media education. Steps in this direction are taken by Media Initiatives (formerly Internews), Media Education Center, YSU Faculty of Journalism, as well as some international organizations within the framework of separate programs (USAID), Children of Armenia Foundation (COAF), World Vision Armenia, Safe Pan-European Internet Initiative (INSAFE), etc.

To some extent, this series can join the journalistic groups operating in different communities of Yerevan and the regions of Armenia, where students, while learning journalism, become media literate. Still, the purpose of these groups is not to prepare literate media users but are the basic principles of journalism to teach to write materials of different genres.

During my research, I tried to study the steps taken by the above-mentioned public and private infrastructures to build a media literate society. I tried to understand the scope of their cooperation to identify the contradictions. A basis for me to do so were the websites of these organizations, the publications of various media outlets about them, the response to the official inquiry, and the interviews with the representatives of these organizations and the institutions under their jurisdiction.

Against or for the sake of media literacy: Analysis of state-expert community cooperation

It is clear from the responses of MoESCS and school representatives (one principal of Yerevan school and one regional school teacher) that Media Literacy is not taught as a separate subject in

Armenian schools. However, according to the ministry's statement, "It is offered as a component of the integrated topic for grades 8-9 within the context of the "Social Science "subject. It is taught in the context of two topics, each of which has 14 lessons" (MoESCS, L. Grigoryan, H. Movsisyan, personal communication, 2022).

The examination of the 8th and 9th-grade textbooks on the subject of "Social Science," however, showed that there are no direct topics related to media literacy in these textbooks. Below are the "Contents" sections of these textbooks (see Figure 1, 8th grade, Figure 2, 9th grade).

ԲՈՎԱՆԴԱԿՈՒԹՅՈՒՆ

ԳԼՈՒԽ 1. ՄԱՐԴԸ ԵՎ ՀԱՄԱՐԱԿՈՒԹՅՈՒՆԸ

Դաս 1–2. Մարդը և շրջակա աշխարհը 3

Դաս 3. Մարդու պահանջմունքները 13

Դաս 4. Խմբեր, շերտեր, համայնքներ 22

Դաս 5. Համագործակցություն, հակասություն
և համակցություն..... 29

Դաս 6–7. Ընտանիք, ազգ, մշակույթ..... 36

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figure 2

In some schools, this topic is hardly covered or is covered superficially in 9th grade within the framework of "Information System of Civil Society" (Chapter 4, lesson 16). However, individual activities are possible in some schools due to a specific teacher or school policy. In particular, the co-founder of Aregnazan Educational Complex, Samvel Martirosyan, a well-known media expert in Armenia, an information security specialist, who is also popular for conducting the Media Literacy course on Armenian Public Television, teaches the subject "Social Science" at the above-mentioned private school. Mr. Martirosyan mentioned in a conversation with me that within the framework of this subject, he refers to media literacy in all four grades of high school from 9 to 12 (S. Martirosyan, personal communication, March 28, 2022).

Thus, it seems that there is no clear control over the inclusion of the topic of media literacy in the course, and social science teachers, depending on their area of interest, according to their level of knowledge, address or do not address the topic of media literacy.

MoESCS informed that "the Ministry is working with a variety of organizations, with the motto 'Safe Internet,' to raise awareness of teens and their parents, to ensure their cyber security and protection." Representatives of non-governmental organizations and schools also attested their cooperation with the Ministry (MoESCS, 2022).

Lusine Grigoryan, head of the Media Literacy program at the Center for Media Initiatives and executive editor of the Media Literacy handbook, told me that they understood from the beginning that the shortest way for them to work with schools was to collaborate with MoESCS. The "Media Literacy" manual (Media.am, 2020), which, by the way, is vouched by the ministry as an auxiliary manual, was published in 2013. "Media Literacy" is also a multimedia manual, attached to which is a video with the game "Media Battle" and videos to understand what media is and how it works. Grigoryan says that

the cooperation with the ministry was throughout the preparation of the manual. Specialists from the National Institute of Education (currently non-existent) assisted in the development of the manual, gave a positive conclusion, then the Minister vouched it, and the manual was provided to school teachers. An updated version of the manual is currently being printed. In 2017, the Center for Media Initiatives signed a memorandum with MoESCS, which assures that the ministry will support the promotion of media literacy in Armenia and make it part of education. The memorandum also envisages an obligation to make the issue of media literacy more institutional (Media, 2020) & (L. Grigoryan, personal communication, March 29, 2022).

