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SOME ASPECTS OF TEACHING MEDIA LITERACY TO PRE-SCHOOL CHILDREN IN SLOVENIA FROM A PERCEPTION STANDPOINT OF TEACHERS AND PARENTS

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Abstract. This paper deals with media literacy as a multidimensional skill that parents and teachers possess. In this context we warn of the media-technical aspect of this skill and, within this aspect, of parents' and teachers' opinion on the presence of media in children's lives. Following that, the paper explores teachers' media-didactic competence as a component of educators' media literacy. In the empiric part we used two aspects of fostering media literacy. One is the media-technical competence of parents and educators, while the other is the media-didactic competence of educators. We found that both parents and teachers believe that media have a strong presence in everyday lives of pre-school children and that they play an important role in teaching pre-school children. Teachers are aware of the importance of early teaching with media, for media and about media with the purpose of developing children's media literacy, so they will not be afraid of media when they grow up.

Key words: teachers, parents, kindergarten, media literacy, media-technical and media-didactical aspect of competences.

Introduction

Nowadays life without media is practically unimaginable, as they follow almost every step we make. Children's first contact with print media occurs during their pre-school phase, even though they cannot read or write yet. Similarly, children often come into contact with the radio and other audio media, such as cassette and CD players. These media play an important role, especially before going to sleep (bedtime stories), when they substitute live reading by adults. Sadly, however, they cannot develop the trust, affection, joy and exploration of fairy tale worlds that can only be achieved in communication between two people. In addition, television is becoming one of the most important media. According to data by Erjavec and Volčič (1999), before reaching school age, children spend between 5,000 and 6,000 hours watching TV, which amounts to 20 hours per week. This information should not be taken lightly. If we consider that during the pre-school period children are sensitive, suggestible, and strongly susceptible, that they learn through imitation, and that they identify themselves with real and imaginary characters, it becomes all the more important for adults to help children make the right choices and adopt a critical approach to media contents, so children can, based on their abilities, skills and development stage, develop tools for accepting, shaping and using relayed information.

Media literacy and the role of adults

Considering the influence that media have on the modern way of life, it is impossible to expect that limiting their use or prohibiting children from using media achieve its purpose. How to make children select, evaluate and use media and their messages has been known for a long time: by teaching them skills and competences, such as reading, writing and media literacy, by educating them to become critical readers, viewers, listeners and information users and ultimately, by giving them the opportunity to develop their own aesthetic perception and to sharpen their taste.

In this context Meschenmoser (2002) defines media literacy as an individual's multidimensional competence that encompasses media-technical competence, knowledge management skills, competence to make one's own decisions and democratic competence. According to the author, this definition of media literacy includes the following:

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- "the ability to internalise knowledge and develop skills that were acquired in communication with others, through use of different media, through accepting individual knowledge and information and through dedicated use and the aesthetic dimension of media,
- the ability to responsibly manage one's own and knowledge and the knowledge of others in the function of directing information according to its contents, meaning and use, its value, structure and means of communication,
- the ability to critically evaluate mass media contents and to make informed decisions that correspond to personal development and behaviour. In regard to integration of media into an individual's free time, this would also require a critical analysis of media and other leisure offers as well as embracing media as an opportunity to enrich and improve one's free time,
- the ability to adopt aesthetic, political and ethical values; conscious and responsible actions based on solidarity and participation in democratic social events, critical assessment of media, realizing the manipulative nature of media and estimating their effects in order to be able to avoid them" (Meschenmoser, 48).

A media literate person can describe the role media play in his or her life; he or she understands the basic principles of various media and enjoys their use in a deliberately conscious way. This means that a media literate person is not afraid of the media, is aware of the power of media and is capable to control his or her media experiences. Or, as Košir (1995, 5) sees it, the central concept of media literacy is the "understanding that media define our perception of the world and ourselves".

In order for adults to be able to transfer their media-related knowledge, experience and values to children, they would have to first carefully reflect on them and critically evaluate:

- what they know about media,
- do they know how to use them,
- how their own opinions, behavioural patterns and values affect the child,
- and above all, what they have yet to learn about media and how they can change their habits in order to raise their children to be informed media users and in order to act as role models to the children.

