in nature. A slightly different result was demonstrated by the respondents from the University of Silesia in Katowice. The pedagogy students may choose from several optional subjects related to the area, but also they obligatorily attend the following courses: media pedagogy in the form of lectures and information and communication technology in the form of computer workshops. Additionally, the program for people who choose specializations related to early childhood education includes lectures and classes/workshops concerning: New technologies in education, Pedagogy of Media as well as: Computer classes methodology for grades 1–3. Comparison of the two institutions may show a relation concerning the teaching programmes and it should be noted that such explorations in a similar subject area have already been carried out (Swensson & Baelo, 2015), however, so far a complete study in this respect is not available

The postulate to include the issues related to the world of media and technology in teacher training and pedagogue training is being constantly repeated. Usually, establishment of **a separate subject or a course** is suggested. Another solution is integration and implementation of media education into existing subjects and courses the examples of which were described in the subject literature (e.g., Meehan, Ray, Walker, Wells & Schwarz, 2015).

One of the reasons why future educators should have a high knowledge of safety in cyberspace is the fact that it significantly reduces exposure to the risk of cyberbaiting and cyberbullying. Turkish research demonstrated that teachers' self-assessed knowledge concerning this issue remains at an average level (Sezer, Yilmaz & Karaoglan Yilmaz, 2015).

As demonstrated by Greek researchers surveying 179 respondents, educators and pedagogues who show safe behaviours in cyberspace in everyday life during their own adventure with the Internet have a greater knowledge and more willingly promote safety in cyberspace among their students (Anastasiades & Vitalaki, 2011). The statement may be the reason for some dose of optimism with regard to the surveyed in Poland and in Croatia, who demonstrated a high level of knowledge, because the test also referred to their behaviours in the network.

Conclusion

Media competencies and digital literacy are the elements the development and training of which is required for proper and practical functioning in a world in which the development of media and technology is closely related to social life and contemporary culture. Referring to the formulated detailed research problems:

1. The attitude of people preparing for the profession of a pedagogue and a teacher in Croatia and in Poland concerning the media was defined in self-assessment as positive. It was shown by the most respondents in both countries. In both countries, this accounted for more than half of the research population.
2. The level of knowledge about selected cyber safety phenomena measured by the ABC test relating to memorising (A) and understanding (B) messages can be defined as high and medium at the upper limit.
3. The country of origin and the study major differentiate the statistically significant results. The respondents from Poland got a slightly higher score in the test than the respondents from Croatia. The pedagogy students received higher scores in the test than the students of other courses, both in Croatia and Poland.

The upward trend in the test result concurring with the level of advancement of studies can be observed only in the two-cycle majors – older students get a better score. However, this is not a statistically significant difference. Therefore, it cannot be confirmed that the level of advancement of studies is a differentiating factor.

The author's studies are subject to some restrictions. The results are not to be generalized to the whole population of future teachers and educators in a particular country. In the future research it will be worth extending the exploration to three components of competencies, i.e., knowledge, skills, and attitudes.

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