Grigoryan, however, admits that, unfortunately, not much was done immediately after the signing of the memorandum. According to Ms. Grigoryan, the situation has changed a little with the change of government. Communication has become more intense, and the Center for Media Initiatives has played a crucial role in incorporating media literacy into the new educational standard. She added that the "Media Literacy Education Weeks," which are implemented within the framework of the UNESCO program, have started to be more actively implemented together with the ministry. Lusine Grigoryan enthusiastically noted that the Minister has personally appeared live in recent years and asked students to join the program and discuss its value. The deputy minister occasionally attended the program's news conference, and the ministry disseminated information about the program on its web page and internet channels and then recorded the findings (L. Grigoryan, personal communication, March 29, 2022).

On the other hand, school representatives are skeptical about the usefulness of Media Literacy Weeks. For instance, Hasmik Movsisyan, a teacher at Etchmiadzin School No. 10, recalled that they only participated in the Media Literacy Week once during these years. It was a 2-week optional journalism course, preparation of interviews and posting them on Youtube, and visiting the YSU

Faculty of Journalism and listening to lectures on media literacy and journalism in general by one of the lecturers and the Student Scientific Society (SSS) president. It should be noted that the ministry or an NGO did not supervise those weeks, and the teacher was allowed to choose her methods and teach at her own discretion. The students and the coordinating teacher provided no comments while the students awaited feedback on the interviews they had prepared (H. Movsisyan, personal communication, April 6, 2022).

It is clear that the program is not imperative; it is mainly left to the schools' discretion. Despite the fact that the Center for Media Initiatives envisions a specific program of lessons based on the materials in the "Media Literacy" manual, as well as the screening of video lessons, the holding of educational media games created by the center, meetings with journalists and center representatives, etc. However, schools do not always adhere to these rules or are willing to participate in general. In other words, the problem is not systemic, and it is difficult to assess the initiative's effectiveness in this scenario, regardless of the NGO or ministry's efforts.

However, collaboration with schools is not limited to media literacy weeks. According to Mrs. Grigoryan, the Media Initiatives Center's connection with schools is permanent in various aspects. But the school representatives I spoke to said they had never cooperated with this organization. When I asked Lusine Grigoryan how the center selects schools, she noted that there are often announcements, and schools or teachers decide for themselves whether to participate or not. Sometimes there are local projects, for example, schools in Lori or Tavush regions. In any case, here, too, we are dealing with a non-systemic solution to the problem. The center's efforts are again being bailed by the actions of teachers' choices and lack of knowledge. Ms. Grigoryan added that since 2021 the center had received permission to participate in the process of mandatory attestation of teachers. This is new, as previously,

only the ministry had the right to train teachers to certify them (L. Grigoryan, personal communication, March 29, 2022).

Thus, the state and the expert community try to cooperate and take special steps to improve the situation. Both sides are well aware of the potential of the problem. In the middle of the state-expert community is the school of the chain, which is not at all homogeneous. Armenia has 1400 schools, according to data from 2019 (Armstat, 2019). They are very diverse: public-non-public, cities-villages, border regions. Each of them has its own problems, its own staff of teachers, and the physical and psychological characteristics of the students. Hence, it is complicated to mobilize everyone. There is a problem with setting up a state-school-expert community chain, and for that, we need a strong strategic basis, precise mechanisms in which all sides are moving but still have a long way to go.

How much are Armenian pupils media literate? Analysis of expert information

The ineffectiveness of existing activities aimed at boosting the level of media literacy is evidenced by our pupils' lack of media literacy knowledge. Almost all of my interlocutors testified to this in a sense.

Samvel Martirosyan, in particular, stated that students' media literacy is inadequate and that they have limited opportunities to improve it. At least once or twice a week, teenagers who are studying online or their parents, apply to him as an information security specialist and ask for help. He claims that the number of mass attacks on children at that age got greater. He also pointed out the reasons for teenagers' low media literacy level. He said, "Regular, in-depth, and long-term programs are not implemented for students at the country level" (S. Martirosyan, personal communication, March 28, 2022).

Naghash Martirosyan, Dean of the Faculty of Journalism, Armenia's most prominent journalism education institution, meets 65-70 freshmen at the faculty every year, visits schools periodically, and accepts students to the faculty. He stated that the problem is profound, and schools still have much to accomplish. Mr. Martirosyan further remarked that, despite their professional preferences, the faculty's newcomer students have some media literacy level. They typically have a good understanding of the media field. They can discriminate between different forms of media, but they can't always position themselves at the intersections of information flow and tell the difference between actual and manipulated data (N. Martirosyan, personal communication, April 11, 2022).

According to Lusine Grigoryan, principal of Yerevan School No. 61, and Hasmik Movsisyan, a teacher at Etchmiadzin School No. 10, pupils' media literacy levels vary. They suggested that if pupils are not particularly literate as information consumers, they may not be able to examine media products critically and may succumb to manipulation. Yet, as media artists, some are frequently extremely literate, familiar with technology, and can freely speak through it (L. Grigoryan, H. Movsisyan, personal communication, 2022).

