Pornography Competence: Definition and Promotion [1]

The increasing availability and use of pornography, as well as the increasingly frequent pornographic references in popular culture (Döring 2009, 2010), make a scientific discourse on the acquisition of pornography competence necessary.

Not only children and adolescents, who are easily accused of attributing assessment deficits in this respect, but also adults who are also confronted with an unprecedented variety of pornographic offerings, as well as the possibility of producing and distributing pornographic material own creations.

To acquire pornography competence, the 3-level x 5-component model (Döring 2011) is presented. Components are actions that are called knowledge and skills; the levels represent the measure of individual reference. Before the model can be used for the critical examination of pornography, it is first necessary to take a closer look at its derivation.

In science, the harmfulness or usefulness of pornography is controversially discussed for over forty years. On the one hand, negative consequences of pornography consumption are placed in the foreground of the considerations (Dines 2010). On the other hand, there is more serenity and a democratization of sexuality in the distribution and use of pornography.

However, there is consensus that sexually explicit media offerings may be problematic and may have adverse effects on children and adolescents. Above all, it seems alarming that they come into contact with such content earlier and earlier (Quandt 2017). For the protection of adolescents two complementary strategies are pursued, on the one hand media regulation and on the other hand promotion of competence. The former takes technical protection measures into consideration. Thus, the protection of children and adolescents through filtering software, media self-control and legal content restrictions should be realized. Against this background, promotion of skills and abilities, e.g. the ability to judge and the critical ability, purposeful. So one can not avoid taking on the subject of pornography and that in answering the question of what pornography competence is and how it can be specifically promoted.

Since there is no universally accepted definition of the meaning of the word pornography, this requires consideration of many aspects. Media psychologist Nicola Döring emphasizes four definitions of pornography that are relevant to

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[1] Döring , N.: Pornografie-Kompetenz: Definition und Förderung. In: Zeitschrift für Sexualforschung 2011.

the scientific and practical engagement with the subject. These are 1. Legal Definitions, 2. Everyday Definitions, 3. Valuing Definitions and 4. Content-Functional Definitions.

1. Legal definitions: The corresponding national legislation forms the framework of legal definitions. For example, in the Federal Republic of Germany, according to §184 of the Criminal Code, three types of explicitly sexual representations are distinguished. The first group includes erotica - softcore depictions. Embedded within a larger context of action, they suggest sexual interaction and are also accessible to minors. The group of simple pornography or the so-called hardcore representations include those that show a detailed and isolated sexual interaction. Access is reserved for adults. The third group is the illegal or hard pornography (violence, animal, child and youth pornography). Here the production and distribution as well as in the child and youth pornography already the possession is prosecuted (Döring 2011, 3f)

2. Everyday definitions: Formed from the colloquial use of pornography. They differ from legal definitions in that often softcore representations are counted as pornography. (Döring 2011, 4)

3. Valuable Definitions: To delineate the term pornography through the inherent, aesthetically and ethically refractory representations of acceptable erotic representations ascribed to it.

There is an inaccurate line between good and acceptable erotica and bad pornography. These are definitions of individual sexual-moral ideas and subjective preferences. Origins have these negative evaluations in the anti-pornography movement. (Döring 2011, 11)

It is rejected in the scientific and feminist pornography discourse, as it can not be reconciled as a blanket devaluation of explicit sexual content with the current understanding of education and skills acquisition. Thus, a fundamentally pejorative attitude does not allow any discussion or recognition of the variety of sexual representations as well as sexual desires. (Döring 2011, 4f)

4. Content-Functional Definitions: Pornography is described as sexually stimulating offers that go more or less into detail. This last definition is to be preferred for the following considerations, since it deals in particular with the different types of pornographic media material in a fact-oriented manner and thus expresses the postulate of scientific value freedom. To round off this definition, it is advisable to add the adjective

"legal" to make it clear that punishable forms of pornography are not considered here. (Döring 2011, 5)

To more closely approximate pornography on this basis, further differentiation into subgenera is suggested. This can be done according to the media format (text or video pornography), the production form (professional vs. amateur pornography) or content and target groups (mainstream vs. non-mainstream pornography). This approach to analyzing what pornography actually is prevents or hampers the pornography debate from sitting on ancient pornography myths. Such follow the narrative that pornography is fundamentally misogynist or glorifies violence. Furthermore, the content follows set patterns and is known to pretty much everyone.

