
THE SOCIALIZING AND EDUCATIONAL FUNCTION OF MEDIA AND MARKETING COMMUNICATION

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(Received 6 October 2015, revised 15 January 2016)

Abstract

Media communication, in terms of the alternative educational role of the media, has the possibility of being seen as having a positive impact on the recipient. The presented article analyses the forms of the educational functions of media and marketing communications, with an emphasis on their effects and impact on the target groups of younger and older school age children. The objective is to confirm the educational function of marketing communications in the form of creative advertisement through research of the above mentioned target groups.

Keywords: adverfact, education, educational function, media content, corporate social responsibility

*“If we don’t change, we don’t grow.
If we don’t grow, we aren’t really living.”
(Anatole France)*

1. Introduction

The tendency of supporting self-development of healthy personality being controlled by its individual predispositions has taken the place in preferred orientation of human beings nowadays. People’s lifestyle as well as various progressive and current tendencies of the second half of the 20th century, such as humanistic (personalistic) pedagogy that is based on psycho-therapeutical practice of C. Rogers, are being adjusted. According to the above mentioned the priority of education is to consistently support and reach the level of self-development and self-education [1]. Education and upbringing are based on diverse aspects of influencing a child, regarding the basic Lewin’s three-dimensional model [2], person-environment-life space, as well as fundamental assumptions of Pedagogy and educology, where the fundamental attributes and their subsequent different divisions are defined. The authors state that education in its broad sense represents a constantly developing activity of education of a

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subject and object, while in its development there are changes at the education and mannerliness level of the individuals being educated [1, p. 19].

The significant part of the present environment is media, media and marketing discourses that affect human beings of nowadays. Media analysts, in particular mediocentric theory supporters, focus on the fact that media is not only passive reflection, but active reality creator factor [3, 4]. Many researchers draw their attention to the influence and effects on behaviour changes putting an emphasis on defining not only negative, but also positive attributes of this activity.

Negative influences that frequently occur include suppressing of the process of active learning and information acquisition caused by unilateral communication via television where a child without any selection, passively and on a long-term basis receives television imagery or computer signs lacking deeper coherence [5], negative effects and anxiety increasing [6], negative effects on children value area [7-9], emotional blackmailing and ethical issues concerning the advertising impact. While the majority of adult users is able to react critically on the diverse world of advertising, focusing on children it is just a piece of cake for advertising creators. Children are not able to recognize the main objective of advertisement and therefore it is almost not possible for them to take a critical stance on advertising spots. The influence of media discourses and their consequent effect on selected target segments of children are not only of psychological nature, but also legislative framework focuses on selected problematic areas concerning this influence. It accepts slight manipulation of children audience and seeks the solution in public and corporate social responsibility [10, 11].

Despite negative effects of media and marketing communications the group of authors defined positive effects of advertising on a recipient [9, 12, 13]. They include communication behaviour patterns in advertising spots by which a child „ritualizes his/her behaviour according to vulnerable social stereotypes”, signalingizing disengaging at advertising jingles thanks to which children perceive the advertising more intensively. They hear it more times a day, they spontaneously learn the text by heart, they identify themselves with it, create their imagination on the style basis being offered by the advertising. The object of design relating to creative activity of individual as well as the object of education in marketing communication is also interconnected [14].

There is no doubt relating to negative and positive influence of media discourses on the development of an individual. We could clearly state that they are able to establish significant facilitating factor either in positive or negative meaning. The following part focuses on the definition of such aspects and functions of media and marketing discourses that are supposed to have positive, inhibitive effect of the discourses on an individual.

2. Educational and socializing scope of discourses

Continual development in the field of marketing communication, the effort of marketers for original presentation of elements addressing the customer, creates the unfinished phenomenon of research in the mentioned area.

We base on the assumption that some negative effects of media and marketing discourses have a depressing effect, especially from the viewpoint of further healthy development of individual personality which arises first and foremost from the phenomenon which the experts call 'passivity of brain'. It is the consequence of one-way communication between a recipient and media when the activity of recipient's brain is in a passive state because in the act of communication, it is only passively processing the information for him.

According to the stated reason, we can assume (purposely that our assumption does not reach all spheres of negative media-marketing messages) that by elimination of brain passivity, **by activation of individual's brain centres, a positive development will be reached in the intentional positive manipulation of an individual from the aspect of upbringing and education.** One of the possible alternatives we suggest is the interconnection of educational aspect of discourses as a targeted activity on upbringing and education of the audience with the aim to implement various educational elements into the structure of media and marketing contents. Nevertheless, implementation of this purpose into practice still remains a questionable issue. We see its potential in specification of a social purpose in the field of corporate social responsibility [15-21]. We assume that by their identification and subsequent operationalization in connection with the social effort on upbringing and education through similar discourses, as well as in connection with commercial areas of companies and their CSR communication, it is possible to achieve INTENTIONAL and PURPOSEFUL upbringing within the target groups of children.