Lusine Grigoryan, the head of the Media Literacy Program, who has been working on this issue since 2010, stated that the level of media literacy among Armenian pupils had not been assessed. No serious research has been conducted on the subject. There are simply no figures in this regard. Ms. Grigoryan responded to my request for statistics based on years of her experience assessing the degree of media literacy among instructors. She stated that "The situation is dire; our teachers and society as a whole lack critical thinking, and few individuals are willing to put up further effort. There are even many who do not believe the matter is important." Please note that we are talking about teachers who have chosen to teach the topic themselves or introduce separate elements in their courses (L. Grigoryan, personal communication, March 29, 2022).

Nevertheless, Mrs. Grigoryan mentioned that there had been considerable progress since 2010. Teachers, who previously did not comprehend the term, are now attempting to grasp the complexities of media literacy. More and more instructors are turning to the center's webinars, especially in the aftermath of the pandemic and the war. She also stated that out of 1,000 teachers trained in their programs, about 100 took part in a survey conducted by the Media Initiatives Center this year. The results of the survey were quite good. Teachers have shown that media literacy helps to make education more engaging. The competition has had a positive impact: teachers have presented how they use media literacy materials in handicrafts, biology, and math courses (L. Grigoryan, personal communication, March 29, 2022).

Media literacy tools outside or in parallel with school: A general overview

After reviewing the current state of media literacy, the steps taken, and the existing problems, also after talking to the representatives of the ministry, schools, news organizations, and media education institutions, it became clear that relying solely on educational institutions to increase public media literacy is not an honest approach. Of course, schools have always had and will continue to have the best possibilities in this regard. However, it is possible to create support mechanisms that will make the work in this direction more comprehensive and systematic. For example, the media has a social responsibility function, and part of that job is to educate the public about media literacy.

The First Channel's "Media Literacy" program, which aims to improve general Internet awareness and media literacy, falls under this duty. Within the framework of this video project, Samvel Martirosyan presents the basic principles of using the Internet as he informs the public about media dangers. Mr. Martirosyan supposes that the fact that it is broadcast several times a day helps the program's high popularity. In conversation with me, he did not disguise the fact that the program's feedback is quite active. Hence it's not only the programs' frequency that guarantees the viewers. Many

people write him to express their thanks and to indicate that any knowledge or skill shared throughout the program aided them or a family member in a particular scenario. This testifies to the popularity and usefulness of the program and, in fact, is a multifaceted profitable "deal." The media acquires a loyal audience, the audience acquires applied knowledge and skills, and as a result, a slightly more media literate community is formed (S. Martirosyan, personal communication, March 28, 2022).

The media may fulfill its social responsibility of producing a more media literate society not just by publishing media literacy materials and preparing TV/radio programs but also by getting closer to people, for example, explaining how they work and why. For example, in some cases, why do they not reveal the source, or why did they decide that entering into someone's private life is justified? Having social responsibility also means working transparently, showing financial flow. These issues can be addressed in a variety of ways. They might, for example, collaborate with schools, have open days at editorial offices, welcome students, allow them to conduct their own media experiments, etc. The representatives of the schools I spoke to said that they had never had the opportunity for such visits and that their students would be really interested.

The representatives of the schools had not heard about the digital media games made by the Media Initiatives Center either. "Media Battle," "Adventures of Literatus," "Tsantsar" while those are posted on dasar.am and are available to everyone. These media projects are quite successful, they can be used to teach media literacy in both formal and informal settings, and even with active use, they can make a difference.

"Media Battle" is a part of the "Media Literacy" manual. This game is designed for middle and high school students. It helps them learn the basics of media literacy, the history of media, the different types of media, their features, news structure, and manipulations in the media. Finally, in the end, offers

a knowledge-checking questionnaire. This game even has its motto: "Win the Media Battle and become a Media Man."

The game is quite colorful, and students will have a great time playing it. It consists of 9 sections and a summary; hence, it fully corresponds to the topics of the "Media Literacy" manual. It is evident that each portion is designed to be played after studying the relevant topic, as the questions are very clear and directly related to the previous material; it will be difficult to move on to the next stage of the game without knowing the subject. Moreover, the game does not provide such an opportunity technically, which causes a little inconvenience. The player must try as many options as possible to find the right options and advance to the next round. On the positive side, if you choose the correct answers, the system opens an explanatory window and provides theoretical information about the question. The main topic of the subject is summarized after passing the relevant stage in a separate window. The player does not need to open the tutorial to get information.