Internet-Pornografie trägt dazu bei, dass pornografische Inhalte in einen breiteren öffentlichen Fokus geraten, weil durch das Internet die Möglichkeit gegeben ist, mit diesen oft ungewollt in Berührung zu kommen.

This exposes the last-mentioned pornography myth.

The observation that pornography exists in various sub-genres must be considered and considered in all considerations on the subject, including ethical issues.

From time immemorial, legal pornography has been controversial. In this regard, the supporters of the anti-pornography position and the advocates of an anti-censorship position, the lump sum for or against an increased legal regulation of pornography, are almost irreconcilable. Both positions are the ends of the rating scale and can hardly contribute to the promotion of pornography competence.

Both sides agree that they rate "the" pornography as a whole and thus do not contribute to a contouring of their ethical rating.

This is much more likely to be the pro-pornography position. It applies ethical criteria to concrete offers and considers both production, reception and representation. It is considered, for example, whether the sex shown is "safe", whether in a relationship, the porn consumption is amicable and whether the fiction in porn is clarified and if so, how.

Against the background of these considerations and on the basis of media literacy, which sees the human being as an active subject who has interpretive and creative power in relation to his environment, the 3-dimensional and 5-

component model of pornography competence developed by Nicola Döring got introduced.

The levels of the model illustrate how a successful use of a medium can succeed. They represent different levels of medial involvement. (vgl. Döring 2011, 9f)

1. 1. Assessment competence: First stage of involvement: It is about how pornographic media offerings can be evaluated in a self-responsible and socially responsible manner. It does not require independent use or even design of pornographic media content.

2. Usage Skills: This allows for the active use of pornography, including the ability to consciously select content. In educational contexts of media and sex education, working with pornography users can be an active involvement, as otherwise critical distances could solidify and expert accompaniment would be impossible.

   3. Design competence: The third stage of the involvement: It is becoming increasingly important with Web 2.0, because it is easy to create your own pornographic media such as films or pictures and then distribute them over the Internet. Against this background, designers should reflect on what they do and who this might harm in case of doubt. You should do this, for example, when forwarding a sexting image or uploading an inadvertently sent erotica video of a friend or a friend to YouTube.

Alone danger warnings, as they are often heard in protective discourses, do not help with the acquisition of design competence.

In addition to these three competencies, there are five components that play a role at each level of competence and consist of different skills, knowledge and skills. On these three levels, five components derive from the models of media literacy. (vgl. Döring 2011, 14f)

      1.Media Studies: Media knowledge, i. Knowledge about learning with and about the media is needed for a competent assessment, use and design. Genre and subgenus knowledge as well as knowledge about the development process of pornographic products can also be counted as media knowledge. Mediality knowledge regarding different varieties of pornography falls under this. This means knowing about the existence of mainstream and non-mainstream pornography and its effects. However, be careful with this component when talking to minors. Because it is forbidden by law to show minors pornographic works. Furthermore, they may be at risk of understanding pornography as an image of reality, and thus developing a false image of sexuality and performance.

Criticism ability: Dealing with the media can be dangerous, so that critical ability (Groeben 2004) is indispensable. At the level of assessment, it is important to understand what general risks are associated with what kind of pornography and its use. The levels of use and design competence are dominated by questions about the risks when using or designing pornography. This includes questions about the time required, about possible costs, about the integrity of platforms, the limits of legality, the conflicting nature of the topic in the social environment, as well as the critical assessment of the conditions of production and the representation of gender roles.

1. ability to enjoy: It can also be part of media usage and is highlighted on all three levels with the question of the opportunities of pornography reception. So it can have stimulating effects, but also promote aesthetic and intellectual pleasure. It can help to relax and provide information about different sexual practices. A critical indulgence paired with ethical aspects also serves to prevent addictive consumption.

