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C O N T E N T S

Understanding Acceptance of New Media: An Empirical Evaluation of Students Undergoing Higher Education in Media Studies

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Abstract

"Education liberates the intellect, unlocks the imagination and is fundamental for self-respect" is one of the principles to which UNESCO adheres to. The big leap taken by new media and the technological advancements rather have shaped the face of the world enabling globalization and interconnectedness. This ushers in the possibility to provide 'equal opportunities' and 'reduced inequality' in terms of educational provisions. New media is partaking in increasing the reach of education to deprived and also helping in better facilitation and retention of knowledge. One migrating from the school to higher education has to adapt to new technology especially in media education. Absence of familiarity to new media might make it difficult to access to wider sphere of knowledge. This research aims to investigate the struggles to adapt to the use of intensive technology required for the media education. To attain the objectives of the research, a survey and focused group discussion are conducted among the student studying media at the undergraduate level. The data thus collected aids our understanding of the perceived usefulness of new media for education.

Keywords: media education, technological acceptance, new media, higher education, sustainable education.

1. Introduction

In an advanced society, education is recognised to be having two foremost functions, as recognised by Emile Durkheim. First it helps in transmitting the shared values of the society and secondly imparting skills and specialization of labour to individuals for the economy to progress. The contribution of education is commendable to promote innovative thinking and evolution of the society.

Education as a medium of social integration and social change

Education is regarded as a tool to empower an individual, providing the required development and triggers social change and transformation. However, education today is reduced to imbibing the values of competitiveness, consumerism and means to attain profession (Iyyappan, 2022; Patil, 2012). Education is regarded to preserve and disseminate 'whole culture' but it is the instrument to social change (Chakraborty et al., 2018). Ram Ahuja in his work *Society in India concepts, Theories and Recent Trends* illustrates that education is a major form of social action, educational institutions and education act as social agents. He says that the social groups that regulate education can communicate ideas that can reflect social change. Also, with respect to the changes in the society, educational system should also change, and adapt to the new conditions

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(Ahuja, 2005). A researcher studying the role of ICT in science education mentions there could me various uses of science education and the plethora of tools offered could be used to access and analyse the voluminous data that is available on the digital platform (McFarlane, Sakellariou, 2010). The new media has today intersected every possible sector in the contemporary world and therefore it becomes absolutely essential that its meaning and possibilities are researched and understood to gauge the situation worldwide (Siapera, 2017). The use of ICT in education can provide for a stimulating learning environment where learning can be greatly receptive and aid in the delivery of knowledge (Chakraborty et al., 2018). Functional theory stresses that the role of education is to meet the several needs of the society and the primary role is socialization, where a child learns and develops into an individual who learns to adhere to the values of the society. Secondly, education aims at social integration, which instils the common set of values and beliefs which is required for the society to operate coherently. The third function being 'social placement' which identifies the skill of an individual, which helps in division of labour and smooth functioning of the society. Lastly, social and cultural innovation and creative thinking is inspired by education leading to scientific inventions and development of the society.

Advancement of new media in contemporary society

Since the arrival of the internet, it has become a supreme factor in bringing a change and convenience to the lives of the people and it has made information transmission quite easier than ever before. The different purposes which communication serve are now fulfilled through diverse modes, and much more swiftly than the traditional media. The word new media itself explains that the 'new mode' provides 'new experience', the newness of the media is what differentiates it from the original or traditional. The term 'new' gleans the characteristics 'innovation', interactivity and technology. The new media is different from the traditional media and it also follows the social development model apart from gathering the audience's attention with its newness and innovative substance (Natale, 2017; Yujie et al. 2022). The author describes the three facets of new media – technological, socio-cultural and environmental. One of the ideologies perceives new media as only a new technology which aims to seek sustainable growth of communication, the other thought sees new media as bringing socio-cultural development. Also, it can also be a tool to cause for the sustainable development of environment. New media can be considered as a unified form which is the consolidation of all different types of media in a single form where various ideas and ideologies are amalgamated into one. New media governs every sphere of the earth as the new technologies fuel the growth of every sector and helps the expansion of education, business, entertainment, advertising, science, finance, etc. The new media contributes to the evolution of every activity of the human. New media comprises the use of computers and other technological innovations and in media practices digital technology are directed to engage audiences. The characteristics of the new media is interestingly indicated in this research paper (Adnan, Yaacob 2021; Morton et.al, 2017).

The world population has increased to 7.99 billion, 68.6 percent of which are mobile phone users and 63.5 percent are internet users and 4.7 billion (59.3 percent) being active social media users in 2022. Also, it is expected that social media users are currently growing at a rate of 6 new users every single second. The data suggests that two-thirds of the world's population has access to a mobile phone and the amount of unique mobile phone users has hiked to 5.48 billion recently. The global internet user on an average consumes 6 hours and 37 minutes online each day (Hootsuite). The new media adds endless opportunities. This 'information society', a large amount of information is exchanged by people and a huge content is created by users and disseminated from a variety of sources (Natale, 2017; Yujie et al. 2022). As per the *EY-FICCI report* 2022, the research conducted on the state of media in India says that the new media is the second largest segment which grew by INR 68 billion through 2021 and as displayed in the figure below, we can witness a steady increase in the segment of digital media.

The progression of education and trends worldwide

The World Bank considers education as a basic human right which can cause development of oneself and the society. Education is that tool which has the potential to unlock wide possibilities and reduce inequalities around the world which ensure a good standard of life. It could help a person rise above the existing injustices and provide a better-quality life and help diminish gender inequality, poverty and aim for 'peace, health and stability'. The World Bank also sees education as an instrument which promotes 'social cohesion' 'inclusion'; it is a great contributor to employment and 'long term economic growth'. The World Bank suggests making investments in education should be done to tackle problems of poverty and 'learning poverty'. The World Band and UNESCO

Institute of Statistics have prepared the 'Learning Poverty Indicator, which is based on the measure of 10-year-old children's ability to read and write, to understand the status of education in different areas. The pandemic has severely hit the Sustainable Development Goal 'Education for all' and affected the mental health of the children thereby the world has witnessed an increase in child labour, child marriage, violence on children (Allen et al., 2018). The youth has lost many opportunities to increase their capital and skills which is the reason for the poor economic condition and rising unemployment.