"The Adventures of Literatus" was created in recent years and is called the fact-finding field. It teaches young people how to discover, evaluate, and check information, as well as how to discriminate between fake and accurate news and how to navigate the information world effectively. There are several fascinating characters, such as Literatus, who travels the world in search of his beloved girl, and Veritas, who was kidnapped by Manipulus. Literatus manages to uncover the manipulations and free his beloved girl. Media Initiatives Center Media Literacy Program Manager L. Grigoryan explained why the names of the heroes are not Armenianized. It turns out that the idea of the game was generated within the framework of a joint project with Moldovans and Georgians, and names were chosen that would be understandable to all nations. There are Georgian, Polish, English, and Ukrainian versions of this game. Ms. Grigoryan states that statistics are available to them, and "The Adventures

of Literatus" is actively played in all languages (L. Grigoryan, personal communication, March 29, 2022).

The game has a lot of potential. The guidelines are simple to grasp, and Armenian-language explanations accompany the illustrations. "The adventures of Literatus" is accompanied by triumphant music in line with the theme of the game; there is also the opportunity to play silently. The player may return to the settings at any moment, re-read the game's rules, and switch on/off the sound, which is extremely significant. The game is quite engaging and provides enough information for thought. It's not simple, and pupils will only be able to play after considerable practice of knowledge. However, it is a good tool for checking media literacy levels.

In 2021, this fact-finding game tool turned into a board game; it was printed and distributed to schools, libraries, some non-governmental organizations, YSU Faculty of Journalism.

"Tsantsar" is an interactive educational game for older people. Its purpose is to inform computer and Internet users about the dangers of cyberspace and to teach them how to protect themselves by providing available security features and tools. It is intended for adults but can also be used in high schools and universities. Unlike "Media Buttle" and "Adventures of Literatus," this game is not very pictorial. The game design is more tedious. There are no interesting characters and colors. The game's questions, particularly the incorrect versions, are worded with comedy, which makes the game more engaging. In this case, the music may seem dull, and the sound signals even irritating, but these adjustments are appropriate for the age group for which the game is intended. The creators of the game came up with something exciting by linking videos of well-known media experts to some of the responses, in which the latter provide relevant information about the issue. This accentuates the game's

educational component, allowing players to obtain an in-depth understanding of key issues in addition to learning the correct answers.

Teaching media literacy with such tools is not only fascinating but also pleasurable. The youngsters and teens like playing. Educational games are essential in this regard. All that is left for these games is to find their way to their intended recipients.

It is in the public interest to be media literate. The audience should never overlook this; the necessary instruments should be selected and deployed at the appropriate time, in fascinating ways, and in sufficient quantities.

Media literacy in the world: A brief overview

All states have a problem resisting negative media influence, false news, and misinformation. The most media literate countries in the world are those with high-quality education, accessible and highly trusted media.

2021 Finland (1st), Denmark (2nd), Estonia (3rd), Sweden (4th), and Ireland (5th) are the leaders in the media literacy index among 35 European countries. Finland leads the "Media Literacy Index 2021" list this year, as it has in prior years. The Open Society Institute's Sofia European Policy Initiative (EuPI) classification was based on the potential of 35 European countries to counter fake news (see figure 3) (Osis, 2021).

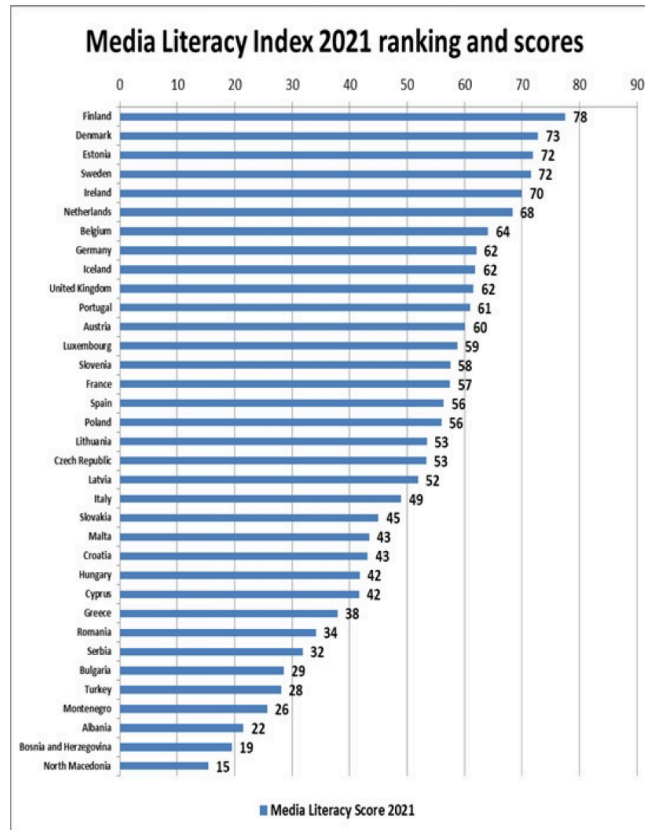


Figure 3

The international organizations mainly deal with media or digital literacy concerns. Those are UNESCO, the European Union, the Council of Europe, the International Telecommunication Union, as well as large digital companies in the field of digital literacy, which mainly pursue commercial interests.