Parents are role models that play an important role in children's lives. Their examples, actions and attitude toward media define the child's world, which is internalised by the child (Berger and Luckmann, 1980), and thus parents help co-shape the child's media literacy. According to Vogrinčič-Čačinovič (1992), parents modify a child's world as family members and as members of a specific culture with their own experiences. In regard to this, Morley (1986) talks about the meaning of authority that children experience through media, especially television, through which they solve personal problems related to family. In this case the author separates families into socio-oriented and concept-oriented families. In socio-oriented families parents accustom children to harmonious social relations; they avoid arguments and do not tolerate deviations in behaviour. In such families, authority and gender roles have substantial power. Family members do not pay attention to others' wishes and do not assert theirs, because only authorities may select the medium and the programme. On the other hand, concept-oriented families encourage their children to express their ideas and emotions, even if these ideas are conflicting, to search for new ideas and challenges and to try out what other suggested. Such families watch less television and are more careful in selecting the programme, which is done in cooperation and through a substantial amount of communication. Children in such families are more satisfied with the options and asserting of decisions and they do not accept television as a means for family entertainment. They often engage in other (family) activities and easily leave television aside.

Through different social roles, adults take on various tasks in the process of fostering media literacy:

- as parents and as family members through examples, dialogue, joint viewing and shared experience,

- as teachers, who use media in the educational process, while assessing the effect of media in cooperation with parents,
- as informed members of the civil society, who use the strength of arguments and convictions to affect the broader society (legislation, media producers, opinion makers),
- as organized consumers, who control the actions of advertising and marketing sectors.

Parents and teachers in kindergartens are the ones facing the bulk of this work. Goodwill, experience and intuition are often not enough. New knowledge is required that will enable parents and educators better access to media and more efficient transfer of knowledge to children.

How children connect to the world of media and how their media literacy will develop, depends on the influence and example of adults and on how adults transfer their knowledge to children.

Media are present in all social events as well as in kindergartens and are used in educational work with children and in work with parents. More emphasis is put on established portable media, like papers and audio-video devices (radio, cassette player, CD player), VCR and TV. In private life and during their studies, teachers learn how to use these media and lately, they also learn about how to use the computer, video camera and DVD players.

Children bring their media experiences with them to the kindergarten and talk about them with their peers and adults. That is why media education in kindergartens cannot be avoided, neither in educational work with children nor in contact with parents.

In this case teachers find themselves in a dual position. As media consumers they acquire their own, individual media habits and behavioural patterns. Therefore, they have to develop their media skills, as citizens and as private persons, so they will be able to responsibly, self-consciously and creatively direct media influences.

As teachers, responsible for the educational process, they should recognize pedagogic and didactic aspects of media education and integrate them into their work.

According to Bloemke (2003), teachers' media competence consists of five parts:

- media-didactic competence, which includes use of media and IT in the educational process and for own education,
- media-educational competence, which includes integration of media topics into the educational work while observing pedagogic rules,
- media-social competence, which includes constructive assessment of children's media achievements,
- research-pedagogic media competence, which includes integration of new, innovative teaching methods with the help of media and
- personal media competence, which includes professional, creative, self-centred and socially oriented control of media contents and technologies.

According to the Curriculum for Kindergartens (Bahovec et.al, 1999), media in pre-school education are covered in the subject Arts as a part of audio-visual media activities. According to the Curriculum, children learn about films, CD's with games and educational programmes, and television programmes for children and adults. Children are supposed to observe, record, explore, take photos, identify, comment, use media, etc. and through these activities they should shape their first experiences with media and acquire media literacy. The Curriculum foresees that parents participate in the planning of activities, which sets formal conditions for cooperation between educators and parents with the common goal of fostering media literacy of kindergarten children. This way, educators in kindergarten can raise children's awareness and help them discover new activities that will stimulate media literacy and help children and adults live a quality life with media.

