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C O N T E N T S

The Embodiment of the Political Correctness Ideas in the Modern Media Space (Based on Feminitives)

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Abstract

The anthropocentric approach to language involves increased attention to all the parameters of a human person reflected in the language. The androgyny of European languages is corrected by including a human nouns correlative to the vocabulary on the basis of grammatical gender. The spread of political correctness modern ideas restricts the use of sexist words and expressions. The main way of the modern languages' development is to eliminate the discrimination of women reflected in the language. Due to the globalization influence and significant feminism arise the significant correction of gender nominations has become possible. The gender-marked anthroponyms with a feminine affix index, even if they correspond to the system grammatical standard, are outside the official business style in modern Russian, but they are widespread in other styles and genres of the modern Russian literary language such as colloquial speech, fiction and media discourse.Media space nowadays is the widest territory of any linguistic directions' development in general and the media discourse in particular due to the fact that it involves a large scale of the population into communication, and the female part is a half of it.

Keywords: gender space, media discourse, political correctness, internet, feminism discourse, media.

1. Introduction

The globalization makes it possible the significant correction of gender nominations. The gender-marked anthroponyms with a feminine affix index, even if they correspond to the system grammatical standard, are outside the official business style in modern Russian, but they are widespread in other styles and genres of the modern Russian literary language such as colloquial speech, fiction and media discourse. The desire for a politically correct way to designate (without emphasizing the gender) often met the resistance of the well-established (for a certain period of time) style standard. According to some authors "the term of political correctness has not taken root in the Russian language", the use of this expression is ironic in media and it is only associated with the excessive use of euphemisms (Denisova, 2009: 10). We believe that the situation is completely different and the positive meaning of this phenomenon in Russia is quite clear. Its linguistic embodiment has been the scientific reflection subject for many times. Today, in the globalization context, the question whether national cultures can become so close as to form a single world culture is for the first time being raised.

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In the radical manifestation, political correctness requires rethinking and changing language standards, even grammatical ones (connected, for example, to the morphological category of gender). According to this point of view, artificial nominating is considered to be useful. It is obvious that moderate manifestations of political correctness ideas are more consistent with environmental principles. Naturally, following the principles of political correctness can sometimes have its own problems. For example the negative compatibility of the term "political correctness":

"I am afraid that with its cowardly political correctness, Europe will be swallowed up by a colossal giant wave very quickly (Gladilin, 2017).

2. Materials and methods

The methodological basis of the presented study was the provisions on the distinction between external and internal linguistics (Baudouin de Courtenay, F. de Saussure), on the constructive and destructive influence of society on the language (Alpatov, 2015; Larin, 1977; Miloslavskiy, 2018, etc.), on the connection of vocabulary with "Ideocratic" systems of the XX century (Epstein, 2000; Khazagerov, 2018), as well as the ideas of modern linguo-pragmatics, reflected in the works of J. Searle, J. Austin, A. Wierzbicka and others. The linguistic material was extracted from the actual media sources: Internet and newspapers.

The purpose of the article is a comparative analysis of the political correctness phenomenon linguistic aspect based on the feminitives' material of several modern language extracted from the media space resources. The comparative analysis reveals the main tendencies in the languages to soften the unified literary norm concerning the human perception of women and their place in the modern world.

The specific research objectives are:
- to identify the functional and pragmatic essence of politically correct vocabulary concerning feminitives;
- the method of pragmatic interpretation;
- the method of linguistic and ideological analysis.

Internet space as the main media engine nowadays gives a unique opportunity to observe and analyze the main tendencies in the language development from the point of view of feminitives' emergence, uprise and usage in modern languages.

3. Discussion

In spite of the wide spread opinion concerning the "Stable Literary Norm", language is a moving and developing structure: it reflects not only reality, but also the changes taking place in it (Wierzbicka, 1997). The language modernization ongoing now, is not always painless. Feminists are now at the forefront of this process: women are increasingly entering the "male territory", occupying the posts of directors, managers and presidents, which were previously considered exclusively or mainly male. And language, being involved in the reality perception process reflects these changes, including reinforcing the idea that such professions and roles for a woman are normal.

In Russian there is no consensus even regarding the use of feminitives, enshrined as a dictionary norm: many still believe that the "hudozhnik" (artist – male) sounds more powerful and professional than the "hudozhnitsa" (artist – female).

The same can be said about the new forms like "directorka" (director – female), "avtorka" (author – female) or "managerka" (manager – female), which seem to the opponents of the process dissonant, and the suffix -kis fixed in the Russian cognition as neglectful. It is not surprising that feminists are often called "language mutilations," without delving into the idea that their task is to make women in certain social roles and professional communities visible and respected.

At the same time, there are professions in which the feminitive does not cause rejection: for example, the usual "pevitsa" (singer – female) or "uchitelnitsa" (teacher – female). The reason is simple: the tradition of seeing women in "appropriate" roles ("secretarsha" (secretary – female), "ballerina" (ballet dancer – female), but not in respectable positions by professors, diplomats or surgeons. And although there is no fundamental aesthetic difference between "sportsmenka" (athlete – female)" or "vipusknitsa" (graduate student – female) and "managerka" (manager – female), one word provokes protests, and the other does not. Similar problems exist not only in the Russian language, but not only in the Russian reality: women try to fight different ways with traditionalist linguistic gender bias in different languages. It is interesting that the quantitative

growth of modern Nomina professionalia does not affect the spread of standard formation of female correlates from them. For example, the new words of the thematic sphere "Economics. Business": *distributor, merchandiser, realtor, brand manager, broker, dealer, jobber* (Grigorenko, 2005: 76-79). Many names of persons by profession used in mediaare considered to be fashionable words.

The similar processes occur in Ukrainian: it is common to use common feminitives that have taken root in the language – although less common words such as "*doctorka*" (doctor – female) still cause rejection. All Ukrainian media use feminitives for the formation of which the suffix -k is used. In television credits it is customary to write common feminitives – "*expertka*" (expert – female), "*journalistka*" (journalist – female). To name a woman "*journalist*" in Ukrainian is considered illiterate. All this applies specifically to Ukrainian-language media, and if a guest who speaks Ukrainian comes on the air of a Russian-language media, she may specifically ask to use the feminitive.

The processes taking place in the English language are more or less visible: the gender-labeled names of professions are gradually being replaced by the gender-neutral ones. Neutral vocabulary in the language has taken root quite successfully, except, perhaps, for the word "actor", which is now increasingly used for both sexes. This fact is reflected in different discourse spheres: in the newspapers (*The Guardian*) or in movies:

The character of the latest Tarantino's film "Once in Hollywood" – a little girl, colleague of the Leonardo Di Caprio's character in the film shooting, mentions: *"I don't wanna be called an actress, it's an empty word, call me actor".*

This model is often proposed to be introduced in the Russian language, but it is an ambiguous way for a Russian native speaker: the gender category of nouns is absent in English; therefore, "*friend*", "*surgeon*", "*teacher*", and "*firefighter*" are perceived neutrally. In Russian, "*surgeon*" is primarily a male surgeon and it can be substituted by the pronoun "*he*". But these initiatives are far from being completed: word "*girl*" is recommended not to be referred to girls over 18, considering it demeaning, it is suggested to say "young woman" or just "woman", depending on the woman's age instead. In addition, the form *Ms.* has been introduced to address strangers instead of *Mrs.* and *Miss*, which were previously used depending on marital status.

Another feminine movement in the English language is to introduce "*she*" as a neutral pronoun when the gender of the person we are talking about is unknown or reasoning abstractly. There are three generally accepted options: "*He wakes up at 5 am*", "*He or she wakes up at 5 am*", or "*They wake up at 5 am*". Feminists offer the fourth option: use "*she*" as the neutral pronoun. This form is already widespread in scientific articles.

In Spanish a category of gender is presented by the two forms – male and female. In matters of feminitives, Spain did not follow the neutral English gender example, but, on the contrary, introduces the missing feminitives, as it is proposed to do in Russian. For example, now in Spanish newspapers "*la presidenta*" is used for female presidents (instead of the old form, when the female article "la" was added to the word "*presidente*").

At the same time, the division into masculine and feminine in the Spanish language remains in the plural. There is a rule in classical grammar: if there is at least one man in a group, then the whole group is called masculine. There is no consensus on the issue – someone suggests simply using the female form as a generalization, while someone advocates repetition with a different kind: "*Nosotros y nosotras, chicos y chicas, profesores y profesoras*" ("men and women, boys and girls, professors and professors").

At the same time, feminists in Spain are arguing in large numbers – historians, politicians, writers. One of the active supporters of the use of the female form "*nosotras*" is the political party Podemos, which in third place in the Spanish parliament. One of their slogans is "*Un país para nosotras!*" ("A country for us women!"). "*Nosotras*" is used by both women and men as "we" in Podemos. The contradictions can be seen when even the state institutions cannot find the solution of the problem: in 2019 a real battle over the plural form broke out between the Spanish Royal Academy members: some call feminitives "ridiculous", while others advocate fighting gender imbalance in the language and finding new forms, even if it's difficult at times.

The situation with changes in the French language is very unusual by world standards: the French Academy – an ancient institution maintains the French language purity. For example, the colloquial word for weekend in French is "*le weekend*", but the French Academy condemns this and requires the use of the French phrase "*fin de semaine*".

The French Academy also considers feminist issues. The French language began to come up with the female variants for such professions, for example, "*sénateur*"/"*sénatrice*" ("senator"/ "senatrix"), or put a feminine article in front of the word "*la présidente*".

The French Academy is often blamed for opposing feminists and calling "*la presidente*" and "*la ministre*" surfeit and excess.

In France there is a problem with plural pronouns, where "*elles*" (they) or "*toutes*" (all) are used to describe a group of women, and "*ils*" (they) or "*tous*" would be describedas a group consisting humans including at least one male. Lesbian magazine Wel Wel Wel recalls that this provision was introduced only in the XVII century; Bose's grammar pointed to it like this: "The masculine gender is considered more noble than the feminine one, because of the superiority of men over women". The editors propose and apply on the journal pages a set of more "equal" grammatical rules used in the language earlier. For example, when transferring, coordination does not occur with the masculine word – because of the "prevalence of masculine over feminine", but with the word that is the last when enumerated.

It is not entirely correct to speak of a single Arabic language as there is the so-called Arabic diglossia: a common literary language that is used in the official media, "normative" literature and science language and the dialects that differ from literary Arabic, like Russian from Ukrainian or Polish. In general, there are relatively few gender biases in Arabic. In the Qur'an there are words in the masculine and feminine gender in the neighborhood, for example, "the believer (male) and the believer (female) must ...".

In Arabic, if there is at least one man in a group, the whole group should be spoken of as masculine, usually the Qur'an is followed in the speech, and in the announcements of men and women they always highlight separately: "Every student (male) and every student (female)...". To formulate a feminitive in Arabic, it is necessary to add a special letter ة – "ta-marbuta": and it is possible to from a feminitive of the majority of "male" nouns. There are exception words such as "*calipha*" (caliph), or "*allyama*" (great scientist): they are masculine, despite of the ta-marbuta presence.

Fem-initiatives in the Arabic language are practically non-existent: there are two types of feminism movements: Western feminism, traditional feminism. "Western" feminists use English or languages, which are considered to be the languages of the elites. And feminists who speak Arabic, are not so popular and deal with local social problems – literacy wide spreading or starvation death prevention. At the same time, the local dialect is not officially regulated in any way, and Fusch (literary) is not used in everyday life.

In Polish most masculine words have a female form: "*autor*"/"*autorka*", "*scenograf*"/ "*scenografka*", "*scenarzysta*"/"*scenarzystka*", "*historyk*"/"*historyczka*". Nevertheless, many words do not have a feminine form, the suffix –ka is considered to be dismissive in some context, and women themselves often consider the "masculine" name of the profession to be more harmonious and prestigious.

At the same time, in the 19th century, feminitives in Polish were more familiar and were used more often: "*doktorka*", "*profesorka*", "*docentka*", "*redaktorka*" were quite used in the media. Nevertheless, in the 2nd half of the XX century, attitudes towards feminitives changed. Social extralinguistic factors (men and women equality at work) caused the perception of the masculine variants of professions' names more prestigious.

In the 1950s and 1960s, the point of view that "*profesorka*" and "*dyrektorka*" were colloquial words began to prevail, and now the forms "*Mrs. Professor*" and "*Mrs. Director*" are preferred.

Polish society has not reached the feminitives consensus yet (Dubrovskaya, Sowińska, 2018). In 2013, a media survey about the need to create feminitives from the male occupational names was conducted in the country – and only half of the female population answered in the affirmative. Some Polish feminists try to use feminitives without the –ka suffix: "*ministra sportu*". Polish linguists consider the form "*ministra*" to be wrong, and the form "*ministerka*" more preferable. The problem was analyzed by Wikipedia representatives and the Polish Language Council who concluded that "*ministra*" is an irregular form, like "*profesora*", but it seems more solid.

There are two plural forms of the third-person pronouns in Polish – "*oni*" and "*one*". "*Oni*" is used to define a group of people with at least one man. "*One*" is used for all the rest: women, children, objects, animals. This form literally refers women to inanimate objects, things. Now these two forms are called personal-masculine and impersonal-masculine (previously it was called female-real). The urgency to rectify the situation is obvious now, so the Polish language needs a

radical structural change in grammar. Many researchers in frameworks of the modern linguocultural situation (Alba-Juez, Larina, 2018; Alemi et al., 2018; Borisova et al., 2018; Brusenskaya et al., 2018; Gornostaeva, 2018; Guinda, 2018; Shakhovsky, 2018; Wierzbicka, 2018) claim that replacing "sexist" nouns determining persons by profession with "non-sexist" ones is non frequent in the Russian language. In modern culture, as well as in traditional culture, the concept "*human*" is associated with the idea of a man. However, anti-sexist expressions are sometimes preferred in Russian scientific discourse. The androgyny of European languages is considered today to be a universal feature; at the same time, it is considered to be a dynamic feature, and this is an area where adjustments are possible and even desirable.

4. Results

The habitualization of grossly indoctrinated vocabulary has become common, addiction to such vocabulary is forming (partly supported by lexicography). The system of thematic taboos is noticeably shaken. In general, the degree of publicly acceptable in colloquial speech in media discourse has significantly increased. Sexism is discrimination based on sex, mainly in relation to women (in employment, in payment, etc.); manifestation of a disparaging attitude to a woman, her role in society. The derivative is *sexist* (male – a man with sexist views); a characteristic illustration is given: *We are somehow used to being ashamed of racism, but sexism still dominates and develops* (Neva's time, November 2, 2002).In the judicial practice of our days, there are cases when women deputies appealed to the courts with statements of claim, in which they regarded the words "deputatka" (deputy– female) and "izbrannitsa" ("chosen person"– female)addressed to them in media as offensive. The manipulativeness of the personal nouns gender grammatical category is formed not only by the grammatical forms themselves, but also by the lexical content. For example, the use of occasional feminisms in the media discourse that contribute to the pejorative evaluation of the nominating subject and the situation as a whole:

Can someone doubt that Gref has retired, and that the new Ministritsa (minister– occasionally formed female) *will pursue a policy different from that of a teacher, guru, mentor, etc.* (Soviet Russia, September 27, 2007*).*

Everyone is outraged, especially damy-deputatki (the ladies-deputies– occasionally formed female): do not give, tighten. It's easy to say!" (Russian notes, October 11, 2007*).*

What is worth at least the statement of the new economic Ministressa (minister – occasionally formed female) – *if we increase export duties, and prices will fall. Yeah, right now. What country did this chinovnitsa (*official– occasionally formed female) *live in?* (Soviet Russia, October 13, 2007).

In this example, female correlates act as a means of creating irony in the author's polemics with authorities which ideas seem to be absurd to him.

However, there is also the opposite – "oncoming" – tendency to "soften" the speech norms. So opposite in terms of goals, results and strategies of the used language means is the political correctness phenomenon.

5. Conclusion

According to our observations, the correlative female suffix nouns are highly popular in modern texts, especially in media texts. They can be used with "zero" pragmatics, for example: in the show "Minute of Glory", Vladimir Pozner and Renata Litvinova brought to tears a girl who performed Zemfira's song "To live in your head" to her own accompaniment, as if only they have the right to perform and interpret the work of their favorite *bardessa* (Literary Newspaper, 2017, No 10), and as rather subtle pejoratives that are in tune with all the context of the situation:

In the final, the *deputatsha* (deputy – occasionally formed female) and *prokurorsha* (prosecutor – occasionally formed female) at the request of the hosts, sits down at the piano ("do you play the piano?" –"Well, so a little") with a student's seriousness "plays a little" something classic. (New Newspaper, March 17, 2017).

So, I.P. Muchnik outlined the situation 35 years ago (Muchnik, 1971: 181): a posted in a children's department store, inscription "Gift to a first-year student" (male) caused a complaint from the customers, because it "ignored the first-year student-girls". The Russian system of female correlates to masculine personal nouns was formed under special conditions, but it was always influenced by the extralinguistic factors. According to Bragina (Bragina, 1981: 77) the category of gender nouns is "a mirror of social change". The masculine gender of most nouns of intellectual

professions is a socially determined fact. Even in the Peter's era, a special lexical and word-forming group of nouns with the meaning 'wife by position, title of husband' was formed in the Russian language. In media and literary texts, the above forms, in our opinion, fully correspond to the contextual norm. In the Russian language with a developed category of gender, which manifests itself at all the language system levels – lexical, word-formation, morphological and syntactic – replacing the "sexist" affixal variant with a neutral one is impossible in principle. Special attention has always been drawn to those "author's" word not complying with the rules established by grammars and dictionaries, but which, however, had an important aesthetic meaning. "Writing well means constantly eroding the generally accepted grammar, the existing language norm. This is an act of permanent rebellion against the surrounding society, subversive activity. Writing well requires a certain fearlessness" (Ortega y Gasset, 2005: 29). The understanding of "the author's uses" in media and literary texts as deviations contrary to the standard made flawed the very understanding of the norm.

The performed study has revealed the changes, inevitably oncoming in the most stable speech norm – grammar in different languages. These displacements are provoked not only by the changes in humans' mind and reality perception but also by the shifts in cultural, political and social spheres of human life.

6. Acknowledgements

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Digital-detox Technology for Vocational Guidance Selection of Applicants for Media Communications Area

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Abstract

The article is devoted to the study of digital-detox technologies. That means different practices, including conscious restriction of person from flow of information, control over a usage of gadgets and the formation of a responsible attitude to media content.

Their relevance is justified by the various changes that are taking place with a modern person in an information overload world. In such conditions each person especially a teenager needs a temporary refusal to use digital devices in order to "clean up" information, achieves a balance between the real and virtual life, and "turn on" communicative and social functions.

The article presents an experience in the use of digital-detox technologies for vocational guidance selection of entrant for training media communications areas. The authors describe the methodology and experience of research implementation based on the digital-detox camp "Offliner", in which teenagers were offered to completely abandon the use of digital devices for two days in exchange for offline interactions and familiarity with the directions of their future profession.

The research results presented in the article confirmed the effectiveness of digital-detox technologies for the improvement of communication skills and promotes of a model of responsible and environmentally friendly media consumption.

Keywords: digital-detox technology, digital-detox camp, media content, communication skills.

1. Introduction

The modern world is unthinkable without information technologies, which are associated with the production and processing of large amounts of information. This leads to research that actualizes the principles of harmonious coexistence of people and informational space. For example, how visual ecology relates a person and his environment in terms of visual perception and the impact of it on human well-being (Kolesnikova, 2013: 88). So, the amount of content is generated by the participants of information communication. Today it is not urgent to find information. Much more important thing is to choose information, separating relevant data from information garbage (Denisova, 2016: 22). In this context, digital-detox technologies are gaining special significance as the practice of filtering and limiting information flows. The urgent of the practice is related to the problem of information overload, which is inseparable from term «Information society» (Karavaev, 2013: 67; Webster, 2004: 25).

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The Internet has become the system for storing and transmitting big data, the sphere of realizing human potential and the basis for the formation of a new kind of reality that unites billions of users. The virtual environment has changed person's interests, goals, needs, motives of activity and the style of thinking. In «Communication Power» Manuel Castells claims, that only those who understand this transformation can adapt (Castells, 2007: 238-266). Nowadays, a large number of studies have been accumulated indicating that a high-tech environment deforms a person and affects his moral integrity and spiritual and ethical attitudes (Gnatik, 2017: 271; Kopteva, 2017: 72). The virtual environment has a greater impact on young people who are fluent in technology but are not able to critically perceive information. Social networks have a particularly negative effect on adolescents, reducing their communication skills (Bogdanova, Petrova, 2017: 103-105).

2. Materials and methods

The research was conducted in 2019 on the basis of a unique career guidance project of the department of Design and Media Industry Technologies of Omsk State Technical University (OmSTU).

The purpose of the study is to test the author's method of career guidance selection of applicants with a high level of involvement in the media communication areas of training of the department, based on the use of digital-detox technologies.

Research hypothesis: digital-detox technologies make possible to identify and develop the communication skills of adolescents, as well as form a responsible attitude to communications in the digital environment even before the start of professional training at a university.

In the course of the study, both general scientific theoretical methods and special scientific empirical methods and techniques were used.

1. Theoretical methods (analysis, generalization, deduction) allowed the authors to substantiate the relevance of the problematic within which digital-detox technologies are studied, to develop a basic conceptual apparatus, to consider various positions of researchers on the issues of overload information and deformation of the communication skills of a modern person under the influence of the digital environment, formulate a goal and define a hypothesis for empirical research.

2. Empirical research methods included preparing and conducting ascertaining, formative and control experiments, observing participants, describing and comparing models of their communicative behavior.

During the implementation of the ascertaining and control experiments, specially selected psychodiagnostic techniques were used in the form of testing, which made it possible to determine the level of involvement of the experimental participants (applicants) in educational areas in the field of media communications.

The formative experiment involved the organization of an anti-digital camp for applicants who had to completely abandon the use of digital devices and technologies for two days, and also actively participate in various formats of real interaction and interpersonal communication with each other.

So, the formative experiment assumed the use of the author's methodology based on the inclusion of digital-detox technologies in the process of career guidance training and selection of applicants. This made it possible to maximize the communicative potential of participants and develop a model of responsible behavior in the digital environment for them, to form a critical attitude to the content of media products.

3. Discussion

The problem of perceiving network information is mentioned in the works of J. Habermas, H. Arendt, E. Durkheim, who unanimously express the idea of the negative consequences of technology for teenagers. In conditions of redundancy and chaotic information flow, adolescents have the opportunity to use any Internet resources and create and post their own content on the network (Kozlova, 2018: 81-82).

The constant availability of social networking sites on smartphones has an enormous distracting potential and may lead to problematic usage behavior, especially among younger age groups. In this context, an emerging trend of using so-called digital detox applications (apps; e.g., iOS Screen Time) can be witnessed, which allows users to monitor and limit their smartphone

use as well as to consciously disconnect for a certain period of time. However, it remains unclear whether digital detox apps can indeed reduce negative consequences of using social networking sites such as problematic smartphone use and decreased well-being. Drawing from self-regulation theory, D. Schmuck investigated the relationships between using social networking sites, problematic smartphone use, and well-being among a sample of 500 young adults between 18 and 35 years of age. Thus, digital detox apps seem to be a valuable tool to prevent harmful effects of using SNSs on well-being among young people by reducing the risk of using the smartphone compulsively (Schmuck, 2020: 526-532).

New media provides new sources of information and communication that are crucial for participatory behaviors. Therefore, scholars conceptualize new media literacy that citizens should have to function successfully in this digital era (Tugtekin, Koc, 2020: 1922-1941). All this necessitates the formation of media competence and a model of responsible behavior in the digital environment among the younger generation (Kirillova, 2006: 62; Zhokhova, 2017: 199).

The flow of information constantly passing through the human brain often deprives him of the ability to adequately respond to the environment, makes him depressed (Anashkina, 2016: 56). In this state, the possibility of adequate mutual reflection and self-reflection is significantly reduced, the disappearance of the most important components of personality formation is recorded: deterioration of detailed figurative memory, transformation of oral speech, destruction of role-playing, etc (Tkhostov, 2016: 122; Yudina, 2017: 53). In modern psychiatry and psychology, this is explained by the so-called "Google effect", when a person is sure that "systemic knowledge, the acquisition of which requires intellectual efforts and time, he does not need, because this function is performed for him by the Internet" (Andreev, 2015: 207).

T.D.W. Wilcockson, A.M. Osborne and D.A. Ellis compare behavioural addiction of using smartphone to craving. These imply that abstinence from a related object (e.g., smartphones for heavy smartphone users) would lead to mood fluctuations alongside increased levels of anxiety and craving (Wilcockson et al., 2019).

Using her ethnographic work in a North American digital detox retreat, T. Sutton considers an anthropological approach to digital harm and addiction that emphasizes their socially constructed nature. Following the view that digital harms are socially constructed, she argues that digital technology will be removed in different places for different reasons, and that geographically bound cultural values are vital to understanding how digital harms come to be imagined and counteracted. Whether or not digital use will ever be proven to be clinically harmful, digital harm is best viewed as a «social fact» (Sutton, 2020: 17-22).

Discussing the problem of forming young specialists capable of navigating the interdisciplinary space of technoscience, M.V. Kovalchuk notes that "the mass of today's youth is not able to listen, speak, perceive for a long time, and this is due precisely to their passion for computers, the Internet, and pseudo-information. Our task is to select those students who have not formed a cluster consciousness, those who remain thinkers" (Persikova, Yatsishina, 2015: 111).

In such conditions, an accurate assessment of the available opportunities is necessary so that the transfer of high technologies is oriented towards development, and not towards destruction of the personality (Vozchikov, 2007: 5). Digital detoxification technologies are one of the factors that make it possible to neutralize the negative consequences of information overload.

In the Oxford Dictionary, the term "digital-detox" appeared eight years ago. They define a set of different practices aimed at deliberately abandoning digital gadgets in order to achieve a balance between the real and virtual world. The concept of digital detoxification is associated with the concept of media asceticism. This is a way of life, which is characterized by understanding the work of technologies and gadgets, their rational use, and not abandoning them (Soloviev, Belous, 2014: 79). The respond to the modern crisis defined by the fracture, anger, anxiety, nervousness, and information overload is the nostalgia for the 1990s. It is manifesting across a number of cultural fields, including television, music, and celebrity (Ewen, 2020: 574-580).

Various directions of digital-detox that exist in the world refer us to the criticism of the consumer society, the media-ecological concepts of M. McLuhan and N. Postman, to the digital asceticism of D.J. Siegel, D. Roc and J. Kabat-Zinn and the popularization of meditation techniques.

An analysis of using digital-detox technologies in Russia and abroad allows to form the next classification. It is mobile applications for the development of environmentally friendly media consumption, specialized educational courses, television projects and camps.

The key point in the study of digital-detox technologies is understanding that it is not full rejection of media products. It is the technology of rejection and regulation of digital flows. In the book "How to survive without Internet after overdose" T. Croise describes his own experience of turning off. "The best way to rethink using of technologies is to cut yourself off the Internet to understand that benefits it gives, and also to establish the limits of your future being online" (Croise, 2014: 15).

The rules, governing the interaction of humans and digital technologies, are in the stage of formation and fixation (Kozlova et al., 2019: 281). The example is a book "Modern manners: tools to take you to the top" of the American etiquette's expert Dorothea Johnson and Hollywood actress Liv Tyler. In that book there is a description of using the smartphone in the public place (Johnson, Tyler, 2013).

Phubbing's limitations and implications are discussed in the M.A. Liebert's research. Such behaviors that interrupt social interactions have been described as phubbing. The present study focused on phubbing behaviors within the context of parent-child households and aimed to examine the associations among parents' phubbing, the parent-child relationship, children's self-esteem, and problematic mobile phone use by adolescents (Liebert, 2019: 779-786).

Technological ill-being is an expression of the tension between an individual's social attributes and aspirations when using modern IT and a system of norms, rules, and values imposing constraints on him or her. A. Leclercq-Vandelannoitte considers the ethical issues introduced by excessive uses of ubiquitous information technology at work have received little attention, from either practitioners or ethics scholars. This article suggests the concept of technological ill-being and explores the ethical issues arising from such ill-being, according to the individual and collective responsibilities associated with their negative effects (Leclercq-Vandelannoitte, 2019: 339-361).

Considering the issue of the digital-detox more global, Manchester Metropolitan University scientists puts forward a concept of "digital disengagement" to discuss new socio-cultural, economic and political demarcations and implications surrounding the relationship between digital media, culture and society. At present, despite a proliferation of calls to reduce both the range of digital devices and communication platforms, and the time spent using them, and despite a growing body of academic work on disconnection or opt-out, disengagement from the digital is still conceptualised by media research as a spatiotemporal or an ideological aberration. To challenge this framework, they propose a paradigmatic shift and invite digital media scholarship to denaturalise the digital by centring digital disengagement both as a complex phenomenon currently unfolding and as a conceptual entry point into thinking about sociality, agency, rights and everyday life more broadly (Kuntsman, Miyake, 2019: 901-913).

Now the interest to digital-detox technologies is growing in order to integration with tourism, catering, fashion, beauty, sport, education and other industries. For example, the problem of technology overuse – and related mental health and addiction issues – has spilled over into the tourism context. Recent literature has also suggested that heavy use of technology while travelling could potentially have negative impacts on the overall tourist experience; and that tourists might search for "disconnection" while travelling. As a result, this study focuses on the recently emerged and scarcely understood phenomenon of "digital free tourism", exploring participants' motivations for voluntarily abstaining from, or limiting their use of, technology on their travels. The findings aid relevant theory by identifying four main factors that motivate tourists to participate in digital free tourism – escape, personal growth, health and well-being, relationships – and highlight several exploratory subthemes underlying these motivators. Considering digital free tourism not as an inconvenience but a travel choice, this study can finally aid practitioners to better promote digital free tourism as a tourism product; maximizing the participants' related benefits and positive experiences (Egger et al., 2020).

In another example M. Szablewicz describes the work experience with the students in order to courses Media and Society, Introduction to Mass Media, Digital Culture. Students describe dominant news media discourse about digital and social media, elucidate connections between dominant discourse and the perceived effects of technology and recognize and critique arguments that rely upon reductionist theories about the nature of technological change (Szablewicz, 2019: 180-184).

According to the forecasts of researchers, the digital-detox direction will last until 2030 and will cover new areas of our life, including education. In this regard, the effectiveness of using

digital-detox technologies in pedagogical practice requires additional analysis and scientific assessment within the framework of empirical research.

4. Results

The study was conducting from 13th of May to 12th of July in 2019 in order to career guidance activities of department Design and Media Industry Technologies, Omsk State Technical University (OmSTU). This department is an example of technical and humanitarian areas of training integration. There are three areas of training: "Informational systems and technologies", "Advertising and public relations in commercial sphere" and "Design in media industry". This collaboration means teaching the digital technologies, which is need to creating modern media products. So, it is urgent to form the model of responsible student's behavior in the network, because it is their future professional area.

The research was based on a vocational guidance project unique for Russian pedagogical practice. The project is a digital-detox camp, organized in the resort area of the Omsk region. It was attended by 36 applicants, 12 curators and organizers, 4 associate professors and 2 senior lecturers of the Department of Design and Technologies of the Media Industry. The idea of digital-detox camp is complete abandon all digital devices (smartphones, personal computers, smart watch, etc.) for two days in exchange for offline activities and live interpersonal communication with new people.

All information about digital-detox camp was posted on the website and in the official groups of the project *VKontakte* and *Instagram*, and was also actively disseminated through students and applicants enrolled in preparatory courses for the Unified State Exam in social studies at OmSTU and OmSU.

Targeted advertising in the indicated social networks was also used, which contained the following information: "Are you planning to become a student of the OmSTU? Welcome to our world! The world of live communication, emotions and hobbies! The world of people living here and now! Welcome to the most daring project of OmSTU. This is digital-detox camp "Offliner"! Pass the selection and become part of our creative team! Life online!" The targeting period was 30 days (from April the 1st to April the 30th, 2019), the coverage was 4388 people.

Thus, by May 1, 312 applications were received from Omsk schoolchildren of 11th grade, as well as students of technical schools and colleges of the last year of study. The selection of 36 applicants to participate in the digital-detox camp was based on a simple random sample in accordance with the number of places provided.

Psychological and pedagogical research was carried out through ascertaining, formative and control experiments.

The aim of the ascertaining experiment is to find out the level of the involvement to media communication (advertising, public relations, journalism, copywriting, SMM, etc.).

In order to ascertaining experiment, the diagnostics was carried out, using three psychological techniques:

1) Diagnostics of communicative and organizational inclinations, which involves testing on 40 closed questions of a psychological test and allows to determine the level of development of these personality traits (Fetiskin et al., 2002: 184-186).

2) Diagnostics of the ability to self-government in communication. This technique is used when it is necessary to determine the degree of adaptation of a person to various situations in communication and to its participants (Fetiskin et al., 2002: 117-118).

3) Diagnostics of emotional barriers in interpersonal communication V.V. Boyko, which is aimed at identifying the level of communicative control of the tested personality (Fetiskin et al., 2002: 118-119).

The analysis of diagnostics tasks' results allows to form three teams for the digital-detox camp according to level of the involvement to the media communication's area.

There were eight applicants with high level of the involvement to the media communications in the first team. These teenagers have got a need for communicative and organizational activities, they show initiative in communicating with people, easily adapt in a new team and are able to adapt to the communicative behavior of a partner, defend their opinion and are ready for dialogue, know how to control their emotions during communication, including and negative.

There were sixteen applicants in the second team. This is the largest team. The teenagers have got the average level of the involvement to the media communications. These applicants

showed a desire for contacts with new people, but, mainly, with the initiative from a partner, they also had a high need to be in communication with themselves, and not to adapt to the communicative style of the interlocutor, a tendency to partnership in dialogue, but only in the presence of a favorable emotional background of communication, inability to control negative emotions during communication.

There were twelve applicants in team number three. These applicants have got a low level of the involvement to the media communications. They were diagnosed with a weak desire for communication and resentment if the partner is not ready to take the initiative (for example, does not call or does not greet first when meeting), stiffness and awkwardness when interacting with new people. They demonstrated a rigid communication model, an inability to adapt to a communicative situation and emotional instability, which creates significant communication difficulties.

After the ending of the ascertaining experiment three teams became a participants of the digital-detox camp for two days. On camp's basis, a technique, developed by the authors, was applied specifically for conducting a formative experiment.

The technique is based on the complex systematization of theoretical material on digital-detox technologies and their inclusion in the learning process and career guidance selection of applicants. Digital-detox technologies are gaining special relevance today in the context of high teenagers' involvement in digital environment. It is so important to give up digital devices for a short time. This is necessary for information "cleaning", switching to analog activities, "turn on" communicative and social functions.

The use of digital-detox technologies in order to vocational guidance for adolescents is an innovative experience for the Russian education system and pedagogical practice in general. Subsequently, it can be implemented in relation to primary school students. It will allow to instill the hygiene of digital consumption at earlier stages of personality formation.

The aim of the formative experiment is to improve the applicant's communicative skills and to form the model of responsible behavior in the digital environment using the digital-detox technologies. It is necessary to level up the involvement to media communicative professions.

The development and implementation of the digital-detox camp included the following aspects.

An important part was played by the format of the experiment and its consonant name "Offliner". The name is derived from the concept "offline" and reflects the concept of the project.

The slogan "Life online" created by the authors, as well as the competitive nature of the tasks for the three teams, were aimed at awakening in the participants the desire to "turn on" and "try" life in a real, not digital dimension.

The visual design of the interior and other elements of the digital-detox camp became important in creating an environment conducive to interpersonal communication with new people, in particular, green and red colors were selected, symbolizing the well-known semantics of "on" and "off" signs.

Special products with digital-detox camp symbols were developed to identify participants. These include name badges, branded T-shirts and caps, pens and notebooks for attending seminars, mosquito repellent for open air tasks. Also, the participants were given signs with "likes", "dislikes" and a series of different "emoji" that they could use when performing tasks. This was done to overcome communication barriers and increase the competitive spirit.
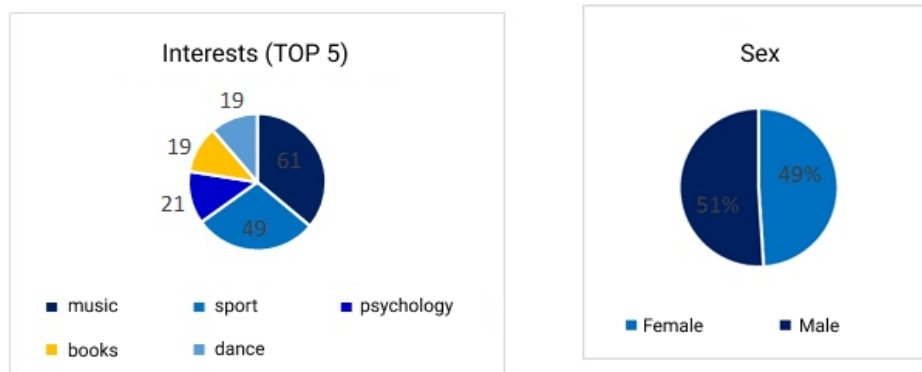
Fig 1. Interests of audience

The formative experiment was carried out according to the developed map and the schedule of competitions of three teams in the digital-detox camp "Offliner". When planning the schedule, the need to alternate active tasks, diet and rest for the participants was taken into account. The selection of tasks was based on the analysis of the interests of adolescents. The preferences of the entrants were identified using the web analytics service "Pepper ninja". All applicants were in specialized communities *VKontakte* for admission to universities.

Camp activities was directed to the achieving goal of the formative experiment. It is the improvement of the applicant's communicative and social skills, leaving the usual digital space and switching to interpersonal communication, not mediated by information technologies, creative self-realization and the formation of a team spirit.

Besides, digital-detox camp "Offliner" was organized not only as research base, but also as a career-oriented image project of the Department of Design and Technologies of the Media Industry, OmSTU. The presence of such youth-oriented events at a university is a significant factor in its competitiveness and affects the recruitment of applicants (Shmatko, 2016: 598).

When planning activities of the digital-detox camp, sponsorship integrations were also envisaged, which made it possible to ensure its prize fund. The competition between the three teams, taking place over two days, was conceptually divided into a red "Day OFF" ("turn off" day) and a green "Day ON" ("turn on" day) (see Table 1).

Table 1. Digital-detox camp activities

«Day OFF» (6th, June)	«Day ON» (7th, June)
Otkrytyj micrOFFon (offline meeting)	PersONalnaya trenirovka (physical jerks)
Igry prestolOFF (team games)	Bolshye gONki (quest)
PrOFFilaktika na kanale (free time)	Press-kONferentsia so zvezdoy (speaker's performance)
PrOFFessia budushchego (particularized workshops, communications with students and professors of OmSTU)	Gluhoi telefON (team games)
Vmesto tysyachi slOFF (poetry workshop)	Specialnyj correspondent (public speaking workshop)
Poy, kak KirkorOFF (karaoke battle)	NagradON (rewarding participants, presentation of prizes from sponsors, response from teams)
KinOFFestival (watching a film in the open air and discussing it)	Zakrytie sezONa (summarizing digital-detox camp, making up reviews and comments from teams)
FotOFFinish (creating emoji photos)	

The formative experiment program implied a change in the role of the teachers participating in the digital-detox camp. On the first day, the teachers were the organizers. By their own example, they showed the model of a professional in the field of media communications, which the applicant should be guided by when forming an attitude towards the future profession, digital technologies and the digital environment. On the second day of the digital-detox camp, teachers were in a guiding, corrective and accompanying role, offering teams methods for solving tasks and motivating participants to develop a creative approach to their implementation.

After the completion of the work of the digital-detox camp "Offliner", a *control experiment* was carried out. In the course of the experiment, a repeated diagnosis of the level of involvement of its participants in professions in the field of media communications was carried out. The test results using three psychological methods within the ascertaining and control experiment for comparison are presented in Table 2.

The Table 2 shows, during the control experiment, in the digital-detox camp all three teams showed a positive dynamic in the development of their communication skills and an increase in the level of communicative control. The greatest progress was achieved in the second team, using author's methodology based on the use of digital-detox technologies. Before participating in the formative experiment, applicants, who had an average level of involvement in the media communications, were able to improve their communication skills to a greater extent than applicants

with an initially high and low level. According to the first two diagnostic tests, the results significantly increased, their growth for each member of the second team ranged from 38 % to 67 %.

Table 2. Dynamics of the results of control and ascertaining experiments

Technique	Kind of experiment	Dynamics of the results in team № 1 (with high level of involvement in activities in the field of media communications)			Dynamics of the results in team № 2 (with average level of involvement in activities in the field of media communications)			Dynamics of the results in team № 3 (with low level of involvement in activities in the field of media communications)		
		Scoring range according to methodology	Range of points actually scored during the experiment	Character of dynamic	Scoring range according to methodology	Range of points actually scored during the experiment	Character of dynamic	Scoring range according to methodology	Range of points actually scored during the experiment	Character of dynamic
Diagnostics of communicative and organizational inclinations	Ascertaining experiment	13-20	13-17	positive	8-12	9-12	positive	7≤	4-7	positive
	Control experiment		15-18			15-17			6-8	
Self-management ability diagnostics during communication	Ascertaining experiment	17-25	17-18	positive	8-16	11-16	positive	7≤	6-7	positive
	Control experiment		20-23			19-22			7-10	
Diagnosis of emotional barriers in interpersonal communication	Ascertaining experiment	6≤	5-6	positive	6-12	9-12	positive	≤13	13-18	None
	Control experiment		4-5			7-10			12-18	

The rate of positive dynamics in the first two tests in the first team and the third team with high and low level of involvement in professions of media communications was lower. The control experiment showed an increase the results of the participants of both teams from 17 % to 57 %.

Digital-detox technologies to a lesser extent had an impact on the elimination of emotional barriers in interpersonal communication. Table 2 shows that, according to the third test, the greatest positive dynamic was observed, as in the first two tests, in the second team. Nine of the twelve members of the third team did not show any dynamics when assessing emotional barriers in interpersonal communication. The results of their testing during the ascertaining and control experiments did not change.

Thus, during the approbation of the author's methodology, based on the use of digital-detox technologies in the learning process and career guidance selection of applicants, positive dynamics of varying degrees was recorded. This allows to speak about the relevance of further research and

the feasibility of expanding the empirical base for assessing the impact of digital-detox on personality formation.

5. Conclusion

The research, carried out on the basis of a unique career guidance project digital-detox camp "Offliner" of the Department of Design and Media Industry Technologies of OmSTU, led to positive results in several areas at once. From a scientific point of view, the main goal was achieved. The author's method of career guidance selection of applicants with a high level of involvement in media communication areas was tested. The effectiveness of using digital-detox technologies for identifying and developing the communication skills of adolescents, as well as forming their responsible attitude to communications in digital environment.

To provide a more professionally oriented enrolling for media communication specialties of OmSTU, a high interest in digital-detox was confirmed by the applicants. Seven participants of the digital-detox camp from the first team, fourteen participants from the second teams and four participants from the third team entered in 2019 at OmSTU for educational programs "Information systems and technologies in the media industry" and "Advertising and public relations in the commercial sphere".

From the point of view of the implementation of important strategic tasks of OmSTU, the digital-detox camp has become one of the projects on the basis of which an "opportunities environment" is created for university entrants and students, initiatives are generated, professional and social self-realization is carried out. In the opinion of the authors, the approved format of the digital-detox camp can become not only an annual career guidance event of the Omsk State Technical University, but also a socially significant project for the Omsk region.

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A Model for Developing University Students' Interethnic Tolerance in the Context of Leading Modern Media Education Strategies in Russia and English-speaking Countries

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Abstract

The possibilities of media education for upbringing the younger generation are undeniable. Development of citizenship and interethnic tolerance to representatives of other ethnic groups and cultures is one of the important and urgent directions of Russian media education. In this process, the analysis of the best Russian and foreign media education practices is essential.

In this study we attempted to construct a model for fostering students' interethnic tolerance based on the main theoretical approaches and practical aspects in the context of leading Russian and foreign (in this case, English-speaking) approaches to media education in the system of higher education. This model is a set of the objective, methodological, organizational, reflective and evaluative components. The conceptual basis of the model includes the following methodological approaches: developing critical thinking, culturological, semiotic and socio-cultural and aesthetic approaches, which are increasingly being developed in the university practice of media education. One of the leading approaches in media education for fostering students' interethnic tolerance is analysing media texts of different types and genres. This process is traditionally based on the key media education concepts associated with defining the source, typology, perception, topics and representation of media texts. Reliance on the concepts of media agencies, media categories, media technologies, media languages, media audiences, media representations is also emphasised.

Keywords: interethnic tolerance, media education, model, media text, Russia, English-speaking countries, university students.

1. Introduction

In the present-day socio-cultural situation of the transition to digital education the issues of educational work with the younger generation are becoming more and more urgent.

In the Russian Federal Law dated July 31, 2020 №304-FL "On Amendments to the Federal Law "On Education in the Russian Federation" on the education of students" (Federal..., 2020) education is defined as "activities aimed at personal development, creating conditions for self-determination and socialization of students based on socio-cultural, spiritual and moral values and norms of behaviour adopted in Russian society in the interests of the individual, family, society and the state, fostering students' feelings of patriotism, civic consciousness, respect for the memory of the defenders of the Fatherland and the exploits of the Heroes of the Fatherland, the law, a person of labour and the older generation, mutual respect, respect for the cultural heritage and traditions of the multinational people of the Russian Federation, nature and the environment" (Federal..., 2020).

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One of the important aspects of upbringing children and youth nowadays is developing their interethnic tolerance, civic consciousness, benevolence and readiness for dialogue with representatives of other countries and cultures. Accordingly, in recent years this scientific problem has become widespread and is analysed in pedagogical, psychological, philosophical, sociological, cultural and political science research. In this research we made an attempt to construct a model for developing students' interethnic tolerance in the context of leading strategies in media education in Russia and English-speaking countries in the post-Soviet space. The construction of the model for teaching interethnic tolerance to university students was carried out in the context of conceptual approaches developed by E.V. Bondarevskaya (Bondarevskaya, 1999), B.S. Gershunsky (Gershunsky, 1998), E.N. Gusinsky (Gusinsky, 1994), A.M. Novikov and D.A. Novikov (Novikov, Novikov, 2010), G.K. Selevko (Selevko, 1998), V.I. Zagvyazinsky (Zagvyazinsky, 2011) and others. In particular, when defining the basic principles of building this model we referred to the concepts and fundamental requirements for building models identified by A.M. Novikov (Novikov, Novikov, 2010). Among them, the author highlights the requirements of "inherence, simplicity and adequacy as the relationship of models with the three other "participants" in modelling: with the environment (inherence), with the subject creating and/or using the model (simplicity), with the modelled object, that is, with the system being created (adequacy)" (Novikov, Novikov, 2010).

Of particular importance for our study was a comparative analysis of media education models in Russia (Fedorov, Chelysheva, 2004) and abroad (Fedorov, 2003), and in this case, in English-speaking countries (Fedorov, 2010; Fedorov, Novikova, 2004; Kolesnichenko, 2006; Mikhaleva, 2015), as well as the main structural components of the mass media education model developed by A.V. Fedorov and A.A. Levitskaya (Fedorov, Levitskaya, 2018).

2. Materials and methods

The material analysed in this research was modern Russian and foreign scientific publications on the issues of interethnic tolerance and media education of student youth.

The methodological principles that formed the basis of this study included: the unity of theory and practice in the study of interethnic tolerance; a creative, historical approach to the problem under study based on the objectivity and comprehensiveness of analysing socio-pedagogical processes and phenomena; an integrated and systematic approach to the study of the problem; an interdisciplinary approach.

Also, the following research methods were used: analysis and synthesis of modern publications on the research problem, generalization and classification, content analysis, abstraction, modelling.

3. Discussion

The analysis of modern publications on the research topic has shown that the issues of interethnic tolerance in the media educational context are presented by a number of Russian authors and foreign authors. For example. T.I. Chechet, Yu.V. Borisova and E.Yu. Ionkina (Chechet et al., 2014) devoted their research to applying an integrated approach to personal problems of developing critical thinking skills and tolerance in teaching foreign languages on the materials of mass media. Researches carried out by L.A. Ivanova (Ivanova, 2013), E.I. Murtazina (Murtazina, 2018), O.V. Pechinkina (Pechinkina, 2015), N.Yu. Khlyzova (Khlyzova, 2012) touch upon the multicultural aspects of media education in the context of learning foreign languages, M.N. Cherkasova (Cherkasova, 2010) examines the media-linguistic and media-critical aspects of media events representation and media images using examples of hate speech. The research carried out by Canadian media experts A.H. Caron and B. Chair (Caron, Chair, 2007) analyzes how the new communication technologies transform the social and cultural lives of the younger generation, on the one hand, and how young people create culture in their daily mediated communication, on the other hand. Some American scholars analyze the ways of applying social media into means of promoting cultural and tolerant communication in the classroom (Jackson, 2011). Some Canadian experts consider media education as a tool for cultural adaptation and meaningful engagement of young refugees in the governance (Ebadi, 2019). American media experts also depend on media education for protecting human rights and social inclusion of youth (Goodman, 2018).

A comprehensive analysis of the problem under study has allowed us to identify the dominant approaches that set the key vectors in the leading strategies of modern Russian media

education. Taking into account the context in which this concept is considered, cultural and pedagogical approaches were chosen as basic ones for our study. In recent years, models for teaching interethnic tolerance have been presented in a number of studies by Russian authors. For example, N.V. Omelaenko (Omelayenko, 2013) presented models of youth behaviour in a multicultural society; O.I. Yudina (Yudina, 2013) constructed a model for teaching ethnic tolerance to adolescents; socio-psychological strategies for intercultural interaction in polyethnic societies were proposed by A.V. Tatarko (Tatarko, 2004).

Modelling interethnic tolerance on media culture is considered in a number of Russian publications (Cherkasova, 2010; Khilko, 2013; Osin, 2015; Pavlova, 2007; Rubtsova, 2012; Vinichenko, 2011, 2017; Yakimova, 2014; Zhmyrova, Monastyrsky, 2012).

For example, V.A. Vinichenko (Vinichenko, 2011; 2017) presents a model for promoting interethnic tolerance among future public relations specialists; educational model of teaching tolerance based on the material of cinematography is considered in the studies by E.Yu. Zhmyrova (Zhmyrova, Monastyrsky, 2012); the model for developing the information culture of the younger generation by media education was developed by E.D. Pavlova (Pavlova, 2007); O.V. Rubtsova proposed a model for fostering tolerance among older adolescents by means of social advertising media texts (Rubtsova, 2012); N.F. Khilko (Khilko, 2013) proposed a model for developing ethnocultural identity by integrating mass media education into a multicultural society.

Publications of contemporary British authors on promoting interethnic tolerance among young people associated with media education concern various aspects of this problem. So, for example, the relationship between cultural and linguistic youth communities in media creativity, project work and exchange of media information are considered in the works by C. Bazalgette: "Education for media literacy can easily be seen as a vehicle to develop understanding of different world cultures. Learners can use the internet to publish and exchange accounts of lifestyles and experiences in different countries and cultures. Audio-visual texts can transcend linguistic boundaries. People in different places around the world can participate in games or use conferencing software to experience cross-cultural collaboration and dialogue. The experience of collective production work by a multicultural group of learners can in itself promote understanding" (Bazalgette, 2009: 4).

By the way, relying on the key concepts of media education offered by C. Bazalgette, specialists of the largest British media education centre – the British Film Institute, organize educational activities for school graduates who are preparing for their exams in film and media studies, for university students, young teachers and researchers: they conduct workshops, seminars, on combating racial and ethnic discrimination. The basic tendencies of these classes are teaching young people the technologies of critical thinking. For example, applying a critical analysis of film texts about gender, racial and ethnic relationships. This critical approach involves the analysis of genre stereotypes in media texts, as well as the analysis of historical, social, political and cultural contexts.

In recent years, specialists from the educational department of the British Film Institute have been actively involved in joint activities with representatives of some ethnic communities, such as the African Odyssey program developed in collaboration with the Afro-Caribbean cultural community. This innovative initiative has been aimed at broadening the target audience and the range of educational opportunities for members of various ethnic communities. The British Film Institute is also planning to cooperate with the film communities of the Middle East, East Asia and South Asia soon. In general, youth media projects have always been very popular in the UK since they enable young people to communicate and interact with international peers: "These projects are often uncritically celebrated as opportunities for young people to learn something about a cultural "Other" and, in so doing, enhance their tolerance of difference, their consciousness of global issues, and their appreciation of diversity. Projects conceptualised in this way, however, risk reinforcing problematic notions of multiculturalism" (Miller, 2010).

Similar positions, but with an emphasis on practical aspects of exploring the media space by the younger generation in order to solve social problems, are presented in researches by D. Gauntlette (Gauntlette, 2011), W. Merrin (Merrin, 2014), N. Couldry, S. Livingstone, T. Markham (Couldry et al., 2010).

The critical tradition is also very strong in media education in the USA: "Media Literacy provides strategies for the systematic analysis of content conveyed through the channels of mass communications. But in addition, Media Literacy promotes critical thinking across a broad range of

disciplines, providing individuals with the skills so necessary to the survival of democracy" (Silverblatt, 2018: 66).

American media experts have made a significant contribution to addressing the problem of promoting interethnic tolerance. For example, C. Arbona and C. Jimenez (Arbona, Jimenez, 2014), S. Hurtado and L. Ponjuan (Hurtado, Ponjuan, 2005) analyze media education strategies for preventing violent extremism, including various aspects of building intercultural dialogue among young people. American authors present various forms and methods of countering extremism and xenophobia among young people, sometimes with the help of media education. So, for example, media education possibilities as a tool for fostering civic consciousness of young people in a democratic society are analysed by P. Mikhailidis and B. Thevenin (Mihailidis, Thevenin, 2013). The issues of tolerance and social inclusion are widely discussed within media studies or critical literacy courses through analysing and interpreting pro-tolerance media content in US schools and universities (Mares, Acosta, 2010).

Media education strategies for combating violent extremism are also considered by G. Berger (Berger, 2017), a practice-oriented approach to teaching the younger generation how to live in a multicultural society is described by S. Goodman (Goodman, 2003; 2018). These are both social initiatives for working with ethnic groups on student campuses, and consideration for the ethnic component in university curricula, and joint actions of students' representatives of various nationalities (work in student organizations, intergroup discussions), etc.

A special emphasis in English-speaking countries is made on media education of future teachers who are taught how to use media in democratic discourse for social participation and production in order "to develop a critical understanding of how media and information can enhance the ability of teachers, students and citizens in general to engage with media and use libraries, archives and other information providers as tools for freedom of expression, pluralism, intercultural dialogue and tolerance, and as contributors to democratic debate and good governance" (Wilson et al., 2011: 25). The cultural context of media literacy is also taken into consideration: "Information Literacy can serve as a text that reflects, reinforces, and shapes cultural attitudes, values, behaviors, preoccupations, and myths" (Silverblatt, 2016: 63).

The problem of interethnic dialogue and fostering tolerance towards representatives of other ethnic groups are also reflected in contemporary researches by Canadian authors. For example, A.H. Caron and L. Caronia (Caron, Caronia, 2003; 2010; 2011) consider the issues of cultural identity of young people as a result of family media education; J. Pungente, M. O'Malley, Martin (Pungente, O'Malley, 1999) emphasize the role and impact of modern mass media on young people's values, attitudes and beliefs, including attitudes towards representatives of other cultures and nationalities. A great emphasis is laid on civil media education: students explore the role of citizenship and how understanding media messages can help them become successful and useful citizens in present-day multicultural and multi-ethnic world. Besides, a socio-cultural approach to media education based on considering issues of Canadian identity seems to dominate the modern system of media education in Canada, and is designed to help students better understand who they are and how they fit into their local and global community.

4. Results

Based on a comparative analysis of synthesizing key media education models representing the most promising areas for promoting students' interethnic tolerance, we have developed a model for teaching interethnic tolerance to university students in the context of the leading strategies of modern media education in Russia and English-speaking countries.

Having studied the content components in various approaches to promoting interethnic tolerance, which in Russian and foreign (English-speaking) scientific literature has many definitions and characteristics, we can attribute mutual understanding, constructive dialogue, mutual respect and cooperation of representatives of different nationalities and ethnic groups, mutual acceptance of traditions and cultural values in the context of cultural diversity to the main content components of interethnic tolerance. This model combines the objective, methodological, organizational, reflective, evaluative and productive components.

The objective component includes defining the goals of developing students' interethnic tolerance. Thus, this goal in the context of the leading strategies of modern media education in Russia and English-speaking countries is to teach attitudes of interethnic tolerance to the student audience by means of media education. A complex of interrelated tasks is involved in achieving this

goal. Among them are developing the audience's analytical, creative, practical skills when dealing with media texts; acquainting students with the main methods, technologies and techniques of media education in the context of promoting interethnic tolerance on the material of media texts of different types and genres.

The methodological component of the model is based on a set of systemic, socio-cultural and active approaches, integrity principle of the pedagogical process, an interdisciplinary approach to studying interethnic tolerance.

The conceptual basis of the model includes methodological approaches to developing critical thinking, culturological, semiotic and socio-cultural, aesthetic approaches, which are increasingly being developed in the practice of media education at the university.

The organizational component of the model includes forms, methods and means of realizing the model: lectures, practical classes, creative production, media projects, panel discussions, strategic sessions, role-play and simulations, disputes, case studies, debates, etc.

The methods for fostering students' interethnic tolerance by means of media education include the use of verbal, visual, problematic, research, project-based, heuristic, practice-oriented techniques, etc.

The means of developing interethnic tolerance are mass media texts of various types and genres.

These forms, methods and means are applied in the process of studying the content of the media education program:

– the essence and characteristics of basic concepts (ethnos, nation, interethnic tolerance, intercultural dialogue, national identity, extremism, racism, discrimination, interethnic intolerance, "hate speech", etc.);

– methodological foundations for fostering interethnic tolerance (issues related to tolerance in the philosophical views of Russian and foreign researchers, cultural aspects of interethnic tolerance in scientific approaches, the essence and main directions of psychological and pedagogical approaches to teaching interethnic tolerance, sociological and political science foundations of interethnic tolerance);

– principles of studying the issues of interethnic tolerance: the unity of theory and practice in the study of interethnic tolerance; a creative, historical approach to the problem under study based on the objectivity and comprehensiveness of analysing socio-pedagogical processes and phenomena, an integrated approach to studying the problem (including the interrelationships of the processes under study, external influences, etc.); a systematic approach to the studied objects including personal, activity-based, axiological, ethnopedagogical, polysubjective, prognostic, reflexive and other aspects;

– the legal framework for promoting interethnic tolerance presented in the documents of the world community and the laws and resolutions of the Russian legislation;

– the history of promoting interethnic tolerance among student youth in Russia and abroad (on the example of English-speaking countries);

– the potential of using media education for fostering interethnic tolerance of the younger generation reflected in major theoretical media education concepts, the main approaches to media education in Russian and abroad, its trends and prospects;

– methods, forms, technologies and approaches of integrated media education aimed at teaching interethnic tolerance to young people in Russian and foreign media education.

The evaluation component includes control activities, assessment, self-assessment and self-evaluation.

The areas of applying the model for teaching students' interethnic tolerance in the context of the leading strategies of modern media education in Russia and English-speaking countries are secondary specialized educational organizations, universities, institutions of additional education and leisure centres for youth; distance media education; independent (life-long) media education.

Speaking about the possibilities of promoting interethnic tolerance among present-day university students, it is necessary to focus on solving the "tasks of teaching altruism, openness, respect for the other, solidarity and involvement in events that take place both within the walls of an educational institution and in the world as a whole. This task is of particular importance in the context of teaching future citizens who will have to be responsible for the state of affairs in the country and the world in the near future. Studying cultures of other peoples, traditions, customs, values has become a prerequisite for developing correct guidelines in complex issues of interethnic

relations, which is especially important in the period of interethnic conflicts and disagreements" (Chelysheva, 2020).

The study of the current state of fostering students' interethnic tolerance in the education system in Russia and in English-speaking countries (Chelysheva, Mikhaleva, 2020) can serve as a basis for substantiating the main approaches to Russian and foreign media education, including its main trends and leading prospects. In English-speaking countries like the United Kingdom, the United States and Canada where media education is already firmly entrenched in the curricula of universities, it enables the audiences to expand the boundaries of intercultural and international communication, constructive communication, thus fostering respect for the native culture and at the same time – accepting the culture of other ethnic groups and peoples. This process may take place both within specialized media literacy university courses, and within other courses with the integrated media education component. Since media education is not included in the curriculum in many Russian universities, approaches to integrating media education into the curriculum of academic subjects are being most actively developed in the system of higher education in Russia.

When teaching interethnic tolerance to students, one of the leading approaches is analysing media texts of different types and genres. This process is traditionally based on the key concepts of media education associated with defining the source, typology, perception, topics, representation of media texts. Here we rely on the concepts of media agencies, media categories, media technologies, media languages, media audiences, media representations.

As such practical classes show, analysing media texts of various types and genres also makes it possible to activate students' interest in the issues of tolerance, the need for a constructive dialogue based on mutual respect and understanding.

5. Conclusion

A comparative analysis and systematization of the main studies of the last years of the twentieth century on the problem under study (Chelysheva, Mikhaleva, 2020) have enabled us to identify and analyze the methods, forms, technologies and approaches of media education aimed at developing students' interethnic tolerance in Russian and foreign media education which may become a promising basis for further successful development in the system of higher education in Russia.

Integrating media education into studying university subjects enables not only to contribute to promoting students' interethnic tolerance, but also to develop media competence of the younger generation.

The comparative analysis of students' interethnic tolerance at the present stage based on the key theoretical concepts of media education has shown that the most powerful positions in present-day media education are occupied by socio-cultural approaches, development of critical thinking, and semiotic conceptual approaches. As for Russian media education, the aesthetic theory of media education keeps developing quite actively, being often synthesized with other approaches.

As our research has shown, the main material for studying the issues of interethnic dialogue and the cultures of different peoples and ethnic groups are feature films and documentaries, websites, social networks, television programs, articles in newspapers and magazines. Developing analytical and critical skills, interpreting media texts of various types and genres, students' media creation and media projects play a fundamental role in this process.

When studying and analyzing media texts on the topic of interethnic tolerance, the main goals of the educational process are to develop students' civic responsibility including their legal culture. In view of this, university students in Russia analyze the regulatory framework for interethnic tolerance, i.e. the main official documents concerning the State National Policy of the Russian Federation, the role of interfaith and interethnic dialogue in ensuring cultural diversity. In particular, practical classes aimed at developing students' media competence involve case study, social testing, discussions, debates, reflection, etc.

The main findings of the study were presented by us in a series of scientific and practical seminars for university teachers (Chelysheva, 2020) and workshops for university students and undergraduates (Mikhaleva, 2020). A university course syllabus for students entitled "Development of interethnic tolerance by means of media education" (Chelysheva, 2020) was developed as a result of our research.

The analysis of using media education potential aimed at fostering students' interethnic tolerance, reducing media risks associated with extremism and racial intolerance may indicate the media education methods and technologies contributing to promoting students' independent,

conscious respect, trust and a peaceful attitude towards other peoples based on constructive dialogue, non-violent interaction and opportunities for intercultural exchange.

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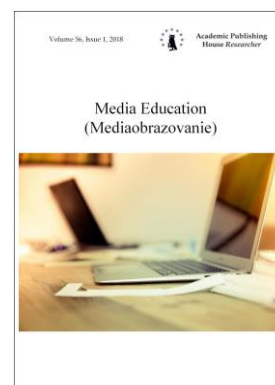
Efim Dzigan: Pseudo-classic of the Soviet Cinema

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Abstract

The history of Soviet cinema in the course of certain political changes has been revised more than once in film studies. However, the authors of the article believe that in the works of the majority of Soviet and Russian film critics, the assessment of the artistic quality of Efim Dzigan's work has been unjustifiably overestimated for a long time. Not until recently, few articles expressed an alternative opinion on the political situation and the actual artistic significance of Dzigan's work. In the present article, the authors analyze the films by Efim Dzigan in the context of their assessment in different historical periods. They conclude that this is a case study of Soviet ideological film production – politically engaged but of the average artistic level; and "We are from Kronstadt" is not a masterpiece, but a film built on ideological stereotypes glorifying the revolution and the Bolsheviks. The materials for our research are E. Dzigan's films, film reviews and cultural studies research articles related to his work. The principal methods is a media text's analysis, classification and synthesis.

Keywords: soviet cinema, Efim Dzigan, film studies, film criticism, ideology, politics, political engagement.

1. Introduction

The history of Soviet cinema in the course of various political changes has repeatedly been revised in film studies (Dobrenko, 2007; Fedorov, 2011; Groshev et al., 1969; Kenez, 2001; Kremlev, 1966; Leyda, 1983; Lvov, 1967; Matizen, 2010; Miussky, 2005; Mokrousov, 2010; Parfenov, 2003; Plange, 2007; Salynsky, 2010; Taylor, 1994; Tverskoy, 1967; Yakubovich, 1986, etc.). In the works of many Soviet and Russian film critics (Groshev et al., 1969; Kremlev, 1966; Lvov, 1967; Miussky, 2005; Parfenov, 2003; Salynsky, 2010; Tverskoy, 1967; Yakubovich, 1986) an assessment of the artistic quality of films directed by Efim Dzigan has been excessively overrated. However more recently the process of re-assessment of the Soviet film legacy began (Matizen, 2010; Mokrousov, 2010), and articles expressed an alternative opinion on the artistic significance of E. Dzigan's work in the political context. In this article, we attempt an analysis of Efim Dzigan's most prominent films in the context of critics' assessment of his work in different historical periods.

2. Materials and methods

The materials for our research are E. Dzigan's films, film reviews and cultural studies research articles related to his work. The principal methods is a media text's analysis, classification and synthesis.

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3. Discussion

Film director Efim Dzigan (1898-1981) directed 14 full-length feature films – mainly on the so-called historical-revolutionary/military theme: *The First Cornetcy Streshnev, God of War, We Are from Kronstadt, If War Comes Tomorrow, The First Cavalry, Prologue, Iron Stream*, three of which (*We Are from Kronstadt , If War Comes Tomorrow, Iron Stream*) are in the list of 1000 box-office hits of the Soviet period.

It should be noted that two of his films (*The First Cavalry* and *Always on the Alert* (*In the North, in the South, in the East, in the West*), were banned from being shown in the cinema theaters. *The First Cavalry* had a distinctly anti-Polish orientation. "The lost Polish campaign of 1920 is presented in the film as a victorious war. The Poles are disgusting, Pilsudski sends spies to kill Stalin, while he is also bothered by internal enemies, Trotsky's henchmen. The film is trite, there are few battle scenes, but there is a lot of the trinity Stalin – Voroshilov – Budyonny, an anecdotal boy of the people and a woman communist tortured by the Poles. There is also hidden polemics against Tukhachevsky, who did not believe in the future of the cavalry, as well as Babel, who slandered, as Budyonny thought, his First Cavalry. However, by 1941 the objects of controversy, including Trotsky, had disappeared from the list of the living, and the political situation was changing every day" (Mokrousov, 2010: 15).

In autumn 1940, *The First Cavalry* was completed, but after the obligatory preview of the political elite it was sent for alterations. And in June 1941, the Soviet Union was attacked by the Nazis, the Great Patriotic War began, and the anti-Polish theme instantly lost its relevance: *The First Cavalry* was shelved for indefinite time.

The film *If War Comes Tomorrow* (1938), directed by E. Dzigan together with Lazar Antsi-Polovsky, Georgy Berezko and Nikolay Karmazinsky, was supposed to visually embody the official thesis, dominating in the USSR in the 1930s, that in the event of hostilities the enemy would be promptly defeated on its territory. Real army units and military equipment were involved in film production. In the year of its release, the film was a success, and later it was awarded the Stalin Prize.

Understandably, in the 1940s the propaganda film shelved and became available to a mass audience only with the beginning of the Internet. In an artistic sense, *If War Comes Tomorrow* is of little value, but from a historical and ideological point of view, of course, it is creditable (Fedorov, 2011).