Digital literacy is a significant issue in European countries' national education standards and curricula; digital competency is one of the basic competencies of general education.

The European Digital Capacity Framework, also known as DigComp, was first published in 2013 and has been revised several times. It describes in detail the digital capabilities and the knowledge,

skills, and attitudes that all citizens need in a rapidly evolving digital society. This framework distinguishes five main areas in which digital skills should be developed.

1. Information and data literacy,
2. Communication and cooperation
3. Digital content creation
4. Security
5. Problem solving (EACEA, 2019).

In the post-Soviet nations, media education has different manifestations. In Russia, various programs are implemented by professional organizations, media experts, and pedagogues; the topic is studied in pedagogical universities (Federov, 2015).

In Ukraine, Belarus, Georgia, and Kazakhstan non-governmental educational groups and institutions help teachers, give training, and establish programs. In Ukraine, the government has implemented media literacy at all school levels as part of a trial initiative that is implemented from 2017 to 2022 (Grigoryan & Shirvanyan, 2021) .

The United States has a complex education system. Accordingly, many legal documents and strategies are divided into three levels: national, state, community. The US National Education Standards serve as a broad framework for state standards development. In most states, media literacy is part of the curriculum. In addition, in 2021, the United States will implement a media literacy strategy. The study indicates that beginning in the 2022-2023 academic year, every high school in the United States will be required to provide a media literacy course (McNeill, 2021).

Limitations and avenues for future research

The absence of statistics is the most significant gap in the study of media literacy in Armenia. Hence, it would be critical to conduct a large-scale public opinion poll in terms of field research. This would serve to define the society's information literacy, as well as the basic demands of pupils, from which the primary directions of the works aimed at spreading media literacy would be outlined. Unfortunately, this is beyond the scope of this limited study; hence, a research group should deal with it.

The research could also include a separate, one-time study of events that are not directly related to media literacy but directly contribute to it. They do not have periodicity, and their scope is always different. Therefore, they can't be called major influencers, but they can change the atmosphere, teach some media skills, make the public think about some media issues, and make it a little more media literate. These events are usually manifested in the form of one-time seminars, meetings with journalists, and media exhibitions. For example, this year from March 23 to April 6, the Media Initiative Center's "Lratun" implemented the media museum project "Man in the palm of your hand?" The journalist's point of view" and the multimedia exhibition on "Without Censorship" were very interesting in this regard.

Unfortunately, such initiatives are unique and can not have a systemic impact on society. Their research, on the other hand, may aid in a better understanding of the subject and the performance of more accurate research.

Suggestions

- In order to have a stable information society, state care for various fields of science is a priority. At the same time, the whole mechanism of science funding should be reconsidered. Often the planned amount is wasted in the form of small grants for less ambitious projects.
- At the state level, it is necessary to pay attention to the geography of information flows both internationally and domestically. This will allow the state to control the situation and reduce the flow of manipulative information. In parallel, take steps to increase the financial accountability of the media.
- To make media literacy capabilities and outcomes appropriate to the new standards of general education, it would be better to outline certain mechanisms clearly.
- The media industry must participate in the development of a media-literate community. This issue, of course, cannot be imperative. It just has to work in two directions. Convincing the media that this is part of their social obligation and that it is mutually beneficial, as they will be in direct contact with their audience and have the opportunity to hear opinions and enlarge their following. Second, schools may be interested in becoming a part of the development of a media product that will be broadcast on the radio or an online media platform.
- Finally, it would be right to introduce a course called "Media Literacy" in schools, which will be aimed at mastering the skills of using and consuming media competently, critically analyzing, creating, and communicating effectively through it.

Conclusion

The examination of the process of building an information society in Armenia and the current state of information literacy allowed me to draw some conclusions.

