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Increasing trust in information among high school students through media literacy training

The article examines how high school students receive information and whether they are ready to critically evaluate the news they consume. The impact of media literacy on the level of trust in information among high school students who consume news from various sources, from social media to traditional media, is considered. It analyzes to what extent young people tend to accept information without question and whether they are ready to develop critical thinking skills through participation in media literacy trainings. Basic terms and concepts have been studied, and the main sources of information among high school students have been identified through surveys. It was found that most high school students are interested in participating in such trainings to improve their media literacy and self-development.

The article presents the results of an experiment in which respondents were instructed on mechanisms for detecting fake news. It shows that pre-trained students are more critical of information from the media, social networks, and messages from friends. The study revealed that the level of trust in information from parents is 75%, while trust in information from friends is 57%. However, more than 50% of respondents unconditionally trust news from social

media, although this source requires the most careful consumption of information. The survey also showed that 66% of respondents reflect on facts obtained from the internet, and 90% are ready to develop critical thinking skills.

Main results: basic terms and concepts were studied; sources of information among high school students were identified (through surveys); recommendations were developed and proposed to the administration of the Dialogue Gymnasium (Kyiv, Ukraine) to improve the level of media literacy among high school students (based on survey data); a pilot training session for high school students of the Dialogue Gymnasium was conducted on the need for critical evaluation of information from any source.

The following methods were used in the preparation of the research: literature analysis, comparison, description, analysis, synthesis, statistical analysis, expert surveys, interviews, questionnaires, content analysis, expert analysis, abstraction, and generalization.

Keywords: trust in information; media education; media literacy; sources of information; social networks; media; youth (teenagers)

1. Introduction

We live in the information era. Every day, people receive vast amounts of news and various data. Sometimes this information is relevant; sometimes it's just informational noise with no real significance; sometimes it can even be harmful and deceptive. It's always important to understand three things: what the source is, how much we trust it, and how ready we are to interpret the presented contexts.

Answers to these and other relevant questions will help us understand the research within the scope of a specific educational institution — the *Dialog Gymnasium* in Kyiv: how exactly senior high school students receive information, how prepared they are to analyze the news they consume, whom they unquestionably trust as a source of information. As a result, we'll be able to ascertain both if high school students need specific media literacy sessions and if they are willing to make efforts to fact-check information. Since we conducted the study on groups of teenagers within a specific educational institution, we approached the school administration to consider the applied part of our research at the Ethics Committee of the *Dialog Gymnasium*. We received the *Conclusion of the Ethics Committee* (dated 23.05.2024), which stated, among other things, that the analysis of moral and legal aspects of conducting the experiment does not raise objections from the Ethics Committee.

Despite global and national appeals for a more mindful approach of media towards their audience, active efforts of media education researchers, quality projects implementing media education for children at schools by the *Academy of Ukrainian Press*, and support by the same public organization (in collaboration with *Internews Ukraine*) for teachers (through systematic courses, reissuing foreign textbooks on media education and media literacy, preparation, publication, and free distribution of textbooks and guides with models of media education lessons in schools), systematically this topic remains under-researched but highly relevant today.

It is equally important to establish the cause-and-effect connections that stimulate mindless consumption of any information, which consequently leads to a distorted perception of reality, negative societal attitudes, the destruction of cultural value systems, the emergence of a consumer society (consumerization), and the development of destructive markers in the mass audience under the influence of media products. We believe that only by knowing and understanding the modern mass audience, its informational priorities, and its inclination towards regular use of certain media, can we foresee something. Based on this forecast, we can propose and develop comprehensive measures to implement media education programs for enhancement of critical perception of information (our *Pilot Training for middle and high school students* is an attempt in this direction). We also recognize the fact that most media literacy materials are exclusively associated with its implementation in school programs. However, the high level of mass media consumption and the rapid increase in the volume of media information require detailed study and development of mechanisms for population control and protection. Additionally, the significant growth of visual communication and information in all fields is an important indicator for starting to teach students to be attentive to information and verify its authenticity. After all, the "yellowing" of mass media and the decline in the overall quality of media products can lead to teenagers becoming objects of manipulation.