2.Ability for meta-communication: It represents the connection or meta-communication in public and private discourses on the handling of media pornography. Thus, on the evaluation, use and design level the appropriate choice of words, the degree of self-disclosure and its positive or negative effects is asked. Appreciation for divergent ideological positions can also be developed within this framework. It is the prerequisite for their own development and the discursive confrontation with others.

3. Ability to self-reflection: Self-reflection about one's own point of view or one's own position is an important component of media literacy. With the ability to self-reflect, one is able to resist external influences and to criticize them, to meet them more consciously and to control their own development. Porn education is understood as an opportunity for personal development.

The result is a checkerboard-like tableau, which encourages readers and users with questions about the individual fields for reflecting and philosophizing. Ethical considerations and aspects play a role in each of the 15 fields. Döring's model is easy to handle especially for multipliers and social workers in educational contexts, because it opens up itself and it can be adapted to the thematic communication context.

However, this model, which leads to an understanding of relevant media content, points beyond itself and shows interfaces to related competences.

Interfaces to sexual competence:

Content dimension: Pornography illustrates sexual fantasies and activities.

Functional dimension: Application-centered observation in the context of sexual activity. Approaching pornography competence from a sexual pedagogical perspective.

Thus, pornography is also the awareness of one's own sexuality, because who knows this and is aware of it, can also be more knowledgeable with sexually explicit media material. It is part of pornography that shows unrealistic scenes. Pornography, media literacy as well as sexual competence (Vattl 2008) protect the users against the unreflected takeover of such contents and prevent them from becoming the benchmark of their own sexual sexuality.

Interface to gender competence:
Gender competence is the ability to recognize relevant gender aspects. The common prejudice, people of male sex consumed more pornography than people of female sex, can identify themselves as pornography myth. The gender-competent person can recognize gender discrimination in media representations and position themselves critically. He can develop and display role-contrary behavior as well as find, select and use pornographic media contents according to his own sense of gender.

Basic competencies are derived from the presented model. They serve the promotion of pornography competence in various (educational) contexts.

Providing information regarding evaluation competence

Specialized lectures are absolutely necessary for the further training of multipliers and social workers. In pornography discourses, the so-called "third person effect" often intervenes. You do not feel directly affected by the negative effects of pornography, but you attribute it to other users on a large scale. From the point of view of experts from social work, psychotherapy or criminology, adolescents usually appear primarily as victims, who uncritically orientate themselves to porno role models or develop pathological patterns of use or are victimized by unintentional confrontation with explicit material. (see Döring 2011, 245)

Information transfer before use and design competence

Use and design of sexually explicit content with minors is prohibited by law. However, it is possible to have an open-ended discussion on the subject using disarmed material that may come from pop culture or has been specially prepared by dissemination centers for that purpose. Such an approach provides a greater opportunity to acquire usage and design skills than a limitation on hazard warnings. Finally, it should be pointed out that not only for adolescents, these hints lead to an understanding, but are also important for adults.

Active media criticism

It is understood as the best way in the context of action-oriented media education, because only through the active critical examination of media their effects become clear. This also allows comparisons, for example, between mainstream and non-mainstream pornography.

Active media work is multifaceted. Creative writing, manga, or drawings about sexually explicit content are examples of this. Specifically, the mobile sector platform is a good example of how complex or delicate issues of the new media world can be explained vividly and without embarrassment. Here, too, methods from sexual and gender education can be applied so that a holistic understanding of the subject of pornography is made possible.

In summary, the presented model promotes acquisition and deepening of pornography competence. However, it is not limited to this, but rather represents a framework still to be filled with life that can be flexibly expanded and expanded on future developments in the media. For, if, for example, there will be a new medium in the future in which pornographic content can be found, the discussion at the level of use in the field of media literacy will be conducted. The model is also available for additions and extensions, so that a new level or component could be integrated if required.

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