- The development of the information society in Armenia is slow. Although our state officials (former and present) claim that the field of information technologies, science, and media literacy, which are part of the information society, is in very good condition in Armenia. However, the scientific community and a comparative examination with other countries prove the opposite.
- The Armenian general education system is now working to increase the media literacy level in the country. Media literacy NGOs, journalism education institutions, and people are all helping out. However, the efficiency of these efforts is not very high since the steps to have a media literate society are not systematic; they are not part of a common conceptual, strategic approach.
- There is no alternative to reforming general education in the context of media literacy. They are envisioned in the MoESCS's revised general education standard for 2021. They also intend to teach a new topic in schools called Digital Literacy, as well as create national programs focused on media generation and consumption.
- However, even with the measures mentioned above, the goal of a media-literate society remains hazy, at least for the next ten years. The following are some of the reasons:
 1. There is a personnel problem. Representatives of the training organization claim that many of the trained teachers do not have a good understanding of the basic principles of media literacy. However, not everyone is qualified or willing to learn in this field. Hence, which specialists will teach Digital Literacy is unknown. IT teachers may teach the basics of technical safety but are unlikely to introduce the mechanisms and skills to protect themselves from manipulative information flow. Social science teachers who have not been properly trained will not be able to conduct the course properly. This

course has an entirely different direction and content; it requires completely different skills.

2. Any new norm does not take effect instantly, especially in the sphere of education, which is regarded as one of the most conservative. Furthermore, from a psychological standpoint, there is usually some contradiction at the start. It takes time to integrate into the strategic plan and provide tangible outcomes.

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&pButton=true&oButton=false&v=1.5.1#zoom=auto](content/uploads/2021/05/Medialiteracy_Preschool_Research_PJC_2021.pdf&dButton=true0&pButton=true&oButton=false&v=1.5.1#zoom=auto)

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Appendices

Appendix 1: The Generic Consent Form

Յամաձայնության հավաստագիր

Յամաձայնագիր մասնակցելու դիպլոմային ծրագրի իրականացման Յայաստանի ամերիկյան համալսարանում: Սույնով հավաստում եմ, որ համաձայն եմ մասնակցել ՅՋՅ Յունմանիտար և հասարակական գիտությունների ֆակուլտետի դասախոս դոկտոր Յուրիկ Ադդարեանի (հեռ.՝ 060 612769, էլ. հասցե՝ hourig.attarian@aua.am) ղեկավարությամբ Սիմա Սարոյանի կողմից դիպլոմային աշխատանքի նախագծի հարցազրույցին:

Նախագծի նպատակը

Տեղյակ եմ, որ այս նախագծի նպատակն է հասկանալ, թե որքանով են մեդիագրագետ հայ դպրոցականները և ինչ քայլեր են ձեռնարկվում Յայաստանում հանրության մեդիագրագիտության մակարդակը բարձրացնելու ուղղությամբ: Սիմա Սարոյանի անցկացրած հարցազրույցի նպատակը Յայաստանում մեդիագրագիտության մակարդակը լուսաբանելն է ընդհանուր նախագծի համատեքստում:

Ընթացակարգը

Յասկանում եմ, որ հարցազրույցը անցկացվելու է մասնակցի տանը կամ մեկ այլ պատշաճ վայրում, և տեսագրվելու և/կամ ձայնագրվելու է: Որպես մասնակից ես պատմելու եմ թե Յայաստանում մեդիագրագիտությանն առնչվող ինչ տվյալներ ունի և ինչ քայլեր է իրականացնում այն կառույցը, որը ներկայացնում եմ: Տեղյակ եմ, որ հարցազրույցները տևելու են մոտ մեկ ժամ, բայց այդուհանդերձ մասնակիցները կարող են որևէ պահի դադարեցնել հարցազրույցը, հրաժարվել պատասխանել որևէ հարցի, կամ որևէ պահի դուրս գալ նախագծից: Յասկանում եմ, որ եթե ցանկանամ հարցազրույցը երկու ժամից ավելի երկարաձգել, ինձ այդ հնարավորությունը կընձեռվի:

Ռիսկեր և օգուտներ

Յասկանում եմ, որ այս հարցազրույցը իր մեջ ներառում է իմ անձնական արժեքների և կարծիքի կիսում, որին կվերաբերվեն առավելագույն խնամքով և հոգատարությամբ: Տեղյակ եմ, որ ազատ եմ կանգնելու, դադար տալու և չշարունակելու ցանկացած պահի: հարցազրույցին մասնակցելը չի ներառում որևէ ռիսկեր:

Մասնակցության պայմանները

Որպես մասնակից ինձ հասանելի կլինեն ձայնագրված և գրի առնված տվյալները՝ դրանք ստուգելու նպատակով: Նախագծի ամբողջ տևողության ընթացքում, ես հնարավորություն կունենամ վերանայել ու հաստատել անգլերեն թարգմանությունը, եթե նյութը հայերեն է:

___ Յասկանում եմ, որ որևէ պահի կարող եմ հետ վերցնել համաձայնությունս ու հրաժարվել մասնակցել նախագծին՝ առանց բացասական հետևանքների:

___ Յասկանում եմ, որ այս նախագծի տվյալները գիտաուսումնական նպատակներով կարող են հրատարակվել՝ տպագիր կամ թվային տարբերակներով:

Իմ հարցազրույցի ինքնության բացահայտման և վերարտադրման առումով

– համաձայն եմ **բացահայտելու իմ ինքնությունը**: Հասկանում եմ, որ իմ ինքնությունը կարող է բացահայտվել այս հարցազրույցի արդյունքում հրատարակված նյութերում կամ ելույթներում:

– Համաձայն եմ գիտաուսումնական նպատակներով այս հարցազրույցի նկարների ու ձայնագրությունների վերարտադրմանը որևէ հաղորդամիջոցով (վեբ կայքեր, վավերագրական ֆիլմեր, և այլն):

ԿԱՍ

___ Հասկանում եմ, որ իմ մասնակցությունն այս ուսումնասիրությանը **գաղտնի է**: Հասկանում եմ, որ իմ ինքնությունը չի բացահայտվի, այլ ցանկացած հրապարակման կամ ներկայացման մեջ, կօգտագործվի ծածկանուն:

___ Համաձայն եմ, որ չնայած իմ հարցազրույցից որոշ նյութեր կարող են հրատարակվել, սակայն ոչ մի ձայնագրություն կամ պատկեր չի կարող վերարտադրվել:

Այն դեպքում, երբ ընտանեկան լուսանկարներ կամ փաստաթղթեր են նկարվել կամ սկանավորվել

___ Համաձայն եմ, որ ուսումնասիրությունն անող ուսանողը պատճենահանի ընտանեկան լուսանկարներ ու փաստաթղթեր նախագծի շրջանակներում օգտագործելու համար:

ՈՒՇԱԴԻՐ ԿԱՐԴԱՑԵԼ ԵՄ ՎԵՐԸ ՇԱՐԱԴՐՎԱԾԸ և ՀԱՍԿԱՆՈՒՄ ԵՄ ԱՅՍ ՀԱՄԱՁԱՅՆԱԳՐԻ ԿԵՏԵՐԸ: ՀՈԺԱՐԱԿԱՄ ՀԱՄԱՁԱՅՆՈՒՄ ԵՄ ՄԱՍՆԱԿՑԵԼ ԱՅՍ ՈՒՍՈՒՄՆԱՍԻՐՈՒԹՅԱՆԸ:

Մասնակից՝
Անուն ազգանուն (խնդրում ենք գրել տպատառ) _____

Ստորագրություն _____ Ամսաթիվ _____

Հարցազրույց վարող՝
Անուն ազգանուն (խնդրում ենք գրել տպատառ) _____

Ստորագրություն _____ Ամսաթիվ _____

Եթե որևէ պահի հարցեր կունենաք ձեր իրավունքների վերաբերյալ, որպես դիպլոմային ծրագրի մասնակից, կարող եք կապվել ՀԱՀ Հումանիտար և հասարակական գիտությունների ֆակուլտետի դասախոս դոկտոր Հուրիկ Ադդարեանի հետ (հեռ.՝ 060 612769, Էլ.հասցե՝ hourig.attarian@aua.am):

Appendix 2: The MoESCS response to my inquiry

ՀԱՅԱՍՏԱՆԻ
ՀԱՆՐԱՊԵՏՈՒԹՅԱՆ
ԿՐԹՈՒԹՅԱՆ, ԳԻՏՈՒԹՅԱՆ,
ՄՇԱԿՈՒՅԹԻ ԵՎ ՍՊՈՐՏԻ
ՆԱԽԱՐԱՐՈՒԹՅՈՒՆ
ԳԼԽԱՎՈՐ ԶԱՐՏՈՂԱՐ



РЕСПУБЛИКА АРМЕНИЯ
МИНИСТЕРСТВО ОБРАЗОВАНИЯ,
НАУКИ, КУЛЬТУРЫ И СПОРТА
ГЕНЕРАЛЬНЫЙ СЕКРЕТАРЬ

REPUBLIC OF ARMENIA
MINISTRY OF EDUCATION,
SCIENCE, CULTURE AND SPORT
GENERAL SECRETARY

0010, Երևան, Վ. Սարգսյան 3, Կառավարական տուն 2, Հեռ./Տեղ./Tel.: +374 10 59 96 00, ֆաքս/факс/fax (374 10) 52 73 43,
0010, Ереван, В. Саргсян 3, Дом правительства 2, 0010, V. Sargsyan 3, Government House 2, Yerevan, minister@escs.am, www.escs.am

N----- «-----» -----2022 թ.

