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Introduction

Wprowadzenie

This issue of our journal is dedicated to very broadly understood media education. The constantly increasing importance, status and influence of digital media on our everyday life make education the key to understanding this dynamically changing space. The ability to use media tools and resources, i. e. the ability to acquire, analyse, evaluate and create media messages in various forms, has become increasingly complex in recent decades. With such an enormous amount of information reaching us through the Internet and mobile devices, we need to learn how to be effective in filtering and making accurate and reliable judgements. For this reason, teaching the ability to use media correctly, safely and critically from an early age becomes a very important part of the whole education process.

As A. Ogonowska notes, "media education has to meet new challenges: social, political and educational ones, as they appeared particularly clearly at the turn of the 20th and 21st centuries, although the development of some phenomena, e. g. those related to mediamorphosis or democratisation of social relationships, could be observed throughout the whole 20th century" (2013, p. 210). Therefore, contemporary media education must not be seen as an isolated event, but it should be perceived as a continuous process that lasts for the whole of human life and refers to all age groups. However, parents, teachers and guardians of children who are just beginning their adventure in the world of media and new technologies deserve special attention and assistance. Such support is needed within the scope of activities related to media literacy of young users. Properly formed habits connected with media use, which were shaped from earliest days of life, as well as making young people sensitive to possible

threats and equipping them with the right competences will make is possible for them to avoid, at least partially, dangers waiting for them in the virtual reality.

While analysing the scope and content of media education, it is worth emphasising that digital and media literacy education is multicontextual. It contributes not only to increasing knowledge of media and how to use them, but also provides an opportunity to develop cognitive, emotional and social competences, including critical thinking skills, creativity, teamwork and the ability to reflect on ethical issues.

The dynamic progress of new information and communication technologies also influences transformations taking place in today's educational environment. The process of teaching and learning in the digital age requires a change in approach, as the need is emerging to create an educational space that is more personalised and integrates different fields of study. An important issue in this regard is the adaptation of teaching methods to new conditions, requirements and emerging needs. Digital media offer great potential to make the teaching process more engaging and attractive for the young learner. That is why, it is worth describing, analysing and exploiting these new possibilities in a thoughtful and effective manner.

Bibliography

Ogonowska, A. (2013). *Współczesna edukacja medialna. Teoria i rzeczywistość*. Wydawnictwo Naukowe Uniwersytetu Pedagogicznego.