children may consider virtual reality more realistic than the real world. Therefore, parents should be aware of such risks.

For parents to be helpful to their children, it is necessary to constantly develop their competences in the field of media education. In this context, the parents showed their interest in developing self-learning competences from educational portal. More than a half of the parents expressed their need for creating an Internet website providing some advice and tips on how to use media effectively. The research results show that the female respondents more often than the male ones expressed the need for creating an educational portal.

Like adults, also children are more and more exposed to short, impulse information in the form of advertising, commands, theories, and segment messages which relatively easily fit into our mental files. It helps the recipients to receive a countless number of information in a short time. However, it is more difficult to put information into a comprehensive form. This causes an increase in the amount of information (Toffler, 1981), which causes problems particularly when speaking about children. Also for this reason, it is necessary to respond to changes introduced to us by the informational society and to teach children a responsible approach to media in order to be enriched, grow, and learn to critically evaluate all the content they encounter on a daily basis.

Access to media enables children to create opportunities for education in early childhood, expand the world of children; it allows them to explore and stimulate their thinking (Juszczyk, 2004). Parents are role models for their children with regard to all areas of their development. Sometimes parents themselves are distracted by media and they do no pay enough attention to their children, as a result of which children lack opportunities for their emotional development (Jago, Thompson, Sebire, 2014).

Conclusions

Our research shows a need for education in the field of media education for not only pupils, i.e. young school-aged children, but also their parents, who expressed the interest. Nearly a half of the parents prefer gaining competences in a given area through self-study, i.e., a website. During research implementation, we found that the parents were not interested in training or professional lectures due to a lack of time. However, we see the need for school and family co-operation, which can bring a significant change by mutual interaction in order to improve the quality of media education. Parents cannot rely on teachers – school, as well as school

References:


