

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 not 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

cannot substitute the irreplaceable position of parents. Our research shows that the mothers are more interested in the responsible use of media than the fathers, therefore, it is necessary to focus impulses as well as content of websites for parents in an attractive and adequate manner, especially for males – fathers, which would encourage them to consider changing their attitudes.

It is necessary to provide media education for young school-aged children with regard to the media education of their parents. Parents should be aware of the negative aspects of media and see the need for the regulation of their children's use of media, as well as reasonable time limitations to virtual activities. Young school-aged children need balanced activities, such as physical and sports activities, but also activities which develop their competences through skills, experiences, or by shaping a positive attitude to reading books, which is not preferred among children in comparison with audiovisual information they receive on television and the Internet. So much of such information deprives children of creativity, as well as imagination development and fantasy.

The proposed contribution shows the partial results of the research carried out as part of VEGA project No. 1/0913/15: Media literacy of young school-age children in the context of family and school cooperation.

References:

- Jago R, Sebire SJ, Edwards MJ, Thompson J.L. (2013). Parental TV viewing, parental self-efficacy, media equipment and TV viewing among preschool children. *European Journal of Pediatrics*. 2013, p. 172.
- Jago R, Stamatakis E, Gama A, Marques V, Noqueira H, Mourao I, Padez C. (2012). Parental and child screen-viewing time and home media environment. *American Journal of Preventive Medicine*. 2012, 43 (2) pp. 150–158.
- Jago R, Thompson J.L., Sebire S.J. (2014) Cross-sectional associations between the screen-time of parents and young children: differences by parent and child gender and day of the week: *International Journal of Behavioral Nutrition and Physical Activity*, 2014, 11, pp. 54–62.
- Juszczyk, S. (2004). Media influence on children and adolescents. In *The New Educational Review*, 2004, Vol. 2, No 3, pp. 93–112.
- Petani, R. – Brcic, K.M. (2014) Family environment, communication and media education. In *Perspectives of Innovation in Economics and Business (PIEB)*, 2014, vol. 14, issue 3, pp. 132–142.

- Postman, N. (2005). *Amusing Ourselves to Death: Public Discourse in the Age of Show Business*. USA: Penguin books, 2005.
- Rheingold, H. (2012). *Net Smart. How to Thrive Online*. Cambridge, Massachusetts: The MIT Press.
- Toffler, A. (1981). *The third wave*. USA New York: Bantam edition.
- Vrabec, N. (2013). *Paradigmatické prístupy a súčasné trendy vo výskume mediálnej gramotnosti. (Paradigmatic Approaches and Current Trends in Media Literacy Research)* Trnava: FMK.