Film critic Dmitry Salynsky writes that, starting from June 22, 1941, this film became a symbol of facile optimism. However, if we ignore the discrepancies between its content and reality, we will see quite interesting cinematography. In fact, in the 1930s there was a genre which may be defined as *defense fiction*, devoted to the upcoming war as literary works – *What has not happened, but may: one of the pictures of the future war* (1928, S. Bertenev), *Submarine war of the future* (1940, P Grokhovsky), *Air Operation of the Future War* (1938, A. Sheidman, V. Naumov), *The Defeat of the Fascist Squadron* (1938, G. Baidukov), etc., and films: *Perhaps Tomorrow* (1932 , directed by D. Dalsky), *The Motherland Calls* (1936, directed by A. Macheret, K. Krumin), *Deep Raid* (1937), *On the Border (*1937), *Tank Crew* (1939, directed by Z. Drapkin, R. Maiman), *Squadron No. 5* (*The War Begins*, 1939, directed by A. Room) and others. All of them responded to the "defense" doctrines that were being actively introduced into the people's consciousness that the war was inevitable. Dzigan's film stood out in this row. It combined the features of chronicle and fiction, utopia and anti-utopia. The incredible popularity of the song "If War Comes Tomorrow, if We March Out Tomorrow" is rooted not only in its slogan lyrics and a catchy melody, but also in the film direction. The enemies speak German, but their general has a gray-haired professorial imperial beard, referring to the portrait features of Trotsky (Salynsky, 2010: 148-149).

Thirty years later, Efim Dzigan directed another war film – *Iron Stream*. This drama is about the Civil War and was commissioned specifically for the 50th anniversary of the Soviet power, which was solemnly celebrated in the USSR in November 1967.

Surprisingly enough, in 1967, the magazine *Iskusstvo Kino* (*Cinema Art*), instead of a predictably laudatory review, published a rather critical article, which, at first, certainly praised the importance of the historical and revolutionary themes, but then pointed out that "when faced with aesthetics of the color large-screen film, the authors do not always come out the winners. They do not always find the strength to "mercilessly delete" this or that beautifully shot landscape, skillful mise-en-scène. ... Suddenly a spectacularly filmed, almost tourist Caucasian mountain appears and arithmetically constructed columns of Tamans stretching along its narrow paths, as if in a ballet.

But does the creator of *We Are from Kronstadt* need to be reminded of the principle of maximum documentality in a feature film as an resolute rule of great epic films? Unfortunately, it brings to one's memory such a concept as "make-up cinematography", looking at the obviously glued beards, at the obviously make-up faces of the supporting characters (Lvov, 1967: 68).

Unlike *Iskusstvo Kino*, *Sovetsky Ekran* (*Soviet Screen*) magazine did not dare to aggravate the orthodox communist ideologues and published an enthusiastic review stating that "Efim Dzigan created a spectacular, truly deeply work" (Tverskoy, 1967: 11).

Today the "ideologically consistent" *Iron Stream* is thoroughly forgotten by the audience, and it is only remembered by the older audience who watched it in childhood.

After the large-scale epic *Iron Stream* director Efim Dzigan decided to thrill the audience with an equally large-scale color film about spies and border guards *Always on the Alert* (alternative title: *In the North, in the South, in the East, in the West*). Originally, a dilogy was planned, but in the end, by 1973, only the first part was made: the production was suddenly stopped, and the film was censored.

Journalist and critic Alexei Mokrousov believes that the plot of the film *Always on the Alert* is similar to an anecdote: "a military general is looking for spies but lets guided tours for foreign journalists in the museum of border troops. Spies make their way to the tank manoevres of the Warsaw Pact countries... But Soviet officers have been on the alert from the moment when the enemies arrived on an ice floe to the Soviet coast. ... The sad story of a man who was interested in the social mandate in the cinema, who followed political turncoats, but tragically did not keep up with the aesthetic demands of the time. ... In art, he had long been interested not in the form, but in the social commissioning, he stopped studying the language of cinema, switching to political editorials. Was he aware, at least later in life, that it were the authors of the editorials who were forgotten in the first place? ... The case of Dzigan is not unique, but for some reason, the bitterness remains" (Mokrousov, 2010).

Film critic Victor Matizen argues that "having no artistic value, such works are of interest as fossilized evidence of the psychology of their creators and the social atmosphere. ... It is significant that many of these truly clinical pictures were filmed by quite elderly directors. In cinema, the signs of an intellectual power decline are much more pronounced than in literature. And when the lowering IQ is combined with truckling, inherent in some Soviet filmmakers, as people whose industry is most dependent on the authority, it is as good as lost"(Matizen, 2010).

What is the reason for banning the screening of the film *Always on the Alert?* It would seem that the reputation of the co-scriptwriter- the writer Vadim Kozhevnikov (1909-1984), the author of the renowned novel *Shield and Sword*, should have secured respect of political leaders. Moreover, the influence of Efim Dzigan, the director of the drama *We Are from Kronstadt*, officially ranked among the Soviet film classics, could not just be ignored. Additionally, the theme was a proven success – a lot of films about enemy spy (unsuccessful) intrigues in the USSR were welcomed on screen.

Film critic Viktor Matizen supposes that the reason for the prohibiting *Always on the Alert* was in its low artistic quality and "excessive lack of common sense, which caused the same soreness among the high authorities, as the last film by Grigory Alexandrov – *Starling and Lyre* (Matizen, 2010).

This inference seems to me flawed, since dozens of artistically weak and dull films appeared on screens in the USSR in 1972-1973, also earlier and later. Conversely, political reasons could be the reason: during the film production, in May 22-30, 1972, the visit of the U.S. President R. Nixon to the USSR took place, during which the USSR and the USA signed an agreement on the limitation of anti-missile defense and on the joint space program "Soyuz-Apollo". Moreover, on October 18 of the same year, the USSR and the USA signed a trade agreement. The film representation of American spies becomes untimely.

On top of that, in 1974, R. Nixon again visited the USSR and on July 3 signed an agreement on the limitation of underground nuclear tests. Detente did not stop after Nixon's resignation: on November 23-24, 1974, US President J. Ford visited the USSR. On July 17, 1975, the successful docking of the Soviet Soyuz and the American Apollo took place in space. And on August 1, 1975, the USSR, together with Western countries, signed the Helsinki Act of the Conference on Security and Cooperation in Europe.

Consequently, from April 1973 and almost until the early 1980s, no new Soviet films featuring characters – American spies were released.

This new political situation was very well felt by the author of *The Resident's Mistake* (1968) and *The Resident's Fate* (1970), directed by Veniamin Dorman (1927-1988). During the detente era, he promptly switched to making adventure films *The Lost Expedition* (1975) and *The Golden River* (1976), but in the new round of the Cold War, he deliberately went back to *The Return of the Resident* (1982) and *the End of Operation Resident* (1986).

The main film of Efim Dzigan was still *We Are from Kronstadt*. Despite the fact that neither before nor after the historical-revolutionary picture *We Are from Kronstadt* (which received the Stalin Prize) Efim Dzigan did not produce any artistically significant feature films, he has been officially included in the list of the Soviet cinema classics.

Probably the most honest view of the ideological pose of *We Are from Kronstadt* can be found in "Brief History of Soviet Cinema": "The Civil War, the people and the party received a new philosophical and publicist coverage in the film. ... The role of the party and the organization of the revolutionary sailor masses is the main theme of the work. It was represented primarily through the image of Commissar Martynov. ... In this picture, unlike *Chapaev*, there is no central character that pulls together all the threads of the plot. In general, there are no thoroughly elaborated characters at all" (Groshev et al., 1969: 214-215).

Indeed, this film by Efim Dzigan clearly and pathetically (albeit superficially) features the image of a communist commissar, a former political emigrant who arrived in Kronstadt in October 1919: he speaks English and German; by citing Lenin and by personal example leads "irresponsible" Baltic marines, promises to the hungry kids that as soon as the Bolsheviks defeat the Whites, "there'll be everything: both bread and gingerbread", and in the finale he heroically dies with the marines.

Controversially, further on the authors of the volume *Brief History of Soviet Cinema* argue that the film "testifies to the further development of the epic cinema genre. In it, the ideological depth of the theme of the revolutionary struggle led by the Bolshevik Party, achieved in *Battleship Potemkin*, as well as the scale in depicting events and the masses, is combined with a vivid development of individual characters. ... The film is distinguished by the strict unity of the pictorial interpretation. ... *We Are from Kronstadt* became one of the outstanding Soviet films and won wide recognition abroad" (Groshev et al., 1969: 216-217).

Film critic German Kremlev, in a jubilee article dedicated to the 30th anniversary of the release of the film, also praises it (including the non-existing depth of the characters), emphasizing that " the film reproduces an episode from the civil war, when a murky White Guard wave struck red Kronstadt, but crashed against its impregnable strongholds. ... And behind the movement of stormy, foaming events, boldly, sweepingly sketched by Vishnevsky's wide brush, the viewer sees the most detailed and dramatic close-ups and long shots" (Kremlev, 1966: 20).

For the 50th anniversary of the film *We Are from Kronstadt,* critic Oleg Yakubovich once again notes that this film is "as alive as ever, recognized as a classic of Soviet cinema, loved by the audience" (Yakubovich, 1986: 22).

Thus, starting from the premiere, in Soviet times, the official point of view on the film *We Are from Kronstadt* did not change: it was considered a classic film, praising the revolution and the Bolshevik party.

Surprisingly, also in the 21st century, in the post-Soviet years, cinema researchers continued to strongly support the myth that *We Are from Kronstadt* is an immortal masterpiece, a film classic of "the highest artistic value" (Salynsky, 2010: 148).

Film critic I. Miussky included *We Are from Kronstadt* in his book *One hundred great Russian films* (Miussky, 2005). Lev Parfenov in his article, also written in post-Soviet times, insistently emphasizes that "classical works of art, as you know, are distinguished by a deep artistic comprehension of life in its real complexity. Therefore, they stand the test of time, discovering over the years what was previously not noticed for various reasons. *We Are from Kronstadt* is a classic of Russian cinema. Conceived from the standpoint of the ideology of the 1930s, the film turned out to be more multidimensional in its content. Watching the film again, many years after its creation, one can see that it conveys the stunning tragedy of the fratricidal Civil War, merciless on both sides. ... Ordinary soldiers, Russian people who, by the will of fate, found themselves on the other side of the barricades – this is how, after several decades, we are reading the film. It is tragic in historical being. Like the whole movie. But it was true, and in this sense *We Are from Kronstadt* is a tragic impression of the time (Parfenov, 2003).

One must give credit to foreign film studies (Kenez, 2001; Plagne, 2007, etc.), which, in contrast to Russian one, give a much more objective assessment to the film *We Are from Kronstadt*. In particular, Nicolas Plagne claims that "it is not difficult to understand the political message: history and sentiments are aimed at legitimizing Soviet power. The discipline and unconditional loyalty to the party line established by a leader dedicated to the cause of the people … are exalted as the only means of victory. … We are at the center of the Lenin's myth, sharpened at the Stalinist stage of the early 1930s: the history of the party is idealized … The film also shows the communist core of the marines … presented as an exemplary elite … Thus, the dictatorial style of the communists is paradoxically justified by the natural harmony between the party and the proletariat but also the intellectual superiority of the Bolsheviks (Plagne, 2007).

4. Results

To generalize the cinema critics' assessment in favor of the film *We are from Kronstadt*:
- the film characters are portrayed in depth and reflect the marines' solidarity;
- the authors have accurately depicted the tragedy of a merciless fratricidal civil war;
- the film is characterized by an innovative visual style.

As noted above, there is no objective evidence of the in-depth characterizations in the film. On the contrary, the clichés of the time prevail. Namely, the Bolshevik Commissar is noble, brave, loyal to Communist ideals, loves and takes care of children. The white guards are evil, cruel, and mercilessly kill a kid, ignoring the red sailors' pleadings to let him live. The absurd soldier, whom the Whites apparently dragged into their ranks by force, looks like a buffoon. The anarchist seaman is at first emboldened, but then becomes ideologically loyal to the Communist position. In contrast, the same ideological pathos orientation permeated the characters in the film *Chapaev* much more convincing.

In fact, there is no emphasis on the "fratricide" nature of the Civil War in Efim Dzigan's film. The authors clearly stand on the positions of "good Reds", "bad Whites" and "unconscious personalities" in between.

Similarly, there have been attempts of some modern Russian film critics to perceive *Battleship Potemkin* as nearly humanistic work about brotherhood. While in fact it is far from it, being a film that calls and justifies the revolutionary revolt and violence. As for its artistic technique, it is, in our opinion, it cannot be compared to the actual innovation of *Battleship Potemkin*.

5. Conclusion

To conclude, the director Efim Dzigan is an example of an artificially created official film classic. In fact, he was a politically engaged director who never rose above the average artistic level of Soviet ideological film production. *We Are from Kronstadt* is not a masterpiece, but a picture based on revolutionary stereotypes that glorifies the revolution and the Bolsheviks.

Filmography

We Are from Kronstadt. USSR, 1936. Directed by Efim Dzigan. Screenwriter Vsevolod Vishnevsky. Actors: Vasily Zaichikov, Grigory Bushuev, Nikolai Ivakin, Oleg Zhakov, Raisa Esipova, Pyotr Kirillov, Misha Gurinenko, Pyotr Sobolevsky, etc.

If War Comes Tomorrow. USSR, 1938. Directors: Efim Dzigan, Lazar Antsi-Polovsky, Georgy Berezko, Nikolai Karmazinsky. Screenwriters: Georgy Berezko, Efim Dzigan, Mikhail Svetlov. Actors: Vsevolod Sanaev, Inna Fedorova, Serafim Kozminsky, etc.

Iron Stream. USSR, 1967. Directed by Efim Dzigan. Screenwriters Efim Dzigan, Arkady Perventsev (based on the story of the same name by Alexander Serafimovich). Actors: Nikolai Alekseev, Lev Frichinsky, Nikolai Denisenko, Vladimir Ivashov, Alexander Degtyar, Yakov Gladkikh, Nikolai Dupak, Nina Alisova, etc.

Always on the Alert (*In the North, in the South, in the East, in the West*). USSR, 1973. Directed by Efim Dzigan. Screenwriters Efim Dzigan, Vadim Kozhevnikov. Actors: Tatiana Lennikova, Alexander Degtyar, Pyotr Chernov, Nikolay Alekseev, Alexey Presnetsov, Sergey Martynov, Vladimir Sokolov, Victor Pavlov, Dalvin Shcherbakov, Maya Menglet and others.

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Phenomenology of School Violence in the Continuum of Contemporary Print and Electronic Media Texts in Russia

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Abstract

The problem of school-based violence is one of the most important, requiring an urgent solution, as it threatens the physical and mental health of people. Nowadays newspapers and their Internet versions represent aggression and cruelty, attacks and murders in school settings, as a rule, broadcasting to the public a detailed description of tragic incidents, thus leaving a reflection in the minds of the younger generation, shaping their values and attitudes, behaviour patterns, arousing their interest in imitation and transferring the image of violent scenes into the real world. The relevance of studying the topic of school violence in Russian print and Internet versions of the media is quite obvious, due to the fact that a wave of aggression and violence, armed attacks on students and teachers, mass shootings on school grounds swept Russian educational establishments.

In this article, the author attempts to carry out a hermeneutic analysis of school-based violence as reflected in print and online media from 1992 to 2020. The author's reflections on the representation of violence in the school environment are determined by the urgent need to reveal the specific character, structure, narrative techniques, gender, ideological aspects of violence against students and teachers in order to create a holistic vision and approach to the content under study.

Keywords: hermeneutic analysis, school-based violence, education, print and Internet media, bullying, school shooting.

1. Introduction

Today, the issues of school violence have become a cornerstone in the research context of the professional community involved in a wide range of sciences that still maintain a growing trend at the international level.

Nowadays the reflection of violent scenes in the media is a well-established constant characterized by a wide scale of distribution, thus causing concern that the audience is unaware of the problem depth and accepts media violence as an unshakable norm in the media space. We fully share the point of view of M.A. Abdrakhmanova: "According to experts, the majority of information consumers are not interested in publications on violence in the media and do not perceive this situation as a social problem" (Abdrakhmanova, 2018).

Today, there is no reason to assert that the media world saturated with violent content does not affect personal growth at all. The following question is very relevant: what are the reasons for

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transforming schoolchildren's behaviour and what effective measures are to be taken to reduce the level of imitating violent patterns reflected in print and audio-visual media texts in schools?

At the same time, our contemporary life conditioned by "seething media coverage" determines the study of school-based violence images in media texts as an urgent and important concept.

Newspapers instantly appear and get distributed on the Internet. The special functioning of Internet media in the continuum of the problem under study lies in the attention focused on extremely significant events associated with violence in school settings.

Today mass media, including the Internet media, penetrate into political and economic structures, thus acquiring the role of a powerful tool for influencing people's consciousness and shaping the global landscape.

The online content, like any other type of media texts, does not only get reflected in people's consciousness, but also affects their behaviour, develops their system of values and attitudes towards reality.

It is no longer a secret that present-day newspapers, including their Internet versions, represent aggression and cruelty, attacks and murders in schools, as a rule, broadcasting to the public a detailed description of tragic incidents.

In this regard, our appeal to modern Russian print and Internet media reflecting school-based violence is determined by the urgent need to reveal the specific character, structure, narrative techniques, gender, ideological aspects of violence against students and teachers in order to create a holistic vision and approach to the content being researched.

2. Materials and methods

The material of our research is based on media texts from Russian print and online media about school-based violence in the modern world (1992 – 2020): *Rossiyskaya Gazeta, Interfax, NEWS.ru, RIA Novosti, Komsomolskaya Pravda, Moskovsky Komsomolets (MK), Bumaga newspaper* – 234 news items.

The main research method is the hermeneutic analysis of print and online media texts relating violent events that occurred within the academic construct based on the methodology created by A. Silverblatt (Silverblatt, 2001) and U. Eco (Eco, 2005). As for the auxiliary methods, we used the sociocultural analysis, theoretical analysis of the pool of research literature focused on the problem under consideration. The emphasis on these methods in a complex made it possible to fully explore the image of school-based violence in the context of contemporaneous Russian print and electronic media texts (1992–2020).

3. Discussion

School violence is a major challenge in Russian schools that requires taking urgent measures. Very often, on-campus initiators of attacks increase public awareness from print and online mass media. It goes without saying, in recent years, Internet versions of the media have been in great demand, due to various reasons. Moreover, one cannot fail to notice that the coverage of this problem in online media leaves an "imprint" in the minds of the younger generation, thus shaping their values and attitudes, their model of behaviour.

In our opinion, when carrying out the research it is a very important to analyze the concepts of "violence" and "school-based violence".

The analytical study of scientific literature allows us to say that there is a rather broad meaning of "violence" which creates serious problems aggravated by media convergence.

The well-known researcher V.A. Sitarova defines "violence" as a form of coercion applied by a person to another person, and by a whole group to another group, while the goal is "to acquire or maintain certain benefits and privileges, to gain political, economic and any other domination" (Sitarov, 2005: 135).

In addition, A.A. Guseinov considers violence as a type of power-volitional relationship between people: "Violence is an external, forceful impact on a person or a group of people in order to subordinate them to the will of the one (or those) who exerts such an impact. It represents the usurpation of human freedom in its existence and / or external expression" (Guseinov, 1994: 22).

According to R. Harris, "violence" is understood as causing intentional physical harm to another person. He offers to exclude from violence accidental infliction of pain, – the so-called "psychological violence" and vandalism in relation to someone else's property. Aggressive motives

are always hidden behind the cruelty of behaviour. "When watching TV, we observe acts of violence directly and see their aggressive nature" (Harris, 2002: 160).

Thus, the numerous definitions of the term "violence" can be reduced to the following interpretations of "the use of force against someone", "causing physical, spiritual and property harm", "violation of someone's interests and rights", "usurpation of free will".

Next, we will focus on the concept of "school-based violence".

It is important to note that, of course, given the inferences regarding the above terminological vocabulary, it is clear that "school-based violence" is a broad terminology that includes many separate but closely interrelated individual measures.

At the same time, a number of Russian researchers define "school-based violence" as "a type of violence in which there is coercion, the use of force between children or teachers in relation to students. Obvious manifestations of violence can be directed not only against individuals who arouse the increased interest of others, but also against a whole group" (Bykovskaya, 2006: 221).

Alongside with this, the view of foreign scientists who offer a modern definition is valuable, for example T.W. Miller defines "school-based violence" as behaviour that includes "the victimization of children and teachers, crimes committed by children and/or teachers, physical and psychological exploitation, bullying, fights, riots in the classroom, causing physical and mental harm, causing injuries to teachers and students, cyber-victimization, cyber threats, sexual violence, and the use of weapons in school settings" (Miller, 2008: 15).

Within the framework of this exclusive definition, there are a number of components that have not been considered previously by researchers, in particular, such as victimization of peers, the use of weapons in schools. It can be emphasized that the definition proposed by T.W. Miller unites a set of characteristics that reflect the depth and comprehensiveness of this term, taking into account the socio-cultural and educational situation of the modern world.

Thus, it can be stated that school-based violence reflected in the media is the domination of one subject over another through aggressive influence using media channels and media technologies.

To the greatest extent, the problem of media violence was developed by foreign psychologists and sociologists in works aimed at researching the socio-psychological components of the phenomenon of media violence and assessing the phenomenon of media impact on the audience.

Examples of the most striking studies in the field of psychology devoted to the study of the impact of media violence and aggression are the works by J. Bryant and S. Thompson (Bryant, Thompson 2004), B. Krahé (Krahé, 2003), R. Borum and D. Cornel (Borum et al., 2010).

The analysis of violence in media texts by foreign scholars is more connected with cinematography, some works are devoted to this content analysis (Anderson, Bushman, 2015).

Recently, the problem of school-based violence abroad has been developed by such authors as L.E. Walker, D. Shapiro and S. Akl (Walker et al., 2020), J.S. Cawood and M.H. Corcoran (Cawood, Corcoran, 2019), G.D. Gottfredson, D.C. Gottfredson (Gottfredson et al., 2018), E. Cantone (Cantone et al., 2015), M.J. Elinoff, S.M. Chafouleas, K.A. Sassu (Elinoff et al., 2004), J. Page, J.A. Daniels, S.J. Craig (Page et al., 2015). In Russia, A.A. Guseinov has made a valuable contribution by focusing on the concepts of violence and non-violence (Guseinov, 1999).

In addition, analysing foreign researches on the problem, we managed to find out that in modern America the topic of teenage dating violence as a form of school-based violence has been hotly debated, since it often occurs on school grounds (Elinoff et al., 2004).

At the same time, a number of authors abroad have focused on systematic reviews and meta-analysis of measures aimed at preventing bullying and aggression among schoolchildren (Borum et al., 2010; Cantone et al., 2015; Chaney et al., 2008; Langford et al., 2015; Lee et al., 2015; Merrell et al., 2008; Polanin et al., 2012; Ttofi, Farrington, 2011; Vreeman, Carroll, 2007).

In Russia, the issues of violence have been reflected in the research space only since the late 1990s (Bashkatov, 2001; Bykovskaya, 2006; Fedorov, 2003; 2004; 2005; 2014; 2015; Glazman, 2009; Krivtsova, 2011; Potapova, 2016, Vishnevskaya, Butovskaya, 2008; Volkova, Grishina, 2013; etc.).

Let us emphasize that the topic of violence in particular, school-based violence, in the media, had a hidden character for a long time, only in recent decades the scholars' interest in these issues has grown (Fedorov, 2004; Sobkin et al., 2000; Tarasov, 1996, 2005, 2017), who tried to study, to one degree or another, the impact of the concept of "media violence" on the younger generation.

In addition, it is important to underline that, to a considerable degree, the research interest of Russian scientists was aimed at considering the problem of school harassment – bullying as a form of violence (Achitaeva, 2010; Glazman, 2009; Petrosyants, 2011).

Thus, it can be stated that in Russian and foreign researches, the manifestation of violence in different textual media formats and media channels of different types is not touched upon, and its specificity at the verbal and non-verbal levels is not investigated yet. The analysis of contemporary articles devoted to the issues of school-based violence shows the need for a deep and systematic study of this phenomenon. In addition, we failed to find a study of the concept "school-based violence" in the reflection of print and online media publications either in the foreign or in the Russian research field of the professional community.

However, addressing the problem of school-based violence reflected in print and online media outlets determines the increased attention to distinguishing between "traditional" (television, radio, newspapers, magazines) and "new" (electronic media, social networks, etc.) in order to designate a holistic vision of the object under study.

A colossal role in the functional support of media activities is assigned to the channels for distributing information content. According to I.D. Fomicheva, in the modern world the media are basic components of the public sphere where "the interaction of social actors – society, government, business, with the participation of journalists, is being transformed into discursive actual practices. An equally important factor for organizing effective participation of the state, business and the public in communication is the degree of inclusion in their general context of the information space, the degree of developed social technologies and bringing together the efforts of traditional and Internet media. Journalists themselves must be ready to organize and stimulate the informational participation of these three sectors through the media" (Fomicheva, 2005).

So, we can say that as a result of the media similarity, there occurred a conjunction of "traditional" and "new" media. This process caused the emergence of a common media stream. It is precisely in the media space that various relevant practices are closely intertwined, while not only professional journalists are involved in the process, but also the state, the public, and business. Of course, to a certain extent, these phenomena determine some functioning patterns of various media texts, in particular the widespread use of violent content in the media. Our research focuses on online texts containing violent scenes that occurred in school settings.

Therefore, while school-based violence is an emotional public issue and is becoming widespread in the media, coverage of events in Russia can be distorted.

Thus, mass media, in particular print and electronic media, are an important social tool for influencing individual and group consciousness, and act as a factor influencing the global landscape.

In this regard, one of the prime concerns of professional psychologists, teachers, sociologists and the public is the unregulated representation of school-based violent images in the modern media. Today, an active search is underway for the most effective approaches to the measures aimed at preventing school-based violence.

However, the media texts under consideration do not touch upon the potential of media education as one of effective measures to combat the imitation of violence patterns, broadcast by various media channels, in order to develop media competence of the younger generation.

4. Results

As part of our research, we carried out a hermeneutic analysis of the content of modern print and electronic media texts (1992–2020) containing images of school-based violence.

The relevance of researching school-based violence in Russian print and Internet media is quite obvious, since a wave of aggression and violence, armed attacks on students and teachers, mass shootings on school grounds swept Russian educational institutions.

After requesting the Yandex search engine for news containing the keywords "cases of schoolchildren attacking students and teachers" we got the result – 15 million articles. Obviously, most of the events were presented in a criminal informational spirit.

Headlines such as "A senior pupil opened fire in one of the schools of the Amur Region", "Bashkir Columbine", "A teenager brought pneumatic weapons and smoke torches to a Samara school", "A schoolboy attacked the students with an ax", "Schoolchildren had a knife-fight near Chelyabinsk", "Massacre at the Perm School", "Bombs to Classmates" and a number of others have recently filled the pages of online newspapers. Many newspaper headlines testify to the growing

role of the media in debates about the situation of school-based violence spread in Russia, prevention measures and control over weapons. The media have a huge responsibility for effective coverage of such tragic incidents on the school grounds.

However, many people are now concerned about the media reporting this kind of events, questioning their accuracy, the consequences of their reports and the bias in their stories. Due to the increased use of firearms in schools, print and online media outlets tend to use narrative methods and techniques to attract the attention of the general public. At the same time, we can talk about some doubts about how the electronic media outlets cover these tragic cases.

As part of our research, we carried out a hermeneutic analysis of media texts about school-based violence in Russian print media and their online versions (1992–2020): *Rossiyskaya Gazeta, Interfax, NEWS.ru, RIA Novosti, Komsomolskaya Pravda, Moskovsky Komsomolets (MK), Bumaga newspaper* – 234 news items.

Since the 2000s in Russia, the current problems of bullying and school shooting have been reflected in the print and online media.

One of the first episodes of school shooting in Russia was a tragedy that occurred on February 3, 2014. Since that day until January 19, 2018, about 22 incidents of weapon use in schools were registered in Russia – reports the Internet newspaper *Bumaga* (Antonov, 2018). Articles covering the events of that day were published under various headings: "Mystery of Grade 10-A. The school shooter went to the literature teacher to prove: evil is stronger than good. But at the last moment he changed his mind" in *Rossiyskaya Gazeta*, "An excellent student arranged hostage-taking and shooting in a Moscow school" in *Nezavisimaya Gazeta*; "A schoolboy staged a massacre at a Moscow school. Chronicle of events" in *Moskovsky Komsomolets*, etc. At the same time, the Russian newspaper *Moskovsky Komsomolets* created a whole galaxy of events, releasing a reportage under the title "School shooter" quietly dreams of death".

So, the analysis of a number of articles covering the first school shooting incident shows that the news material was accompanied by drawings, photographs, a clearly described sequence of events, which, first of all, indicated an unethical coverage of the tragic event, perhaps such coverage of the event with a catchy headline will inevitably draw the attention of the adolescent audience. In our opinion, a certain risk of popularizing violence is clearly visible.

So, analysing the news of print and Internet media, we found that to a large extent the articles (26 %) in the sample were episodic reports, while the message was informative, excluding a detailed description of the incident, not going beyond the broader social distribution. The episodic coverage focused on personal tragedies, isolated from the social context.

However, the thematic coverage is typical for a smaller proportion of the analysed articles (16 %), which focused, in addition to individual aspects, on broader circumstances and the role of society.

In news reports, references to government officials prevail, such as the aide to the President of the Russian Federation, the press secretary of the President of the Russian Federation, the Presidential Commissioner for Children's Rights, and the Deputy Chairman of the State Duma (18 %).

In addition, the most frequently cited sources come from the criminal justice system, courts and court proceedings, involving the statements of representatives of these structural units, for example, head of the Investigative Committee, head of the Ministry of Internal Affairs (30.4 %).

A number of the analysed articles (16 %), which reported on school-based violence, touched upon the measures necessary to reduce the level of violence in Russian schools; in this context, a more thematic coverage was demonstrated. For example, the press secretary of the President of the Russian Federation D. Peskov called on the media to accurately cover the tragedies in schools. He stressed that "the issue is exclusively the prerogative of the editorial policy of this or that publication".

TV presenter V. Pozner believes that federal channels should fully cover the emergencies that occur in the country. At the same time, according to the presenter, "these stories must be shown "correctly": as quickly as possible, more reliably and with an assessment that follows from the show. If you show attacks as a detective or a thriller, if it turns out that the people who participated in this event are cool, then, of course, such stories can involve other children in similar stories".

Few journalists attempted to portray incidents of violence from a variety of perspectives, including different source categories for information (parents, students, teachers, victims, law enforcement officials) in the news content (14 %).

As for solving the problem of school-based violence, a significant part of media texts did not touch upon the content of prevention and control measures, but a number of news reports still contained the reaction of the authorities to the tragic situations that had taken place in schools. It was found out that, since 2018, there has been a tendency of increased attention to developing and implementing measures to prevent violence in schools. A number of solutions included expanding school preventive activities with adolescents: developing new methodological recommendations; activation of mentors or home-school teachers; introduction of intra-school accounting in schools; introducing safety lessons in the school curriculum. As E. Minaeva, head of the department for procedural crime control of the Investigative Committee of Russia, notes, "the reports about the spread of the criminal subculture among teenagers, as well as the facts of attacks on educational institutions, look very alarming. Of particular importance is not only the restoration and further expansion of psychological services in schools, but also organizing the work of child psychotherapists in every children's medical institution, primarily in polyclinics. In addition, it is advisable to introduce the institute of tutors in schools, who would purposefully carry out the upbringing of adolescents and, in close connection with school psychologists, could promptly identify and stop problems in the relationships of children in society (Kozlova, 2018).

In the opinion of Deputy Chairman of the State Duma I. Yarovaya: "School students need to be told as much as possible about how to behave if they get alarming information, for this purpose it is necessary to introduce information security lessons in schools" (Yarovaya..., 2018). As *RIA Novosti* comments on I. Yarovaya's statement: "We are still waiting for the Ministry of Education, I have already sent requests to the minister twice so information security awareness training appears in federal educational standards".

Another solution to the problem concerns the reproduction and distribution of positive media content for children: "High-quality social advertising in the information field is an effective tool for positive impact on the broad masses of viewers. Moreover, it is necessary, among others, to use the main channel for obtaining information by contemporary children – the Internet and instant messengers" (Kozlova, 2018). The Investigative Committee proposed to consider the issue of introducing tutors or mentors in schools.

Moreover, it is necessary to expand the use of mass media for preventive purposes to keep children from getting involved in destructive or criminal activities, and to keep social networks monitoring. According to A. Kuznetsova, Presidential Commissioner for Children's Rights, "monitoring of the environment in which our children are being raised today can be very important, fundamentally important. Monitoring requests, monitoring the informational situation in which they are. What are they looking for on the Internet first of all and what do they find there? What is their request?". The Ministry of Communications has reacted to the situation of armed attacks on schools, having agreed with the Russian Federal Service for Supervision in the Sphere of Telecom, Information Technologies and Mass Communications (Roskomnadzor) to block social networks of groups that encourage violence in schools.

Finally, it is vital to build up efforts in a law enforcement context. As reported by *Rossiyskaya Gazeta*, "A roadmap developed by a number of Russian structures, in particular, ombudswoman children's rights A. Kuznetsova, the Ministry of Science and Higher Education, the Ministry of Health, the Investigative Committee, the General Prosecutor's Office and the Ministry of Internal Affairs of Russia will help to cope with the spread of attacks on schools and mass shootings. Law enforcement agencies, and above all the Ministry of Internal Affairs, are doing a great job to prevent crimes committed by teenagers. However, the basic elements of early crime prevention are based on proper upbringing of adolescents and their leisure activities, as well as attending to their problems and state of mind" (Lebedeva, 2018).

In addition, it was found out that the public is often informed about the long-term consequences of incidents of school-based violence and the people involved. For example, only the newspaper *Izvestia* presented 10 news items about the attack of schoolchildren in the city of Perm on January 15, 2018: "Unknown persons wearing masks attacked schoolchildren in Perm", "A massive knife fight took place in a Perm school", "The initiator in the fight in the Perm school fell for the video about the school terrorist attack in the USA", and so on.

In a number of newspaper reports, the authors of media texts emphasized that the attacking schoolchildren had a plan – attack schemes and guidelines for making improvised explosives, bombs, Molotov cocktails; publications on social networks prohibiting the attackers' materials, interest in the Columbine movement. However, the question regarding the method of obtaining

weapons by school students was never mentioned in the analysed media texts, only the fact of weapon availability.

In our opinion, the images created by the print and Internet media texts on school-based violence did not only bring a lively interest in the professional community, society, as an acute social challenge, but also encouraged the younger generation to implement the Columbine scenarios in life as a certain model of behaviour, including the image of a "hero".

Perhaps, it is worth mentioning that the tragic event associated with the Columbine massacre in the United States in 1999 played a colossal role in the spread of such incidents throughout the world. In Russia, the shooting at School №263 in Moscow that occurred in 2014 can be considered to be the starting point. According to American scientists, Harris and Klebold, the attackers on the school, achieved a mythical status in a society of certain subcultures. They were honoured and imitated in subsequent attacks and attempted attacks. In all cases, the perpetrators either admitted to being linked to "Columbine" themselves, or evidence of the Columbine influence was found by the police (Thomas, 2014).

Practically all the analysed news reports (73 %) mentioned some facts concerning children's interest in the Columbine events, for example, as the newspaper *Izvestia* notes: "In Russian social networks, there has been a surge in interest in the 1999 Columbine massacre in the American school. The name of this educational institution, as well as the name of one of the attackers, have been mentioned in *VKontakte* five times more often than usual. Interest in the tragedy that happened almost 20 years ago has grown significantly after schoolchildren attacked teachers and students in Perm and Ulan-Ude in 2018. Experts interviewed by the newspaper *Izvestia* noted that modern adolescents – imitators of mass murderers from the United States consider their lives to be insufficiently fulfilled, and therefore there is a real risk of emerging a "Columbine" subculture in the country (Grigoryan et al., 2018).

In turn, in online media there are a number of reports on preventing cases of violence in schools, thanks to an integrated approach aimed at identifying and preventing cases of a criminal nature (Savankova, 2020). In Volgograd, a teenager was detained for preparing an attack on a school (Merzlyakov, 2020). The court arrested a teenager who was preparing an attack on a school in Krasnoyarsk (Malkov, 2020).

As for the types of school-based violence, physical and psychological violence, of course, predominated.

Cases of physical violence, which ranged from fights to deaths, stabbing and shooting, were reported in the majority of the analysed media texts (84 %). Deprivation, classified as school violence, received the least attention in these articles (69 %). No articles reflected scenes of sexual violence on school grounds.

The dominant instruments of crime were the following: a knife, an ax, firearms, improvised explosives, Molotov cocktails, smoke-puff charges, torches.

Both schoolchildren and teachers were victims of violence or its source. Teachers often played the role of the main victims, in this regard, under the influence of the events, the teacher was frustrated and received serious harm to psychological / physical health.

In most cases, the participants of the events failed to cope with difficulties or to achieve mutual understanding, which led to tragic consequences. In some cases, owing to teachers' excellent professional skills and a quick response of the police, it was possible to prevent a tragedy.

Undoubtedly, the authors of print/online media texts stuck to documenting the violence, cruel scenes that had occurred on school grounds. The main result of such author's position was a media production in the form of a print or online media text containing a naturalistic display of scenes of violent content in its various manifestations. At the same time, we did not manage to find any open religious connotations in the studied news material.

The worldview component, mode of thinking, meaningful values, narrative structure, characters' conduct reflected in the analysed media texts of print and Internet mass media can be represented as follows: the main characters – school students mentioned in print or electronic media texts are focused on preparing and subsequent implementing the goals of a violent nature on the school territory. Anger, hatred, ruthlessness, aggression, ferocity, merciless cruelty are the basic value dominants of schoolchildren who initiate attacks in schools.

At the same time, in the majority of cases, a very small amount of attention is paid in the analysed news reports to the values of the participants in the events – teachers; though in some media texts we were able to find the following values: firmness, determination, courage and bravery.

The range of reasons for violent actions is determined by conflict situations in the school community, for example in teacher-student relations; unrequited love; students' desire to prove their worth in the class; interest in the Columbine movement.

The main zone where tragic events unfold is the school territory, which includes classrooms and school corridors.

The leading genres of the studied media texts are a news report, an interview, articles, a newsreel.

Methods of creating reality in the media texts are presented in different storylines, in particular, students and teachers are shown during lessons or exams, at breaks, in school corridors, on school grounds.

Types of the main characters: the initiators of the events – students of lower and upper secondary schools, who, as a rule, have negative thinking; teachers, school administration. Generally, tragic events are committed by under-age senior school students.

The appearance of the characters is rarely mentioned, only in some news reports, one can find information about their clothing, judging by the given photo or video material. Speaking about the image of the school student involved in the school-violence, the range varies from a quiet, calm and non-contentious boy to a strong-minded boy who is telling his classmates about prohibited weapons and the desire to attack the school on social networks.

Some media texts focus on the family status of the schoolchildren – initiators of school-based violence, these are either from complete families or incomplete families; as for the school teachers, there is no information concerning their marital status in the analysed media texts.

The plot of the reality of the school students who is an active participant of violence includes the schoolboy's transformation from a calm, peaceful and non-conflict child into a cruel, merciless teenager who has in his arsenal sometimes really terrible weapons such as an ax, a hunting rifle, a knife or homemade explosives; the school student's conflict with his fellow-students when he falls a victim to school bullying, rejection and ostracism.

At the same time, the solution to the problem is that most of the aggressors mentioned in the analysed media texts reached their intended plans to a certain extent and the event ended tragically (injury, murder, suicide), though a number of prepared attacks on schools were prevented and did not find its reflection in real life; in this regard, the worldview of schoolchildren, thanks to a complex of preventive measures was modified.

5. Conclusion

The results of our analysis allow us to draw a number of particular conclusions that are of interest for the theme being researched:

1. For a long time in Russia, the problem of school-based violence was not reflected in reality, which cannot be said about other countries such as the US, where the "growth point" of mass shootings in schools fell on the year of 1999 (mass shooting at the Columbine School). Nevertheless, today, unfortunately, various forms of violence in Russian schools are sporadic. The facts about violence committed by school students against school students or teachers on school grounds, as a rule, receive a wide resonance in print and online media and generate heated debates about taking preventive measures and the impact of the media space (cinema, TV shows, press, Internet, etc.) containing violent content on the viewers. In this regard, the phenomenon of school-based violence is very relevant, primarily due to the wide range of distribution and application in the interaction system of education participants.

2. There is a lack of scientific research concerning a clear understanding of "violence", "school-based violence"; specific personal traits of participants involved in school-based violence (victim, aggressor); effective measures to prevent and combat violence and cruel behaviour in schools.

3. Analyzing the news content of print and Internet media, we found out that most of the articles were episodic reports, while the message was informative, excluding a detailed description of the incident that had occurred, without going beyond wider social distribution. Moreover, it was possible to identify that the first case of mass shooting in a school was recorded on February 3, 2014 in Moscow, since that time, there has been an increase in cases of school attacks; the authors of the media texts emphasize that the attacking schoolchildren had a plan – attack schemes and guidelines for making improvised explosives, bombs, Molotov cocktails; they were interested in the Columbine movement; since 2018, there has been a tendency of increasing attention to developing

and introducing measures to prevent violence in schools, in particular, schools' anti-violence activities involving adolescents; expanding the use of mass media to prevent children from participating in destructive or criminal activities; monitoring of social networks; building up efforts in a law enforcement context. Moreover, the articles are accompanied by photo and video materials illustrating a clear sequence of events related to violence, which cannot but arouse interest and attraction in this kind of phenomena among teenagers.

4. The worldview of the authors of print and Internet media texts is sometimes reduced to mere documenting violence and cruel scenes the school territory. The main result of this is a print or an electronic media text containing a naturalistic display of various violent scenes. Modern media texts in the researched field create a picture of the world with school shooting as its pivotal component. The obvious feature of print and online media is a real event. In most of the events depicted, violent suppression, causing grievous bodily harm, is a form of revenge.

5. There is a clear relationship between the violent acts on the part of schoolchildren and the event that occurred in the US in 1999 – the mass shooting at Columbine High School in Colorado. Broadcast by various media channels, this tragic event triggered a wide range of imitators. In this regard, it is revealed that understanding of the media texts content is linked to specific real historic events.

6. The genre arsenal of the studied print and Internet media texts includes a news report, an interview, articles, a newsreel. The authors of media texts identified the leading forms of school-based violence: bullying, school shooting, predominating physical and psychological (emotional) violence. School-based violence concerned both student-student and student-teacher relationships.

7. The value dominants of the main characters – schoolchildren (aggressors) mentioned in the analysed print and electronic media texts are anger, hatred, ruthlessness, aggression, ferocity, merciless cruelty. Their activities are focused on preparing and subsequent implementing school-based violent goals. In the news reports, little attention is paid to the values of the other participants in the events – teachers, though in some media texts we were able to find: resilience, decisiveness, bravery and courage.

8. The range of reasons for committing violent actions is determined by conflict situations in the school community, defects of a teacher-student relationship; unrequited love; students' desire to prove their worth in the class; students' interest in the Columbine movement. The main zone where tragic events unfold is the school territory, which includes classrooms and school corridors.

9. The plot of the reality of the schoolchildren who are initiators of violence consists in a schoolboy's transformation from a calm, peaceful, non-conflict child into a cruel, merciless teenager who has in his arsenal sometimes really terrible weapons such as an ax, a hunting rifle, a knife or homemade explosives; the school student's conflict with fellow-students when he falls a victim to school bullying, non-recognition and ostracism. At the same time, the solution to the problem is based on achieving a set of goals or transforming the worldview of the protagonist.

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The Position and Influence of Agency News on Foreign News in Contemporary Slovak Television Production

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Abstract

This paper deals with theoretical concepts related to the production of media content. It focuses more critically on the selection of information for television broadcasting, its sources and also their influence on the media agenda, which builds public opinion. The research problem is formulated in the context of the Slovak media environment. The aim of the article was to identify how information about foreign society on Slovak television news is filtered and how it is affected by the offerings of agency news. The research method was quantitative content analysis. The research material consisted of 15413 foreign news contents published by the television news channel TA3 (1621 reports) and the news agencies TASR (4336 reports), ČTK (5248 reports) and Reuters (4208 reports), over the monitored period of two months, specifically in January 2019 and May 2019. The results of the research showed the use of agency news by television newsrooms to construct media reality within foreign news, as well as the significant impact of the categorization of information according to importance by news agencies. In the period under review, we noticed that television TA3 actively responded to the decline or increase in news contents preferred by the ČTK and TASR agencies.

Keywords: Gatekeeping, Message selection criteria, News agencies, Television news, Agency pre-selection.

1. Introduction

The information society in which we currently live brings many dangers for people. From an online environment with an infinite amount of information and increasingly emerging fake news or deepfakes (Greguš, 2020), through civic journalism, in which people are both recipients and creators of media content, creating individual reports according to their political, social and cultural preferences and frameworks of opinion, to the constantly important position of traditional media (especially television) in the lives of recipients and their effort to cope with the speed and timeliness of the online environment. It is in the context of the information society that media literacy and the associated ability to think critically have an irreplaceable position. According to current theorists, maintaining a critical distance from media messages is essential (Silverblatt, 2018: 71). If we know that the news media create a picture of the world, according to which recipients adjust their behaviour and attitudes (Lippmann, 1922; McCombs, 2009; Višňovský, Baláž, 2012), and even the traditional media cannot completely avoid media manipulation, since it is in their functioning that we find the roots of this phenomenon (Levitskaya, Fedorov, 2020: 70),

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society must look critically not only at the final form of media content, but also at the process of their production.

Research has long confirmed that the media have a significant impact on the perception of reality by its recipients. Despite the fact that, according to the French sociologist J. Lohiss, we live in an era of formlessness, for which the typical medium is the Internet and communication area is cyberspace (Gálík, 2011: 45-46), we must continue to be aware of the influence of other media. Even now, in the age of advanced computer technology and the existence of an online environment, television still retains the favour of the audience. As confirmed by several current publications (Greguš, 2017; Greguš, Mináriková, 2016; Hudíková et al., 2020; Lapčík, 2012; Levitskaya, Fedorov, 2020; Radošinská, 2017; Višňovský et al., 2019; Višňovský, 2013; 2015), television is still popular and its news coverage is considered by viewers to be one of the basic sources of information about the world outside our empirical experience. In addition to political topics, the news brings information from the fields of economics, social events, natural anomalies or, conversely, expected phenomena or, for example, sports.

It is well-known in the academic as well as in the journalistic community that the media has a certain agenda of topics. The American journalist and philosopher W. Lippmann (1889–1974) was the first to point this out. He researched whether the news media can be considered a bridge between the surrounding objective world and the images (thoughts) in our heads. He came up with the theory of the pseudo-environment, that is, a kind of insight into the world that exists in our mind – an insight that is often times inaccurate and does not correspond to objective reality (Lippmann, 1922). According to M. McCombs, W. Lippmann understood the pseudo-environment as a creation (among other things) by the media which is influences human behaviour and it is therefore not based on reality as such (McCombs, 2009: 51). Lippmann's ideas were later followed to some extent by M. McCombs (1938 – present) and the American sociologist D. L. Shaw (1936 – present), when they researched the US presidential election in 1968. Thanks to these results, they came up with the theory of one of the media effects, namely the agenda setting. This is determined not only by the country in which the information is presented, but also by the medium itself. This co-determines the public agenda, ie the list of topics that society considers important (Višňovský, Baláž, 2012: 104-120). However, it is not based on a clear definition of what people should think, but what they should think about. However, as M. McCombs points out, the power of the media is not only in presenting "reality", because their actions can influence reality or ideas about reality in the minds of recipients (McCombs, 2009). As media organizations, in this case television companies and television newsrooms, receive a lot of information, not all of which can be published due to lack of time, technical problems or lack of material (such as visuals), the newsroom creates a specific cutout of society, thereby constructing a certain "reality".

News as a specific part of media production should strive to bring the most accurate, up-to-date, objective, attitude-free, thematically and informationally balanced information that is verified with at least two independent sources. B. Osvaldová also includes impersonality, timeliness, intelligibility and clarity among the basic features of news (Osvaldová, 2011: 19-20). Probably the most widely discussed feature of news articles is objectivity. Taking into account its primary definition – existence independent of subjective consciousness, impartiality and neutrality (Kačala et al., 2003), in our opinion it is not possible to use this term in media production with the idea of unequivocal impartiality. According to the Slovak translator, academician and former editor J. Vojtek, it is not possible to talk about the complete purity of the presented information. Therefore, he prefers to use the terms "fairness", "impartiality" and "neutrality" for the description (Vojtek, 2012: 6). It points to the process of producing news content, which covers both the selection of information from the vast amount of news available to the editors and the definition of the main idea or message that we want the recipient to decode from the news and, of course, ultimately the choice of a specific genre of media content.

Access to information and the objective purity of its sources can also be problematic in the field of the press. Newsrooms around the world constantly work with news agencies, which provide them with agency services for a fee. Although the information offered by the news agency should be verified, true, objective and specific, these are facts which have already been interpreted, which according to the Slovak publicist, communicologist and media expert S. Brečka forms a certain pre-selection of reports (Brečka, 2009a: 189). M. McCombs points out that the news media thus offer only a limited view of the environment, similar to the limited view of the world offered by narrow windows in a modern building. This metaphor is even more accurate if the glass in the windows is

less transparent and has an uneven surface. (McCombs, 2009: 52) We assume that perceptions of the outside world (beyond our empirical experience) are therefore often distorted and incomplete based on the media. These images become more real than reality itself, as pointed out by J. Baudrillard (Baudrillard, 1996). They obscure the singular uniqueness of individual events, they are torn from their natural environment to the TV screen. The gatekeeping process plays an important role in this regard. The messages are selected on the basis of various criteria, which depend on both the gatekeeper himself and the newsroom routine, regarding setting up a specific medium, as well as pressure on the editors from economic groups or media owners. However, the question is what information television newsrooms choose and how information sources influence the media agenda.

2. Materials and methods

Since it is not possible to cover or present all events, situations or phenomena of the life of a society within the framework of television broadcasting, it is understandable that certain information is selected. Slovak broadcasters draw foreign news predominantly from agency services (Mikušová, 2015: 125-133), and therefore the aim of our paper is to point out the influence of the news agency on the media agenda of television broadcasters. We try to achieve the defined goal not only through reflection on and analysis of existing theoretical concepts, but also through empirical research consisting of quantitative content analysis of television news and news services used in its production. It is also necessary to specify partial goals that will help us gain more comprehensive knowledge about the current state of media practice in the Slovak Republic:

• define quantitative differences between the number of published, processed reports and the number of received, "raw" reports from media information sources – news agencies, based on a comparison of their quantity and focus;

• identify the impact of news agency prioritization on the broadcaster's media agenda.

To achieve the set goals, we chose quantitative content analysis as the research method. Based on previous experience with this method (Greguš, Mináriková, 2016; Višňovský et al., 2019), we therefore consider its application to be more than appropriate. The reliability of the results of quantitative content analysis in determining the media agenda of, for example, television broadcasters, is also confirmed by the literature. T. Trampota and M. Vojtěchovská provide a comprehensive view of this connection between the research problem and the research method. At the same time, they distinguish between research focused on the purely media agenda of a specific medium/media and research on setting the agenda (Trampota, Vojtěchovská, 2010: 102). For the needs of our research, we worked with the first variant focused on the media agenda of foreign news, i.e. news from around the world without a direct connection to what is happening in the Slovak Republic. For quantitative content analysis, we used a coding book with a priori coding (Wimmer, Dominick, 2011: 166). This means that we determine the observed categories of research on the basis of theoretical considerations, reflected in the processed literature. We used specially created record sheets based on the specified coding to record the individual findings about coding units – the coding book and record sheets can be obtained on request. We subsequently statistically evaluated the data and interpreted our findings on the basis of them. We used IBM SPSS version 23 to process the results.

We chose the broadcasting of the Slovak nationwide commercial television broadcaster TA3 as the research material over the period of two months – January 2019 and May 2019 (a total of 62 days), and the news service of the news agencies TASR, ČTK and Reuters over the same monitored period.

The time frame was determined on the basis of a three-phase selection. In the primary phase, it was a deliberate, accessible choice. We selected two groups of months from the whole year – the first group consisted of January, March, May and October, the second group of June, September and November. These are months with the same number of days, i.e. 31 days for the first group and 30 days for the second group. Within the broadcasting structure of the media, we can also call these months optimal, because during them are no major holidays (Christmas – December, Easter – April) or "parliamentary holidays" (July, August). The transmission structure is therefore not modified in any way and is optimally designed for research. In the second phase, we also used a deliberate selection, as we chose a group of months with a larger number of days for quantitative content analysis to obtain a larger number of data – i.e. January, March, May and October. Subsequently, in the last phase, we used a random selection, with which we selected

previously mentioned time period, namely the months of January 2019 and May 2019 (a total of 62 days).

We chose the commercial news television TA3 on the basis of the possibility of more comprehensive and versatile processing of news contents with regard to the monotype program service it provides to recipients. While other Slovak television broadcasters have limited time slots in which to present news from home and around the world (during the morning, briefly around noon and then at prime time), news television TA3 brings up-to-date news all day (from 6:00 a.m. to 1:00 a.m. on weekdays and from 7:00 a.m. to 1:00 a.m. during the weekend).

We also applied the quantitative content analysis to the news services of the news agencies TASR, ČTK and Reuters, over the same period of time. The reason is to gain a clearer idea of the construction of media reality by the chosen broadcaster, because the news service of these agencies is a fundamental source of information for them regarding foreign news. We base this not only on our journalistic experience, but also on the data of S. Mikušová (Mikušová, 2015: 131), while the cooperation of the television broadcaster with the Associated Press/APTN was not forthcoming at the time of the research and was replaced during the period by cooperation with Reuters.

Based on the objectives and theoretical background, we have established research questions and derived hypotheses from them that we want to verify with the results of research:

• RQ1: How does the offerings of news services of agencies affect the news agenda of the television newsroom?

• H1: The more news published by news agencies, the more news broadcast by television.

• RQ2: How does the prioritization of news by news services impact the publishing or not publishing of information on television?

• H2: More foreign news with priority 2 and 3 as determined by the ČTK and TASR news agencies appears in television news than foreign news with priority 4 as determined by the ČTK and TASR news agencies.

We also have to operationalise the main terms used in hypoteses:

- Priority 2, priority 3, priority 4 – this is a multi-level scale by which the agencies TASR and ČTK classify the priority of the information published by them. The lower the priority number, the more important the information. They determine the priority for each agency report separately. Reuters is primarily a source of video for the television newsroom and not a source of textual information for reports, and does not even use this scaled message prioritization. Based on this, Reuters is not a part of hypothesis no. 2.

- Coding unit – in our case it is every journalist's report, which is found in a TA3 broadcast and in the news service of the monitored news agencies, which is provided to the subscriber for a fee. The coding unit is only authorial creations that can be described as foreign news in the context of the Slovak media environment (ie they do not concern the territory of the Slovak Republic and events in it, or the primary information is not related to our territory – for example: European Union summit –this is a foreign administration, although Slovakia formally belongs to this international community). The coding unit is not information related to sports or to a broadcast or news service focused on this area.

- Within television broadcasting, the coding unit is a journalistic, author's unit created by the responsible television reporter of the foreign or economic desk, which has been included in the broadcast and published at least once. We do not consider as a coding unit notices about future broadcasting, news focused on non-foreign events, sports news, television breaks/ads, etc.

- By a coding unit within the news agencies TASR and ČTK we mean every author's unit, which is included in the foreign or economic service, meets the above conditions and its priority according to the specific agency is not 5, and therefore is not an overview or supplementary material. In the case of Reuters, these are all audiovisual materials with a text attachment (since the agency is used mainly by the editorial office to obtain audiovisual materials, we focused only on these contents), which meet the above conditions and are not in the category of Sports, Entertainment and Leisure or User-created content. In the case of news agencies, we do not consider specific materials to be a coding unit – such as notices, an overview of expected events for the following days, etc., or other units that do not meet the characteristics of an agency news.

3. Discussion

Television news in the context of the existence of the Internet has undergone several changes – its production has become more dynamic, linked to the web environment, both in terms of search

and verification of information, and struggles with the presence and immediacy of cyberspace (Greguš, 2018: 42). As British academic P. Lee-Wright points out, investigative journalism has almost completely disappeared from the television environment, and this may lead to the loss of journalists' investigative skills (Lee-Wright, 2010: 77). One explanation may be the speed of the online environment. News contents are published in a matter of seconds – without regular periodicity, while processing them into television is much more complicated and time-consuming. At the same time, the multimedia nature of content on the Internet enables a more comprehensive provision of information in its context and in the wider context, through several textual, audio, visual or audio-visual elements (Greguš, 2018: 43) and a new challenge for television news and news in general is also a phenomenon in the form of automated journalism also known as robotic journalism (Schapals, Porlezza, 2020).

Since we consider news to be an activity that searches for, selects, collects, processes and subsequently also publishes information about social reality, we can talk about journalism as a service provided to the public, according to Czech theorists M. Šmíd and L. Trunečková. This follows from the need for the audience to be informed about what is important for them within society (Šmíd, Trunečková, 2009: 15-16). Journalism is asked to be independent and to secure objectivity or impartiality in news reporting (Carlson, 2019; Huxford, Hopper, 2020; Robinson, Culver, 2019; Wahl-Jorgensen et al., 2017; Watanabe, 2017). However, journalists use several sources in their work, from which they draw the necessary information. We know from media practice that the most common include their own reporters, experts from specific areas of social reality (eg security analysts, seismologists, economists, sociologists, political scientists, etc.), the public (by expressing on camera, by phone, through new media, etc.), official statements of the state central or local administration, political parties and movements, state emergency and security forces, news agencies, media archive, foreign correspondents and partner media, etc. Compared to the past, however, the number of sources of information for journalists has increased significantly. M. Šmíd and L. Trunečková consider witnesses of events, qualified persons from politics, economics, culture or science, as well as documents in written, audio, visual or visual-audio form, all entities competent to provide information (speakers) to be sources of information in journalistic practice, (press agencies and competing media) and finally, of course, the Internet (Šmíd, Trunečková, 2009: 15-16).

At the same time, news agencies are among the most important sources of information for media companies (Nicholls, 2019; Rantanen, 2020) and are considered a permanent and verified provider of facts (Boyer, 2011), even though nowadays *"news agency executives are under pressure to assure their stakeholders of their independent capacity to produce trustworthy, reliable and, to a large extent, commercially viable news"* (Rantanen, Kelly, 2020). By press or news agency we mean a legal entity *"... which seeks out and processes information in order to convey its remuneration in agency news to the public."* (Legal ..., 2008) It is thus a specially established institution that provides specific types and quantities of articles for a fee to their subscribers. In addition to the media, they can also be other legal persons or individuals. According to the Slovak academic S. Hlavčáková, we can consider the agencies as strong entities that still have the role of an authoritative and reliable source of information (Hlavčáková, 2001: 16-17). It is not only textual material as in the past, but due to technological progress and digitization, audio recordings, videos, photographs, multimedia content and archival recordings are also now included. There are two news agencies operating in Slovakia – the public News Agency of the Slovak Republic (TASR) and the private Slovak News Agency (SITA). Within the surrounding countries, we highlight the existence of the Czech News Agency (ČTK), the Austria Press Agentur (APA), the Polish Press Agency (PAP), the Hungarian Telegraphic Office (MTI) and the Ukrainian agency UNIAN. The Reuters (formerly British, now is owned by Canadian Thomson Reuters Corporation), the Associated Press (AP) in USA, the Agence France-Presse (AFP) in France, the Deutsche Presse-Agentur (DPA) in Germany, EFE in Spain (Surm, 2019) and the TASS in Russia are well known globally.

The use of press (specifically news) agencies as a significant source of information is also confirmed by several researches. From abroad, we can cite examples from Germany (Cazzamatta, 2020; Schulten-Jaspers, 2013), Great Britain (Lewis et al., 2008), the Netherlands (Boumans et al., 2018), Australia (Forde, Johnston, 2011) or from the United States of America (Pew ..., 2015). Most of the time, however, they point to the use of agency services in the press or online environment. In the context of Slovak journalism, the issue of journalists' information sources in the past was

addressed, for example, by academics E. Hradiská et al. In 2002, they found that journalists consider the Internet to be a basic and fundamental source of information (78.2 %), followed by the mass media (57.7 % – the most common type being the press), and news agencies (38.5 %) came in third (Hradiská et al., 2003). The same research was later carried out by S. Breček. According to its results from 2005, regular sources include journalists – personal participation in events/events/at the crime scene (80.9 %), personal contacts with experts (78.4 %), internet search (71.9 %), press conferences (59 %), news agency reports (57.1 %) and other mass media (50.5 %). The remaining sources, such as interview responses, press releases and others – were less than half the popularity among journalists (Brečka, 2009b: 151-180). It should be noted that these results focus on the journalist's sources of information comprehensively, and therefore we consider the data to be slightly skewed. Other sources are used by domestic editors, as opposed to foreign editors. The results of S. Mikušová's research from 2015 even confirm that news agencies are a fundamental and irreplaceable source of information about foreign events for all Slovak, national television broadcasters – Radio and Television of Slovakia, Markíza, Joj and TA3 (Mikušová, 2015: 125-133).

As the news agency has a continuous operation, it organizes the individual information chronologically. This differs from the media, which start news programs or segments with the most important news, and their societal relevance decreases as they approach the end of the broadcast (Greguš, Mináriková, 2016). Agencies thus use their own ways to indicate the importance of reports. For our research, it is necessary to refer to the News Agency of the Slovak Republic (TASR) and the Czech News Agency (ČTK). They have created a multi-level scale by which they classify the priority of specific information. Priority 5 (the lowest) is indicated by notices, overview materials, daily summaries of reports or coverage plans for the next day or next several days. Standard messages and their variants are marked with priority 4 or 3, while a report marked as 3 is more significant and important. The number 2 indicates an extremely important piece of news, mostly in the form of a newsflash (Trunečková, 2009: 146). The title of such a report is also marked in red in ČTK to make it more visible within a specific service. Priority 1 is not used in agency practice. We assume that this would have to be a very unexpected and life-threatening situation for the entire planet. Although the categorization in L. Trunečková's publication focuses only on ČTK, the same principle works in the Slovak TASR. An exception, however, is priority 2, which the Slovak agency uses minimally. It also often signs the flash report with the number 3, but its title is written in capital letters and is preceded by the designation "BRIEF:" without changing the colour of the font compared to other messages. However, agencies do not have to only use scaling. For example, the international agency Reuters publishes extremely important information in red, capital letters and marked "ALERT", and it is a note, followed by a short (flash) message with a red caption, but in normal sized letters marked "(URGENT)". At first glance, these messages are not otherwise distinguished in colour or format from others.

4. Results

In the monitored period from 1 January 2019 to 31 January 2019 and from 1 May 2019 to 31 May 2019, i.e. over 62 days, we analyzed a total of 15,413 news items. The television broadcaster TA3 published 1621 articles during 1,162 hours of total broadcasting time during this period. More than 3.5 times the content was released by Reuters – 4,208 videos with a text component. A total of 4,336 reports were published by the Slovak public agency TASR in the period under review. However, most articles were published by the Czech agency ČTK with a total of 5,248 items.