Քաղաքացի Սիմա Սարոյանին
Էլ. փոստ՝ sima_saroyan@edu.aua.am

Հարգելի տիկին Սարոյան,
Ի պատասխան Ձեր կրթության, գիտության, մշակույթի և սպորտի նախարարություն
ուղղած Ձեր՝ 2022 թվականի մարտի 29-ի հարցման, ներկայացնում ենք «Կրթության
զարգացման և նորարարությունների ազգային կենտրոն» հիմնադրամի գրությունը:

Առդիր՝ 2 էջ:

ՀԱՐԳԱՆՔՈՎ՝

 Recoverable Signature



ԳԱԳԻԿ ՍԱՖԱՐՅԱՆ

Signed by: SAFARYAN GAGIK 3310620166

ԳԱԳԻԿ ՍԱՖԱՐՅԱՆ

Կատ՝ Հասարակայնության հետ կապերի
և տեղեկատվության վարչություն
Հեռ.՝ 599612
Հանրակրթության վարչություն
Հեռ.՝ 599619

«ԿՐԹՈՒԹՅԱՆ ՁԱՐԳԱՑՄԱՆ ԵՎ ՆՈՐԱՐԱՐՈՒԹՅՈՒՆՆԵՐԻ ԱԶԳԱՅԻՆ ԿԵՆՏՐՈՆ»
ՖԻՄԱԴՐԱՍ

0010, Երևան, Վ.Սարգսյան 3, Կառավարական տուն 2, Հեռ./Տեղ/Tel. 010572100
0010, Ереван, В. Саргсян 3, Дом правительства 2, Vazgen Sargsyan 3, Government House 2,
Yerevan, secretariat@kznak.am, info@kznak.am

N° 96

«05» ապրիլի 2022թ.

ՀՀ կրթության, գիտության, մշակույթի
և սպորտի նախարարի տեղակալ
Ժաննա Անդրեասյանին

Հարգելի՛ տիկին Անդրեասյան.

Ի պատասխան Ձեր 31.03.2022թ. թիվ 02/09.1/7044-2022 գրության՝ ներկայացնում եմ քաղաքացի Սիմա Սարոյանի՝ 2022 թվականի մարտի 29-ին ՀՀ կրթության, գիտության, մշակույթի և սպորտի նախարարություն ներկայացրած հարցման վերաբերյալ «ԿԶՆԱԿ» հիմնադրամի մասնագետի կարծիքը:

Առդիր՝ 1 էջ:

ԳՈՐԾԱԴԻՐ ՏՆՕՐԵՆԻ ԺՐՈՒՄ

Digitally signed by
TOROSYAN ARTASHES
1209620243
Date: 2022.04.06 16:24:38
AMT

Ա. ԹՈՐՈՍՅԱՆ

Կատարող՝ Լ.Մկրտչյան
Հեռ. (010) 572100

Կարծիք

ՀՀ հանրակրթական ուսումնական հաստատություններում մեդիագրագիտության դասավանդման վերաբերյալ

Տեղեկացնում ենք,

- ✓ Որ Հայաստանյան դպրոցներում «Մեդիագրագիտություն»-ը որպես առանձին առարկա չի դասավանդվում, այն ներկայացված է 8-9-րդ դասարանների «Հասարակագիտություն» առարկայի շրջանակներում՝ որպես ինտեգրված առարկայի բաղադրիչ, ներկայացված է երկու թեմաների շրջանակում, որի համար հատկացված է 14 դասաժամ:
- ✓ Նախարարությունն աշխատում է տարբեր կազմակերպությունների հետ հատկապես անվտանգ համացանց կարգախոսով՝ դեռահասներին և նրանց ծնողներին իրազեկելու, նրանց համացանցային անվտանգությունը և պաշտպանությունը ապահովելու նպատակով:
- ✓ ԿԶՆԱԿ հիմնադրամը համագործակցում է տարբեր կազմակերպությունների հետ՝ մեդիագրագիտության նկատմամբ հետաքրքրվածությունը խթանելու, մեդիայից օգտվելու հմտությունները զարգացնելու նպատակով: Նախատեսվում է սեպտեմբեր ամսին հանրապետական դպրոցական նախագծի իրականացում, իսկ մինչ այդ՝ մայիսին իրականացնելու է «Մեդիաստեղծող, թե մեդիասպառող» խորագրով հանրապետական մեծ նախագիծը:
- ✓ Այս թեմայի ուսումնասիրությունն արվել է 2023 թվականի հանրակրթության նոր չափորոշիչի կազմման արդյունքում, երբ ուսումնասիրվում էր Բնֆորմատիկա առարկայի նոր չափորոշիչները: Ուսումնասիրվել է համաշխարհային փորձը և կազմվել է ԹՎային գրագիտություն առարկայի նոր հանրակրթական և առարկայական չափորոշիչները: