

RAJNAI, RICHÁRD: The Practice of Media Education in 21th Century Hungary

In my paper, I will introduce the specific forms and contents of Hungarian media education of the last decade by comparing the results of three researches. Besides this, I will address the cultural fields and curricular elements considered most relevant by media teachers and how the subject-matter of media education has been affected by teachers' and pupils' experiences in a convergent media environment. My analysis is most importantly based on the research carried out by T-Tudok Education Research Center at the turn of 2018-2019, focused on the delivery of media competences in school environments. In our research, we examined the teachers' and principals' attitude towards media literacy and its development, as well as the formal and

non-formal types of media education. I will compare our results with the outcomes of two previous researches, in order to make the changes affecting the media environment and the development of media education in the previous decade apparent. First I will refer to the research carried out by Csilla Herczog in 2009, based on interviews with media teachers and observation journals of media classes. After this, I will present the conclusions based on the groundwork performed by a research group of Eszterházy Károly University in 2015. The common ground of the three researches is the focus on media teachers' practice, albeit since the applied methodology, enquiries and emphases are different, this resulted in ostensible limitations in the process of comparison.

Keywords: *media literacy, media education, teaching practice*

