

## Výroční zpráva projektu specifického výzkumu na rok 2017 – zakázka č. 2102

Název projektu: **Děti a svět bulvárních informací**

Specifikace řešitelského týmu

Odpovědný řešitel: **Doc. PhDr. Pavel Vacek, Ph.D.**

Studenti doktorského studia na PdF UHK: --

Studenti magisterského studia na PdF UHK: **Luboš Fedorovič, Matěj Horák**

Školitelé doktorandů: --

Další výzkumní pracovníci: --

Celková částka přidělené dotace: **53 791,- Kč** (před navýšením 52 482,- Kč)

Stručný popis postupu při řešení projektu (max. 2 strany)

### a) Splnění kontrolovatelných výsledků řešení

Uveďte především publikace, které vznikly na základě řešení projektu. Dále uveďte, zda byly publikace skutečně zadány do OBD s vazbou na RIV.

Plánované výstupy projektu měly podobu:

- 1) Prezentace výsledků výzkumu na konferenci ČAPV v září 2017. Vystoupení bylo podle plánu realizováno (viz Příloha č. 1: Konference 2017, bulvár).
- 2) Publikace článku v odborném recenzovaném domácím i zahraničním periodiku: Text s názvem *Children and the World of Tabloid Information* (viz Příloha č. 2) byl poskytnut k publikování prostřednictvím the Future Academy in the EpSBS European Proceedings of Social & Behavioural Sciences. Text byl řádně zaevidován a byly splněny všechny podmínky k jeho publikaci. Je zde reálná naděje, že představovaný text po zadání do OBD přinese riovské body. Na konferenci ICEEPSY 2017 (the 8<sup>th</sup> ICEEPSY International Conference on Education and Educational Psychology), která se konala v Portu v termínu 11. – 14. 10. 2017, byly prezentovány výsledky našeho výzkumu v podobě posteru (viz Příloha č. 3: Poster ICEEPSY\_5723).
- 3) V Příloze č. 4 (<https://www.youtube.com/watch?v=g6iIuaE3A88&feature=share>) je odkaz na video program určený pro žáky 2.stupně ZŠ jako vstupní metodická pomůcka k otevření tématu o vlivu bulváru na děti této věkové kategorie.

Přehled realizovaných výdajů:

**a) osobní náklady (odměny; odvody na zdravotní, sociální a úrazové pojištění = 34,42 % z odměn; ostatní osobní náklady (DPČ/DPP):**

Odměna řešiteli činila 3 719, 00 Kč. Zákonné zdravotní pojištění 334,71 Kč + zákonné sociální pojištění 929,75 Kč = 1 264,46 Kč

**b) stipendia a jejich stručné zdůvodnění (seznam studentů s uvedenými údaji – IČ a bankovní spojení):**

Příjemci stipendií byli studenti magisterského studia PdF UHK:

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Stipendia byla poskytnuta v plánované výši ve dvou etapách. Částka 5 000,- Kč byla odsouhlasena v červnu 2017 a následně v říjnu opět 5 000,- Kč. Dohromady bylo na stipendiích vyplaceno 20 000,- Kč (10 000,- + 10 000,-).

Oba studenti se podíleli na všech fázích projektu. Tedy na přípravě dotazníků a otázek pro diskusi v ohniskových skupinách, na přípravě a realizaci prezentace pro konferenci ČAPV, poskytli podklady pro vypracování článku v české verzi, podíleli se na tvorbě posteru pro konferenci ICEEPSY 2017 a připravili scénář pro tvorbu metodicko-motivačního videa.

**c) materiálové náklady (výdaje na pořízení drobného dlouhodobého hmotného majetku – pořizovací cena do 40 tis. Kč, nehmotného majetku – software – pořizovací cena do 60 tis. Kč, kancelářských potřeb, ostatního materiálu) a jejich stručné zdůvodnění.**

Realizované výdaje oproti plánu (10 000,- Kč) činily 4 143,10 Kč (3037,10 toner a 1 106 Kč vlastní kancelářské potřeby). Úspora v této kapitole byla způsobena tím, že nebylo potřeba pořizovat diktafon (v plánu 3 000,- Kč), neboť studenti uskutečnili záznamy rozhovorů s dětmi díky moderním aplikacím ve svých mobilních telefonech. Plánovaný nákup odborné literatury byl realizován v rámci projektů 1904 a 2101.

**d) další provozní náklady nebo výdaje a jejich stručné zdůvodnění (viz položka e)**

**e) náklady nebo výdaje na služby a jejich stručné zdůvodnění (př. tisk monografie, konferenční poplatky, překlady apod.):**

Realizované výdaje se týkaly platby za konferenční poplatek 17 640,32 Kč; kopírování dotazníků a jejich formátování 1 356,- Kč; tisk posteru 560,- Kč a překlad příspěvku do AJ 2 800,- Kč a tvorba didaktické pomůcky (zmíněný video program) 1 500,- Kč. V souhrnu výdaje za služby činily 23 856,32 Kč.

**f) doplňkové (režijní) náklady nebo výdaje v souladu s příslušným řídicím aktem UHK:**

Mezi doplňkové náklady řadím kurzové ztráty 387,39 Kč a bankovní poplatky 427,41 Kč.

**Předpokládané náklady celkem 53 791 Kč. Skutečnost 53 797, 68 Kč (rozdíl – 6,68 Kč).**

**Viz příložená Výsledovka po účtech a pohybech**

Povinné přílohy:

a) kopie publikačních výstupů

**Seznam příloh:**

Příloha č. 1: Konference 2017, bulvár (powerpointová prezentace)

Příloha č. 2: Children and the World of Tabloid Information

Příloha č. 3: PosterICEEPSY\_5723

Příloha č. 4: <https://www.youtube.com/watch?v=g6iIuaE3A88&feature=share> (odkaz na video program vytvořený jako metodicko motivační pomůcka k tématu Děti a svět bulvárních informací)

b) výpis (export) z OBD – výsledky publikační činnosti podpořené projektem: bude realizován po publikování představeného příspěvku (viz Příloha č. 2).

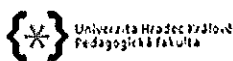
c) vyúčtování dotace - „Výsledovka po účtech s pohyby“ z ekonomického informačního systému Magion

Výsledovka po účtech s pohyby. Zakázka 2102; SV – Děti a svět bulvárních informací.

Datum: 31. 12. 2017

Podpis odpovědného řešitele





Univerzita Hradec Králové  
Pedagogická fakulta

## Děti a svět bulvárních informací

Pedagogická fakulta  
Univerzity Hradec Králové

Vacek, Horák, Fedorovič

XXV. konference ČAPV,  
Hradec Králové, 13. - 15. září 2017

### Úvod

Slovo bulvár pochází z francouzského „boulevard“, což znamená široká městská třída nebo promenáda.

*„...postupně se slovo bulvár stalo pojmem pro neseriózní, zpravidla i neověřený a neetický, pokleslý a zároveň lacný typ novin a časopisů s výraznou, podbízlivou grafickou úpravou“ (Ottova všeobecná encyklopedie, 2010, s. 184).*

Zajímavost: Vydávání bulvárního tisku bylo pozastaveno v České republice za doby Protektorátu během 2. světové války, a následně po roce 1948, kdy se vlády ujali komunisté.

Je zřejmé, že bulvárnímu zpravodajství se nedaří v totalitárních společnostech. Jeho existence je podmíněna „necenzurovanou“ svobodou projevu. Máme demokracii, máme bulvár.

## Výzkum

V našem výzkumu jsme kombinovali kvantitativní dotazníkové šetření (sledovanost bulvárních médií, míra orientace ve světě bulvárních informací naší cílovou skupinou atd.) s kvalitativním přístupem realizovaným prostřednictvím strukturovaného dialogu v ohniskových skupinách tvořených žáky tříd 2. stupně ZŠ.

Náš výzkumný soubor byl tvořen 274 respondenty, kteří vyplnili položky dotazníku, a sice 128 chlapců (47%) a 146 dívek (53%) celkově ve věkovém rozpětí 11 až 15 let.

Strukturované diskuse byly uskutečněny v 10 ohniskových skupinách při celkovém počtu 84 osob ve shodné věkové skupině 11 až 15 let při vyrovnaném zastoupení chlapců a děvčat.

## Výsledky – četnost využívání médií

Podle očekávání opakovaně, 4krát a vícekrát denně, 154 dětí (64%) využívá internet.

Na druhém místě s určitým odstupem sledují televizi. Nejpočetnější skupina dětí se na televizi dívá 1krát až 2x denně.

Prakticky zcela mimo jejich pozornost zůstává čtení novin a časopisů a rozhlasové vysílání.

Média jsou nejčastěji – u 50% - respondentů využívána jako zdroj zábavy a rozptýlení. Necelých 40% pak v médiích hledá obojí: zábavu i poučení. 7% našich respondentů jednostranně preferuje v médiích vyhledávání informací a poučení.

Považuješ zdroje bulvárních informací za důvěryhodné?

Společnost	n	%
Ročník 1. ročník	161	59
Společnost	102	37
Společnost	9	3
Ročník 2. ročník	2	1

Učili jste se ve škole, co je to bulvár, bulvární informace a bulvární média?

Společnost	n	%
Ročník 1. ročník	73	27
Společnost	120	44
Společnost	50	18
Ročník 2. ročník	11	11

Učili jste se ve škole, jak s bulvárními informacemi pracovat?

N = 274	n	%
Rozhodně ne	114	41
Spíše ne	120	44
Spíše ano	35	13
Rozhodně ano	5	2

Říkali ti rodiče, co jsou to bulvární informace, popřípadě jak s nimi pracovat?

N = 274	n	%
Rozhodně ne	70	25
Spíše ne	128	47
Spíše ano	69	25
Rozhodně ano	7	3

## Čteš bulvár?

N = 274	n	%
Věhlasné	116	42
Sládky	128	47
Občas	28	10
Často	2	1

## Závěry

**Jaké jsou tedy odpovědi na naše výzkumné otázky? Jak bulvární média vstupují do života dětí, jak jej ovlivňují.**

**Námi zjištěné výsledky na jedné straně ukázaly, že klasické bulvární zdroje v podobě tiskovin – novin a časopisů – se pozornosti dětí míjejí.**

**Děti opravdu vůbec nezajímají skandály celebrit, které jsou konzumovány v mainstreamovém bulvárním prostoru.**

**Kontakt s těmito bulvárními zdroji – pokud vůbec - mají nahodlý a epizodický přes tiskoviny, které v určité míře konzumují jejich blízcí (zejména prarodiče).**

**Nezajímají je ani televizní a internetové pořady a programy, které přibližují svět „dospělých celebrit“ a různé reality show.**



## **Příloha č. 2: Children and the World of Tabloid Information**

**Conference Title Abbreviation & a Year**

**Conference Title**

### **CHILDREN AND THE WORLD OF TABLOID INFORMATION**

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#### ***Abstract***

This article deals with the role of tabloids and tabloid information in children's lives. The goal of our research was the analysis of influence of tabloid information on the children in the age of 11 until 14 years old, together with the role of media education in family and school environment. Our results showed that children avoid the classical (printed) tabloid media. Children are really not interested in the scandals of celebrities usually consumed by mainstream readers of tabloids. Children heroes are mostly youtubers, popular people in the virtual reality and the main criterion of the information value is the number of sharing. They want to be online all the time.

However through the social sites they consume the contents which meet the characteristics of tabloids. Our research indirectly showed that the world of current children and their close grown-ups, like parents and teachers, is divided. For parents and teachers there is then very difficult to watch those very simple videos that are so popular with their children. The problem lies not only in the quality, but also in the quantity of the production of these contents.

The question is how this kind of permanent online world could negatively influence this generation in the future.

**Keywords: Media, tabloids, tabloid information, children, critical thinking**

## **1. Introduction**

### **1.1 Tabloids**

Most of the tabloids have been cheap. Cheap as for the price, the language and also the deepness of thoughts contained. Thanks to this historical view, even nowadays tabloid are considered a synonym for incorrectness. "*Day by day the word tabloids become a term for dishonest, mostly uncertified and unethical, degraded and low-priced type of newspapers and magazines with expressive and pandering graphics*" (Ottova všeobecná encyklopedie, 2010, p. 184).

The first tabloid was published in 1932 in London and was called *Pennymagazine*. Its price was 1 penny. Apart from Great Britain, also the United States belong to the founders of tabloids. The mass printed media were expanding very quickly there. *The New York Sun* or the *New York World* were the first ones. In the 19th century there had been published so called yellow press in the USA, characterized by big heading, huge amount of pictures, comics and the emotional accent (Mediagram /online/, 2016).

In the Czech Republic publishing of tabloids was suspended during the Second World War and also after the year 1948, when the communistic regime won the elections. It is obvious that tabloids do not prosper in totalitarian societies. Its very existence is conditioned by freedom of speech.

The resumption of tabloids in the Czech Republic came after the year 1989, when the political tabloids *Spigl* was being published and two years later the tabloid *Blesk* was created. The above mentioned encyclopedia source also talks about German *Bild* or British *The Sun* (Ottova všeobecná encyklopedie, 2016, p. 184). In these days, tabloids are not only printed, but we can find them on television (VIP news) and most of all in Internet news (*Super, Express, etc.*) and TV shows with tabloid character (reality shows like *Big Brother, Wife Swap*).

In history and even nowadays the tabloids can be considered very successful information media by the rate of profit. They are at the top of reading and viewing rates. Nowadays the wide spread of information really helps to expand these simplified, superficial, unambitious and sensation-seeking type of communication. Moreover, all these sensations are being given to the reader or viewer in an entertaining way, so he or she does not have to think about them, the consumption itself is enough.

There are differences between tabloids and other media that could be defined. Tabloids are very colourful, with lots of big photographs and striking headings. The main goal is of course to approach the emotions of a reader or viewer. On the contrary, writing notifications are short and unambitious by its content and form. The most common content represent various stories about celebrities, the most popular genres are scandals, affairs, accidents, cheatings, illnesses and so on.

On the other hand, classical media (non-tabloids) work – or at least should work – with important and meaningful topics, which are relevant in general and most of the population is concerned about them. They make interviews with experts about politics, economy, health care, ecology and other social issues. Another different sign is their political correctness, reliability and objectivity of the information provided.

The main attributes of tabloids as for K. Hvižd'ala (2011, p. 79 – 80) are as follows:

- 1) Better saleability
- 2) Informal language, emotional accent
- 3) Big headings, photographs, short articles
- 4) Invading privacy
- 5) Secret information/photographs

Despite these characteristics, tabloids held important position in democratic society. It provides information in an accessible way, even if they are very limited as for the content. They mediate the main political and social problems in an easy, brief, quick and transparent way. They could take a role of guard of democracy in such cases and occasions which investigative journalism cannot intervene. Also allow the readers to analyse the positive and especially the negative emotions of celebrities while going through their stories - and this is something very controversial.

## **1. 2 Tabloidization of the Media**

Tabloids are getting more and more popular, so that even classical media have to adapt to the rules and principles of tabloids for the competitiveness on the market. It influences the chosen topics, which should be presented in an attractive and simplified way. That is the reason why we are talking about tabloidization of the whole media market nowadays.

The term tabloidization used to be connected with the printed form of media. In these days, because of the social sites, everyone has a place for presenting their own opinions. There is this huge desire of authors of blogs, vlogs and videos for the fame of thousands, hundred of

thousands and millions of likes and sharing. It is obvious that something ingratiating, sensational, unusual and very simple would be more popular. Facebook and its notifications are usually organized in the style of tabloid news. In the better cases these news are for the readers unimportant. A birth of a puppy, photos from holidays, Christmas presents and so on could have some meaning for close friends - but why the whole world should know these information?

The accessibility and huge amount of these easy information occupies time and space needed for the orientation in more important topics. So in some way it weakens the ability to create a critical opinion and to build the criteria of what is important and what is not.

We are talking about the general development of media. It means that good is what is easy to sell and for what the owner of the media could earn more money. Journalists then subordinate themselves to readers and what they want to read about. For getting an information they do not hesitate to disturb the private sphere of businessmen, celebrities and to show various scandal scenarios of their lives. This is the fight between the media and economy market. Who does not make money, cannot survive.

## **2. Problem Statement**

### **2.1 Critical Thinking and Tabloids**

When the tabloids are harming and when they are not? If the main interest of a person still stays the authorised and serious information, then the reading of tabloid news or seeing a photo of a celebrity will do no harm. But when the tabloid information and topics are dominant, then it changes the situation. There is a lot of risk in there. Primarily there is the perception of life through unimportant events, big amount of superficiality and in a high emotional rate. The low ability to think rationally causes the tendencies to believe even to a manipulative information, for example some conspiracy theories, astrologists, numerologists or even the religious fanatics sending people to commit a murder in the name of Allah.

In the very term of critical thinking is hidden the ability to decide and distinguish which information we accept and which we could label as valuable. The most important thing is not to decide on the first impression, to keep distance and allow yourself another point of view to make your own opinion on the basis of achieved knowledge and experience of yourself or another qualified persons. Cultivated, sophisticated thinking lowers the risk of accepting superficial information from any type of sources and also the risk of thinking on the basis of stereotypes and prejudices.

If the ability of critical thinking was important in the previous historical times, in nowadays it is a necessity. The huge amount of information of any kind, their contradictoriness, the unstableness of their quality makes us, the educators, put the media education or the work with information in general in the centre of teaching.

The principles are evident: teaching children from the young age, what is a serious source of information and what is not, which characteristics form valuable information, what is their verifiability and credibility. In short, to teach a method, "instruction", how to work with information.

### **3. Research Questions**

It is a demanding and not easy task to orient yourself in a world full of stimuli and not let yourself to be influenced by information, TV shows or programs of tabloid character. It remains difficult even for people with rich life experiences, so it is not surprising that children and young people are more vulnerable and influenceable in a negative way. How are contemporary children influenced by tabloid information? Can they identify and characterize this information?

The goal of our research was the analysis of influence of tabloid information on the children in the age of 11 until 14 years old, together with the role of media education in family and school environment. Our next task was to explore how we could evolve a child mind from superficial using of information to using the critical evaluation.

As for the theoretical basement, we used the studies that map the current conditions of media education and its dynamic changes (Jiráček; Mičienka; Frank, Jiráčková), together with the risks the modern technologies bring (Ševčíková et al.). We also reflect the wider spectre of so called "generation Z" till the end of the second decade of the new millennium and the influence of modern technologies on them.

### **4. Research Methods**

In our research we combined the quantitative questionnaire form (viewer ratings of tabloid media, knowledge of tabloid media of our target audience and so on) with qualitative access realized via structured dialogues in the groups of pupils of second grade in the elementary school (Chráska, 2016; Skutil et al., 2011; Gulová, et al., 2013). Our research groups were composed by 274 respondents who filled in the questionnaire forms. It consisted of 128 boys (47%) and 146 girls (53%) in the whole age range from 11 till 15 years. The structured dialogues

were realized in 10 focal groups with 84 participants at the same range and the representations of both genders were equal.

## 5. Findings

One of the basic information from the questionnaire forms was represented by the frequency of using all media by our respondents. As expected, the frequency of using Internet is mostly 4 times and more time per day, for specifically 154 children (64%). The second place as for used media was taken by television. Most of the respondents watch television once or twice a day. Out of their attention stay reading newspapers, magazines and listening to radio. 50% of them use the media for fun and entertainment. Another 40% use the media not only as an entertainment but also as a source of information. Only 7% of respondents are using media only for searching the information and getting some knowledge.

Another task for the respondents was to choose from the list of concrete media the brands which they get in touch with most often. Moderate majority of the respondents (53%) signed in currently the most famous daily newspapers - the tabloid *Blesk*. Next in order they were choosing the internet tabloid media - *Super*, *Extra* and also *YouTube*, social site *Facebook*, etc. - each of these was chosen by 10% of the respondents. The results from the forms were evolved during the discussions in groups where the tabloid *Blesk* was mentioned as a typical tabloid medium by 70% of children. The other periodicals they did not know and, as for their own words, they are not interested in them. The interesting fact - which came out from the group research - was that they do not realize that the tabloid media are also on the Internet. With this fact correspond the answers for question: "*Which word will come out for you when you hear the term 'tabloid'?*" The first two places at 50% of respondents take words *scandal* and *lie*, and the same results came out of the discussion in groups. That was completed with similar terms by its content like *piffle*, *pursuit of people*, *false information*. In the forms there were the terms "newspapers and magazines" placed on the third place as an association with tabloids.

During the discussion in groups the participants were able to indicate the basic characteristics of a tabloid article (big headings, colourful photos, sensational titles, etc.). They agreed on the main topics of tabloids - sportsmen, actors, singers, well - known famous people, so called celebrities. But there was a hesitation who such a celebrity really is. The explanation that this is a person nobody knows about his or her job, what is the reason why is famous but still is very often seen on the pages of tabloids did not help: Children did not fill in any name. As for the

association terms, there is no surprise that they fill in negative opinion about the credibility of tabloids. (Table 01)

Table 01. *Do you consider tabloid information credible ones?*

N = 274	N	%
Absolutely not	161	59
Rather not	102	37
Rather yes	9	3
Absolutely yes	2	1

We have also been interested in the experience with tabloids of pupils at school. The following table will bring the results.

Table 02. *Have you learned at school what is tabloid, tabloid information or tabloid media?*

N = 274	n	%
Absolutely not	73	27
Rather not	120	44
Rather yes	50	18
Absolutely yes	31	11

From these results it is obvious that the topic of tabloids is left out of elementary education. More than 70% of pupils will not get much information about it. Only every 10th pupil seems to be educated about this topic.

Our expectation as for the question: *“Have you learned at school how to deal with tabloid information?”* were even lower.

Table 03. *Have you learned at school how to deal with tabloid information?*

N = 274	n	%
Absolutely not	114	41
Rather not	120	44
Rather yes	35	14
Absolutely yes	5	2

The involvement of teachers and school in deeper knowledge of the role of tabloids in the media world is minimal. In better cases it is 15% of pupils who are involved, in the worst it is 2%.

Of course, we were also interested in the role of parents. How much children can learn from them.

Table 04. *Did your parents tell you what the tabloid information is and how to deal with it?*

N = 274	n	%
Absolutely not	70	25
Rather not	128	47
Rather yes	69	25
Absolutely yes	7	3

From this table we can read that neither parents provide information about tabloids, so their children stay uninformed.

Some kind of optimism could bring the question about children's reading of tabloids.

Table 05. *Do you read tabloids?*

N = 274	n	%
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Absolutely not	116	42
Rather not	128	47
Rather yes	28	10
Absolutely yes	2	1

Distinctive lack of interest in tabloid information was confirmed during the group's discussions. In both cases the results show that close relatives consume tabloid newspapers or magazines. From the forms came out that the children get in touch with tabloids mainly thanks to the parents, but - broadly speaking - they do not read them. During the discussion they mentioned that it is their grandparents who read the tabloids most. We should mention again that our respondents understand the tabloids as a synonym for printed tabloids.

We were trying to influence the children's minds and evolve their abilities to orient themselves what is tabloid information and what is not. For that we used some of the questions in the form as well as the ones in the discussions in the focal groups. We asked them if there is a possibility to get to know an important information only from the headings of the article. Only 5% of them fill in "absolutely yes". Most of them (46%) said "rather not" and 32% said "rather yes". Then we asked them if there exists the necessity to make some agreement between heading and the content of the article. 50% of respondents said "absolutely yes" and 35% "rather yes".

In the discussions we were also trying to uncover the main attributes of tabloid information on the level of important and unimportant information. For the respondents the important information consider school, timetables of the transportation and weather forecast. Other than the mentioned information they considered in different ranges as unimportant.

Personal contact with children helped to move the debate to the questions of possible risks and danger of tabloid information. They came to an agreement on the dangerousness for people the tabloid journalists write about. It is not easy to handle with the scandals and lies. Step by step the children started to realize that tabloids are also dangerous for their readers. The information shared by majority of people easily becomes a truth.

## 6. Conclusion

What are the answers for our questions dealing with the problem how the tabloid media enter the lives of children and how they influence them? Our results show that children avoid the classical (printed) tabloid media. Children are really not interested in the scandals of celebrities usually consumed by mainstream readers of tabloids. Contact with these types of tabloids is only random and episodic for them, primarily because their closer relatives read them - the grandparents most of all. They are also not interested in TV or internet reality shows which try to come near to the lives of so called celebrities.

Their media world is elsewhere. The main part of their media communication is realized on the social sites (Facebook), then comes pc games playing, and lately watching and making youtube videos has become their dominant in the field of media. Children celebrities are therefore mostly youtubers, popular people in the virtual reality and the main criterion of the information value is the number of sharing. In short terms, the generation Z wants to be online all the time. Refuses and ignores the traditional types of tabloids consumed by the grown-ups. Through the social sites they consume the contents which meet the characteristics of tabloids without knowing them. The question is how this kind of permanent online world could negatively influence this generation in the future - or if they just so to say grow-up from this virtual reality.

Our research indirectly shows that the world of current children and their close grown-ups, like parents and teachers, is completely divided, even separate. For parents and for teachers there is then very difficult to watch those very simple and "stupid" videos that are so popular with their kids or students. The problem lies not only in the quality, but also in the quantity of the production of these contents.

Modern technologies allow everyone to get the access to Internet, to place there anything he or she wants and to consume anything you find. So educators have a big disadvantage in getting closer to the children in mutual understandings and sharing life values.

This research also shows that there is almost no reliable media education system. In the beginning of the nineties W. Brezinka warned us of the possibility of harming our mental health by "overstimulation" and "overchoice". It means "*overwrought of senses by too many stimuli and information on one hand and overload of the ability to make a decision by too many choices on the other hand*" (Brezinka, 1996, p. 113). But what is worse, these thoughts were written even before the start of mass online communication.

Nevertheless some kind of optimism came out from the direct communication during the qualitative part of our research. Our experience has shown that there is a huge educational

potential in this field, because the interviewed children were able to come to some kind of critical thinking even after just one session. They were able to distinguish a serious information from a tabloid one, and a credible source of information from a suspicious one. Schools and teachers should be more and systematically concerned with this field and choose professional methods which would really reach out this new generation.

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Příloha č. 3: Poster ICEEPSY\_5723

THE PERFORMING ARTS EDUCATIONAL CENTER OF THE UNIVERSITY OF HRADEC KRÁLOVÉ

# ICEEPSY

COUNSELLING PSYCHOLOGY

UNIVERSITY OF HRADEC KRÁLOVÉ  
FACULTY OF EDUCATION  
DEPARTMENT OF PSYCHOLOGICAL EDUCATION AND RECREATION  
PROF. DR. JIŘÍ ŠTĚPÁNEK

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**Pavel Voček, Matěj Horák, Luboš Fedorovic**  
*Children and the World of Tabloid Information*  
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**INTRODUCTION**

This research deals with the role of tabloid and tabloid information in children's lives. The main goal was to analyze the influence of tabloid information together with the role of media education in family and school environment on the children in the age of 11 until 15 years.

**METHODS**

We combined the quantitative questionnaire form (shorter ratings of tabloid media, knowledge of tabloid media of our target audience) and an oral with qualitative notes realized via structured dialogues in the groups of pupils of second grade in the elementary school [Chrástka, 2016; Štěrba et al., 2011; Čuková, et al., 2013].

**Our research groups** were composed by 274 respondents who filled in the questionnaire forms. It consisted of 128 boys (47%) and 146 girls (53%) in the whole age range from 11 to 15 years.

The structured dialogues were realized in 10 local groups with 8-12 participants at the same range and the representations of both genders were equal.

**RESULTS**

- One of the best information from the questionnaire forms was represented by the frequency of using all media by our respondents.
- The frequency of using internet is mostly 4 times and more time per day, for specifically 154 children (56%).
- The second place as for used media was taken by television.
- Most of the respondents watch television once or twice a day.
- 50% of them use the media for fun and entertainment.
- Another 40% use the media not only as an entertainment but also as a source of information.
- Only 7% of respondents are using media only for searching the information and getting some knowledge.
- They do not realize that the tabloid media are also on the internet.

The topic of tabloid is left out of elementary education. More than 70% of pupils will not get much information about it. Only every 10th pupil seems to be educated about this topic.

The involvement of teachers and school is deeper knowledge of the role of tabloid in the media world is minimal. It is better once it is 15% of pupils who are involved, in the worst it is 2%.

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**CONCLUSION**

Our results showed that:

- Children avoid the classical printed tabloid media.
- They are really not interested in the scandals of celebrities usually consumed by mainstream readers of tabloids.
- Their heroes are mainly youtubers, popular people in the virtual reality.
- The main criterion of the information what is the number of sharing.
- They consume the contents which meet the characteristics of tabloids through the social sites.

Our research indirectly showed that the world of current children and their close group-ups, like parents and teachers, is divided.

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