	2019	2020	2021	2024E	CAGR 2021-2024
■ Radio	31	14	16	21	9%
■ Music	15	15	19	28	15%
■ Out of Home media	39	16	20	38	25%
■ Live events	83	27	32	74	32%
■ Animation and VFX	95	53	83	180	29%
■ Filmed Entertainment	191	72	93	212	32%
■ Online Gaming	65	79	101	153	15%
■ Print	296	190	227	251	3%
■ Digital Media	221	235	303	537	21%
■ Television	787	685	720	826	5%
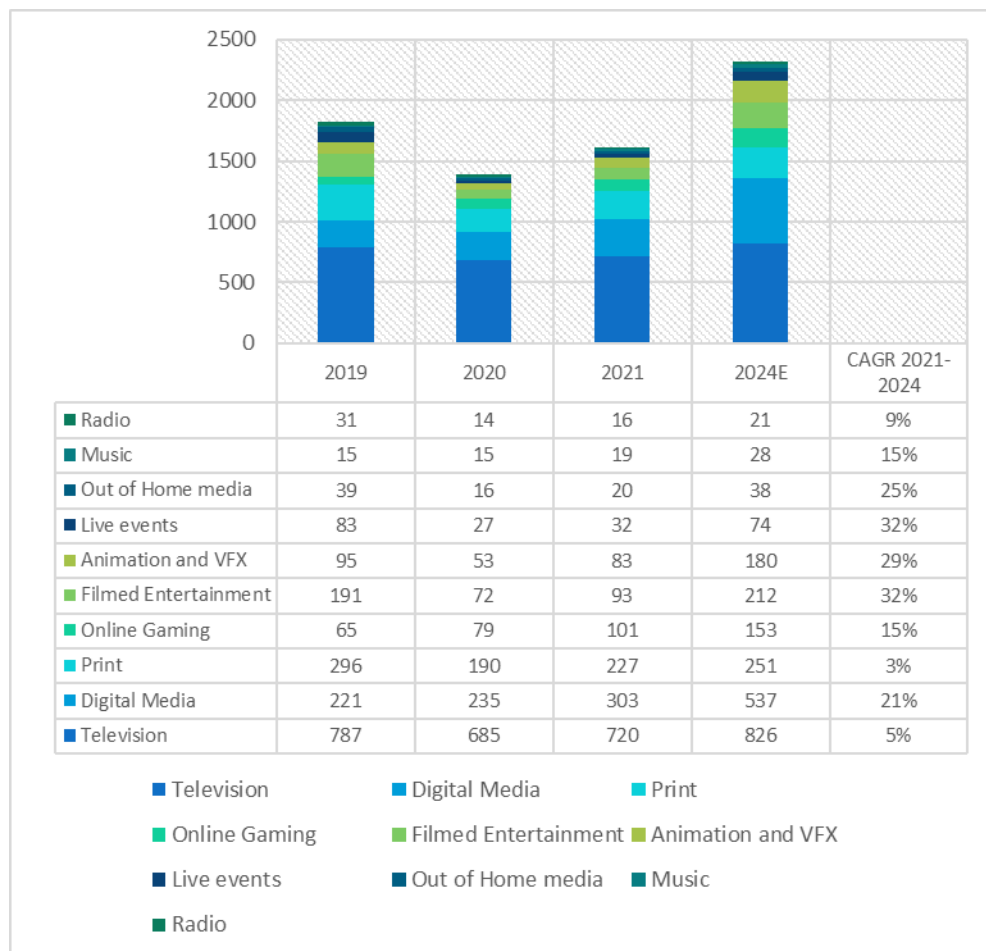
Fig. 1. Growth of sectors of media from 2019–2022 (Source: EY-FICCI 2022 report of media and entertainment sector)

A 'highly skilled workforce' having received higher education is a criterion for modernization and growth, the higher educational institutions not only equip them with skills, jobs and higher salaries but with improved behaviour and sense of civic engrossment. There are more than 200 million people who are receiving higher education in the world and as per World Bank Group reports, people having higher educational degree receive double the income as their counterparts. The World Banks says that as the youth population is dwindling the demand for unrivalled tertiary education continues to swell. The global economy desires a skilled workforce and thus the countries all over the world are continuously reforming their higher educational practices. The Human Development Index is the composite index which combines the score of life expectancy, education development and economic growth which are basically the significant zones of the development of a human life. The Human Development Report titled 'Uncertain times, unsettled lives, shaping our future in a transforming world' published by the United Nations Development Programme primarily talks about the major strategies and movements centred around development issues. Life expectancy index, education index and GNI index together form the Human Development Index. From the above graph it can be realized the steadily growing HDI dropped for two years in a row in 2020 and 2021 due to the pandemic that hit the world.

There are a total of 1043 universities in the country, some are privately owned and some are government aided, and the graph indicates the growth of these institutions in the last 5 years. There has been a steady increase in the number of public and private universities in the last few years from 2015 to 2020 from 329 sate public university to 386, as well as the number of state private universities has risen from 197 in 2015 to 327 in 2020. The *Higher Education report: Vision 2047* published by FICCI – EY reiterates there have been many 'structural and policy changes', but in order to adapt to the recent trends in education worldwide India should benefit from upcoming opportunities. The report also underlines the existing trends of the higher education system like New Education Policy 2020, demand for digital skills and non-conventional courses, upsurge in use of technology and virtual learning, aid from educational technology providers to educational institutions, advancement in the gross enrolment ratio. The University Grants Commission has taken many steps for it like in 2016, UGC introduced Swayam MOOC courses, it has approved online degree programs across 38 universities in India and the number of these approved online programs have crossed 350. The FICCI report also emphasized the need of student-centricity which aims to focus on the needs of the students for their holistic development, and research and innovation which would foster economic growth, skill development, international recognition.

The new media can help proliferation of education as well as prove an aid to its reception. According to the *India Report on Digital Education,* published by the Ministry of Education, Government of India, there are various efforts undertaken by the Government to improve the status of digital education in the country and one of them is 'Alumni's Effort' in Kerela. This programme aimed at providing a collective social effort by the alumni to make available digital classes to everyone. This guaranteed digital access and education through the 'All-inclusive learning model' and also helped visually challenged with special audio books and classes which impart knowledge in sign language. Also, classes were equipped with hearing aids to supplement the learning process. In Telangana, the government initiated a chatting system for learning and assessment which proved to be an excellent medium of reaching students online. In Gujarat, 'mobile learning vans' were made available to assist as computer labs so that the students can utilize them and gain practical knowledge. The Tamil Nadu government adopted practices like learning through local cable television, sharing study materials through pen drive, pdf, ppt, audio-visuals, door to door learning in areas where no internet is available. The nation commits to provide education for all and to embark on such ideals, the Government of India has embarked on 'PM eVidya' as a part of the Atma Nirbhar Bharat Programme which is ambitious of unifying and providing multi-mode access to education. The fragment which is dedicated to digital is 'Diksha' which deals with digital infrastructure for digital content creation in about 32 languages.

2. Materials and methods

In research conducted by Schaik and Teo in 2009 to study the technological acceptance among pre service school teachers to establish the attitude of the users towards adopting computers and their perceived ease of use and perceived usefulness. The study concluded that these have influence on the behavioural intention. Also, they employed two factors like the subjective norm and facilitating conditions and the research proved that though the subjective norms did not have any effect on the perceive ease of use but the facilitating conditions do exert a considerable amount of impact. The framework of the Innovation of Diffusion theory adopted by Venkatesh in 2009 asserts relative advantage, ease of use, image, visibility, compatibility, demonstrable result and voluntariness of use as the core constructs which lead to the adaptation of an innovation or individual technology acceptance. The degree to which an innovation is perceived as easy to use, advantageous, compatible and is visibly being used in the society the more it is easily embraced by individuals. A researcher trying to understand the user acceptance for web-based learning found corelation between a user's web-based efficiency and use of the internet. The theory developed derives that the higher an individual uses the web, more will be his intention to use the web. While providing instructions related to technology focus should be placed on the attitude of the learner towards the use of technology (Liaw, 2001).
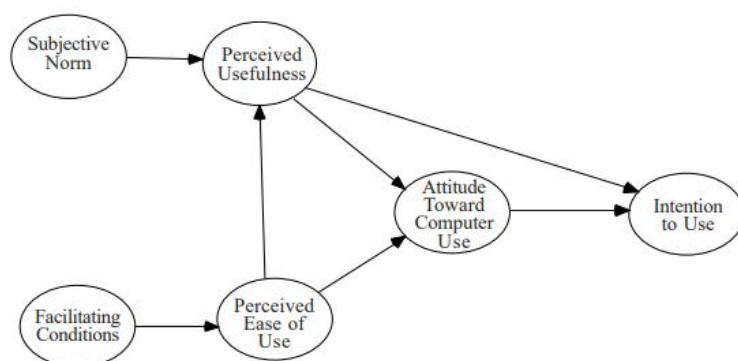
Fig. 2. User Technological Acceptance model proposed by Schaik and Teo (Schaik, Teo, 2009)

The following are the objectives selected for the research work: to study the technological proficiency of the learners of the media course, to understand the hurdles they face while adapting to media technology. A questionnaire was created and a survey was conducted among the learners (n = 126) of media education to understand their reception of technology related to media, a group discussion among the undergraduate learners of media was conducted and analyzed to gain detailed insights to achieve the objectives. Theoretical Framework – Davis' Technological Acceptance model discusses that the adoption of a new technology is facilitated by the attitude of the user, the way the user perceives the technology and how useful the technology is considered by the individual. Also, the perception of the user regarding the ease of the technology also affects the adoption process.