2. Theoretical Background

At the theoretical and methodological stage, the works of the Academy of Ukrainian Press [19; 21; 22; 30] became the basis for writing this research. We also utilized electronic sources for a deeper understanding of the problem.

N. Zrazhevska [46] and T. Krainikova [29] examined the issues of media culture and media consumption as well as the formation of a media society culture at the level of doctoral dissertations.

Many scientific ideas concerning the formation of media culture in the information society were explored in the works of D. Considine [5], A. Dorr [8], A. Ishchenko [18], and others.

Problems of forming media literacy for personal development were analyzed by I. Zadorozhna & L. Kuznetsova [44], A. Lytvyn [31], V. Roback [39], and others.

A special place in the scientific analysis of the source base is given to the program for grades 2–4 in general educational institutions with instructions in Ukrainian, Russian, and other minority languages. "Steps to Media Literacy" edited by V. Litostanskyi, V. Danilenko, V. Melezhik, T. Ivanova [30], O. Voloshenyuk, V. Ivanov [22]. The textbook "Media Education and Media Literacy" [19], which has become a primary source for writing scientific articles on media literacy (according to the analysis of thematically oriented literature). Theoretical aspects of media education, the state, and prospects of its development in Ukraine are subjects of research by H. Onkovych [35], N. Dukhanina [10], L. Masterman [32], and others.

Public opinion manipulation, distortion of information flows, propaganda, and other communication technologies that lead to social imbalance and cause problems of fact distortion were studied by H. Pochepstov [36], L. Horodenko [14], O. Kholod [26], and others. In this context, we are particularly interested in O. Kholod's views on the processes of mutation and im-mutation in society under the influence of media, as it is precisely the presence or absence of media-literate perception and critical analysis of information flows that cause certain changes in individual behavior.

During the development of the questionnaire and the survey for experts, we used the methodology proposed in the methodological recommendations "Surveying: Methodological Recommendations for Organizing and Conducting Sociological Research" [41].

3. Methodology

In the preparation of this scientific work, we used a range of research methods. The core of the research was based on the social communication approach developed by V. Rizun and refined by V. Korneiev [28]. Additionally, we relied on theoretical foundations of communication sciences, journalism, pedagogy, sociology, and psychology to investigate and explain the phenomena related to media education, media literacy, fact-checking of information sources, and other relevant concepts within the study. During the theoretical phase of material examination, we applied methods such as literature analysis, comparison, description, analysis, and synthesis. Statistical analysis was applied to sys-

tematize the data obtained from expert surveys, interviews, and questionnaires.

To address the main tasks set in the practical part, we used methods such as questionnaires, content analysis, expert surveys and interviews as well as expert analysis (the questionnaire results were commented on by the principal of the Dialogue Gymnasium, Larysa Kuzmynets, and the Head of the Department of Social Communications at Mariupol State University, Doctor of Pedagogical Sciences, Tetyana Ivanova). At various stages of the research preparation, we employed observation, abstraction, and generalization.

Within our scientific work, we conducted a series of empirical procedures to verify theoretical knowledge and forecasts, including:

- questionnaires for students in grades 9, 10, and 11 at the Dialogue Gymnasium in Kyiv;
- expert interview with the school principal regarding the questionnaire results and the prospects for implementing our recommendations;
- a pilot training for middle and high school students titled "Do Not Get Lost in the Information Space".

Each of these stages was completed within specified timeframes and adhered to both scientific and pedagogical methodologies.

During the experiment, we employed several empirical methods, such as questionnaires, the method of systematic field inclusion, content analysis, statistical data processing, and forecasting. The methodology and techniques of the experiment are described in this article.

For the preparation and conducting of the pilot training, we used special pedagogical methods, including group discussions, role-playing games, and the case study. We applied the principle of activity to establish a dialogue with the audience through the exercises. The use of game methods helped alleviate tension among students in the beginning of the meeting as well as revealed their creative and interpretive skills.

To comply with the latest standards in experimental research and increase scientific transparency, we registered the experiment in the *RCT Registry of the American Economic Association for controlled experiments* (RCT ID: AEARCTR-0013584). This step will increase the credibility of the experimental results and the conclusions derived from them.

4. Results

4.1. Theoretical Foundations of Building Trust in Information

"In the evening of October 30, 1938, CBS Radio broadcast a production of "The War of the Worlds" based on the novel by H. Wells. Around six

million listeners heard a report from the town of Grover's Mill, New Jersey, where Martians were supposedly beginning their invasion of Earth. They possessed incredibly powerful weapons against which even the army could not stand. A correspondent on the scene described how the aliens were burning houses and brutally killing people.

When, at the 40th minute, the announcer reminded the audience that it was a radio play, but few were listening — panic had already set in. People were hysterical, jumping out of windows, and begging the police for salvation. Frightened crowds were fleeing the cities, roads were clogged with cars, and phone lines were overloaded. Some demanded weapons and the mining of roads against the Martians. There were even witnesses who claimed to have seen the horrors of the alien invasion. Only the next morning did the panic subside, and people began to come back to their homes.

A little over ten years later, this production was repeated in the South American country of Ecuador, which caused a far from fake panic and resulted in mass riots. Even the army believed in the attack and set out to meet the Martians. When listeners found out that there were no alien invaders, they burned the radio station building to the ground, resulting in fatalities. There was no one to protect the radio workers from the enraged crowd, as the law enforcement had gone to fend off the Martian attack" [34].

Why did we mention the well-known story about the radio production? And where is the connection between the events of almost a century ago and modern communications? Everything is simple and logical. A person who does not possess information, or possesses it partially, is not ready and does not take any action to check the news. They are an easy object for manipulation. Since ancient times, society has casted itself on those who know how to read, write, and use the acquired knowledge to rule the masses, and those who were this mass. According to V. Rizun, "the mass is not a simple collection of personalities, but a new psychological unity of people, which is formed and behaves in a certain way under the influence of the mass mood, which arises as a result of the conflict between people's aspirations and achievements" [37, p. 10]. Taking into account the proposed definition, logical questions arise: who are the masses, what means of massification do these masses use, and through what means are they influenced?

The answer to this question is simple — the media. Media as a means of professional communication, media as a means of group or individual communication, media as a means of

learning about the universe. Media is a medium that for most people is an integral part of their lives. Through various forms of media, people receive information, and the level of their trust in this media depends on how easy it will be to manipulate the judgments of the masses and the individual.

So, what is media?

Media are associated with mass media and are divided into radio, television, press, and other media. V. Rizun and Y. Tsymbalenko in the article "Media Communications: Towards a Definition of Concepts" ask the question "What should be considered media? Should the media be equated with the media, or should they be considered as a broad concept that includes advertising and other channels of information dissemination?" [38, p. 52]. They conclude: "The whole history of the communication theory and practice development is nothing more than the history of the media communications development. And this is logical, since in each case there is a certain interpreter (medium) through which information passes" [38, p. 52].

Reflecting on the nature of media, German researchers S. Scheibe and F. Rogow note: "This definition [media] usually includes books, maps, and other media <...> But not every type of communication is so expressive. For example, paintings usually convey messages and are often reproduced in media formats, but the original painting is not a mass production. Face-to-face communication by phone or e-mail will also not meet the criteria of mass production, but sending spam by e-mail and some types of recordings to the answering machine are massive. Creating effective digital video or PowerPoint presentations is often brought into the field of media literacy education, even when these presentations are not created for mass production and when the authors attend presentations in person, they are able to communicate directly with the recipient viewers. And new forms of communication, especially those that use digital technologies, become a source of new content formats (for example, text messages, with their unique vocabulary and grammar), which lead to a less clear distinction between formats" [40, p. 53]. What conclusions can be drawn from such a broad interpretation? They partially resonate with the conclusions of V. Rizun and Y. Tsymbalenko, cited earlier, which can be reduced to the following: a person lives in a media environment. If you are in the society (real or virtual), you use media everywhere (even unconsciously). Media constantly broadcast information and you consume it.

First, it is necessary to clarify the terminological, conceptual and categorical apparatus that we

use within the framework of our research. We have identified the following key concepts that determine our scientific priorities and preferences (a little later in the text, we will discuss each of these terms in detail, and for now we will simply record the most acceptable scientific explanations for us in alphabetical order):

Deviant behavior under the influence of the media (author's explanation) is a deviation in the behavior of an individual that arose under the influence of information received through various forms of media (mass media, video and computer games, social networks, etc.). As a result of such behavior, an individuals may associate themselves with a virtual fictional hero, participate in virtual tasks that can harm them as well as other people, manifest socially and culturally unacceptable actions in society, etc. Deviant behavior is formed because of low media literacy and high media dependence. This form of behavior is an inmutational manifestation — a change in the behavior of an individual under the influence of the media.

Inmutation (according to O. Kholod) is "the process of influencing the consciousness of information consumers (recipients) to negatively change scenarios and models of their behavior" [26, p. 108].

Mass media (according to the Law of Ukraine "On Media") is "the means of disseminating mass information in any form, which is periodically or regularly published under editorial control and a permanent name as an individualizing feature" [45].

Media addiction (according to *The Steps to Media Literacy program*) is "a disorder of volitional behavior that manifests itself in media abuse (excessive consumption of media products, decreased self-regulation, narrowing of interests only in the field of media with deterioration in other spheres of life, etc.)" [30, p. 9].

Media communications (according to V. Rizun and Y. Tsymbalenko) is "a process of communication that takes place with the help of media" [38, p. 52].

Media consumption (according to T. Kraynikova) is "communication between the consumer and the media / media product. It exists in the forms of communicative actions and discourses, which differ in the depth of contacts as well as the degree of agreement and understanding. Communication actions in honey consumption are rather the perception of information by the consumer: the media consumer here acts as the one who listens, and the media as the speaker: this means that the media consumer is deprived of the role of significance. On the other hand, media consumption of a discursive nature is a procedural phenomenon, a partnership based on discussion and mutual influence" [29, p. 30].

Media culture (according to N. Zrazhevskya) is "the metaculture of the information (post-information) society and is organized according to the model of mass production for the mass public. Media culture, through the transmission of various images, creates a new identity based on the globalization of the information space and the integration of national cultures into one global culture, in this regard, we consider its communication role as a tool for identification, legitimization, and ideological influence as dominant and decisive [46, p. 358].

Media education (according to *The Concept of Implementation of Media Education in Ukraine*) is "a part of the educational process aimed at the formation of media culture in society, preparing the individual for safe and effective interaction with the modern mass media system, including both traditional (print, radio, cinema, television) and new (computer-mediated communication, Internet, mobile telephony) media, taking into account the development of information and communication technologies" [27].

Media literacy (according to V. Ivanov and O. Voloshenyuk) is "the level of media culture achieved by media education, which concerns the ability to use information and communication technologies, express oneself and communicate through media, consciously perceive and critically interpret information, separate reality from its virtual simulation — understand the reality constructed by media sources, comprehend power relations, myths, and types of control that they cultivate" [21, p. 58].

Reliability of information (according to the Wikipedia article) is "the property of information to be correctly perceived, the probability of the absence of errors, the undoubted correctness of the information provided that a person perceives. Information can be reliable or unreliable to the person who perceives it, and not at all. Validation is the process of determining that a model or simulation being performed accurately represents a detailed conceptual description accepted by the designer. Validation also assesses the degree of correspondence of the model or simulation of the content and is carried out using the accepted methods of programming technology" [9].

Social media (according to A. Kaplan) is "a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0 and that allow the creation and exchange of user-generated content" [23, p. 61].

Trust in information as a phenomenon of reality as well as mechanisms that influence the willingness of the information consumer to trust the news unconditionally, have long attracted the attention of

theorists in the fields of communication, psychology, sociology, and culture. Aspects that help to understand the principles of building trust in information are highlighted in various approaches and theories.

Source Credibility Theory [16]

This theory correlates the credibility of information and the reputation of the source. The reliability and experience of the source of information significantly affect the level of trust of the recipients in the information. The fundamental elements of trust are:

Trustworthiness: An element associated with the integrity of a source; based on previous history and experience.

Expertise: An element that considers objective factors in the provision of information, such as the assumed knowledge, skills, and competence of the source.

Attractiveness: An element of subjectivity in the consumer, when the main role is given to the feeling of sympathy and attractiveness of the source.

Media Richness Theory [6]

This theory focuses on determining the relationships between the quantitative indicators of media sources and the effectiveness of transmitting information. The authors define richer media as those that have instant communication and additional sources of verification of information such as video conferences (and we will add — streaming sources, online broadcasts, video chats and other video formats). Such sources are determined to be more reliable compared to those media that do not have interactive tools and focus on text formats.

Cognitive Dissonance Theory [11]

The theory is built on post-truth principles; people are more receptive to information that is personally consistent with their prior beliefs and knowledge. The media, which build formats and products, focusing on the beliefs of the audience, increase the level of trust in themselves as sources of information. This is also said by R. Harris in the book "Psychology of Mass Communications": "For example, the mass media "impose an agenda" in a very simple way: by giving preference to some events over others in news coverage. By paying far more attention to past presidential elections than to complex but abstract issues such as third world debt or the shift from producing our own agricultural products to importing them, the media tells us that the small political details of all these past elections are very important and other issues less so significant" [25].

These theories are not axioms in established trust in the source of information. Interesting

explanations of the interdependence of trust in the source of information and cultural, interpersonal, social values are described in various theories, for example, Social Influence Theory by Herbert Kelman [24], Heuristic-Systematic Model by Shelly Chaiken & Alison Ledgerwood [3], Trust Transfer Theory by Katherine Stewart [43], Cultural Dimensions Theory by Geert Hofstede [13], and others.

When talking about media education and media literacy, the concept of media is considered, first, from the point of view of mass media. It has now become common to study the totality of media "before" and "after" the general spread of the Internet and communications in it. So, following this approach, we distinguish a group of so-called old, or traditional, media: periodicals, television, radio. This group also includes books and cinematography, which by their formal features do not correspond to the concept of mass media, but in fact are powerful media components of the worldview formation of the individual. New media include network forms and means of communication, particularly Internet media, social media and social networks, mobile forms of communication, video and computer games. The ability to critically comprehend the information obtained from the listed and not specified types of media determines the foundations of the individual's media literacy. The concept of "media literacy" describes the various relationships between media offerings and spheres, such as society, education, culture, and the individual. The relationship between media proposals and the influence of the media consists in the construction of media communication spaces, the development of models of identity creation, and the formation of a consciously biased attitude towards media messages. Such a variety of cooperation gives us reason to talk about the media as one of the main educational tools, along with school, the use of which will help an individual to be media literate and media educated in the system of global information paradigms.

4.2. The essence of a scientific research project

As international practice shows, the problems of media education, media literacy, media dependence, access to information, reliability of sources, trust in news are global and require urgent attention both from government agencies and directly from media organizations and educational institutions of school education. UNESCO's recommendations, a number of programmes and doctrines emphasize the need to enable equal access to truthful information and knowledge for all the world's population e.g. *Media Education* [17; 33] or *Towards knowledge societies* [1].

In addition, media education programs help teenagers master complex topics from the school curriculum, offer an alternative explanation of the subject, a brighter illustration for the lesson, teach them to think critically and not trust all the information received through various media channels e.g. *Steps to Media Literacy* [30]. In the context of quarantine, full-scale war, or distance learning, video lessons and a variety of distance learning programs have practically replaced the interpersonal dialogue between teachers and students. And the onslaught of information that students consume through television, social networks Telegram, Instagram, TikTok, in interpersonal communication with parents, teachers, and friends, forms the main markers of perception of reality. We should not forget about virtual games and virtual game environments, which are also a powerful tool for influencing young people in determining the main ideological priorities.

In this endless flow of information, it is important for the student not to lose himself and not to drown in the flow of news, as well as to be able to correctly place accents on the perception of information and data.

Dosed and planned information allows you to manage society without social stress and explosions. We can neatly talk about the barrage of information that has fallen on the population. The reason for the overproduction of news is both extraordinary events and ordinary, without any event load, records about cats, dogs and who had breakfast in the morning. And for the past two years, Ukraine has been living in a separate information bubble formulated by Russia's full-scale invasion of Ukraine. All these information flows shape a person's perception of the world around them, often creating illusory realities. A person's perception of information, his interest in the further generation of information flows, pragmatic approaches to understanding what he reads and what he writes about himself lay the foundations for media literacy of society.

Since the topic of studying the sources of information and the level of trust in them is relevant and of interest to representatives of various fields of science, accordingly, there are quite thorough theoretical and practical developments on this issue. Perhaps the greatest interest is addressed to pedagogy (for example, [35]) and journalism (for example, [37]). Psychology often studies these issues indirectly as an element of addictions and manipulations (for example, [42]). Sociology focuses on measuring various objective statistical changes in the target audience and on studying the levels of trust in various institutions. According to various studies, young people are the audience that tends to external

manipulation. O. Skobeleva in her article "Tendency to manipulative teenager's behavior" notes: "...teenagers are quite emotional and do not always know how to keep their emotions, thoughts, feelings under control, perhaps often demonstrating them to others" [42, p. 2], and as a result of the experiment, "all respondents fell into the category with an average level of personal Machiavellianism" [42, p. 2]. As a result, we have "the formation of a manipulative form of behavior in adolescence under the influence of contemplation of the personality of an adult who demonstrates such a form of behavior in relation to children" [42, p. 4].

When we focus on journalism, the sources of information, the level of trust in them, and most importantly, the formation and improvement of media literacy in the audience are almost the key topics for scientific research in recent years.

Within the framework of our study, approaches to the analysis of the main channels and sources of information for the youth audience, conducted by international and Ukrainian monitoring sociological services, are also interesting.

A study by OPORA indicates that the main source of information for almost 80% of Ukrainians is social networks, while "television has significantly lost popularity among young people" [4]. Such trends are not innovative, because back in 2019, sociologists of the Ilko Kucheriv Democratic Initiatives Foundation noted: "For 60% of young people, online media are the main source of information during elections" [7]. The situation is peculiar not only to Ukraine, because "teenagers trust social networks more than the media. 54% of U.S. teens get their news from social media — Instagram, Facebook, and Twitter, and 50% get their news from YouTube. 41% consume information through the media. This is evidenced by a survey by SurveyMonkey and Common-Sense Media" [7]. In the same study, the authors cite an interesting statistic: "For 78% of adolescents, it is important to follow the current news. At the same time, they are used to trusting bloggers, famous personalities and opinion leaders more than the media. Most media outlets duplicate their social media posts, but they compete for attention with celebrities, influencers, and personal acquaintances. 65% of teens who get their news directly from the media said it helped them better understand current events. Among teenagers who learn news from YouTube, this figure is 59%. 19% of those surveyed say that getting news from social media has made them confused about current events" [7].

Interesting in the context of our scientific research is a study published by Chinese scientists

Yubo Hou, Dan Xiong, Tonglin Jiang, Lily Song, & Qi Wang in the journal "Cyber Psychology". Similar to ours, this study is structured in several stages (stages) in which both the audience's addictions to social media and the causal components are studied. The scientists conclude: "Our results showed that social media addiction was associated with reduced mental health partly through lowering individuals' self-esteem, and that the reverse mediating effect of self-esteem with mental health as the predictor and social media addiction as the outcome variable was not significant. Nevertheless, it does not rule out the possibility that poor mental health can further contribute to social media addiction. Individuals in poor mental health, including those with low self-worth, may use social media as a compensation for their real-life interpersonal deficiency and further develop excessive dependence on social media" [15]. However, in contrast to the study "Social Media Addiction: Influence, Mediation and Intervention", we paid attention primarily to the communication aspects, and the psychological elements discussed in the respondents' resumes, their introspection and self-identification are additional "bonuses" that allowed us to reveal the essence of the scientific problem more broadly. We also studied the problem more narrowly, as we focused primarily on the aspects of trust in sources of information, readiness to carry out additional actions to verify facts, and only then on the total dependence of students on social media and digital gadgets.

The integration of adolescents into the social network space, as well as systems for verifying the reliability of the facts obtained in this age category, are considered by Drs. M. Griffiths and D. Kuss. Referring to the research of their predecessors, they say: "Teenagers particularly appear to have subscribed to the cultural norm of continual online networking. They create virtual spaces which serve their need to belong, as there appear to be increasingly limited options of analogous physical spaces due to parents' safety concerns" [12, p. 49].

Thus, they tend to believe that a high level of youth involvement in social media communications is formed due to parental control and restrictions in real life.

The question arises: why do we dwell in such detail on the results of current research, within the framework of which an objective picture of the study of the priorities of adolescents in relation to news channels was studied?

The answer to these questions makes it possible for both teachers and media organizations to understand which communication channels are most effective in dialogue with teenagers.

4.3. Experimental study of high school students' trust in information sources

Conditions, course, stages of the research

To understand how to improve the level of media literacy in the society and the readiness to analyze consumed information, it is necessary to study this society with its tendencies and priorities first. In our case, we focused on a relatively narrow sociological audience — high school students of the Dialogue Gymnasium in Kyiv. However, from the perspective of specific results and the interest of the gymnasium's administration, such targeted studies of the audience are incredibly useful and productive.

During the summer of 2023, consultations were held with the principal of the gymnasium, L. Kuzmynets, and representatives of the Educational and Scientific Institute of Journalism of Taras Shevchenko National University of Kyiv (professors V. Kornieiev, V. Ivanov) regarding the formulation of scientific priorities for the research. In the fall, a questionnaire for the survey was developed, all positions regarding the direct methodology of conducting the survey were agreed upon, and during the first week of December 2023, the survey was conducted in all classes. Over the next two weeks, the survey results were processed, and generalized data and statistics on the survey results were prepared.

The questions distributed to the audience in all classes remained unchanged. Therefore, we can speak of consistency in the survey results.

The survey was conducted with the consent of the gymnasium administration (Principal Larysa Kuzmynets), class teachers, and the students themselves during homeroom periods. Later, Larysa Kuzmynets reviewed the survey results, provided an expert assessment of the survey conducted, and gave an expert interview on the gymnasium's interest in implementing media education projects. An expert assessment of the survey results was also provided by the Head of the Department of Social Communications at Mariupol State University, Doctor of Pedagogical Sciences, Tetyana Ivanova.

In January 2024, we conducted a pilot training session titled "Don't Get Lost in the Information Space."