When comparing individual days, it is possible to see a significant decrease in the number of contents issued during the weekends by news agencies (Figure 2 and Figure 3). The reason is probably days off, which, in addition to ordinary citizens, also concern public administration officials and politicians. However, a less significant decrease in the number of articles published by TA3 television is interesting (the average number of broadcasts per day was 26.15; the average number of broadcasts per weekend is 23.19). This may be related to the permanent broadcasting structure, which is also adapted to the weekend schedule. For comparison with agency news, we also highlight the average daily amount of published agency content – for Reuters it is 67.87 audiovisual materials with a text attachment, for TASR it is 69.94 news items per day and for ČTK an average of 84.65 news items per day.
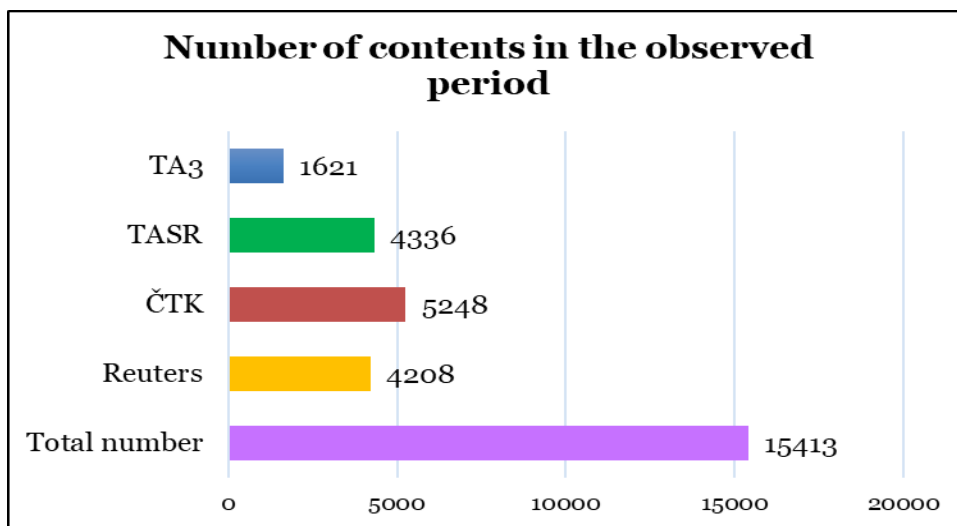
Fig. 1. Number of contents in the observed period. Source: own processing
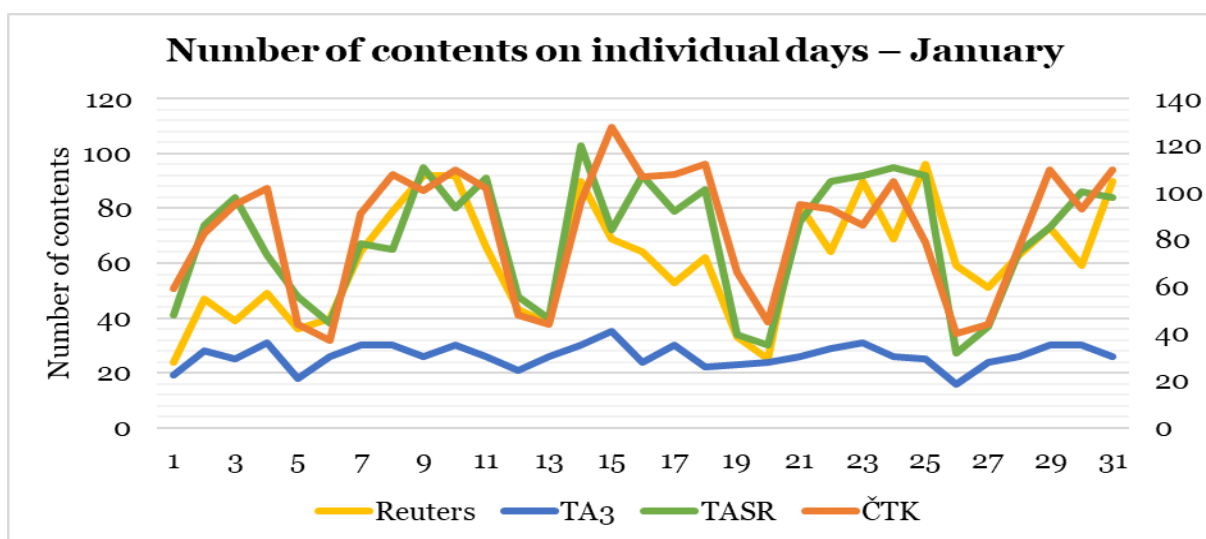
Fig. 2. Number of contents on individual days – January. Source: own processing
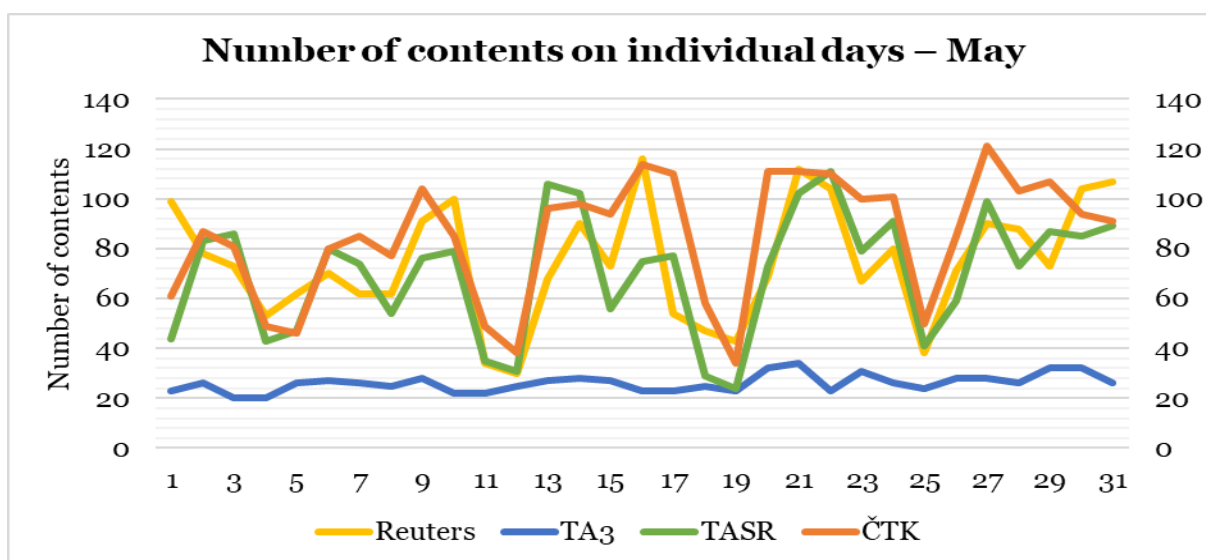
Fig. 3. Number of contents on individual days – May. Source: own processing

Within the monitored period, we also observed the occurrence of individual broadcast news with information and overlap with the news services of agencies. Out of the total number of 1,621, we did not find overlap with agencies in only 59 TA3 contents (3.64 %) – of which in 5 we identified TA3 itself as a source of information (0.31 %), in 2 cases the American news television CNN (0.12 %) and in 52 articles we could not identify the source of the information (3.21 %).
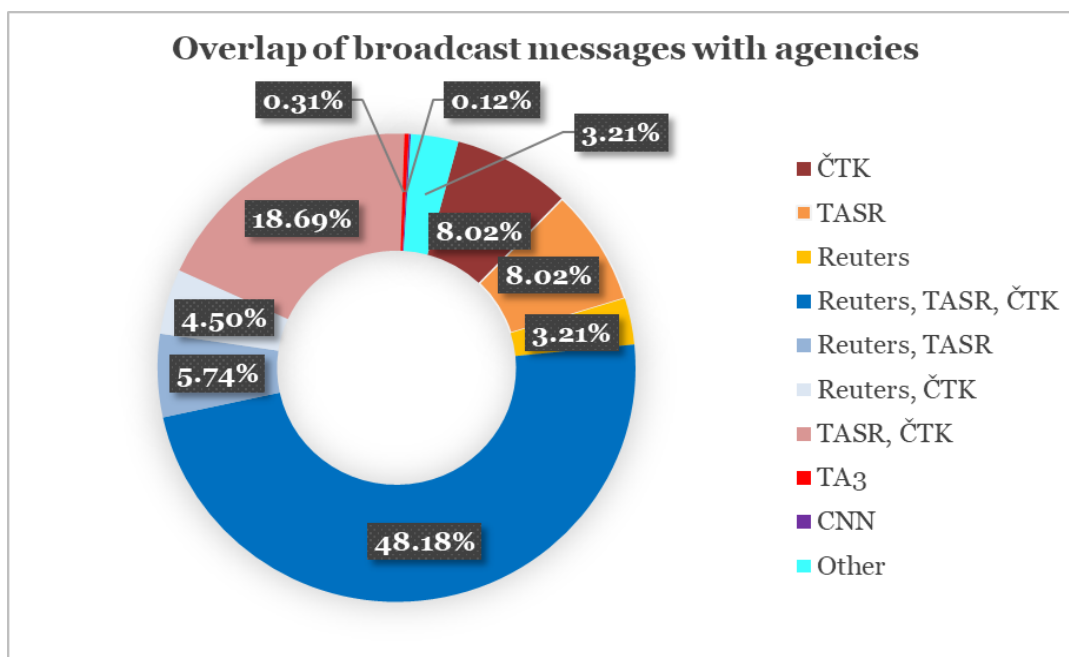
Fig. 4. Overlap of broadcast messages with agencies. Source: own processing

As we can see in Figure 4, almost half of the broadcasts (781, i.e. 48.18 %) had an information overlap amongst the news services of all monitored agencies. The second most numerous group was overlap between the ČTK agency and at the same time with the TASR agency in the number of 303 contents (18.69 %). We recorded overlap between Reuters and TASR with only 93 contents (5.74 %) and between Reuters and ČTK at the same time with 73 items (4.50 %). From the information point of view, the connection of published reports with the monitored agency services was confirmed. If we focus on the entire news service of individual agencies, in all cases the ratio of used agency news in broadcasting in comparison with the total number of items issued by the agency fluctuates at around one third.
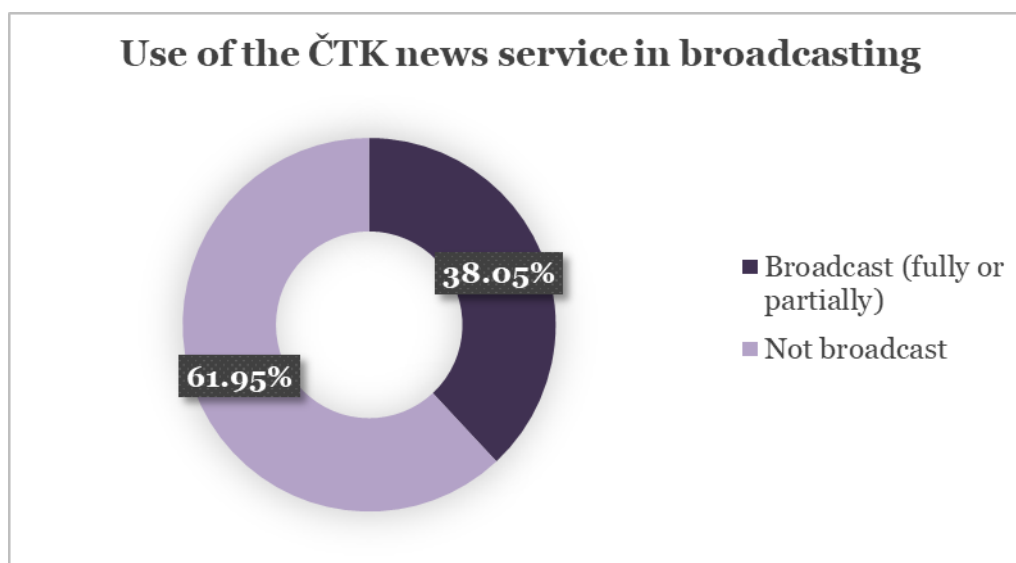
Fig. 5. Use of the ČTK news service in broadcasting. Source: own processing
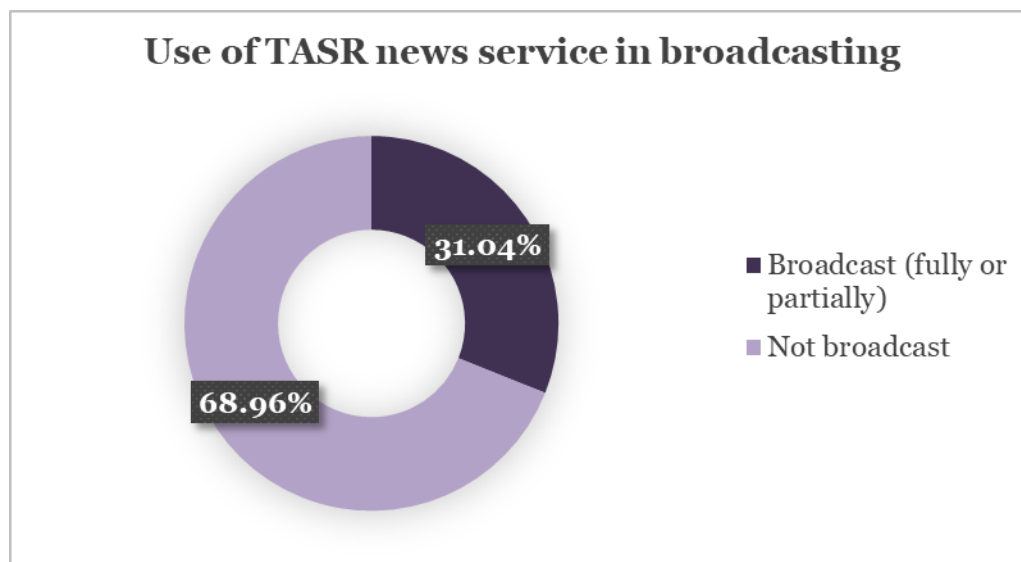
Fig. 6. Use of TASR news service in broadcasting. Source: own processing
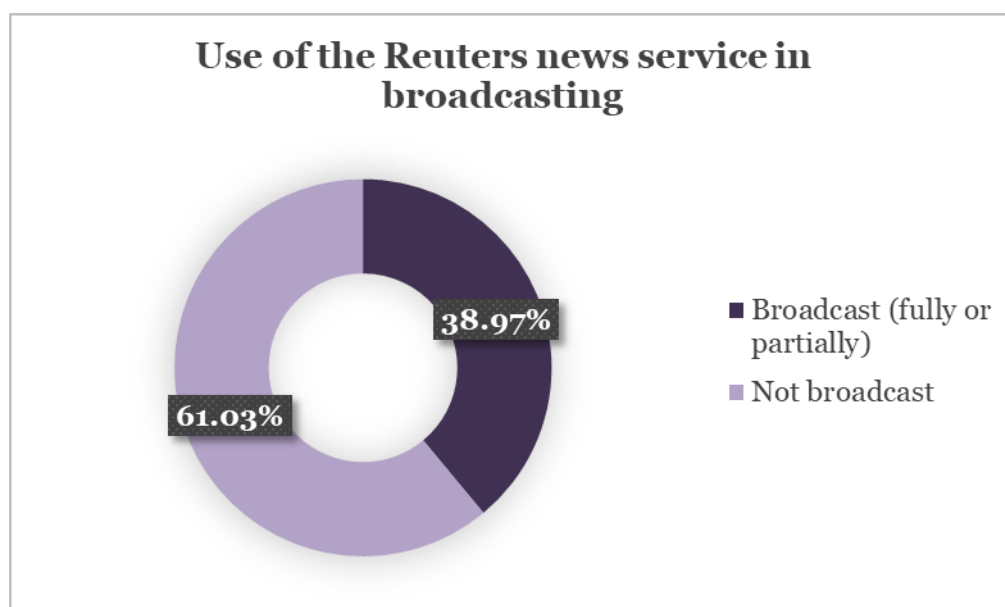
Fig. 7. Use of the Reuters news service in broadcasting. Source: own processing

Interference statistics for selected hypotheses were preceded by checking the normal distribution of data using the Shapiro-Wilk test (Field, 2009). The normality check showed that not all data met the criteria of normal distribution (p> .05 in the Shapiro-Wilk test), on the basis of which we decided to use both Pearson correlation coefficient and Spearman's correlation coefficient to measure the correlation.

Table 1. Normality tests for hypothesis no.1

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
TA3	0.128	62	0.013	0.983	62	0.534

Reuters	0.091	62	.200*	0.979	62	0.383
TASR	0.149	62	0.002	0.942	62	0.005
ČTK	0.147	62	0.002	0.905	62	0.000
Agencies together	0.160	62	0.000	0.901	62	0.000

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction
Source: own processing; IBM SPSS version 26

Table 2. Normality tests for hypothesis no.2

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
ČTK Priority 2-3 %	0.096	62	.200*	0.957	62	0.031
TASR Priority 2-3 %	0.107	62	0.077	0.934	62	0.002
ALL Priority 2-3 %	0.117	62	0.035	0.946	62	0.008
Broadcast ČTK Priority 2-3 %	0.122	62	0.022	0.948	62	0.011
Broadcast TASR Priority 2-3 %	0.068	62	.200*	0.981	62	0.428
Broadcast ALL Priority 2-3 %	0.081	62	.200*	0.964	62	0.068

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction
Source: own processing; IBM SPSS version 26

Pearson correlation coefficient requires a normal distribution of data, but is generally considered robust to a violation of this assumption. Spearman's correlation coefficient, on the other hand, does not require a normal distribution of data, but is not as widespread in academic practice (Field, 2009). Since both correlation coefficients yielded comparable results, to simplify the text, we present the results of the Pearson correlation coefficient. The results of the Spearman's correlation coefficient can be obtained upon request.

H1: The more news published by news agencies, the more news broadcast by television.

As expected, the number of reports between news agencies correlated significantly with each other (r = .622 to .820, p < 0.001). The number of news contents published on television correlates with the number of news contents published by news agencies as follows: (1) in the case of the sum of contents from individual news agencies r = .516, (2) number of ČTK reports r = .584, (3) TASR r = .450, (4) Reuters r = .344 (p < 0.001 applies to all correlations). Hypothesis no. 1 was confirmed. There is a statistically significant positive relationship between the number of reports published by news agencies and the number of reports broadcast on television. The strongest relationship was recorded in the case of ČTK (r = .584, p < 0.001).

Table 3. Correlations for hypothesis no. 1

		TA3	Reuters	TASR	ČTK	All news agencies
		Correlations				
TA3	Pearson Correlation		.344**	.450**	.584**	.516**
	Sig. (2-tailed)		0.006	0.000	0.000	0.000
	N		62	62	62	62
Reuters	Pearson Correlation			.682**	.622**	.849**
	Sig. (2-tailed)			0.000	0.000	0.000
	N			62	62	62
TASR	Pearson Correlation				.820**	.929**
	Sig. (2-tailed)				0.000	0.000
	N				62	62
ČTK	Pearson Correlation					.914**
	Sig. (2-tailed)					0.000
	N					62

**. Correlation is significant at the 0.01 level (2-tailed).
Source: own processing; IBM SPSS version 26

Priority of reports according to ČTK and TASR
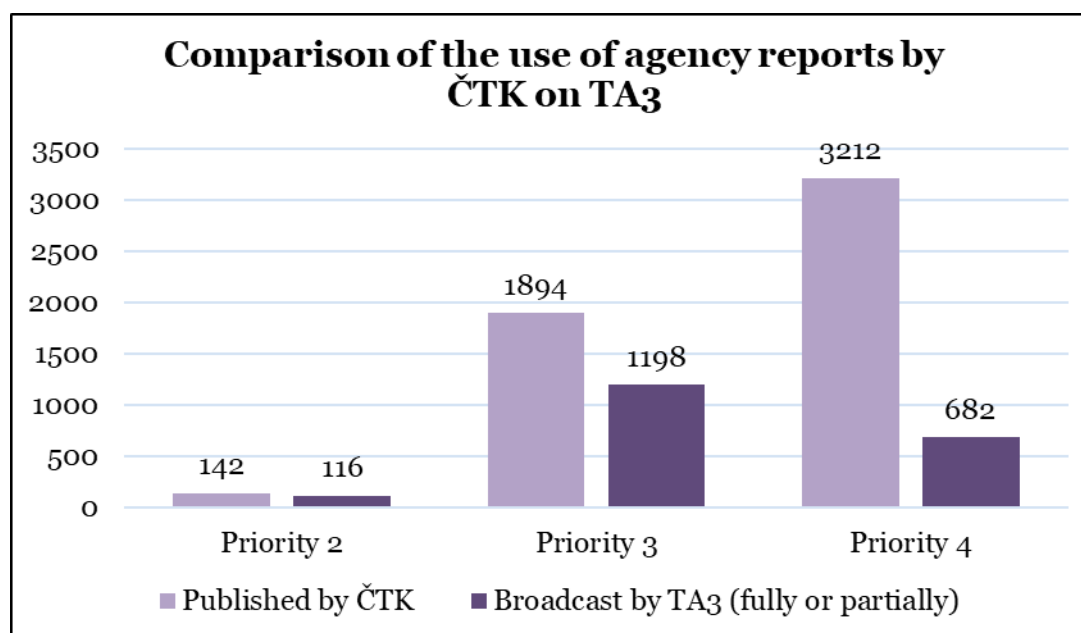
Fig. 8. Comparison of the use of agency reports by ČTK on TA3
Source: own processing

ČTK issued 5,248 reports. The vast majority of them were reports with priority 4 (3,212 news; 61.20 %), i.e. with the lowest importance among the analyzed contents. More than a third of the messages had priority 3 (1,894 reports; 36.09 %) and we recorded the highest priority 2 in 142 news contents (2.71 %). We also noticed the share of used agency reports, either completely or partially, in the broadcasting of TA3 with the total number of broadcast contents. The television newsroom included information from 116 priority 2 messages (81.69 % of their total number), 1,198 priority 3 messages (63.25 % of their total number) and 682 priority 4 messages (21.23 % of their total number).

We followed the same indicator at TASR. It issued 4,336 reports during the monitored period. The vast majority of them were reports with priority 4 (3,998 news; 92.23 %), i.e. with the lowest importance among the analyzed contents. Priority 3 was used by the agency in 333 reports (7.68 %) and the highest priority 2 was recorded in only 4 reports (0.09 %). We also noticed the share of used agency reports, either completely or partially, in the broadcasting of TA3 of the total number of broadcast contents. The television newsroom included information from all four priority 2 messages (100 % of their total number), 260 priority 3 messages (78.08 % of their total number) and 1,082 priority 4 messages (27.06 % of their total number).
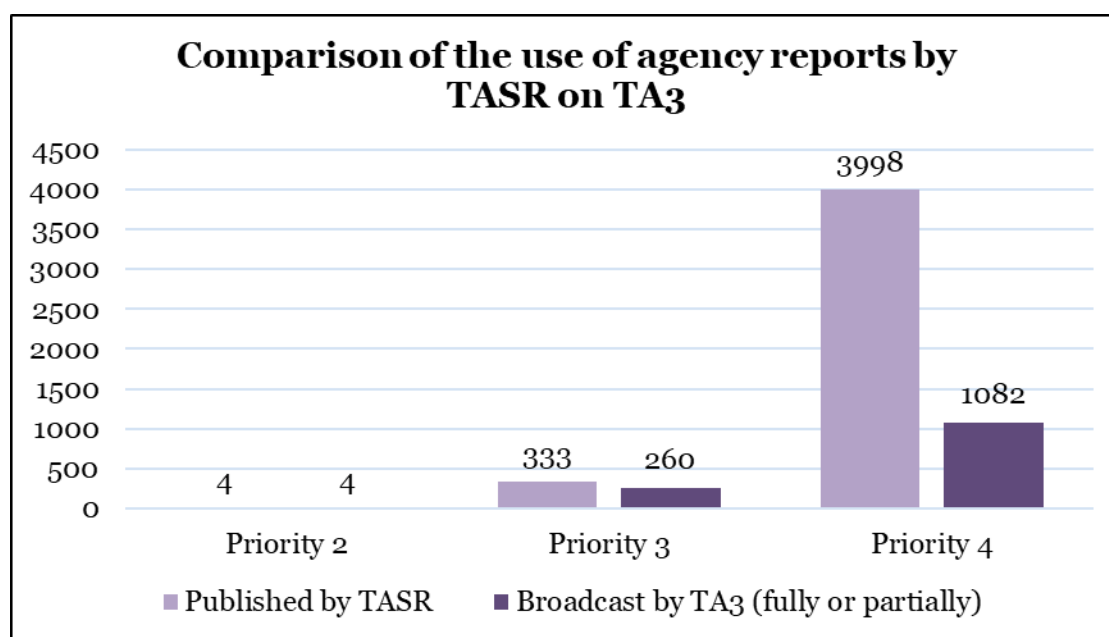
Fig. 9. Comparison of the use of agency reports by TASR on TA3
Source: own processing

H2: More foreign news with priority 2 and 3 as determined by the ČTK and TASR news agencies appears in television news than foreign news with priority 4 as determined by ČTK and TASR news agencies.
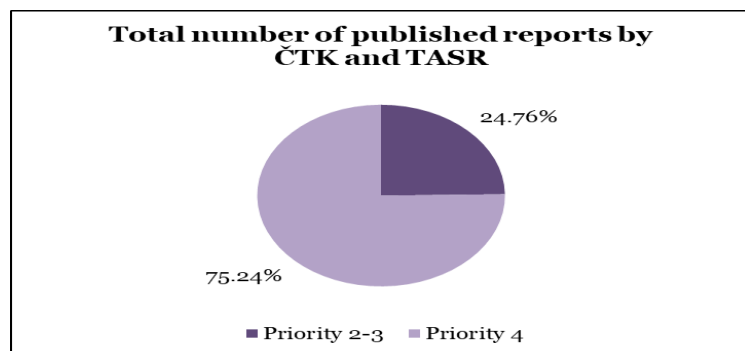
Fig. 10. Total number of published reports by ČTK and TASR
Source: own processing

Priority 2 and 3 reports accounted for 24.76 % of all agency news contents during the observed period (a total of 2,373 out of 9,583 analyzed items) provided by the ČTK and TASR. In the case of news broadcasts on television, this share increased to 47.22 % (in the case of news from ČTK it was 65.83 % and in the case of news from TASR it was 19.61 %). For a clearer idea, we also provide a graphic display below.
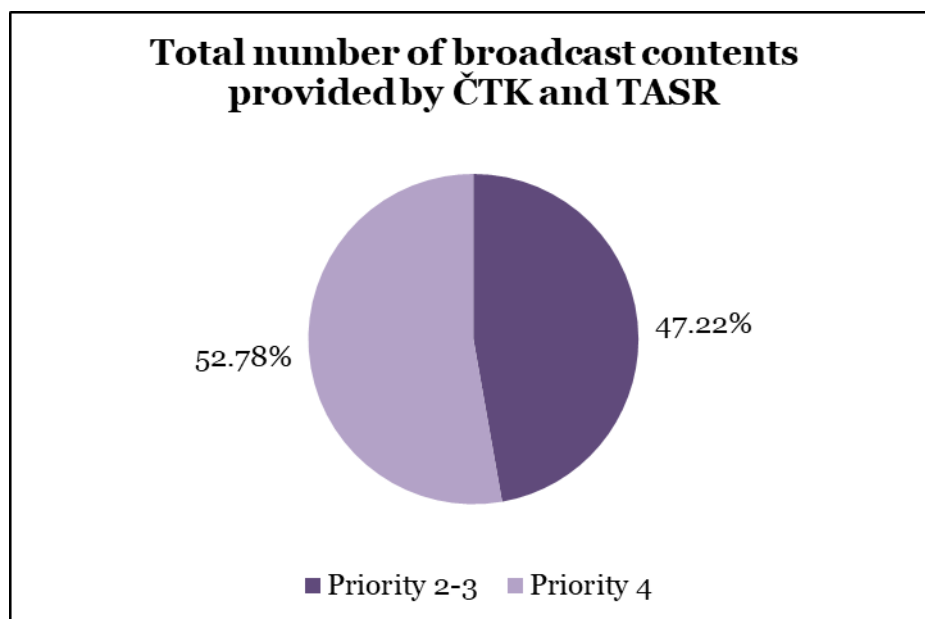
Fig. 11. Total number of broadcast contents provided by ČTK and TASR
Source: own processing

At the same time, a statistically significant correlation was confirmed between (1) the share of priority 2 and 3 news published by news agencies and (2) the share of priority 2 and 3 news broadcast on television (r = .794, p < 0.001). We calculated the share of Priority 2 and 3 news published by the news agencies separately for each day in the observed period using the formula: $\left(\frac{number\ of\ contents\ with\ priority\ 2\ or\ 3}{total\ number\ of\ agency\ news\ contents}\right)$ and the share of Priority 2 and 3 news broadcast by television was calculated separately for each day in the observed period using the formula: $\left(\frac{number\ of\ broadcast\ contents\ gained\ from\ ČTK\ and\ TASR\ with\ priority\ 2\ or\ 3}{total\ number\ of\ broadcast\ news\ contents\ gaind\ from\ ČTK\ and\ TASR}\right)$.

Table 4. Correlations for hypothesis no. 2

Correlations		
		Broadcast news from ČTK – Priority 2-3
ČTK – Priority 2-3	Pearson Correlation	.818**
	Sig. (2-tailed)	0.000
	N	62
**. Correlation is significant at the 0.01 level (2-tailed).		
*. Correlation is significant at the 0.05 level (2-tailed).		

		Broadcast news from TASR – Priority 2-3

TASR – Priority 2-3	Pearson Correlation	.826[**]
	Sig. (2-tailed)	0.000
	N	62
**. Correlation is significant at the 0.01 level (2-tailed).		
*. Correlation is significant at the 0.05 level (2-tailed).		

		Sum of all broadcast news – Priority 2-3
Sum of all broadcast news – Priority 2-3	Pearson Correlation	.794[**]
	Sig. (2-tailed)	0.000
	N	62
**. Correlation is significant at the 0.01 level (2-tailed).		
*. Correlation is significant at the 0.05 level (2-tailed).		

Source: own processing; IBM SPSS version 26

Both findings indicate that television uses the prioritization provided by news agencies as a tool to consciously guide when selecting the news it broadcasts. Hypothesis no. 2 has been confirmed. We can state that TA3 television deliberately selects news and actively responds to the reduction or increase in news prioritized by agencies – i.e. if the ČTK and TASR agencies deliver more reports with priority 2 and 3, then more such reports will also be delivered by TA3 at the expense of reports with priority 4. Confirmation of hypothesis no. 2 also expands upon the confirmation of hypothesis no. 1, which confirmed a statistically significant positive relationship between the number of reports published by news agencies and the number of reports broadcast on television.

5. Conclusion
As J. Ftorek states: "*the mass media play an important role in modern mass society by co-shaping public opinion en masse. They convey the same information to a large number of people.*"According to him, they thus become an important factor in influencing the opinions of the general public (Ftorek, 2017: 105). The television broadcasts we watch have a specific position within the mass media. Their popularity is confirmed by both public opinion polls and several academic research articles and texts. News brings important information for decision-making in the position of voters, neighbours, parents or any member of a certain social group. If we know that critical thinking can be considered the ability to assess new information and examine it carefully and critically from multiple perspectives, forming judgments about its credibility and value (Grecman et al., 2000: 7), research needs to point not only to how published reports ultimately affect recipients but also how they are created. The average viewer cannot assess the credibility, objectivity, originality or justification of the information presented by the media. That is why it is important to keep society informed about the background of media production and thus improve its media literacy.

In our research, we focused on the relationship between television news and agency news. As news agencies are one of the primary sources of information for television newsrooms concerning foreign events, we were interested in whether there is a relationship between the number of published news broadcasts by TA3 and the number of "raw" news contents from agency services offered by TASR, ČTK and Reuters. The results of the research showed a positive relationship between the observed fields. This means that the more news that agencies issued in their services, the more news was broadcast on television. The number of reports published on television correlates with the number of reports published by news agencies both in the case of the total sum of reports from all agencies (r = .516) and for individual agencies separately (ČTK:

r = .584; TASR: r = .450; Reuters: r = .344, p <0.001) for all correlations. News agencies can thus be considered essential sources of information for the commercial news broadcaster TA3, which adjusts the amount of contents also on the basis of their specific daily news offering. We record the strongest relationship between TA3 and the ČTK agency. We therefore assume that the Czech media institution occupies the position of the information pillar for this television channel in the process of creating news content, which is also confirmed by our media experience, as the reporters use the agency more significantly than other monitored institutions to obtain subject and textual material.

At the same time, it should be noted that through quantitative content analysis, we also focused on the information agreement between the agency content and the broadcast messages, i.e. whether or not the sources of information were the observed agencies. Out of the total number of 1,621 television articles, we did not find overlap between agencies in only 59 cases (3.64 %). For 5 items, we identified the television itself as an information source, for 2 items, the American news television CNN, and in 52 articles, we could not identify the source of information at all (3.21 %). The low percentage of television content without information agreement with researched agencies supports a statistically significant relationship between the number of published news broadcasts and the number of "raw" news items from agency services. Of course, we also recorded a statistically significant relationship in the number of reports between news agencies – there was a strong correlation (r = .622 to .820, p <0.001). In the production of agency news, there are visible dips in the daily number of reports, which can always be observed during the weekend. The reason is probably the days off, which affect both ordinary citizens, as well as public sector employees and politicians, as a result of which events on the political scene are partially absent.

Since we confirmed the quantitative relationship between the agency service and published reports with the above results, which highlighted a certain intervention of the agencies in the construction of media reality by television newsroom, it is necessary to verify this connection on the basis of other parameters. M. Lapčík understands news as a multiple interpretation of facts developing in a specific context. The information must be registered and then selected from a huge number of messages. However, media workers seldom get to the scene immediately and therefore receive information through eyewitnesses and participants in the event (Lapčík, 2012: 172-173) or cooperate with news agencies, which provide them with agency services for a fee. It should be noted that the newsroom provides information on a continuous basis. This is a phenomenon typical especially for the online environment, but due to recurring news segments (Šebeš, 2016: 65-102) in the broadcasting of monotype television, such as TA3, employees do not have a clear deadline and any new information can become a message even in the next half hour. Due to the fact that there is also a competitive environment in the news, the most current becomes the "winner". But the question is how to select the right one from the amount of information. As the observed agencies deliver dozens of news daily, arranged chronologically from newest to oldest, they use prioritization to indicate the importance of individual information. Therefore, we verified the relationship between the number of foreign news with priority 2 and 3 determined by the news agencies ČTK and TASR, which was broadcast by television, and the number of foreign news broadcast with priority 4. News contents with priority 2 and 3 accounted for 24.76 % of all issued ČTK and TASR agency reports. In the case of broadcast contents, this share increased to 47.22 %. For each observed day, we calculated this share separately and then measured the relationship between the variables using statistical methods. We confirmed a statistically significant correlation between the share of priority 2 and 3 reports published by news agencies and the share of priority 2 and 3 news broadcast on television (r = .794, p<0.001). Based on the results, we can say that TA3 uses the prioritization of news agencies, takes it into account in the gatekeeping process and consciously is guided by it when selecting the news that it broadcasts. In the period under review, we noticed that television actively responded to the decline or increase in news preferred by the agencies. If the ČTK and TASR agencies issued more content with priority 2 and 3, then TA3 also delivered more such content, at the expense of priority 4 reports.

Admittedly, we cannot claim that the prioritization of agency reports and their number are the only determinants influencing the final form of television broadcasting. Primarily, we focus only on content about foreign events, in which the supply of information via information sources is in many cases the only way to learn about the event or to actually "capture" it. Factors influencing the choice of information for the news include, of course, the subjective decisions of the gatekeeper, as well as pressure on the editors and the reporters from economic groups or media owners, which, however, we do not expect with foreign news. At the same time, however, we do not completely rule

it out and recommend focusing on both areas in the context of Slovak media production, especially by using qualitative research methods. However, the question is – how foreign news captures the importance, uniqueness and reality of individual events and what extent of objectivity is in this media production, when its form is significantly influenced by specific information sources such as the news agency.

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Results of Schoolchildren Teaching Through Media Technologies in the Context of a Pandemic: Investigation of Parents' Opinions

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Abstract

In this paper we will analyze parental view on the difficulties in organizing mass education for students through media technologies usage in the spring of 2020. The goal of the research is to study the most significant learning difficulties in the new format, which have been pointed out by parents. The following methods of cognition have been used in this study: problem method, survey method, system-structural method. The study engaged 400 parents from different regions of Russia (54 regions). Parents were asked to answer 5 questions. Parents identified 3 forms of learning through media technologies used by teachers: extended "take-home assignment" mode; online lessons mode and mode of working with educational platforms. Parents pointed out the poor quality of education by means of the media technologies to have been chosen. The study showed low parental satisfaction with the learning process. A media technologies learning difficulties model was created (according to parents). Among the significant learning difficulties, parents highlighted the low media competence of the pedagogical as well as parental communities, the shortage of competent mechanisms for children's knowledge assessment, the lack of proper motivation for learning as well as zero independent work skills. Parents indicated that children did not have the opportunity to learn while communicating interpersonally with the teacher and peers. A fore-referenced difficulties were identified by parents as the major setbacks to media technologies usage in modern schools. Therefore, in the minds of parents, this learning model should be investigated intensively and seriously improved by the teaching community.

Keywords: media technologies, training, media competence, learning difficulties, survey, modeling, parents, learning contentment, training quality.

1. Introduction

Teaching children in schools in Russia has faced a real challenge coming from the epidemic of the new coronavirus infection. In the shortest term, students, teachers and parents had to switch to forms of interactive communication through multimedia technologies. Thus, traditional training has been replaced by distance learning using a variety of media technologies.

In general, such a jump has demonstrated unpreparedness of the Russian school to study in the new format. That`s why this type of training has stirred up a heated debate among members of both pedagogical and parental communities. The Russian segment of the Internet during the period of March to May 2020 was overflown with emotional posts of parents who spoke out against the new educational forms usage. This goes to prove that the new type of knowledge acquisition

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against a backdrop of containment measures was quite difficult for children and parents, as well as for teachers.

2. Materials and methods

The primary source of this article was a survey conducted among 400 parents of students from different regions of Russia (54 regions). The survey was conducted using modern means of communication on the Internet, which gave us a chance to find out the opinion of parents from different parts of the Russian Federation.

Including in particular, a CAWI (Computer-assisted web interviewing) method was used. In particular, CAWI (Computer-assisted Web interviewing) method has been used as an effective way of raw information collection and processing.

The most popular in Russia social media service *VKontakte* was used for CAWI holding. The social media service reaches coverage of 73.4 mln people as at the start of year 2020 (Pfanshtil, 2020). An invitation letter from the author of the paper was placed in the social media service. It asked parents to take in the online survey. The total amount of people that agreed to take in the survey was 957. But only 400 parents were chosen for the survey holding since the investigation was conducted with the consideration of respondents` places of residence. As the families have not only different material and social situations but they also have different media technology access for learning.

Urban residents in the number of 303 people took part in the investigation (75.75 % of the total number of the people in the survey) and rural residents was up to 97 people (24.25 % of the total number of the people in the survey). The proportion was chosen not incidentally. When choosing the respondents, we relied on data given by Federal State Statistics Service in 2019, whereby urban residents in Russian Federation are 74.59 % and rural residents are 25.41 % (Urban population proportion, 2020).

Amongst urban respondents, 65 people are city-dwellers (16.25 % of the total number of the respondents), 182 people (45.5 % of the total number of respondents) live in cities of more than 500 000 people, 28 people (7% of the total number of respondents) live in small towns — homes to less than 100 000 people.

The selection let us to interview parents living in different parts of Russia which makes interpretation of the results authoritative.

The age of the parents having taken the survey ranged from 30 to 45 years.

The following methods of cognition have been used in the study: problem method, survey method, system-structural method. The author's argument is based on the problem method. The use of this method let us simulate the evaluation approach to the problem of learning difficulties through media technologies usage. The survey method allowed us to find out the parents` viewpoint on the problem under consideration. The system-structural method defines the major specifics of the media technologies learning difficulties model.

3. Discussion

The development problem of parental competence in the field of media technologies has been studied in the scientific literature (Skorova, Smyk, 2019). In such event, A.V. Fedorov's research was used while addressing the problem of media competence and media technologies (Fedorov, 2017).

In particular, in the study media technologies are considered as a means of passing information, educational information in this case. What is more, media technologies use the hottest Internet features primarily to create a specialized environment, i.e. media landscape that allows subjects to share information, including learning process arrangement (Park, 2017).

E. Camarero and D. Varona (Camarero, Varona, 2016) considered increased media literacy as a factor in positive social changes. Some scholars provide a foundation for evaluating media literacy efforts and contextualizing them relative to the current media landscape (Bulger, Davison, 2018).

Generally speaking, the thoughts of to what extent media technologies use is positive for personal enhancement of an adolescent in the society are being discussed in scientific circles. (McDool et al., 2020; Scannell, 2017).

This fact is pointed at by modern scientists, such as D. Taylor, J. Grant, H. Hamdy, L. Grant, and others, who consider media technologies as a promising direction for modern children teaching (Taylor et al., 2020).

Whereby, scientists arrive at the conclusion that if properly organized, the use of media technologies in the learning process can have a positive impact on the development of the cognitive and personal sphere of children (Gibson et al., 2018; Kabha, 2019). Nowadays the cyberspace is a home place for contemporary digital generation, accustomed to convergence technologiesas a way of integration into the Worldwide Web (Reid, Norris, 2016).

Moreover, the learning process through media technologies usage must be properly organized and the most optimal media technologies to respond to inquiries of modern secondary school pupils must be used. Today this point of view is supported by many scholars (Benhamdi et al., 2017; Macqilchrist et al., 2020).

In the spring of 2020, because of the new coronavirus contagion, Russian pupils had to switch over to training through media technologies.

Pandemic caused refusal of conventional teaching in all parts of the world. Consequently the problem is paid attention by both foreign and Russian scientists.

In particular, scholars abroad T. Fawnes, D. Johns, G. Aitken suggest practical insights to achieve mostly seamless change from resident-based education to online-based education in the presence of COVID-19 pandemic. In particular, the authors suggest to teachers using more self-facilitated tasks for students, making special online tests based on the material covered, using videos and carrying out special educational projects in connection with students. The keynote of the last-named is to acquire knowledge while playing a computer game mutually. In the authors` opinion the mentioned educational tools to be used by the teacher should provoke interest of the students and give them extra incentive to studying (Fawns et al., 2020).

Similar practical suggestions are given by the authors of the paper "Twelve tips for rapidly migrating to online learning during the COVID-19 pandemic" J. Sandars, R. Correia, M. Dankbaar, P. de Jong. Notably, the researchers point out that teachers can use LMS (Learning Management System) recourses. Which are platforms for communication, content uploading and assessment. It is a modern convenient tool to structurize the curriculum and bring teaching methods into compliance for the achievement of learning aims. LMS simplifies migration to e-learning upon condition that it is accessible remotely and all concerned are aware of its structure. The systems employ built-in analytics to control students` progress and identify the one who needs special support (Sandars et al., 2020).

The viewpoint is also hold by the authors of the paper "Ten maxims for out of class learning to outclass the academic challenges of COVID-19" by P. Eachempati, K. Ramnarayan. Their research contains an interesting insight positing web-based assessment and students` knowledge level determining in a traditional form differ from each other. The main criterion of the wed-based assessment is its objectiveness and new learning forms matching. With that in mind the authors suggest that teachers should make tests using platforms for online testing, assuming the material to be studied by the children (Eachempati, Ramnarayan, 2020).

Practical guidance for students` knowledge assessment organization with the help of media technologies are given by M.Wadi, M. Abdalla, H. Khalafalla, M.Taha in the paper "The assessment clock: A model to prioritize the principles of the utility of assessment formula in emergency situations, such as the COVID-19 pandemic". In particular, the authors note that the main difficulty of learning through media technologies is correct students' knowledge assessment. The authors suggest a system of "assessment clock dial" to show shift in priorities in the period of COVID-19 pandemic. The main takeaway of the scientists is that the principles of acceptability and feasibility step forward in light of the current situation. We shouldn't forget about validity and reliability rates when conducting remote examination, especially final exam. They can be kept up if only test tasks of high quality have been chosen from the assessment tools stock (Wadi et al., 2020).

The other group of researchers from Mohammad Bin Rashid University of Medcine and Health Science in Dubai (M. Sudhir, S. Mascarenhas, J .Isaac, J. Alfroukh) in their paper "Adapting to the need of the hour: Communication skills simulation session using an online platform during COVID-19" told about execution of a pilot project on students soft skills training in online mode. Each such learning session began with a briefing to lay dawn aims and assign tasks then the video conferencing meeting took place. The work was carried out routinely due to the plan. Impressions exchange was a mandatory element of the conference meeting. The authors of the project point out that 90 % of the students consider the project to have helped them to convert an opportunity of learning through media technologies under the conditions of pandemic more effectively (Sudhir et al., 2020).

Alongside foreign solutions for organization of teaching process through media technologies under the conditions of pandemic a series of studies devoted to the teaching analysis have been published recently. However, they are primarily the studies of teaching process organization through media technologies in Russian higher educational institutes.

For instance, the scientists stick to two main approaches:

The first approach is a transfer of traditional forms training into online mode. The approach is characterized by keenness to save the traditional forms.

The second approach is an attempt to define new educational tools for teaching through media technologies.

Exemplarily, the first approach is described by G.U. Lutfullaev, U.L. Lutfullaev, Sh.Sh. Kobilova, U.S. Nyematov in the paper "E-learning experience under the COVID-19 conditions". In the paper the authors analyze their own teaching experience in the matter of web-based lessons for students of Samarkand institute. In particular, the authors point at some difficulties of teaching coming from impossibility of students' practical training with the help of special equipment. Concurrently, they note that theoretical classes could be organized through the use of ZOOM. As a result, theoretical classes taken as a whole were on a par with traditional form lectures. The authors note that in spite of stressful situation in which high school community had found themselves, they managed to save the quality of education. It has been linked to correct selection of course materials by the lecturers according to purposes and objectives of teaching and characteristics of educational process in the online mode. The lecturers managed to supply students with learning result. And it gave rise to positive feedback (Lutfullaev et al., 2020).

The second approach was reflected in the paper by Alekseeva A.U., Balkizov Z.Z. "Medical education in the period of COVID -19 pandemic: challenges and solutions". The authors pay attention to the difficulties of teaching organization through media technologies in modern Russian institutes of higher education. In particular, they analyze the learning process stages, ranging from lectures and practice to students' proficiency control procedure in a new web-based format. Therewith the scientists argue that traditional education and teaching through media technologies require of the teachers new professional skills and competences. That is a teacher must provide oneself with new educational tools: specially made web-based lectures through the use of presentations, videos and others, test design, video guidance construction aiming to drill students' practical skills and learning resource creation in cooperation with students (Alekseeva et al., 2020).

As to research works on children teaching organization through media technologies they are very few in number currently. One example is a paper by Kiselyova A. "E-learning in primary school in a time of pandemic". In the paper the author who is a practicing teacher points at main difficulties of the schooling organization. In the author's opinion the difficulties are common web-based education standard absence which must be sent by the Ministry of Education aswell as limited training resources. Teachers have also experienced problems while organizing learning with the help of special platforms they not always had the skill of ZOOM using. Besides, teachers had a hard time when giving lessons of students` academic performance rating (Kiselyova, 2020).

The remarkable thing is that academic papers dealing with students' teaching process in the period of pandemic exist more than resembling researches devoted to teaching process study of pupils through media technologies.

It is due to the fact that faculty members pay more attention to scientific work and public their papers more often than school-teachers whose work is focused on practical work in a greater extent.

Currently, there has been observed the lack of scientific studies of teaching pupils through media technologies, as exactly children were in trouble in a greater degree than students because of their age.

Besides the mentioned papers focused on outcomes and difficulties analysis of teaching through media technologies which are specified by the members of the pedagogical community. Unmistakeably, there is a lack of researches to study parents` opinion about teaching their children against the background of pandemic.

All the aforesaid specifies the topicality of our research work.

It is worth noting that the teaching process organized in the background of pandemic has been negatively responded in general.

This critical feedback was publicly expressed by parents and became the subject of public discussion.

In order to study the reasons for the negative feedback from the parental community, we have undertaken this study. The most significant new format learning difficulties were pointed out by parents. This fact needs to be carefully examined, as it allows us to identify the "weak points" of training in a new format. It determines the scientific novelty of our research.

4. Results

A survey to define the parents` attitude was conducted.

Parents of students were asked to answer 5 questions.

1. Identify the range of educational media technologies used by teachers.
2. Appraise children's education when using media technologies.
3. Elucidate the total amount of time spent by the family and child on learning activity.
4. Analyze overall satisfaction with the learning process through media technologies usage.
5. Describe the difficulties of learning through media technologies usage.

When answering the first question, parents noted that among the learning media technologies, teachers chose the ones they had been aware of: phone, social networks, Viber, *WhatsAPP*, email and electronic diary (65 % of respondents). Teachers paid far less attention to video services (*Zoom, Skype,* etc.) (10.73 %), online platforms (7.75 %), online lectures on *YouTube* (9.5 %) and educational portals (7.5 %).

Consequently, teachers used the media technologies they were familiar with. But the tasks to be performed were based on the aforementioned technologies and they were mostly not of a creative cognitive nature for children, but of a reproductive one. For example, children were asked to perform 3 exercises from a Russian language textbook, then the results were photographed and sent to the teacher via email, *Viber*, or *WhatsAPP*. However (as it was indicated by parents), many pupils did not perform tasks independently, as they would have done in the classroom offline. But they used ready-made answers to the exercises from the textbook presented on the Internet. Teachers suggested pupils to record their oral answers to questions on subjects and send video or audio file in a similar way. But even in this case (as evidenced by parents), children often used crib notes and filmed a video or recorded their voices several times, and only the most successful tryouts were sent.

That`s why, 85 % of parents indicated that the learning material assimilation under the circumstances was difficult for children, and the quality of education reduced. The reason for this response was the fact that teachers, in the opinion of parents, chose the media technologies that kept their children out of high learning results. The real knowledge of children was difficult to evaluate, so the "formal" knowledge was evaluated.

Furthermore, 86.25 % of parents indicated that the process of learning through media technologies usage took more time than the process of traditional learning. In other words, parents compared the time that their children had spent while preparing homework (until March 2020) with the time spent on home education during the quarantine period.

In the study a relationship between the age of the pupil and the amount of time that he or she spent on learning was found out. Most parents of junior students noted that the learning process took from 3 to 6 hours, while parents of students in grade 5 and up indicated that the children spent from 6 to 9 hours on their home task.

Let's look at the data obtained in tabular form.

Table 1. Total amount review of time that the family and child spent while studying (data in percentage terms)

Parent status	from 1 to 3 hours	from 3 to 6 hours	from 6 to 9 hours
Parents of students in grades 1–4	1.33 %	62.66 %	36 %
Parents of students in grades 5–9	0 %	28 %	72 %
Parents of students in grades 10–11	0 %	40.67 %	59.33 %

After we studied learning satisfaction, the following results have been obtained: only 3.75 % of parents were fully satisfied with learning, 24.5 % were partially satisfied, and 71.75 % were not satisfied.

We believe that this dissatisfaction is due to the fact that training in the new format required a lot of additional efforts from parents to organize this process, including the search for technical

capabilities for this kind of training, and we also believe that parents were not satisfied with the quality of students' knowledge that was acquired in the educational process of the new type.

Let's list the difficulties of learning through media technologies usage indicated by parents (parents could indicate several difficulties):

- degraded quality of training and relaxed knowledge assessment (82 %),
poor media competence level of teachers as well as parents (78 %),
- parents' awareness of the fact that children do not have the proper level of motivation for learning and academic independence (60 %)
- parents' awareness that children do not have the opportunity to learn in a students body in the process of interpersonal communication with a teacher and peers following the principles of competitiveness and mutually supportive relationship (31.25 %).
- technical difficulties (lack of a computer for studying, Internet access problems, etc.) (24.5 %).

The difficulties highlighted by parents show that the technical difficulties (lack of a computer in a family, lack of Internet connection) don`t hold the top spots, but difficulties in organizing high-quality education under new markedly different conditions have the lead.

The examinati of media technologies used by teachers allowed us to identify 3 forms to have been used: widened «homework» mode; online lesson mode; mode of working with educational platforms.

Teachers relied on the former form the most frequently, which indicates a low general proficiency of their media competence. Generally speaking, teachers were not ready to use media technologies actively. In that space children were asked to do classwork and at the same time to be involved in class participation using a textbook or a workbook.

In these circumstances, parents pointed out that in the widened "homework" mode they actually had to teach their children independently. Students sought advices from teachers. They were consulted by phone, social media, or using *Viber* and *WhatsAPP*. By so doing, teachers created groups or chats in social networks to communicate with children. They tried to explain the tasks to them. However, this form of interaction did not have a similar effect as a full-fledged lesson conducted in the traditional form.

Parents noted that it was difficult to find training equipment and organize high-quality online lessons (children got distracted, dealt with unrelated matters during class time). Students were not ready to listen to the teacher as they had done at the conventional classroom lessons. The assessment forms were also obstructed in this context.

Parents specified in their responses that the educational platforms working mode was also difficult, since the tasks posted on the educational platforms were not correctly adapted to meet the specific requirements of educational programs that children worked on. So the children could not do a lot of tasks on their own.

By reference to the above mentioned, parents spoke that the media technologies to have been chosen for teaching did not allow to achieve the necessary result, i.e. they didn`t help to organize the process of high-quality new knowledge acquisition by students.

Answering the second question, parents pointed at the low quality of education through the chosen media technologies usage caused by the lack of real knowledge control forms. Students used answer books from the Internet and utilized the outside help when doing their tasks. In broad terms, from the perspective of parents, the essence of such «remote» training for children reduced to just pretending but not real obtaining knowledge. Consequently, according to parents a process of replacing real learning with a "digital surrogate" took place. That was due to the fact that teachers did not know, on the whole, how to use new media technologies effectively and how to organize knowledge assessment. They did not have methodological experience in organizing such kind of training. Besides, some of them did not even have computer skills. Hence, the new type of training generated a serious stress for all concerned. Generally speaking, that explains the poor quality of education indicated by parents.

The study showed low satisfaction of parents with the learning process. This dissatisfaction occurs due to the difficulties faced by parents and children in the organization of teaching process. This low satisfaction indicates that parents consider the quality of children's knowledge obtained in the course of training unsatisfactory.

86.25 % of parents indicated that the process of learning through media technologies usage took longer than the process of traditional learning. Explaining the fact, parents referred to the fact

that the study load on their children had increased, and it required additional time resources. By so doing, parents compared the time to have been spent by their children on doing the homework before March 2020, and the time they spent on training after the quarantine had been enforced.

The study found a relationship between the age of the student and the amount of time spent on learning.

Learning through media technologies required sufficiently large time expenditure. And herewith parents of elementary school children had to pay much more attention to the children's learning process than parents of older children who performed some of the tasks on their own.

At the same time, secondary school children studied, on average, from 6 to 9 hours a day. This is due to the large number of subjects that children study at school, as well as the fact that the volume of tasks was large. In these conditions, parents of secondary school children indicated that the time spent by them on the computer performing educational tasks, had significantly increased. According to parents, substantially all teachers offered children reproductive tasks, but their number had increased. However, parents testified that some teachers tried to use the quarantine time to attract children to creative cognitive activities. Teachers offered a large number of creative tasks. For example, the tasks include preparing a project, creating a presentation, writing an essay, etc. Thus, there was an increase in the variety of tasks that required students to work individually. Besides, some of them were short on research skills not to have been formed at the appropriate level. And this circumstance also caused difficulties for children.

Based on the results, a model of difficulties people have with this kind of learning (according to parents) can be drawn up.

1. Parents point out low media competence of the pedagogical and parent community as a significant difficulty. The lack of mechanisms for quality assessment of children's knowledge matters too;

2. An important difficulty is lack of proper motivation to learn, i.e. children are not ready for strenuous independent work to acquire knowledge, and they often try to simulate the learning process;

3. The last place in the list of significant difficulties was taken by the difficulty of children's not having the opportunity to learn in a team in the process of interpersonal communication with a teacher and peers following the principles of competition and mutual support;

4. Technical difficulties are marked only on the periphery of difficulties. And they can be removed effortlessly.

Considering the first difficulty to be the most critical, parents pointed to the lack of training relating to active media technologies use by teachers. Before the quarantine period teachers had kept focus on giving traditional lessons, that's why they tried to simulate the forms of learning they knew using media technologies (for example, to give lessons on Skype), but the effectiveness of that type of classes was blunted significantly.

Parents also considered the new forms of education had indicated the fact that many students faced a problem of reduced learning activity motivation. Extrinsic learning motives were prevalent in many children (eagerness to have good marks, fear of being punished, obedience to parents), which made the children simulate the process of knowledge acquiring against the backdrop of new forms of learning.

Parents were also concerned about minimization of interpersonal interaction between the teacher and students, so the process of knowledge acquiring forfeited an important component.

After having had the questions answered, a discussion with parents was hold. The discussion pointed out that the respondents were aware of being incurious about their children's sound academic background. Parents understand that they can not organize the learning process at an adequate level independently, as they have no knowledge base in a number of subjects. At the same time, the farness of teachers, the lack of a well-managed system of teaching through media technologies usage caused panic among parents. The inquiry returns show the parents' fear of the reoccurrence in the fall of 2020, if the number of the new coronavirus cases increase.

According to our reckoning, the survey results could be explained by the fact that the model of learning through media technologies usage offered to schoolchildren in the spring of 2020 has demonstrated its inefficiency in broad terms. That is associated with the system unpreparedness – some students did not have the technical capabilities for training, teachers did not have the necessary skills to work in the new conditions. They suffer from a substantial methodological base shortage. Besides, they were pressed for time required by a transition to training through media

technologies usage. Online learning platforms were not correctly adapted to the specific educational programs being followed by students, and video tutorials powered by the platforms failed to meet the requirements of the use in the educational process. A student knowledge assessment mechanism hasn`t been created. Besides, learning and cognitive activity skill for knowledge acquiring was not developed amongst students, and they were not motivated to learn through media technologies.

The current situation has highlighted the fact that the modern school is not ready for a mass crossover to learning through media technologies. The question is not just about the students` lack of technical capabilities or media resources working skills. The new educational media technologies implantation requires a rational approach to provide an intelligent combination of traditional and innovative forms of education for children, the use of media technologies as an additional resource for acquiring of knowledge, the possibility of using these technologies for a limited number of children having high level of educational motivation as well as ability to operate alone for independent work. Media technologies usage also counts on the teachers` promptness to organize this process. For example, teachers should be able to create their own resources for media training (for example, their own lectures on You Tube, video tutorials on educational portals, testing systems, etc.). To improve the effectiveness of training through media technologies it is also necessary to analyze the training tasks carefully. Examples may include case technologies, development of students' own projects, etc.

Generally speaking, the point at issue is that it is necessary to create a system of education using media technologies in the process of training at the country level.

5. Conclusion

As a result of the study, it was found that:

1.   The parental community discerns obvious difficulties of teaching students through media technologies usage in the context of the pandemia. This kind of training had not been prepared. Hence, parents had to undertake the major portion of the teachers` business;

2.   Parents highlight the difficulties of training through media technologies usage and they address the low level of teachers` as well as parents` media competence, the students' knowledge quality decline, the inability to organize the individual work of students at the appropriate level, lack of motivation, etc.;

3.   Parents are ready to use media learning technologies as an additional resource to obtain knowledge. But they strongly disagree with the learning model to have been proposed to them in the spring of 2020. Therefore, this model of training should be subjected to a rigorous evaluation and serious adjustments by the teaching community.

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Media and Scientific Literacy Development within the Framework of Public Engagement with Science

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Abstract

The article explores Ukrainian scientists' public engagement through popular science media, which they launch themselves, and which have become a component of the country's media environment. Today, unlike the long-standing tradition of avoiding contact with public, Ukrainian scientists especially of the younger generation have understood the importance of public engagement. Popular science media produced by scientists play a role of a communication platform that aims to unite science with a general audience.

According to the study results, there is no doubt about social significance of scientists-led media in Ukraine within a public demand for science-related content, wide spreading fake and pseudoscientific information, the insufficient development of science journalism, and current public invisibility of science. These media can help to disseminate scientific knowledge to the public, increase its critical thinking and comprehension of science-based content, promote scientific and media literacy.

However, the review of scientists-led media and the survey data from young media consumers have revealed that these media need improving to do their tasks. The findings have proved that the subsequent release of the popular science media produced by Ukrainian scientists should satisfy consumer requests and modern media trends.

Keywords: public engagement with science; scientific literacy; media literacy.

1. Introduction

Ukrainian scientists point out the lack of funding for research, extremely low salaries, and an inefficient system of science organization as the main causes of declining the science status in society, reduction of the prestige of scientists, and outflow of personnel. Nevertheless, considering society as a proponent of successful science and an ally for the pressure on the authorities, enthusiastic scientists have launched a previously unusual communication with the public. Thus, the crisis of science made scientists mobilize for public engagement, which "includes all forms of scientists' communication with non-scientific audiences" (Bauer, Jensen, 2011: 3). Today, active and indifferent Ukrainian scientists not only conduct online and offline scientific picnics, days of science, roundtables, exhibitions, workshops, project contests, public lectures etc. but also produce their own popular media.

In fact, the efforts to increase the prestige of science and scientists' social status are more likely to be supported by the public, if they also show the value of science and researches. Similarly, good proposals will be approved by the authorities if society is prepared to accept such investments as

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vital to the country. Hence, demonstration of the positive science impacts helps improve the image of science in the society, brings science closer to people, and supports the interest toward science.

Science engagement is relevant to the public too. This is, firstly, because of the growth of education level and the increase in the amount of information make citizens connected to science more. Secondly, the presence of the scientific segment in public discourse is important for overcoming the challenges that Ukraine is facing today, and for improving people's lives. Besides, people need reliable scientific information from reputable and trusted sources. In fact, most of them, unfortunately, do not distinguish between fake and other types of news (Levitskaya, Fedorov, 2020: 69). Today the ubiquitous distribution, universal accessibility and absolute freedom in posting any information in the Internet make specialists reflect on the development of knowledge and skills that contribute to the selection, use, critical analysis, assessment, creation and distribution of media texts, understanding media functioning in society, i.e. the media literacy (Fedorov, 2017: 19; Levitskaya, Seliverstova, 2020: 79). Actually, scientists as public communicators can effectively contribute to the dissemination of credible data on science issues and support the development of scientific and media literacy of an audience. Finally, Ukrainians are not sufficiently informed about science, the social demand for scientific content is not satisfied, and the niche market of popular science media is underdeveloped in the country (Petrushka, 2017). Therefore, the media is a convenient and accessible place for public engagement with science. Moreover, publicly communicating science is a major indicator of the development of democratic societies (Cassany et al., 2018: 9).

2. Materials and methods

There is no information on the effectiveness of popular Ukrainian scientists-led media whether they reach the audience, how they are used, and how they affect the consumers' scientific and media literacy. Therefore, the study is aimed at filling in this gap. For this purpose, the research was conducted by combining theoretical and empirical methods. Firstly, a self-completion questionnaire survey has been applied in the study. This method has been chosen because of its convenience for gathering information and determining audience's opinion on a particular issue or problem. Development of the survey included pre-testing (n=30) and pilot-testing (n=50).

Concerning the sample, young people were chosen for the survey. This was due to the fact that the media explored in this paper identify the youth as their target audience. Additionally, studying the youth allows revealing the prospects for the development of any processes and phenomena, including media issues. Therefore, the youth tends to gain substantial attention in scholarly research. Precisely put, I opted to concentrate on the most active part of young people who are university students. Participants were surveyed by using a random sampling method. I chose this dissemination route to reach a large number of people with a general interest in science issues. Although the online survey is a cost- and time-effective tool for garnering a large sample size, it has not been applied because the online and social media nature of its distribution introduces a self-selection bias (Bethlehem, 2010: 161; Finkler, León, 2019), whereby the sample may not be representative. In total, the sample includes 400 students of the same age category (18 to 25) from the university I am working at. The survey lasted during October 2019 – February 2020.

Respondents' answers are an empirical basis for finding out major tendencies related to stated subject as they provide context for the qualitative analysis. Besides, the following methods were used as a review of scientists-led media and literature, selection and discussion of theoretical material, comparative method, combined qualitative and quantitative data, and analysis.

Research materials are the academic articles and books concerning the paper theme as well as popular science media produced by Ukrainian scientists.

3. Discussion

Scholars highlight the diversity of connections between science and society (Jünger, Fähnrich, 2020: 387). Generally, people do not turn to science in debates about scientific findings. Instead, people use science to make everyday decisions and get answers to personally relevant questions (König, Jucks, 2019: 401-402). As Weigold states, effective communication would help non-scientists become more literate about what scientists know, and most people encounter scientific information only from media coverage (Weigold, 2001: 173). Certainly, mass media provide an audience with data on science. According to Armon, the media form major sources of

information to the general public in matters of science (Armon, 2016: 3). Furthermore, the transmission of quality scientific information is crucial, and demand for this kind of information from citizens is growing (Cassany et al., 2018: 9).

However, traditional journalism has recently experienced a collapse, and science journalism has become a main casualty. Considering media covering science in Ukraine, it is fair to say that science journalism is underdeveloped and the popular science segment in country's mass media is very little. Ukrainian scholars (National..., 2018; Petrushka, 2017: 185) emphasize the necessity to improve media reportage of science issues.

In this context, David and colleagues state that one potential remedy is to encourage scientists to write for news media about science. The authors assert that scientists as science reporters can fill the science journalism void (David et al., 2020). Therefore, in the current media environment, academics often communicate on science directly with laypeople via the Internet rather than rely on journalist gatekeepers (Lee et al., 2018: 274).

In Ukraine, launching popular science media by scientists themselves indicates that Ukrainian academia also aims to cover science issues in mass media and directly disseminate scientific information, bypassing journalists. This demonstrates the emergence of scientists' media activity, which is a new phenomenon in the country's media space. Thus, more information on science is appearing and it is becoming more diverse. Moller Hartley says that scientists and journalists take different positions according to the existing ideals within their respective fields (Moller Hartley, 2017: 211). Likewise, Armon notes that journalists and experts differ in what they consider as newsworthy and relevant (Armon, 2016: 3). As a result, the single viewpoint of the "matrix" type disappeared (Pocheptsov, 2019). Today, the amount of content about science created by scientists as direct newsmakers outside the traditional media is considerable. Examples of modern scientists' media projects prove that journalists as an intermediate can be excluded from the communication chain. Therefore, it may be assumed that, on the one hand, science communication would be possible without journalists and, on the other, without traditional media but only through the Internet.

Indeed, the Internet and new media give modern scholars space and possibility for communicating science. Nonetheless, with the benefits of the Internet, users face threats and harm, too. For example, Molek-Kozakowska reveals that science communication in online media is turned into infotainment (Molek-Kozakowska, 2017: 69). Lee warns that the Internet poses a variety of risks including scams and the spread of misinformation (Lee, 2018: 460). Others maintain that digital media, while opening a vast array of avenues for lay audience to engage with science, have become a fertile land to spread misinformation and disinformation, stimulate uncivil discussions and engender ill-informed, dangerous public decisions (Nguyen, Catalan-Matamoros, 2020: 323).

Furthermore, Kizer suggests that in an age of media oversaturation, it has been increasingly easier for pseudoscientific information to be disseminated among the masses. Science is not always well understood by the public, either as a specific process or a general concept. As a result, science is vulnerable to abuse and distortion (Kizer, 2018). Researchers show that when general-interest media address the topic of pseudoscience, they do so especially through pieces of news (Sanchez-Hernandez, Marin, 2019: 117). Unfortunately, for ordinary people, false science news often does not differ from legal science. For example, 65 % of Ukrainians do not distinguish fakes from truthful information, and their number has increased (Pylyp..., 2019). Arguably, an onslaught of fake science news can weaken trust in science, cripple decision-making processes and threaten the legitimacy of science (Ho et al., 2020).

Lee believes that one important strategy for combating such threats is through media literacy education (Lee, 2018: 460). When news consumers are literate, this means that they understand how information is produced, consumed, and how personal biases and existing beliefs may play a role in how news is interpreted (Hameleers, 2020). Others argue that enhancing scientific literacy and news literacy, especially equipping with the tools to identify, consume and share high-quality information, is a foundational stone to combat mis/disinformation (Vraga et al., 2020). Scientific literacy referred to non-scientists' need to understand science and its role in people's professional, social, and personal lives. As Durant emphases, scientific literacy should not be taken to mean the knowledge of a lot of science, but rather the understanding of how science really works (Durant, 1994: 83). Scientific literacy involves not only comprehension of basic concepts, but also it requires the importance of understanding "falsifiability" of scientific data (Zen, 1990: 463). Scientific

literacy is of great value as it gives a context for solving social issues and helps science-literate citizens successfully overcome a lot of problems having reached prudent and informed solutions that can improve live quality. Moreover, a robust democracy depends on a well-educated citizenry (Ashley et al., 2017: 91).

Scholars propose to support scientists' interventions against fake science news and encourage scientists to raise people's science news literacy. These can be done by bringing to the scientists' attention their contributions to public welfare and sense of duty that they already possess in providing accurate information on science (Ho et al., 2020). Noteworthy is the opinion that exposure to elite discourse about fake news leads to lower levels of trust in media and less accurate identification of real news, and may prompt the dissemination of false information (VanDuyn, Collier, 2019: 29). Even though a fake can be trustfully regarded as genuine not only by the general audience, but also by scientists who have not questioned the source and accuracy of information, representatives of the scientific world are considered to be the most informed community (Fedorov, Levitskaya, 2020: 241–242).

Besides, spreading awareness about science faces progressively larger communication challenges due to the complexity, innovation pace, and broad applicability of these innovations (Mueller-Herbst, 2020). These challenges as well as public require for science-related content, as poor development of science journalism, and the consequences of fake science news make creation of a high-quality media product on science issues obvious and pertinent. Thus, to mitigate the impacts of potentially dangerous dis/misinformation and to obtain scientifically correct data, public can, if to rely on the criteria of credibility, mainly on information from reliable, reputable, scientific resources. As such, scientist-led media can be an effective tool for spreading information and issue guidance. Scientists as an authoritative source of scientific content can better than anyone else combat false science, encourage critical thinking and critical perception of science-related content, and grant people qualitative scientific information.

However, a great number of Ukrainian researchers do not know that one of the key tasks of modern scientists is to inform about science and their scientific activity (Gutov, 2016). According to the poll, 55 % of Ukrainian scientists state that it is difficult to convey information on science issues by the media, and the more experience of scientific work was, the more often the respondents mentioned the problem of informing a wide audience about science (Rating, 2017: 3).

Nonetheless, there is social demand for scientific information, so it should be met by popular scientific content in the media (National..., 2018). In response, Ukrainian scholarly community, especially young scientists, has recently been thinking about the need for public communication. For example, Senenko advises fellow academics to talk more about their work to people (Senenko, 2018: 57). Sholukho notices that the scientists' presence in the media contributes to improving the quality of information and related scientific and media literacy of the population, puts obstacles for numerous amateurs, as well as fakes and other harmful media products (Sholukho, 2015: 226). Additionally, the researchers' interest in science communication is also justified by the mentioned above poll (Rating, 2017: 7), according to which 86 % of Ukrainian scientists admit the necessity of their participation in public engagement.

Furthermore, in the public's view, science is important: most Ukrainians consider it an integral component of the country's development (Vernadsky..., 2019: 55). The media, including those produced by scientists, aim to play a role in shaping such opinion. Scientist-led media have at least three particular functions: first, they are a segment of public engagement designed specifically for the treatment of science-related issues first-hand, i.e. directly from academia; second, they disseminate scientific content and increase people literacy; and third, these media enhance the social capital of science and influence the image of science in society.

In other words, scientists are starting to get out of the cocoon and trying to reach the lay audience (Zivkovic, 2010). Launching own media confirms scientists' effort to contact with a wide audience, make science more open, and thus support citizens' scientific and media literacy.

4. Results

Explored main features of Ukrainian popular media produced by scientists have revealed that they are either outlets of scientific institutions, including the National Academy of Sciences of Ukraine (NASU) – the country's main basic research organization, or voluntary non-profit projects by scientists-enthusiasts. Most of these media are multi-thematic and function online, and the two print magazines have web counterparts (Table 1).

Table 1. Popular science media produced by scientists in Ukraine

Title	Type	Topic	Who produces	Year of launching
Inventor and Rationalizer	Print magazine (quarterly)	Energy, ecology, environment	NASU	1998
Outlook	Print magazine (bimonthly)	Various fields of science	NASU Main Astronomical Observatory of Ukraine	2006
Expedition XXI	Online	Arctic and Antarctic studies	National Antarctic Science Centre	2018
My Science	Online	Biology, medicine, physics, geography, chemistry, astronomy	Initiative groups of scientists	2011
Pulsar Scientific	Online	Medicine, nature, technology	Initiative groups of scientists	2014
Microbe and Me	Online	Microbiology	Initiative groups of scientists	2018

According to the survey, 12 % of respondents state they feel completely informed about science; 68 % – partially informed, and 20 % consider themselves to be uninformed (Figure 1). Simultaneously, almost all of them answered positively when asked if they would like to get further information about science.

As results show, youth is not informed enough about scientific issues. Popular science media are intended to reach a wide audience and meet the consumers' informational and cognitive needs. However, the potential audience is not currently provided fully with scientific content. Despite a social demand for popular scientific knowledge, the media including scientists-led media reach a small segment of public. The lack of the youth access to scientific information poses great threats, since it shortens the level of scientific literacy, limits the ability of society to develop and reach progress.
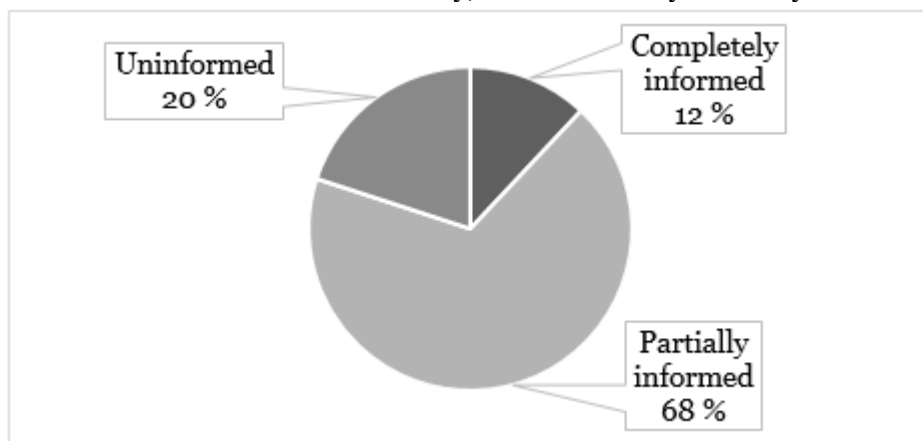
Fig. 1. Percentage of interviewees who answered the question whether they feel informed about science-related issues

The most popular source of science-related content for Ukrainian students is news web sites (73 %). The sources follow them, but by a significant margin, are TV (15 %), u-tube channels (7 %), and print media (3 %). Hence, according to the respondents' answers, internet-based media are the youth's preferred sources to receive information on science (Figure 2). This reflects the global trend in the growth of web consumption. Undoubtedly, the Internet influences public engagement with science and empowers the public to be informed. As the Welcome Global Monitor finds, "access to the Internet appears to be an important factor enabling a person to seek information on science" (Gallup, 2019).
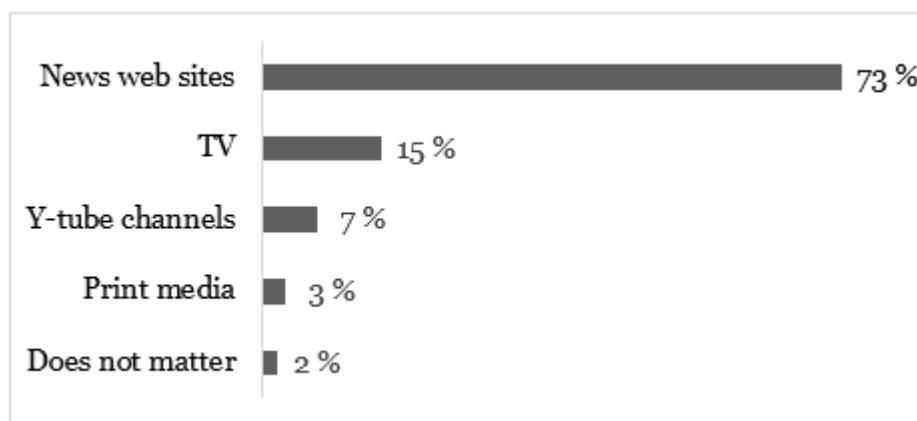
Fig. 2. Percentage of respondents who answered the question what type of the media they prefer for receiving scientific content

Noticeably, the respondents are more willing to use general online sources rather than specialized ones. The survey data have shown that scientists-led media are not very popular – only 12 % of the respondents indicated them as priorities. Additionally, these media are not well known. Although most young people (79 %) are aware of one or two popular science media from the listed ones, far fewer (42 %) know about three of them, and so, in the decreasing order, to only 11 % of the respondents are aware of all ones. Moreover, 21 % of the survey participants do not know any of scientist-led media.

Another important aspect in the study is who can better communicate science – journalists or scientists. Almost unanimously, participants believe that the materials of both of them can be of high quality. Additionally, 78 % of surveyed never pay attention to media content authorship, 14 % – sometimes, and only 8 % always find out who is the author (Figure 3). Therefore, corresponding to the survey, the status of both academics and journalists is equally important for the audience, and the information from both sources is perceived comfortably.
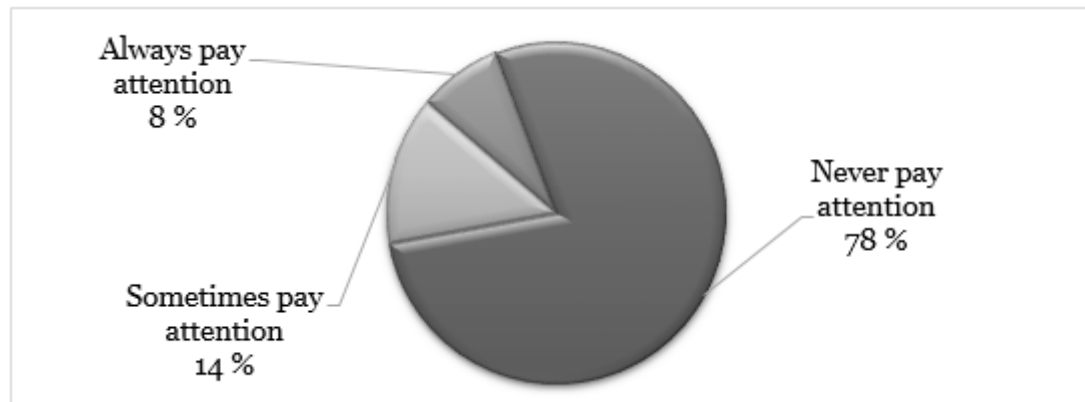
Fig. 3. Percentage of people who answered the question whether they pay attention to authorship of science-oriented media texts

Instead, the quality of the material is more important for the survey participants, but not the authorship. Although researchers indicate that information seekers are sensitive to how scientific information is presented and who presents it (König, Jucks, 2019: 413), the survey of Ukrainian youth shows the audience's attention to the quality of the information and the indifference to its authorship. The obtained data have manifested that the desired features of media coverage are simplicity and accessibility (97 %), interesting content (96 %), visualization (91 %). Besides, respondents pay attention to credibility (89 %), interactivity (81 %), relevant headings (26 %), hypertextuality (20 %), and number of categories (4 %).

According to the survey, media consumers prefer clear, understandable and interesting information. It proves that such content can better attract youth to serious topics. Therefore, scientists need to adapt their media texts to common people in order to be understood. Besides, the study shows that visual material is equivalent to the text for media consumers. It indicates that the text itself cannot attract and retain the attention of a demanding youth. These results prove that

images have become an important tool for communicating science. Additionally, this is due to peculiarities of perception: the text enriched with the image and/or video increases the reader's attention. Hence, it is good to add images, infographics, maps, video, etc. to the media produced by scientists.

Based on the respondents' answers, it is worth mentioning that the credibility of scientific content is valuable for young people. This indicates the audience's willing to have credible and reliable science-oriented content, no fake news. Additionally, according to the survey, interactive services are also important to the youth. This confirms that nowadays, interactivity is an organic feature of new media, on the one hand, and of modern youth, on the other. In this regard, the scientist-led media presence on social networks is a good way to strengthen the online presence of science outside of academia.

However, the review of these media reveals that online outlets do not fully utilize modern digitalization; for instance, the share of illustrations and photos is negligible. The most common format of multimedia is static illustration and its variants (individual photos, drawings, and infographics). Video content is presented the least. This is most likely due to the fact that producing original videos is much more complicated and costly than photo or text publications. As for print media, text also prevails over non-textual components. Besides, scientists-led media are not sufficiently represented on the social media platform so far. Such not fully usage of print and the Internet capabilities leads to a depletion of the design and content of the media and diminishing of their attractiveness. This situation can be explained primarily by the lack of resources, both human and financial. Firstly, three of the scientists-led media function as volunteer projects, provide their content for free and do not advertise. As a result, scientists work on the enthusiasm or conduct media business by means of charitable and contributions, sponsor support, etc. that are unsystematic and insufficient. Secondly, those media, produced by scientific institutions, are also limited in resources because of the meager funding science as a whole.

Consequently, the research results show that media consumers want to have scientific content, but a lot of them feel uninformed and dissatisfied with the media coverage of science. According to the findings, it is clear that scientists-led media need improvement. Otherwise, their current level threatens that these media will continue to be ineffective.

5. Conclusion

Today, the awareness of the importance of popular science media as a channel for science-based content disseminating and a way of public engagement with science is growing in the Ukrainian scientific community. Scholars through own popular media can reach a broad and diverse audience as well as have opportunities to provide public with the information on science issues and explain the impact of scientific developments on society. Most importantly, scientists as a reliable and authoritative source of scientific content can successfully prevent the false science and pseudo-science spread and "twisting" scientific knowledge, create a scientifically correct media product, promote the formation of critical thinking, media and scientific literacy among media consumers.

In this regard, the following outlined points suggested here are important aspects to consider for supporting media and scientific literacy development in the context of public engagement with science. Firstly, as the youth prefer electronic science-related content, the Internet is an effective means of improving the audience's literacy. This requires that scholars should use the possibilities of the Internet to communicate science to the fullest. Secondly, high-quality media content would stimulate people to enhance media and scientific literacy. That is why scientists should satisfy the audience's preferences and demands, especially since they conform to the laws of the information perception, on the one hand, and general media trends such as simplicity, availability, visualization, credibility, interactivity, on the other hand. Thirdly, to increase the quality of media coverage, science communication training should be implemented in Ukraine. Actually, communication still is not obligatory in the country's scientific system. In fact, scientists' communication activity is mainly based on their initiative and enthusiasm. Nevertheless, the level of institutionalization of science communication influences the whole cycle of content production and dissemination. Therefore, in conjunction with the above, public engagement with science is challenge not only for scholars and academic institutions but also for authorities and society in general. State-level support and institutionalization of science communication in the Ukrainian

scientific system would help effectively engage with the public through the media and promote media and scientific literacy development.

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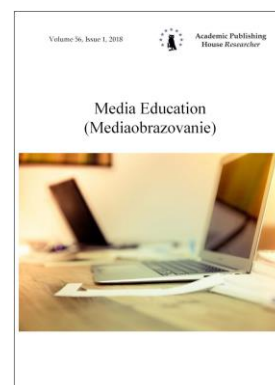
The World of Media in the Research of the Scientific School "Media Education and Media Competence"

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Abstract

The integration of the professional efforts of scientists in solving a wide range of research problems is today one of the principles of organizing knowledge in the field of the humanities. The creation of scientific schools can be considered a positive example of such cooperation. In the field of media literacy education, one of the leading scientific schools is the active Russian scientific school "Media Education and Media Competence", which has existed for more than 25 years. Media literacy education technology is an interdisciplinary field of research that involves the combination of content, basic categories and research methods of journalism, sociology, cultural studies, film studies, philosophy, psychology, pedagogy, history and other sciences. This technology is most in tune with the interests and lifestyle of modern youth who are mastering digital media. It is a global technology capable of uniting people from different countries with its universal language, moral and civic components, and ensuring intercultural dialogue. The article analyzes four monographs published by scientists from this scientific school in recent years. The subjects of study in them were cinematography (fiction and documentary) and various aspects of criticism in the field of media, as well as the problem of personal creative portraits of famous media critics. At the same time, one of the key ideas of scientists can be recognized as the synthesis of media literacy education and media criticism, considered both as a methodological approach and as a method for organizing media literacy education. These works concentrate the main research results in the field of media literacy education and media criticism, which can become a reference point for researchers around the world. The main common features of research of the scientific school "Media Education and Media Competence" are highlighted, their content, theoretical and practical significance, and the possibility of their application in teacher education are analyzed. The position of the authors of monographs to the definition of the concept of "media text", methods of working with media texts are reflected.

Keywords: scientific school, media literacy education, media criticism, media text, film studies.

1. Introduction

The active development of research in the field of media literacy education in Russia in recent years is due to a number of factors. Among them are: technological design of the educational process as a necessary stage of professional development of teachers in the institutions of general and vocational education; a sharp increase in the role of media in the modern information society and the integration of information technology tools in education; an obvious high level of

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compatibility of media literacy education technology with other educational technologies, which makes it possible to effectively solve various educational problems; activation of the interaction of the scientific community in the framework of research of various types of media and areas of media literacy education (electronic media, educational Internet resources, television, cinema and music as a means of teaching, the blogosphere, media history, media criticism and much more).

Media literacy education tools used by modern educators evoke a positive reaction from the youth audience. A high level of visualization of information, moral and aesthetic impact, accessibility of perception, the ability to reflect in the media a large number of problems of youth's development at different age stages, the ability to ensure quick and effective communication between residents of different cities and countries, overcoming language and cultural barriers – all this becomes a condition for the further development of media literacy education as an educational technology that provides a dialogue between Russian teachers and the world community.

Among the established and actively operating scientific schools in the field of media education, it is necessary to highlight the scientific school "Media Education and Media Competence". For more than 25 years, a team of scientists recognized by UNESCO and other international organizations has been developing theoretical concepts and methodological approaches in media literacy education. The activities of this scientific school stimulate international collaboration in media literacy education research. The active work of the scientific school made it possible to create a unique model for integrating media literacy education with a number of areas of professional training in journalism and teaching (Chelysheva, 2019).

The purpose of this article is to analyze the results of actual research of the scientific school "Media Education and Media Competence", reflected in the monographs. It is of great importance for us to highlight the potential for using the results of these scientific studies in the professional training of future teachers.

2. Materials and methods

Using the analysis of modern publications we have studied the main aspects of the functioning of the scientific school "Media Education and Media Competence". A theoretical analysis of four modern monographs created by this scientific school. The main methodological provisions are highlighted, the possibilities of using the material of these monographs for professional training and increasing the professional competence of teachers in the field of media education are revealed.

3. Discussion

D. Buckingham considers the rapid growth of technology to be one of the factors in the development of media literacy education. Today we are talking about digital media, changing the principles and ways of interacting with the audience. The ability to work in the digital field has become a key aspect of media literacy. One of the factors affecting media literacy is the development of critical thinking. Creation and application of criticism in conjunction with modern technology should be very careful (Is Media Literacy…, 2016).

World Media and Information Literacy Week, hosted by UNESCO as an event in the direction of "Media and Information Literacy for All", once again showed the ability of countries to fight disinformation and discord, in recognizing a common interest in increasing the competence of everyone in order to seize the opportunities and risks in today's a landscape of communication, technology and information. Media and information literacy, along with global citizenship education, equips citizens with knowledge, skills, values and practices that foster critical thinking. The problem of including youth in the fight against disinformation, the development of specific conditions and ways has become one of the key issues for UNESCO in 2020 (Global Media…, 2020).

Book "After the Media: Culture and Identity in the 21st Century" suggested that "culture after the media" will be based on a more democratic exchange of media content. Traditional media will be seriously transformed. The foreground will be not the text, but the cultural event (Bennet et al., 2011).

The authors of the book "Media Literacy Education in Action: Theoretical and Pedagogical Perspectives" (De Abreu, Mihailidis, 2014) note the changing nature of modern media under the influence of digital technologies. Media literacy education and educational technologies are not

identical concepts, although there is a connection between them. A civic and social dimension of media literacy education is needed. The evolution of the concept of "media literacy" and the experience of Western teachers in the formation of media literacy among students, as well as in the professional training of teachers are considered.

Media literacy education technology in recent years has become one of the most actively used types of information technology. In our research, we proved the possibility of an effective combination of media literacy education technology with other educational technologies, which made it possible to substantiate and use the term "multi-technology in education", understood as a principle and method of organizing education, which presupposes a systematic, scientifically grounded choice corresponding to the laws of learning and age-related development of students and the integration of elements and techniques of various educational technologies for the effective achievement of learning goals (Hazanov, 2019).

A.P. Korochensky notes that media criticism is a new, rapidly developing area of modern journalism, carrying out critical knowledge and assessment of socially significant, relevant cultural, creative, professional, ethical, legal, economic and technological aspects of the social functioning of the media. He recommends using discourse analysis for research into media criticism, as opposed to traditional descriptive approaches, when the media text is analyzed in conjunction with the social phenomena that gave rise to it (Korochensky, 2017).

A.V. Fedorov emphasizes that the media critical ability of citizens is becoming more and more important in the information society, which necessitates the involvement of a wide audience in the creation, distribution and analysis of media content. The scientist believes that it is necessary to create a conceptual basis for the development of media competence, introduce changes in educational standards: curricula (including teacher training) should include both elements of media literacy education and media criticism (Fedorov, 2015).

I.B. Sheina notes that media criticism can theoretically be considered as an integral part of activities aimed at media literacy education, that is, the formation of the audience's skills in communicating with the media, the development of critical thinking, creative abilities, as well as the ability to independently analyze and interpret media text. However, professional media criticism is largely inert, which does not allow it to correspond to the system of modern communications. This is expressed, in particular, in the orientation towards the traditional text model. It is necessary to develop blog media criticism, overcome the separation of media literacy education from a specific media environment, familiarize a wide audience with the skills of media analysis (Sheina, 2016). Iovleva, highlighting among the reasons for the popularity of this genre of media criticism the focus on both a wide and a professional audience; accessibility and interactivity; the presence of a clear informational and emotional load with sharp and unambiguous assessments, advice, entertainment (Iovleva, 2018).

T. Vladimirova and V. Slavina believe that media criticism, like literary criticism, is a way of knowing reality through studying the influence of a journalistic (or literary) text on the audience, improving the quality of media products; it is an invitation to the reader to a discussion, an open conversation, an appeal to current socio-political problems, the publication of an alternative opinion, which is necessary for any free society. They consider objectivity to be the supreme task of media criticism, especially in the presence of cataclysms in the information space that are dangerous for the moral state of society (Vladimirova, Slavina, 2018).

Specific methods of constructing classes with students based on the synthesis of media criticism and media literacy education are described by E. Muryukina (Muryukina, 2016). The scientist also analyzes the application of the synthesis of media criticism and media literacy education in Eastern Europe, highlighting the factors of the development of media criticism, the problems studied by academic and corporate media criticism, forms and methods of organizing media literacy education (Muryukina, 2015).

4. Results

The subject of research in the monographs "School and University in the Mirror of Soviet, Russian and Western Audiovisual Media Texts" and others books on this topic (Fedorov et al., 2019; 2020) was audiovisual media texts on the theme of schools and institutions of higher professional education. Using the methodology of hermeneutic analysis, the authors create a holistic characterization in the cultural, film studies, anthropological, gender and media educational aspects. The meaning of symbols and signs of Soviet and modern films is analyzed.

The article reveals the manifestations of gender stereotypes in feature and documentary films, depending on the historical and political context of the era. The differences in the images of teachers – men and women – are revealed.

The authors note the connection between the development of movies and the strengthening of Soviet ideology after 1917, highlight the educational functions of cinema, analyze changes in the mood of the audience. Scientists clearly show how knowledge of historical events of a particular period helps to understand media texts. So, in Soviet feature films of the 1920s, one can see the state tasks of combating homelessness, spreading the pioneer movement, and overcoming the consequences of the civil war. At the same time, the positive heroes of the "school world" are characterized by the values of collectivism, the primacy of public interests over personal ones, and the teacher is an advanced and ideologically prepared leader, a true friend of children. In general, according to the authors, in Soviet films about school, there is an obvious tendency to idealize the socialist state, showing relationships between people as they should be, but not always in reality.

But in the 1960s, Soviet cinema is no longer a means of propaganda, but an art. The films of each era analyze the typology and evolution of the worldview of the characters – schoolchildren, students, teachers, plot options, methods of depicting reality, reflection of the family. More than 70 films were taken for analysis. The authors show the transformations of the educational process that can be seen in films, as well as the transformations of the main conflicts. Feature films and documentaries about schools and institutions of higher education are shown in dynamics – changes in key ideas, plot, images are associated with changes in the social and ideological life of the country. It also analyzes the content of works of others arts – Soviet posters, television content. The media texts of the Russian segment of the Internet are considered (Fedorov et al, 2019; 2020).

When analyzing Western (USA, France, Great Britain, Germany, Italy, Nordic countries) audiovisual media texts, the authors turned to the materials of more than a thousand films and more than seven thousand articles and reviews. The analysis parameters here are the same as for Soviet and Russian media texts. The image of the teacher is described in the context of sexuality, priority of lie or truth, violence. It is noted that Western cinematography is inclined to address the "hot spots" of the educational process. An overview of Western television and Internet content is given (Fedorov et al., 2019; 2020).

Researchers have built a structural model of the content of audiovisual media texts on the theme of school and university. Despite its generalized nature, this model can be used in the analysis of both Western and Russian media text, since its parameters are universal. The model includes the historical period of events, methods of depicting reality, characters and changes in their lives, problems that have arisen and ways to solve them. The monograph also contains specific cases – a detailed analysis of Soviet, Russian and Western films on the topic of school and education in accordance with the parameters of the model (Fedorov et al., 2019; 2020).

The authors also conducted peer review of the reflection of schools and universities in the media mirror. The study involved 27 experts from 11 countries. The Internet is recognized as the most important for reflecting modern life in schools and universities. Most experts believe that the media reflects the life of schools and universities only partially. The experts also noted the most significant, in their opinion, films about school and university.

The authors present the results of a study of the level of media competence of modern students of a pedagogical profile. Own classification indicators are used (motivational, interpretive /analytical, creative). The ways of using audiovisual media texts about school and university are described on the example of television in the educational process. Examples of specific tasks for students are presented (Fedorov et al., 2019; 2020).

In this monograph, a modern teacher can find not only a deep comparative analysis of the content and images of Soviet, Russian and Western audiovisual media texts, see their evolution in the context of the historical era, but also specific methodological developments that will help to include the material of audiovisual texts in practical exercises. Also useful is the filmography given in the scientific work, reflecting a wide range of films on the topic of schools and institutions of higher education.

The scientific school "Media education and media competence" pays considerable attention to the analysis of media criticism. Thus, in the monograph "Polish Album: Notes on Cinema" (Fedorov, 2019; 2020) A.V. Fedorov shows Polish cinema in the mirror of Soviet and Russian film critics. The author notes the peculiarities of the Soviet film censorship, which could not represent interpretations and points of view different from the official one. It was banned positively in

relation to religious and mystical themes, as well as to the work of Polish filmmakers who emigrated to the West. A.V. Fedorov examines various film studies devoted to the work of Andrzej Wajda. Andrzej Munk, Wanda Jakubowska, Jerzy Kawalerowicz, Krzysztof Zanussi and other Polish filmmakers. At the same time, the central figure for the Soviet and Russian film critics is Andrzej Wajda, whom they tried to protect from rough attacks. The "white spots" of Polish cinema are also highlighted – the work of Grzegorz Królikiewicz, Marek Piwowski and Ryszard Bugajski, which is not familiar to Soviet viewers for political and censorship reasons.

A.V. Fedorov pays attention to the reflection of Russian-Polish relations on the Polish screen in the mirror of Soviet and Russian criticism. The dynamics of attitudes towards Russians in Polish cinema is shown. The forecasts of the future development of Polish cinema are described. An analysis of about 160 works devoted to Polish cinema, allowed the author to reveal that over half of them are small articles of an encyclopedic nature, most of them are publications of the capital's film critics, and the modern regional Russian press practically does not publish reviews of films of the current repertoire (Fedorov, 2019; 2020).

The monograph on Polish cinema, consisting of individual essays, allows both researchers and a large circle of readers to expand their ideas about Polish cinema, motivates them to watch and analyze Polish films. In particular, such films as "Three Colors" by Krzysztof Kieslowski, the phenomenon of Krzysztof Zanussi, Roman Polanski, Walerian Borowczyk are described.

The monograph "Cinematography in the Mirror of Soviet and Russian Film Critics" (Fedorov, 2019; 2020) is based on a retrospective analysis. The author gives quantitative characteristics of the ratio of materials about Soviet and foreign cinema in the Soviet yearbooks "Screen" (1964–1990), showing that articles about the cinematographies of socialist and developing countries loyal to the USSR dominated. In total, over four hundred articles on the subject of Soviet fiction cinematography were published in the annual collections published by the Moscow publishing house "Art" from 1965 to 1990 (Fedorov, 2019; 2020).

A.V. Fedorov analyzes the content of each annual issue of "Screen", especially highlighting the discussions. Also analyzed the content of the anniversary issues of the magazine "Cinema Art" for 1967 and 1977, highlighted the polemical aspect. Interesting is the statistical information on the number of viewers of Soviet feature films in the mid-1960s – the leaders of viewing were the films *Believe me, people, Chairman, Don Story* and others (Fedorov, 2019; 2020).

The results of a sociological survey of participants in the Moscow cinema club "Arbat" (1967) showed that most of all Soviet viewers were attracted to cinema by "the desire to get aesthetic pleasure" and "the desire to get to know life better", the most preferred genres were psychological dramas, comedies and cartoons. At the same time, the features of the data indicated that the basis of the respondents was a specific cinema club, and not a mass audience. A.V. Fedorov notes that the editors of the "Cinema Art" magazine were distinguished by their ability to balance between the official, "Communist party line" and a truly artistic line. In 1977, the magazine paid great attention to films about the Great Patriotic War, as well as films about childhood and adolescence.

The author believes that the profession of film critic in the USSR was prestigious. At that time, there were no online magazines and blogs; it was possible to publish only on paper. This was due, according to the scientist: 1) with the almost mandatory professional status of the author of the publication (in this case, he had to be, as a rule, a certified film critic, art critic, journalist, or have a higher education in the humanities); 2) with strict selection and censorship of texts and their topics. But if the journalists of the Soviet regional newspapers could write about the Soviet and the foreign cinema that got into the Soviet distribution, the journalists of the Moscow film press could write about the Western films that were not purchased for showing in the USSR and were not shown at Moscow international film festivals. And only the most selected Soviet film critics had the opportunity to publish their books about movies (Fedorov, 2019: 151).

A. Fedorov analyzes the authorship of Soviet film critics and film historians who, for almost a quarter of a century (from 1966 to 1989), published their articles in special thematic collections on Western cinema entitled "Myths and Reality", as well as the number of articles published by these authors.

This researcher analyzed the film *Cargo 200* (Russia, 2007) in accordance with the methodology developed by Umberto Eco in the following positions: author's ideology; market conditions that determined the concept, the process of creating a media text and its perception by the audience; narrative techniques. The study of this film allowed the author to create a typology of

the perception of media violence by the audience. The main reasons for the attractiveness of media texts containing scenes of violence among viewers are highlighted (Fedorov, 2019; 2020).

The monograph contains questions for critical (ideological, philosophical, semiotic, plot, identification, ethical, autobiographical, iconographic, aesthetic, cultural, hermeneutic and other) analysis of the media text. The films *Leviathan* and *Sunstroke* (Russia, 2014) are also considered in the mirror of Russian media criticism, describing the discussion about the artistic and philosophical level of these works (Fedorov, 2019; 2020). The material of this monograph can be used in the work of film clubs in schools and vocational education institutions.

The collective monograph "Media criticism in Russia: creative portraits" (Levitskaya et al., 2016; 2020) includes a description of the biographies and professional activities of 32 leading Soviet and Russian media critics. The authors rightly believe that media criticism has significant potential in terms of supporting the efforts of educational and educational institutions in the development of media culture of the audience, and they view media literacy education as a long-term public education work aimed at the continuous development of a culture of perception and self-assessment of the media phenomenon in society, taking into account democratic and humane ideals and values (Levitskaya et al., 2016: 4). The main principle of the construction of the monograph is the creation of a "creative portrait", reflecting the personal and professional path in media criticism.

The monograph describes the creative activity of such well-known media critics as L.A. Anninsky, R.P. Bakanov, Y.A. Bogomolov, A.S. Vartanov, D.B. Dondurei, S.N. Penzin, V.Y. Shmyrov and others. The main principles used by critics for the analysis of media texts are highlighted: clarification of the meanings of the terminology of television and media criticism; consideration of the ratio of educational and entertainment functions of the media; analysis of media texts, on the one hand, from the point of view of their artistic and semantic content, on the other, as phenomena of the cultural process; description of the media text in the context of the historical period; search for associative links of actions, images, episodes, plots found in other cinematographic, literary works, with the discovery of stylistic and compositional similarities, highlighting the principle of "completing" the viewer of ideas, images to the whole in his mind; access to "eternal" questions and problems and the opening of future prospects; description of ways of constructing media texts as a harmonious and integral structure in terms of plot construction, language, interaction with the audience, and others.

The ways of development of media criticism are shown, which are based on constructive, creative and interested interaction between professional media critics and the media audience, further development of media literacy education, improvement of training of professional media critics – future journalists. But mastering media criticism isn't just for journalists. So, for the training of future teachers and psychologists, the idea of R.P. Bakanov that an adequate selection of media information, its full-fledged perception, interpretation and creative application are the basis for the formation of their own positions in relation to the media text, its critical and independent assessment, constitute the basis for practical use in all spheres of human activity (Levitskaya et al., 2016: 21).

The authors of the monograph show the possibilities of studying media criticism in the course of media literacy education classes. At the same time, it is necessary to highlight the importance for the training of future teachers of such an aspect as "the development of the audience's abilities for moral, moral, psychological analysis of various aspects of media and media texts in a broad cultural, socio-cultural context; preparing the audience for life in a democratic society " (Levitskaya et al., 2016: 29).

In our opinion, the materials of the monographs described above can be used in the work of film clubs, media education circles, scientific and creative associations in institutions of general and professional education. They can be of significant benefit in the process of improving the qualifications of media educators, since they construct a systemic picture of the relationship between ideology, images of a media text with the socio-political conditions of society in a particular historical era, personal implications. The materials of these studies are especially necessary for those practitioners who organize the work of media in an educational institution (television studios, print and electronic publications, discussion clubs, Internet blogs, and more). But even in the course of classes in various academic disciplines of a school or a vocational education institution, turning to the media text is justified if the teacher knows how to identify the

moral potential of the media text, correlate it with the life and experience of students, involve students in the "living" of the event contained in the media text, and formulate own conclusions.

5. Conclusion

The following general features of the research of the scientific school "Media Education and Media Competence" can be distinguished:

- a competent combination of methods of analysis (comparative, philosophical, hermeneutic, retrospective, culturological, statistical and others);

- correlation of the content of film criticism with the historical context (political and ideological conditions);

- attempts to establish parallels between Soviet and Western cinematography, highlighting the common and differences;

- reflection of the dynamics of the development of cinema and film criticism, categories of objectivity and subjectivity of media criticism;

- using the parameters of the analysis of films in accordance with the leading world and Russian approaches;

- actualization of the role of the individual in media education and media criticism;

- a systematic analysis of the relationship between media criticism and media literacy education at the level of goal setting, content and specific applications.

We believe that it is fair and necessary for scientists to turn to the study of media criticism in its relationship with media literacy education. The variety of functions of media criticism (information and communication, cognitive, regulatory, corrective, social and organizational, educational, commercial and others) creates conditions for the transformation of media into a single social institution that determines both the personal and professional development of a future specialist in all areas. The study of television as one of the most effective social media remains relevant. The study of media texts in the context of social phenomena and the moral life of a particular person should become one of the basic principles of organizing the pedagogical process.

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**The Role of Social Networks in the Psychosocial Functioning
of Students in Selected Polish Primary Schools**

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Abstract

Internet is a "guru", the latest achievement of modern times, an unlimited range of topics, a source of phenomena and world events, as well as an irreplaceable tool of entertainment. It is a very convenient form of contact, aimed at replacing traditional correspondence, telephony, and even in the "busy world" of traditional meetings. It allows you to send files containing texts, sound, image and movie. Growing young people focus on the same topics, interests or hobbies, creating virtual communities. Social networks, which are one of the types of such a community, are becoming more and more popular among Polish cyberspace users. Their task is to make new contacts possible, find old friends and acquaintances, and share information about themselves. Therefore, they satisfy the needs arising from human nature, such as affiliation, being with others, friendship. In connection with the constantly growing popularity of social networking sites, the aim of the empirical research was to find out the role they play in the psychosocial life of 750 8th grade students in Polish primary schools. Particular attention was paid to interpersonal relations, initiated both in the virtual world and beyond. Empirical research has made it possible for us to verify theoretical knowledge about social networking sites and confront it with the actual participation of websites in building interpersonal bonds among young people, constructing their activity and showing the positive and negative aspects of using them.

Keywords: social networks, students, network, internet user.

1. Introduction

The modern world does not exist without access to new communication and information technologies. The development of information technology and telecommunications is accompanied by the availability of new information exchange media, there are completely new opportunities that favour the development of all kinds of activities. At the turn of the 20th and 21st centuries, the way of using the Internet changed, which used to be a place of collecting information. At the end of the 20th century, the style of presence on the Internet of users who contributed to Internet resources underwent a metamorphosis. The Web 2.0 ideology made the web a living environment for a human being, who is an active creator of its resources and participant in communication (Łuszczek, 2011: 129; Rizk, Hillier 2020).

One of the most visible examples of this phenomenon is the rapid growth of social media around the world (Snelson, 2016; Duggan, Ellison, Lampe, Lenhart & Madden, 2015). Today, the number of social networking sites is huge and is constantly growing (Popiołek, 2015: 61-62).

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In the subject literature and in common use, there are many terms related to social media, including social networks and social networking services. In this study, they will be used interchangeably. Kaplan and Haenlein (2010: 61) define social media as a group of web applications, based on the ideological and technological foundations of Web.2, enabling the creation and exchange of user-generated content. The Oxford Dictionary of English defines the term social network as a network of social interactions and personal relationships, as well as websites belonging to individuals that allow users to communicate with each other by posting information, comments, messages, photos (Kotyśko et al., 2014: 178).

Social networking sites are divided into user-oriented (the main entity with which the system function is related is the user, i.e. Grono.net) and group-oriented (the main entity is the group of users, i.e. Nasza-Klasa.pl). On the basis of nature, we distinguish professional networking sites (i.e. GoldenLine.pl) and social networking sites (i.e. Nasza-Klasa.pl). Due to the interaction the user enters with the system, social networking sites are distinguished with a high degree of interaction with the user (i.e. Myspace.com), with a medium degree of interaction with the user (i.e. Grono.net) and with a low degree of interaction with the user (i.e. MojaGeneracja.pl) (Szewczyk, 2011: 384-385). There are over 200 social networks around the world. The most popular of them is undoubtedly Facebook, which globally has over 2.44 billion monthly users, of which 1.59 billion use this website every day (Statista, 2018; Snelson, 2016).

2. Materials and methods

The main motive for taking up the topic of social networking sites was the desire to realize how important they are in life of a young person. Empirical research conducted in Poland (2018) by EU Kids online II among children aged 8 to 14 shows that the average year of first-time login to a social network is 9 years. As many as 60.4 % of Polish children of this age had a profile on a social networking site, 97 % of young Internet users used the Internet at least once a week, and 75 % of respondents logged in several times a day.

The quantitative and qualitative empirical research was conducted in 2018-2019 in ten Polish primary schools – grades VIII in the Lesser Poland voivodship in the following cities: Kraków, Oświęcim, Wieliczka and Zakopane, and in the Kraków Salesian Youth Care Movement. A total of 750 students were examined, including 350 boys and 400 girls. The selection of the group was deliberate. The subject of the research was the diagnosis and analysis of social networks and showing the role they play in the psychosocial development of students.

The aim of the research was to characterize the most popular social networks and to analyse the positive and negative effects of using them. The main research problem is included in the following question: What is the role and importance of social networking sites in the psychosocial functioning of students? Detailed problems were selected for the main problem: 1. What social networks do they choose most often? 2. How much time do they spend on portals? 3. What are the ways of presenting oneself online? 4. What are the positive and negative effects of social networking sites on the psychosocial functioning of primary school students? The research used the diagnostic survey method supplemented with an individual case study. Technique of the research was a questionnaire and interview, and research tools were a questionnaire survey for primary school students (reasons for setting up accounts on websites, time, types of activity) and an interview questionnaire with primary school teachers belonging to the Salesian Youth Care Movement (ways of functioning on portals, correlation of the impact of virtual communities on contacts with peers in reality).

3. Discussion

The main motive for taking up the issue of social networking sites was the desire to realize how important role they play in the daily existence of modern school children in the world. In the light of the latest global research on technology and social media, conducted using qualitative-quantitative methods (interviews, focus groups, survey methodologies) and mixed (convergent parallelism and explanatory sequence) combinations of the many researches (Creswell et al., 2011; 2014), Castellacci, Tveito, 2018; McDool et al., 2020; Bulman, Fairlie, 2016; Snelson, 2016; Reid et al., 2016; Tandoc et al., 2015) (2017 NASK, 2019, 2020 Digital Mobile and Social Media 2020 Poland, CBOS, IAB Poland) Facebook leads the way (18 million 350 thousand Internet users) the following portals are in the next places: Nasza-Klasa.pl (6.188 million users), Twitter (2.449 million). Facebook, Twitter and YouTube are in the top ten worldwide (Statista, 2018).

In 2005, YouTube.com was created – a popular website that allows its users to upload and play videos for free. Users add 100 hours of new videos here every minute. YouTube is hosted on Google, which is the largest and most-used search engine in the world. In 2019, YouTube had 1.900 billion users worldwide, while in Poland 24 million users. Another Polish social networking site is Fotka.pl, very popular among young people, gathering internet users who post their photos, comment on and evaluate photos of other users, take part in various contests and games (Warzecha, 2017: 87-89). Instagram – another portal – is a photo hosting website. Its users share their photos, videos with friends and family (Moreno et al., 2016). Various types of mobile applications with which you can quickly communicate are also extremely popular among young people. An example of this is, among others, Snapchat, used for sharing photos, videos and text communication, an application that allows you to send short videos – 10 seconds, photos with captions, after a set time limit, the information sent is automatically deleted (Uhls et al., 2017) and Ask.fm (Questions and Answers social network, where registered users can ask questions). Tinder – a social dating application is becoming more and more popular. With its help, you can evaluate and meet new people. Their proposals are selected, among others thanks to the criteria of distance and age.

In most cases, social media is not intended for the youngest children. The chart below was presented by a Polish IT specialist and a Facebook user in Poland in 2019. According to the presented data, 7.8 % of all users of this website are people aged 13-17, and therefore also children attending primary school.
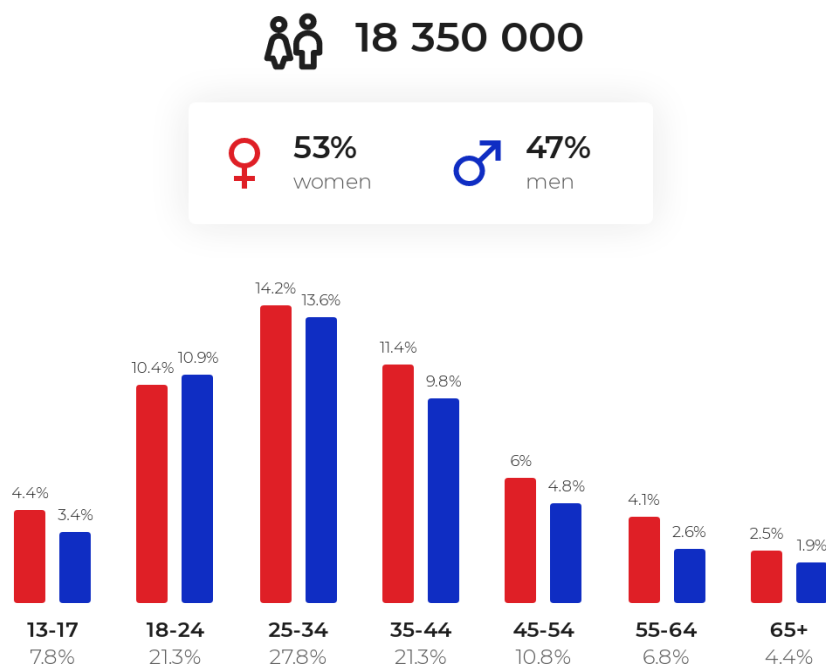
Fig. 1. Facebook users in Poland in 2019
Source: https://www.whysosocial.pl/uzytkownicy-social-media-w-polsce-i-na-swiecie/

Children's participation in social networking sites is the result of a natural tendency to look for friends and acquaintances. Successful friendships are a priority especially for young people and are favour achieving life satisfaction. The Internet is now primarily a meeting place, the use of mobile applications is for many an opportunity and a way to improve communication functioning. You do not need social skills to make contacts online. This type of communication allows you to mask your feelings and views. On the one hand, it is communication openness, and on the other hand, it is a convenient anonymity (Reid et al., 2016; Wolski, 2009: 155).

As users of social networking sites, young people encounter marketing activities aimed precisely at their age group. This applies to the sale of certain goods and brand promotions. The brand becomes close to the user, which is an element that facilitates making consumer decisions. Relationships on a social network are less formal and more interactive. Young people, and more and more often also school-age children, transfer a large part of their activities here. Cyberspace becomes a form of exchange of knowledge, thoughts, gossip and goods. Unfortunately, a strong commitment to this type of reality is often associated with a decline in activity in the real

world. It can also lead to a greater sense of loneliness. One should also be aware that "non-physical" contacts make it impossible to maintain real bonds. It is hard to talk about attachment to someone without physical contact. Additionally, non-verbal language is extremely important in mutual communication, while communication on social networks prevents this type of exchange. This type of communication largely consists in communicating with oneself and with one's own ideas, it is not a person-person communication, but a person-person project (Łuszczek, 2011: 134).

All the above-emphasized issues related to the use of social networking sites prove that using them plays a huge role in the psychosocial functioning of children and adolescents (Fawzi, Mothes 2020: 335-347). Research shows that the use of social networks, despite their undoubted advantages, may have a negative impact on their users. It turns out that various problems in psychosocial functioning of young people, such as the feeling of loneliness and depression, may be related to the excessive use of social networks (Makaruk, 2013: 69-70; Tandoc et al., 2015). Spending many hours on social networks, comparing oneself and own ordinary life with the world created on the Internet can make schoolchildren feel depressed and worthless. The uncritical assimilation of the "norm" offered by social media may lead to a growing sense of inadequacy and failure to meet social expectations. Unrealistic requirements set by social media distort self-esteem: they lower it and often lead to the pursuit of perfectionism. As a result, anxiety, depressed mood, and even depression may occur. Presence on social networks is often associated with symptoms of social phobia. Research has shown that spending more than two hours a day on social networks is associated with mental health problems. Very young users of portals often use them by devoting the time they should spend on sleep. This has a direct impact on their well-being, lack of sleep and fatigue make it difficult to concentrate on everyday tasks. Another sphere of influence of portals is related to external appearance, which is very important for adolescents. There is a cult of a slim body on social media. Message is reinforced by filters and photo processing programs that allow to change the real look. An attempt to catch up with the standards that usually have nothing to do with reality may result in disturbed body image and expose to, for example, eating disorders (Borkowska, Witkowska, 2017: 16).

The European Commission has identified four types of threats that young users of social networking sites may face: illegal content (images of violence against children, content full of hate), age inappropriate content (pornography, violence), inappropriate contacts (adults seeking sexual contact with children), risky behaviour of young website users (intimidation, spreading rumours, sending compromising photographs) and other dangerous behaviours (e.g. disclosing personal data). All these dangerous phenomena have a huge impact on the psychosocial development of children and adolescents (Łuszczek, 2011: 134-139). The family environment is extremely important for the proper development of a child. Unfortunately, it has long been noticed that the Internet has done some sort of "rearrangement" in the modern family. The enormous popularity of social networking sites in all age groups has resulted in an increase in the distance between family members when they are together at home, as they run away from deepening their relationship with each other into virtual reality (Elias et al., 2020). The way of using the Internet often atomizes the family environment, whose members live in other worlds, usually virtual ones, and they listen less to each other.

Another threat to the proper psychosocial development of young social media users is FoMO. It is the fear of "falling out of circulation" (fear of missing out). For teenagers, being on social media is an obvious part of their lifestyle. The more they are present in their daily lives, the more often they fear that they will lose access to information and events. FoMO is the conviction that where they are not there, something particularly interesting is happening that they are excluded from. Very young people are particularly affected by this anxiety, as social media plays a significant role in their lives. They allow to fulfil one of the most important needs of adolescence – the need for social approval. On a social networking site, it is easier for them to become the person they want to be, and relationships from the lives of others, tracked on many profiles, trigger a desire to be better and admired (Borkowska, Witkowska, 2017: 13).

Without a doubt, social media has a huge impact on the lives of its users. It should be emphasized, however, that when used correctly and with reflection, they can positively influence the psychosocial development of young people. First of all, they help to develop mindfulness and critical thinking and teach communication. They also enable contact with peers – groups are an important source of support and positive inspiration, they give a feeling of being accepted and appreciated. They help to develop many real skills in the virtual world, i.e. linguistic and writing

skills – children and young people learn to express themselves briefly, argue, present themselves and their work. By playing computer games, young people improve coordination and motor skills, learn how to find themselves in a group and how to cooperate with others. Being a user of social networks supports the development of social and civic competences. Young people expand their circle of friends and acquire competences that will allow them to find themselves in a modern civil society in the future. Active participation in groups or forums allows you to be aware of political and social events, also at the local level.

Very often it is social media that is the first arena for public activities – charity, social and political. It is here that they often first experience a sense of real influence on the surrounding reality. After all, social media can also inspire. Children and young people can be creators on the Internet and not just consumers of ready-made content. They create, among others, music, movies, websites, blogs, portals and tutorials. Social media allows them to develop their own passions, technical and artistic skills, look for new forms of expression and tools. In social media, teenagers usually find their first audience: fans and critics – they learn to defend their artistic vision, accept criticism, which builds mental resilience and stable self-esteem. Therefore, social networking sites are an integral part of the lives of ever younger users. 9-12-year-old children already have their social accounts. Being a social media user at such a young age can have many negative effects on psychosocial development. However, this does not have to be the case if the use of the websites is under the control of adults. Children of this age should not have unlimited access to the Internet. Therefore, a huge responsibility rests with parents and guardians who are obliged to watch over the right proportions of being online and being offline. Only then will the development of children run smoothly.

4. Results

The results of quantitative and qualitative research confirm that Facebook is the most popular among adolescent students. 87 % of respondents use it. Google Plus came in second with 52 %, followed by Instagram (32 %), Fotka and Twitter (27 %). Pinterest, Ask.fm, Keek, Tumblr, LOVEit gained recognition among 23 % of Internet users, Nasza-Klasa (15 %) and other social networks in 5 %. In addition to the above-mentioned, the respondents also had the following accounts: gry.pl, rmfmaxx.pl, Skype, Gadu-Gadu, YouTube, e-mail, Zalukaj.tv, which are not portals, but websites or messengers. The intensity of registering on the websites was as follows: the vast majority of the surveyed students logged into virtual communities several times a day (69 %), once a day (37 %), several times a week (32 %), less than once a week (19 %).

Access to virtual communities and a variety of content means that the respondents register for several websites at the same time. This is additionally intensified by the time devoted to the activity of adolescents on the Internet. Over ½ of the respondents out of the general population have two or more accounts on social networking sites: 28 % have two accounts, 9 % three, 21 % more than three, 40 % use only one. The amount of time spent was as follows: most people, 66 % in the social network, spent 1 to 2 hours a day, 24 % for 1 hour, the remaining 10 % less than an hour. The obtained data show that there are many accounts set up by 8th grade students and that they spend a moderate amount of time in front of the computer on social networks.

Empirical research shows that there are many reasons why the popularity of social networking sites is systematically growing, and thus the number of users logging in is gradually increasing. When asked about the reason for setting up accounts, the respondents stated: curiosity (57 %), the ability to view and comment on posts posted by others (31 %), the desire to make new friends (24 %), persuasion from peers (27 %), sharing applications and photos with their own peers, comparing quizzes and games, the fashion for having an account (20 %), maintaining constant contacts with internet users from other cities and countries (15 %), the possibility of observing celebrities and idols (3 %). It should be emphasized that from the moment the portals were launched, their founders compete in original and unconventional ideas aimed at gaining the largest number of users and a high level of their activity in the functioning of the website. They improve and introduce previously unknown solutions, often surprising users with new initiatives. The attractiveness and variety of functions offered by the Internet motivate students to actively use social networking sites. Most participants were active in chat (74 %), having private conversations with friends, 53 % appreciated likes received on Facebook. This social plug-in, popular since 2010, allowed the respondents to express their approval for published posts in a simple and quick way. Out of the total, 44 % of respondents used the opportunity to comment on photos, statuses and

links, 29 % systematically read information posted by their colleagues, and 23 % shared interesting information with their peers, published on their own accounts. Finding friends (19 %) and playing games (17 %) were considered not very popular. The analysis show that a small group of primary school students (13 %) indicated a different purpose of virtual communities – running a Facebook page, searching for information and expanding personal knowledge, analysing various available content.

The obtained data proves the extraordinary popularity of the network and the high activity of respondents on social networks, checking and knowing what is happening in them. These activities are most often expressed by diversified virtual activities, among others: related to developing interests, analysing content, cultural resources, comparing the results of computer games and on-line games, making a career as a YouTuber and other. Social networks offer their users a wide range of possibilities in various areas, especially in multi-directional communication and the presentation of their personal image on the web. In their statements, the respondents emphasized the huge role of portals in their lives. Thanks to them, 57 % of the surveyed students had the opportunity to get to know colleagues deeper. Every third respondent made new friends, 12 % overcame shyness, becoming more flexible and open to new situations and challenges, 7 % indicated popularity in the real world. When asked: How have social networks helped you, 20 % of students indicated other possibilities offered by the portals. They wrote, inter alia, "My dreams of setting up a website have come true", "I'm strong and I got to know people that interest me better", "I love good entertainment and fun, and portals enable me to do so", "I develop my interests, acquire and expand the information I need for lessons at school". Another 7 % emphasized maintaining constant contacts with others, and the same percentage stated that the portals did not bring anything new to their lives. They also do not see any positive aspects of setting up accounts on these types of platforms.

The next questions were open. The first one concerned the positive aspects of using the Internet. Respondents mentioned: active experimentation consisting in creating own accounts, observing blogs, filming with a mobile phone and posting on YouTube, processing, editing, sending etc., communication – free and removing spatial barriers, knowledge exchange, community building (25 %), up-to-date observation of events that happened with friends (15 %), popularity in the real world (9 %), the possibility of getting to know peers deeper (8 %), gaining new friends with common interests (7 %), relaxing, overcoming stress, relaxing, overcoming weaknesses (5 %), a great way to deal with boredom and a virtual way of learning about the world (3 %). The remaining, quite numerous groups constituting 15 %, did not provide any answer. The obtained data prove that portals are a phenomenon of diverse social interactions. In a virtually constructed social space, students satisfy their needs: belonging (contacts and social acceptance) and self-presentation (creating a specific image). The profiles they run can be modified in any way, and this in turn allows to show yourself in a more favourable light. Virtual Village equates social status. The network image, identity, and the way their peers see them is mostly up to them. Young people have the opportunity to emphasize their strengths and "cover up" their weaknesses. Experimenting with own virtual identity in adolescence results from the need to play various social roles and allows the implementation of developmental tasks important for this stage. The respondents show the world of their own values, motivations, appearance, secrets, uncertainty, as well as attitudes and behaviours, create opportunities to meet and achieve specific goals.

The second open question contained very diverse responses to the negative impact of social networking sites on the life and psychosocial development of the surveyed students. Most – 45 % of respondents pointed to the disadvantages of having a profile and using the Internet, emphasizing: insulting, ridiculing, mocking, calling names, deepening isolation, anxiety, paedophilia, exhibitionism, cyberbullying, hate, threats – 41 %, waste of time – 29 %, the unknown trespassing portals – harassment, neurological changes – multithreaded thinking, inability to reflect, interpret, decreased self-esteem, indifference – 15 %, visibility and availability of data for other people – 9 %, addiction, sleep disturbance – 6 %. The further analyses, 30 % of respondents did not see any negative effects of having their own profile and using social networks. In our opinion, it is disturbing that as many as 25 % of respondents had nothing to say about it.

The above-presented results prove that the individual is quite threatened, which may result in withdrawal from social contacts and cause other developmental changes, such as FoMO – fears that something happens without our knowledge, stress, emotional instability, problems with communicating feelings, understanding someone else's point of view, maintaining proper social relations, aggression. In the virtual space, the key to adolescents is self-creation and designing a

specific activity. It is also the creation of a cognitive world of reflection by noticing problems, formulating questions, inquiry, reflection, developing multidirectional interests, but also experience, subjectivity and favourable conditions for developing skills and acquiring new information. By entering the world of creating their own "I" on social networks, students learn active and critical thinking, innovation, and online communication. Connecting with internet resources, they look for ways to develop IT competences. Thus, they prepare for self-education in various areas saturated with interactivity, enter into the so-called "magic digital partnership", creating a "scene of shared attention". Cyberspace is also an area of the world where they construct their own world outside of adults, conducting a wide range of communication activities via mobile phones, instant messaging, network games, e-mail, etc. They enter the world of global culture through which they build a specific identity. Image for teenagers online is as important as that in the real world. The posted content shapes the opinion much more strongly than the views presented in public places. To the question: How do your friends perceive you, is it important to you? More than half of the surveyed 8th grade students at primary schools (55 %) gave a negative answer, while 45 % emphasized that what matters to them is the way they are perceived by other users of virtual communities. The surveyed teenagers stated that they are cautious in their online posts and that they carefully create their image. They realize that often and usually saturated with criticality and malice, and often even triggered by jealousy and hatred, peer activity can have undesirable consequences in everyday reality. Moreover, they emphasized that the willingness to appear in the network, the need for acceptance, and the attempt to attract particular attention to oneself contribute to placing imaginary information. The research shows that 67 % of respondents never spoke about themselves or others virtually in this way, 15 % admitted that it happened to them once. The same percentage of respondents lied or made their posts more attractive. In turn, 4 % of respondents did it often.

Further analyses concerned adolescents posting false information online. The question was directed to people admitting to this. And so 5 %, despite the fact that they posted false posts, could not justify why they did so. There were also replies: "out of curiosity", "I had a problem and a difficult situation to solve", "so that the speaker would not end the call", "I did not want to tell the truth", 11 % admitted that the reason for publishing such posts was the desire to make themselves more attractive and gain popularity – "I wanted to be cooler, have more likes". One of the girls wrote that the reason was trying to protect her own privacy, another lied about her age to be able to set up a Facebook profile. Others wrote that they do not always tell the truth. The analysis show that there were many reasons for confabulating the information published by the respondents – curiosity, inability to deal with problems, the logging routine, the habit of obtaining up-to-date information on events happening with friends. However, the most common motive turned out to be the desire to self-create oneself as an interesting, attractive and fashionable individual.

Another research intention was to obtain opinions on posting false information on their profiles. Most of the students (75 %) believed that popularity was the main reason for their presentation on social networks. In the second place (67 %) acceptance and recognition, understanding and appreciation, other people (53 %) indicated their attractiveness and the desire to raise their self-esteem. Respondents (12 %) – unfortunately, they did not know why others modify their image on the web. The social dimension of building joint relations and partnership as well as establishing mutual interpersonal contacts on social networks is an important point of activity for young Internet users. Mutual interactions of connecting and cooperating groups with each other in the network are important. Its semantic determinants are social networks and communities; interaction network; autonomy; network diversity; the network as an open phenomenon of interconnection and interactivity. The diversity of participants in this network, its openness and the ability to ensure interactions between them allow to use their potential by creating network nodes.

While conducting the research, we paid special attention to various aspects of communicating young Internet users through social networks. The research shows that every second student believes that the benefits of communicating via social networks are longer time to think about the answer, freedom of speech, access to information and culture (51 %). A similar percentage emphasized the possibility of maintaining mutual contacts without leaving home, 39 % preferring boldness and openness of statements on various topics, while showing resistance in reality, 16 % emphasized free conversations, appearance issues (no image at a given moment), removing time and spatial barriers, 10 % did not mention any advantages of this type of

communication. The growing ubiquity of the web is a striking feature of modern man, although not all of them engage with such great enthusiasm in building online relationships. The sizes of the individual networks vary. Some students had a few friends on portals, while others had several hundreds. The analysis show that 43 % of the respondents have over 300 friends, 24 % from 100 to 200, 14 % from 50 to 100, and every fifth respondent (19 %) admitted that no more than 50 friends. Therefore, gathered data show that primary school students are very active in making virtual acquaintances. The easier way to make friends, as well as the lack of space and time limitations, make a fairly large group of respondents prefer online friendships, which does not mean that they replace reality. Therefore, when assessing two worlds: real and virtual, for the vast majority (76 %), relationships and contacts made in reality gain more value. Others (20 %) do not see any difference between a virtual friendship and a real one, while 4 % consider them to be equally valuable.

The obtained data show that young internet users, despite devoting a significant amount of time to activities and friendships in cyberspace, have not neglected the real ones that are the most valuable in their lives, which does not mean that the network is something external to reality, but its element. They live in it and live with it, there is always something going on, it changes, transforms, it is the place of their versatile virtual activities in various fields.

During the empirical research, an interview with Eryk was conducted, a grade 8 student at a primary school in Krakow. The boy comes from a broken family. He lives with his mother and her cohabitant. He has a very good contact with his father who, despite parting with his mother, cares for the boy's proper development, actively participating in his life. He is under the care of the Salesian Youth Care Movement – an association run by teachers, educators, Salesians and volunteers, working with children and young people in the field of educational and preventive activities. The mission of the Movement is to educate young people to function independently in society, to support them in discovering and realizing their passions for the benefit of others. Its activity is based on the educational system of St. John Bosco, appearing in the form of the Salesian trinitarian of reason, religion and love, forming the pillars of the preventive system. The idea of this juxtaposition is presented taking into account three aspects: health – wisdom – holiness, health – science – wisdom, joy – science – piety. This system assumes that the most difficult pupil has makings of good, and the educator's task is to discover them and build a future on them. Eryk has been a member of the association for several years. He ended up there due to low self-esteem and learning difficulties. Thanks to the kindness of the educators working in the Movement, we have obtained information on shaping the boy's personality, his character, behaviour, attitudes, preferences and interests. Eryk is considered a kind, good and open child, he can enter into relationships with his peers and adults. Sometimes he is impulsive and hyperactive, but he does not cause major problems in education. He likes to be in the spotlight. He is characterized by a cheerful disposition, culture and kindness. It should be assumed that the respondent is addicted to social networks. Has 5 accounts on them. These are: *Facebook, Fotka, Ask.fm, Instagram* and *Nasza-Klasa,* where his activity, as he himself emphasizes, is an important point of spending free time every day. The most important for him are *Facebook* and *Ask.fm.* He spends 5-6 hours a day or more on using them. The main reason for setting up his personal accounts on portals was curiosity and filling excess free time with entertainment. The wide spectrum of the offered possibilities and their functionality also contributed to the registration on websites so popular all over the world. The frequency of Eryk's participation in portals does not only result from browsing websites and reading their content, but mainly concerns: systematically publishing posts, photos, videos on YouTube, presenting his views on specific topics, e.g. about what he does, where sometimes, what he intends to do, what his feeling is at the moment, what's going on with him, constructing interesting presentations, commenting on others. The analysis of the statements also showed that for him chat is the most important offer that portals offer and the possibility of communicating with peers, participation and synergistic activities, sharing with them experiences, experiences and successes. Apart from the positive aspects of having accounts on social networking sites, Eryk mentioned the negative effects of using them. He stated that in the course of his virtual activities he had come across critical comments about himself, as well as intimidation, ridicule, ignorance, insults, name-calling and sometimes even threats. Despite his independence and the courage to take up various verbal challenges on the Internet, he sometimes feels lost, but is usually guided by truthfulness, and rarely lies and slander against other Internet users. In addition, in his opinion, the number of likes on Facebook is not a measure of popularity at all and in no way does he feel unnoticed when the posts, videos and processed photos he adds do

not enjoy too much recognition among colleagues. Eryk has 425 friends on Facebook. He admitted, however, that he does not know half of them, but accepts them as friends, because he wants to create a network of relationships limited only to cyberspace. He likes to make contacts only on portals. He also does not see the difference between the knowledge carried out on websites and the real one. Contrary to what the educators of the Movement think about him, he claims that he is shy towards face-to-face meetings, therefore he definitely prefers to establish virtual contacts. He considers the close compatibility of mobile devices, i.e. his smartphone with Facebook, to be innovative trends. It is then not completely dependent on the computer but can connect in a given place and at the moment with its friends. Eryk created a personal territory of culture in an original and imaginative way, he creates a network of active activities in which he participates, develops specific interests and broadens the field of interactive experiences. By designing various quizzes, exercises and practical tasks, he "immerses" himself in an authentic digital environment, interacting with his peers. The accompanying initiative to create new solutions for "existence" in the digital age, a high energy field motivates, activates and revives his planned activity in social network.

5. Conclusion

Social networking sites are cyberspace that is becoming an increasingly important part of the life of adolescents. Their creators rediscover the world, a virtual world that tries to reproduce reality at all costs, in which the young Internet user considers himself more interesting for others, a world that is a versatile communication medium, enabling the expression of specific opinions and judgments, eliminating time and space limitations. A world that brings many benefits, innovation, perspectives, but also generates destructive social attitudes, threats and dangers.

The most frequently chosen portal for 87 % of 8th grade students at primary schools is Facebook. More than half of the respondents (60 %) have two or more accounts on social networks. The vast majority of them (69 %) log into their profiles several times a day, spending there 2 hours or less. The main reason for logging in to the network for 57 % of respondents was curiosity and the ability to systematically view and comment on their own accounts. The most popular for the majority of respondents (74 %) was the chat, which enables conversations between the currently logged in users. The portals helped over half of the students (57 %) get to know their friends better. Thanks to them, they had the opportunity to contact their friends and were able to follow and observe the events taking place in their lives. The respondents indicated these benefits as the most important for them.

When it comes to threats resulting from the frequency of staying in social networks, 30 % of the surveyed students were unable to name them, while the remaining 70 % presented different answers proving the negative impact of websites on their psychophysical development. They most often mentioned the risk factors of using them: disturbance of the formation of identity and adequate self-image, identity theft (phishing), which may contribute to the emergence of various mental problems, cyberbullying, paedophilia, exhibitionism, Internet sociomania, mood changes and disturbances in the quality of life, mental attachment to online activity, abstinence (limitation or lack of access to the Internet causes unpleasant mental states), negative reactions that destructively affect self-esteem, less social activity in reality, withdrawal and phenomena of internalization and externalization. Despite having a significant number of friends (300, 200 people and less), the respondents do not know all of them on "their list", and about half of them are actually in contact. The vast majority of social networks do not affect the frequency of meetings with friends. However, they help in making new friendships. They are very useful in the innovative era of the digital techno system. You just need to use them wisely and skilfully, without becoming addicted. In the future, the factors regulating the relationship between the frequency and intensity of using social networking sites and the type of human bond among other research groups should be examined.

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Advertiser Pressure: A Climate Change Content Agenda-Cutting Paradox in Pakistani Media

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Abstract

Mass media is a part of the political economy and operates like other businesses in the market economy to earn profits. Though, media sells its content as a commodity to the customers and its consumption decides its rating and circulation figures. In that context, the figures attract advertisers to advertise their products through these highly rated and circulated media outlets. However, most of the revenue of any media organisation is gathered through advertisements. Thus, most of them became dependent on advertisers for revenue generation and it generates 'extramedia influence' on media content, which is called advertiser pressure. Therefore, with this background, the fundamental objective of this study is to explore advertiser pressure on climate change content in the media in Pakistan. The data was collected through qualitative semi-structured in-depth interviews from purposively sampled 15 environmental journalists who are working for local and mainstream Pakistani press/media. Findings revealed that advertisers' pressure influences all types of content in the media in Pakistani media. However, advertiser pressure impacts more on climate change content because it is a soft news subject and needs more investment. Additionally, results showed that government advertisers influence more than corporations because the government is the primary advertisers for media content in Pakistan.

Keywords: media influences, external influences, advertiser pressure, pakistani media, climate change.

1. Introduction

The mass media in Pakistan, like other countries of the world, is part of the political economy. It operates like normal businesses in the market, with the agenda to earn profits (Demorest, 2009). However, in a two-sided market (Abbring, Van Ours, 1994), the commodity media offers to the customers is the content. Though, the consumption of media content decides its rating and circulation figures.

Nevertheless, the consumers of media content pay the price through industrial products, which is already included in the consumers' retail price. The advertisers purchase time and space of the highly circulated print media and highly rated broadcast media. That is why the media

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organisations design content acceptable to the audience and readers (Musa, 1996). All those issues are disappeared from media content which is unacceptable to the users of the specific media. This phenomenon is called advertiser pressure on media content (Colistra, 2008; 2012; 2014; 2018; Shoemaker, Reese, 1996, 2013).

The scholars revealed that news is a business that depends on high ratings and advertising revenue for survival (Demorest, 2009). However, the mass media gets revenue through selling space and airtime to potential advertisers. Therefore, the media organisations design content suitable to the consumers (Musa, 1996), which increases circulation and rating figures. Nevertheless, the circulation and rating data of media content are determined to attract advertisers (Dunn et al., 1990; Lacher, Rotfeld, 1994). Indeed, these figures entice advertisers to advertise their products in the media outlets having higher circulation and rating figures.

Further, the existence of media in the market is possible with the support of advertising (Herd, 1952). Thus, the advertising provides a portion of revenue for operations and running of modern mass media of all types of print and broadcast media such as newspapers, magazines, radio, and television (Croteau, Hoynes, 2013). The studies showed that newspapers have prominent features which differentiate them from other regular commodities (Gaunt, 1990; Reddaway, 1963). First, newspapers are sold on two different markets; copies are sold to readers, and advertising space is sold to advertisers (Abbring, Van Ours, 1994). In that context, to increase their circulations, newspapers had to be cheap and exciting (DeLorme, Fedler, 2005). Thus, when newspapers become cheap, readers can buy it easily. It increases the subscription and circulation figures of those cheap newspapers. According to Musa (Musa, 1996), newspapers and magazine sales cannot sustain and ensure the continued existence of media houses without advertising revenues.

Furthermore, the advertisements' revenue is a significant source for broadcasters, too (Byrd-Bredbenner, 2002; Kotz, Story, 1994; Kunkel, Gantz, 1992; Lando, 2013; Osei-Hwere, 2011). However, previous studies indicate that corporate media heavily rely on funds. Therefore, newspapers with fewer circulations face challenging to survive on sales of newspaper copies (Arthur, 2010).

Presently, studies suggest that climate change has continued to be a significant international issue during this century (Wyss, 2019). It has got vital media attention globally as compared to other issues (Hiles, Hinnant, 2014; Ward, 2008). Though, the climate change became prominent in the media after the organisation of the Rio *de* Janeiro Earth Summit (1992) organised by the United Nations Framework Convention Climate Change (UNFCCC). It has remained in the media discourse for the last three decades (Anderson, 2009; Boykoff, 2014; Hart, Feldman, 2014; Ungar, 2014). However, most often, the coverage of this issue remains unstable. Sometimes, it goes high in media reporting, and suddenly it drops down from the media scene. The other studies have exposed that there is a decline in the coverage of climate in developed and developing countries (Kakonge, 2013; Shanahan, 2009; Takahashi, Meisner, 2012). The reason behind is that the media houses consider it a soft issue, thus pays less attention to it.

Additionally, the media has become a trade that heavily relies on high ratings or circulation and advertising revenue (Demorest, 2009). Though, in the trade, the mass media gets their share by selling space and airtime to the potential advertisers. Therefore, the media organisations design content in such a way as it could be acceptable to the audience and reader (Musa, 1996). Nevertheless, hard issues get more coverage in the media and soft issues like climate change are cutoff from media content. However, the objective of this study is to explore advertiser pressure on climate change content on Pakistani media. It follows the research question (i) *How does advertiser pressure influences on climate change content on the Pakistani media?*

2. Materials and methods

In this qualitative study, the researchers collected data through semi-structured in-depth interviews. However, following the objective of this study, the environmental journalists working for the Pakistani media organisation were considered as a population for this study. In this regard, researchers purposively selected 15 journalists, working on environment beats in local and mainstream media in Pakistan. These environmental journalists were selected from the areas/cities of Pakistan, which likely bear the impacts of climate change. These are Karachi, Lahore, Islamabad, Hyderabad, Quetta, Tharparkar, Badin, Dadu, and Gilgit-Baltistan.

Besides, there is a lack of demographic data and studies about journalists in general and environmental journalists, mainly. That is why researchers did phone calls to media organisations and got contact information about the journalists, who are working on the environment beat. The researcher compiled a list of 21 environmental journalists and conducted in-depth interviews from 17 respondents through a semi-structured open-ended questionnaire guide. It followed the open-ended questionnaire standards. The participants were contacted through email, phone calls, and face to face interviews were also conducted. The researchers conducted a maximum of one and a half hours and a minimum of half-hour in-depth interviews from the participants. These interviews were recorded with the help of recording device, transcribed and translated into the English language. Most of the journalists responded into Sindhi and Urdu languages.

3. Discussion

Nowadays, the news media has become stable and significant business. In that context, Demorest (Demorest, 2009) examined that news is a business that is dependent on the higher ratings or circulation figures, and advertising revenue is one of the lead sources for its survival. Though, it is a reality that advertisements are a primary source of income for the press (Lando, 2013). Most of the revenue of the operation of any media organisation is gathered from advertisements. The existence of media in the market is possible only because the corporate world supports and issues the advertisements (Herd, 1952).

Further, advertising is one of the essential strengths which supports the operations of modern mass media. It assures a central portion of revenue for all types of media such as newspapers, magazines, radio, and television (Croteau, Hoynes, 2013). It is understood that corporate media heavily rely on funds which comes through the advertisements. Therefore, newspapers with fewer circulations are of the view that is challenging for them to survive only on sales of newspaper copies (Arthur, 2010). Thus, the media's chase for advertising income has made them organizationally reliant on corporate. Consequently, mews content is restricted (Bagdikian, 1997; Baldasty, 1992; Barnhurst, Nerone, 2002; McChesney, 1999).

Furthermore, Sut (Sut, 1990) argued that instead of the audience, the news itself is the primary commodity that media produce and sell to the advertisers. Media organisations derive their revenue from two markets: a consumer market for media products and an advertising market (Mantrala, Naik, Sridhar, Thorson, 2007) in which access to an audience is sold to advertisers (Rinallo, Basuroy, 2009). In that reciprocal relationship, media sells content to consumers as well as "eyeballs" to advertisers (De Smet, Vanormelingen, 2011). Advertising affects news content by encouraging the media to target the readers most valued by advertisers (Ellman, Germano, 2009).

Typically, the advertisers in media markets, "subsidised" the newspaper reading and television watching for the consumers. i.e., they can consume the media content for free or for a price substantially below the cost to produce the content (Chandra, Collard-Wexler, 2009). The foregone profits are made up of advertising revenue, which is proportionally liked with the increasing the number of consumers (De Smet, Vanormelingen, 2011). That is why content is generated to serve the interests of both parties' interests (Haley, Cunningham, 2003). In the two-sided market (Argentesi, Filistrucchi, 2007) media organisations generate content according to the needs of the consumers to show advertisers higher circulation and rating figures (Gaunt, 1990; Mantrala et al., 2007; Reddaway, 1963).

However, the corporations pay handsomely for large audiences with the "right" (most profitable) demographic characteristics. Progressively, editors work with their business clients and employ marketing studies and techniques to develop content that attracts the audience (Doug, 1993). Similarly, studies elaborated that newspaper journalism is geared toward supporting the newspaper's advertising department. Advertising sales executives serve on strategy committees, along with editors and writers, to determine what readers want and how to attract advertisers (An, Bergen, 2007; Risser, 2000).

Moreover, McChesney (McChesney, 1999) argued that relying on advertising revenue halts the diversity of media content. With declining newspaper circulation and increasing intermedia competition for advertising dollars and sales departments at newspapers experience rising pressure from advertisers (An, Bergen, 2007). Thus, advertising influence potentially leads to inadequate coverage of important issues. In our critical examples, the impact may have serious consequences, for instance, in health, the environment, and even voter participation (Ellman, Germano, 2009).

Press (Press, 2010) reports that 85 % of the journalists are of the view that "objectivity of journalism is under increasing influence from advertisers, marketers, and owners."

Additionally, a potential result of advertiser influence is that commercial news media can fail to provide citizens with the news they needed to make themselves informed for taking the political decisions. Lacking accurate and unbiased information on business practices, citizens and their representatives might fail to craft legislation to hold businesses accountable for their actions. Thus, the public's information deficit can undermine the efficiency of democratic political institutions and impair the practice of self-government (Poitras, Sutter, 2009).

Besides, to some extent the media play a decisive role in the political decision-making process, Smith's remarks also highlight some of our concerns, namely, that advertiser-funded media may fail to provide adequate coverage on specific issues of concern to society (Germano, Meier, 2010). The correctness of information generates many externalities on society. Many decisions, be it voting, consumption, or investment, are based on information retrieved from newspapers. Therefore, newspaper owners and editors should not allow advertisers or the advertisement departments to attempt to influence editorial content (De Smet, Vanormelingen, 2012).

In the political economy of mass media, there are certain internal and external factors (extramedia, organisational, and within-media), which affects the content (Colistra, 2008; 2012; 2014; 2018; Shoemaker, Reese, 1996; 2013). However, Colistra (Colistra, 2008) has further divided these into three influences in the sub-categories of external and internal pressures in a theoretical model of Influences on Media Content (IOMC). According to Rita F. Colistra's (Colistra, 2008) IOMC model revels that extramedia influence is divided into three sub-categories. These are advertiser pressure, public relations pressure, and political pressure. However, organisational influence is divided into further sub-categories, such as ownership pressure, economic pressure, and executive pressure. Though within-media influences staff size creates direct and indirect management pressure. However, another pressure which comes under content influences is market size pressure. According to Colistra (Colistra, 2018) IOMC model, these external and internal influences affect media to build an agenda and also build a frame about the content of an issue.

However, this research article has restricted itself to discusses only one extramedia influence, i.e., advertiser pressure. It creates pressure on media organisations to design content according to the needs of media users with a purpose to generate more advertising revenue. That is why those issues remain in focus, which is in demand from users, and those who are not in demand are downplayed or cutoff from media content. Nevertheless, hard issues get more coverage in the media and soft issues like climate change are cutoff from media content. However, the objective of this study is to explore advertiser pressure on climate change content on Pakistani media. It follows the research question *(i) How does advertiser pressure influences on climate change content on the Pakistani media?*

4. Results

This study discusses the advertising pressure on climate change contents in Pakistani media. With this objective, the data has gathered in the form of audio recordings. Further, the researchers have analysed the data by using thematic analysis method. It is a qualitative data analysis method. The findings are presented below regarding the advertiser pressure on climate change content. The results reveal that the advertiser pressure is a reality for all types of media content in Pakistan. Participant-A describes it:

"I would cite here the example of the Thar Coal Power Project; it is the project of Engro (A fertiliser tycoon in Pakistan). It will be completed in 2019. Now it is tough to criticise these giants. No matter how significant information do you have in your story. But not many newspapers are willing to take such hard-hitting stories of journalists. Because they are afraid to lose advertisement from Engro. It is one of the significant advertisers of media houses in Pakistan. Though I am not their employee, it is likely they would play down my story. Probably they might have good terms with the organisation. That is why they would ask me not to go for coverage. If I reported it, then they have options to downplay it" (Participant-A)."

Further, most of the respondents expressed a similar notion of the influence of advertisers on the media content. Participant-B has also told a similar story:

"I strongly feel that the media's whole business runs through advertising. It could not affect survival. It is difficult without advertising revenue... I must say here that media supports the

content which serves its economic interests. If the media house sees, the content will affect their advertisements, they put it in the dustbin, without giving it a second thought. Climate change is not the subject that would help them to hunt advertising revenue. That is why I would say it is one of the major pressures on the content of climate change. Advertiser pressure has the potential to affect to cut or downplay climate change coverage (Participant-B).

Moreover, many of the respondents informed that the cost of media content production is more than its retail price, which it gets through subscriptions of airtime or copy price. Participant-C shares in details:

"It is the reality that the media is dependent on advertising revenue. For example, Daily Dawn, the retail price is from 15 to 20 Pakistani Rupees per paper. However, according to my knowledge, a single per-copy production cost is more than 40 Rupees. Now we must understand that from where the remaining money comes. It comes through advertisers. That is why advertising pressure influences all types of content, including climate change (Participant-C)."

Likewise, Participant-L also elaborates:

"If I am not mistaken, advertising is the only source of income for the media. For newspapers, at certain point, they can generate revenue through the sale of the paper. But this is not enough. The amount these organisations collect through newspaper circulation cannot fulfill the cost of production of the paper. That is why media organisations depend on advertising to run the financial affairs. Without advertisement, they cannot survive. For example, if any media group loses its advertising revenue, it would shut off its operation within a few days (Participant L)."

Additionally, findings showed that in the political economy, media organisations in Pakistan also must sell content to the consumers to run business and to earn more profit. Thus, in the two-sided market, it creates pressure on media organisations to design content according to the needs of media users to generate more advertising revenue. That is why those issues remain in focus which is in demand from users, and those who are not in demand are downplayed or cutoff from media content.

Besides, results revealed that media in Pakistan is always busy with the coverage of hard issues such as terrorism, crime, politics, and economics. However, the soft issues attract less to the media executives and masses as well. Thus, the soft news stories are downplayed deliberately by the editors. It has been done to serve personal interests and to generate more revenue. In that context, Participant-L explained:

"For media organisations in Pakistan, climate change and environmental issues are soft news. They think it is not saleable. However, it costs a lot of funds to collect stories related to the subject. However, it gets less attention from the masses. If any media organisation loses its readers and audience, indeed, it will lose advertising too (Participant-L)."

Additionally, the findings explored that advertising pressure impacts all types of media content, including climate change. It is one of the significant pressures on the media's content about climate change in the Pakistani press. The pressure is a reality for all kinds of media such as national, local, small, large, ethnic, and religious and including those owned by the government too. Participant D, working for local Sindhi language newspapers shares:

"I remember when I was working on the farmers' issues in my region. I was very much interested in the impacts of pesticides on the farmers and the environment. I always investigated the issue. At that time, I was invited to a meeting with farmers, organised by a pesticide corporation. It was intended to aware of farmers about different pesticide products of the company. When their representative introduced a pesticide product, I raised my hand and inquired 'Are you talking about the product, with particular formula?' He said 'yes, I do.' I was in shock to learn that the government of Pakistan and other countries around the globe had banned that product. I asked him, how could you advise farmers on the usage of such a dangerous product which has harmful effects for humans and the environment and prohibited by the government? They interrupted me and ended the session in the halfway. After that, they were looking at me suspiciously, as I was a blackmailer or a thief. Then they called my editor to kick me out of the job. The editor denied. So, the company threatened to withdraw all advertisements given by their company. Then the editor settled the issue through dialogue with the company head (Participant-D)."

Though, the above example is the clear evidence of advertiser pressure on the local media in Pakistan. Similarly, Participant E who is also part of local small media organisation shares that:

"In small media organisations, the journalists have to accomplish both tasks; make news stories and collect advertisements. It makes the journalist more partial to report different issues. For example, if any company is giving advertisements to the media through reporters. Now, the reporters are bound to see whether to report them or not. However, the fear of losing ads stops reporters from reportage of many issues in local and small media houses. Though reporters are not paid salaries by their employers. They earn a commission from ads which they collect for their organisations. Thus, denial from collecting ads makes them prone to lose jobs. So, because of the financial interests of media organisations in the shape of advertisements, climate change coverage suffers (Participant E)."

Further, findings revealed another interesting phenomenon that the primary advertiser for the Pakistani media come from the government departments and the industry. Indeed, both stakeholders are somehow associated with the issue of climate change. On the one side, the government is giving less attention to tackle problems related to climate change impacts. The reportage of corruption scandals of the government representatives in climate change-related projects and rehabilitation work after natural disasters by media annoys them. Thus, governments stop advertising in the media. On the other side, industries are significant greenhouse gases producers and environmental pollution. Now if the media starts reporting these issues. These industries pull out advertisements from the media houses.

Furthermore, according to findings, the government is the primary source of advertisement for the media in Pakistan. Though, the media generates 90% of its revenue through ads received from the government departments. That is why the first pressure on media comes from the government departments. The media cannot present content against the policies of the government. If media disseminate news against the government, then the government might take away its advertisement from the press. Participant-J shares that:

"I am always advised by the Editor-in-Chief to give top coverage to the government-related stories, which include day to day policies. Lead and second lead space are always specified for Prime Minister and Chief Minister's humdrum statements. The environment has nothing to do with the business of the newspaper owners. They only know how to get more and more advertisements by appeasing the Public Relations Offices of the government. Advertisements are also bought on certain percentages by the newspaper owners. Journalism has degenerated into a shabby business which as a prime concern only—minting money by any means, fair or foul (Participant-J)."

Further, participant B explains a similar situation:

"I make stories for local organisations. In fact, the government is a primary sponsor for these local media houses. That is why; most the local media houses would not publish anything against government officials and local politicians. If they publish, they might lose advertising. For instance, I have filed a big number of stories about deforestation. I have written against local government officials and politicians that they are in partnerships, and they are instrument in leasing forest land for agriculture purposes. They destroy forests to make land cultivatable. They have cut 85% of forests on the right and left banks of Indus River. We could relate deforestation with government officials and local politicians. That is why media houses do not publish stories against government officials to serve their personal interests. However, if they would post these stories, these government officials and politicians will pull out their advertisements from these organisations. It would deteriorate the financial condition of these media houses. There is a possibility that they would close their operations because of financial losses (Participant-B)."

Moreover, Participant-I also shares a similar experience while reporting about government:

"I must mention my story about Nuclear Power plant installations in Karachi. I sent it to the Daily Express Tribune. They did not carry it because of their editorial policy. In that story, I had written about the consequences of the installation of a Nuclear Power Plant based on Chinese supported technology near to one of the world's most populated city Karachi. I mentioned in the story that the project is not safe for the people of the city. The Express Tribune denied to publish it because they thought the government would act against them and may pull out all advertisements. The fact is that the government is a major advertiser for media in Pakistan. That is why the media does not want to take the risk. So, I must agree that advertising pressure affects climate change a lot (Participant-I)."

Besides, results revealed that the media in Pakistan also depend on industries or corporations for advertisements. Though most of these industries are producers of Greenhouse

Gases and pollution. Nevertheless, there are many objective stories about these industries. For example, in Pakistan, most of the companies do not follow international safety measures given by the government to save the environment and people from the harmful effects of pollution. The companies do not adopt proper environmental safety precautions. Media managers do not allow journalists to make stories about these corporations. The Participant-I has a similar opinion:

"Advertiser pressure affects climate change coverage more than any other restriction. Though, the reason behind that most of the advertisers are those industries that hold a significant share in the production of Greenhouse Gases. Not only that but they are polluting rivers and creating problems like air pollutions for the country. The wastage extracted from these industries impacts thousands of lives every year. These industries do not take safety measures to protect the environment and the populations settled near the surroundings of their plants. If any media organisation starts covering these issues such as climate change and pollution. Simply, these industries would pull out their advertisement revenue. However, reporting on climate change and the environment could make media organisations bankrupt. That is why media organisations avoid reporting issues such as climate change. The fear of losing advertising revenue is affecting coverage of climate change (Participant-I)."

Moreover, nowadays, under the China Pakistan Economic Corridor (CPEC) pact between China and Pakistan, China is shifting its coal industry towards Pakistan. Participant-F shares his observation about it:

"Pakistan has signed many pacts with China under China Pakistan Economic Corridor (CPEC) to set the coal industry for Energy Generation Sector. China is one of the biggest greenhouse gasses emitters. The country is under pressure by the world to shift their Coal Industry to alternate energy resources. Though they are not ready to do it. After this pact between both countries, China is shifting its coal industry to Pakistan. Nevertheless, Pakistan is one of the fewer contributors to GHGs around the world. This act would make it one of the bigger GHGs emitters. It needs to be reported in the media. However, because of the fear of losing advertisement, media houses are trying to let it go (Participant-F)."

Additionally, from the findings, it is evident that corporations also discourage journalists from reporting against them. If journalists sustain pressure and report without any fear when the companies ask editors to withdraw stories against them. If editors deny, then these corporations stop giving advertisements. Participant-H, who is working for mainstream media, shares a similar experience:

For example, the Sugar Industry exists in rural areas. It does not have proper waste management policies. It does not have waste treatment plants. The waste is creating environmental issues. It affects health and increases greenhouses in the atmosphere. However, the journalists in these areas cannot report because politicians own most of the sugar mills. If you report, politicians become angry. They are advertisers too. They take away advertising from media organisations (Participant H)."

Finally, the results revealed that owing to the fear of losing the advertisement form industry and the government departments, the media cut or downplay stories about climate change. Thus, it is evident from the findings that the advertiser pressure influences all types of content in Pakistan, including climate change.

5. Conclusion

In response to the objective of this study "to explore advertising pressure on climate change content in Pakistani media," the results revealed that the advertiser pressure is a reality for all types of media content in Pakistan. It is the endorsement of previous studies (DeLorme, Fedler, 2005; Lando, 2013). Though, the media practitioners in Pakistan consider climate change a soft subject. Nevertheless, the media is always busy with the coverage of hard issues such as terrorism, crime, politics, and economics. Thus, soft issues like climate change require more investment and are less catchy for audiences and readers and even for advertisers too. Hard news is resulting largely from pre-scheduled or unscheduled 'events', although soft news is intended to 'fill a hole' when prescheduled stories are deficient (Glogger, 2019; Makki, 2020).That is why these issues are less salient for media and are downplayed or cutoff from the media agenda.

According to previous studies that newspapers had to be inexpensive to increase their circulations (DeLorme, Fedler, 2005). In that context, findings have shown that the cost price of content produced by the media is more than the retail price on which it is sold to the consumers

(Hill, 2016). In that context, an environmental journalist shared that in comparison to the retail price of *Daily Dawn* (a leading English language daily in Pakistan), the cost production is double. Likewise, most of the participants have risen a similar concern. That is why the newspaper could not rely on the revenue collected from the subscription. Though, in the context of electronic media, there is no option of subscription. It must depend totally on advertising revenue.

Further, as mentioned by Demorest (Demorest, 2009) advertising is the primary source of earning and survival for media. It is the same situation for media organisations in Pakistan. Though, the dependency of media organisations on advertising revenue builds advertiser pressure on the media content generally and specifically on climate change content. Nonetheless, An & Bergen, 2007 (An, Bergen, 2007) revealed that advertising directors are ready to appease their advertisers, and are also ready to respond to advertisers' requests positively. Similarly, findings explored that Pakistani journalists believe that climate change coverage is cutoff or downplayed in the media because of advertiser pressure. It is against media houses' interest to give prominence to soft news, which directly affects their advertising revenue.

Furthermore, according to scholars, newspapers with small circulations are less financially stable and more constrained by competition than newspapers with large circulations (Bagdikian, 1987; Blankenburg, 1983; Demers, 1996, 1998). In contrast with mainstream newspapers' economies of scale, small-circulation newspapers have smaller revenue bases and a limited pool of local advertisers (Soley, Craig, 1992). In that context, findings revealed that advertiser pressure is a reality for all types of media such as national, local, small, large, ethnic, and religious and including those owned by the government.

Additionally, findings exhibited that the government is the primary advertiser for Pakistani media. Media generates 90 percent of its revenue through government advertisements. Thus, the first pressure to the Pakistani press comes from government departments. Though, the Pakistani press cannot present content against the policies of the government. If media circulate news against the government, it stops giving advertisements. So, journalists could not write against government advertisers. If they do, they must face hardships.

Besides, findings show that after government advertisements, the Pakistani press also heavily relies on industries or corporations for advertisements (Berganza, 2019).Though most of these industries are producers of Greenhouse Gases and pollution, however, the Pakistani press could not report against these companies. If any media do, the corporations pull out advertisements from media the houses. Nowadays, under the China Pakistan Economic Corridor pact between China and Pakistan, China is shifting its coal industry towards Pakistan. The corporations also discourage journalists from reporting against them.

Moreover, advertiser pressure influences directly and indirectly on Pakistani media content (Colistra, 2018). Though, in small organisations, journalists have collect advertisements for their organisations. Therefore, they they are conscious to report against their advertisers. Thus, advertiser pressure in small organisations impacts directly on the journalists. However, in mainstream media organisations, most of the time, this pressure comes indirectly. The advertiser of mainstream media does not contact directly to reporters. They pursue or threat the management to avoid reporting regarding them.

Finally, the results revealed that owing to the fear of losing the advertisement from the industry and the government departments. The media cut or downplay stories having significant aspects of climate change. Thus, advertising pressure influences all types of content, including climate change. It is one of the foremost reasons for agenda-cutting for Pakistani media.

Though the purpose of this study was to explore the advertiser pressure on climate change content in Pakistani media. It is concluded that advertisers' pressure being extra-media influence has a significant impact on climate change content in the Pakistani media. It has been explored that this pressure is a reality for all kinds of content and all kinds of media equally in the country. In that context, findings revealed that the Pakistani press relies on the advertising revenue for survival. Being a part of political economy media also compete for the profits.

Thus, content in Pakistani media is designed to increase subscription and ratings. Nevertheless, climate change is a soft subject, that is why it is less catchy for the advertisers and media too. Therefore, advertisers' pressure becomes the main reason for agenda-cutting of climate change reporting in both mainstream and local media.

Further, findings found another reason that Pakistani media is highly dependent on government advertisement revenue. Though most of the climate change-related issues are associated with the government. So, the government does not like to be criticised in this context.

Therefore, most of the media organisations are conscious about reporting against the government. In sum, they do not want to lose advertisement revenue received from the government.

Nonetheless, corporations are also advertisers of the Pakistani press. Although, these are these industries are primary emitters and polluters, the owners of these industries also do not like a criticism from the media. Thus, the corporations' advertisers pressurise media organisations for not covering the stories about them. If they do, they lose advertisement revenue. The research article concludes that advertiser pressure influences climate change reporting in the Pakistani media. It becomes reason for agenda cutting (Wober, 2001, 2002) of climate change content in the Pakistani press. In the future, the studies should be conducted to investigate other issues to get further insights about the advertisers' pressure on media content in Pakistan.

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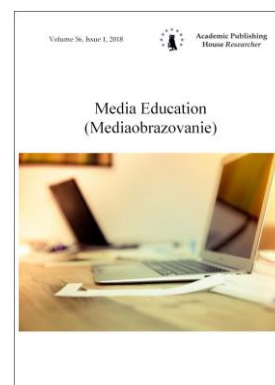
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Mobile Paradox – Are Younger Generations Addicted to Smartphones? A Behavioral Survey

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Abstract

The current investigation endeavored to inspect the inescapability and relationship of cell phone dependence among veterinary and designing understudies. 200 understudy (one hundred from each order) owning cell phones and consenting to take an interest were incorporated. Well–structured questionnaires comprising of inquiries identified with segment data (section 1), enchanting highlights of the cell phone, which caused members to get pulled in and concerning medical problems (part 2), and cell phone fixation conduct (section 3) were electronically sent. A free sample t-test was performed to survey the sharp dissimilarities inside the factors and discovered there were no noteworthy contrasts in their demeanor. Pearson connection uncovered there existed a robust positive relationship among veterinary and engineering understudies' disposition on cell phone fixation foundation. Results set up that engineering understudy is dependent on some degree further contrasted with veterinary researchers.

Keywords: smartphone, behavior, veterinary, engineering, students, media.

1. Introduction

Cell phones have become a protuberant part of everyday work and individual life. Be that as it may, this tremendous routine change in our way of life conveys a steady progression of data that contrarily impacts human conduct, particularly the young age delicately – being connected to animating uneasiness, stress, consideration, rest and much more (Cha, Seo, 2018). A cell phone is a convenient specialized gadget that capacities like a PC and has a working framework supporting the necessities of its clients (Alshammari et al., 2018), it has different models and standard working frameworks that help web access, email, and different highlights not gave by customary cell phones (Chaudury, Tripathy, 2018). In circumstances when these advanced contraptions are abused, they may hurt the client's physical and emotional well–being also. This cell phone dependence by and large called nomophobia (Davie, Hilber, 2017) and can just be deciphered as the powerlessness of a person's authority over taking care of cell phones (Samaha, Hawi, 2016). Extraordinary utilization of cell phones likewise alluded to as tricky cell phone use (PSU), is characterized as investing an excess of energy utilizing a cell phone, to the extent that it adversely impacts different parts of a person's everyday life (Ding, Li, 2017). Various investigations have detailed that Smartphone enslavement has been seen as corresponded with different physical and intense subject matters, as they tried this relationship among different age gatherings (Lee et al., 2017, Park, Lee, 2014, Wei, Lo, 2006, Gao et al., 2016) However, barely hardly any Indian situations have contrasted cell phone fixation between youth having a place with Veterinary and Engineering discipline.

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Remembering the high pace of cell phone use among Indian youth, this territory should be additionally inspected, with attention on dull jobs of innovation in encouraging dreams and carrying on practices. This paper, subsequently, is expected to investigate the social mentality of understudies unprotected to this computerized development.

Luca (Luca et al., 2019) examined to build up a total self–report scale that represents the intellectual, full of feeling, social, and conduct effects of cell phones in regular daily existence named the Smartphone Impact Scale (SIS), a twenty–six criteria scale that investigations seven components of cell phone sway.

Results uncovered the open relationship between its subscales, psychosocial develops, and day by day use of cell phones and applications. One more examination by Namsu (Namsu, Hyunjoo, 2014) explored the dissimilarities between cell phone clients with high and low dependence inclinations among Korean undergrads. The explanatory outcomes uncovered that more females were among the respondents with high dependence propensities. The discoveries referenced that profoundly dependent cell phone clients have a more prominent degree of inspiration for talking, thinking about others, and availability to others than the low addictive clients. The inclination of cell phone exercises, for example, voice calls, interpersonal organization destinations (SNSs), and visiting, are appeared among dependent cell phone clients. So also, Alhassan (Alhassan et al., 2018) considered the pervasiveness and components related to cell phone enslavement and sadness among a Middle Eastern populace. The outcomes found a positive connection between's cell phone enslavement and gloom. The investigation instructed sensible use concerning cell phones, particularly among more youthful grown-ups and less taught clients who could be at a greater danger of despair. One more examination assessed psychosocial factors influencing cell phone dependence in college understudies, and the outcomes uncovered that variables, for example, age, sexual orientation, and instructive status don't affect cell phone compulsion and that all people, regardless old enough, sex, and social class, are in danger of cell phone fixation.

Further, the discoveries demonstrated Smartphone compulsion increments as people's familial help diminishes (Servet et al., 2017). A past report broke down the impact of cell phone use propensities on cell phone enslavement in Korean teenagers. A sum of 370 center school understudies took an interest. The thoroughness of cell phone compulsion was estimated through clinical meetings, and the Korean Smartphone Addiction Proneness Scale. The investigation showed that the hazard factors for cell phone enslavement were female, distraction, conflict, and use for the omnipresent attribute; the protective factor was utilized for learning (Hyuk et al., 2017). Accordingly, Negi (Negi, Godiyal, 2016) watched HNBUG–SRT College understudies and discovered 64 % of understudies' utilized cell phones on the grounds. The overview revealed that there were negative mental impacts of cell phone utilization at a young age. They felt discouraged and restless while utilizing phones. Then again, a few young people demonstrated loosen up conduct even without having a mobile phone.

2. Materials and methods

This study focused on young learners of Engineering and Veterinary science to decide any social contrast in their cell phones get to.

Further, the investigation looked to analyze the predominance of cell phone habit and think about the confidence anticipating their fixation.

Members were 200 veterinary and designing understudies who utilized a cell phone. Organized questionnaires' were electronically sent to respondents. Before the review, the partakers were educated about the overview, and they agree to take an interest in the investigation was looking. The survey remembered things for segment factors, hazard issues for cell phone fixation, and cell phone addictive conduct. The members reacted to inquiries on cell phone routine examples, for instance, the span of everyday cell phone use; the generally utilized motivation behind a cell phone, for example, games, online networking, amusement, correspondence with individuals, getting to the most recent data, or different highlights. Also, psychosomatic medical issues brought about by cell phone use were evaluated. Substantial medical issues included dry eyes, rest unsettling influences, torment in neck/shoulder, and others. Mental issues included displeasure, aggravation, tension, misery, anxiety, and others. Members could pick different reactions to report the problems that they confronted and can likewise communicate their reasons in the "others" choice. Concerning fixation, questions were evaluated on a 5–point Likert–type

scale from 1 (never) to 5 (consistently), to analyze their mentality while getting to cell phones, for example, messaging somebody in the same house, spending more cash on a cell phone, losing significant time on the telephone, watching versatile while eating or taking it to the restroom, leaning toward a holiday spot without portable system and others. Out of 200 members, 167 gave a legitimate reaction representing 67 % guys and 33 % females. An autonomous example of a t-test did survey the conduct contrasts inside the factors. A Pearson connection did quantify relationships between's the factors. Measurements for every examination depend on the cases with no absent or out−of−run information for any element in the investigation. Table 1 demonstrates test size and means test attributes; it could be seen that most of the members had a place with the age bunch 18−20, and clearly, most were students.

Table 1. Description of sample characteristics

	Veterinary (N=78)	*Engineering (N=89)*
Gender		
Male	61 (78.21)	51 (57.30)
Female	17 (21.79)	38 (42.70)
Age		
18−20	65 (83.33)	69 (77.53)
21−25	11 (14.10)	20 (22.47)
26−30	2 (2.56)	0
Qualification		
Under Graduate	69 (88.46)	82 (92.13)
Post Graduate	9 (11.54)	7 (7.87)

83.50 % (167) Sample Size

3. Discussion

Research Question 1: At the α 0.05 level of significance, is there sufficient evidence to conclude that there is a behavioral difference in the usage of smartphones among the veterinary and the engineering students?

Table 2. Smartphone access behavior among veterinary and engineering students

Smartphone infatuation criterion	*Veterinary (N=78)*			*Engineering (N=89)*		
	Frequency	Mean± SD	T/P−Value	Frequency	Mean±SD	T/P−Value
Purpose of a smartphone (DF=5)						
Social media	60 (76.92)	1.23±0.424	−0.412 0.680	66 (74.16)	1.26±0.440	−0.413 0.681
Chatting with friends	76 (97.44)	1.03±0.159	−1.260 0.210	83 (93.26)	1.07±0.252	−1.296 0.197
Online Shopping	10 (12.82)	1.87±0.336	7.849 0.000*	57 (64.04)	1.36±0.483	8.031 0.000*
Entertainment	20 (25.64)	1.74±0.439	4.661 0.000*	53 (59.55)	1.40±0.494	4.696 0.000*
Games	22 (24.72)	1.63±0.468	1.557 0.121	29 (37.18)	1.75±0.434	1.577 0.117
Others	11 (14.10)	1.86±0.350	−1.750 0.082	21 (23.60)	1.76±0.427	−1.737 0.084
Time Spent per day (DF=4)						
0−30 Minutes	2 (2.56)	1.97±0.159	−0.696 0.487	1 (1.12)	1.99±0.106	−0.679 0.499

30 Minutes–1Hour	6 (7.69)	1.92±0.268	1.202 0.231	12 (13.48)	1.87±0.343	1.221 0.224
1–2Hours	2 (2.56)	2.00±0.000	4.878 0.000*	21 (23.60)	1.76±0.427	5.213 0.000*
2–3Hours	11 (14.10)	1.86±0.350	1.557 0.121	21 (23.60)	1.76±0.427	1.577 0.117
More than 4 Hours	24 (30.77)	1.69±0.465	6.833 0.000*	69 (77.53)	1.22±0.420	6.787 0.000*
Location while sleeping(DF=3)						
Beside you	71 (91.03)	1.09±0.288	1.524 0.129	86 (96.63)	1.03±0.181	1.481 0.141
Other Room	1 (1.12)	1.99±0.113	−0.093 0.926	1 (1.12)	1.99±0.106	−0.093 0.926
Switched Off	1 (1.12)	2.00±0.000	−0.936 0.351	1 (1.12)	1.99±0.106	1.000 0.320
Others	6 (7.69)	1.92±0.268	−2.129 0.035	1 (1.12)	1.99±0.106	−2.029 0.045
Attitude when unable to access mobile(DF=5)						
Anger	14 (17.95)	1.82±0.386	−3.945 0.000*	1 (1.12)	1.99±0.106	−3.726 0.000*
Tension	28 (35.90)	1.64±0.483	11.016 0.000*	86 (96.63)	1.03±0.181	10.479 0.000*
Depression	8 (10.26)	1.90±0.305	−2.646 0.009	1 (1.12)	1.99±0.106	−2.512 0.014
Irritability	71 (91.03)	1.09±0.288	1.524 0.129	86 (96.63)	1.03±0.181	1.481 0.141
Restlessness	68 (87.18)	1.13±0.336	2.296 0.023	86 (96.63)	1.03±0.181	2.214 0.029
Other Issues	4 (5.13)	1.95±0.222	−0.936 0.351	1 (1.12)	1.99±0.106	1.000 0.320
Health Issues (DF=5)						
Eyes begin to burn and itch.	19 (24.36)	1.76±0432	−1.516 0.131	80 (89.89)	1.10±0.303	−1.454 0.149
Blurred vision	2 (2.56)	1.97±0.159	11.451 .000*	1 (1.12)	1.99±0.106	11.196 0.000*
Eye fatigue	1 (1.12)	1.99±0.113	−.696 0.487	1 (1.12)	1.99±0.106	−.679 0.499
Headaches	8 (10.26)	1.90±0.305	−.093 0.926	49 (55.06)	1.45±0.500	−.093 0.926
Shoulder and Neck Problems	61 (78.21)	1.22±0.416	3.792 0.000*	86 (96.63)	1.03±0.181	3.625 0.000*
Other Issues	2 (2.56)	1.97±0.159	−.696 0.487	1 (1.12)	1.99±0.106	−.679 0.499

(Figures in Parentheses indicate a percentage, * denotes p-value significant at 0.05 level, DF= Degree of Freedom)

Smartphones have been around for quite a long time, however, so why the abrupt increment in close to home reliance? All things considered, as called attention to by Bajpai (Bajpai, 2016), it is controlled by the idea of the substance on the gadget, for example, web, informal communities, applications, video, and music, etc. Internet-based life systems and passionate content, over the top exposure to data and records for example games, surfing, applications, Internet erotic

entertainment, cybersex and dating applications, shopping, betting, stock exchanging, and sell-offs are a portion of the well–known motivation driven triggers (Dscout, 2016, Tsetsi, Rains 2017). Studies mentioned that smartphones are considered as extensions of mind (Park, Kaye 2019). Studies have indicated that cell phone habit has overlying highlights with substance-related or conduct addictive disarranges, yet the extraordinary properties of cell phones, that is, its excellent availability and a few online applications, added to its unusual yet across the board addictive practices (Lin et al., 2016, Chan, 2018). For most people, the concept of having a cell phone was always one so that they could be contacted in the case of an emergency or they could swiftly access to someone. While respondents have moved beyond this as the sole purpose of having a cell phone, as mentioned in Table 2, the majority of students (97 % veterinary and 93 % engineering)believed "chatting with friends" was the significant motive to use a smartphone. In comparison, more than 70 % population were concerned on social media, and 64 % engineering and 13 % veterinary scholars opted for online shopping; further respondents mentioned they used smartphones for money transfer, banking, works related to sharing business, and stock markets and watching adult content.

As these gadgets become progressively joined into our own lives, this height in time is a portrayal of both a culture and an innovation move. Study members' reactions identified with the usual time spent on their cell phones are stressing (Stern, Burke 2017). Around 31 % veterinary and 78 % building young people are busy with their telephones for over four hours, while some (14 % veterinary and 24 % designing) saw as connected with their portable for 2–3 hours. Past examinations have shown that individuals develop restraint by investing more energy in their cell phones to accomplish comparable joy from the web (Cha, Seo, 2018; Atroszko et al., 2015). As advocated by Marler (Marler, 2018) low-income and minority teens are more inclined to access the Internet by phone, and paying more for Internet access on that platform.Considerable increment in cell phone use and their capabilities permit adolescents to get to the Internet, impart, and engage themselves at whatever point and any place. Consequently, most youths utilize the smartphone as a consistent friend (Katz, Akhus 2002). "Where is your Mobile while you sleep?" was the next query. Even though the question appeared pretty cool, participants' answers could determine whether they are a phone addict. More than 90 % of the total population responded unanimously of having phone beside them when they sleep, while few (8 %veterinary and 1 % engineering) denoted they keep phones in a mobile stand for charging. Compatibly, according to Roberts (Roberts et al., 2014) individuals who have an addiction habit might be interested about having the phone in bed with them, meaning they were using the phone all the time until they fell asleep or they mostly need a phone even though it was not necessary.Correspondingly, a study carried out by Rafique (Rafique et al., 2020), showed a positive correlation between bedtime mobile use and poor sleep quality. Further, the findings reported that having mobile near the pillow while sleeping leads to day time sleepiness, sleep disturbances and increased sleep latency.

A smartphone is a massive viable asset, and the thought of losing it or somebody accessing it can be upsetting on many levels, with privacy being chief among them (Dale, Archer 2013). However, if individuals were feeling deep anxiety over losing their phone because they were unable to use the phone until it was returned or replaced, that could be a sign of a different problem for them (Boumosleh, Jaalouk, 2018, Tewnge et al., 2018). A later report by Elhai (Elhai et al., 2017), detailed that all-encompassing utilization of cell phones prompts sadness, nervousness, stress, and low confidence, going from minor to average impacts. Research shows that people experiencing higher levels of negative affect, especially sadness, are more likely to display negative cognitive biases (Beevers et al., 2019). A study report by Rao and Lingam (Lingam, 2020)revealed widespread fear and anxiety over smartphone uage which are described as "Moral Panic"..All the more dreadfully, the findings in Table 2 shows over 90 % understudies of both controls feel disturbed. In comparison, 87 %veterinary and 97 % designing researchers view themselves as anxious when they couldn't get to their cell phone, and 3 % announced tiredness and torpidity. It looks into guaranteed that respondents' who are distracted with their media use and those demonstrated withdrawal side effects, for example, encountering anxiety or tumult at leaving the cell phone at home–these side effects have recently been considered comparable to Internet dependence (Tao et al., 2010); a term firmly identified with cell phone habit. Access to the online world is a central element of cell phones. Zhang (Zhang et al., 2014) idea, not just dependence on cell phone utilization can influence one's psychological and social status, yet also that those with temperament issues are bound to get dependent on utilizing their cell phones. Correspondingly, Augner (Augner, Hacker, 2012) contended that although cell phone enslavement isn't at present

perceived as an official determination, excessive cell phone use may have a significant adverse effect on prosperity and social conduct. Studies by Khurana (Khurana et al., 2010), has likewise worried about wellbeing dangers of electromagnetic radiation presentation regarding warm and non–friendly impacts from cell phone enslavement just as from their portable base stations.

Moreover, the weak stance during the utilization of cell phones can cause physical issues, particularly the neck and shoulder, are subject to be influenced by utilizing cell phones in addition to the muscles demonstrating an elevated level of weariness that expansion the pain (Szeto 2009, Akodu, 2018). 78 % veterinary and 97 % designing respondents see themselves as to experience the ill effects of issues identified with neck and shoulder torment while a few (3 % veterinary and 1 % building) asserted obscured vision. Along these lines, Yang et al. (2016) expressed that upper back and elbow were mostly connected with the long stretches of cell phone use every day. Past research has revealed that the most widely recognized musculoskeletal agony was the neck, lower back, and shoulder. In light of their age gathering, these understudies embrace a static and flexed spinal stance while messaging on cell phones, which is the most widely recognized stance that adds to neck torment (Al–Hadiidi et al., 2019; Gustafsson et al., 2011; Alsalameh et al. 2019; Neupane et al., 2017; Xie et al., 2018).

They are assuming that all conditions for the inference met, and since the p< 0.05 at 50 % significance level, behavior pattern of veterinary and engineering students remained indifferent in their drive for using a smartphone for online shopping and entertainment; spending more hours on the phone; getting angry and tensed when their smartphone is unable to access and encounter blurred eye vision and neck and shoulder problem". In this study, a strong positive relationship is observed in smartphone usage behavior among veterinary and engineering students, and both populations do not render any difference in their smartphone usage pattern. On the other hand, it is not sufficient from the t statistic and degree of freedom to support the research question for the following parameters" depending smartphone for surfing social media and playing games, location of their mobile. At the same time, they sleep, feeling irritated and restless when denied phone access and related health issues" as the p values are more significant than α value (0.05).

*User Behaviour on Smartphone Access*

Research question 2: Is there any co-relation on the frequency of smartphone addiction between veterinary and engineering students?

The statistical output indicates that the Pearson's correlation coefficient is 0.816. Y=1.225x + 0.6915, P< 0.05 (Fig 1). The upward slope in the scatter plot indicates a fairly strong positive relationship between veterinary and engineering students' addiction behavior towards smartphones. Hence the study agrees with the research question postulated owing to the smartphone obsession attitude found associated between veterinary and engineering respondents—table 3 below depicts primary smartphone addiction indicators as expressed by participants of two unique disciplines.

There is nothing wrong with being happy when a digital gadget is updated, so it advances, but looking forward to it more than anything else might be a bit much. Based on the smartphone addiction diagnostic criteria proposed by Lin and Winther (Lin et al., 2016; Kardefelt–Winther et al., 2017), respondents were questioned on their attitude towards the use of smartphones in their routine. The statistic in Table 3 shows, even though41 % veterinary and 35 % engineering scholars deny to attend the phone call during a lecture; it is awful to know that 34 % Veterinary and 50 % engineering learners agree with calling or texting somebody inside their house and 29 % veterinary and 45 % engineering students are concerned about app updates as early as possible. In the viewpoint of Yogesh (Yogesh et al., 2014), several people do this, and it might seem cute or funny initially, but when it starts to turn into a regular occurrence, it might distress that person. Further, 41 % of veterinary and 47 % of engineering beginners accept that they eat their meals with their faces buried in their smartphones. Comparing to Aggarwal (Aggarwal et al., 2012), concentrate among Indian inhabitant specialists' unnecessary utilization of smartphones prompts enslavement, which effects work execution and negative wellbeing results making this circumstance grimmer.

Indeed, Ingraham and Reeves (Ingraham, Reeves, 2016), argue that the influence of smartphones have expanded anxiousness leading to long-lasting state of moral panic infusing online media platforms. Moreover, right now, actuality is how the cell phone permits work to penetrate all aspects of a person's life, attacking even the washroom (7 % veterinary understudies), anyway, 40 %veterinary and 53 % engineering scholars emphatically rejected this demeanor, further not in any case a solitary building understudy consented to have his/her portable at the

restroom. Incomprehensibly, the cell phone additionally occupies one from significant day by day errands, in this study 34 % veterinary and 46 % engineering researchers acknowledged themselves losing time during consistently work because of rehashed interruptions, accordingly, an individual considers seriously on an assignment and disregards time and area while being productive (Csikszentmihalyi, LeFevre, 1989).
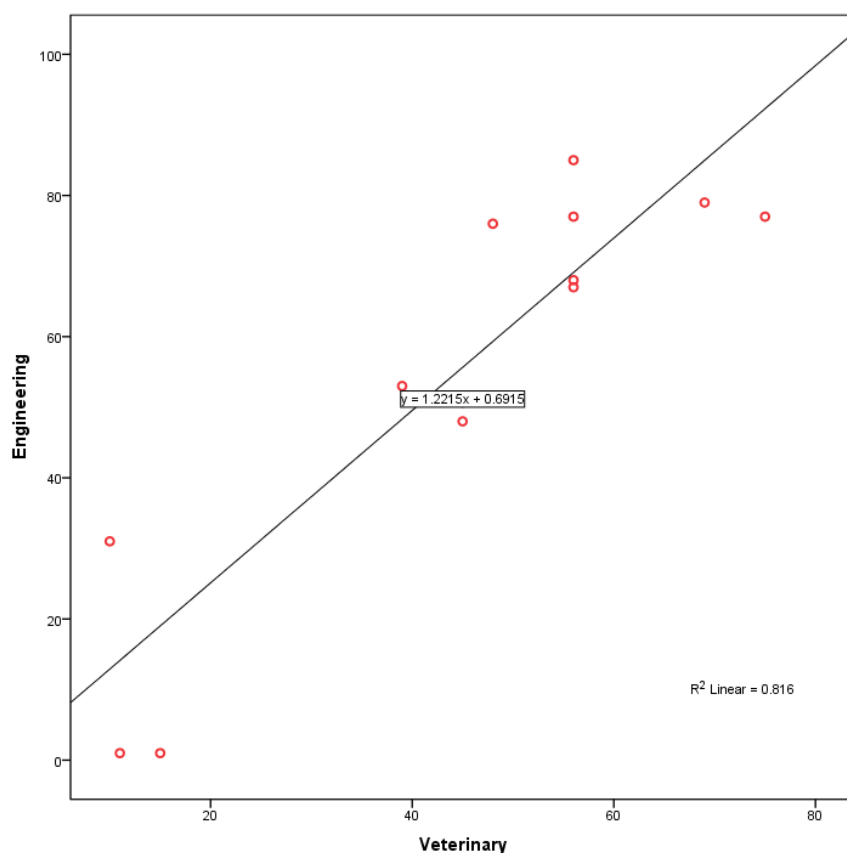
Fig. 1. Relationship between veterinary and engineering students addiction behavior over smartphones

Further, 34 % of veterinary and 40 % of engineering scholastics consent to spend more cash on their telephone than all else even though it is nothing unexpected to realize that members have a place with veterinary (38 %) and engineering (53 %) discipline falter to favor an excursion spot without a portable system.

4. Results
One of the fundamental constraints of this examination was that it depended on the genuineness and honesty of the members. The author accepts that a few people can be less open while giving individual data on the web, as should be obvious where it is proceeding to find out a lot bigger examples ought to be gotten in future examinations on this point. Moreover, any future replications of this examination could go further and increase a more extensive case and investigate understudies' perspectives on cell phone abuse.

This study attempted to find a prevalence of smartphone addiction infatuation behavior among veterinary and engineering students ended up in the following results:
➢ A total of 78 veterinary 89 engineering students participated in the survey. The majority of participants (84 % veterinary and 78 % engineering) belonged to the age group 18–20, while 3 % of respondents from veterinary disciplines were between the ages26–30. In this study, most respondents (88 % veterinary 92 % engineering) were undergraduate, while 12 % veterinary 8 % of engineering learners were pursuing postgraduate education.

Table 3. Key smartphone addiction statistics

Smartphone User attitude	Veterinary					Engineering				
	Never (1)	Rarely (2)	Sometimes (3)	Often (4)	Always (5)	Never (1)	Rarely (2)	Sometimes (3)	Often (4)	Always (5)
Calling or messaging someone in the same house	20 (25.64)	2 (2.56)	22 (28.21)	24 (30.77)	10 (12.82)	3 (3.37)	1 (1.12)	72 (80.90)	13 (14.61)	0
Spending more money for smartphone than anything else	20 (25.64)	2 (2.56)	8 (10.26)	24 (30.77)	24 (30.77)	18 (20.22)	4 (4.49)	0	48 (53.93)	19 (21.35)
Using phone despite important tasks	20 (25.64)	19 (24.36)	11 (14.10)	24 (30.77)	4 (5.13)	23 (25.84)	13 (14.61)	48 (53.93)	4 (4.49)	1 (1.12)
Loosing precious hours while having mobile	20 (25.64)	2 (2.56)	8 (10.26)	24 (30.77)	24 (30.77)	11 (12.36)	1 (1.12)	7 (7.87)	8 (8.99)	62 (69.66)
Watching phone while eating	7 (8.97)	2 (2.56)	8 (10.26)	29 (37.18)	32 (41.03)	9 (10.11)	1 (1.12)	4 (4.49)	19 (21.35)	56 (62.92)
Have the habit of taking phone to bathroom	65 (83.33)	2 (2.56)	8 (10.26)	2 (2.56)	1 (1.28)	88 (98.88)	0	0	0	1 (1.12)
Answering phone call in the middle of lecture	52 (66.67)	16 (20.51)	8 (10.26)	2 (2.56)	0	17 (19.10)	41 (46.07)	22 (24.72)	8 (8.99)	1 (1.12)
Have the habit of checking phone once it makes noise	1 (1.28)	2 (2.56)	13 (16.67)	49 (62.82)	13 (16.67)	11 (12.36)	1 (1.12)	7 (7.87)	18 (20.22)	52 (58.43)
Glancing at the phone screen randomly	20 (25.64)	2 (2.56)	8 (10.26)	24 (30.77)	24 (30.77)	10 (11.24)	11 (12.36)	55 (61.80)	8 (8.99)	5 (5.62)
Choosing a job where mobile usage is prohibited during working hours	20 (25.64)	13 (16.67)	18 (23.08)	24 (30.77)	3 (3.85)	14 (15.73)	27 (30.34)	45 (50.56)	3 (3.37)	0
Updating mobile apps immediately	25 (32.05)	5 (6.41)	17 (21.79)	24 (30.77)	7 (8.97)	11 (12.36)	2 (2.25)	19 (21.35)	13 (14.61)	44 (49.44)
Preferring a vacation spot without mobile network	48 (61.54)	15 (19.23)	6 (7.69)	5 (6.41)	4 (5.13)	58 (65.17)	30 (33.71)	0	0	1 (1.12)

➢ Focusing on respondents attitude towards smartphone obsession, the study did not find any significant difference between the survey sample since they revealed a similar response for the following:

"Chatting with friends" seemed to be an important aspect they are often engaged in. 97 % veterinary (T/P–Value= −1.260/0.210) and 93 % engineering (T/P–Value= −1.296/0.197) learners agree to this view; in addition according to 77 % veterinary (T/P–Value = −0.421/0.680) and 74 %

engineering (T/P–Value= −0.413/0.681) respondents "Social Media" meant to be a significant cause for getting attracted to the smartphone.

14 % veterinary (T/P–Value= 1.557/0.121) and 24 % engineering (T/P–Value= 1.577/0.117) students spent around "2–3 hours" per day on their smartphone.

A huge number of population (91 % veterinary, T/P–Value= 1.524/0.129 and 97 % engineering, T/P–Value= 1.481/0.141) acknowledged that they keep their "personal mobile beside them while sleeping" whereas1 % of both disciplines either have their smartphone in "other room or switch it off" when they sleep.

Most of the respondents "feel irritated" (91 % veterinary, T/P–Value= 1.524/0.129; 96 % engineering, T/P–Value= 1.481/0.141) and "Restless" (87 % veterinary, T/P–Value= 2.296/0.023, 97 % engineering, T/P–Value= 2.214/0.029) when they happened to misplace or unable to access their smartphone.

Moving on the "Health Issues," engineering students suffer increasingly more than veterinary scholars; the results indicate 90 % engineering youth agonize with "Eye burn/itch problem" compared to 24 % veterinary learners, further 55 % engineering and 10 % veterinary students complain "Headache" whereas 97 % engineering and 78 % veterinary scholars claim "Shoulder and Neck Problems."

➢ However, there are certainly differences in respondents' attitude towards getting fascinated by their smartphone as provided below:

64 % engineering learners (T/P–Value=8.031/0.000) preferred "online shopping", despite 13 % veterinary students (T/P–Value= 7.849/0.000) opted it.

In terms of entertainment, 60 % of engineering (T/P–Value= 4.696/0.000) and 26 % of veterinary scholars (T/P–Value=4.661/0.000) considered it an important aspect in a smartphone.

24 % of engineering students (T/P–Value=5.213/0.000) spent "1–2 hours" on their mobile, on the other hand, 3 % veterinary scholars perceived similarly (T/P–Value= 4.878/0.000),

78 % of engineering (T/P–Value= 6.787/0.000) and 31 % veterinary scholars (T/P–Value=6.833/0.000) admitted to accessing smartphones "more than four hours."

18 % veterinary students (T/P–Value= −3.945/0.000) were "angry" when smartphone access was denied by any means, in contrast to 1 % engineering students T/P–Value= −3.726/0.000) showed such extreme emotions. Further, 90 % engineering students (T/P–Value= 10.479/0.000) were more tensed when compared to 36 % veterinary learners (T/P–Value=11.016/0.000).

Besides, 97 % of engineering youth (T/P–Value=3.625/0.000) grieved from "Shoulder and Neck problem" when compared to 78 % of veterinary learners (T/P–Value=3.792/0.000).

➢ Directing at smartphone access behavior, most of the addiction activities correlated with veterinary and engineering students.

✓ 34 % veterinary and 51 % of engineering students agreed to text or call somebody at their proximity.

✓ 34 % veterinary and 40 % of engineering learners tend to spend lavishly on their smartphones.

✓ Hanging with smartphones when there are more productive works to get done seemed to be a habit among 23 % veterinary 32 % engineering youth.

✓ 41 % veterinary and 47 % of engineering scholars often have their phones while eating.

✓ 45 % veterinary and 46 % engineering population practice to have a glance at the phone as soon as it makes noise.

✓ The most alluring fact is that 34 % of veterinary and 41 % of engineering participants monitor the phone even when nothing happens.

The ideal approach to break the mobile phone dependence is to consider it a physical habit, for example, smoking, drinking, or eating. Figure 2 means potential methods for perceiving propensities and attempting to oversee quality hours (Nate, Klemp, 2018). Cell phone misuse and dependence may even turn into the reason for a mishap and demolishing one's close to home or public activity (Khan, 2008).

Set time limit for using the device.

Try checking the phone after meals

Ban it from bathroom and bedroom.

Turning off the phone or putting it out of sight can reduce the anxiety of wanting to check it.

switch off mobile while sleeping

Focus on other activities (spending time in a gym/ a hobby/ meeting friends)
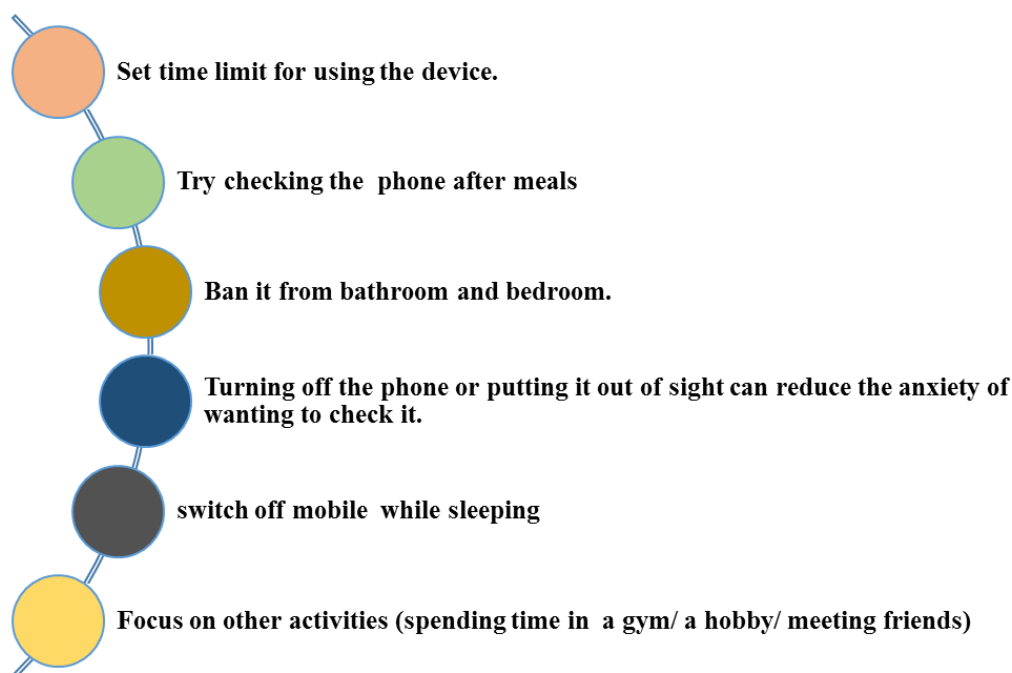
Fig. 2. Methods to curb smartphone obsession

5. Conclusion

To close, cell phone fixation has risen as a critical issue among both the gatherings despite the marginally greater extent of habit among engineering understudies. The current investigation, in any case, didn't survey the financial status, individual cash of understudies, which may impact cell phone reliance practices. Serious studies among assorted understudies would draw out a clearer picture. Cell phones as a self-learning apparatus giving smooth availability are basic. Their advantages lead to abuse bringing about dependence. Expanded mindfulness age is required among the adolescent concerning cell phone abuse.

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Psychological Media Competence of Advertising Specialists and Educational Psychologists

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Abstract

The results of the study of readiness of future specialists in the domain of media communications to work in the media environment – their psychological media competence, were presented. The choice of the participants of the experimental study was contingent on the differences in their ambitions: the group of future specialists in the domain of advertising (N = 25) was focused on creating media content attractive to consumers, while the group of future psychologists (N = 15) was focused on protecting the psychological health of individuals from destructive media content. The group of experts included Masters of Psychology who took the course of Psychological Safety in Media Environment (N = 9). The reference group included students who had not studied psychology (N = 41). The research was carried out using the semantic differential (SD) method and the examinational survey method, which afforded estimating the ability of a person to determine psychological peculiarities of media texts. The cognitive, value-semantic, reflexive, creative and active components of psychological media competence were evaluated. The Herbaria tea commercial with the advertising slogan 'Drown your Fears' served as the incentive for psychological media competence assessment. The results of its psychological analysis by experts were compared with those of students in the three groups: future advertisers, future psychologists, and students who were not exposed to psychological background during their professional training. The results of the research demonstrated: 1) the level of psychological competence of all students was low; 2) the level of psychological media competence of future advertising professionals was statistically significantly higher than that of future psychologists of education; the lowest level was in the group of students who did not study psychology. That brought the importance of creating and implementing training programs focused on improving competence among students of advertising and educational psychologists into the foreground.

Keywords: psychological, media competence, media text, advertising, experience, students, survey.

1. Introduction

Intermediated media communications plant themselves as dominant in modern society. As reported by the Internetlivestats, 8.844 tweets are being sent in just one second, 1.653 Tumblr messages written, 80.556 Google requests created, 82,632 videos viewed on YouTube, 2.881.272 e-mails sent (67 % whereof are spam) (Internet.., 2020). Looking at those figures, one has to admit that 'the reality transfigured into media reality is a new page of the present...' (Savchuk, 2014: 4). Jean M. Twenge placed cultural shifts on the record: 'Everything – from music

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and phone calls to all kinds of entertainment – is individualized and consumed in the company of a smartphone, not by your own family, to the fullest extent' (Twenge, 2018: 14). Thus, the developing environment becomes fundamentally different, which requires revision of the criteria that determine readiness of specialists to regulate the processes of personal development in the media environment.

Under current circumstances, the most important task of educational psychologists is to develop methods to reduce the destructive effect of media texts on children and young people and, on the other hand, to develop their skills for productive communication in media environment. In 2011, UNESCO published a Media and Information Literacy teacher training program, which was the result of cooperation of a community of specialists from different domains. The main emphasis was put on student-centered pedagogy, young adult online culture, and psychology of child and junior development. Public and academic interest in the subjects of media effects and media literacy continues to grow. Nevertheless, as noted by S. Tuominen and S. Kotilainen, 'in the case of media education, the flow of learning and teaching is generally spontaneous, informal, unsystematic and unscheduled (Tuominen, Kotilainen, 2012: 5). In that regard, development of methods of diagnostics of psychological media competence becomes an important task (Kyshtymova, Skorova, 2018), creation of programs for its development in the subjects of the educational process.

2. Materials and methods

The total number of participants in the study was 90 persons. The experimental groups included students of Irkutsk State University studying in their specialties: 'Advertising and Public Relations' (25 persons, median age 20 y/o) and 'Educational Psychology' (15 persons, median age 20 y/o). They were in training in a course of media psychology. The reference group (41 persons, of median age of 18) included students who had not been trained in psychological disciplines. The experts were Masters of Psychology (9 persons, of median age of 26), who were trained in Psychological Safety of Personality in Media Environment course. The incentive for comparative assessment of psychological media competence was the Herbaria tea commercial (YouTube, 2013). That advertisement has undergone a professional psychological evaluation (Kyshtymova, 2017), its results taken as standard by us.

At the first stage of the study, a dedicated Semantic Differential (SD) method was used to identify factors that determined the evaluation of a commercial by the test persons.

Students rated the advertising incentive on bipolar scales describing the components of psychological media competence: 1) cognitive – the ability to analyze the meaning of a media text ('successful – unsuccessful', 'pleasant – disgusting', 'charming – unattractive', 'understanding – uncomprehending', 'smart – narrow-minded', 'soulful/emotional – soulless', 'active – passive', 'cheerful – gloomy', 'balanced – unbalanced', 'friendly – hostile'); 2) values and meaning – the ability to correlate the meanings of a media text with one's own position, to shape an opinion based on cultural and personal values ('freedom – dependence', 'fellow/consanguine – alien'), 'honest –deceitful', 'ethical – immoral', 'good – evil', 'credible – untrustworthy', 'meaningful – meaningless', 'wise – stupid', 'harmonious – disharmonious', 'open to the world – reserved'); 3) reflexive – the ability to track internal changes as a result of interaction with a media text ('complex – simple', 'creating – destructive', 'impulsive – reflexive', 'formed – disbanded', 'chaotic – ordered', 'self-developing – undeveloped', 'educated – unqualified'); 4) creative – the ability to analyze non-standard media texts ('creative – routine', 'controversial – logical', 'modest – vain', 'modern –conservative').

At the second stage of the research, psychological media competence of students was rated by means of a questionnaire (Kyshtymova et al., 2018), which had been modified by us according to the content of the advertising incentive used. The questionnaire reflected the main components included in the structure of psychological media competence (Kyshtymova, Skorova, 2018). It included questions that determined 1) the ability to determine a match of a consumer's age category with a media text, 2) to understand the emotional responses provoked by the media, 3) to determine the genre of a media text, 4) its destructive or developing potential, 5) the ability to predict the consumer's behavior after an interaction with a media text, as well as own professional behavior as a result of interaction with a text (Annex 1).

For mathematical processing of data obtained with the help of the SD, factor analysis, non-parametric Kruskal-Wallis and Mann-Whitney tests, were used. The results of the study, obtained

with the help of the questionnaire, were processed using the χ² statistical criterion to compare the group values presented on the nominative scale.

3. Discussion

Amid global IT penetration and active involvement of young people in the media environment, universities are reconsidering their educational patterns to train future specialists for living and working in the information environment. For those purposes, training programs, formats and methods of media education process are being developed. Highlighted as the main objective of media education is 'to teach the audience not only to analyze media texts of any type, but also to understand the mechanisms of media texts' creation and functioning in society' (Fedorov, Levitskaya, 2017). The final result of the media education process is the formation of specialists' readiness to perform their professional functions in media environment. The concept of 'media competence' is used to indicate such readiness.

At the same time, there is a concept of 'media literacy' defined as 'knowledge, competencies and life skills needed to participate in contemporary society through accessing, analyzing, evaluating and creating media messages in a wide variety of forms' in international academic literature (Hobbs, 2015: 419). Other constructions are used, which designate the skills of work in media environment, for example, 'digital literacy', 'web literacy', 'computer literacy', 'visual literacy'. The concepts that invoke those ideas focus on the notion of critical approach to information – 'it is critical thinking rather than mere technical competence that is key to becoming digitally literate' (Alvermann, Sanders, 2019: 2). Criticism also stands out as one of the main characteristics in separating the concepts of literacy and media literacy 'the fundamental differences between traditional literacy and media literacy are critical thinking and creative problem-solving competencies where students learn to evaluate and create texts in all forms' (Redmond, 2015: 11).

Russian academic literature substantiated the opinion that media literacy renders the first necessary step in learning, indicates the basic level of knowledge (Molchanova, 2011: 103), while the term media competence would 'more accurately define the essence of an individual's ability to use, critically analyze, evaluate and communicate media texts of various types, formats and genres, and to analyze the complex processes of media functioning in society' (Fedorov, 2007: 81).

Approaches to the content and structure of the notion of media competence are variegated. G. Tulodziecki and S. Grafe, based on the analysis of papers on media competence, noted ambiguity in the understanding of the concept: on the one hand, the term 'media competence' could be used to designate universal human potential, and on the other – for designation of the level of training of a student in the process of media education. The media education approach, from the perspective of the authors, implied understanding of competence as the 'ability to accept criticism, reflexive attitudes, knowledge for the sake of orientation, the relationship between human beings and the world imparted by media, and self-direction' (Tulodziecki, Grafe, 2019: 5).

S. Pöntinen and S. Räty-Záborszky, emphasizing the importance of students' technical skills in digital competency, indicated that mastery of digital devices and applications did not suffice – 'students should learn to apply digital technologies in meaningful ways and as appropriate tools for working, studying, and various activities in everyday life' (Pöntinen, Räty-Záborszky, 2020: 3). Pérez-Rodríguez and colleagues, taking the experience of media education into account, said that the concept of media competence went beyond the technical approach in Europe: 'Media competence embraces capacities related to coding and decoding, techno-instrumental skills, and skills in interpretation and culture, which involve several literacy forms and abilities' (Pérez-Rodríguez et. al., 2019: 35). From the perspective of the better part of professionals, it is necessary to teach a student not only to use the technological component of modern media, but also to take ethical, cultural, psychological and other problems that arise in the process of life and work in an impregnated media environment, into account. As noted by T.Koltay, 'the study of media literacy is highly interdisciplinary, using the tools and methods of sociology, psychology, political theory, gender and race studies, as well as cultural studies, art, and aesthetics' (Koltay, 2011: 212).

Russian researchers also noted the existing terminological uncertainty in that domain. M.V. Zhizhina stated that media competence was understood, 'on the one hand, as a quality of personality, and on the other, as a system of requirements to a certain type of social behavior in the media environment' (Zhizhina, 2016: 48-49). Therewith, the author made an important observation that media competence was inextricably linked to the psychological culture of an

individual: 'media competence cannot be separated from the formation of the general culture of a personality, and cultural and psychological competence in particular' (Zhizhina, 2016: 51-52).

The importance of the psychological component of media competence was emphasized in the work of O. Mavropulo and E. Muryukina (Mavropulo, Muryukina, 2018). The authors described media competence indicators according to the classification of A. Fedorov, showing their conjunction with such psychological characteristics as thinking, age characteristics, emotional sphere of a personality and creativity. At the same time, A. Fedorov understood media competence as 'individual' abilities to use, critically analyze, evaluate, and communicate media messages of various types, forms, and categories and to analyze complex information processes and media functioning in society (Fedorov, Levitskaya, 2017: 19).

The interdisciplinary nature of research determined inclusion of various media skills into the media competence, which would determine the diversity of media competence components of a modern person. Thus P.Winterhoff-Spurk included 'technical media competence', 'media competence centered on one's own self' (reflexive perception of mass media) and 'social' (Winterhoff-Spurk, 2016) into the structure of media competence: 219). A. Fedorov distinguished between motivational, contact, information, perceptual, interpretative/valuating, practical-operative (pragmatist), and creative components of media competence (Fedorov, 2007: 31-32).

S.V. Tarkhov singled out eight key components of media competence as crucial: information and worldview (ideas about the essence and meaning of information in modern society); technological (software and hardware means of information technology implementation); communicative (interaction in media environment); information search (search for documents from various media sources); normative and legal (rights, duties and opportunities of a person as a subject of society in media environment); analytical (structuring, retrieval, systematization and analysis of information from media sources from the point of view of its adequacy, utility, reliability, completeness, novelty, critical analysis of information distributed in mass media, social media and advertising); creative component (creation and use of media content in everyday activities) and presentation component (creation and design of technical, organizational and administrative, scientific and other types of documents) (Tarkhov, 2016: 78).

Other classification bases were used by M.V. Zhizhina by including three components into media competence: media education (knowledge about media, its peculiarities, structure, formats, and multicultural content); media competence (effective behavior in the media world, i.e., mastering new media technologies and patterns of behavior, including communication through media systems; media security (the ability to preserve and defend personal identity in changing media environments, including those while crossing cultural boundaries) (Zhizhina, 2016: 63).

Bringing the problem of formation of media competence of future teachers into the foreground, I. Hazanov saw the motivational worldview, content, technology as the main components of media competence. Describing those components and their formation principles, the author noted that 'formation of media competence of future teachers today is one of the most important tasks of the professional educational institutions' (Hazanov, 2018: 78).

Given the interdisciplinary nature of the subject under investigation, we faced both terminology ambiguity and also the problem of prioritization, as, identifying some or other components of media competence, the authors focused on the components that, in their opinion, were the most significant as part of their selected approach. Speaking of accents, we might refer to the following opinion: 'the indices of the audiences' skills to analyze and evaluate media messages and their role in society should come first, and only then such skills as creation and communication of self media production, and skills to use media gadgets should follow' (Levitskaya, 2015: 25). Indeed, having the skill of working with technical facilities is necessary, yet not enough, as it does not afford to regulate the semantic, substantive component of media communications. The process of transformation of a personality in media environment, where it receives and transmits information, depends on it. Today, almost anyone who uses a gadget could create content in as much as 'the development of new communication technologies has transformed media consumers into media creators and the creation, sharing, and dissemination of original media messages are now defined among the characteristics of qualified media users' (Eristi, Erdem, 2017: 252).

With a variety of approaches to the components of media competence, 'psychological components are necessarily included into its different models' (Kyshtymova, Skorova, 2018: 82). I.M. Kyshtymova and L.V. Skorova developed the concept of 'psychological media competence', compared it with 'psychological competence' and 'media competence', described the component

composition. The following components were laid at the foundation of the structure of psychological media competence: psychological (psychological knowledge about cognitive, values and meaning, reflexive, and other processes), semiotic (the ability to analyze a media text from the point of view of the idea of a text as a sign system) and aesthetic (the ability to analyze the techniques of artistic expression).

Psychological media competence affords to understand the peculiarities of the effect of a media text on its consumer, create media content psychologically safe and attractive to the audience, identify violations of psychological safety and prevent those. This is particularly important for professionals working with children and young people who are exposed to 'attitudinal changes, the formation of a explicit view of things or a shift in value systems' (Rudenko, Litvinova, 2020: 78).

Known is data confirming low level of psychological media competence of media content consumers. R. Hobbs, referring to OFCOM, cited a survey of 500 children aged 8-15 on their critical perception of information that revealed that 23 per cent of children aged 8-11 and 14 per cent of children aged 12-15 believed all information on news and information sites was true (Hobbs, 2017). Similar conclusions were reached by M. Kleemans and S. Daalmans and their colleagues while studying the effect of doctored photos on Instagram. In consequence of the experiment, wherein 144 girls (14-18 years old) took part, it came to light that photos with the use of filters (faces and bodies were edited) were perceived by teenagers as more attractive than those without retouching. Furthermore, it was found that the girls did not know about the possibility of retouching photos on Instagram - they agreed with the statement that photos provided a representative view of reality. Such illusions lead users to negative changes in the perception of their body image (Kleemans et.al., 2018). The non-critical attitude towards information provoked negative consequences: 'Uncritical attitude to social media reality may cause such risks threatening the younger generation as manipulation of racist or nationalist ideology, involving young people in extremist groups, including the negative effects of overcommercialization and premature sexualization of children and youth' (Mikhaleva, 2016: 117). While investigating psychological risks of media, academics noted: 'The internet, and related social trends, may be a major factor in the rise of psychological morbidity in the young' (McCrae, 2017: 316). A systematic review of studies with a total sample of 12,646 persons on the subject of relationship between the use of different media and psychological problems among young people revealed a statistically significant correlation between the use of social media and depressive symptoms in young people (McCrae, 2017). Research results demonstrated that social media produced huge psychological effect on their users, changing their self-esteem, self-appraisal and level of anxiety (Krishen et. al., 2016).

Definitely, the psychological health of a person is affected by child-parent relationships, relationships with peers, age-related particularities and other factors. However, it is important to bear in mind that, without understanding the risks associated with media, without conscious regulation of the media communications process, the negative effect might intensify. Media psychologists and parents agreed with the statement, expressing the opinion that 'media violence can increase aggression in children' (Bushman et. al., 2015). In addition, there was data from longitudinal studies indicating that 'viewing relational aggression in the media can have a long-term effect on aggressive behavior during adolescence' (Coyne, 2016).

In that regard, the issue of ensuring psychological safety of media environment, which had become a medium for the development of modern children, is thrown into sharp relief. Legislative measures, in particular the Federal Law On the Protection of Children from Information Harmful to Their Health and Development adopted in Russia, also required experts who determine whether content complied with the Law, psychological media competence.

Psychological media competence affords a specialist to comprehensively approach the analysis of the complex nature of various media texts. Psychological media competence is understood as 'psychological knowledge of mass communications, mental processes and ways of their foregrounding in the processes of media communications, about consistent patterns and age peculiarities of personality development inside media environment, methods of manipulations by means of media messaging, criteria to determine degrees of psychological security of media environment, its educational and developing potential, ways to protect consumers of media information, children, in the first place, from destructive effect of messages broadcast via media channels, conditions of psychologically productive communications in media environment' (Kyshtymova, Skorova, 2018: 82).

Formation of psychological media competence is associated with resolution of several tasks. For professionals in the domain of advertising, public relations, journalists, psychological media competence is one of the means to achieve a pragmatic (commercial, political) goal and attract the target audience to the information broadcast by means of advertising or ideological content. For teachers, psychologists, and parents, psychological media competence is a means of creating a positive development environment and protecting children from negative effects. Formation of psychological media competence may become one of the promising strategies to minimize the negative effect of information on the psyche of youth. In that regard, it is necessary to take the importance of the issue of formation of psychological media competence under the conditions of the university into account.

To solve those tasks, it is necessary to develop methods of diagnostics and development of psychological media competence. That, in turn, would determine the relevance of the study, whose job was to analyze the components of psychological media competence of students of advertising and public relations and educational psychologists.

4. Results

We are implementing an experimental program for the formation of psychological media competence (PMC) with two groups of students studying in the specialties: 1) 'advertising and public relations' – 25 persons and 2) 'psychology of education' - 15 persons. The first group of participants was educated to create content, while the other was getting ready to protect psychological health of an individual. The advertisers were focused on pragmatic goals, such as attracting attention, foregrounding of consumer motivation. The issue of the possible destructive effect of the emerging content on the psyche of consumers was insignificant for advertising specialists, while 'advertising as a type of creativity and as a form of mass propaganda may pose a threat to human psychological safety' (Pronina, 2003: 6). On the other hand, the issue of psychological safety of media content was a priority for the educator and psychologist. Each group of specialists, thus, pursued its own goals. Our point of view consisted in that the formation of psychological media competence was a prerequisite for efficient professional activity for both content producers and educational psychologists - all participants in media communication must be aware of psychological risks and be able to prevent those. Both groups of study participants: advertisers and psychologists – were included into the experimental program to develop psychological media competence, which was at the early stages of its implementation. At the same time, students of both groups have already taken a general psychology course.

Graduate students of the second year in the field of 'psychological – pedagogical education' (9 persons), who were trained in media psychology, made their stand as experts. The reference group (41 persons) included first year students of ISU who, at the time of the research, had not been trained in any psychological disciplines.

In the first phase of the study, a Herbaria tea commercial with the 'Drown your Fears' slogan was demonstrated to all groups of test persons (YouTube, 2013). In the course of the research carried out earlier by I.M. Kyshtymova, the judgment on the violation of psychological safety by that advertisement, was substantiated (Kyshtymova, 2017).

We made an attempt to identify the peculiarities of students' perception of the video and compare that with the experts' opinion. To do that, the SD method was used, the classical version of it which, proceeding from the study objectives, was supplemented with the scales reflecting components of psychological media competence.

In order to identify the main assessment markers used by the test persons in their perception of advertising, the procedure of factor analysis (FA) was used, which was carried out using the maximum-likelihood method. Rotation of factors was performed using VARIMAX method. The Kaiser-Meyer-Olkin test (KMO) and the Bartlett sphericity test were used to evaluate the reliability of the correlation matrix elements calculation and the possibility of its description by means of factor analysis. The level of significance of differences was determined using the non-parametric Kruskal-Wallis test to compare several samples. Herewith, the value of the KMO test was (0.797) – that is, it could be rated as reliable.

Given the estimates of the value of each factor, we had identified 6 factors that explained 71.013 per cent of the total dispersion of variables.

The first factor was called the 'factor of kindness' by us, with a high load of 'good – evil' (0.804), 'friendly – hostile' (0.779), 'fellow/consanguine – alien' (0.748), 'charming – unattractive'

(0.734), 'pleasant – repulsive' (0.733), 'freedom – dependence' (0.690). The second 'development factor' included the scales of 'self-developing – stagnant' (0.799), 'wise – stupid' (0.779), 'educated – unqualified' (0.746), 'accomplished – defunct' (0.688). The third factor was called the 'honesty factor', which included a scale of 'honest – deceitful' (0.883). The fourth 'modernity factor' combined the scales of: 'modern – conservative' (0.849), 'creative – routine' (0.688). The fifth 'order factor' included the scales of 'chaotic – ordered' (0.798), 'controversial – logical' (0.771). The sixth 'modesty factor' consisted of the 'modest – vain' scale (0.895).

Thus, the semantics of the perceived media text was determined proceeding from its 'kindness', 'development', 'honesty', 'modernity', 'order' and 'modesty'.

While comparing group indicators, which was carried out using the Kruskal-Wallis statistical test, significant group differences in 'goodness factor' and 'modernity factor' (p=0.000) were revealed. The advertisement students, as well as experts, saw the negative potential of the commercial by rating the advertising in question negatively by the factor of 'kindness' (F1 = -0.474 and F1 = -0.594, respectively). At the same time, psychology students and participants of the reference group could not 'count' destructive meanings: F1 = 0.09 and F1 = 0.386, respectively. Students in the reference group who did not have psychological training were the least reliable in rating the video by the first factor.

For the 'modernity factor', both experimental groups gave higher scores (F4(r.) = 0.451; F4(p.) = 0.050) than the expert group (F4 = -0.845), while the level of differences determined by the Mann-Whitney test was statistically reliable (p≤0.05). For experts, the video proved to be much more hostile, alien, unattractive and routine.

Such differences could be explained by the fact that advertisement students – by virtue of their creative profession, believed that if the video was ingenious and shocking, it might be called modern and creative. However, that perception raised the issue of boundaries that the author of a media text must observe, since 'it is critical to understand how best to develop creative advertisements and how effective this creative advertising is likely to be' (West, 2019: 1). It is important that future advertising professional understood that a shocking media text, firstly, did not always perform the main pragmatic function of advertising – shaping of consumer motivation, and secondly, due to the potentially affective disposition, could violate psychological safety of a person. That effect from the advertising exposure is called 'the psychoactive ad' – 'any emotion-arousing ad that can cause a meaningful, well-defined group of viewers to feel extremely anxious, to feel hostile toward others, or to feel a loss of self-esteem' (Hyman, Tansey, 1990).

At the second stage of the study, we used a survey method from our previous research (Kyshtymova, Skorova, Medvedeva, 2018) to test the ability of students to read psychological peculiarities of a media text, modified by us according to the content of the advertising media text used.

The questionnaire was designed in such a way that it evaluated each component of psychological media competence: cognitive, value-semantic, reflexive, creative, and active. The cognitive component in our survey corresponded to question 11, it reflected the ability to determine the age of the target audience. The reflexive component identified questions 1, 2, 3, 6, 7, 8. They determined the ability to formulate an emotional response, to identify the genre of a media text and forecast its productivity; the ability to determine the destructive/developing potential of a media text; and the ability to forecast consumer behavior after interaction with a media text. The value-semantic component (question 4) defined the ability to identify the basic meanings of a media text. The activity component (question 10) reflected the ability to forecast professional behavior as a result of interaction with a text. The semiotic component (questions 5, 9) defined knowledge of formal means of influence on a person.

When comparing the group indicators of rating of stimulating advertising, reliable differences in the answers to 10 questions out of 11, were revealed (Table 1). No statistical differences were found in the value of answers to question 7 only: Did the 'Herbaria Tea' commercial help bring consumer motivation into the foreground? (p>0.05). At the same time, it was important to take that all 100 per cent of experts responded that this video did not contribute to the foregrounding of consumer motivation, into account.

Table 1. Reliability of group differences in psychological media competence expression (PMC)

Question No.	Criterion	p-value* – significant differences noted
1	Formulates emotional response	0.000*
2	Defines the genre of media text	0.000*
3	Predicts productivity of a media text genre	0.025*
4	Defines the meaning of a media text	0.000*
5	Identifies means of affecting a recipient	0.000*
6	Determines destructive/constructive potential of a media-text	0.000*
7	Predicts the recipient's motivational behavior resulting from interaction with a media text	0.497
8	Identifies the main motives of a media text	0.000*
9(a)	Identifies means of affecting a recipient (color)	0.140*
9(b)	Identifies means of affecting a recipient (change of frames)	0.140*
9(c)	Identifies means of affecting a recipient (musical accompaniment)	0.000*
10	Predicts professional behavior of a future specialist as a result of interaction with a media text	0.016*
11	Identifies age category of a media-text	0.000*

Note: * – reliability of statistical differences

Frequency of answers distribution with account for group differences following the survey results was identified.

Analysis of the results showed that the value of the cognitive subcomponent of psychological media competence for the experts was much higher than that in other groups (Figure 1). As it was revealed earlier, the Herbaria tea commercial involved destructive potential (Kyshtymova, 2017). The experts, having sufficient level of psychological media competence, identified the destructive potential of the media text, unlike other groups of subjects. 78 per cent of experts noted that the media text did not meet the requirements of psychological safety, so they chose their own answer option: 'that media text is not recommended for viewing in any audience whatsoever'.
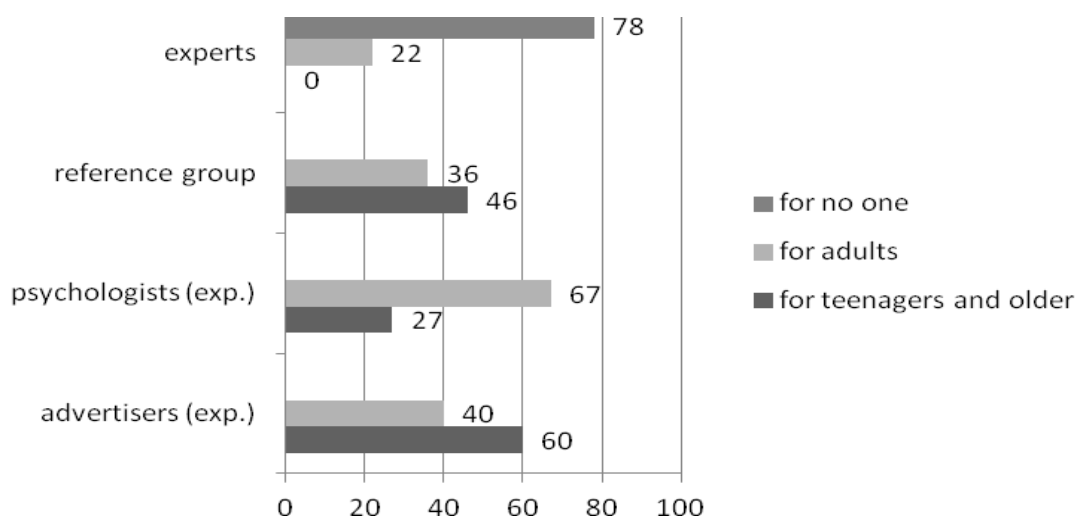
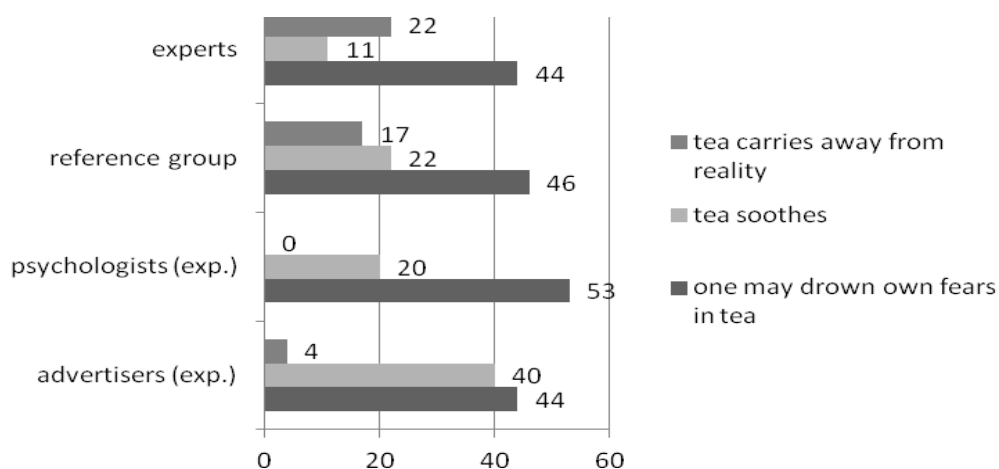

Fig. 1. Frequency of answers distribution in groups characterizing ability to identify the age category of a media text in (%)

The value-semantic subcomponent of the PMC revealed question 4. It was difficult for all groups of subjects to determine the meaning of the commercial. The basic meaning became comprehensible when the slogan 'Drown Your Fears' appeared on the screen, and even the

presence of the slogan did not afford the respondents to fully understand the basic meaning of the media text (Figure 2).

Fig. 2. Distribution frequencies of answers in groups characterizing the ability to determine the basic meanings of a media text in (%)

The most representative values of the reflexive component of the PMC were the frequency of distribution of answers to questions 3 and 6, reflecting the ability of test persons to predict the productivity of an advertising text and the ability to determine its destructive or developing potential (Figures 3, 4)
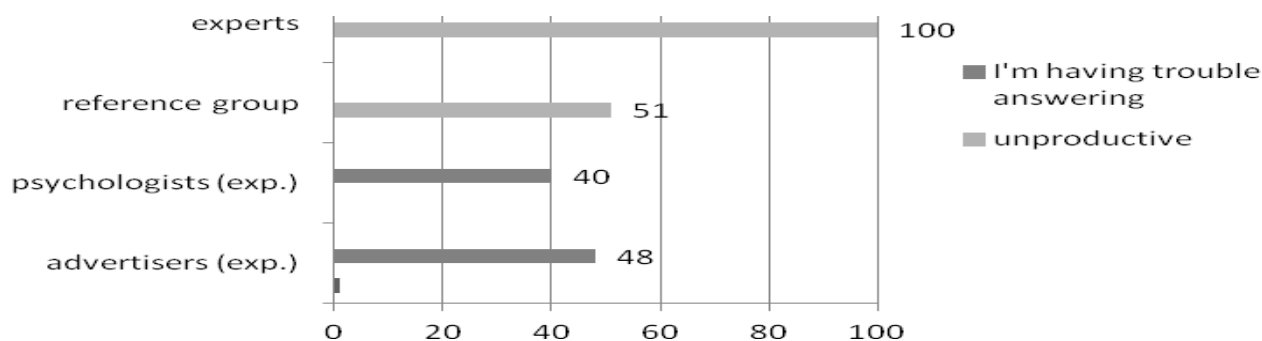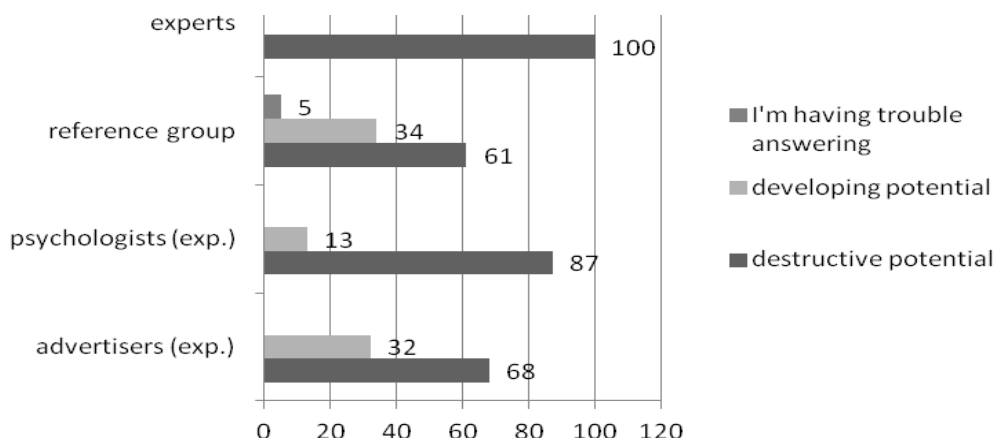

Fig. 3. Distribution frequencies of answers in groups characterizing the ability to forecast productivity of a promotional text in (per cent)

The analysis of the group expressiveness of the reflexive component of the PMC showed that the skills of determining the psychological impact of a media text images in experimental groups have not been formed. Despite the fact that the majority of participants in both groups: 68 % of advertisers and 87 % of psychologists – determined the destructive potential of images used in advertising, students were unable to predict the productivity of the video based on that data. Herewith, the ability to predict productivity at the early stage of development of an advertising product was one of the most important skills of an advertiser while, on the other, determined the ability of an educational psychologist to prevent risks of media communications wherein children were engaged.

All 100 per cent of experts determined that the commercial was unproductive, based on the understanding that its negative perception of the consumer affected the emotional attitude of buyers to the advertised product: 'The talent of the advertising creator is in many ways the ability to create a unique selling proposition against the background of purposefully caused emotion'.

(Vlasov, 2017: 53). In that advertising text, the author shaped negative emotional attitude to the advertised object, as correctly defined by experts, by means of mimics, pantomimes, dark water image, music and other artistic techniques.

Fig. 4. Distribution frequencies of answers in groups characterizing the ability to determine destructive/developing potential of the media text (%)

The activity component of the PMC was defined with the help of question 10: 'If you had to decide whether to accept this commercial for massive release on screen, what decision would you make?' In their future profession, advertisers should be able to determine the degree of compliance of media texts with psychological safety requirements while creating and monitoring advertising products. As noted by E.E. Pronina, 'psychological safety of advertising is important not only for mass consumer, but also for preserving creative potential of professional mind' (Pronina, 2003: 3).

The analysis of answers to that question provided an opportunity to check whether students were prepared to make competent decisions in their future professional activity. The results showed that 44 per cent of advertisers believed that the video was suitable for broadcasting on the Internet, while 36 % replied it was good and suitable for prime-time broadcasting. Distribution of answers in the group of psychology students showed that 40 per cent would not release the video on screen, while 33 per cent answered 'the video is good, release in prime-time'. More than half of the students from the reference group – 53 per cent reckoned that 'the video is not suitable for anything, rework'. In turn, the experts showed a high level of psychological media competence and professional preparedness – all 100 per cent of the experts believed that the video was destructive and not suitable for demonstration.

5. Conclusion
The research showed that the level of psychological media competence in the groups of students: a future specialist in advertising and future psychologists of education was not-too-high. Most of the test subjects were able to determine the destructive potential of the commercial, but thought that it essentially complied with the requirements for a media product. Future advertisers have identified teenagers and the older generation as the target audience for the video. At the same time, experts rightly pointed out that the commercial did not perform the main function of advertising – foregrounding of consumer motivation, as it provoked negative emotions in the consumer. Participants in the experimental groups were unable to determine psychological effectiveness of advertising.

The data retrieved in the course of research brought 1) the problem of training future advertising specialists in conscious and responsible attitude towards the process of creating advertising media texts, 2) the problem of training teachers - psychologists, whose work is related to the prevention of psychological risks provoked by the media environment, into the foreground. That determined the importance of forming psychological media competence under the conditions of higher educational institutions.

The conducted research was of a pilot nature to help determine the initial level of psychological media competence of the participants in the experimental groups with whom the program of psychological media competence development would be implemented.

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Annex

GENDER_____AGE_____

Dear Respondent, please answer the proposed questions and select those answers that correspond to your opinion or the ones you agree with.

1. Did you like the Herbaria Tea commercial?

A. Yes

B. No

C. I do not know

D. Your answer: _____

2. What genre would you refer Herbaria advertising?

A. Fantasy

B. Drama

C. Horror

D. Adventures

E. Your own answer choice_____

3. The genre of advertising media text selected by the authors is productive, in your opinion:

A. Yes

B. No

C. I'm having trouble answering

4. What is the main meaning of the Herbaria tea commercial:

A. Tea quenches thirst

B. In tea, one may drown own fears

C. Tea helps to forget traumatic memories

D. Tea soothes

E. Tea carries away from reality

F. Your own answer choice_____

5. In your opinion, what emotions are caused by the image of dark water used by the authors in the first episode:

A. relaxation, tranquility

B. strong emotional tension, anxiety

C. admiration, delight

D. acceptance, happiness

E. Your own answer choice_____

6. Transformation of the image of a clown familiar to perception in the Herbaria tea commercial commands:

A. development potential

B. destructive potential

C. Your own answer choice_____

7. Herbaria Tea commercial promotes bringing consumer motivation into the foreground:

A.It   does. Explain_____

B. It does not.

Explain_____

C. I'm having trouble answering

8. What is the main motive broadcast by the Herbaria tea commercial:

A. reason for living

B. ultimate ambition

C. motive for death

D. prestige motivation

E. nuisance abient response

F. Your own answer choice_____

9. What techniques, in your opinion, were used in the Herbaria tea advertising video, so as to influence one's emotions as much as possible:

A. Color gamut.

B. Quick change of frames.

C. Musical accompaniment.

D. Unusual appearance of the characters.

E. None of the above.

F. Other (write):_____

10. If you had to decide whether to accept the commercial for massive release, what decision would you make?

A. The clip is good, release in prime-time.

B. Video not suitable for anything, rework.

C. Your own answer choice_____

11. What age audience the video is suitable for:

A. any

B. for those over 3 years of age

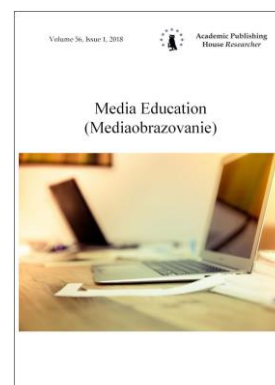C. for those over 7 years of age

D. for teenagers and older

E. for adults

F. own answer choice_____

The Impact on TV Charity Acts on Mass Audience

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Abstract

The vast majority of researchers considers TV's psychological impact on mass audience to be completely negative effect. In this article we tried to find positive aspects of such impact by the example of TV charity acts. For this purpose the method of focus-group was used, in which the audience were shown different video fragments of TV charity action. More than that their emotional empathy level was measured in order to find out emotional impact of charity plots. As the result, connection between emotional empathy level and reaction on definite elements of charity acts was discovered. The responders with a low emotional empathy level preferred the plots, based on facts, concrete methods of solving problem. For a high empathy level – more emotionally colored stories with a strong audial effects were preferable.

The article confirmed the hypothesis that concrete plot's elements influence emotional viewers' state and make them take part in a charity act. Such decision is based on the plot, attitude to the main characters. It appeared that the way of accounting the money had a great importance. And it is different in actions of 1st and 5th Channels and attracts different target audience. Thus the article proves that it's necessary to study positive aspects of television impact on mass audience and to work out the mechanisms, which can improve and develop the content of this sort on native television.

Keywords: psychological impact, TV charity action, emotional empathy, cognitive empathy, audial effects, visual effects.

1. Introduction

A couple of decades ago we couldn't imagine more powerful information supplier than television. And nowadays we can speak about global using of Internet technologies as the main informational resource. The same situation was at the dawn of television origin, when journalists could hardly believe in an opportunity of exchanging printed publications for this new bizarre technology (Winterhoff-Spurk, 2005). Events of further years showed fallacy of these notes and the TV set eventually took the central place at present human's place instead of holy images in a traditional "red" corner (Tretyakov, 2015).

Such comparison with sacral objects is no accident, for television began largely defining human way of leaving, his belief system and creating an urgent "agenda". Researchers couldn't hardly failed to pay attention to such kind of influence, for television was getting an instrument of mass audience's manipulating impact. And the central place in problem formulation of major researchers of television impact on the audience became its negative constituent. The most urgent moment of those learned writings was learning of aggressive television content's impact on real

aggression (E. Noelle-Neumann "The Spiral of Silence" theory, mediaconspiracy theory, reinforcement theory; A. Bandura "Bobo doll"; cultivation theory by G. Gerbner; R. Huesman and L. Aron "Van Vincle's effect" et al). All these theories and experiments did really demonstrate importance of given problem. But researchers had a tendency to pay attention just to a negative effect of suchlike impact and it leaded to contradictive results (Latynov, 2013).

And there by researches, which could indirectly proved possibility of positive television content impact on the audience, were no test practically. It is known not so many examples, which pay casually attention to this problem (Morgan et al., 2009). Many scientists lose sight of the fact, that this impact can cause not only a negative, but also a positive effect. One can also name examples of researches where TV programs impact are regarded allowing of no appeal to its possible negative or positive effects. This kind of researches means that such effects are formed in accordance with those "demands", which consumer of this informational source has. Depending on their ability to process the information, a particular effect can be formed (Klimov, 2009). Though a majority of researchers keep on postulating only a negative impact strength of television, that we can see in Gay Kamberbach's article (Kamberbach, 2005).

It is thought that Mass media can influence three main objects: emotions, cognitions, behavior (Matveeva, 2000 at al., Vinogradova, Melnik, 2015; Winterhoff-Spurk, 2007). Modern television's content is aimed to change exactly emotional sphere. This is due to the fact, that television loses the role of being informational source and becomes maker and source of emotions. For example, Elena Lavrova's work proves that news programs influence the audience and this effect comes out in emotional and cognitive components of views about danger in human's world picture (Lavrova, 2017).

Even news channels present emotions, but not information, as the main product. So the research is aimed to measure empathy level to investigate the effect from TV charity actions' impact on the audience. Empathy can be defined as a special mechanism of environmental cognition. It is a way of self-knowledge through sympathy to somebody's feelings (Rogers, 1984). Such self-knowledge can occur for account of emotional experience and background experience comprehension. Thus empathy is considered to be divided into two kinds: emotional and cognitive (Davis, 1983).

Emotional empathy is placed on sense cognition or cognition through somebody's feelings. Cognitive empathy is cognitive inner human's world reconstruction, abilities to predict somebody's behavior proceeding from possibility of taking somebody's intellectual view (Goldstein, 1985).

That is why the scientific world needs researches, which could help to look at the problem of television psychological impacton mass viewers from the other side (Tselykh, 2019). It is easier from this point of view to search a negative impact exactly as it can cause mass effects: fear, aggression, disgust etc. While a positive effect is connected with individual world picture of a definite man, his unique value system and motives, what makes the research of this phenomenon more difficult.But yet it became more popular thanks to emergence of a new television format in Russia – charity TV acts. This format gives an opportunity to look at television in a new way as a tool, which can help to a definite segment of the population, and it helps to develop the audience's ability to prosocial behavior.

Charity actions of 1st Channel and 5th Channel are the biggest and successful projects in this sphere on native TV for the last decade that's why these actions were selected as the object of the research.

The aim of the research consisted in studing of TV particularities, which influence the audience's emotions by the example of charity acts. The research has a number of research tasks, such as studing of elements, that influence emotional and cognitive audience's spheres,and also analysis of these elements and matching them with possible changes of viewers' behavior (making a decision of taking part in charity acts.

Two hypothesis were put forward:

1.   Using of definite audio-visual effects in charity actions can influence the audience's emotions forming intention to take part in a charity act.

2.   Viewers' intention of taking part in a charity act depends of empathetic ability level. People with different empathetic ability level have different factors, which have a decisive impact on making a decision to take part in a charity act.

2. Materials and methods

The research involved 16 participants. 8 women and 8 men. The age of the participants ranging from 23 to 36 years old. All the participants presented different Russian regions such as: Moscow city, Moscow region, Voronezh region, Smolensk region, Astrakhan region, Tula region, Udmurtia republic, Crimea republic, Novgorod region, Saratov region, Tomsk region, Orenburg region, Sverdlovsk region, Mordovia republic, Bryansk region, Kursk region.

Emotional Empathic Tendency Scale was used for defining empathy level (EETS), which was elaborated by A. Mehrabian and N. Epstein (Mehrabian, Epstein, 1972). Russian adaptation of EETS was made by Y. Orlov and Y. Yemelyanov (Soldatova, Shaigerova, 2008). Thus this methods allow to descry empathic tendencies of a research's participant. It identifies grade of ability to emotional response from a recipient on somebody's emotions and also – for how much somebody's emotions coincide with recipient's mark of these emotions. A. Mehrabian defines emotional empathy as an ability to empathize to somebody, to feel all the things, which this person feels, and identify oneself with this person and his emotional state.

The results of using this methods allowed to unit the participants into focus-group. The recipients were shown four plots with charity acts' elements of 1st Channel and 5th Channel. These elements were selected while analyzing the content of these two TV (charity) promos. As a comparison of these actions some of its elements, which were rather differ from each other, were analyzed. On basis of these differences (that will be presented below) the following stimulus materials were selected:

1. Video introduction auditory (no visual reinforcement) fragment of 5th Channel's charity act. The aim was to verify impact degree on the audience by auditory effects separated from visual.

2. A plot with a "star" (in the particular case – with Dmitry Bilan). It was necessary to find out the power of a concrete person's impact on the plot's perception.

3. The plot of 1st Channel with an ill child starring. This fragment had a strongly marked emotional argument.

4. The plot of 5st Channel with an ill child starring. This fragment influenced cognitive constituent.

3. Discussion

The researches proves that distortion of reality perceptions in mass media can often cause distortion in spectacles' perception of reality (Till et al., 2016). Social values and norms transmitting by mass media can not only change attitude to real events and facts, but also influence and form main people's suppositions and knowledge in society.

Similar results has research of Tan E. and Visch V., who represent the model of cinema spectacle's imagination (Tan, Visch, 2018). Nowadays film directors create consciously a fantastic game, which helps the audience to build their imaginable worlds to keep on cinema plot and orient them on participating in joint dream work. Thus mass media not just influence the audience views, but create illusion of opposite effect.

In some countries media content in the form of TV serials has become an important instrument for spreading definite forms of a national identity (Scherer, Thelen, 2020). This phenomenon has been called as «content-tourism» and it is a new type of tourism, caused by mass media images. It's turned up that serials are a daily ritual practice and a part of national memory's culture, they contribute significantly to national identity forming.

Lately it has become popular to use the definition of two-screen review. In other words, it is simultaneous consumption of media content and using of the second mobile phone's screen in social media mode. Such experience of simultaneous view gives positive advantages, including decline of fear to miss the event (Larkin, Fink, 2016), increase of subjective well-being (Chang, Hsu, 2016), and also a fortification of identification with a definite event and its participants (Cunningham, Eastin, 2017).

Some researchers claim, that "different functions of two mediums (the 1st and the 2nd screens) are able to be complementary and co-exist during watching" (Cunningham,Eastin, 2017: 5), while the other researchers find hierarchy of using a mobile device as auxiliary towards the status of traditional TV watching (Tang, Cooper, 2017).

A new term – "social television" has even appeared, which defines some reverse link on the second screen in real time from events, occurring on the first screen (Lim et al., 2015). It helps to show all the advantages of social presence, which are given by two-screen environment. This

display can be shown while translating major events. People all over the world watch sport mega events (Wenner, Billings, 2017), such as the Olympic games, World championship etc. The last tendencies in the field of viewers' study demonstrate, that viewers often consume content from more than one device simultaneous (Henderson, 2017), and this practice is called as using of the second screen. When a user makes different actions on a secondary device, in order to imitate a social experience of shared viewing, he participates in a special kind of communication, which can be called as social television (Devlin et al., 2020).

A group of researchers systematized works, connected to the impact of pro-social media (television, films, video games etc.). The main focus was on donated funds and other forms of pro-social behavior (Coyne et al., 2018). They have discovered, that pro-social mass media have no impact on donator's behavior. Pro-social content (voluntary willing aimed to benefit other people), distributed by different instruments of mass media, influenced significantly pro-social thinking and empathic concern, but did not have a significant impact on concrete behavior, including a donation.

Meta-studies select three main factors, which influence the increase in donations: tax concessions, encouragement of intuitive judgments for women and legitimizing of small contributions. Two factors reduce donations: compassion fading and big launching sum of funds. And using of pro-social mass media's content had no impact on the amount of donation (Noetel et al., 2020).

In other words, social television is a reverse link, which the viewer can give while watching media content. Among others, viewers' donated funds can play the role of this inverse link within charity actions (Bennett, 2018; Berman et al., 2018; Nikunen, 2016; Hirdman, 2016).

4. Results

Comparison characteristic. TV charity acts as a new TV program format are being made not for channel's rating increasing and for audience's attraction as a definite television element. Though it is worth mentioning that these actions certainly are used by a TV channel in image and reputational aspects, to increase the attractiveness of content consumers. But as the matter of fact this kind of format isn't intended to attract the audience by its own material.On the contrary, these actions are fitted especially into the most successful highest-rated shows of a TV channel and cover the most versatile audience. TV charity marathons don't attract the audience, but use attraction of highest-rated shows to collect necessary means. In Table 1 one can see comparative result of charity actions produced by 1st and 5th Channels.

Table 1. Comparative characteristic of 1st and 5th Channels' charity acts

Action's characteristics	1st Channel	5th Channel
Frequency	1–2 times a month	Every week
The days of the week	Wed, Thurs, Fri	Thurs
Presence of promo	No	Yes
The story with «star» character	No	Yes
Repot video	Yes	Yes (but once a year)
The duration of the video with the child	5–6 min	3–4 min
Symbol	No	magic seven-petal flower
Time distribution	Evening predominantly	Distributed throughout the day
What programs is it connected with	"Good morning", "The time"	"The morning on 5th", "Now"
In the block of ads	No	Yes (promo with the star)
The cost of 1 SMS-massage	75 RUB	Not normalized
Tonality	Emotional	Rational

This table allows to see the main contradictions in charity acts' format of two channels. The most bright example of such contradictions can be seen in the frequency of broadcasting:

charity marathon of 5th Channel covers the whole channel's broadcasting for a definite day (Thursday), the frequency also has a constant value (every week). 1st Channel involves only morning TV air and evening news programs, but the frequency of actions release is not determined strictly (1–2 times a month). The main particularity has a way of collecting necessary means: 1st Channel has normalized price and it is 75 RUB for one SMS-massage, aside from the participant of charity action gets a responding SMS–massage with a word "Thanks". On 5th Channel the viewer decides by himself how much money to send, in this regard, responding massage is not provided. 1st Channel regularly releases video reports about money spent on other children treatment, who got extra money from gathering for a previous character. 5th Channel doesn't publish regular reports about charity acts that was carried out (only annual results).

5th Channel's TV marathon has a symbol (magic seven-petal flower) and its own video introduction. It contains a separate plot with a "star" personality, who appeals to the audience to take part in charity action. It is particularly noteworthy a different plot tonality on both channels. If 5th Channel's plots line up according to concrete fact and cognitive aspects of impact, then 1st Channel's plots can be traced emotional reasoning and creation of bright images.

*Empathy level.*4 groups of respondents were distinguished and they were distributed according to the score obtained on the scale. Methodological key of the scale gives distribution according to empathy strength (Soldatova, Shaigerova, 2008). As the result, this sampling structure was obtained: groups with high empathy level – 2 recipients; above the average level – 4 recipients; below the average level – 7 recipients; a low level – 3 recipients.

Focus-group. It is worthwhile to say that the research has only one focus group without dividing it into two groups with a low and a high empathy level. It was due to the fact, that at the time of conducting a focus-group's moderator didn't know recipients' results according to their empathy level, that allowed to except his subjective estimate and unconscious pressure on recipients' opinion to depend upon their empathy strength.

Focus-group results can be presented as figurative maps reflecting the main notes of the recipients about different elements of charity stories they saw. Figure 1 shows respondents' opinion from groups of high and above the average level empathy.
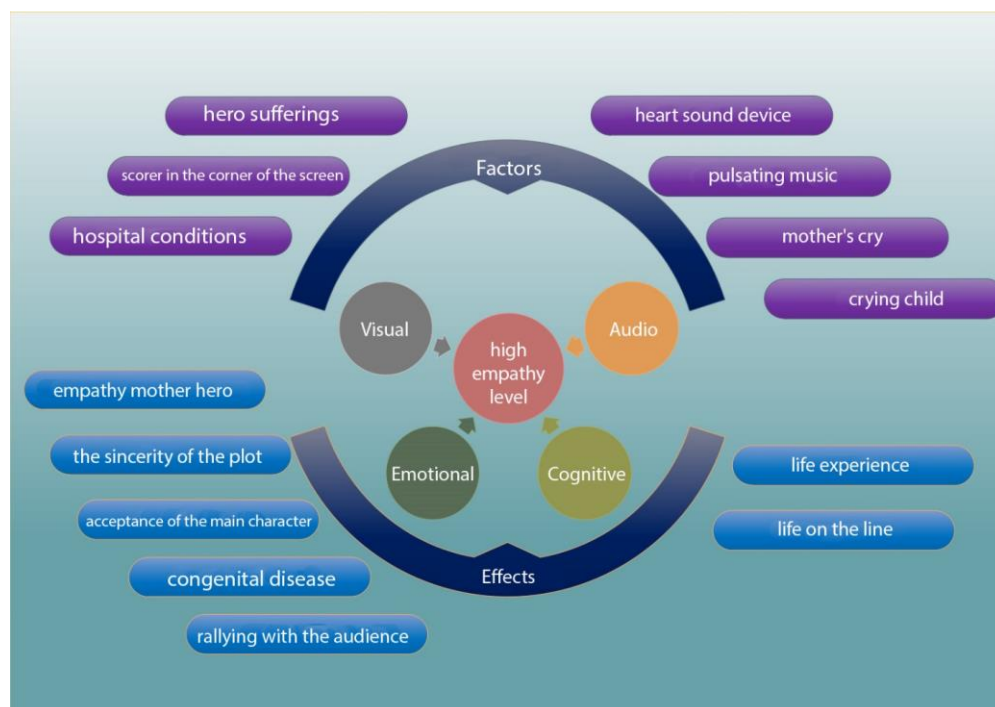
Fig. 1. Figurative map of views about TV charity acts among the responders with a high empathy level

This picture demonstrates dominance of elements from a high part, which are audiovisual effects. Audiovisual and visual story's elements play a big role for changing in emotional state of the responders who have developed empathetic abilities. This group's responders noted audiovisual

effects as the most important effects, which, in their view, make them to empathize. Such as: pulsing music; baby's cry at the beginning of a charity video; pulse monitor's sound.

12 responders marked these sound effects and gave an emotional response to them during listening. At the same time the majority of responders noted their mistrust to the TV act's plot, which wasn't supported by a visual material.

The story with "star" character (Dima Bilan) caused a negative attitude to this personality among the participants. Despite this the responders with a high empathy level were ready to accept this character of the plot, when his words and behavior seemed to be quite sincere for them.

Half of the participants of these groups noted that it was very important as for emotional factors to know whether the child has an innate pathological disease. Also they wanted to know whether child's parents were aware of his disease before the child's birth and were able to do anything with it, or not. These facts are extremely substantial for these responders and they are ready to participate in a charity act if disease has been acquired shortly or right after birth.

The participants with a high empathy level also noted mother's cry in the plot of the action. This audiovisual effect influenced their emotions greatly. Child's sufferings had a slightly less degree of emotional effect. Such sufferings were evident as cry, visual scarring after surgery, child's disability to do some action because of his pathology.

After having watched two last charity stories the responders with a high empathy level noted another important factor for them – hospital conditions. They pointed out that if they see any hospital attributes (hospital gown, hospital room, syringe etc.), it influences their plot's perception and has also emotional impact on taking their decisions. In this case, they are more likely ready to take part in a charity act as hospital conditions create the illusion of problem's importance and the need for assistance.

It is worthwhile to note the position of shaped-card's element "Mother's empathy to the main character". It is no accident, that he is on the board between effects and factors, because he does influence the responders from these two sides: both consciously and unconsciously perceptible. Such phenomenon can be named as "empathy towards empathy". And this phenomenon was described by the author in more detail in the previous article (Litvinov, 2018).

Fig. 2 demonstrates attitude towards charity plots of the participants with a low and below the average empathy level.

This picture demonstrates more cautious attitude from the recipients to audial effects. It was significant to note that visual components have importance for these groups as well. Elements of cognitive factors prevail basically. And the most important for the responders with a low empathy level is to see and hear proofs, facts confirming that their help is really needed and will bring the result.

The responders of given groups noted an important element: "on the edge factor" – that the child needs the help right now otherwise it will be too late. This fact exactly turned out to be the most important for almost all the responders with a low empathy level.

The responders with a low empathy level had also negative attitude to the plot with Dima Bilan. And all the negative emotions towards this character overlapped completely any desire to participate in a charity act, they weren't ready to take him seriously. They gave voice to their own variants of famous personalities to whom they were ready to listen for and take part in the action only because of this character's presence.

Half the recipients of given group noted another important factor – demonstration of a concrete problem's solution. A concrete doctor who will operate the baby were showed in the charity video; a concrete hospital where the operation will be carried out; a concrete medication is necessary for him. All this persuaded the responders that they ought to help the baby for there is a concrete solution to his problem.

There were also effects and factors, which were noted by the recipients from different, according empathy level, groups. About half the recipients noted the factor of personal life experience. Many responders came across similar situations in their real life. And this fact plays a big role: if the problem is familiar for a person and something alike has already occurred in his life, then he is almost certainly ready to take part in a charity action.
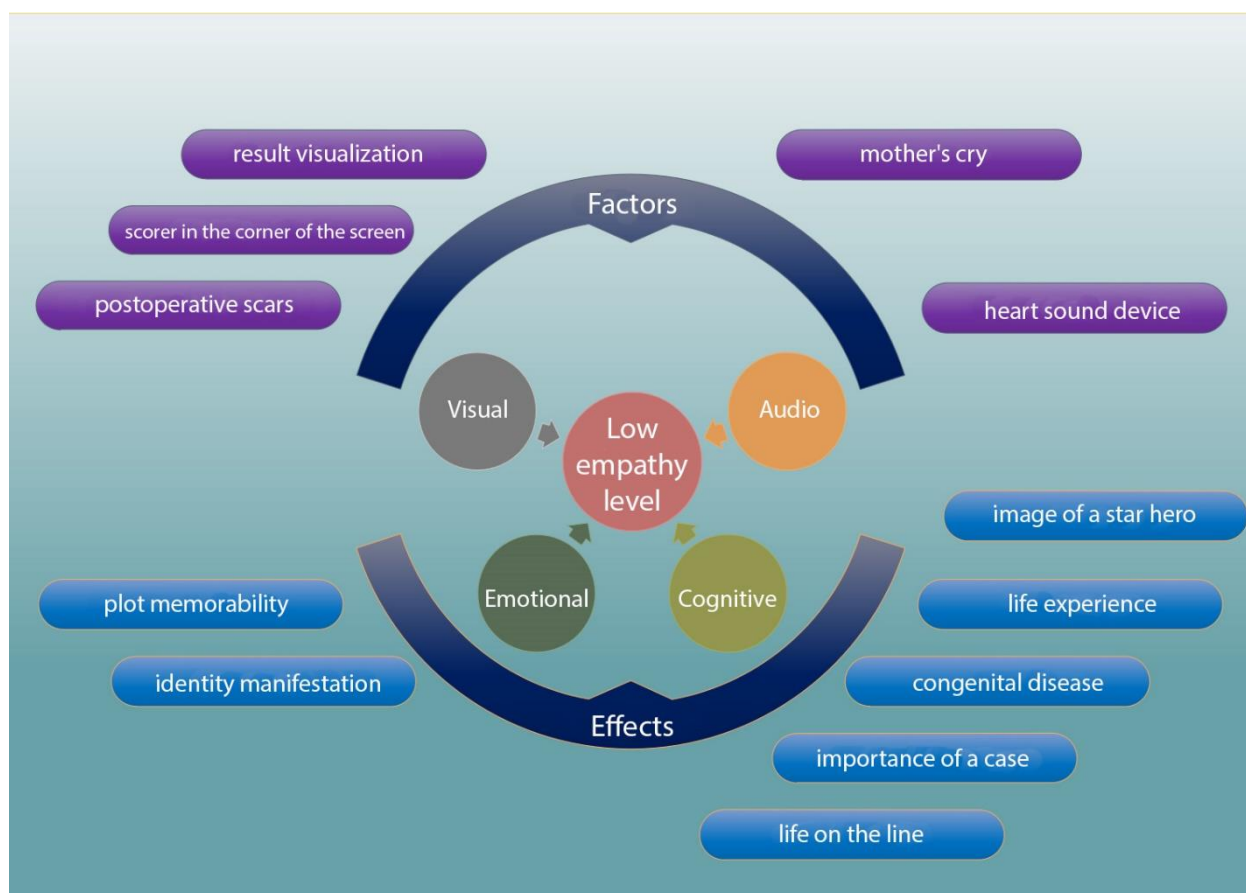
Fig. 2. Figurative map of views about TV charity acts among the responders with a low empathy level

All the responders noted important visual effect for them – the counter in the screen's corner, which was making the amount of money already collected to the moment. The responders claimed that such effect had a strong emotional impact on them and contributed to their decision-making about participation in the action immediately. General opinion on the matter can be described by the words of one responder:

Responder 12: "You can see that just a little bit are left, and you like connot but help".

The responders noted the difference of TV charity acts of 1st and 5th Channels, which could influence in their decision-making about participation in the action. So the responders from the group with a low empathy level noted, that they prefer way of sending SMS-massage to confirm their participation in the action of 1st Channel. In this case,normalized price of sending SMS-massage is 75 RUB. The responders pointed out, that it simplifies the choice and doesn't make to muse on what sum is to be sent and how it will correlated with the amounts of the other viewers.

Responder 8: "It should be easy for you, like «Kindness» [this word should be sent via SMS], so here is your kindness: 5541, 75 RUB, that's all, that is your kindness".

For the representatives with a high empathy level, on the contrary, the variant of sending SMS-massage for participating in 5th Channel's action was more preferable. As presently constituted, the price of given action is not normalized, and every viewer can send that amount of money, which he wishes. The participants commented on their choice that it isn't important for them what average means were sent by the other viewers. The most important for them was to control the sum by their self in accordance with their own financial situation, and that was the only point, which helped them to take the decision of sending SMS–donation.

Responder 3: "As for me, for example, it is utterly indifferent. I evaluate my financial capacities. If I have 100 RUB then I sent 100 RUB, if I have 50 – 50. But fixed-price, for example, sets up the stress».

5. Conclusion

This research has proved two hypothesizes. Definite audiovisual effects influence the responders' emotional sphere and are able, on this basis, to initiate a certain action. These audiovisual facilities were: demonstration of the main character's postoperative scars, his physical injuries, natural anomalies; hospital conditions (people in white overalls, medical devices, in hospital, policlinic); pulsing music; baby's cry at the beginning of a charity video; pulse monitor's sound and etc. It is worthwhile to say that specific elements of TV charity's plots were identified and which were able to cause the bowels of mercy, emotional and cognitive empathy among the mass audience. By that one can say, that these effects influence the audience of channels positively.

The second hypothesis has also proved – people with a higher level of empathy express more emotions reacting on charity acts' plots and they are more likely ready to take part in these actions. Impact degree of TV charity acts' audiovisual effects depends on ability level towards empathy among the audience. Our research displayed, that depending on a particular responder's intensity of emotional empathy level his emotional state changes after watching charity stories, and motivational mechanisms of initiation of participation in a charity act are completely different among the viewers with bright and mild empathy degree.

The responders with a high empathy level consider two audiovisual effects to be very important, which can be called conditionally as the effect of "compassion" and "hospital conditions". If the responders see, that the main character of the plot suffers somehow, then they want to stop his sufferings by their participating in a charity act. An important effect is also hospital conditions surrounding the main character: such conditions the responders with a high emotional empathy level associate with hero's suffering, and that stimulates them to take an active part in TV charity action.

Defining role in decision-taking of participation in a charity act among the responders with a low emotional empathy level plays making of concrete facts, proofs or association with their own life experience. They react little on emotional aspects and audiovisual effects, but having a low emotional empathy level, they can show a high level of cognitive empathy. This fact, in turn, coincides with theoretical justifications of the authors, who divide empathy into emotional and cognitive (Davis, Rogers, Goldstein).

The effect of visualization of the result was important for the responders with a low empathy level. If the story showed a concrete doctor, hospital, medicine, which were necessary for recovery of the main character, then the responders understood all the significance of giving the hero a hand and they were ready to become a mover of this help.

The 1st Channel's system of raising money was more preferable for the responders with a low emotional empathy level. It was due to the following factors:
1)   normalized sum for sending SMS-massages;
2)   release of the stories, presenting results of performed operations.

And the responders with a high emotional empathy level preferred TV charity act produced by 5th Channel. This group's responders were eager to choose necessary amount of money, which they were going to send for charity goals. Such decision correlated with their personal financial capacities. Apart from the responders with a low empathy level, they didn't pay a great attention to the story of the report, the main value was a participation itself and a desire to help.

It is worthwhile to say about the effect from the counter in screen's corner, which noticed all the responders. The counter, making the amount of money already collected on a real-time basis, became, for the respondents with a high emotional empathy level, the element of a unified integration with a vast crowd of people, and they considered theieself a part of this vast crowd. This effect expressed for the responders with a low emotional empathy level a significance of holding action as a huge number of people participated in it.

Thus the responders' desire of participation in a particular charity action was determined by two main factors: emotional empathy level, and presence of cognitive, emotional, audial and visual elements in a charity plot as well. If we imagine these three characteristics' relation (a choice of a definite channel's action, emotional empathy level, presence of particular elements) as a 3D model (Fig. 3), then it is possible to identify the following patterns:
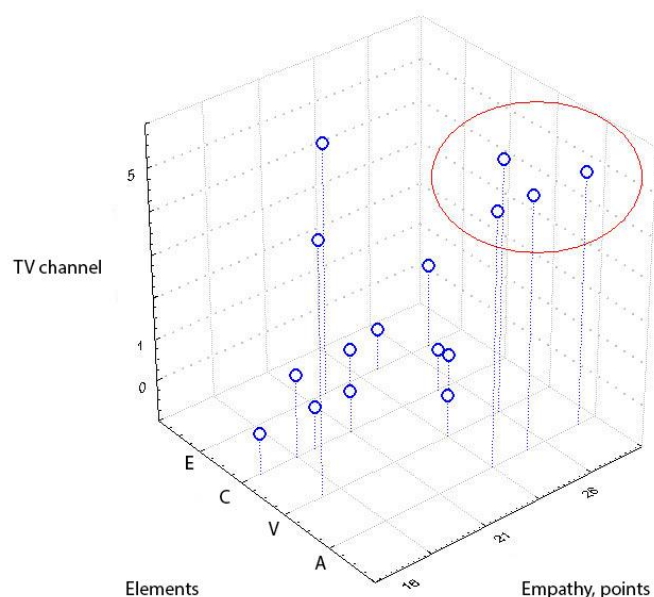
Fig. 3. 3D model: correlation between the choice of charity action (1 – 1st Channel, 5 – 5th Channel) and empathy level index with emotional(E), cognitive (C), visual (V), audial (A) elements

- 5th Channel's action is more preferable for the participants with a high emotional empathy level, for whom the presence of audial and visual elements in a charity plot is especially important (Fig. 3, the fragment colored in red);
- the participants who chose 1st Channel's action didn't show any regularities: this action can be chosen by the participants with a different emotional empathy level and who prefer a variety of charity action's elements.

On this evidence can be made the conclusion, that the strategy of 5th Channel's charity act is mostly aimed on the audience, which possesses particular personal characteristics, while the strategy of 1st Channel's charity act is directed to a wider audience. Perhaps, these differences were connected with the fact, that given TV channels differ significantly by rating and TV audience's share.

Social significance of the research is in the fact, that discovered and described factors and effects can be used for efficiency increasing of TV charity acts. Meanwhile it is necessary to pay attention to both specific particularities of the audience with a high emotional empathy level and specialties of the audience with a low emotional empathy level. It can help to create new TV format directed on prosocial behavior in the society (Miklosik et al., 2020).

As the result, the research has reached its main aim of studing TV impact's specialties on the audience's emotions by the example of charity acts. These specialties allow us to confirm concepts of the researchers, postulating the possibility to change human's behavior and his emotions with the help of TV audiovisual effects (Matveeva, Winterhoff-Spurk, Bandura, Gerbner).But, unlike the prevailing opinion in the scientific community about only negative strength of such effect, our research demonstrates mechanisms of its positive impact.

Further researches of positive effect from TV content's impact on mass audience (including TV charity acts) should develop in the direction of study of TV viewer's individual aspect, and further review of every charity stories' elements. The main drawback of our research was the fact that sample of the participants was small enough, that prevented from embracing to the full all the individual aspects, which could influence change of the responders' emotional state and initiation of his behavioral changes. All these drawbacks will be taken into account during further detailed researches.

6. Acknowledgments

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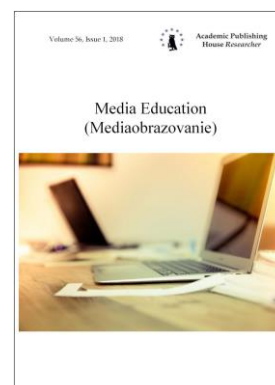
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Poetics of Ukrainian Film '*Earth*': Oleksandr Dovzhenko's Conceptual Search

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Abstract

The objective of this study is to analyze the outcomes of Aleksandr Dovzhenko conceptual search based on his work, *Earth* (1930), which became the most remarkable in the Soviet cinematography. The authors also go into the reasons of diametrically opposite reviews of the critics on these film. This article is based on little-known critical publications about these films in the Ukrainian and Russian media in the 1920s.

Earth was filmed in the period of political and social transformations of the Soviet society, in the early days of painful shifts towards collectivization of agriculture and industrialization of production. Stalin's political struggle with his political opponents Trotsky and the opposition headed by Bukharin ended in Stalin's victory. His unlimited power was consolidating, and further repressions in the society were simmering. The amplified influence of Marxist-Leninist critics on creative processes was becoming especially noticeable at that time. Under pressure of such political conditions, Alexander Dovzhenko had to work on his masterpiece *Earth*.

Analysis of Aleksandr Dovzhenko contemporaries' polemic about *Earth* on pages of specialized journals in the 1920s showed that the most common types of publications were: 1. Unconditional recognition (combination of revolutionary ideas with vivid means of expression). 2. Brutal criticism (exaggerated aestheticism and deviation from the Socialist ideology).

Keywords: film history, USSR, VUFKU, Alexander Dovzhenko, documentary film, avant-garde, Kiev film studio, earth.

1. Introduction

The artwork of Aleksandr Dovzhenko as a film director, especially in the Ukrainian period (1927–1930), is still not extensively researched, although a number of publications about these years have been released. The purpose of this article is to explore the conceptual search of director Aleksandr Dovzhenko while working on his landmark film *Earth* (1930), and to introduce the materials of little-known articles on this topic from the 1920s Ukrainian and Russian press into scientific use.

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2. Materials and methods

The materials of our study are academic books and articles written recently and in the 1920s about the creative work of Aleksandr Dovzhenko. The study is based on substantive analysis and comparative approach.

The comprehensive research methodology used by the authors ensured consideration of all aspects and relationships that affected the process under study. The research methods used in the work include comparative and systematic historical approaches.

3. Discussion

As noted above, 'Earth' was produced in the period of political and social transformations within the Soviet society. According to the French film scholar and historian of Ukrainian cinema, author of the fundamental work 'Histoire Du Cinéma Ukrainien (1896-1995)' L. Hosejko, Dovzhenko often repeated that he filmed *Earth* on the cusp of two eras, which foreshadowed major social upheaval and the beginning of a new life — collectivization (Hosejko, 2001).

It should also be added that the prospects of sound films were a topic of hot debate in the press since the late 1920s. The first success of the American cinema, *The Jazz Singer*, demonstrated what opportunities the sound may offer to movies. In the USSR, this spurred not only the development of technical devices for sound films, but also theoretical discussions of aesthetic changes in cinematography. Naturally, Oleksandr Dovzhenko, along with Sergei Eisenstein, Grigoriy Aleksandrov and Vsevolod Pudovkin (authors of the application 'The Future of Sound Film', 1928), closely followed the advent of sound films, and planned to start shooting sound films himself. Thus, the screenplay of 'Earth' was intended as a transition from silent films to the future of sound cinematography.

B. Nebesio, a Canadian film scholar, expert in Dovzhenko's biography and creative work, pointed out the specific composition of certain scenes in the film and the structure of dialogues between characters. According to the scholar, these stemmed from the implication that *Earth* was conceived to be the first Ukrainian sound film. In particular, the author wrote: "Dovzhenko's *Earth*, which contains only dialogue titles, best exemplifies this trend. The total reliance on dialogue titles in Earth can also be explained by the fact that in the initial stages of production Earth was to become the first Ukrainian sound film. Political intervention caused this decision to be changed and, ironically, the first Ukrainian sound film was made in Russian by Dziga Vertov" (Nebesio, 1996). We should also mention that Dovzhenko adjusted some principles of film shooting and editing to the esthetics of sound films. For instance, the director showed Vasyl and Opanas from the back during their dialogue to accentuate their audible conversation. According to B. Nebesio, dialogues also evolved in the film: "Although dialogue titles are overwhelmingly present in Dovzhenko's silent films it would be difficult to speak of dialogues or conversations taking place. The dialogues in the films are limited to sporadic exchanges, fragments of conversations or speeches, chants of the crowd, or rhetorical questions, posed by the characters to the audience" (Nebesio, 1996).

In his memoirs Dovzhenko wrote that he was attempting to film poetic movies. American researcher L. Schnitzer quoted Dovzhenko's childhood memories enamored with spectacular Ukrainian scenery in his book: "I used to love to sleep on top of the full hay-cart and I loved to be carried into the house, heavy with sleep, when the cart stopped in the yard in front of our cottage. I loved the squeak of the wheels of the laden wagon at harvest time. I loved the twittering of the birds in the garden and in the fields, I loved the gentle croaking of the toads in the marshes in the spring, when the waters fell. I loved it when the apples fell in the meadow, in the evening, in the twilight – quite unexpected, rather secretly, they fell on the earth, in the grass. There was a mystery, something eternally unfathomable in that falling of fruit" (Schnitzer, 1973).

In fact, *Earth* depicts some of the most beautiful, mesmerizing and utopian landscapes in the history of cinema. This love for Ukrainian nature (which Dovzhenko carried through his entire life) is what makes his film *Earth* kind of an overlay on the Ukrainian landscape, providing it with scenery and theme without showing specific episodes of the class struggle. In *Earth*, the history of collectivization gives way to reflections on life, death and rebirth. In Dovzhenko's interpretation, there is no death after time. Speaking about the visuals of the motion picture: We see tree branches bending down under the weight of apples. The rain is drenching the soil. Overripe apples are scattered all over the ground. They will soon be collected; otherwise apple seeds will take roots.

Apple trees are just like people — they are born and die, but the life of nature goes on, and human life is an integral part of it.

Dovzhenko, on the one hand, fills the movie with shots of picturesque nature which he cherished all his life, and on the other hand, he strives in every possible way to break the emotional and physical bond with his past, to erase those painful memories of the death of his brothers and sisters. The US researcher G. Liber devoted his work 'Alexander Dovzhenko's Cinematic Visions' to this collision. According to the author, Dovzhenko aspired to go beyond the reach of death. "In *Earth* (1930), both the grandfather (Semen) and his grandson (Vasyl) die: the grandfather by natural causes, the grandson as a result of murder. The opening scene suggests that the old man, having lived a full life, now faces death at peace with himself. Before Semen died, he eats a fresh apple. He then lays down and passes away. The apples that lay on the ground, like the old man, are associated with death. These apples will never be eaten; they will decompose and enter back into the soil, replenish the ground, and thus serve as a source of renewal. This opening scene emphasizes the themes of life, death, and regeneration which run throughout the film" (Liber, 2000). G. Liber concluded that death, in Dovzhenko's opinion, is an inevitable part of life. "Life, death, and rebirth constitute nature's dialectic."

There were also other studies on the biological nature of the film. D. Gillespie reckoned that in *Earth* Dovzhenko depicted women less socially active than did Lev Kuleshov and Vsevolod Pudovkin in their creative works. In particular, the author wrote: "Like Eisenstein, Dovzhenko shows history as being made by men. Women are almost absent in Arsenal, apart from as grieving family members, and in *Earth* they are symbols of motherhood and fertility. We can see that both Pudovkin and Kuleshov portray women as much more active and politically conscious" (Gillespie, 2000).

J. Mayne had a slightly different point of view. She saw women as more socially involved and emotional in *Earth*: "It is women, for instance, who demonstrate the excessive attachment to religion in the film. True, the viewer is led to believe that, for the father, the decision to reject a church service for his son is a serious and difficult one indeed. However, the visual representation of that attachment to the church is virtually exclusively female" (Mayne, 1989).

But Dovzhenko also admires the beauty of women. It is no coincidence that he puts female bodies on display during crop harvesting. We see frames of exposed legs as women bend down to collect the crops. And how expressive is the scene where naked Natalia rampages desperately about the house, grieving over her murdered groom Vasyl!

However, according to J. Mayne who explored feminism in the USSR silent movies, naked woman's body performs a somewhat confusing function in *Earth*: "Body of the woman becomes, a figure upon which are projected the similarities between representatives of the two orders, similarities which are otherwise unspoken in the film, that is, unspoken in terms of the film's overt ideological and narrative allegiances. Hence, the connection between nature and culture, between the patterns of agricultural life and those of socialist collectivity, is made across the body of the woman, a body defined as a pure element of nature" (Mayne, 1989).

Dovzhenko skillfully combines lyricism and ideology in the film. The film simultaneously praises the unity of creativity and shows that political and technological progress is inseparable from the natural processes. In this respect, *Earth* is the complete opposite of Vertov's 'cult of the machine'. As precisely defined by G. Zabel, Dovzhenko interprets technical progress as an addition to picturesque nature: "The poetic and painterly treatment of nature in *Earth* exists, as Eisenstein might say, in 'counterpoint' with scenes of the tractor and the mechanized process of turning the harvested grain into bread. But this dialectical contradiction finds its resolution in scenes where machinery appears to be more the fulfillment of nature than its conquest. When the tractor first arrives at the village, the villagers come out to watch its arrival, but so do the horses and other farm animals" (Zabel, 2012).

The ideological and aesthetic objectives of *Earth* were to accentuate and praise the ties between human and natural cycles, or even to define socialism as the optimal connection between these cycles. However, the ruling elite was unable to accept such interpretation at that time. It was year 1930, when the freedom of art became limited and was kept under tight control of ideology from the center. It was the time when crackdown on Orthodox Christianity and dissent began. The film *Earth* also was caught between these millstones. This is evidenced by studies of Dovzhenko's work conducted by Oleksandr Bezruchko (Bezruchko, 2008; 2008) and Volodymyr Myslavskyi (Myslavskyi, 2015; 2019), based on the review of archival documents and articles in the press.

These studies give a clear picture of how Dovzhenko's creative approach was changing. D. Gillespie accurately captured the evolution of representation of characters in Dovzhenko's films from specific to general. He wrote: "The heroes of *Zvenigora, Arsenal*, and *Earth* all lead inexorably toward their logical successor, Shchors. Shchors himself is a man totally without human passions, he neither drinks nor smokes, and even when he thinks of his wife after defeating the Ukrainian nationalist leader Petluira, he merely dictates a telegram to her via an assistant. As he proudly boasts, 'The revolutionary goal always triumphs over personal interests'" (Gillespie, 2000).

3. Results

The Ukrainian cinematography, according to many researchers, saw a qualitative rise in 1927, after the release of Oleksandr Dovzhenko's film *Zvenigora* (1927). By the time Dovzhenko filmed *Earth*, he had already achieved great success in finding his own creative style, a specific form for expressing new content. The film *Earth* was the final film of the so-called "silent trilogy" by Dovzhenko, which also included his movies *Zvenigora* (1927) and *Arsenal* (1929).

The movie *Earth* induced much controversy in the press. It is worth noting that this picture by Oleksandr Dovzhenko received polar opposite reviews and caused heated debate. Many critics, especially Ukrainian ones, were sincerely fascinated by the film. In their opinion, *Earth* was the greatest achievement not only of Ukrainian and Soviet cinematography, but also a landmark on the global stage, and Dovzhenko deserved to be on a par with the masterminds of the world cinematography.

"Switching from the language of logic to the language of emotional perception, we can say that *Earth* is a dramatic song about the meltdown of the old world and birth of the new one", the Ukrainian film critic Yakov Savchenko contemplated. – "This is a song about the triumphant coming of new social forces, new social truth. And at the same time, this is a solemn – full-throated and resonant – song about the biological joys of life, about the passion and exuberant fertility of the earth, about its creative, full-blooded, boisterous flesh. However, this smooth and powerful motive of biological ecstasy is social to the core, because it stems from the social health of a new public person... *Earth* is undoubtedly a breakthrough in the Ukrainian cinematography. It enriches our cinematography with a new genre and style experience, its highly artistic culture and broad perspective. It is the kind of experience that propels cinematography towards developing and enhancing the cinema poetics. *Earth* manifested original compositional attempts, new methods for impactful and vivid cinema expression" (Savchenko, 1930).

Many critics who gave positive reviews were captivated by how Dovzhenko portrays the Ukrainian village: exceptionally rich in crops, lavish, flooded with gardens, grain and melon fields. A village that was rejoicing the Ukrainian lyrics, carnal love, wonderful and happy children who were supposed to carry on the glorious line of Ukrainian villagers for centuries to come.

When analyzing the innovative techniques employed in *Earth*, Savchenko pointed out that this piece goes beyond the traditional narrative of genres, and is a unique artistic and cinematic system for constructing and objectifying the reality. In particular, the critic noted: "It is very difficult to define *Earth* in terms of genres. It completely demolishes the genres previously seen or even canonized in our cinematography. 'Earth' incorporates elements that portend the emergence of a new great genre suitable for cinematography in our circumstances" (Savchenko, 1930).

However, the film also caused a storm of indignation. Most of the controversy was focused around the presentation of class struggle in the village. Some found that biological elements dominated over the social content, that watermelons and apples overshadowed the issues of class struggle. Dovzhenko's laudation of the Ukrainian village was renounced by some critics. Poetization of the Ukrainian fertile land, in their opinion, was perceived as an inherently biological beginning of life, where the class struggle was reduced to biology: one was murdered, and another one was born — thus, a grandfather dies and a grandson is born. Hence it appears that class aspects were subordinated to biology, hereby alleviating the class struggle. Instead of class hatred for the enemy, viewers see some sort of "reconciliation of spirit": it does not matter that a Komsomol member was killed, because more are yet to come.

Ukrainian observer Boris Kovalenko was also critical about the film and recognized a biological motive in it: "These attempts to reduce the class category to biology are Dovzhenko's weak spot. By idealizing the biological side of reality, he idealized the Ukrainian luxurious nature — all these precious gifts of the land: watermelons, fruitful apple trees and orchards. Again, Dovzhenko tries to emphasize that this is Ukraine, Ukrainian nature, which he paralleled with the

same "universal" figure of the Ukrainian person being part of the nature, "Son of the Land", and therefore the idea of class differentiation is substituted by the symbolic idea of "national unity" (Kovalenko, 1931). At the same time, however, the critic stressed that Dovzhenko is a talented director and must be fought for in order to influence his creative approach.

Other critics were also ambivalent about the film. Moscow newspaper *Kino* published a variety of comments about the film: *Earth* is a talented motion picture, a great achievement of the Soviet cinematography. The film invigorates the viewers, charges them with new strength and will to fight the class enemy. Along with its achievements, the film has some drawbacks: biology prevails over the social aspects, due to which the kulak stratum of the village was not clearly identified."

Some of the comments mentioned that *Earth* had a simple formal structure, yet it was highly artistic. The military community congratulated VUFKU on the release of the praiseworthy film *Earth* and called for drastic changes in their production activities aimed at creating more films similar to *Earth*.

Despite all these shortcomings, the motion picture is vibrant, full-blooded, cheerful. The viewer's sympathy is entirely on the side of the new life sprouting from every frame of the film. *Earth* is an uplifting movie, our movie, a revolutionary movie.

Of course, *Earth* has some flaws. It is not true that history itself works to our benefit, and that our enemies have been destroyed. There is not enough hatred for our class enemy in the film. It fails to show the dependence of the poor peasant on the kulak. And the biological origin obscures the social attitude" (Manukhin, 1930).

Party and Soviet leader Pavel Blyakhin gave a devastating film review on pages of the central mouthpiece of the Communist Party of the USSR — newspaper *Pravda*: "After watching the film *Earth*, there is only one conclusion a viewer can make, and it is far from the Marxist ideology: nature has created all people different, some are good (these are communists, middle peasants and poor peasants), and some are evil (these are kulaks). Dovzhenko's problem is that he lost the sense of moderation and gave rein to his talent, so robust and passionate about the biological essence of life that he eventually emasculated the class content of the film and altered its political attitude. His cameraman Demutsky contributed a lot to this effect: these biological fragments were filmed with exquisite taste. We believe this solution goes too far in the opposite direction" (Blyakhin, 1930).

At the same time, Blyakhin admitted that despite all its flaws, *Earth* was a significant event in cinematography, an important landmark in terms of form, and represented one of the crucial stages in the development of the Soviet cinema. We should mention that there was much controversy regarding the visual image of the film. Theater director and screenwriter of the semi-official party almanac 'Print and Revolution' Leonid Varpakhovsky outlined the drawbacks of the film, one of the major being the dissociation of the movie composition. In particular, he wrote: "The film is divided into the following main parts: 1. Prologue; 2. Exposition; a) Kulaks, b) Poor and middle peasants; servicing the tractor, c) Bridging collateral episode at Semen's grave, d) Characterization of the sentiment in the village (expectation and arrival of the tractor; meeting); 3. Bridging part (transition from exposition to collision), a) Demonstration of a new form of land cultivation as a statement of the idea of collectivization; 4. Collision, a) Kulak finds out about dekulakization, b) Murder of a collective farmer, c) Father's tragedy; shift in his mindset; 5. Culmination, a) Funeral; shift in the public mindset; 6. Epilogue.

The compositional dissociation is obvious. Lack of a core image determined the structure of the film and resulted in mechanical linkage of separate episodes. Each element of the above scheme constitutes quite a self-contained, independent episode. The link with previous and following episodes does not flow directly from the intrinsic development of the theme" (Varpakhovsky, 1930).

To defend his point of view, Verpakhovsky noted that schematic film structure and artificial action development are closely related to the isolated display of the class strata of the village: "The connection between them is external, driven by the development of the overall theme. It is determined from the outside by peculiar social attitude of the artist who is close to the proletariat, willing to offer them his friendly help. The above episodes are no exception. This refers to the composition of the entire film. The inconsistency, incompleteness, contradictory outlook typical for all artists like Dovzhenko inevitably lead to some dualism in the creative approach" (Varpakhovsky, 1930). However, at the same time, Verpakhovsky emphasized that part of the movie was built in rich realistic tones: realistic in a broad, deeply modern sense of the word.

One of the main reproaches to the film was Dovzhenko's interpretation of the two characters shown in *Earth* — the kulak and the priest. Kulak was portrayed by Dovzhenko as a frenetic, neurotic, completely disarmed character, who does not even need to be fought against: he can just be crossed off the list of active social forces in the village. But, according to the critics defending the Marxist-Leninist positions, the kulaks had not yet been completely exterminated and had not surrendered their positions, and were seeking every opportunity to fight the peasants. That is why they believe that portrayal of the kulak in *Earth* can only "disarm the social activity of the poor strata of the village" and, naturally, such interpretation of the kulak "leads to a distortion of the social perspective." Based on the above, the critics concluded that the director's interpretation of the kulak was very misleading.

Practically the same accusations applied to the image of the priest who found nothing else in his life except the "search for truth". The critics believed that the film gives one the impression that the church "had already surrendered its weapons and gave up the struggle against atheism and the growing culture".

In particular, Pavel Blyakhin wrote on pages of *Pravda*: "In the final, most impressive part, the kulak is shown so lonely, so isolated and miserable that he can only arouse scorn. The second equally dangerous enemy in the village — the priest — is displayed in a similar way. The entire final part is constructed so as to persuade to the viewer that the kulak is gone, the church is gone, and both of them together are nought, and therefore there is no one to fight, no one to hate, no one to fear… Such an interpretation of the enemy is completely unacceptable at this stage, because it demobilizes the viewer, weakens their will to fight, alleviates the class hatred. In this case, Dovzhenko indulged in wishful thinking and completely forgot that the viewer would be watching his movie through the eyes of a contemporary surrounded by class enemies" (Blyakhin, 1930).

According to Blyakhin, Dovzhenko's political error was that he, wishing to see the kulaks liquidated as a class, and the religion dead, tried to show this as an accomplished deal, overlooking the fact that the kulaks, who were supposed to have been eradicated as a class, vigorously resisted with the help of collectivization. Furthermore, Dovzhenko failed to understand that "it would take a lot of hard work to ultimately liberate the masses from religious intoxication."

Blyakhin also accused Dovzhenko of depriving the characters of class features and not providing any social and economic motives for their behavior, which leads to a conclusion that the film '*Earth*' is not intended for a mass audience of workers and peasants, but rather for qualified loners. At the end of the article, the critic inquired: "Perhaps the motion picture is so harmful that it should not be shown to the mass audience?" (Blyakhin, 1930).

At public screenings, Dovzhenko had to make excuses for rather harsh criticism of his film and explain his own position. At one of the screenings for soldiers of the Red Army, which took place in May 1930, the director said: "As an artist working in this field, I want to see some of the ongoing processes already accomplished. That is why, despite the fact that we have not yet eradicated the kulak class, despite the fact that it continues to resist us, I do believe in its imminent elimination, and I want to speak of it as a defeated enemy. Next, I will raise another controversial point: the figure of the priest. Despite the growing number of cults, one thing is undeniable and crystal clear — religion is dying. That is why I displayed the priest as a moribund old man, accustomed to mechanically whisper prayers. But his class interests are still alive — which I showed in the film" (Dovzhenko, 1930).

However, Dovzhenko's contemporaries claimed that he should have incorporated specific anti-religious scenes. Obviously, no one paid attention to the scene where the party speaker announces that the class enemy is doomed, and the villagers look at him like he is a divine being. And when he points at the Bolshevist plane flying in the sky, people shift their gaze from him to the sky and back at him. With this scene, Dovzhenko wanted to show that the Party had replaced God.

Perhaps the most painful blow for Dovzhenko was the stinging and arrogant rhymed criticism by writer Demyan Bednyy on pages of the newspaper Izvestia. The author did not mince his words and used pretty humiliating expressions, in particular, called the film "counter-revolutionary" and "obscene" (Bednyy, 1930). In Ukraine, many cultural figures spoke up for the film. Demyan Bednyy's categorical opinion was not supported in the RSFSR either. In particular, in a joint article in the Pravda newspaper, V. Kirshon, A. Fadeyev, and V. Sutyrin regarded Demyan Bednyy's statement as precarious, since it seemed to be aimed only at bullying and ravaging the artist. The authors of the article were also puzzled as to why the writer pounced on Dovzhenko's film so zealously, while he had ignored dozens of botched and vulgar films before (Kirshon et al., 1930).

Still, Dovzhenko was not brought into the fold of the proletarian culture and remained in the ranks of companions of the revolution, although he was among the best of them. Companions used to be divided into two categories: the ones who seemingly supported the revolution for their personal gain, and the ones who honestly and sincerely welcomed the revolution, but were not accepted into the "inner circle" due to certain fallacies. Dovzhenko fell into the second category. Despite his artistic achievements, Dovzhenko's views prevented him from becoming "the maestro of truly proletarian films, capable of serving the workers and peasants". And those views of the director were not accidental, as they stemmed from the social nature of the artist himself, his outlook, his worldview.

The film *Earth* perfectly illustrated this situation. According to the well-established opinion of influential party leaders, the movie was contradictory and contained elements that both brought the artist closer to understanding the revolutionary processes taking place in the village and moved him far away from this understanding, and transferred him to the league of petty-bourgeois aesthetics. This phenomenon is quite predictable, for this was, in their opinion, the social nature of a companion: on the one hand, he subjectively reaches out for the proletariat, and on the other hand he is still guided by the inner forces and social motives of his petty-bourgeois creativity. And the objective of the Communist Party in the realm of art was to liberate these companions from the influence of petty-bourgeois aesthetics and switch them to "serving the broad masses of the proletariat and peasantry, facilitating the expulsion of such artists from the league of petty-bourgeois art, and bringing them closer to proletarian art". Based on these postulates, some critics urged not to ostracize Dovzhenko, but to lend him a "helping hand". "Dovzhenko has not yet fully mastered the proletarian ideology," noted a columnist for the Moscow magazine Smena with regret. "We have to help him in this, because he is a solitary warrior fighting against the entrenched flower of Ukrainian chauvinism in the Ukrainian cinematography" (Zaslavsky, 1930).

The unhealthy controversy around the film *Earth* and its author, to a certain extent, paved the way for Dovzhenko's future forced "emigration" to the RSFSR.

5. Conclusion

Dovzhenko can be called "the father" of Ukrainian poetic cinema. His film *Earth*, according to the results of an international poll of critics conducted in Brussels in 1958, took the leading position in the list of "12 best films of all times".

Dovzhenko emotionally depicts the confrontation between man and nature. He masterly smoothes down this confrontation, while muffling the social significance of the tragedy soon to be experienced by every Ukrainian peasant. Cruel irony is inherent in his work: even the slightest movement in this picturesque landscape embodies the director's apprehension of an imminent catastrophe.

Unlike Sergei Eisenstein, Vsevolod Pudovkin, and Dziga Vertov, who were treated kindly by the Soviet authorities during the silent film era, Dovzhenko was reckoned among the camp of "companions". He was not forgiven for his "dubious" past, and was obstructed by Marxist-Leninist criticism. Of note, the most abusive criticism streamed from the printed press in the RSFSR. Eventually, Dovzhenko had to make dozens of edits to his film *Earth* so that it was authorized for display in cinemas. Admittedly, Dziga Vertov was criticized as well, however, he was reproached for formalism, whilst Dovzhenko was accused of a political error, which simmered down to misunderstanding the goals of the revolution; he was blamed for "lulling the class vigilance of the proletariat". Beyond doubt, this harassment had a detrimental effect on Dovzhenko's future career. The hostile reception of the film *Earth* by the party officials broke the director's spirit and drove him into an abyss of depression, isolation and suicidal thoughts. His next motion picture *Ivan* was released in 1932. The central printed media of the Communist Party of the Ukrainian SSR savaged Dovzhenko's new film with even greater fury. Furthermore, the director was under the threat of imprisonment and further persecution. This critical situation forced Dovzhenko to seek protection in Moscow. That is how Ukraine lost one of the best directors in the USSR.

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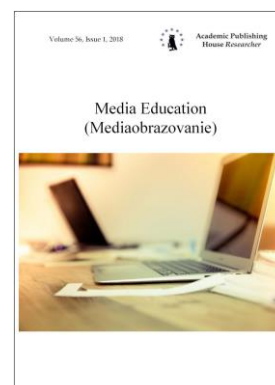Bezruchko, 2008 – *Bezruchko, O.* (2008). Nevidomyy Dovzhenko [Unknown Dovzhenko]. Kyiv. [in Ukrainian]

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The Synthesized Theoretical Model of National Media Education at Higher Education and Leisure Institutions in 1984-1991 (the Period of "Perestroika")

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Abstract

The analysis of synthesized theoretical model of national media education at higher education and leisure institutions with the components worked out by G.K. Selevko, makes us formulate its characteristics. On the level of implication the synthesized theoretical model of national media education at higher education and leisure institutions is characterized as local (modul) one. The philosophic ground is anthropological, humanistic, with the elements of materialistic. The leading factor of psychological development is the complex of bio-, socio-, and psychotogenic factors. The conception of the experience adoption of the synthesized media educational model realized at higher education and leisure institutions is developing + gradual interiorization. According to personal structures orientation: emotional-artistic and emotional-moral; technologies of self-development; heuristic; applicative, forming the effectively-practical sphere. The aim of media education is in social active personality upbringing with the developed artistic interests and aesthetic needs, professional abilities in the field of media. Thus, we point out the difference in professional range mark between higher education institutes students' and those of leisure institutions. The means of media education: cinematograph, self-issued periodicals, television, radio, photography; the synthesis of two or more media means. The range is widespread: humanities and pedagogic specialties students; scholars of different age.

Keywords: media educational model, Universities, leisure institutions, USSR, 1984–1991 years.

1. Introduction

Media education models developed during the period of "perestroika" are partly introduced in contemporary teacher training system as well. In this regard, there is a contradiction, which consists in the analysis of the theoretical model of domestic media education implemented in higher and leisure institutions (1984–1991) to further determination of the potential for contemporary education system "undergoing" a great reformation.

To deal with the discrepancy identified, we find it necessary to carry out an analysis from historical and pedagogical positions, based on the science principles in terms of the conceptual framework, goals, objectives, directions, organizational forms study. The results of the analysis will help to clarify the methodological basis, to develop criteria for effective methodological principles, to identify the Russian national media education traditional features.

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The material investigation gives us the opportunity to synthesize the national theoretical model of media education at institutes of higher education and in leisure centers in 1984–1991. In the article suggested we'll introduce its main characteristics.

National media education theoretical model being in progress at higher education and leisure institutions during 1984-1991 methodology was grounded on not a single one media theory but was fusionable resting on ideological, aesthetic, practical theories and critical thinking development theory.

2. Materials and methods

In the problem investigation we based upon the following principles: pragmatist, of system scientific analysis, of objectiveness and historism. In the research work the following methods were used: material investigation (of the "perestroika" period and its contemporary research) in educators', film experts', culturologists', philosophers' works; synthesis, generalization, theoretical reconstruction.

3. Discussion

The investigation and analysis of the "perestroika" period media educational theory and practice in Soviet Russia makes us distinguish the media educationalists', working with higher education students (of humane and pedagogic specialties) and also in leisure centers with pupils and the youth, experience. The media educationalists' works were nominally divided into three groups:

The 1st group includes the teachers, performing their media educational practice at institutes of higher education. The educationalists O.A. Baranov and S.N. Penzin were among the founders of media education as a means of aesthetic development for students. They reflected their ideas and the results of their work in:

– the monograph "A Film in the learning youth upbringing work" (Baranov, Penzin, 2005);

– the monographs by S.N. Penzin "Cinema in the system of arts: the problem of author and hero" (Penzin, 1984), "Cinema and aesthetic upbringing: methodological problems" (Penzin, 1987).

I.N. Graschenkova was also the cinematography usage as the means of student's aesthetic upbringing supporter that found reflection in her investigation (Graschenkova, 1986).

E.N. Goryuhina in her monograph described students' cinema club work potential (Goryuhina, 1980). G.A. Polichko introduced the materials on cinema pedagogics introduction (as the ground for cinematographic literacy) for higher education institutions (Polichko, 1990). T.Y. Svistelnikova in her thesis represented theoretical ground and practical results of pedagogical institute students' musical interests breeding by means of television (Svistelnikova, 1990). The programs and curricula on scholars' cinema education and cinema upbringing for art departments of social professions faculty of Moscow Pedagogical State University were set up by Y.N. Usov, Z.S. Smelkova, E.S. Levin (Usov…, 1986).

The second group comprises media educationalists working in leisure institutions. The investigations and practical experience included the appeal to different media means:

– P.D. Genkin devoted his thesis research to self-created cinema interest development investigation in the process of amateur film studio upbringing activity;

– I.A. Rudenko turned to children's and young people's media education in the process of radio broadcasting, making accents on the historical stages of its development, its aim and content components, operation problems (Rudenko, 1986);

– F.M. Kozlov's works were devoted to theoretical grounding and practical experience of cinema educational potential in cultural-educational work with the youth realization (Kozlov, 1987). Also, the media educationalist worked out methodological recommendations for cinema usage in the youth's professional orientation (Kozlov, 1987). I.S. Levshina's research was grounded on cinematograph, its impact on teenagers, the peculiarities of its perception and analysis (Levshina, 1987).

The 3rd group of researchers who developed the theory and technology both for higher education institutes students and for scholars taking classes in leisure centers. So, I.V. Weisfeld viewed the problem of cinema development during the period of "perestroika" in wide context (Weisfeld, 1988). S.N. Penzin concentrated his attention the problem of author and hero in the monograph "Cinema in the system of arts" (Penzin, 1984).

O.F. Nechai was proving that the Soviet television of the period of "perestroika" had a potential in aesthetic, artistic feelings upbringing that could be used in media educational work. The media educationalist wrote the monograph "Corners. About television communication and aesthetics" (Nechai, 1990).

The media educationalists A.V. Sharikov, E.A. Cherkashin concentrated their attention on experimental media education curricula working out (Sharikov…, 1991). The question of media educational practice criteria effectiveness was also urgent. Certainly, the criteria depended on the aim of media education. In this way N.N. Yakovleva directed her work on scholars' aesthetic upbringing, so the problems of teenagers' aesthetic evaluations by means of cinema art were regarded in her thesis research (Yakovleva, 1989).

Speaking about methodological bases, we should note that media education used the ideas of cognitive psychology as a basis. For example, E. Aleksandrov, A. Levitskaya in their article "Technology of Integrated Media Education" (Aleksandrov, Levitskaya, 2018) synthesizes innovative methods of using which allows integrating media education into the pedagogical system. The pedagogical experience has allowed the authors to formulate a number of basic provisions that make the media education process reasonable. One of the important reference points, the reflection of which we find in the integrated theoretical model of domestic media education in higher and leisure institutions in 1984-1991, we consider the following: «The didactic adaptation of a media text is, first of all, the selection and fragmentation of media material, mediated by the topic, purpose and organizational form of classes, as well as the features of the educational environment and the type of learners' group. For the organization of reflective and analytical practice, it is advisable to offer the students segments of feature films, documentaries or thematic television programs, averaging 7-10 minutes, most often representing a relatively complete sequence, withdrawn from a larger media text. This sets students up to the perception of the events, situations and characters stored by the segment in the chronotope of the past-present-future, updating the previously developed and generating new cognitive schemata» (Aleksandrov, Levitskaya, 2018: 8).

Comparing the views of media teachers of perestroika period in the USSR and modern research, we note the similarity of some ideas. Thus, media education on television material reflects various aspects of the study of television text. In his article "Reality TV in the classroom: a model of analysis and an inquiry into a Spanish talent show", Patricia Digón formulates the following analytical model of text study: "Languages; Technology; Production and dissemination processes; Interaction processes; Ideology and values; Aesthetics" (Digón, 2019: 232).

It should be noted that the study of historical perspective is also relevant for Western science. Thus, M. Bulger, R. Davison Bulger (Bulger, Davison, 2018), R. Hobbs (Hobbs, 2017) consider the problems of media literacy in the historical continuum, based on existing developments in the field of media education.

For media teachers in the USSR (1984-1991), the main goal of media education was both harmonious development of personality and reduction of foreign media texts influence on youth through development of critical thinking. In the works of Western scientists (De Abreu, 2019; Galik, 2019; Galiková Tolnaiova, 2020; Kačinova, 2018; Krutka, Stoddard, 2018; Mason et al.; McDougall, 2019; Potter, McDougall, 2017; Šupšakova, 2016; Wilson, 2019) we reflect this problem.

The technology of developing media and information literacy in the works of Western scientists is also widely covered. For example, Y. Friesem (Friesem, 2019) relies on project-based learning in media literacy; S. Wilson (Wilson, 2019), J. McDougall (McDougall, 2019) presents a synthesis of different media education methods.

For the synthesized theoretical model of national media education at higher and leisure institutions theoretical background we appealed to the research works by M.M. Bahtin (Bahtin, 1979), G.K. Selevko (Selevko, 1998), E.V. Bondarevskaya (Bondarevskaya, 2000) and others.

4. Results

The analysis of synthesized theoretical model of national media education at higher education and leisure institutions with the components worked out by G.K. Selevko, makes us formulate its characteristics.

On the level of implication the synthesized theoretical model of national media education at higher education and leisure institutions is characterized as local (module) one.

The philosophic ground is anthropological, humanistic, with the elements of materialistic. It should be noted that in contrast to the media educational model realized at school, Marxism – Leninism Philosophy made a less impact on media educationalists' activity.

The leading factor of psychological development is the complex of bio-, socio-, and psychotogenic factors.

Media educational classes at leisure institutions were based on the age characteristics of the pupils and the youth, their needs and motives; the demands of the Soviet society to the qualities and characteristics of personality; the audience's psychological peculiarities and others.

Media education at institutions of higher education regarded students' age and psychological peculiarities, rested on their professional orientation, preparation for the future profession, widened their outlook, aesthetic and moral qualities.

The conception of the experience adoption of the synthesized media educational model realized at higher education and leisure institutions is developing + gradual interiorization.

According to personal structures orientation:

– Emotional-artistic and emotional-moral. In great degree it concerns to the media educational models realized at leisure institutions;

– Technologies of self development. They are directed to a personality self regulation development. They were essential during the period of "perestroika" as for university media education so for leisure institutions;

– Heuristic. Aimed at school children's and students' creativity development, it's essential both for higher education institutes and leisure centers;

– Applicative, forming the effectively-practical sphere. For leisure institutions is realized in "ZUNs" forming, technical skills developing (using camera and others), media product creation (film, collage, poster and others). For the humanities and pedagogical specialty students is getting media theory, history, media education methodology knowledge and bringing the received abilities and skills to practice.

The structure and content character of the synthesized theoretical model of national media education at higher education and leisure institutions:

- educational + upbringing;
- humanistic;
- penetrating (integration into the higher education institution educational subjects);
- specific subject (hobby groups, interest groups, clubs where the activity is turned to the education and creativity within a particular media means: photography, video, cinema, press, radio).

According to the type of organization and cognitive activity management the synthesized theoretical model of national media education at higher education and leisure institutions relates to:

- club,
- individual + group,
- differentiated.

According to the approach to a child the synthesized theoretical model of national media education at higher education and leisure institutions is:

- Personality-oriented (human-centered or anthropocentric),
- Subject-subject (in accordance with collaborative pedagogics characteristics, media education relies on).

According to the students' category it is:

– widespread because it's designed for different categories of pupils and students;

– of an advanced level because both in higher education institutions and in leisure centers in-depth study of history, media theory, perception specificity media texts analysis technology and so on was suggested.

We'll represent the results of our investigation and theoretical ideas analysis and their impact on the essence, structure and media education practical experience (of 1984-1991) in the synthesized theoretical model of national media education in institutes of higher education (for the humanities and pedagogical specialty students) and leisure institutions.

Media education is aimed at socially active personality endued with artistic and aesthetic needs and ambitions together with professional media skills creation. For this reason the difference between universities and leisure institution students' professional range was distinguished.

The goals of the synthesized theoretical model of national media education in higher education and leisure institutions:

• Educative – the knowledge on history and theory, media specificity, work in media environment technology, the systems of professions in media sphere;

• Upbringing – aesthetic qualities, artistic taste, personality creativity forming;

• Developing – emotional sphere, personal perception, imaginary, critical thinking, professional skills development;

• Practice oriented basing on the institution, media educational practice is implied in, activity:

• The students should have mastered the media educational work technologies with pupils of different ages, criteria apparatus for scholars' media products evaluation (film reviews, collages, movies, photos and so on);

• The professional orientation of leisure centers students spread on:

– the ability to deal with equipment (camera, chemical agents, and so on)

– the proficiency of cartoons, movies creation, editing skills (making a radio program or a self-made periodical and so on);

- their career guidance.

The synthesized theoretical model of national media education at higher and leisure institutions evaluation criteria.

In the research works studied we haven't found the accurate criteria system, so the criteria suggested is our original elaboration based on the media educational experience of such scientists as O.A. Baranov, I.N. Graschenkova, E.N. Goryuhina, G.A. Polichko, T.Y. Svistelnikova, Y N. Usov, Z.S. Smelkova, E.S. Levin, P.D. Genkin, I.A. Rudenko, F.M. Kozlov, I.S. Levshin, I.V. Weisfeld, S.N. Penzin, O.F. Nechai, A.V. Sharikov, E.A. Cherkashin, N.N. Yakovleva and others.

For institutions of higher education:

– formal. On special courses or a media education subjects complex learning completion the mark was put according to formal principle: credit / no credit or (in the form of exam) – 5-grades scoring system, accepted in the educational system of the USSR.

General for higher education and leisure institutions:

– creative criterion: the media teachers' encouragement of their students by giving them diplomas, promoting their works in contests, festivals of different levels;

– qualitative evaluation: characteristics, results package, self-examination teaching, self esteem.

We can include here the criteria of media text analysis (movies, newspapers, radio broadcasting and others). The levels of perception and evaluation are taken for the basis:

• The first stage includes the general development, paying special attention to the media text plot line and its general theme;

• The second stage deals with functional and constructive orientation of the media text;

• The third stage implies perception and evaluation of media texts taking into account their constructive (work of filming staff) and retrospective (viewers' personal experience analysis) components;

• The fourth stage introduces viewers' perception aimed at their media creativity and self-development.

The synthesized theoretical model of national media education in higher education and leisure institutions in the period of "perestroika" content was determined by the following goals:

• educative and upbringing,

• comprehensive and professionally oriented,

• specific subject.

Special courses, complex subject cycles in higher education institutions of the humanities and pedagogic specialties content included the following parts:

• the knowledge of the principal historic periods, mass communication and mass-media formation influencing causes.

• mass communication theoretical grounds and media texts analysis stages investigation, visual media texts key components understanding, the problem of the interrelation between media and other sciences acquirement.

• the investigation of directions, forms and technologies, aims and goals of pupils' and students' media education.

Media education content in leisure centers:

– theoretical grounds of mass-media formation, the stages of media texts analysis study;

– practical skills in the media texts of one's own creation;

– students' professional orientation on the basis of the abilities, knowledge, skills in the field of media received during the classes.
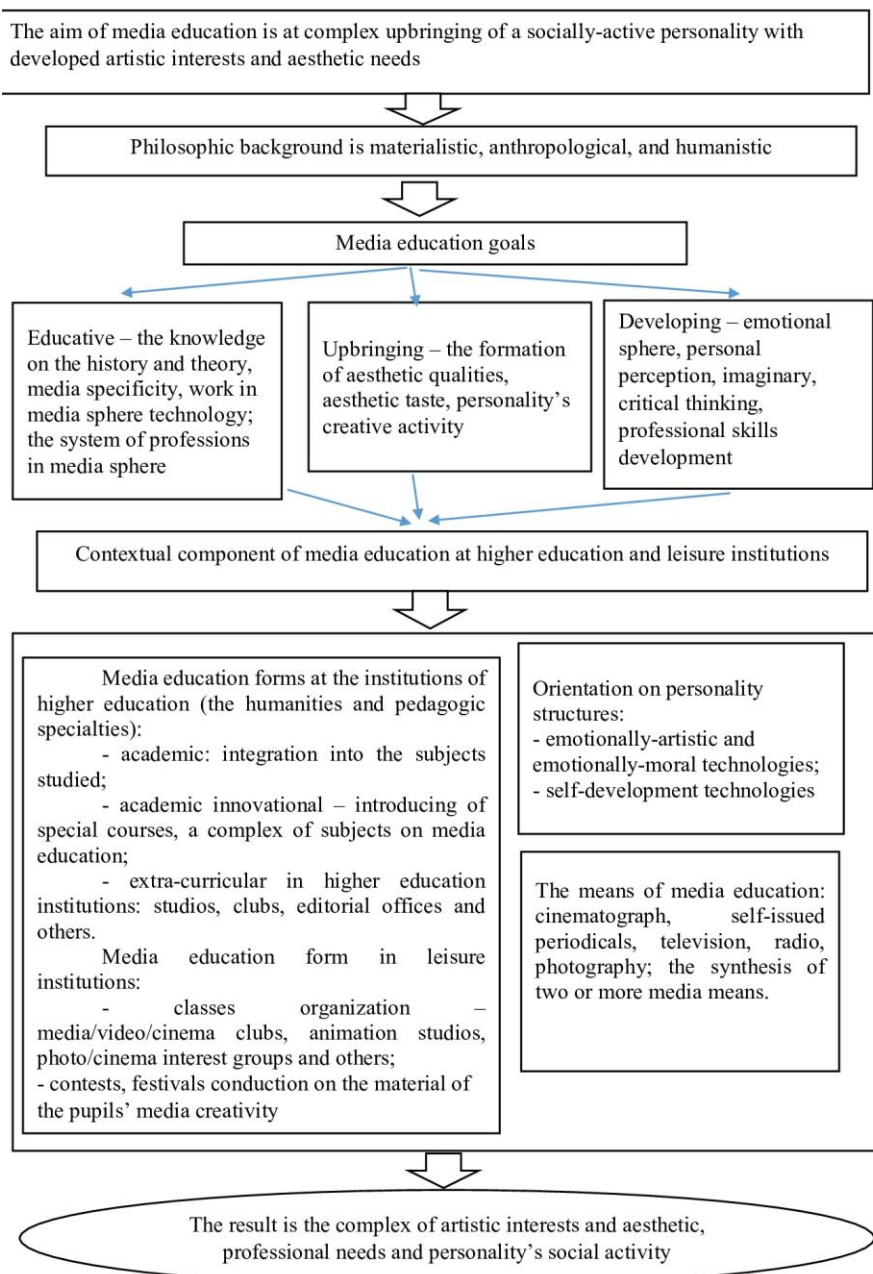
Fig. 1. Synthesized theoretical model of national media education at higher education and leisure institutions during the period of "perestroika"

Media education methodology relied on practice-oriented classes, using project education, heuristic, problem, game-based tasks.

The synthesized theoretical model of national media education at higher education and leisure institutions organization forms:

Media education forms at the institutions of higher education (the humanities and pedagogic specialties):

– academic: integration into the subjects studied;

– academic innovational – introducing of special courses, a complex of subjects on media education;

– extra-curricular in higher education institutions: studios, clubs, editorial offices and others.
Media education form at leisure institutions:

– classes organization – media/video/cinema clubs, animation studios, photo/cinema interest groups and others;

– contests, festivals conduction on the material of the pupils' media creativity.

The means of media education: cinematograph, self-issued periodicals, television, radio, photography; the synthesis of two or more media means.

The range of the synthesized theoretical model of national media education at higher education and leisure institutions is widespread. As targeted audience we can view the Humanities and pedagogic specialties students; scholars of different age. Media educational work in leisure institutions promoted the participation of the school age children not only on school but also on secondary vocational education.

The synthesized theoretical model of national media education at higher education and leisure institutions in 1984-1991 is represented in Figure 1.

5. Conclusion

We have synthesized the theoretical model of national media education at higher education and leisure institutions on the basis of the investigation and analysis of the Soviet "perestroika" period Russian leading media educationalists' theoretical views and practical experience. In brief we would like to point out the following:

– media educational aims at schools, higher education institutions and leisure centers differed by the aims of the institutions:

• Media education at schools was directed at aesthetic upbringing, pupils' emotional sphere, world outlook by means of media formation;

• Media education at higher education and leisure institutions was aimed at complex upbringing of artistic interests and aesthetic, professional needs and personality's social activity.

Conception theories grounding the theoretical model of national media education at higher education and leisure institutions are ideological, aesthetic, and practical.

While school teaching was too theorized, leisure centers were aimed at the pupils' practical activity in cinema, photo, radio, clubs, editors' offices and others.

It should be noted that the professional school and leisure media teachers' education differed. Thus, in general education institutions media teachers were introduced by subject teachers, and in leisure centers – by the representatives of creative professions such as professional journalists, film directors and others.

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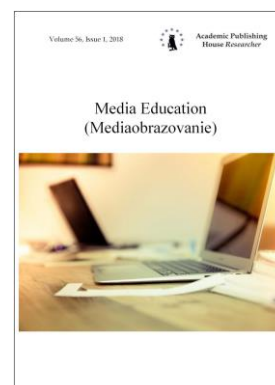
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Improving Media Education as a Way to Combat Fake News

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Abstract

The research has demonstrated that there are different types of false information that is distributed in the media and social networks. The author of the article shows that some false information can create panic and spread to destabilize the situation in the country. Therefore, it is necessary to fight them. The study shows the role of media education as way to counter fake news. It has been found that fake news can be disguised as true information. This makes it difficult to resist them.

Also the author explains why journalists themselves can spread fake messages and it is not always possible to distinguish them from the true even using artificial intelligence. The study showed that the audience needs to improve their media education. At the same time, readers expect the media to help to verify information. The author analyzes the experience of mass media and social networks in improving media literacy. Based on this, the article offers recommendations for media outlets that see the problem of fake news and plan to fight it by educating readers in critical thinking. Also the author explains the role of media reputation as a key indicator for evaluating the authenticity of news material.

Keywords: media education, media literacy, critical thinking, fake news, journalism, disinformation.

1. Introduction

News has become more accessible to the audience thanks to the emergence of new digital platforms and channels for distributing information. At the same time, misinformation and hoaxes called "fake news" have become more common. This trend reduces public confidence in journalism and affects public sentiment in general.

The spread of disinformation and misinformation is facilitated through the use social networks and social messaging. In the same time unreliable and unverified information was distributed before the Internet age. Hoaxing is an integral part of artistic creation, sometimes PR activity and advertising. However, journalism involves fact-checking. Journalists need to check information.

The fact is the basis of a journalistic work. In this case, the fact must be objective and reliable. However, a journalist can work with so-called "*facts-statements*" (Kozlov, 2018). They are used when information about certain facts cannot be confirmed, but journalist can explain his data source.

So journalists can spread fake messages themselves. Or can be used by detractors to spread misinformation. In other cases journalists should be engaged in fact checking (Graves, 2016).

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Fake messages can be purposefully distributed on the Internet for various purposes: entertainment, advertising (traffic growth), political (for example, black PR), nationalistic (discrimination of certain groups of people) and so on.

The threat from fake news has at least two aspects.

1. Fake news as a tool of information confrontation.

Thanks to social media, everybody can spread highly realistic messages, including photo and video editing. This significantly expands the ability to influence personal and social consciousness.

2. Fakes in terrorist and extremist activities.

Terrorist and extremist organizations seek to spread information that will provoke a serious response from the desired target audience. This may include footage of military shootings of civilians, severe torture of persons accused of involvement in terrorism or extremism, humiliating operations against religious objects, etc. The purpose of such fakes is to incite hatred and provoke mass riots, and to create a sense of fear (Shapovalova, Bykadorova, 2017).

The most vulnerable targets are adolescents and young people, as well as people with increased vulnerability and impressionability.

One of the methods of fighting the spread of fake news is to increase media education. Russian researchers also use the term "*media competence*", which defines the essence of an individual's ability to use, critically analyze, evaluate media texts, and analyze complex processes of media functioning in society (Fedorov, 2007).

2. Materials and methods

The aim of the study was to identify real practices in the field of media education that help reduce the impact of disinformation on the Internet. The research used the method of review of scientific and reference literature, comparison and synthesis. A survey method was used to understand the need to teach the audience not to trust fake news.

The review of scientific sources allowed us to form a classification of fake news. The comparison method allowed us to create a list of steps to improve media literacy in order to combat inaccurate information on the Internet.

3. Discussion

The term *fake news* (also known as junk news) appeared in the media space only in 2005–2006 (Farsetta, Price, 2006). Before that, researchers talked about the concept of disinformation (Fetzer, 2004; Schifferes, 2014*)*.

According to Fallis, disinformation is a king of information "that is likely to create false beliefs". Disinformation is not created by chance (Fallis, 2015: 405-406).

In 2018, the Collins English Dictionary selected "fake" as the top word of 2017. Fakes news has become an object of interest for researchers. Nowadays the concept of fake news continues to be debatable.

One group of researchers focuses on the fact that the source of fake news should be either journalists or pseudo-journalists. *Fake news* is a journalistic message published in the media that includes unreliable and unverified information that does not correspond to real facts and empirical reality (Brewer, 2013). *Fake news is* "generated by outlets that masquerade as actual media sites but promulgate false or misleading accounts designed to deceive the public" (Abang, Okon, 2018: 142).

Another group focuses on specially prepared information in such kind of news. A. Gelfert analyses in an article the concept and nature of fake news. In definition he focuses on the deliberate creation of fakes (Gelfert, 2018). *Fake news* is an informational throw-in containing specially prepared information of a deliberately provocative and resonant nature. At the same time, the fake itself may contain both deliberately false and true (verifiable) information taken out of the context of a particular conversation, conversation or speech (West, 2017).

Other researchers (Lazer et al., 2018: 1094) define *fake news* to be "fabricated information that mimics *news* media content in form but not in organizational process or intent". Also researchers distinguish two types: misinformation resulting from the verification problems and disinformation for deceiving people.

The average user of global networks does not have enough media competence and is generally unable to recognize a fake. According to the research company Pew Research, one in four

stories shared by Americans on the social networks is unreliable (Barthel et al, 2016). The reason may be that there are different types of fake news.

Scientists at the London school of Economics and politics identify six types of fake news (Tambini et al, 2017):

1. Alleged foreign interference in local elections through fake news.

2. Distribution of fake news for profit, i.e. promotion based on marketing traffic.

3. Parody and satire.

4. Poor quality journalism. For example, some media portals specifically use shocking headlines and false facts to attract traffic.

5. News that has an ideology that differs from the popular one. Researchers have given an example of a press conference of Donald Trump where he claimed that the news is unreliable if the information did not match his picture of the world.

6. The news that question traditional authority and power relations. Attempts to present facts, or a different view of issues that is not based on generally recognized approaches, acquires the marker of fake news.

Each type of news can be divided into three groups (Sukhodolov, Bychkova, 2017).

1.   False from start to finish. For example, news about chipping through vaccination against coronavirus. Another example of a fake is the news about COVID-19 as a product of the US military research.

2.   Partially fake the news. On background of certain events, presented selectively, there is an outright fake. For example, the news that there are home rapid tests against the virus that can be purchased online. The truth is, there are express tests, but they can't be performed at home.

3.   News that distorts the essence of a real event. These can be phrases, quotes, taken out of context, or selectively stated. This fake is the most difficult to deal with, even sophisticated people can fall for it.

Currently, there are different views on ways to combat the spread of disinformation.

On the one hand, researchers recommend increasing the overall level of media literacy (Carter, 2019; Kleemans, Eggink, 2016; Mason el at., 2018) and teaching critical thinking skills (La Garde, Hudgins, 2018: 15). Researchers suggest that media literacy will become one of the tools to combat the spread of false information on the Internet (Tsao, 2019). Digital and media literacy education should be encouraged from early childhood. The focus should not only be on children but also on election officials, elderly citizens, and marginalized and minority groups.

M. Sullivan wrote that fake news is like *viruses*, but there is no instant vaccine for them. Readers catch the virus by coming into contact with it, but do not recover by simply coming into contact with corrective information. After all, a new fake may appear, and people "get sick" again (Sullivan, 2019: 1115).

On the other hand, there are studies on the possibility of technical regulation (restriction) of fake news (Jones-Jang, Joon, 2018; Leiser, 2017). Social networks as a main media resource in 21 century should introduce new rules to punish the deliberate dissemination of fake news.

For example, in 2017 Facebook formed and distributed as advertising ten steps guide for spotting fake news:

- Be sceptical of headlines;
- Look closely at the URL [web address];
- Investigate the source;
- Watch for unusual formatting;
- Consider the photos;
- Check the date;
- Check the evidence;
- Look at other reports;
- Is the story a joke?
- Some stories are intentionally false [satirical];
- Can these tips help the audience determine whether the news is true? (Facebook…, 2017).

Also Facebook has banned users from posting computer-generated, highly manipulated videos, known as deep fakes, seeking to stop the spread of a novel form of misinformation.

The problem is that if the audience reads the news where obvious lies are presented, people will have no doubt that this is misinformation. Modern media can use more than one manipulation techniques in one article. For example, researches identifies such techniques as appeal to authority,

exploitation of slogans, myths and stereotypes, misrepresentation, false alternative and others (Fedorov, Levitskaya, 2020).

News based on slightly distorted information is the most difficult to verify. They require not just the development of media literacy, but constant monitoring of the media space and exposure of fakes.

However laws that prohibit the exchange of unverified news can be harmful to society. Researchers believe that people continue to spread rumors for the following reasons (Pennycook et al., 2020):

- desire to strengthen social ties;
- finding a way to deal with personal stress and a reduced sense of control over life;
- distrust of the authorities and official sources of information;
- the desire to find out if the other person thinks the news is true.

Researchers did not see a significant relationship between trust in fake news content and demographic characteristics such as gender, age, or even education (Starbird, 2019). At the same time, experiments have shown that outside of the stress factor, people with higher levels of scientific knowledge and higher levels of cognitive ability are better able to separate real news from fake news and are less likely to agree to distribute such information (Scheufele, Krause, 2019).

We should agree with McWhorter's opinion that the audience needs to rely on opinion leaders or groups of friends. Readers apply for fact-checking to those who know media structures and understand how media works, technologies for creating a media virus, etc (McWhorter, 2020).

4. Results

Surely increasing media literacy is a tool for fighting fake news. However, there is no single effective solution. False information can be carefully disguised.

A comparative study of the experience of specialists involved in the fight against fake news has shown that it is necessary to use a set of methods:

- information technology (creating a platform that would help with fact-checking);
- regulatory (creating responsibility for spreading false information in the space, for example, blocking an account in a social network);
- reputation for the media (sanctions from search engines and recommendation services for media caught spreading false messages);
- educational (courses to improve media literacy for those most prone to spread the misinformation and professional development of journalists).

Resources for journalists aimed at helping to verify facts play an important role in improving media literacy. In particular, this includes a non-profit project of the University of Pennsylvania – *FactCheck.org*, website *Politifact.com* and others. In Russia, *RIA Novosti* launched a new project related to exposing fake news about the coronavirus. In August 2020, Russia also announced the creation of a global project to combat disinformation.

In June 2020, the study surveyed 50 respondents from Rostov region who are not journalists, but actively use social networks and read news about coronavirus. The purpose of this survey is to determine the direction of media literacy development that is of interest. The survey confirmed the interest in fact-checking. 92 % of respondents are interested in ways to independently check news about coronavirus for accuracy. At the same time, 80 % have at least once tried to find the source of the news they are interested in on the Internet. 72 % believe that it is the media that should write more often how to distinguish true news from false. The brand of a reputable media outlet that verifies facts, as well as the intonation and number of links to other sources, can be a marker of the reliability of information.

The media should become a reference point for the audience and a source of information for self-education in the field of media literacy, the audience believes. The education of journalists is aimed at developing the ability to navigate the media field and critically evaluate information.

However, most of the mass audience does not use educational services of social networks for various reasons (Smeyukha, 2015: 105). So in particular, the audience should be trained by popular media to detect signs of possible information stuffing:

- excessive emotionality, the presence of evaluative vocabulary or aggression;
- sensationalism of the statement in the title and the absence of this information inside the text;
- lack of links to official sources or high-quality media, news agencies with a good reputation;

- information is only available in social networks, but "not googled" on the big Internet;
- a story about the event from only one side (there are no parties to the conflict and no mention that information was requested).

For the media, the way to increase media literacy can be tagging the stories – whether this fact is officially confirmed or requires additional evidence, comments, or additions. Even such labeling can nudge the audience to independently fact-check or contemplate that not all information published on the Internet is true.

Such concern for the audience will increase media literacy (critical thinking is developed) and works for the reputation of the publication. Reputation is considered a key indicator for evaluating the authenticity of news material published on it. Sites with a long history and high rating are often reliable sources, while the opposite may indicate an unreliable resource.

5. Conclusion

Research has shown that there is a problem of news verification. The reason is that fake news is not always an obvious lie, but often contains a grain of truth. For example, quotes taken out of context.

Therefore, it is necessary to form critical thinking in the audience through increasing media education. The media can play a big role in this. We need to talk more to readers (viewers) about the need to check information and give advice on how to do it.

Journalists need to give readers advice on how to distinguish fake news. In addition, if possible, them can create their own projects for verifying information and enter the marking of verified news.

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Modern Digital Educational Environment and Media Education – Platforms for Transforming Education System

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Abstract

The modern information society makes new demands on education. It should provide social mobility of citizens, their activity, the ability to make decisions, to extract knowledge independently, using distributed systems of digital educational content, in particular on the basis of educational platforms. In this context, media education is becoming an important component in the formation of competencies required by a member of the digital economy society. Theoretical and methodological approaches formed within the framework of media education are a necessary component of an updated education system created on the basis of a digital educational environment. The creation and implementation of the Digital Education Environment (DEE) model, as a platform for organizing and supporting various forms of training and full-fledged training activities of an educational organization for the digital economy, is a unique process simulation that should take into account many factors, such as scientific and technological achievements, socio-economic conditions, modern information and methodological and didactic and educational tools based on digital technologies.

The article was written on the basis of the RANEPA state assignment research programme.

Keywords: digital technologies, digital educational environment, transformation, mass communications, media education.

1. Introduction

A Digital Education Environment is usually understood to be an open distributed set of information systems designed to provide a variety of educational process organization tasks. The most important purpose of the digital educational environment is to ensure interaction of all participants of the educational process among themselves, as well as their interaction with digital educational resources. To date, there is some empirical evidence in determining the composition and structure of the digital educational environment, but the generally accepted invariant structures of this environment have not yet been identified. As part of this work, an attempt has been made to highlight such structures and build on them a model of a digital educational environment that meets the realities of the digital economy.

2. Materials and methods

The sources of the analysis carried out in the article were the materials of Internet reviews, electronic and journal publications. It is possible to solve the problem of improving the integrated

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system of ensuring the educational process based on the digital educational environment by relying on empirical methodology, methods and technologies based on integrated scientific theory of design and modeling of information systems,

In order to solve this problem, it is necessary to fully study the existing systems of organization of personnel training using educational platforms and information and educational environments in the world and Russia.

The main tool for identifying effective practices and building on them an integrated model of information and education is the study of existing systems of organization of vocational education.

Based on this model, a set of measures is defined to determine the structure of the digital educational environment, describe the relationships between data flows and component composition, organizational and methodological tasks. The organization of the vocational training system in educational organizations should be sensitive to positive foreign experience as well, determine integration opportunities in terms of exchange of practices, rework of courses, student and teacher mobility.

3. Discussion

Analysis of publications of recent years shows that the discussion of problems of the digital educational environment takes place, as a rule, within the framework of a specific discipline, a specific university, less often – a specific direction. At the same time, there are works dedicated to discussing the general structure of the digital educational environment of the university. The general structure of the digital educational environment under the conditions of the beginning of the process of intensive informatization of education was given by I.G. Zararova (Zakharova, 2003) and A.G. Abrosimov (Abrosimov, 2005). In the works of S. L. Atanasyan, the model of the digital educational environment of the pedagogical university was built and analyzed (Atanasyan, 2009). The work of D.A. Gagarin considers the highly developed digital educational environment of the university as a means of forming a humanitarian component of higher education (Gagarina, 2009). At the same time, the term "highly developed DEE" means filling the educational environment with qualitatively new educational resources created on the basis of new information technologies. A number of works explore the relationship between the digital educational environment and the media education system. For example, in work A.G. Bodalova, V.A. Bondarenko and other authors investigate the role of media education in the development of the digital educational system in the context of the formation of a digital economy society (Badalov et al., 2017). The article by I.V. Fotiev and K.A. Kirilina considers media education in the context of digital education from General philosophical positions (Fotiev, 2019).

In recent years, studies have appeared in which the digital educational environment is considered simultaneously as a technical, pedagogical and social system.

In the works of S. Black (Black, 2018), A. Silverblatt (Silverblatt, 2016), various aspects of information literacy are investigated as an extension and deepening of the concept of computer literacy. The necessity of mastering information literacy for specialists from various fields is emphasized. In the work of A.Y.L. Lee (Lee, 2016) examines the possibilities of mobile devices for the formation of media literacy using the specific example of China. The author emphasizes the fundamental importance of the emergence of Web 2.0 technologies, which make it possible to organize interactive interaction between teachers and students.

Specific pedagogical problems lead to broader generalizations: the prospects for the formation of media literacy in the dynamic digital world M. Bulger, R. Davison (Bulger, Davison, 2018) and the influence of the characteristics of modern cyberspace on education S. Gálik (Galik, 2017). These are, of course, the key problems of modern education. One of the most important features of the modern information society is the emergence of the "Big Data" phenomenon. Its influence on the educational environment is diverse and little studied, which, in particular, was emphasized by V. Williamson (Wiliamson, 2018). The presence of Big Data makes it difficult to find the necessary information and communicate. These aspects are touched upon in the work of A. Folk (Folk, 2018).

A fundamental direction of research in recent years is the analysis of the use of "smart technologies" in the process of learning and communication: M.T. Cole, L.B. Swartz (Cole, Swartz, 2020). In particular, reliance on such technologies makes it possible to organize training in a multilingual classroom, which is emphasized by the work of D. Rutkauskiene et al. (Rutkauskiene, 2020). In the same vein, the possibilities of the digital educational environment are being explored

to personalize learning by choosing individual learning paths. This aspect was considered in the work of S. Benhamdi et al (Benhamdi et al., 2017).

In general, a wide range of studies related to the digital educational environment, the formation of media grammar on its basis and the organization of the educational process can be noted.

4. Results

In addition to information and communications technology development processes, the transition in all life-supporting areas to digital technologies (DT), the education system will not only have to transform, but also build paths to overcome issues related to public dissatisfaction with the educational results of the modern generation training system, flexible design and modeling of educational and processing models in the context of the world globalization of economic, technological, educational spaces and objective rapid development of technical solutions, which systemically determine changes in labor markets.

Digital technologies are rapidly distributed and updated, providing unlimited access to electronic resources, tools and services. The pace of development of the new technological (digital) revolution is so rapid that it offers students and teachers unprecedented expansion of opportunities for self-control and mutual control, for formation of interest in learning on the basis of a single information space and its sharing, development of cognitive abilities using virtual reality (VR) technologies and artificial intelligence (AI) (Shutikova, 2019). But methodological developments on the application of modern technologies in the educational process are progressing very slowly. Therefore, it is necessary to develop new approaches and methodological solutions that will use new information and pedagogical implementations (Beshenkov et al., 2019). These solutions should be based on the independent work of trainees, their joint work in small groups, collaborative interaction, training based on digital technologies. All this requires both changing the role of the teacher, and formation of appropriate abilities in the trainees, and updated discipline of educational work, and allocation of space for such work in the structure of educational process.

New priorities of the state (Putin, 2018) in the field of innovative development based on the use of DT give rise to the third wave of information and communication technologies (ICT) use in training. The digital transformation of enterprises in the industrial and social spheres is initiated by the National Program "Digital Economy" (Passport of the national program, 2018), which should also support the corresponding changes in education.

Transformational processes in education systems take place all over the world and are certainly necessary in domestic education. The requirements of the digital economy in the field of education are, first of all, the acquisition by each student of the competences of the XXI century (critical thinking, ability to self-study, "knowledge extraction," ability to fully use digital tools and services in their daily activities), as well as the creative approach to applying existing knowledge in a rapidly developing digital environment.

The digital transformation of education is an update of planned educational outcomes, the content of education, methods and organizational forms of learning, and an assessment of the results achieved in a rapidly evolving digital environment to dramatically improve the educational outcomes of each student. The challenge is to harmonize in a single educational process:

- Acquisition of pre-selected content by students (it is socially defined);
- Achievement by trainees of externally formed and independently selected targets;
- Support and development of students 'ability to teach, formation of their educational autonomy, generation and development of their personal identity in the process of mastering both socially specified and independently selected content.

Digital technologies create conditions and offer solutions to this problem through improvement of information means of planning and organization of educational process, wide use of active methods of training and transition to personalized, using the possibilities of the digital educational environment (DEE).

The digital transformation of education requires the consolidated efforts of all participants in the educational process: students, teachers, the administration of the educational institution, as well as parents, employers, representatives of various social structures, etc. In this work, there are three key directions:

- Creation of an integral infrastructure of digital education;
- Development of digital educational and methodological tools, resources and services, including electronic evaluation of educational results;
- Development and dissemination of new models of management and organization of educational and educational activities based on the Next Generation Network (NGN), ensuring high quality communication services and high-speed access to information resources and data of the world civilization.

Implementation of these directions requires qualitatively new approaches in existing pedagogical practice, change of tools and platforms for scientific and methodological research and development in the field of educational content.

Development of digital technologies and tools used for educational process management, expansion of access to unlimited amounts of various electronic, educational and methodological materials, application of adaptive mechanisms and information and educational resources, expanding educational and creative capabilities - all this makes it possible to speak about transition of educational organizations to complex use of DT in the model of educational process organization (Beshenkov et al., 2016). At the same time, access to libraries of ready-made digital educational materials focused on specific educational tasks does not prevent the teacher from selecting, structuring, developing and editing educational materials for effective use in certain subject areas. The above-mentioned directions in the organization of the educational process can be implemented in a comprehensive manner only on the basis of the DEE.

Digital Education Environment is a complex concept, which is not limited to information technology support of the educational process, but combines the system of educational institutions, management mechanisms, databases of educational materials and computer programs, local and global information networks, various libraries, hardware and software, methodological guides on their use in educational activities. Within the framework of the digital educational environment, the learning process is as follows: the development of standards of achievement of students required for each level of training or competence, followed by the comparison of the obtained results of certification with the standard for admission to the certification of the next level; Evaluation, review of written works with presentation of the assessment and with information support of current monitoring of the student 's academic performance, with preparation of an electronic report for its registration and sending to the corresponding division of the university; Support for moderation of classes and certification, accumulation, analysis of training achievement statistics, possibility of re-recording of student achievements; Standardization of educational content while ensuring access of the trainee to information resources and adaptation of content to its individual features; Providing the minimum required amount of educational content adequately to the student 's personal capabilities.

The Digital Education Environment (DEE) allows to organize effectively personalized training and control, monitoring the success of the student (including independent training activities). The DEE tool expands the capabilities of the trainee without limiting the time of access to educational content in the means, location, but at the same time the responsibility for the performance of the educational process increases. Wide use of multimedia educational materials, virtual/augmented reality technologies, gameplay developed in accordance with the requirements of pedagogical design, significantly contributes to adaptive perception of educational materials, motivation of students to study, creation of conditions of successful organizational, pedagogical and educational work (Beshenkov et al., 2017).

This approach involves the consistent consideration, development and subsequent integration of components and digital resources for information and communication support of Digital Education Environment – based educational activities. The processes of operation of the electronic information and educational environment shall be provided by appropriate information and communication technology tools and qualification competence of employees using it and supporting it in accordance with the legislation of the Russian Federation (Federal..., 2012, Letter..., 2014).

The enlarged structure of the model of the Digital Education Environment, the relationships of the basic components in the organization of the educational process is shown in Figure 1.
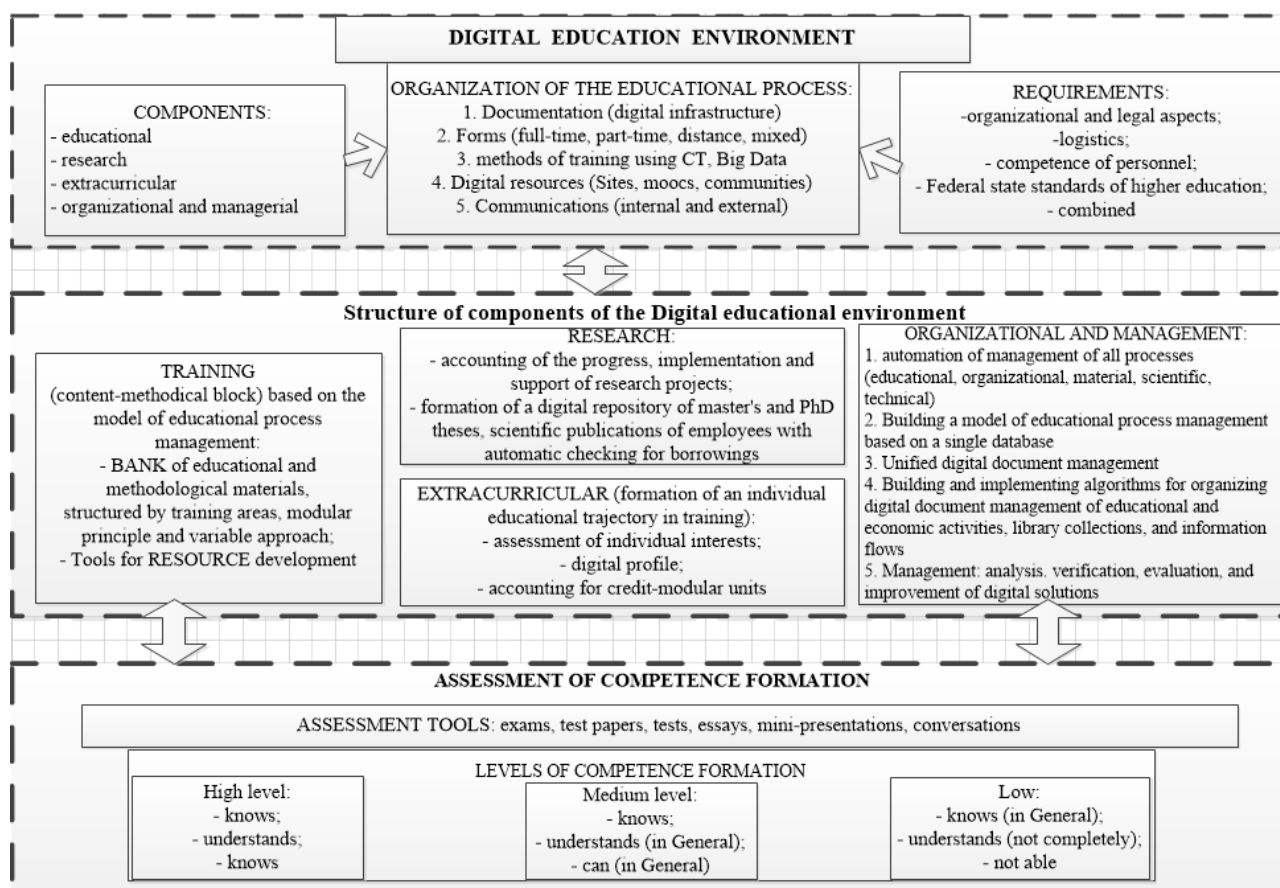
Fig. 1. Expanded structure of the Digital Education Environment model

The organization of the educational process based on the digital educational environment is supported and defined by the relationships of the following components:

- Educational (organization of educational process, including monitoring and measurement of educational results, and methodological activity),

- Extracurricular (formation of individual educational trajectory, individual interests of students, participation in digital communities and other types of extracurricular activities);

- Research (maintenance of design-research and scientific works, development of new methodological and instrumental solutions in training, improvement of skills Faculty and teaching staff),

- Organizational and management (modeling of information flows by organization of management, economic and economic activity).

Along with the same components, the functioning of the digital education environment in the higher education system directly or indirectly determines the requirements according to the specified scheme (model) in Figure 1:

- Organizational and legal requirements include recommendations on formation of digital educational environment and requirements to structure and component composition of digital infrastructure (Order..., 2019);

- Material and technical requirements are defined by the system capabilities and model of information flows necessary for the organization of the educational process in various forms and methods, ensuring document circulation, economic and financial activities, ensuring information security;

- Requirements in terms of personnel competences consist of descriptions of tools, approaches and possible advantages, prospects for development and use of the general educational environment in all types of activities of employees and Faculty and teaching staff (FTS);

- Requirements for ensuring the educational process in accordance with federal state educational standards (FSES);

- The combined requirements reflect the structure and rules of operation of the educational organization's official website, digital educational content in accordance with FSES requirements

and other open digital resources, including interactions with digital communities of educators, students, schoolchildren, parents and other interested persons (stakeholders).

The effectiveness of each activity of the educational organization should be improved by the use of digital technologies and it is necessary to provide for key forms of application of digital resources and technologies for the organization of the educational process, control and measurement of educational results, out-of-school activities, scientific and methodological activities, organization, management and economic activities, using such resources as comprehensively as possible, jointly and uniformly.

When considering the design of the digital education environment model, it is necessary to describe the functional tasks of each structural component of the digital education environment in accordance with the model shown in Figure 1.

Educational a component includes:

- Creation of a bank of teaching and methodical materials structured in the areas of training on the basis of a credit-modular system of training;

- Development and integration of educational services of information system, educational video portal;

- Development of online courses for all educational programs;

- Development and placement on national and international open education platforms of mass open online courses (MOOC's);

- Adaptation and introduction of promising technologies in education (artificial intelligence, virtual reality, blockchain, cloud technologies);

- Development of remote system and introduction of technologies of mixed and inverted education (video sections, webinars, podcasts, forums, etc.);

- Implementation of the subsystem of credit units based on the results of the training modules with the possibility of rewriting educational achievements in other educational areas and as a result of educational mobility;

- Development of tools for personalization of education and formation of an electronic repository of educational and methodological works for students with checking for borrowing (antiplagiate).

The component of extracurricular activity includes:

- Development, attraction of internal and external digital resources in the out-of-school activities of the educational organization;

- Establishment of digital correspondence between training and out-of-school resources

- Integration of digital facilities and special equipment for cultural and mass activities, including digital information on out-of-school activities.

Development of subsystems and tools for interpersonal extracurricular communication;

- Development of means of digitalization of teachers 'work in cooperation with curators on out-of-school activities;

- Digitalization of stakeholder surveys on the quality of the educational process.

Research activity assumes:

- Automation of determination of rating scientific indicators of employees;

- Taking into account progress, execution and support of research projects;

- Formation of a digital repository of master's and PhD-dissertations, scientific publications of employees with automatic check for borrowing.

Introduction of a system for the preparation and conduct of electronic conferences;

- Preparation, review and publication of digital versions of scientific journals, digital collection of articles;

- Access to international knowledge-based databases;

- Automation of scientific work management of educational organization subdivisions;

- Formation of reporting on the basis of access to indicators of scientific and research activity;

- Access to cloud-based data tools to conduct research and link research to learning resources for learners.

Main directions of organizational and management activity components:

- Automation of management of all organizational, technical, economic and educational processes;

- Management of educational processes (formation of educational plans, programs, load distribution, accounting and analysis of training quality).

- Formation of a digital catalogue of library collections as part of an electric library;
- Creation and maintenance of a single database for digital document turnover (students, employees, PPP, counterparties and subsystems of economic and economic activity).

Evaluation of competence formation as a result of training includes control, measurement, monitoring and storage processes based on:
- Development, implementation and automation of test tasks of various forms and their inspection systems based on the division of test materials into diagnostic, measuring and controlling ones;
- Development of a unified database of tasks in disciplines and areas of training;
- Linking of control-measuring and training materials with further implementation of adaptive system of training results monitoring (Shutikova, 2014), including development of proctoring system (online test monitoring).

The requirements of the Ministry of Science and Higher Education define the mandatory inclusion of remote educational methods in the educational process, And when conducting accreditation examination of educational programs implemented through e-learning and remote educational technologies, It is mandatory to have local normative acts regulating the procedure for identifying participants in the educational process and documenting their actions, Conditions and means of conducting online consultations within the framework of e-learning, access of students to educational and methodological materials of the educational program, Regulations of group and individual interaction of participants of educational process, as well as methodological recommendations, Instructions of work in the electronic information and educational environment of the university are mandatory (Nikulina, 2015). Accordingly, in the conditions of digital transformation, the university needs to develop and implement an information model of the functioning of the educational environment of the university, "Regulation on the electronic educational and methodological complex," Regulation on the functioning of the DEE".

5. Conclusion
The use of the digital education environment for the organization of the educational process implies the use of developed tools of information and communication technologies, a high level of ICT-competence of teachers and a systematic approach in the design and development of the digital education environment.

Integration of methods and technologies of media education in the digital educational environment based on the achievements of the fourth industrial revolution allows expanding its educational opportunities.

The completeness and complexity of digital transformation of educational processes can be achieved through the formation of a single digital educational environment of the educational organization and the large-scale introduction of achievements in the field of digital technologies (DT).

The modern digital educational environment bases its "life in number" on the basis of educational platforms, single databases, high-speed communication lines and, thanks to the integrated application of these technologies, a distributed organizational and educational environment is created, in which future specialists are formed, acquiring professional and non-professional competencies in working with digital technologies and skills of independent "knowledge extraction" for successful life activity in the information society.

Digital Transformation relies on developing DT, their overall impact on societal development in all areas where information is mechanized and automated. Digital transformation processes take into account current and future technological changes, affect practically all spheres of human activity.

The availability in the university of such advanced technological solutions as online education, mixed and mobile training, in fact implemented holistically only in a single digital educational environment, is a key factor in the success of the educational organization.

6. Acknowlegements

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Click, Ignore or Repost: Subjective Assessment of the Reliability and Relevance of Information on COVID-19 in the Infodemic

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Abstract

The COVID-19 pandemic was accompanied by "infodemic", including the spread of excessive amount of information regarding coronavirus. The study aimed to reveal which role the source and online context of COVID-related information takes in the probability of clicking and reposting this information and its relationship to the reaction to the pandemic, individualism and collectivism. 396 adults who did not have COVID-19 and lived in Central (n = 207), Siberian (n = 63) and Far Eastern (n = 126) regions of the Russian Federation evaluated their expectations and subjective probability of clicking and reposting four COVID-related messages (from politician – president, health specialist – president of WHO, journalist – link to a broadcast, personal story) on the four possible backgrounds (Ministry of Health Care website, Yandex news, Facebook, WhatsApp). Then the participants filled in the Monitoring Information About Coronavirus Scale and Coronavirus-Related Anxiety Scale, modification of the brief Positive and Negative Affect Scale. Facebook was seen as equal or more trustful than Yandex. People are more ready to click the links about COVID-19 if they expect the message to be important, trustful for them and clarifying the situation, regardless of what kind of emotional changes they predict. People are more ready to repost the links about COVID-19 if they expect this message to change their mind or behavior. "Infodemic" includes not only the social processes of the spread of information but also the psychological processes of evaluation, clicking, reading and reposting.