3. Discussion

A researcher in *Coexistence and creativity: screen media education in the age of artificial intelligence content generators* maintain the positive role of artificial intelligence in media education and that new technology could prove to be beneficial for studies that focus on creativity. The use of artificial intelligence could facilitate employment opportunities and open wider avenues for media students and help them access diverse information and improve their media production skills. It could be a tool which can widen their horizon and connect them with the development happening worldwide and sharpen their creative skills enabling them to get employment. This research ascertains that such artificial intelligence tools can help connect the gap that exists between the theory and practical study for subjects that are more oriented towards the creative. It becomes easy for the student to articulate and ideate his imagination into something concrete. With the help of exploratory research, groups are formed of media students and they are asked to determine the nature of the creative work shown to them by answering a few questions. It can be understood from this research work that similarly such a procedure should be adopted for the academic assessment of the projects of the creative fields (Bender, 2023).

In the research article *Digital technology adaptation and initiatives: a systematic review of teaching and learning during COVID-19* systematic review and meta-analysis was conducted on literature on the adaptation of new media. This study prepares four magnitudes of the adaptation of new technology which are economic; psychological; social and teaching, learning and assessment. This work also suggests the establishment of policies which enable the teachers to engage with the technology which is required for online learning and interacting with the new media. The technological challenges such as availability of device, internet connection and electricity are issues which have to solved for better adoption of new media (Zhou et al., 2023).

It is asserted that the technology gets accepted by individuals if the users accept that particular technology and involving the use of machine learning, this study attempts to give an insight into the technological acceptance model. The 'machine learning algorithms' which were generated emphasized the validation of the previous studies that user's acceptance helps the adoption of new technology (Chung et al., 2023).

Mensah et al. in 2023 conducted research and attempted to find the different elements that affect the e-learning experience and intention to use the e-learning platforms of undergraduates for entrepreneurial activities, which stumbled upon key factors like social influence which does facilitates the process of e-learning by motivating a user (Mensah et al., 2023).

During the Covid 19 pandemic there was a sudden rise in the usage of new media technologies and it hugely affected the educational sector. The education sector adopted various technologies to carry on the education of the huge population enrolled in programmes. In order to find the user perception of Zoom a questionnaire was distributed to test the Technological Adoption Model. The results successfully established connections between the variables of the model. The study suggested ways in which Zoom as a tool could be beneficial for distance education (Ly et al., 2023).

In the research conducted to pursuit the importance of digital education designed a survey to assess the competence of the infrastructure and academic curricula in Albania. In the research article *The Need for Digital Education in the Teaching Profession: A Path Toward Using the European Digital Competence Framework in Albania,* they attempted to analyse the necessity for learning digital methods in education and the difficulties the teachers encounter due to lack in training of digital technology and poor infrastructure. The results of this research confirmed that digital aid is required for better impartment of education when 82 % of the respondents of the survey opined that it was essential for them to equip them with skills of the digital. A majority of the respondents claimed that lack of necessary equipment and internet connection are hindrances to the growth of the digital. This study hinted at investing huge capital in digitization of learning systems by the educational institutions. Such policies should be made that emphasize the creation of digital networks that provide training to the teachers and learners and enhance their digital knowledge (Miço, Cungu, 2022).

A publication studying the effect of simulations, news videos on news literacy of students found that learning with technology have high potential especially when it comes to education teenagers with small audio-visual messages (Smith, De Los Santos, 2022).

In the research study titled, *Using Educational Digital Storytelling to Enhance Multilingual Students Writing Skills in Higher Education*, the researcher addressed the issues of less interaction classrooms and low digital knowledge and conducted a semi-experimental study to popularize a more comprehensive process of education use digital storytelling methods to form improved educational practices (Meletiadou, 2022).

A researcher suggests in *Technology Acceptance Model (TAM): A Bibliometric Analysis from Inception* that TAM has great applications in education and this was confirmed by a systematic literature review of various research work over the years. Also, the studies concentrating on TAM has gained momentum after Covid – 19 which opens up huge avenues of research (Gupta et al., 2022).

The article discusses about the process in which the new media also tend to turn mature and old, and how communication systems change with the new media becoming old. This research studies the pattern of use of the media by people and suggests that the different media which people have used during their early lives has a considerable effect on how they will be using the new technology and new emerging media (Loos, Ivan, 2022).

Byundyugova, Babikova and Elena Kornienko in their research paper have inferred users who initially had a low interest but regarded the innovation involved having high value gained a lot of interest gradually, whereas the learners who responded as highly motivated individuals and who had contemplated the innovation as useful were quite contented with the innovative technique (Byundyugova et al., 2021).

In research conducted to assess the media competence of students it was found that the contact and information criteria are very important i.e., individuals should keep in contact with different media and update themselves with information. In order to be a media literate, the individual should also be able to analyse the content of the media (Levitskaya, Fedorov, 2021).

The work *The role of affect and mood management in selective exposure to media messages* discusses about the theory that selection of media can happen due to the impetus or effect that that media has on a certain audience. It predicts that the audience will select that media which has a significant effect on them (Zheng et al., 2021).

Thirusellvan Vandeyar in *The academic turn: Social media in higher education* discusses utilization of the ICT in higher educational institutions through interviews, observation of classroom environment and pedagogy. It is recommended in the research to adopt social media and other related technology to improve teaching learning (Vandeyar, 2020).

In a publication in 2020 the researchers deliberate on the propositions of Paulo Freire's methodology of liberal pedagogy and the effect it has had major changes on the humanities. It also

argues that communication and connections as non-formal ways of education can bring out social transformation (Suzina et al., 2020).

The research work studies the rapid rise of artificial intelligence and virtual reality and how these are affecting the academic process. The work says that the knowledge that the students earn at the undergraduate and postgraduate level are all based on inquiry and here the new media acts as a huge element in the delivery of information and knowledge with immersive experience which aids in the retention of knowledge (Dooley et al., 2020).

A research work in England found that the use of i-pads was quite useful in making youngsters learn about the theatre where they could easily learn through the audio-visual medium and its ability to connect with others which makes the experience amusing at the same time (Burnett et al., 2019).

A research study conducted by H. Crompton and D. Burke say that the number of mobile users has expanded in the last few years among the youth suggesting a greater usage of new technology among the learners enrolled in education institutes (Crompton, Burke, 2018).

Also, another research found evidence that mobile instant messaging can be an aid in education (Tang, Hew, 2017).

The technological development model put forward by Williams asserts that a new technology is always accompanied by a revolution in the society and its advent ushers many changes which poses a challenge at that time and it takes some time to take a decision for the acceptance or rejection of the innovation so as to determine the usefulness of the innovation (Freedman, 2002; Williams, 1974).

The new paradigm created by the alternative mass mediums and connects peers which can be easily accessed as today there is good quality content which can be accessed through the digital means and available are networks which can operate at a very increased pace. The easy availability of the internet has made this possible and this has given birth to an entirely new paradigm which enables access to a diverse digital content at a very high speed (Berkeley, 2009).

Social media is increasingly getting popular due to its ability to deliver information and enhance the image of a brand through social media participation. It can be utilized as a platform for sharing information as it is user friendly, and popular with the new generation and instant connection (Scherer et al., 2019).

4. Results

A survey was conducted among the students undergoing media course in order to understand their attitude towards adapting to new media technology. The students were asked about the job-related skills they learnt and which software they were acquainted. It was also attempted to find how comfortable they are with the various skills they should learn as a part of their study of media which are important for acquiring a job in the media industry. The respondents were undergraduates of media course, 1st year (25 %), 2nd year (23.3 %), 3rd year (51.7 %) out of which – female (68.3 %) and males (30 %) with 21.7 % responding as having proficiency in technology others having very low proficiency (78.4 %).
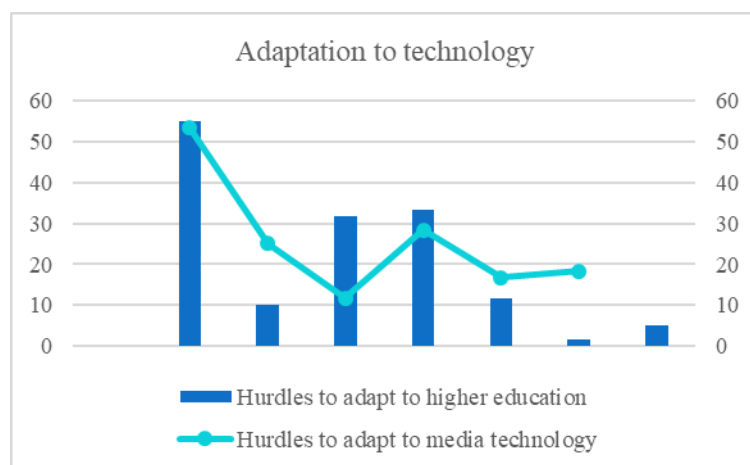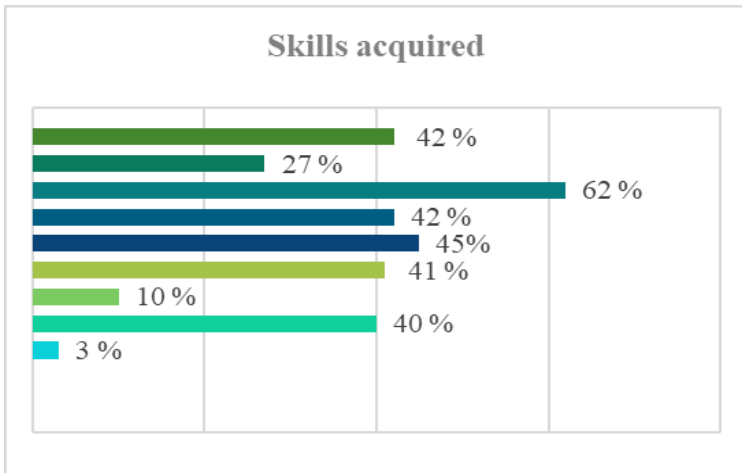
Fig. 3. Data explaining the different hurdles faced while adapting to technology and the skills acquired

The above graph explains the various reasons because of which the respondents faced initial hurdles adapting to technology, (55 %) indicated little knowledge of media as a subject. However, (33.3 %) students emphasized less awareness of technology prior joining the media and some (31.7 %) claimed that they couldn't adjust with exposure to the plethora of software, and (5 %) respondents claimed that they did not face any hindrance as they were proficient in technology beforehand. As seen in the graph 53.3 % of the respondents did not receive enough hands-on training, 28 % did not own the device, 25 % stated absence of technical know-how. Others specified the lack of sufficient interaction with the teachers, less clarity in understanding the knowledge. They were asked about the skills acquired and the respondents indicated editing (40 %), equipment operation (41 %), (45 %) designing (newspapers, graphics, etc), communication skills (42 %) and (42 %) broadcasting (online, live shows, television, social media), research (27 %), animation (10 %), website development and coding (3 %) were the abilities acquired. Apart from classes they referred to books (1.7 %) while the others responded referring to Pdf (100 %), Ppt (31.7 %), online documents (68.3 %), website (43.3 %), video (46.7 %), audio files (28.3 %) and online lectures (43.3 %).

As can be understood from the above graph, there are very few respondents who found it very difficult to be proficient in the above-mentioned skills. However, most of them became easily proficient in the skills which are necessary like emailing, browsing internet, creating a webpage/website, handling media related software/equipment, search for course related materials and being able to download material in relevant format from the internet. The above graph shows the ease with which they are able to execute the mentioned tasks on a 5 Likert scale ranging from very easy to very difficult.
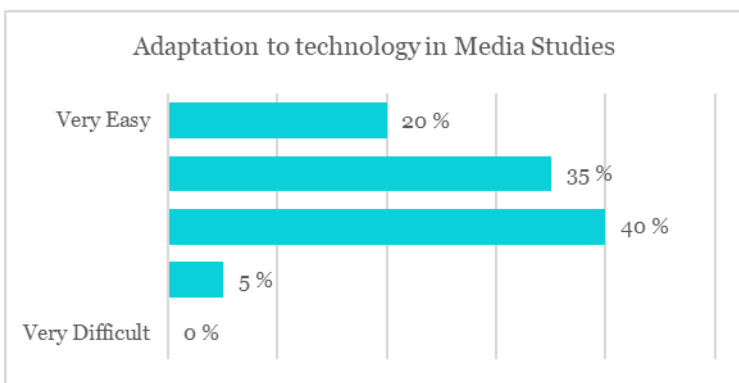
Fig. 4. Ease of adapting to new technology

Proficiency in technology
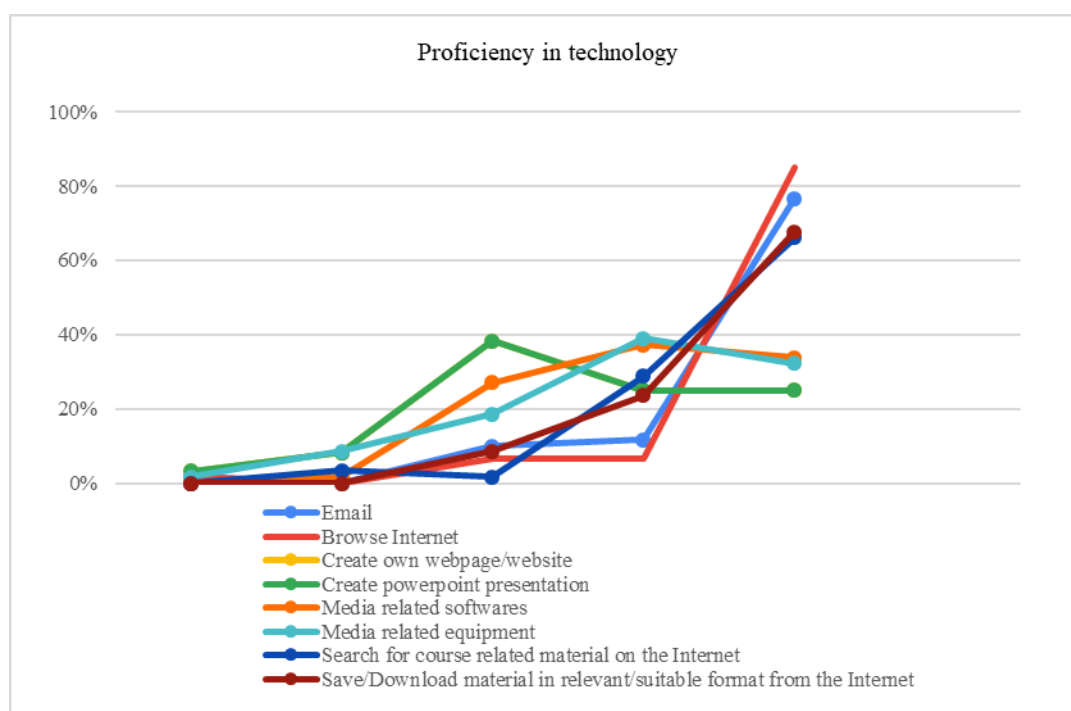
Fig. 5. Proficiency in learning various technology related skills