We base on the assumption of a basic division of direct and indirect effect of education in general, which we apply to media sphere where we will find out points of concurrence of individual phases of optimal progress of education in their implementation on media marketing contents.

2.1. Direct effect of education and upbringing

Direct effect of education and upbringing present a systematic activity of influencing a child intentionally and we directly stimulate them to certain activity which enables them to develop particular skills and knowledge. The most frequent instrument of this type is the 'instruction'. The upbringing theory defines direct upbringing effect as a direct effect of a teacher on the personality of a person being educated within the entire upbringing situation.

2.2. Indirect effect on an individual

The indirect effect on an individual is created by the environmental effect that has the facilitating ability (indirectly stimulates to activity) or it is an environment that is created by eliminating barriers that can negatively affect the development of the personality. According to upbringing theory the “approach of a teacher is considered to be more effective because he does not control the situation directly, but on the other hand he creates external conditions not to influence a pupil directly, but through the situation”. By creating the conditions of the situation a teacher influences the psychic, need and interest of a pupil [22].

In the framework of this effect the author recommends the following procedure of pedagogic effect:

- Situation phase - particular conditions influence an individual. Those draw creation of situational motives, reactions and situational attitudes depending on the current functional level, psychic ability that is influenced by current personality conditions;
- Attachment phase - in this stage of raising, individuals stabilize themselves, they fix their reactions that they are supposed to have and make them easier to adjust to similar external conditions while the internal condition of the pupil does not have to agree with this activity;
- Generalizing phase - based on acquired reactions and behaving in various pedagogic model situations where a pupil is aware of structure diversity in particular situations, they find different and similar elements that lead them to understanding. This is significant from the views of the requirements imposed on themselves. Based on this understanding, pupils create a value system connected with personal treats and relations that helps them to generalize the validity of requirements and norms as well as to be aware of the fact that it is not only a situational context, but they are of general validity regarding different activities, relationships they are in touch with.
- Personally-integrated phase - in this stage by the influence of upbringing effect and spontaneous personality development there are qualitative changes in characteristics, relationships, value systems and personality behaviour. While achieving this stage the entire process appears at a pupil in integrating relations of all the spheres such as intellectual, emotional, volatile and cognitive; the pupil is ready to be adapted to life reality and he becomes the subject of his own development.

3. Discussion

We were concerned with demonstration of stated assumptions in various researches. Our research dated 2010 focused on elements identification of development of individual's creative abilities based on the practice developed. The practice combined Bessemer and Treffinger's approach, and others who presented the list of criteria of creative product, Ekwal's approach relating to

creative climate and Zelina's approach of postulated determinants of personal development [16]. Modification of content analysis, miscellaneous approach to content analysis with quantitative topical base, qualitative completion and subsequent quantification were used, whereby no other verified methods were available. As for fundamental determinants of creativity stimulation in media and marketing discourses, the following categories were defined: novelty (1), freedom (2), perception (4), multi-sensory perception (5), playfulness/humour (6), apperception support (7), visualization, fantasy and imagination (8), fluency, diversity and originality of thinking (9), curiosity (10), independence (11), courage (12), motivation, and stimulation (13). Subsequently, aspects of these categories were studied within adverbials as presented below.

On the basis of the results the following categories of determinants were defined: novelty in the category of direct appeal (PV); freedom in categories of fantasy freedom (SLOF), freedom of play (SLOH), freedom of creativity (SLOT), humour, fluency, flexibility and originality of thinking in the category of direct appeal (PV), and thinking in the category of thinking-product (MP), performed thinking (MU), situation (MS), imagination, fantasy and imagination in the category of direct appeal (PV), vision image (OV), perception in the sight category (sight, bold colourfulness, animation), hearing (music, product sound, hearing), taste, smell and touch; independence in the category of direct appeal (PV), indirect appeal, responsibility- independence- product (ZSP), responsibility- independence- situation (ZSS), courage in the category of direct appeal (PV), safety (B), self-esteem (U), curiosity in the categories of direct question (PO), usage of product (OP), situation in advertising (OS), motivation in categories of motivation by winning (MV), motivation of appreciation (U).

The following research [23] aimed at stimulating of motion creativity through television program as well as content analysis where the occurrence of elements is facilitating child motion creativity was surveyed. The author based on elements recorded in the following categories: encouraging words, encourage to activity, impulses, providing the impulses for creative behaviour, providing room for creating the own ones, movements, appeal to independent moving activity, engaging the spectator into activity in program by encouraging, asking queries, assigning tasks, and direct communication with the viewer. The research results refer to the fact that within the content of this program it is not possible to find the elements that directly encourage moving activity regarding the child viewer. It was also stated that individual activities are inseparable part of the development of not only gross motor skills, but fine motor skill, spatial perception, as well as sight perception and auditory perception. They teach a child to be independent using playful style as well as pro-social behaviour, psychic resistance and time perception. Unfortunately, when trying to specify stimuli for starting moving creativity itself, it is not possible to identify instructions at all.

As we can see, the situation of educational and socialization elements in marketing and media discourses is currently in the stage, where the assumptions of representation of these facilitating elements are acceptable, but on the other

hand their occurrence is currently very low. Various researches deal with this submitted issue where content elements of educational nature of advertising posters are being specified. The stated researches primarily focus on the area or creativity development however, the development of this ability assumes the development of other human cognitive abilities (as we mentioned previously in particular specified categories of the research). Therefore, we can state that it positively influences a significant part of human psychic development.

4. Conclusions

Based upon the abovementioned assumptions we suggest implementation of educational model or marketing discourses into the area of corporate social responsibility (CSR) as a separate category that would be based on the fact of implementing facilitating elements into media and marketing company discourses. In practice, advertising sponsor would intentionally include into the advertising structure or other marketing communication products such elements that would directly or indirectly develop personality, abilities and skills of an individual with the aim to develop a healthy personality and society.

In this model, the main areas of personality development relate to development of perception, imagination, multi-sensory perception, thinking, creativity focusing on the elements of problem solving through divergent thinking independently, authentically, by being motivated and willingly.

Development instruments of given areas are divided as follows considering the type of effect and the stage of educational process.

1. Direct effect on an individual through direct appeal (instructions):
 - i. implemented into the marketing discourse happening (which motivates the viewer to certain active brain activity (the development of cognitive abilities);
 - ii. motivating the activity by reproduction of certain activities (skills development);
 - iii. motivating to creating new, original creative product.
2. Indirect effect on an individual without the clear instruction occurrence, by producing marketing discourse where the barriers are eliminated [6]. We divided them to internal and external ones. The internal ones are as follows: anxiety, fear, no willingness to risk, formality, professional routine and schematism, fear of failure, habits in thinking, distrust in oneself, dependency on opinion of others. The external barriers are: social-economic barriers, bureaucracy, conformity, envious human relationships, prejudice, taboo, unfair rewarding, excessive control, wrong style of managing, adherence on traditions, emphasizing the criticism of personality development, abilities and skills:
 - i. with the elements that motivate an individual to free creativity, original thinking, self-confidence at one's own success by means of subject which is represented in discourse (using appropriate real life experiences);

- ii. with elements that motivate an individual to free creativity, original thinking, self-confidence at one's own success by means of promoted product (in case that the promoted product has the potential, e.g. games for children)
- iii. with elements that motivate an individual to free creativity, original thinking, self-confidence at one's own success by means of situation being illustrated in the discourse.

Regarding to progress of effect the levels are divided as follows:

- Situation phase - indirect effect on an individual without the occurrence of clear instruction creating marketing discourse in which the barriers are being eliminated;
- Attachment phase - direct effect on an individual through direct appeal (instructions) motivating to activity by reproduction of certain activities (skills development);
- generalizing phase - indirect effect on an individual without the occurrence of clear instruction with the elements that motivate the individual to free creativity, original thinking, self-confidence and success through subject, that is represented in a discourse (using appropriate life experiences);
- Personally-integrated phase - direct effect on an individual through direct appeal (instruction) motivating to creating new, original and creative product and indirect effect on the individual without an occurrence of clear instruction, producing marketing discourse in which the barriers are being eliminated.

Our model aims to provoke not only the scientific community, but to stimulate the interest of advertising creators, advertising sponsors, program directors of TV stations in the presented topic of implementation of personality development, abilities and skills of an individual into the marketing structures of discourses. Their positive approach would serve as an alternative to conversion of perceiving the nature of adverfacts as an essential part of the alternatives of forming personality being developed and therefore it would contribute to responsible marketing. We hope that the submitted article would contribute to fulfil the objective.

Acknowledgement

This article was supported by the project KEGA 035UKF-4/2015.

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