The participants of the experiment (students of grades 9—11 of the Dialogue Gymnasium) agreed to provide anonymous answers to 10 questions in the questionnaire. Before the survey, participants were encouraged to provide accurate and honest answers to ensure the precision of our research and were also informed that they could refuse to answer certain questions if they did not wish to. Clarification of

questions was allowed, but discussion of questions with neighbors and friends before the end of the survey was not permitted.

Quantitative indicators of participants

The survey was conducted among students of grades 9—11 of the Dialogue Gymnasium in December 2023. The total coverage by the number of classes was 9. The total number of participants was 176 individuals. Distribution by class (table 1):

Table 1

Number of Survey Participants

Class	Number of Classes	Number of Participants	Female/Male Percentage
Grade 9	4	94	50/44
Grade 10	3	50	27/23
Grade 11	2	32	20/12

Age

The surveyed audience was predominantly aged 13—16, with a slight shift towards the younger side (less than 2%) and a somewhat larger increase towards the older side (13%). Thus, in terms of age, the entire survey audience was homogeneous.

Survey Methodology

For the preparation of the first phase of the study, we utilized theoretical methods, which helped us develop the questionnaire and forecast the procedures for conducting the survey and processing the obtained data.

The goal of our research and the degree of its examination dictated the consistent and logical use of empirical (questionnaire survey, observation), descriptive, and theoretical (analysis, synthesis) methods. At the final stage of the survey, we employed generalization. Through analysis, we divided the subject into individual elements, which became the basis for the formation of the questionnaire.

By exploring various aspects, we were able to create the main question blocks, including one related to information sources and another related to trust in primary information sources. Synthesis later helped us consider the object, as a unity of the individual parts studied.

To address the main tasks set in the study, we used methods of questionnaire surveys, content analysis, expert surveys and interviews, and expert analysis (we asked an expert to comment on the survey results). During different stages of the preparation, execution of the experiment, and data processing, we employed methods of observation, abstraction, generalization, systematic field inclusion (participation in the survey), questionnaire surveys, content analysis, statistical data processing, and forecasting.

Methods Used in Pilot Training

For conducting the pilot training, we used several special pedagogical methods, including:

— *Group Discussions*: discussed the importance of critically evaluating any information;

— *Role-Playing Games*: simulated situations where students acted out the likely consequences of trusting important information that turned out to be fake;

— *Case Method*: discussed specific incidents where students had unconditionally trusted information spread by a friend.

Additionally, the principle of activity was applied to establish dialogue with the audience through exercises. The use of game methods helped reduce tension among students during the initial stage of the meeting and revealed the creative skills of the training participants.

(Далі буде)

Надійшла до редакції 7 жовтня 2024 року

РЕЦЕНЗІЇ

Пам'яткоохоронна справа в Україні: погляд зі Львова



Культурна спадщина України: інноваційні підходи та сталий розвиток : навч. посіб. / [Вербицька П. В., Гнідик І. І., Годованська О. М., Курдина Ю. М., Салюк А. З.]. Львів : Вид-во Львів. політехніки, 2022. 148 с.

Упровадження в роботу нових технологій збереження, використан-

ня та популяризації пам'яток — нагальне завдання сучасної пам'яткоохоронної галузі України.

Важливим також є використання напрацьованих міжнародних установ у сфері охорони культурної спадщини, музейних і пам'яткоохоронних інституцій країн Європи. Цій проблематиці присвячено навчальний посібник "Культурна спадщина України: інноваційні підходи та сталий розвиток", який підготував колектив авторів, очолюваний докторкою педагогічних наук, професоркою П. Вербицькою. Книга вийшла друком у видавництві "Львівська політехніка" 2022 р. і рекомендована студентам, які навчаються за спеціальністю "Музеєзнавство, пам'яткознавство". У посібнику, вперше серед таких видань, значну увагу приділено складникам нематеріальної культурної спадщини.