Analysis of the Focussed Group Discussion

From 'no digital' to 'only digital' – The focussed group discussion which was conducted among the students undergoing under graduation course in media revealed that the students feel that before the pandemic no mobile phones were allowed in class, there was no digital technology that could be used in class, in exams but after the pandemic people finally accepted the digital and opened doors to accepting technology. A participant said, "after the pandemic it was a compulsion to use of digitized ways otherwise the education and future of millions would be in complete ruins."

Breaking shackles of traditional learning process - Educational system has undergone complete transformation from the traditional way of teaching and learning. A participant reiterated, "education with the help of internet has reached far and wide. The internet has cause advancement of education and caused it to flourish. It has certainly broken down the traditional mentoring process and interaction among students and teachers. With the help of new media one can develop a better understanding with the teachers, whatever we need to discuss and need help in. It is much easier to approach the teachers with the help of WhatsApp". Because at a point time, everyone had to resort to using internet, and had to get large amount of internet data or Wi-Fi in order to access notes as it was a necessity. A participant adds, "We got to learn the nuances of how to use the internet and that has made us a little bit smarter of how we do things now. Also, with online education, things were little haywire as it happened within a small time, so there were some cons as well. But if we look at the larger picture the technology has proved to be a boon for acting as a medium of instruction during dark times".

Challenges of adapting to new media technology – There can be many hassles of adapting to a new technology and it is not always easy to take the leap, one may encounter numerous try and error while learning the new software which form an imperative part of media education.

A participant said, "Before we did not have so much exposure to different software (4), but in order to complete our media course, we have to learn photo editing/video editing/animation software, which are little difficult for a person who is not adept with technology. Also, for those who do not have adequate devices like laptop and computer cannot practice sufficiently (3). We need to own a device with all these software, so in order to be proficient with these." Yet another respondent stated, "Personally, if you ask me, I did not face such issues, but yes, I have seen many of my classmates coping up with such issues. Many students live in villages, and they don't have such financial condition to be able to afford such costly devices like camera, video recorder (5).

The students who can financially afford such devices always have an edge over the others. Whereas the others suffer." In agreement a participant reiterated, "Many students could not afford

the costly Wi-Fi connection at home. It may not appear costly to us, but in their family, it is an added burden, extra expense. And yes, media equipment is costly. Not everyone can afford it. As it is, media education is expensive in itself. I belong to a family where I can easily help myself to these benefits. But not everyone has that opportunity. Not everyone is technologically proficient. Not everyone comes from school where they have been given good IT education." Also, they added that adapting to new technology was still easy but the problem they faced was with bugs which were there in technology. A student explained, "sometimes you upload a file but it doesn't get uploaded and many other problems which happen, where it is just the fault of the system, but we suffer for it." A participant well versed with technology said, "One thing which I feel, is that I was pro in using technology so I could adjust easily, but it's very difficult to adapt to things in the online mode for the youngsters, for the primary children especially."

Benefits of using technology in the media education – The benefits of using technology are many as mentioned in the above-mentioned sections, and also necessary when it comes to media education. As one of the participants articulated, "It is much easier to approach the teachers with the help of WhatsApp". Also, editing, equipment operation, designing (newspapers, graphics, etc), broadcasting (online, live shows, television, social media), animation, website development and coding, such knowledge is a part of media education and learners need to be adept at it.

A participant stated that learning 'camera handling' and 'editing' with Adobe Photoshop and Adobe Premiere Cut Pro bagged a lucrative internship in the 2nd year of under graduate degree. Yet another participant was able to gather fame as an Instagram influencer and worked with bag brands for being skilful at digital marketing. A few participants were able to work as content writers as they gathered skills of blogging and search engine optimization. They were proficient in creating content (writing) and designing blogs.

Outcome of education – Also, highlighting the cons of technology a participant said, "We don't get to imbibe the knowledge we were learning in online education, because when a person is not serious about his online exam, there is no outcome."

5. Conclusion

The respondents claimed that because of little knowledge of media as a subject they faced problems, the other reasons being language issues, information overload, vast syllabus. Many of them were proficient with technology before joining the graduation programme in media and hence, they took little time to adjust and learn the new software/hardware related to the media course. A high majority of people revealed that adoption to technology related to the media was not difficult, and they did not perceive the technology required to be difficult before using it. The learners mostly, were quite confident and claimed as they are the young generation, they are quite adept with new technology and learning a new media tool. They also were of the opinion that it was absolutely necessary for them to use the tools as there was no other option and they had to continue their education, and for this they had to adjust to the new technology, which would provide them vocation, skills and employment. The various skills which were newly learnt in the course were editing, equipment operation, designing newspapers, graphics, broadcasting (online, live shows, television), animation, website development. The focussed group discussion noted that absence of devices poses a hurdle to quick learning of technology.

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Cultural Heritage Conservation in Borno and Yobe States: The Role of Media and Collaborative Initiatives in the Lake Chad Region of Nigeria

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Abstract
The Lake Chad region, extending across several nations, exemplifies the interplay of culture, history and resilience. Focusing on Nigeria's Borno and Yobe states, this paper explores how media and collaborative engagement shape the preservation and promotion of cultural heritage. Drawing from regional and international data sources, including climate studies, indigenous community narratives and UNESCO records, this study examines the role of media platforms and local initiatives in safeguarding heritage. Incorporating diverse data types such as ethnographic research, historical accounts and governmental reports, the paper showcases the region's cultural mosaic and historical significance. Collaborative engagement is illuminated through case studies of BRTV, YBC and local organisations like Kanempress Digital Hub. Findings underscore the integral role of media in amplifying cultural narratives, connecting communities and sparking global interest. The paper highlights the challenges posed by conflict, climate change and resource limitations, underscoring the need for coordinated efforts. In conclusion, the Lake Chad region emerges as a testament to cultural resilience and global interconnectedness. Recommendations encompass fostering partnerships, integrating heritage in education and leveraging digital platforms for heritage promotion. This study contributes to a comprehensive understanding of cultural heritage preservation and its potential for socio-economic development.

Keywords: Lake Chad region, Borno and Yobe states, media engagement, collaborative initiatives, cultural heritage preservation, education innovation, sustainable development, Radio programming, Television documentaries, Facebook promotion.

1. Introduction
Contextualising the Challenge: The Lake Chad region, nestled within the arid expanse of Borno and Yobe States, is a crossroads of history, culture and resilience. Its historical sites, artefacts and monuments stand as tangible echoes of communities that have thrived along its shores. This literature review delves into the multifaceted strategies employed to preserve and promote the cultural heritage of this region, focusing on the transformative role of media and collaborative engagement.

The Lake Chad region grapples with socioeconomic challenges, including high poverty rates and limited access to basic services (Smith et al., 2022). The reliance on the oil sector has shown vulnerabilities, necessitating diversification. Amidst these challenges, cultural heritage emerges as a lighthouse, illuminating a path to renewal (Johnson, Williams, 2021). The preservation and promotion of historical sites, artefacts and monuments offer a connection to history, pride and community cohesion.

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Media platforms such as radio, television and Facebook serve as vehicles to amplify the narratives of cultural heritage. Radio, with its auditory power, engages local communities through stories, interviews and discussions (Brown et al., 2023). Television transforms heritage into visual experiences, crafting documentaries and showcasing the richness of historical sites (White, Green, 2022). Facebook's digital reach creates a global bridge, fostering engagement and dialogue (Facebook..., 2023). These platforms interweave cultural heritage into the fabric of contemporary society.

Collaborative efforts amplify the impact of cultural preservation. Partnerships with organisations like BRTV, YBC, NTA, YTV, Radio Ndarason International and Dandal Kura Radio International underscore the commitment of media to heritage preservation (Kanempress..., 2023). Collaborations align with the region's sense of community identity, fostering a shared narrative (Mercer, Littleton, 2007). By embracing diverse stakeholders, from local communities to international organisations, collaborative engagement enhances heritage preservation's sustainability.

Accessible learning and cultural identity intertwine to shape educational experiences that respect diverse perspectives (Banks, 2010a). Collaborative learning nurtures critical thinking, equipping students with analytical skills (Johnson, 1999). This intersection fortifies education's role as a catalyst for cultural awareness and preservation.

The synthesis of media, collaboration, education and critical thinking forms a roadmap for preserving and promoting cultural heritage. Collaborative learning experiences draw local, national and international stakeholders to invest in preservation efforts (UNESCO..., 2023a). Technological platforms like Facebook bridge global audiences with the region's heritage (Smith, Jones, 2021). The synthesis empowers educators, harnesses technologies and leverages partnerships to weave cultural heritage into the educational landscape.

Background of the Study: The Lake Chad Region: A Nexus of Cultural Heritage and Resilience: The Lake Chad region, an area encompassing several African countries, stands as a testament to the interplay of culture, history and resilience. This case study delves into the rich tapestry of the Lake Chad region, narrowing its focus to the Borno and Yobe states of Nigeria, to explore how cultural heritage and community efforts have shaped the identity and future of this region.

Regional and International Significance: The Lake Chad region transcends national boundaries, spanning Chad, Cameroon, Niger and Nigeria. Lake Chad region's historical, cultural and ecological significance has drawn international attention. The shrinking of Lake Chad due to climate change has underscored the region's vulnerability (Zongo et al., 2021). The UNESCO-initiated Lake Chad Basin Commission highlights collaborative efforts to address environmental challenges (Lake..., 2023). This international perspective underscores the region's shared heritage and global responsibility.

Borno and Yobe States: Within Nigeria, the Borno and Yobe states represent pivotal cultural crossroads. These states boast a rich cultural mosaic, with diverse ethnic groups, languages and traditions coexisting. Historical sites like the Dufuna Canoe, Gazargamu ruins and Rabeh Fort at Dikwa stand as windows into the past, illustrating the legacy of trade routes, empires and civilisations (Isichei, 1997). However, socioeconomic challenges have strained these states, necessitating innovative solutions to preserve their unique heritage.

Cultural Resilience and Heritage: The region's cultural resilience is exemplified by the Lake Chad Basin's indigenous communities. For instance, the Kanuri, Shuwa Arab, Marghi, Babur Brah, Karai-karai, Ngizim, Bolewa, etc. people have navigated centuries of change, adapting their agricultural practices to changing landscapes (Burns, 2008). The region's cultural heritage encompasses oral traditions, art forms and architectural wonders. The collaborative efforts of indigenous communities, local governments and international organisations have been pivotal in preserving these rich traditions (Akinwumi, 2013).

Local Initiatives: Borno and Yobe states have witnessed grassroots initiatives aimed at heritage preservation. Organisations like Kanempress Digital Hub and Partners have orchestrated events to promote historical sites, embracing media platforms to amplify narratives. Local radio stations like BRTV and YBC have played crucial roles in engaging communities and disseminating information about cultural heritage (Kanempress..., 2023).

UNESCO Recognition and Challenges: The Lake Chad region's cultural heritage is increasingly gaining recognition on the international stage. Efforts to include the region's heritage sites on UNESCO's World Heritage list highlight their global significance (UNESCO..., 2023b). However, challenges including conflict, climate change and limited resources pose threats to these

invaluable treasures (Idowu, 2020). Collaborative strategies involving governments, NGOs and local communities are essential for overcoming these challenges.

The Lake Chad region, from its vast international dimension to its microcosm in Borno and Yobe states, reflects a vibrant tapestry of cultural heritage and resilience. Collaborative initiatives, media engagement and community efforts are integral in safeguarding this heritage for future generations. By acknowledging the shared responsibility of preserving this unique heritage, the Lake Chad region stands poised to inspire not only its immediate communities but also the world.

Overall, the aims of this review study are to provide a comprehensive and insightful overview of the roles, strategies, challenges and impacts of radio, television and Facebook in promoting and preserving cultural heritage within the Lake Chad region, while also informing stakeholders and guiding future research and practices in this domain.

Media and Amplification of Heritage: *Amplifying Cultural Heritage through Radio*: Radio, as a medium of communication, holds immense potential to amplify cultural heritage and bridge generational gaps in the Lake Chad region of Borno and Yobe States. With its wide reach, accessibility and storytelling prowess, radio becomes a powerful tool for preserving indigenous languages, traditions and historical narratives. This literature review delves into the rich tapestry of research that underscores the pivotal role of radio in rekindling cultural heritage, fostering a sense of identity and nurturing a sustainable future.

Research has highlighted radio's significance in preserving cultural heritage in the Lake Chad region. In a study by Ahmed and Ali (Ahmed, Ali, 2022a; Ahmed, Ali, 2022c), radio emerged as a vital medium for transmitting oral traditions, local legends and stories that weave the fabric of the region's cultural identity. The researchers found that radio programmes dedicated to indigenous languages and traditional music created a platform for the intergenerational transmission of cultural knowledge, bridging the gap between elders and youth.

Radio's ability to reconnect communities with their heritage is evident in studies like Mohammed and Abubakar's work (Mohammed, Abubakar, 2023a). The researchers explored the impact of heritage-focused radio shows on fostering community dialogue and engagement. Findings indicated that these programmes not only promoted a sense of belonging but also provided a space for sharing personal stories and reviving forgotten traditions, strengthening social cohesion (Mohammed, Abubakar, 2023b).

Language, a crucial aspect of cultural heritage, finds preservation through radio. Smith and Johnson's (Smith, Johnson, 2023a) study revealed that radio broadcasts in local languages served as a lifeline for languages at risk of fading away. The researchers noted that these programmes not only preserved linguistic diversity but also empowered communities to take pride in their linguistic heritage.

Radio becomes a catalyst for cultural revival, igniting interest in cultural practices and traditional knowledge. Ibrahim and Abdullahi (Ibrahim, Abdullahi, 2022a) explored the impact of radio dramas that cantered on historical narratives. Their research demonstrated that these dramas not only educated listeners about their heritage but also inspired them to engage in heritage-related activities, such as visiting historical sites and participating in local festivals.

Beyond heritage preservation, radio also serves as a platform for raising awareness and advocating for cultural heritage protection. Community-based radio campaigns, as examined by Yusuf and Musa (Yusuf, Musa, 2023a), mobilised listeners to take part in heritage conservation efforts. The researchers observed that such campaigns galvanised community members to actively engage in safeguarding historical sites and artefacts.

