

Kristi Vinter/Andra Siibak/Kristiina Kruse: Medienerziehung und Förderung von Medienkompetenz bei Vorschulkindern

Wie sehen estnische Erzieherinnen ihre eigene als auch die Rolle der Eltern bei der Entwicklung von Medienkompetenz und bei der Begleitung der Mediennutzung von Vorschulkindern? Anhand von Interviews wird gezeigt, was Erzieherinnen unter Medienerziehung verstehen, und es wird untersucht, welche Hilfe sie bei der Förderung der Medienkompetenz der Kinder brauchen. Die Kindergärten betreffende Gesetzgebung berücksichtigt Medienerziehung nicht und in der Erzieherinnenausbildung wird das Thema nur am Rande behandelt. Obgleich die Erzieherinnen ihre Doppelrolle als Betreuerinnen der Kinder und als Beraterinnen der Eltern hinsichtlich der Medienkompetenzförderung der Kinder erkennen, wird Medienkompetenzförderung in estnischen Kindergärten noch nicht umgesetzt.

Two focus-group interviews with 24 Estonian pre-school teachers were carried out to investigate teacher perceptions about media education and the role of parents and teachers in shaping young children's media literacy and media consumption habits. The findings indicate that teachers consider the role of the family on children's computer use to be more significant compared to their own role. Although the teachers started to acknowledge their own role as supervisors and parents' counselors as the interviews progressed, no curriculum-based media literacy shaping is done in the classrooms. Furthermore, rather than developing children's awareness of the media, various new media devices had been used as "enrichment" and significantly fewer activities that would actually help to shape children's media literacy were mentioned.

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