

- of relevant subjects; the teacher creates some space for active interiorization of media experience not only through discussion, but also visually, dramatically, etc.,
- *the teacher selects a partner approach* with the application of desirable communication skills – the teacher ensures mutual communication, listens to pupils, avoids destructive criticism, moralising, satirising the models that the child selects from the media, etc. It is more suitable to offer the child an explaining commentary about the context of programmes, plot, the actions of media models, and if the teacher is patient and willing to spend some time discussing.
 - *the teacher is a natural authority*, a positive model and pupils can identify themselves with this model. Undoubtedly, this task is difficult, but the teacher who is kind, friendly, with the approach of a partner and adequately strict at the same time, and professional in his field, can fulfil this task. There are no doubts that the partner approach to pupils, the teacher's apparent interest in the pupils, their experience, needs, attitudes, etc., the teacher's ability to approach the pupil through his/her perception and the acceptance of the child's world, create some space for the effectiveness of the teacher's influence on the child, and also in the sense of the child's ability to protect itself from the negative impact of the media effectively.

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