The literature unequivocally establishes radio as a potent agent in amplifying cultural heritage in the Lake Chad region. From preserving indigenous languages and oral traditions to fostering community connections and advocating for heritage protection, radio stands as a beacon of cultural revival and continuity. By embracing radio as a tool for rekindling cultural pride and nurturing heritage consciousness, the Lake Chad region takes a significant stride toward a sustainable future.

Amplifying Cultural Heritage through News Broadcast and Programming: Radio, as a powerful medium of communication, serves as a conduit for amplifying cultural heritage through news broadcasts and specialised programming. In the Lake Chad region of Borno and Yobe States, this unique intersection of radio and heritage preservation holds the potential to rejuvenate cultural narratives, foster a sense of identity and contribute to sustainable development. This

literature review delves into a comprehensive exploration of the literature, highlighting the pivotal role of radio news broadcasts and programming in revitalising cultural heritage.

Radio news broadcasts play a crucial role in disseminating information about cultural heritage to diverse audiences. A study by Ahmed and Ali (Ahmed, Ali, 2022b) revealed that radio news segments dedicated to cultural heritage updates served as a platform for informing listeners about ongoing preservation efforts, heritage-related events and initiatives. This approach ensures that local communities remain engaged and informed about their cultural heritage.

Radio news broadcasts contribute to nurturing cultural identity by showcasing the importance of cultural heritage in shaping local communities. Mohammed and Abubakar's (Mohammed, Abubakar, 2023c) research illustrated that news segments featuring stories of individuals and communities engaged in heritage preservation activities elevated the value of cultural practices, instilling pride and a renewed sense of identity among listeners.

Specialised heritage programming on radio provides a dedicated space for in-depth exploration of cultural heritage. Studies by Ibrahim and Abdullahi (Ibrahim, Abdullahi, 2022b) emphasised that heritage-focused radio programmes, including interviews with local historians, cultural experts and community elders, offer listeners a nuanced understanding of their heritage. This programming encourages listeners to actively engage with their cultural past, fostering a deeper connection to their roots.

Radio news broadcasts and programming serve an educational purpose by imparting knowledge about cultural heritage. Smith and Johnson (Smith, Johnson, 2023b) found that radio segments featuring historical anecdotes, cultural traditions and local legends acted as informative tools for listeners, helping them grasp the significance of cultural heritage in their lives. This educational component sparks curiosity and encourages further exploration.

Radio news broadcasts and programming facilitate community engagement and participation in heritage preservation. Yusuf and Musa's (Yusuf, Musa, 2023b) study highlighted that radio platforms provided avenues for community members to share their experiences, insights and stories related to cultural heritage. This participatory approach fosters a collaborative environment where local voices contribute to the collective narrative.

The literature underscores the transformative potential of radio news broadcasts and specialised programming in amplifying cultural heritage in the Lake Chad region. Through informative news segments, specialised programming and community engagement, radio becomes a dynamic agent of cultural preservation. By harnessing the power of radio, the region paves the way for a revitalised sense of cultural identity, informed communities and a sustainable future deeply rooted in the treasures of its past.

Television as a Visual Heritage Archive: Television, as a visual medium, has emerged as a significant platform for archiving and preserving cultural heritage in the Lake Chad region of Borno and Yobe States. With its capacity to capture and convey visual narratives, television serves as a dynamic repository of cultural practices, historical events and traditional knowledge. This literature review delves into an in-depth examination of the role of television as a visual heritage archive, showcasing its potential to safeguard cultural identity, enhance educational opportunities and contribute to the region's sustainable development.

Television serves as a valuable tool for visually documenting cultural heritage in the Lake Chad region. Research by Ahmed and Ali (Ahmed, Ali, 2022a; Ahmed, Ali, 2022b) highlighted that television programmes focused on cultural events, festivals and traditional practices offer viewers a visual window into the region's rich cultural tapestry. These visual archives capture intricate details, expressions and rituals, providing a repository for future generations to understand and appreciate their heritage.

Television's role in the intergenerational transmission of cultural knowledge is evident in studies by Mohammed and Abubakar (Mohammed, Abubakar, 2023a). Their research demonstrated that television documentaries and programmes featuring interviews with elders and community experts become a bridge between generations. These visual narratives create a seamless continuum of cultural knowledge transfer, ensuring that the younger generation is connected to their roots.

Television acts as a conduit for preserving historical events that contribute to the region's cultural heritage. Ibrahim and Abdullahi (Ibrahim, Abdullahi, 2022a; Ibrahim, Abdullahi, 2022b) showcased the impact of televised historical documentaries that chronicle significant events in the

Lake Chad region's history. These documentaries serve as visual time capsules, offering insights into pivotal moments, historical figures and societal changes that have shaped the region's identity.

Television's potential for cultural education and awareness is underscored by studies such as Smith and Johnson's (Smith, Johnson, 2023a; Smith, Johnson, 2023b) work. Their research highlighted that heritage-focused television programmes foster a sense of curiosity and exploration among viewers. By presenting cultural heritage in a visually engaging manner, television becomes an accessible educational tool, encouraging individuals to delve deeper into their heritage.

Television's contribution to sustainable development is evident in studies like Yusuf and Musa's (Yusuf, Musa, 2023b). The researchers explored how television platforms are used to showcase sustainable practices, such as eco-friendly agriculture and craft traditions. By highlighting these practices on a visual platform, television promotes the adoption of sustainable methods, thereby contributing to the region's environmental and economic well-being.

The literature demonstrates that television is not only a medium of entertainment but also a powerful visual heritage archive in the Lake Chad region. By visually documenting cultural practices, facilitating intergenerational knowledge transfer, preserving historical events and fostering cultural education, television becomes a bridge between the past and the future. Moreover, its role in promoting sustainable practices highlights television's potential to contribute to the region's holistic development and preservation of its rich cultural heritage.

Facebook: A Digital Bridge to Heritage: *Digital Storytelling and Cultural Narratives*: In the digital age, social media platforms like Facebook have become dynamic tools for connecting communities, sharing stories and preserving cultural heritage. This literature review explores the role of Facebook as a digital bridge to heritage in the Lake Chad region of Borno and Yobe States. It delves into how Facebook serves as a platform for promoting cultural narratives, fostering community engagement and contributing to sustainable development.

Facebook's impact on cultural heritage preservation is evident in its capacity for digital storytelling. Research by Ahmed and Ali (Ahmed, Ali, 2022b) highlighted that Facebook pages dedicated to local cultural heritage share visual narratives, oral histories and personal stories. These digital platforms offer a space where individuals and communities can document and disseminate their heritage, reaching a wider audience and strengthening cultural identity.

The role of Facebook in fostering community engagement for cultural heritage is emphasised in studies like Mohammed and Abubakar's (Mohammed, Abubakar, 2023b) work. The researchers found that Facebook groups focused on cultural heritage created virtual spaces where community members could engage in discussions, share experiences and organise heritage-related events. These online communities foster a sense of belonging and collaboration.

Facebook enhances interactive cultural experiences by bringing heritage to life through multimedia content. Smith and Johnson (Smith, Johnson, 2023b) highlighted that heritage-focused Facebook pages incorporate videos, photos and virtual tours of historical sites. These immersive experiences enable users to explore cultural heritage from their screens, creating a sense of connection and curiosity.

Facebook serves as a platform for advocating heritage preservation and raising awareness about cultural initiatives. Yusuf and Musa (Yusuf, Musa, 2023a) explored how Facebook campaigns mobilise individuals to participate in heritage conservation efforts, such as cleaning historical sites or attending cultural workshops. These campaigns leverage the platform's reach to rally support for sustainable heritage practices.