Keywords: COVID-19; infodemic; source of information; online links; probability to click and repost.

1. Introduction

Over the past decades, digital technologies have introduced significant changes to the way of handling information. The phenomenon of "infodemic", which was described in regard to the COVID-19 pandemic, is clearly the evident demonstration of these changes. Political scientist and journalist David J. Rothkopf first coined the concept of "infodemic" to describe an information epidemic mixed with mis/disinformation, fake news, rumors, and conspiracy theories spread considering the SARS-CoV epidemic in 2003 (Rothkopf, 2003). The term has become particularly common in the context of the COVID-19 pandemic. It was defined by WHO as "overabundance of information – some accurate and some not – that makes it hard for people to find trustworthy sources and reliable guidance when they need it" (World..., 2020). Infodemic has turned out to be a

complex challenge for the digital society. The global abundance of news headlines often leads to fear, anxiety, prejudice, disgust, discrimination and stoking panic (Hu et al., 2020). There's some evidence that misinformation might cause adverse effects on individual behavior that increases the spread of the virus (Cinelli et al., 2020). Besides direct effects on human, there might be indirect and delayed effects of the infodemic as the spread of misinformation might increase a distorted perception of the COVID-19 pandemic (Zarocostas, 2020). Therefore, it is crucial to understand how people select information sources during high-risk events, and how information dynamics affect risk perception and behavioral dynamics (Cinelli et al. 2020; Leitner, 2020; Sharot, Sunstein, 2020).

Modern theories cover various phenomena that allow investigating the mechanisms of dealing with information: information need, information seeking, information ignorance, information sharing etc. (Belkin 1980; Chaiken et al., 1989; Griffin et al., 1999; Kuhlthau, 1991). Information need is a broadly used term depicting the motivators for information seeking (Huurne, Gutteling, 2008; Savolainen, 2012). The analysis of the motivation for information consumption highlights its instrumental, hedonic and cognitive utility (Sharot, Sunstein, 2020). Instrumental utility is determined by the amount of information needed for achieving a certain end goal. Hedonic utility is associated with pleasure or other positive emotions that information will produce minus the amount of pain or other negative emotions it would induce. Cognitive utility quantifies the degree to which information will strengthen internal mental models. Anticipatory utility defined by the meaningfulness of information in the individual decision making process is also highlighted (Falk, Zimmermann, 2016; Kobayashi, Hsu, 2019). While selecting information, a person can rely on any of these motives. Thus, there are not only social processes of information spread but also psychological processes of choosing, clicking, reading, reacting and reposting information.

An important phenomenon determining human behavior in the information environment is not only information seeking but also information avoidance (Hertwig, Engel, 2016; Gigerenzer, Garcia-Retamero, 2017; Golman and Loewenstein, 2018; Golman et al., 2017). Even though uncertainty can lead to positive effects such as excitement or curiosity, uncertainty within information seeking has typically been connected with negative emotions (Savolainen, 2012). Obtaining information and resolving uncertainty include the risk of possible disappointment or excitement rather than simply maintaining your previous expectations (Golman et al., 2017). Noting that information can be disruptive and cause confusion and distress rather than comfort and certainty, the classic paper on the Information Search Process raised the issues of uncertainty and emotion (Kuhlthau, 1991).

The spread of social networks mediates the process of handling information. Technologies for tracking personal user preferences provide a special information environment producing the so-called «filter bubble» effect (Pariser, 2011). The sharing of information and news between Internet users is also starting to play a special role in producing certain information flows (Choi, 2016; Ma et al., 2011).

The *aim* of the study was to reveal which role the source and context of online COVID-related information takes in the probability of clicking and reposting this information and its relationship to the reaction to the pandemic and self-isolation recommendations. We *hypothesized* that:

1. In different regions (Central, Siberian and the Far Eastern federal regions of the Russian Federation), the perception (subjective importance, impact, trust etc.) of COVID-related messages and probability of clicking a link and reposting it would depend not only on the source of information (health care representative, politician, popular journalist, personal story) but also on the context in which this information was received (official medical site – the Ministry of Health Care website background, news website – Yandex news, social network – Facebook, messenger – WhatsApp).

2. To different extent, the subjective probability of clicking and reposting a link about COVID-19 would depend on its subjective importance, impact, trustfulness, expectations about clarifying the situation and emotional change. In other words, subjective reasons to click the link and read it would differ from subjective reasons to repost this link.

3. Subjective importance, impact, trustfulness and the probability of clicking and reposting COVID-related links would be connected to larger monitoring of COVID-related information, higher anxiety over being infected and consequences of the coronavirus, negative emotions regarding softening self-isolation regime (e.g. anxiety about it) and belief that official

statistical information about COVID-19 is overestimated or accurate. We hypothesized that if statistics were seen as overestimated, people would not trust online information about the pandemic in the country.

2. Materials and methods

We expected that the psychological reaction to the infodemic should depend on the place of living. Therefore, we included three samples from three different regions (Central, Siberian and the Far Eastern federal regions) to find and describe the results that are reproduced not only in Moscow and its region but also in Siberia and the Far East.

The participants aged 18-65 were invited to take part in the online (based on Google Forms' platform) anonymous study through using personal contacts of colleagues and students in three universities (Moscow State University (Moscow, Russia), Vitus Bering Kamchatka State University (Petropavlovsk-Kamchatsky, Russia), Omsk State University (Omsk, Russia). It should be noted that there are different socioeconomic, employment and COVID-19 situations in these regions which makes it difficult to obtain comparable data (in terms of gender, age, education, COVID-related experience) (For instance, males in Petropavlovsk-Kamchatsky are mostly sailors and military personnel which leads to the greater proportion of females in research).The participants filled in questionnaires in the period from 28.05.2020 to 10.06.2020. In Russia, this period came more than one month after the first government recommendations on self-isolation and just in time for the first official announcements about softening self-isolation regime.

412 adults participated in the study. Six people were excluded because they did not live in Moscow or Moscow region, Omsk or Omsk region, Petropavlovsk-Kamchatsky or Kamchatka region. Ten people were excluded because a certified doctor diagnosed they contracted COVID-19. The final sample included 396 adults aged 18-66 (Table 1). In general, one third of the participants was male. More than a half of them graduated from universities, and most were working adults. The number of single and married people was similar, and almost a half of the respondents had one or more children.

As we expected, comparing to Moscow and its region's sample, there were more females and lower number of graduated participants in Omsk and its region as well as Petropavlovsk-Kamchatsky and its region's samples (χ^2 = 15.60, p < .01, Cramer's V = .20 for gender and χ^2 = 49.67, p < .01, Cramer's V = .25). Age difference was small in size (F = 7.80, p < .01, η^2=.04), and post hoc (Scheffe criterion) comparisons reveal that the only difference is that Omsk and its region's sample is younger than Moscow and its region's sample (p < .01). Based on these differences, below we analyze the data on three samples, including the sample as a covariate or adjusting for it. Also, we focus on similarities between them (not regional differences) to reveal the general factors of perceiving infodemic-related information.

Table 1. Description of the samples

Sociodemographic variables	Total	Moscow or Moscow region	Omsk or Omsk region	Petropavlovsk-Kamchatsky or Kamchatka region
N (%)	396 (100 %)	207 (52.3 %)	63 (15.9 %)	126 (31.8 %)
Gender N (%)	133 (33.6 %) males / 263 (66.4 %) females	88 (42.5 %) males / 119 (57.5 %) females	14 (22.2 %) males / 49 (77.8 %) females	31 (24.6 %) males / 95 (75.4 %) females
Age (m±δ)	18-65 years old (32.83±11.03 years old)	18-65 years old (34.56±11.99 years old)	18-62 years old (28.44±10.45 years old)	18-60 years old (32.18±8.87 years old)
Education N (%) Primary school or college / Student / Graduated from the University	67 (16.9 %) / 101 (25.5 %) / 228 (57.6 %)	20 (9.7 %) / 36 (17.4 %) / 151 (72.9 %)	10 (15.9 %) / 27 (42.9 %) / 26 (41.3 %)	37 (29.4 %) / 38 (30.2 %) / 51 (40.5 %)

All the participants signed an informed consent for the research and then filled in the sociodemographic information. Then they were quasi-randomly assigned to one of the four experimental conditions. All the participants saw and evaluated four COVID-related online messages from the president, president of WHO, famous and politically neutral journalist (Vladimir Pozner) and a personal story in terms of 24 items (using a 5 point Likert scale) on possible importance, impact, trustfulness, probability of clicking, reading and reposting a link.

All the messages had only titles without providing any specific content, were presented as the latest news ("The President Announced New Methods For Coronavirus Control", "The Head of WHO Told About New Recommendations For Protection Against the Infection", "30-Year-Old Muscovite Shared Her Experience Of Treatment For Coronavirus", "Vladimir Pozner Discussed The Effects Of The Pandemic On Humanity") and were presented as clickable links to detailed information with the photos of these people (Fig. 1). The order of the messages was randomized for different conditions. The background (image) of the messages varied in different experimental conditions: official online information (Ministry of Health Care website background), popular (but not very trustworthy) news website (Yandex news), social network (Facebook), Messenger (WhatsApp). The examples of the images are given in Picture 1. We used the "magic square" principle to divide experimental conditions. For instance, in Condition 1 the president was with Yandex news background, president of WHO – with Facebook, personal story – with the Ministry of Health Care website, Vladimir Pozner – with WhatsApp while in Condition 2 the president was with Facebook background, president of WHO – with WhatsApp, personal story – with Yandex, Vladimir Pozner – with the Ministry of Health Care website.

In Moscow and its region's sample, distribution of the participants between four experimental conditions was 43, 53, 55 and 56 people. In Omsk and its region's sample, it was 14, 21, 15 and 13, respectively. In Petropavlovsk-Kamchatsky and its region's sample, it was 36, 30, 24 and 36, respectively.
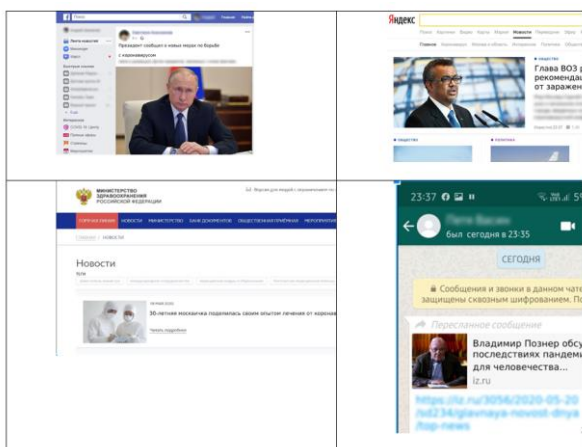
Fig. 1. Examples of stimulus material and backgrounds

Four items were processed separately (using a 5 point Likert scale): "How likely is it that you will click on this message to find out more?", "What is the likelihood that you will forward it to other people without READING CAREFULLY?", "In which case will you forward it to other people or repost", "If in the end you decide that it is important to forward this message to other people, approximately how many people will get it from you?"). Other items were combined in the scales (two-three items in each scale): *Subjective Message Importance* scale (e.g., "In your opinion, how possible is that this information could be... - interesting, important, useful for you?"), *Subjective Message Impact* scale ("In your opinion, how possible is that this information could change your... - attitude to the coronavirus, protective behavior, decisions on how to behave during the pandemic"), *Repost Probability* (e.g., "What is the likelihood that you will forward it to other people without READING CAREFULLY?", "In which case will you forward it to other people or repost", "If in the end you decide that it is important to forward this message to other people, approximately how many people will get it from you?"), *Subjective Fake Probability* (e.g., "In your opinion, how much should you trust this message?" – reversed item; "What do you think is the probability that this is fake?"), *Subjective Clarifying Effect* (e.g., "In your opinion, can this message help with clarifying the situation?", "In your opinion, will the situation become more clear for you after reading this message?"), *Expected Emotional Change (Negative)* scale ("How do you think your anxiety will change after reading this message?", "How do you think your mood will change after reading this message?"). Cronbach's alphas varied .65-.97 for different scales, three samples and four messages

After this experimental part of the study each respondent filled in a number of questionnaires:

1. *Monitoring Information About Coronavirus* scale includes three items (evaluated by a 5 point Likert scale) on frequency of communication about the coronavirus and monitoring information in the news and on social networks. It was developed and validated earlier in the period of self-isolation in Moscow and its region (Tkhostov, Rasskazova, 2020). For this study, Cronbach's alpha was .78.

2. *Coronavirus-Related Anxiety* scale (Tkhostov, Rasskazova, 2020) includes 8 items (evaluated by a 6 point Likert scale) referred to two subscales: anxiety related to the risk of infection (personal or family related; e.g. "I'm worried that I can be infected with the coronavirus") and anxiety related to the risks of long-term consequences of the pandemic (e.g. "I'm worried that I or my family will lose our jobs / earnings because of the epidemic"). In this study, principal component analysis with Varimax rotation fully supported this 2-subscales structure in our data (explaining 64.68% of variance, factor scores that were in accordance with the model varied .73-.85). Cronbach's alphas were .85 and .75, respectively.

3. *Beliefs in Over- and Underestimated Governmental Statistics* scale was developed for this study and included five statistical parameters ("Coronavirus incidence rates", "Coronavirus mortality rates", "Number of people who needs the coronavirus tests", "The number of people who needs special medical devices for treatment", "The number of patients with the coronavirus") regarding which the participants reported whether they think these parameters are over- or underestimated in their country's official statistics. Using a 5 point Likert scale, people evaluated if these parameters are underestimated or overestimated. Cronbach's alpha was .92 (.92-.95 for samples from three regions).

4. *Brief PANAS* (Watson, Clark, 1994) was shortened and modified *to measure positive and negative emotions regarding the announcement about softening self-isolation regime*. Positive emotions subscale included 3 items (factor loadings are .89-.91, Cronbach's alpha is .88) and negative emotions subscale included 4 items (factor loadings are .67-.81, Cronbach's alpha is .77).

The study was conducted in accordance with the Declaration of Helsinki, and the protocol was approved by the Ethics Committee of the Faculty of Psychology at the Lomonosov Moscow State University; it met the requirements of the Code of Ethics of the Russian Psychological Society.

Data were processed in SPSS Statistics 23.0.

3. Discussion

The role of the source and background of the message in the subjective perception of COVID-related online links. Regardless of the region and gender of the participants, people tended to perceive the message from the president as the most important, impactful and trustworthy while the personal story and broadcast from the journalist – as the least important, impactful and trustworthy. Against our intuition, the message from the official medical representative (the president of WHO) was evaluated as less important and interesting than the message from the president. In our opinion, this result could be explained by the long duration of the COVID-19 situation. It was shown that anxiety about negative consequences of the pandemic is higher in people than anxiety about infection (Tkhostov, Rasskazova, 2020), and therefore governmental information and recommendations could be more important for them.

It should be noted that, paradoxically, people expect less clarification of the situation from the president (especially if the message was presented with the Ministry of Health Care website background) comparing to the broadcast and president of WHO. Probably, from official sources of information, people expect to know about new changes in governmental politics regarding COVID-19. But if they need clarification, they rely more on medical and journalistic information.

Lower subjective probability of clicking and reposting the link could be partially explained by an expected emotional impact of the message (Sharot, Sunstein, 2020). In general, people expect more negative emotions after looking through the broadcast of the journalist and personal story that could affect their unwillingness to click them.

In line with Hypothesis 1, the perception of COVID-related messages depended not only on the source of information but also on where it was published online. In general, in all the three regions people perceive any information on the official medical website (the Ministry of Health Care website) as the most important and trustworthy, and any information that came from the

messenger (WhatsApp) as the least important and trustworthy (Gold, O'Sullivan, 2020). However, expected negative emotions about the message from the president and broadcast of the journalist with the Ministry of Health Care website background were the highest. We could suggest that typically, on the official medical site, people perceive information as more important and trustworthy. And if there are comments or a speech from non-medics (politicians, journalists), the same background makes people expect negative emotions from these messages.

The information demonstrated on the social network (Facebook) was perceived as at least as important and trustworthy as the information demonstrated on the news site (Yandex). But for the message from the president, Facebook background was as subjectively influential as the Ministry of Health Care website. Moreover, the subjective probability of reposting the message from the president and personal story with Facebook background was higher than with Yandex background and was second after the Ministry of Health Care website background. We could speculate that the spread of social networks can have a psychological impact on the message perception serving as the additional "proof" of the message importance and reliability for the necessity to spread information among others (Choi, 2016).

We found no differences between males and females in message evaluation, and only a few small in size differences in age, education, family status and number of children. We suggest that both men and women have similar strategies in dealing with COVID-related information. The younger people expect a bit greater impact from the message of the president of WHO and are more ready to repost it (Caumont, 2013) while the elder people evaluate the message from the president and personal story as more important and are more ready to click on them. It seems like the elder people with children have more trust in the messages from the president and expect them to be important while the younger people are more oriented to medical information about COVID-19. We also suggest that information shared through personal stories becomes more prominent among the elder people who already have some experience of different personal stories in their lives.

The role of subjective expectations from the messages in the probability of clicking and reposting the links. Hypothesis 2 suggested that the probability of clicking and probability of reposting could be related to different subjective expectations about the message. In our study, the major common factors for clicking and reposting were subjective importance, impact and truthfulness of the messages but not expectations about emotional changes. Except for the message from the president, for all the other messages the factor for the probability of clicking and reposting was the expectation of clarifying the situation. Importantly, if the decision of clicking the link highly correlates to subjective importance of the message, the decision to repost (especially without careful reading) is stronger related to the expectation that the message could change person's own mind and behavior. In other words, people tend to repost messages if, they think, they could change opinions and decisions.

Relations between the expectations from the COVID-related messages, reaction to the pandemic and self-isolation regime. We obtained mixed results regarding Hypothesis 3. General tendency to monitor information about COVID-19 had the most stable correlation with evaluation of the COVID-related messages as more important and impactful but not more trustworthy or clarifying. It was also related to the probability of clicking and reposting the links without careful reading. The possible role of seeking and reading COVID-related information in mental health complaints is widely discussed now (Moghanibashi-Mansourieh, 2020; Huang, Zhao, 2020). Our data suggest that this tendency to monitor COVID-related information underlies the spread of the infodemic decreasing personal potential to select information and increasing the probability of reposting without reading and analyzing. Higher anxiety about the pandemic could be another factor that is unrelated to clicking and reposting but could increase subjective importance of online messages and indirectly accelerate the infodemic. The result that the belief in over- and underestimation of the statistics on the coronavirus is related to lower subjective message importance is explained by the fact that the more a person believes in changes in official statistics, the less readily she would click and read these "misrepresented" messages.

4. Results

The Role of the Context and Background of Messages about COVID-19 in Subjective Expectations about Them and Readiness to Click and Repost the Link. For revealing the role of the source and context of messages and for controlling regional differences, we did 4 (four sources of messages) × 4 (four backgrounds) × 3 (region was used as a covariate) repeated measures ANOVA.

Only one small effect of sample was revealed in the analysis suggesting that in general the perception of COVID-related messages is common for people from the different regions, with the exception of the small difference in an expected emotional change (F = 6.33, p <. 05, η² = .02). Comparing to the other two regions, the participants from Moscow and Moscow region expected a bit bigger negative emotional change from COVID-related messages.

In all the three samples, the participants evaluated the probability of clicking and reposting the links on the coronavirus, subjective importance, emotional change and fake probability as a bit lower than average (means were 2-3 scores on a 5 point scale). The probability of reposting without careful reading and subjective impact of messages were appraised as low (means were around 1,5-2 scores on a 5 point scale).

The highest probability of clicking the online link was for the message from the president and the lowest was for the personal story and the famous person' broadcast (F = 2.15, p <. 01, η² = .03). For different message contents, the background of the message changed the subjective probability in different ways (interaction effect: F = 8.37, p < .01, η² = .06). The probability of clicking the message from the president was almost equally high for the Ministry of Health Care website, Yandex and Facebook background and the lowest for WhatsApp background. The probability of clicking the message from the president of WHO and with the personal story was the highest with the Ministry of Health Care website background and the lowest with WhatsApp background. The probability of clicking the link to the broadcast of the journalist was the highest with the Ministry of Health Care website background and almost equally low for the other backgrounds.

Similar patterns of interaction were revealed for the subjective importance and impact of the message (major effects of the source of information: F = 13.42, p <. 01, η² = .03 for importance and F = 5.47, p <. 01, η² = .01 for impact; interaction effects: F = 12.72, p <. 01, η² = .09 for importance and F=9.21, p < .01, η² = .07 for impact). The participants consider the message from the president as the most important and impactful while the personal story and the broadcast from the famous journalist as the least important. The participants evaluated the message from the journalist with Yandex background as more important and impactful than with Facebook background but the message from the president with Facebook background as more impactful than with Yandex background.

The subjective fake probability was the highest for the personal story and broadcast with the famous journalist and the lowest for the president and the president of WHO (F = 16.10, p < .01, η² = .04). It was the highest for the messages with WhatsApp background and the lowest with the Ministry of Health Care website background. The message from the president with Facebook background was evaluated a bit more trustworthy than with the Yandex one while there were no differences between these two backgrounds for the other messages (interaction effect: F = 26.92, p < .01, η² = .17).

Difference in subjective situation clarification between the messages was small. On average, the participants expected more clarification from the president of WHO and the broadcast of the journalist than from the personal story and president (F = 3.40, p < .05, η² = .01). There was a major effect of the message context (F = 6.02, p < .01, η² = .04) and interaction effect between source and context of the message (F = 8.74, p < .01, η² = .06). Paradoxically, people expected less clarification from the message of the president if it was presented with the Ministry of Health Care website background than if it was presented with Yandex, Facebook or WhatsApp background. However, they expected more clarification from the president of WHO and broadcast of the journalist if they were with the Ministry of Health Care website background and almost equally less clarification if these messages were with the other backgrounds. The lowest expectations from the personal story were if it was with WhatsApp background and almost no difference for the other backgrounds.

The repost probability was the highest for the message from the president and the lowest for the personal story (F = 8.62, p < .01, η² = .02). The highest probability of reposting the message from the president and personal story was with the Ministry of Health Care website and Facebook backgrounds and the lowest with WhatsApp background (interaction effect: F = 12.22, p < .01, η² = .09). The repost probability for the broadcast of the journalist and the message of the president of WHO was the highest with the Ministry of Health Care website background and the lowest with WhatsApp background.

The participants expected the biggest negative emotional change from the broadcast of the journalist and personal story and the smallest negative change from the president of WHO

(F = 4.19, p < .01, η² = .01). Interestingly, they predicted the strongest negative emotions from the president and broadcast if the link was with the Ministry of Health Care website background but the smallest negative emotional change from the message of the president of WHO if it was with the Ministry of Health Care website background (F = 2.51, p < .01, η² = .02).

After adjusting for the region of living, there were no gender differences in subjective expectations from the messages and in the probability of clicking and reposting the links (p > .05). The younger participants were more ready to repost the message from the president of WHO without reading it carefully (partial correlations after adjusting for dummy-coded region variables, r = -.15, p < .01) and evaluated higher the probability of changing their mind or behavior (r = -.11, p < .05). The elder people expected that the message from the president and personal story would be more important for them (r = .15, p<01 and r = .10, p < .05, respectively), were more ready to click to the link of the personal story and read it (r = .13, p < .01) and did not expect that the message from the president could be fake (r = -.17, p < .01).

Higher education was related to higher subjective probability of clicking the message from the president (F = 3.75, p < .05, η² = .02), and higher expectations about emotional change after looking through the broadcast (F = 3.55, p < .05, η² = .02) but lower probability of reposting the personal story without carefully reading it (F = 4.58, p < .05, η² = .02), and lower subjective fake probability for the broadcast from the journalist and the president (F = 5.06, p < .01, η² = .03 and F = 9.27, p < .01, η² = .05, respectively).

In comparison with the single respondents, the married people evaluated lower subjective importance of the message from the president of WHO (F = 3.97, p < .05, η² = .01) but more strongly expected arousing negative emotions after reading this message (F = 8.71, p < .01, η² = .03). And again in comparison with the single people, they also evaluated higher subjective fake probability of the broadcast from the journalist (F = 5.42, p < .05, η² = .02).

Subjective importance of the message of the president was higher in people having more children comparing to those without children or having one child (F = 3.88, p < .05, η² = .02).

Subjective Expectations from the Messages about COVID-19 and Probability of Clicking and Reposting the Link. The subjective probability of clicking and reposting the messages about COVID-19 (Table 2) was strongly related to expected subjective importance, impact of the message and lower subjective fake probability but was almost unrelated to an expected emotional change. Interestingly, the subjective probability of clicking the link is stronger correlated to subjective message importance while the subjective probability of reposting – to subjective message impact. The number of people who would see a repost is related to subjective message impact. The expectations about clarifying the situation are related to the probability of clicking and reposting the links but not for the message from the president.

Table 2. Partial correlations (adjusting for dummy-coded region variables) of the subjective probability of clicking and reposting the link about the coronavirus with subjective expectations from the message

Subjective expectations from the message	Subjective probability to click	Subjective probability to repost WITHOUT CAREFUL READING	Situation of repost (more – less careful reading and decision)	Number of people who would see a repost
Message importance – President	.79**	.52**	.51**	.32**
Message importance – WHO	.80**	.61**	.54**	.35**
Message importance – Personal story	.80**	.64**	.51**	.30**
Message importance – Broadcast	.82**	.54**	.54**	.39**
Message impact – President	.51**	.78**	.85**	.75**
Message impact – WHO	.58**	.82**	.86**	.71**
Message impact – Personal story	.53**	.77**	.87**	.75**
Message impact – Broadcast	.56**	.77**	.88**	.79**
Subjective fake probability – President	-.54**	-.34**	-.37**	-.25**
Subjective fake probability – WHO	-.60**	-.37**	-.38**	-.20**

Subjective fake probability – Personal story	-.53**	-.42**	-.39**	-.17**
Subjective fake probability – Broadcast	-.47**	-.27**	-.30**	-.17**
Expectations about situation clarification – President	.04	.19**	.09	.10*
Expectations about situation clarification – WHO	.61**	.45**	.34**	.24**
Expectations about situation clarification – Personal story	.60**	.53**	.48**	.31**
Expectations about situation clarification - Broadcast	.59**	.49**	.47**	.34**
Expected emotional change (negative) – President	.03	-.09	-.01	-.15**
Expected emotional change (negative) – WHO	-.19**	-.21**	-.12*	-.09
Expected emotional change (negative) – Personal story	.12*	.10	.18**	.09
Expected emotional change (negative) – Broadcast	.03	.01	.01	-.01

Note. * – p<.05, ** – p<.01.

Relation between Expectations from the Online Messages about COVID-19 and Monitoring Information about the Pandemic, Reaction to the Pandemic, and Softening Self-isolation Regime. The more time a person spends looking for and reading information about the pandemic, the more likely she will click and repost an online link about COVID-19, and the more she considers these messages to be important and impactful (Table 3). Higher anxiety about the pandemic is related to subjective message importance while higher anxiety about infection correlates to the expectations that the message will make the situation clearer. The belief that official statistics are underestimating risks is related to lower subjective message importance while emotions about softening self-isolation regime are unrelated to the perception of the messages.

Table 3. Partial correlations (adjusting for dummy-coded region variables) of the subjective probability of clicking and reposting the link about the coronavirus, subjective expectations from the message with reaction to the pandemic and softening self-isolation regime

Subjective expectations from the message	Monitoring information about COVID-19	Anxiety about infection	Anxiety about pandemic consequences	Beliefs in over- and underestimations of the coronavirus-related statistics	Positive emotions regarding the announcement about softening self-isolation regime	Negative emotions regarding the announcement about softening self-isolation regime
Subjective probability of clicking	.15**- .31**	.09 - .19**	.07 - .14**	-.16** - .10	-.07 - .07	-.02 - .06
Subjective probability of reposting WITHOUT CAREFUL READING	.11*- .24**	.04 - .17**	.05 - .14**	-.10* - .05	.03 - .08	.05 - .10*
Situation of repost (more - less careful reading and decision)	.09 - .24**	.03 - .15**	.07 - .19**	-.06 - .09	-.06 - .03	.07 - .12*
Number of people who would see a repost	.11* - .16**	.01 - .11*	.03 - .04	-.15** - -.06	.01 - .04	.06 - .10*
Message importance	.14** - .27**	.15** - .33**	.10* - .17**	-.17** - .13**	-.02 - .12*	.05 - .07
Message impact	.13** - .26**	.05 - .18**	.08 - .15**	-.12* - .02	-.01 - .05	.11

Subjective fake probability	-.23** - -.09	-.26** - -.08	-.09 - .00	-.06 - .20**	-.01 - .12*	-.01
Expectations about clarifying the situation	.06 - .17**	.14** - .28**	.06 - .11*	-.10 - .02	-.04 - .04	.05
Repost probability	.12* - .28**	.03 - .25**	.07 - .18**	-.14** - .07	-.05 - .08	.09
Expected emotional change (negative)	-.13** - .06	-.02 - .11*	.03 - .13**	-.03 - .09	.02 - .11*	.09 - .23**

*Note: * - p<.05, ** - p<.01.*

5. Conclusion

The expectations about subjective importance, impact, trustworthy and the probability of clicking and reposting the link were the highest for the message from the president and the lowest for the personal story and broadcast of the famous journalist. For all the messages, subjective importance, impact and the probability of clicking the link were the highest with the Ministry of Health Care website background and lowest with WhatsApp background. However, Facebook was perceived as equally or even more trustworthy than Yandex (especially for the message from the president). People expected the most clarification of the situation from the president of WHO and broadcast of the journalist. Paradoxically, they expected the least clarification from the message of the president with the Ministry of Health Care website background. People expected less negative emotional changes from the officially presented medical information and the most negative changes from the officially presented broadcast of the journalist and personal stories (regardless of the background of the message).

People are more ready to click the links about COVID-19 if they expect the message to be trustworthy, clarifying (with the exception of the message from the president that people do not consider as clarifying the situation) and important for them, regardless of what kind of emotional changes (negative or positive) they expect. People are more ready to repost the links about COVID-19 if they expect this message to change their (own) mind or behavior. The more changes in their mind and behavior people expect, the higher the number of people whom they will send the link.

The monitoring of information about COVID-19 was related to more subjective importance and impact of the messages and higher probability of clicking and reposting the links. Higher anxiety and belief that official statistics on the coronavirus is overestimated or accurate are related to higher subjective message importance. Neither individualism nor collectivism was related to the perception of the messages about the coronavirus.

The study design includes several limitations. First, due to experimental design, the study did not reflect the "real-life" experience of COVID-related information. We do not know whether evaluated subjective probabilities are related to behavior of participants. Second, it could be that not all the chosen stimulus material was a good example of some sources of information (for instance, the president as a famous politician, the president of WHO as a trustworthy medical representative etc.) and of some online resources (for instance, Ministry of Health Care website – as an example of an official medical website, WhatsApp – as an example of a messenger). Further studies asking participants to remember and describe online messages that were important for them during COVID-19 could be helpful to test these alternative hypotheses.

The other limitations concern sampling. We used three samples to reveal common processes of dealing with COVID-related online information but the data are not representative for the whole Russia and not fully representative in terms of age, gender and other sociodemographic characteristics.

6. Acknowledgements

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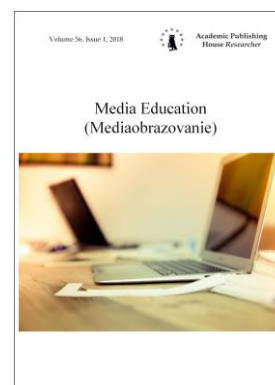
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The Use of Artificial Intelligence to Combat Corruption

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Abstract
The article analyzes the conceptual and institutional aspects of the use of new digital technologies in combating corruption, examines the regulatory and methodological approaches to using artificial intelligence and neural networks to predict and identify corrupt ties and relationships. It is substantiated that the digitalization of public administration and justice helps the society and the state to reach a new level of the fight against corruption. At the same time, the authors record the emergence of new types of corruption, previously unknown to legal science, due to the growing influence of specialists in the field of information technology on various socially significant spheres of public life, management and everyday life. It is shown that modern digital tools are used to develop such a phenomenon as "cyber corruption" and it is proved that currently it is necessary to create adequate social and legal forms of social, political and legal prevention of the development of corruption in the new digital environment and to improve anti-corruption legal policy.

Keywords: artificial intelligence, digitalization of law, justice, corruption, cybersecurity, law, illegal acts, anti-legal corruption policy, digital technologies.

1. Introduction
The basic means of fighting corruption in Russia are traditionally considered prohibitive and punitive measures, the effectiveness of which, even in the countries with much stricter legal sanctions than those used in the Russian Federation, is well known. In recent years, the reform of anti-corruption legislation has taken the path of increasing the means and methods of combating corruption, significantly expanding the spectral approach to methods of combating corruption. The concept of the stage preceding a corruption crime (conflict of interest) was introduced, attention was paid to the procedures for identifying and stopping corruption risks, the first rudiments of the creation of anti-corruption institutional conditions appeared, in which the manifestation of corruption becomes either economically unprofitable, or technically impossible, or extremely risky. It is the system of a fundamentally new worldview approach, which takes into account the peculiarities of the formation of Russia's legal policy on combating corruption, based on understanding of the deep economic, social, and political reasons for its emergence and development, that created a promising paradigmatic shift in jurisprudence.

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At the same time, recently the potentialities of the new model of anti-corruption approach have been exhausted, the old tools available to law enforcement agencies are no longer able to effectively ensure the fight against corruption. Accordingly, the search for new effective tools within the framework of the indicated paradigm of institutional counteraction to corruption is becoming the key task of the modern Russian state, which is gradually abandoning punitive and repressive mechanisms as the main ways of fighting corruption.

3. Materials and methods

Our research is based on a number of activities carried out aimed at organizing the media environment in the framework of anti-corruption education through the creation of various communities:

- methodological association of lawyers who have developed a model for organizing project activities in the field of media education and anti-corruption education;
- scientific and creative community of students as a form of integration of basic and additional education in order to create a media environment and anti-corruption education;
- interdisciplinary, universal media projects aimed at the formation of anti-corruption behavior.

We used the following techniques to collect empirical information,

- the technique of prolonged pedagogical observation; method of expert assessments (expert scales developed on the basis of the diagnostic complex of V.A. Levin);
- methodology for assessing the psychological atmosphere in the team of A.F. Fiedler;
- methodology for analyzing the ratio of the significance of events held in an educational organization for the year and the degree of their representation in the formed media environment within the framework of anti-corruption education
- methodology for analyzing information content, etc.

Research problem

One of such promising tools of smart technologies for combating corruption is the development in the field of artificial intelligence based on neural network technologies (self-learning cognitive systems).

The starting point of the systemic policy of state support for the development of artificial intelligence technologies (hereinafter AI) is the Decree of the President of the Russian Federation "On the Development of Artificial Intelligence in the Russian Federation" (Decree, 2019). The designated document established the goals, objectives and principles of the conceptual foundations of state policy for the development of AI technologies.

Obviously, the outlined prospects for the use of artificial intelligence should be realized through conceptual developments of an integrated nature, taking into account technological, economic, legal, political and other risks. Also, the legal policy on anti-corruption in the field of using high-tech tools should use system tools, building a unified integrated design for identifying corruption risks, an interdisciplinary methodology for preventing corruption, the causes and conditions that contribute to corruption.

It should be noted that the application of AI technology in the anti-corruption system has certain restrictions, determined by the key principles of the development of AI technology. In particular, the use of AI technologies cannot violate human rights and freedoms; AI technologies must guarantee data security; AI technology developers should ensure transparency of their analytical algorithms and prevent the creation of conditions of competition violation.

Artificial intelligence, as innovative digital technology reveals a wide potential in the field of not only exposing and suppressing crimes, including corruption, but also their subsequent solving, and, more importantly, allows preventing violations of the law (Sukhodolov, 2007: 753-766), predicting corruption risks using neural network technologies (López-Iturriaga, Sanz, 2018: 975-998), the creation of a system of conditions under which corruption relations become technically impossible (replacing a person with automation processes).

However, the use of these technologies should comply with certain principles that set the limits for the usage of AI anti-corruption technology, which are determined by the nature of artificial intelligence and its accompanying technological solutions. Thus, AI anti-corruption technology can be conditionally divided into blocks: identification of the causes and conditions of corruption; identification of corruption risks, including prediction of corrupt acts in the future; identification of signs of preparation for the commission of a corruption offense (systemic

anomalies); identification of committed corruption offences. Each block involves working with certain information sources, the legal mode of access to which should be strictly regulated – access to personal data, commercial information, information associated with state secrets, public information, etc.

Another aspect of the use of AI is the formation of information infrastructure of official data that can be used both by AI to expose crimes that have a criminal system and for a preliminary assessment of the conditions for creating an anti-corruption policy within organizations and public authorities. For example, AI technology, combined with the legal obligation to publish relevant information on web resources, allows monitoring anti-corruption documents of both public authorities and private organizations and analyzing the anti-corruption standards presented in them for compliance with current legislation and methodological recommendations. The next logical step is the smart monitoring of measures taken to resolve conflicts of interest in organizations, institutions, and authorities. At the same time, it is necessary to take into account the results of intelligent machine analysis not only for subsequent legal response measures but also for the development of institutional anti-corruption technologies. This principle should also be used as the basis for the anti-corruption concept.

Separate steps have already been taken to create an appropriate information infrastructure for Internet resources. The development of common standards for the content of websites in terms of organization's anti-corruption policy allows tj analyze the anti-corruption policy implemented by authorities and organizations, identify systemic patterns, and evaluate the actual corporate policy for resolving conflicts of interest and preventing corruption offences. A similar basis for the work of AI was created by establishing the procedure for competitive procurement in electronic form based on an electronic platform. These electronic forms allow you to use AI technology to detect economic anomalies in government contracts (price, quality deviations, etc.), signs of formal competition, etc. Starting from January 1, 2021, the cryptocurrency will be recognized as an object of anti-corruption monitoring. Meanwhile, the next logical step should be to work out the issue of legal access regimes for anti-corruption monitoring programs to the above mentioned data.

In implementing the anti-corruption policy through AI technologies, it is also necessary to take into account that the AI technology itself is based on several related technological solutions, the development of which is inextricably linked with the neural network technology itself, including small and big data technology, and blockchain technology.

4. Discussion

Technological solutions in the field of anti-corruption through AI technology are already being used very intensively by leading powers and economically developed states. The developments in this area allow for anti-corruption monitoring of big data, digital documents, video and audio material, and economic transactions. For example, in the United States, there is an online platform project called Digital Democracy (Digital Democracy, 2017). Automated technologies for processing large amounts of data allow you to work with unstructured network information, identify and classify information that has signs of corruption and corruption risks. The ability to compare a set of data related to specific officials allows you to determine not only violations of the proportion of income and expenditure, making personnel decisions concerning the persons who have family and social ties with the official, but also to identify corruption signs when interpreting legally significant decisions made by the official.

In turn, blockchain technology guarantees the immutability of data for any digital actions and acts as a promising basis for the formation of digital document flow in government agencies and state corporations. It allows neural networks to detect trace characteristics of legally significant decisions and transactions that are not deleted, thus increasing the probability of detecting signs of corruption offenses and the provability of corruption acts. In the future, blockchain technology allows you to create systems for fixing the business reputation of officials (history of corruption), taking it into account in personnel policy (Marinkin, Plotnikov, 2019).

The introduction of AI systems in the anti-corruption process, however, has certain risks that must be taken into account when developing conceptual provisions for the use of high technologies in anti-corruption policies. Thus, the living social fabric of society is largely based on compensatory mechanisms of informal relations, including the corruption component, as an alternative to the ineffective but legal system of distribution of benefits. In this sense, highly effective anti-corruption AI implemented on a systemic scale creates risks of law enforcement and political crises in those

States and societies where the level of corruption is high. For example, China abandoned the "Zero Trust" anti-corruption AI system that was in effect since 2012 because of its real effectiveness (Chen, 2019).

The impact of media culture in the fight against corruption is primarily aimed at the broad masses of society (Caron, Caronia, 2007; Gálik, 2019; 2020; Gálik, Gáliková Tolnaiová, 2015; Kačinová, 2018; Mihailidis, Thevenin, 2013;Petranová et al., 2017; Silverblatt, 2016; 2018; Šupšáková, 2016; Wilson et al., 2011 and others). Mass communication media can and should perform certain functions to prevent corruption processes, such as informing the population about the ways of existence and functioning of public life without corruption; increasing the degree of openness of state bodies; popularizing favorable experience of anti-corruption policy; participation in various ways in conducting research in the formation of anti-corruption measures and highlighting the positive results of research; promotion of a negative attitude to corruption.

An important issue is originate the results of the analysis of corruption carried out by AI, as the designated technology with the interpretation of large data sets, operate a probability of indicators, and not solely the indisputable evidence of guilt of the inspected persons. It is obvious that neural network technologies are only an auxiliary tool designed to reduce the mechanical work of controlling entities, but not to replace them when making personnel, law enforcement and other decisions. Therefore, it seems necessary to fix restrictions on the use of AI results exclusively for operational and preventive purposes, without giving them the status of self-sufficient procedural evidence.

The introduction of digital technologies sets the modern state the task of fundamentally changing the ideological foundations of the law enforcement function by the Executive authorities. Such fundamental changes are caused by the need to form a new structure of the high-tech economy, where preventive measures should come to the fore. It means that the results of neural network analysis should become, first of all, not a punitive tool of the law enforcement system, but a real, previously almost inaccessible, preventive tool for combating corruption. In part, this understanding of law enforcement blurs the boundaries not only between the classical branches of law, but also generates an interdisciplinary approach to solving this problem. For example, the analysis of corruption risks can reveal a system of heterogeneous conditions for the occurrence of corruption transactions, such as economic, political, legal, cultural and spiritual, etc. Effective pre-emptive resolution should be based on the elimination of all conditions that exist not only in the area of legally significant actions.

The concept of digitalization of judicial processes involves several directions of development of digital technologies in this area, and consequently the preparation of a legal framework that defines technical, procedural and other legal standards for digital justice.

As the priority of e-justice development, it is necessary to specify electronic document flow in the judicial system, which was provided by the infrastructure system of GAS "Justice" and its subsystems, as well as to provide the control by a number of regulations (Biryukova, 2017) and internal court documents (Order..., 2019). To date, this is the only systemically developed area of digitalization of justice in Russia, although it has a number of potential points of further development.

The second direction is the virtualization of justice, which has received an accelerating impetus for practical development and detailed regulation within the judicial system in connection with the Covid19 pandemic, which has prompted the courts to actively use the Institute of remote justice, although the procedural basis for this form of legal proceedings was introduced several years ago. It is obvious that the transfer of the trial to the digital environment in full, on the one hand, can contribute to strict compliance with judicial procedures and deadlines for the consideration of court cases. On the other hand, the legal reality of legal proceedings today rests on an objective restriction of the judicial staff, violation of reasonable standards of work of judges, uneven workload, etc. Today, countries find a solution to this problem in the development of technologies of auxiliary artificial intelligence for justice.

The third direction is to minimize the human factor in the judicial decision-making system (excluding the human factor and judicial errors) (Polyakov, Smolin, 2018: 245-249). Today, this task is being worked out in Russia conceptually and is based on artificial intelligence technology, which allows conducting a preliminary information analysis of court cases, giving a preliminary legal assessment of evidence and circumstances of the case, and forming drafts of standard court decisions.

Meanwhile, all these areas of digitalization of justice depend on solving the most important problem in digitalization processes – ensuring information security and the need to identify risks and threats caused by e-corruption (Truntsevsky, 2019: 42-28). One of the aspects of cybersecurity is the adaptation of corruption to the conditions of the electronic environment. Vulnerable elements of e-justice are all areas of digitalization that can be affected remotely or locally by the third parties, including program operators, specialists who maintain the functionality of e-justice software and communications. A striking example of the vulnerability of the digital environment, which does not have appropriate software solutions for protection and monitoring, is the practical problems of illegal modification of Rosreestr (Federal Service for State Registration, Cadastre and Cartography) records (Loktionov, 2017).

In addition to the problem of changing the records of databases of public authorities, corruption risks emerge caused by electronic document management of courts (substitution or destruction of electronic documents); substitution or destruction of evidence presented in electronic form; loss or distortion of virtual traces; substitution of persons involved in the case, etc.; risks associated with corruption impact on specialists who support the functioning of judicial databases and communications.

Today different countries develop technologies that can detect any digital action, documents intact, for example the Blockchain technology allows you to protect information transmitted via communication channels (e.g. when voting judges) (Supreme..., 2020) and the organization of the remote trial and the database of the courts (Bertovsky, 2016: 226-230). It is obvious that such technologies today require their consolidation in the form of technical standards for the software of the judicial system, a legislative ban on the use of the software that does not meet such standards by the court apparatus.

 Returning to the assessment of potential threats in the field of corruption impact on the judicial decision-making process through high technologies, it should be noted that, for example, in China, AI secretaries were introduced in the courts, allowing them to process lawsuits, compare the testimony of parties, etc., reducing the likelihood of an unfair court decision (Chen, 2019). Meanwhile, although the augmented intelligence technology does not at first glance replace the intellectual and volitional nature of the judge, but acts as an auxiliary technology, it replicates certain classical risks in the digital environment. Thus, through informational influence on self-learning AI (indirect influence) or direct software intervention in digital AI algorithms, a selective selection of intermediate decisions (evaluation of evidence, etc.) is possible, which leads the decisions of a human judge to an incorrect decision in the interests of a certain party in the case.

However, the issues of direct software intervention can be reduced by centralized maintenance of the ship's software coverage, implemented using cloud technologies. The development of cloud technologies in the information infrastructure of Executive bodies of state power is currently being implemented through the Concept of creating a state unified cloud platform and is evaluated by specialized specialists as a source of new threats. It is necessary to study the issue of creating a similar, centralized system of cloud technologies for courts of all levels, with the establishment of an appropriate information center at the Supreme Court of the Russian Federation.

To reflect on the state of the media environment and media culture in the framework of forming a sustainable response to corruption, we will consider the position of well-known scientists. Among the main approaches presented in modern scientific research on the fight against corruption through the media environment and media culture, the most prominent is the fundamental approach.

R. Kroiz emphasizes that the media, as an expanding system of mass communications, helps the communicative content of media culture to influence the life of society and human consciousness, notes the complex and contradictory nature of this influence, which is reflected in all social phenomena and processes of society, including in practice, countering corruption.

The works of scientists D. Zinnbauer and V. Chetverikov are devoted to anti-corruption multimedia tools and their application for understanding the importance of implementing information and communication technologies in government activities.

Revision of the conceptual foundations (B. Zimmerman, K. de Swardt, E. Dimant, etc.) allows us to summarize with a certain degree of conditionality that in various theoretical approaches, the authors update the system-wide aspects of identifying scientifically based factors and conditions for the effectiveness of digital, multimedia anti-corruption policy and its implementation in the

practical sphere, which makes it possible to create an effective system for preventing and combating corruption in Russia.

5. Results

Summarizing the above, the following key aspects should be noted. Digitalization processes that promote systematic control over the adoption of legally significant decisions can be used not only to detect corruption but also, on the contrary, for corrupt control. Digital technologies are only a tool in the implementation of state tasks, but their use is exclusively instrumental. Hence, there is a need not only for legal regulation of the use of technological innovations to ensure justice, but also for technical regulation of the cybersecurity of neural networks, Big data, communications, etc.used by the judicial system.

There are several ways to prevent corruption in the e-justice system: 1. Using technologies for digital recording of all procedural actions in the digital environment using distributed ledger technologies (DLT); 2. Ensuring the security of databases of court documents; 3. Using secure communication channels for conducting trials and interdepartmental exchange of electronic documents; 4. Using cloud technologies for software centralization and bringing information resources to a separate division under the Supreme Court of the Russian Federation; 5. Limited use of AI technologies in legal decision-making procedures.
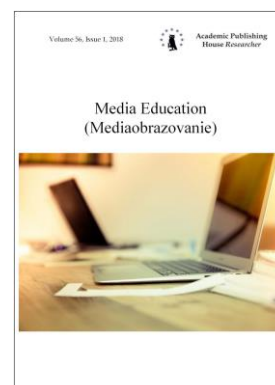
6. Acknowledgements

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**Empirical Evidence of Factors Affecting Attitude towards
the Advertising of Socially Sensitive Products in Digital Media**

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Abstract

With the rapid growth of unvarying advertising campaigns, the promotional content of socially sensitive products is available across all the digital platforms, which sometimes hurt consumer sentiments. Due to which the identification of the factors determining attitude towards the advertisement of socially sensitive products has now become important for both advertising professionals and academic scholars. Considering its significance, this study intends to measure the impact of Good for Economy, Social Role and Image, Value Corruption, and Product Information on Attitude towards Advertising of Socially Sensitive Products in digital media. The population for this study is comprised of digital media users, having 18 years of age or above. The sample size for this study is 400 respondents. The data was collected through an online survey. The overall explanatory power of the model is 56 %, where $F= (4,212) =37.29$, $p< 0.05$, therefore it can be concluded the factors included in the model has the potential to shape attitude towards the advertising of socially sensitive products by 56 %.

Keywords: digital advertising, good for economy, value corruption, social role, image, product information.

1. Introduction

Digital media is an emerging advertising medium in the global economy. It provides greater opportunity and challenge to understand the differences in consumers' believes and attitudes towards digital advertising (Frith, Mueller, 2010). The challenge increases when it comes to advertising what academic research scholars have described as: "unmentionables", "socially sensitive products", "decent products", or "controversial products" (Waller et al., 2005).

Moreover, for advertisers and advertising agencies, the situation becomes more complex particularly when the advertised product itself may be considered as controversial, eg. condoms and feminine hygiene products (Waller, 2004). In that case, it causes results in several negative public reactions like adverse publicity, product boycotts, registering complaints to advertising regulatory bodies, declining sales, therefore, it has become important for the academic scholars to identify the determinants of advertising attitude towards socially sensitive products in digital media.

The objective of this research is to study the impact of good for economy, social role and image, value corruption, and product information on attitude towards the advertising of socially sensitive products in digital media.
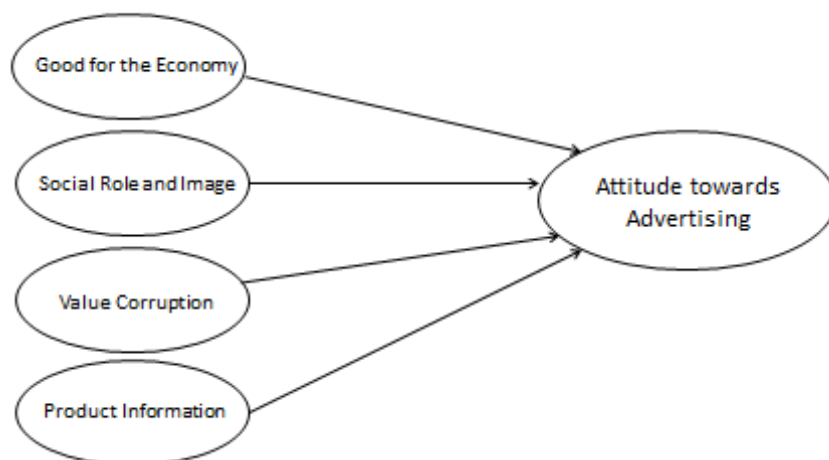
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2. Material and methods

Conceptual Framework

The study use factors from a theoretical framework based on the Theory of Reasoned Action (TRA) (Pollay, Mittal, 1993) as depicted in Figure 1.

Fig. 1. Theoretical framework

Hypothesis. The overall model based on the predictors (Good for Economy, Social Role and Image, Value Corruption and Product Information) have a combined effect on Attitude towards advertising of Socially Sensitive Products

Conceptualization of Framework

Good For Economy and Attitude towards Advertising. Consumers' response to an advertisement is highly dependent on the way the advertising message has been comprehended and evaluated by them (Morimoto, Chang, 2006). The economic benefit of advertising is the ability of the advertisers to provide accurate and reliable information about their products to the audience therefore, it plays an important role in setting consumers' attitude towards advertising (Petrovici, Marinov, 2007).

Social Role and Image and Attitude towards Advertising. Social role and image is a belief that considers advertising as a tool to influence individuals' lifestyles and exemplifies their prevalent trends and current social status (Wang et al., 2009). Advertising keeps consumers informed and trendy, therefore it forms a positive attitude (Yaakop et al., 2011). Therefore, it is considered as an important factor to be incorporated in the conceptual framework.

Value Corruption and Attitude towards Advertising. Like every other media facet, advertising is also considered responsible for transmitting cultural and social values, but in reality, we can see advertising compromise on the social values to sell products or services (Wang, Sun, 2010).

Product Information and Attitude towards Advertising. Advertising is a source of disseminating product information in a market place. It is classified as a personal use factor that contributes to the marketing communication process (Eze, Lee, 2012).

Research Methodology

The current research has employed quantitative data analysis through regression. The population for this study was set to digital media users, age 18 years or above. Non-probability, convenience sampling techniques have been adopted to determine the sample. The sample size calculated through www.raosoft.com/samplesize.html based on 95 % confidence level and 5 % error suggests a minimum sample of 400 respondents (Malhotra, Birks, 2007). A digital video advertisement of a contraceptive advertisement was attached to the questionnaire as a stimulus. The respondents have watched a digital advertisement before responding to the questionnaire.

Adopted Instruments

The constructs of each variable have been adopted for this research (Pollay, Mittal, 1993). The constructs adopted for this study have established reliabilities. The online survey has two sections. In the first section, the demographic questions were asked as per the nominal scale and

the second section was comprised of the variables under investigation. The answers were measured on a seven-point Likert Scale. The constructs adopted for this study are presented in Table 1.

Table 1. Constructs Adopted

Construct	No of Items	Author
Good for Economy	3	(Pollay, Mittal, 1993)
Social Role and Image	3	(Pollay, Mittal, 1993)
Value Corruption	2	(Pollay, Mittal, 1993)
Product Information	3	(Pollay, Mittal, 1993)
Attitude towards Advertising	3	(Pollay, Mittal, 1993)

Data Analysis
SPSS software was used for the data coding, and further analysis was done as presented below in this article.

Normality of Data
To ascertain the normality of the data collected, the standardized scores for each item were calculated. The standardized scores for all items were ranged ± 2.5, this has confirmed that the data is normally distributed. After that univariate normality was ascertained by performing Skewness and Kurtosis analyses, the results were laid between ± 2.5, hence confirmed the univariate normality of the data (Kline, 2011).

Reliability
Cronbach's alpha test was performed to measure the reliability of the adopted constructs. It has been suggested applying this test to check the internal consistency of the adopted instruments (Sekaran, Bougie, 2016). If the Cronbach's alpha coefficient value falls between 0.6 to 0.7 then it is acceptable, moreover, above 0.8 standardized coefficient value is considered good (Patten, Newhart, 2017).

Validity
Validity is termed as the accuracy of the adopted measures. It also establishes the link between a conceptual and theoretical framework of the study. Convergent and discriminant validity are the two sub-types of construct validity used in the study (Bryman, Bell, 2015). The relatedness of the items of the constructs is measured through convergent validity. However, distinctness, uniqueness of the constructs are measured through discriminant validity (Rowley, 2014).

Exploratory Factor Analysis (EFA)
Through EFA test, the larger data set fragmented into small summary variables. This technique helps in identifying the relationships present between variables and respondents. Principal component factor analysis is one of the commonly used methods adopted to generate a reduced number of factors, explaining the variance of original values (Walliman, 2015).

Descriptive Analysis
In the descriptive analysis, a summary of the descriptive tests conducted is presented (Miller, Salkind, 2002). This study reports skewness, kurtosis, mean and standard deviation as descriptive statistics (Zikmund et al., 2013).

Correlation
Correlation analysis has been done to determine the extent of the relationship found between two variables (Malhotra, Birks, 2007). Karl Pearson r is the correlation coefficient if its value ranges between ± 1. Here +1 elucidates positive relationship and -1 represents the negative relationship (Gujarati, 2011).

Regression Analysis
Regression is a technique is adopted to determine the estimated impact of one variable on another. Regression is different from correlation because, the distinction of dependent and independent variables is present in it, unlike correlation (Malhotra, Birks, 2007).

3. Discussion
The media face frequent criticism over the projection of questionable content, and the recent significant increase in condemnation has been witnessed (Gurrieri et al., 2016). Advertising is a common facet of the media that is no stranger to such criticism. The discomfort advertising message of controversial campaign causes leads to a boycott of the product (Wang et al., 2018).

Government regulations and policies are also important in this regard. An unhappy viewer of the advertisement reports it to the complaint cell and raises concerns over its content which advertisers want to avoid (Bátorfy, Urbán, 2020). The advertising message is also considered as unwelcome and advertisers are considered intruders, therefore it has become important for communication professionals and media scholars to study this phenomenon in detail (Miltgen et al., 2019).

In addition to advertising, digital media itself considered controversial, particularly social media, where every mass communication message circulating is not considered as legitimate (Carlson, 2018). Attitude is one of the frequently studied concepts in advertising research and generally explained as a mental state of individuals through which they perceive and respond to their environment (Aaker et al., 2001). It is also described as a learned predisposition to respond consistently (Fishbein, 1967). The consumers' brand/choice behavior is likely to be influenced by attitudes towards the advertising stimulus and it serves as a potential mediator to study advertising effect (Mitchell, Olson, 1981). Individuals' attitude towards advertising is affected by the individual experiences and belief constructs of individual about product information, hedonic/entertainment, falsity/no sense, good for the economy, and corrupt values/materialism (Pollay, Mittal, 1993).

Research activity has progressed from a broad study of attitude towards advertising in general to a focus on attitude towards advertising in specific mediums (Pyun, James, 2011). However, one advertising platform that has grown dramatically is digital media, however, research addressing attitude towards advertising of socially sensitive products displayed in digital media and its controversial nature of the advertising message has rarely been discussed. In these evolving media spaces, media literates should give an edge to discuss these topics with empirical evidence (Moraes, Michaelidou, 2017).

The notion of "Good for the economy" suggests that advertising assists consumers in embracing technological advancements and product innovations, which further leads to generate more employment, and promotes healthy competition by reducing the production cost (Oumulil, Balloun, 2019). Moreover, it delivers product-related information to the consumers, which helps them in improving their lifestyle. In conclusion, advertising has become the essence of any business venture (Blech, Blech, 2003), and plays a significant role in upgrading their living standards (Bauer et al., 1968).

In an attempt to build brand personality and image, advertising is always believed to create content in a way that can resonate with certain components of individuals' lifestyles (Massara et al., 2019). Therefore, consumers start associating themselves in terms of status, reputation, and ownership of the given products. If consumers find these ideas appealing and reflecting their desired social image and lifestyles then they build a favorable attitude (Tan, Chia, 2007). Moreover, consumers express themselves as living an ideal life, therefore, they even do not mind paying a higher price for a product they find unique, just to flaunt their status (Pollay, Mittal, 1993).

The concept of homogeneity is prevalent these days and the concept of globalization has inspired many research scholars, however, due to the disparity exists between technologically equipped and technology deprived countries, this may not be justified to set global standards for all the countries. Due to disparity exists among different countries due to their social and cultural background, religious beliefs, viewers' response towards the advertisements can not be generalized (Wiese, Akareem, 2020). It is generally believed that advertising has the power to distort audiences' perceptions and societal values (Korgaonkar et al., 2001). The advertisement exploits youngsters and disrupts the values instilled by their parents (Pollay, Mittal, 1993). In this regard, web advertising has no exception. It has similar power to disrupt, mold, and corrupt the values of its users. It disrupts the values instilled by parents in their children (Cho, Leng, 2020). There are ad blockers and software available that prevent ads from appearing while consuming digital media, this shows value corruption is a serious user concern (Wolin et al., 2002). In a nutshell, that value corruption will also cause an advertising attitude to be unfavorable.

Advertising plays different roles, however, its role as an information provider has long been debated. People still believe in advertising, and consider it an important mode of transmitting information (Wang, Sun, 2010). In digital media, the advertisements placed on websites and social media distribute information that brings more efficiencies and effectiveness to the virtual market place, where consumers' can easily evaluate and choose the advertising offering better matched with their needs and wants. In today's networked, interactive, multiscreen world, consumers accumulate a vast amount of information from the marketers through advertising commercials

placed in different media platforms (Bharadwaj et al., 2020). Keeping in view the predictors discussed here, in this research study, the factors determining attitude towards the advertising of socially sensitive products were empirically tested through regression analysis. The future study may expand this model with additional predicters.

4. Results
Interpretations

Table 2 summarizes the univariate validity measured through Kurtosis and Skewness analyses.

Table 2. Descriptive Statistics

Construct		Mean	Std. Dev.	Skewness	Kurtosis
Good for Economy		3.67	1.39	0.20	-0.40
Social Role and Image		4.96	1.40	-0.18	-0.85
Value Corruption		4.63	1.30	0.02	-0.49
Product Information		4.61	1.05	0.55	0.17
Attitude towards Advertising		4.32	1.34	-0.06	-0.30

Table 2 depicts the highest Kurtosis (KT = -0.85) is for social role and image with a (Mean = 4.96, SD = 1.40) and the lowest Kurtosis is (KT = 0.17) product information (Mean = 4.61, SD = 1.05). Moreover, product information with a (Mean = 4.61, SD = 1.05) has the highest Skewness (SK = 0.55) and value corruption with a (Mean = 4.63, SD = 1.30) have the lowest Skewness (SK = 0.02). The descriptive statistics of the constructs range between ±1.5, therefore univariate normality is achieved (Flick, 2009).

Table 3 summarizes the findings of Cronbach's Alpha test performed to check the internal consistencies of the adopted constructs:

Table 3. Reliability Analysis

Construct	Cronbach's Alpha	Standardized Cronbach's Alpha	Mean	Standard Deviation
Good for Economy	0.90	0.90	3.67	1.39
Social Role and Image	0.91	0.91	4.96	1.40
Value Corruption	0.79	0.79	4.63	1.30
Product Information	0.88	0.88	4.61	1.05
Attitude towards Advertising	0.81	0.81	4.32	1.34

Varies between the range of (α = 0.79 to α = 0.91), Table 3 elucidates the reliability analysis statistics. The lowest reliability (α = 0.79) was scored by value corruption. Contrary to that, the highest reliability (α = 0.91) was scored by social role and image. Cronbach's Alpha values are greater than 0.7, hence reliabilities are acceptable and consistent (Leech et al., 2005).

Table 4 summarizes the results of Correlation analysis for checking multicollinearity:

Table 4. Correlation

Constructs	GFE	SRI	VC	PI	ATA
Good for Economy	1.00				
Social Role and Image	0.84	1.00			
Value Corruption	0.88	0.88	1.00		
Product Information	0.68	0.78	0.80	1.00	
Attitude towards Advertising	0.64	0.68	0.72	0.65	1.00

The pairs of good for economy and value corruption, and social role and image and value corruption scored the highest correlation (r = 0.88). Additionally, good for economy and attitude towards advertising scored the lowest correlation (r = 0.64). The problem of multicollinearity was not found, because the correlation values are ranging between 0.30 and 0.90.

Table 4 reported the Varimax Rotation result, conducted to check the relationship present between latent variables and the constructs.

Table 5. EFA for the Constructs

Constructs	Kaiser-Mayer-Olkin Test	Bartlett's Sphericity Test (P<0.05)	Cumulative Factor loading Test	Items
Good for Economy	0.90	408.68	68.13 %	3
Social Role and Image	0.88	579.02	82.57 %	3
Value Corruption	0.84	427.43	76.68 %	2
Product Information	0.76	410.20	62.35 %	3
Attitude towards Advertising	0.83	431.35	74.86 %	3

The KMO value of each construct should exceed the value of 0.6, which is acceptable (Hair, 2015).

Table 6 presents the variance explained that should be scored above 0 .40 for convergent validity and 0.70 for reliability.

Table 6. Convergent Validity

Construct	Cronbach's Alpha	Variance Explained	Mean	Standard Deviation
Good for Economy	0.90	0.68	3.67	1.39
Social Role and Image	0.91	0.82	4.96	1.40
Value Corruption	0.79	0.76	4.63	1.30
Product Information	0.88	0.62	4.61	1.05
Attitude towards Advertising	0.81	0.74	4.32	1.34

Table 6 depicted social role and image with maximum variance explained (V = 0.82), and product information with the minimum variance explained (V = 0.62) is for. The lowest reliability for value corruption (α = 0.79) was found, moreover, the highest reliability for good for economy was found for (α = 0.90). The variance explained for all the constructs was scored more than 0.40 and the reliability score exceeds the value of 0.73, hence the constructs were measured as intended (Kline, 2015).

Hypothesis Testing

The Hypothesis depicts that the predictors (good for economy, social role and image, value corruption, and product information) significantly influence attitude towards advertising of socially sensitive products was measured through regression analysis method. Table 7 reports the findings.

Table 7. Summarized Results (Regression)

Construct	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
Attitude towards Advertising	0.67	0.31		2.57	0.00		
Good For Economy	0.12	0.14	0.08	3.78	0.01	0.22	4.44

Social Role and Image	0.08	0.15	0.09	2.58	0.04	0.21	4.76
Value Corruption	0.55	016	0.40	2.87	0.00	0.17	5.87
Product Information	0.27	0.18	0.23	2.30	0.02	0.41	2.39

Dependent Variable: Attitude towards advertising, $R^2=0.58$, Adjusted $R^2=0.56$, F= (4,212) =37.29, p< 0.05

The findings revealed that the predictors (good for economy, social role and image, value corruption and product information) mutually determine the variance of 56 %, where F = (4,212) =37.29, p < 0.05. The results exhibits that good for economy (ß = 0.08,p<0.05), social role and image (ß = 0.09, p < 0.05), value corruption (ß = 0.40, p < 0.05) and product information (ß = 0.23, p < 0.05) have a significant impact on attitude towards advertising. The developed model explains the influence of good for economy, social role and image, value corruption and product information on attitude towards advertising, which is also proven from the following regression equation: Attitude towards advertising=0.67+0.12* Good For Economy +0.08* Social Role and Image+0.55* Value Corruption +0.27* Value Corruption +0.31.

5. Conclusion
This research aimed to study the good for economy, social role and image, value corruption, and product information to predict attitude towards advertising of socially sensitive products in digital media. These determinants were first tested and, later replicated in many studies (Pollay, Mittal, 1993). In combination with other determinants, these factors have been studied to determine the consumers' attitude towards sports advertising (Pyun, James, 2011). Further, these factors were discussed in the context of Asian markets (Salam et al., 2018), later in the context of luxury brands (Chu et al., 2013), however, the factors good for economy, social role and image, value corruption and product information have rarely been empirically tested to be established as significant contributors in shaping attitude towards the advertisements of socially sensitive products in digital media.

The results of the Hypothesis Testing (see Table 7), suggested that the good for economy, social role and image, value corruption and product information positively influence attitude towards advertising of socially sensitive products in digital media. The available literature, discussing the advertising of socially sensitive products in digital media suggests that such advertising is considered to set the negative attitude towards the advertisement and advertised product (Huang, 2019) therefore it is important to identify the influencing factors along with their empirical evidence.

With the highest beta value, value corruption has emerged as the strongest predictor in determining attitude towards the advertisements of socially sensitive products, moreover, good for economy with lowest beta value emerged as the weakest determinants of attitude towards advertising of socially sensitive products in digital media. The overall explanatory power of the model is 56 %, where F = (4,212) = 37.29, p < 0.05, therefore it can be concluded the factors included in the model has the potential to shape attitude towards advertising of socially sensitive products by 56 %.

Implication
The overall study significantly contributes to the existing body of knowledge investigating attitude towards the advertisement of socially sensitive products in digital media. The insights derived from this study will help advertising professionals and communication experts to device impactful advertising and communication strategies to market socially sensitive products in digital media. The advertising professionals may give special attention to the factors i.e., good for economy, social role and image, value corruption, and product information while designing digital advertising campaigns of socially sensitive products.

Additionally, the academic scholars can further expand this area of inquiry by incorporating other factors in the model empirically tested in this study

Limitations and Future Research
Future research should incorporate other factors in the study. From the Asian advertising perspective, other factors like culture, social norms, and religious beliefs should be incorporated in

the conceptual model. Only a single contraceptive brand advertisement has been taken as a stimulus, future research should study the phenomenon with multiple categories and advertisements. Before empirical testing, future research is also suggested to incorporate qualitative study for getting better insights.

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