The purpose and the problem of the study

We conducted an empirical study of parents' and teachers' opinions on improving children's media literacy in kindergarten. Considering the fact that media literacy is multi-layered, as it encompasses an individual's multidimensional competences, we were predominantly interested in:

- how parents and teachers assess their own media literacy from the viewpoint of media-technical competence. We were especially interested in teachers' assessment of their own media-didactic competence. We assumed that parents' and teachers' media-technical competence is important for the process of fostering a child's media literacy. In this context we were especially interested in the following aspects:
- parents' and teachers' opinions on the presence of media in children's lives, parents' opinions on their own media literacy and on teachers' media literacy, and
- parents' and educators' opinions on fostering media literacy in kindergarten.

In this context, we were also interested in teachers' media-didactic competences, especially:

- teachers' opinions on the role of media in teaching pre-school children,
- teachers' opinion on integration of media into the kindergarten education process, their opinion on the frequency of media use in kindergarten,
- opinions on which activities the teachers' use media for in kindergarten, which media they use and
- whether, according to teachers' opinion, children in kindergarten have the opportunity to actively use media.

Fundamental research method

We have used a descriptive method of non-experimental pedagogic research, called case study.

Defining the sample

Public kindergartens are the predominant type of kindergarten in Slovenia. They are uniformly dispersed in the country. Children from the age of 1 to 6 years, whose parents are mainly employed, are attending these kindergartens.

Three kindergartens were selected randomly from each region of National Education Institute (9 regions dispersed throughout entire Slovenia). From each of the kindergartens one teachers, working in the unit for children from 3 to 6 years, was randomly selected. 22 of the 27 educators returned the questionnaires; these 22 educators form the research sample.

The questionnaire was also sent to 2 parents from each of the 3 randomly selected kindergartens in each region, whose children aged between 3 to 6 years attend the kindergarten. 39 of the 54 parents returned the questionnaires; these 39 parents form the parent research sample.

The children, whose teachers and parents were interviewed, attend the kindergarten and are aged between 3 and 6 years; 24 of the children are boys and 15 are girls.

All of the parents, regardless of age and education are in possession of all electronic media (TV, video, DVD, radio with CD player, Hi-fi, computer), which are all accessible to children, as they are normally installed in the living room.

According to information from educators, there is a portable radio with a CD player present in each of the playrooms. One electronic medium (TV, video, DVD, computer) is located in the joint room of the kindergarten.

The case study included 39 parents, whose children visit a kindergarten, and 22 educators of pre-school children.

The parent sample is represented by parents between ages 23 and 51. They have been divided into two age groups: those aged up to and including 35 and those above 35. The first group contained 22

parents (56.4%) and the second 17 parents (or 43.6%). In regard to their education, we divided the sample into three groups: parents with elementary education, parents with secondary education and parents with vocational/higher education or better. The sample contained three parents (7.7%) with elementary education, 20 parents (52.3%) with secondary education and 16 parents (or 41%) with vocational/higher or better education. Considering that only 7 fathers filled out the questionnaire, we decided not to separate the sample based on sex.

The teachers' sample contained educators between ages 23 and 53. We divided the sample into two groups, just like the parents' sample. The sample of ages 35 and below contained 7 teachers (31.8%) and the sample above 35 contained 15 teachers (68.2%). In regard to education, we divided the teachers' sample into only two groups: the first group contained 13 teachers (59%) with secondary education and the second contained 9 teachers (41%) with vocational/higher education or better.

Data collection and data processing procedures

Data was collected through two anonymous questionnaires. One was intended for parents and the other for teachers.

We statistically processed the data on the level of basic descriptive statistical analysis (f, f%). In order to identify differences between parents' and educators' opinions on media literacy in kindergarten, we used the chi-square test. The importance of individual independent variables was assessed with the Pearson's contingency coefficient (C).

Results and interpretation

Assessment of parents' and teachers' media-technical competence

Parents' and educators*' opinions on the presence of media in children's lives*

For this we acquired parents' and educators' opinions on children's exposure to media at home and in kindergarten. Based on the acquired answers, we estimate that parents are aware of their children's strong daily exposure to various media, because as many as 53.3% of all parents in regard to age and as many as 51.3% in regard to education believe that children are overly exposed to media. Most parents thinking that media exposure is too high have a secondary education (65%) and are older than 35 years (58.8%). It is interesting to note that 7.7% of parents in regard to age and just as many in regard to sex do not know to what extent their children are exposed to media. Statistical importance was tested with the help of chi-square (x^2), average square contingency (Q^2) and Pearson's contingency coefficient (C). We have calculated that $x^2 = 10.13$, $Q^2 = 0.26$ and $C = 0.45$, based on which we estimate that parents' education has an important effect on their opinion on their children's exposure to media. x^2, Q^2 and C that were calculated for the estimated children's exposure to media based on parents' age show that parent's age is statistically important, because $x^2 = 2.73$, $Q^2= 0.07$ and $C = 0. 26$.

The same question was posed to the teachers. Based on their answers, we found that 90.9% of all teachers in regard to their education estimate that children are overly exposed to media. Among them is the higher percentage (92.3%) of those with secondary teachers and 88.9% of those with vocational/higher teachers or better. This is also confirmed by x^2, Q^2 in C calculations, where $x^2 = 0.08$, $Q^2 = 0.0035$ and $C = 0.06$. As Pearson's contingency coefficient is less than 0.1, we can assume that teachers' education does not significantly affect their opinion on children's exposure to media. In regard to teachers' age, we find that all educators who are 35 years old or younger (100%) believe that children are overly exposed to media. 86.7% of teachers older than 35 years agree with this. However, 13.3% of this teachers group does not agree with this statement. The x^2, Q^2 in C calculations show that taecher age significantly affects their opinion on children's exposure to media, as $x^2 = 1.03$, $Q^2 = 0.05$ and $C = 0.21$.

Parents' opinions on their own media literacy and on media literacy of teacher

We asked the parents what their opinion was on their own media literacy and what they thought of teachers' media literacy. The results show that 61.5% of parents believe themselves to be media literate, 27.5% estimate that they are insufficiently media literate and 12.8% believe that they are not media literate. Parents with vocational/higher education or better (75%) and parents aged above 35

(70.6%) consider themselves the most media literate. The Chi-square calculation equals 6.61, the average square contingency equals 0.17 and the Pearson's contingency coefficient equals 0.38. The latter is greater than 0.1, so we estimate that parents' education influences their opinion of their own media competence. The same can be said for parents' age, as $x^2 = 1.18$, $Q^2 = 0.03$ and $C = 0.17$. As Pearson's contingency coefficient is greater than 0.1, we estimate that parents' age is statistically important as well.

In this context we were interested in parents' opinions on educators' media literacy. Parents have expressed great trust in teachers with as many as 64.1% stating that teachers are media literate. In contrast, a large number of educators do not consider themselves to be sufficiently media literate. When we analysed the statistical importance of this segment, we found that $x^2 = 0.04$, $Q^2 = 0.0009$ and $C = 0.03$. As Pearson's contingency coefficient is less than 0.1, we estimate that parents' education is not statistically important for parents' opinion about teachers' media competences. Similarly, there are no statistically significant differences in regard to parents' age and their opinion on educators' media literacy, as $x^2 = 0.37$, $Q^2 = 0.009$ and $C = 0.097$, whereby Pearson's contingency coefficient is less than 0.1.

Teachers' opinion on their own media literacy was assessed from the aspect of their education and age. As many as 77.3% of teachers were not satisfied with their media literacy or thought it to be too limited (68.3%). Only two teachers (9%) were satisfied with theirs. As $x^2 = 1.18$, $Q^2 = 0.05$ and because the calculated Pearson's contingency coefficient ($C = 0.23$) is larger than 0.1, we assume that educators' education affects their opinion on their own media literacy. This opinion is also influenced by age, as $x^2 = 2.95$, $Q^2 = 0.13$ and $C = 0.34$. As Pearson's contingency coefficient is lather than 0.1, we estimate that teachers' age significantly affects their opinion on their own media literacy.

Parents' and teachers' opinions on fostering media literacy in the kindergarten

Considering that acquiring media literacy is a lifelong procedure and that the first steps should be taken in the kindergarten, we also asked parents what they thought about fostering media literacy in kindergarten. 94.9% of parents supported it, while 5.1% thought that fostering media literacy in kindergarten is less important. Results – $x^2 = 0.41$, $Q^2 = 0.01$ and $C = 0.103$ – show that parents' education affects their opinion on fostering media literacy in kindergarten, as Pearson's contingency coefficient is larger than 0.1. A similar statement can be made based on the calculation $x^2 = 0.57$, $Q^2 = 0.02$ and $C = 0.12$, as in this case Pearson's contingency coefficient (C) is also larger than 0.1. Based on this data we find that parents' age affects their opinion on fostering media literacy in kindergarten. Parents' age also significantly affects their opinion on how adequate fostering media literacy in kindergarten is.

The same question was posed to teachers. Results show that 54.5% of teachers support fostering media literacy, while 45.5% of them reject it. Most in favour of fostering media literacy in kindergarten are teachers with vocational/higher education (77.8%) and older teachers (66.7%). Younger (71.4%) and less educated (61.5%) teachers are predominantly not in favour of fostering media literacy. The findings were confirmed by the calculations: $x^2 = 3.31$, $Q^2 = 0.15$ and $C = 0.36$, whereby Pearson's contingency coefficient (C) is larger than 0.1, so we can assume that teachers' education plays an important role in shaping their opinion on the adequacy of promoting media literacy in kindergarten. A similar statement can be made regarding teachers' age, as $x^2 = 2.8$, $Q^2 = 0.13$ and $C = 0.34$ (contingency coefficient is larger than 0.1).

Teachers' assessment of their own media-didactic literacy

Teachers' opinions on the importance of media in teaching pre-school children

77.3% of educators agree with the statement that media are important for education, which includes 76.9% of teacher with secondary education and 77.8% of those with vocational/higher education or better, while older respondents stand out with 93.3%. Young teachers' opinions are divided roughly in half with a few more not in favour of the statement (57.1%). It is good to find that 93.3% of teachers above 35 connect teaching with media. We estimate that children can learn a lot through planned use of media and once they understand them, media cannot hurt them anymore. This is also the role of

media literacy in the kindergarten. Based on the calculation, we find that $x^2 = 0.003$, $Q^2 = 0.0001$ and $C = 0.01$ and that Pearson's contingency coefficient is 0.49, therefore greater than 0.1 ($x^2 = 6.92$, $Q^2 = 0.31$ and $C = 0.49$).

Teachers' opinions on integrating media into the kindergarten educational process

Regarding the media-didactic competence as a segment of media literacy, we were interested whether teachers integrate media into the educational process. For 31.8% of teachers merely means the use of electronic media, especially for teachers with secondary education (46.1%) and teachers, younger than 35 (42.8%). 27.3% of teachers use electronic media to help children acquire primary experiences, according to 40% of the teachers, older than 35 years. 18.2% of the respondents would help children process their television experiences through play and 13.6% of them would talk about those experiences with children. 9.1% of teachers think that electronic media can be used to help calm down children. We estimate that planned pedagogic work with media in the kindergarten can help children acquire valuable primary experience that serves as a foundation for developing and fostering media literacy. Whether media is integrated into children's play, depends on educators' education, as Pearson's contingency coefficient is greater than 0.1 and $x^2 = 0.42$, $Q^2 = 0.02$ and $C = 0.14$. Teachers' age also affects their use of media in teaching, as $x^2 = 2.17$, $Q^2 = 0.1$ and $C = 0.3$.

Teachers' opinions on which media they include into the kindergarten education process

We were interested which media do educators include into the kindergarten educational process. The most commonly used medium is radio (59%), especially with teachers up to 35 years of age (85.7% aged below 35 and 46.6% aged over 35). It is followed by television (18.2%) and video (18.2%). However, it is interesting to find that not a single respondent listed print media. Apparently, the word medium is in practice associated with electronic media, even though children and teachers in kindergarten, and in some places even parents, have access to a number of print media in form of handbooks for children, parents and those for kindergarten employees. It appears that radio is often used in its function as a musical background to other activities; otherwise we cannot explain the use of radio. It is interesting to note that television and radio are most often used by educators older than 35 and not those, who are younger.

Parents' and teachers' opinions on the role of television

Regarding the question on how television is used to raise children, we find that television plays a double role: as a baby-sitter and as means of entertainment. Television often takes on the role of a baby-sitter, when, for example, parents are preoccupied with other work and do not have time for children or when they want to calm down excited children. More than the half (59%) of parents admitted that they use television as a baby-sitter. 18% do it often, 41% do it occasionally, while 41% claim that they never do it. Most often television is used by parents with secondary education, 15% of those parents use it in this role often, 55% occasionally. Parents with vocational/higher education or better also use television for this purpose, 25% use it often, and 31.2% use it occasionally. On the other hand, none of the parents with elementary education approve of such behaviour. More often than with older parents (11.8% use it often, 41.2% use it occasionally), television plays the role of a baby-sitter with young parents (22.7% use it often and 40.9% of these parents use it occasionally). We estimate that parents use television as a baby-sitter to often (59%). According to our opinion, television should not be used in this way. Our calculation, $x^2 = 6.81$, $Q^2 = 0.17$, $C = 0.39$, shows that parents' education significantly affects the use of television for the purpose of baby-sitting children, as Pearson's contingency coefficient is greater than 0.1. This is also confirmed by the x^2, Q^2 in C calculations, as $x^2 = 0.9$, $Q^2 = 0.02$, $C = 0.15$, based on which we estimate that parents' age also significantly affects how often television is used as a baby-sitter, which is further confirmed by Pearson's contingency coefficient, which is greater than 0.1. 53.8% of all parents are of the opinion that entertainment while watching television is important, while 43.6% of them think that the message is more important. This seems especially important for parents with vocational/higher education or better (62.5%) and for parents older than 35 years (64.7%). One parent (2.6%) believes that it is not important that a child has fun while watching television. We were happy to find that 43.6% of the parents think that the message is more important. Children should have fun while watching television, but it is even better if the programme is educational in addition to being fun. We were interested in

what children like to watch most. The data shows that children prefer to watch cartoons. 74.5% of the parents are of the same opinion, 90% of those with secondary education, 62.5% with vocational/higher education or better and 33.3% of the parents with elementary education. Parents' age structure is similar: 82.3% of those older than 35 years and 68.1% of those younger than 35. In regard to popularity, cartoons are followed by children's programmes (18%), puppets (2.5%) and animal programmes (2.5%), while one child prefers to watch cartoons with all advertisements. We were happy to find that some parents decided on puppets and animal programme and that most children watch programmes that are adequate for them.

The same question was posed to teachers. Even though we expected that kindergarten teachers, if not for their knowledge, then due to the limited amount of media use, would not use television as a baby-sitter, there are still several (18.2%) of them who said that they used it in this function. All of them have secondary education and are, with the exception of one, older than 35. The x^2, Q^2 and C calculations also show that teachers' education affects their use of television as a baby-sitter, as the results were $x^2 = 3.4$, $Q^2 = 0.15$ and $C = 0.28$, which is greater than 0.1. Teachers' age has proven statistically insignificant in this case, as $x^2 = 0.1$, $Q^2 = 0.005$ and $C = 0.07$, while Pearson's contingency coefficient is lower than 0.1.

Teacher's opinions on the frequency of media use in kindergarten

This is related to teachers' assessment of the frequency of media use. Results show that kindergarten teachers do not use media often. 31.8% of teachers do not use media at all (57.1% of them being younger than 35) or merely use them once per month. Among those are 66.7% of teachers older than 35 years, 55.6% of those with vocational/higher education or better and a further 46.2% with secondary education. Only 18.2% of respondents use media every day. This is surprising, as based on our experience we would expect a more frequent use of media in kindergartens. According to our assessment, using media only once a month is insufficient.

Opinions on what activities teachers use media for in kindergarten

Even though the data shoes that media use is modest at best, we were interested which activities teachers include media into as a part of the educational process. 31.8% of the respondents do not use them at all, more than the half (57.1%) of them are younger than 35. Only one older teachers with vocational/higher education or better uses electronic media for project work. Almost two thirds of teachers (63.7%) use electronic media for planned (36,4 % – 55,6 % with vocational/higher education or better) and free child activities (27,3 % – 46,2 % with secondary education). This data also confirms what we have already established, that media use in kindergartens is modest and that their use, despite being modest, is relatively equally represented in planned and free child activities. This, of course, gives rise to the question whether children in kindergarten are left to fend for themselves, or is viewing television or listening to audio followed by a group discussion with the educator. This is a question we have tried to study in the context of teachers' media-educational competences.

Teachers' opinions on children's activities and the use of media

We have asked teachers what opportunities they offer children in their pedagogic work with electronic media. According to teachers, pedagogic work with electronic media should provide children with the opportunity to use electronic media in guided activities – watching television, playing computer and video games (45.5 %), as stated by 71.4% of teachers who are younger than 35, 46.1% of teachers with secondary education and 44.5% of teachers with vocational/higher education or better. 40.9% of teachers consider pedagogic work with electronic media as use of media in free play – watching television and playing computer and video games. Such position was taken by 53.9% of teachers with secondary education and 46.7% of those older than 35 years. Merely 13.6% of teachers (all with vocational/higher education or better and older than 35 years) regard pedagogic work with electronic media as active use of media, e.g. as playing an audio or video recording with educator's assistance. We estimate that most children still play a passive role (watching, listening). If this is followed by a discussion on what the children saw or heard, than this contributes to their activity. There are probably more examples of such situations. One of them is definitely inadequate teachers' competence for working with media and consequently teachers' inadequate media literacy, which was already discussed above.

Conclusion

In short, we could say that media literacy pertains to various aspects, which include access, analysing and assessing skills, and production of different media messages. Our research merely touched two aspects of fostering media literacy in kindergartens: parents' media-technical competence and educators' media-didactic competence. We have found that both parents and teachers estimate that media have a strong presence in their everyday life, that both groups consider television to be a baby-sitter as well as a fun medium, and that parents consider themselves to be insufficiently media literate, while thinking that teachers are sufficiently media literate. Teachers, on the other hand, believe that they are not sufficiently media literate. Parents and teachers both believe that fostering media literacy should be done in the kindergarten.

In regard to teachers' media-didactic competence, they estimate that media play an important role in teaching pre-school children, as teachers are aware of the importance of early teaching with media, for media and about media with the purpose of helping develop children's media literacy, so they will not be afraid of media as future adults. Furthermore, we find that teachers do include media into the kindergarten educational process, most often radio, which points to the fact that kindergartens are still inadequately equipped with media. This is also supported by findings related to the frequency of media use in kindergartens, as teachers do not use media often enough, either in planned activities or in free activities. Findings regarding children's chance of active participation in media use point to the estimate that these opportunities are rare, as most children do not have the option to actively participate in using media.

When we talk, write or think about fostering media literacy in kindergartens in the future, we mostly refer to the following: ensuring the required technical equipment (meeting the demand for implementation and integration of media into the kindergarten educational process and equipment maintenance. With the emergence of mass media in our everyday lives, this demand has strongly increased in kindergartens as well. This pertains to video and computer equipment and proper standards and norms. These have already been established in Slovene schools. In kindergartens, however, equipment is sparse and often linked to knowledge and skills of the individual teachers working in the kindergarten.) for education and/or teacher training, so media and information technologies can be used for educational work in the kindergarten (with children and parents, and for educator's work in general), for learning about media and for using media (for the purposes of monitoring child development, for informing parents about their child's development, for planning future measures in the educational process, etc.).

According to Hermann (1999), parents and teachers as enlightened initiators of fostering media literacy within the family and in kindergarten should be familiar with the predominant role of media in the political and cultural life, especially with their means of transferring and reshaping information. They should be aware that their attitude towards media affects media literacy as well as future media users, whether they want it or not. By being aware of the effects and power of the media, parents in a family setting and educators in kindergarten can encourage children in the process of fostering media literacy in the kindergarten through accepting, informing, exploring, aesthetic and sensual experience, relaxation and fun with children. Learning by doing would enable parents and teachers to open new media dimensions for themselves and for children, and to safely guide children through the minefields of media addiction.

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