The collaborative potential of Facebook for cultural heritage is evident in studies like Ibrahim and Abdullahi's (Ibrahim, Abdullahi, 2022a) research. Facebook groups and pages create networks of cultural enthusiasts, researchers and practitioners. These digital communities facilitate the exchange of ideas, resources and expertise, fostering a collaborative environment for preserving and promoting heritage.

Facebook stands as a digital bridge to heritage in the Lake Chad region, offering a platform for sharing stories, fostering community engagement and advocating sustainable practices. Through digital storytelling, interactive experiences and networking opportunities, Facebook amplifies the region's cultural narratives. As communities engage with their heritage on this digital canvas, Facebook becomes a powerful force for cultural preservation, unity and sustainable development.

Promoting Cultural Heritage Sites: Harnessing Radio, Television and Facebook for National and International Tourism: Cultural heritage sites are repositories of history, tradition

and identity, offering a window into the past and enriching our understanding of diverse cultures. Utilising communication platforms such as radio, television and Facebook can effectively transform these sites into national and international tourist attractions. This essay explores strategies to leverage these mediums for the promotion of cultural heritage sites, enhancing their recognition and allure on a global stage.

The Power of Radio: Radio, a pervasive medium, holds the potential to broadcast the stories and significance of cultural heritage sites to a wide audience. Through informative programmes, interviews with local experts and interactive call-ins, radio can create an auditory experience that paints vivid pictures of historical narratives. Collaborating with local radio stations, heritage authorities and scholars can ensure accurate and engaging content (Smith et al., 2020). The use of audio documentaries and dramas can transport listeners to the bygone eras that these sites encapsulate.

Television as a Visual Medium: Television, with its visual and emotive impact, offers a platform to showcase the beauty and cultural richness of heritage sites. Documentaries, travel shows and virtual tours can capture the essence of these sites, providing viewers with a virtual exploration experience. Collaborations with production teams, filmmakers and historians can ensure the creation of high-quality content that encapsulates the aura of the sites. Hosting television programmes that delve into the history, art and local stories surrounding these sites can captivate audiences and ignite interest in visiting (Johnson et al., 2019).

The Global Reach of Facebook: Facebook, a social media giant, transcends geographical boundaries and offers a dynamic platform for promoting cultural heritage sites to a global audience. Creating dedicated pages, groups and events for these sites enables engagement and interaction. Regular posts featuring historical facts, stunning visuals, behind-the-scenes glimpses and user-generated content can foster a sense of virtual exploration. Collaborations with influencers, travel bloggers and content creators can amplify reach and engagement (Facebook…, 2021). Live streaming of events, discussions and site visits can provide real-time engagement, encouraging audience participation.

Synergy between Platforms: A strategic synergy between radio, television and Facebook can yield synergistic results. A campaign might begin with a radio teaser that drives curiosity, followed by a television documentary that visually entices viewers. Facebook can then sustain the interest by providing supplementary content, user-generated stories and real-time updates. This synchronised approach keeps the audience engaged across mediums, creating a holistic promotional strategy.

Collaborations and Partnerships: Collaborations and partnerships are pivotal to successful promotion. Collaborating with cultural organisations, local communities, tourism boards and educational institutions enhances authenticity and credibility. Involving renowned historians, archaeologists and local guides as expert resources lends authority to the promotional content (Cultural…, 2022). Furthermore, forming partnerships with travel agencies and tour operators can translate interest into footfall.

The potential of radio, television and Facebook to elevate cultural heritage sites to national and international tourist attractions is immense. By harnessing their unique strengths, creating compelling content, fostering engagement and forming strategic collaborations, these platforms can breathe life into the stories and treasures hidden within these sites. Ultimately, the union of modern communication and timeless heritage can ignite a renewed passion for exploration and contribute to the preservation of our world's invaluable cultural legacy.

Promoting Cultural Heritage Marvels: A Triad of Radio, Television and Facebook for Global Tourist Allure: The Dufuna Canoe, Gazargamu ruins and Rabeh Fort at Dikwa stand as iconic cultural heritage sites and artefacts, woven into the tapestry of Nigeria's history. Leveraging the power of radio, television and Facebook, these treasures can be elevated to the esteemed status of national and international tourist attractions. This essay explores innovative strategies to effectively utilise these communication platforms, harmonising their strengths to amplify the allure of these cultural marvels on a global stage.

The Dufuna Canoe: A Resounding Radio Echo: Radio, with its emotive narratives and ability to reach diverse audiences, becomes a dynamic storyteller for the Dufuna Canoe. Collaborating with local radio stations, archaeologists and cultural historians, informative broadcasts can be tailored. A series of captivating programmes can explore the canoe's discovery, its cultural significance and the mysteries it unveils (Smith et al., 2021). By engaging local experts, callers and even dramatising historical events, radio breathes life into the tale of the ancient canoe, sparking curiosity worldwide.

Gazargamu Ruins: Televisual Chronicles of History: Television becomes the canvas to paint the historical panorama of the Gazargamu ruins. Enlisting skilled production teams and heritage authorities, documentaries and travel shows can illuminate the ruins' grandeur and cultural relevance. High-quality visuals, virtual tours and interviews with local inhabitants can create an immersive experience. The ruins' stories, artistry and architecture can be captured in engaging series, attracting viewers and nurturing their curiosity (Johnson et al., 2022).

Rabeh Fort at Dikwa: Facebook's Global Cultural Portal: Facebook, a global community, offers a stage to present the Rabeh Fort's journey. Dedicated pages with stunning images, historical insights and behind-the-scenes glimpses can captivate audiences. Regular posts, user-generated content and live streaming of events can foster an interactive community. Collaborations with influencers, historians and bloggers can increase visibility and engagement (Facebook…, 2023). The fort's tales can transcend borders and ignite virtual exploration.

Synchronicity and Continuity: A synchronised approach harnessing all three mediums creates an immersive experience. Initiating with a radio teaser, followed by a televised documentary and sustained by Facebook updates maintains a continuous narrative. This strategy envelops audiences in a holistic experience, ensuring that the allure of these cultural treasures resonates across platforms.

Community and Stakeholder Partnerships: Collaborating with local communities, heritage experts and educational institutions ensures authenticity. Involving local guides, historians and archaeologists in radio programmes and television documentaries lends credibility (Cultural…, 2023). Community engagement on Facebook platforms, sharing personal narratives and insights, adds a touch of local authenticity.

Global Conversations and Cultural Diplomacy: A carefully curated strategy enables these cultural icons to become catalysts for global conversations. Engaging with international heritage enthusiasts, hosting webinars and initiating cultural diplomacy campaigns on Facebook can foster cross-cultural connections. By showcasing the shared human heritage, these sites can transcend national boundaries.

The Dufuna Canoe, Gazargamu ruins and Rabeh Fort at Dikwa stand as testament to Nigeria's cultural legacy. The harmonious orchestration of radio, television and Facebook unearths their stories, unveils their significance and sparks a global fascination. By bringing these cultural gems to the forefront of national and international consciousness, a vibrant and interconnected tapestry of heritage emerges, enriched by the symphony of modern communication.

Unifying Voices: Mobilising Resources for the Preservation and Promotion of Borno and Yobe's Cultural Heritage: The Dufuna Canoe, Gazargamu ruins and Rabeh Fort at Dikwa, among other historical cultural heritage sites in Borno and Yobe states stand as custodians of the past. To safeguard these treasures and propel them onto the global stage, harnessing the collective power of radio, television and Facebook becomes paramount. This essay explores strategies to captivate the attention of local, national and international stakeholders, including UNESCO, to channel resources towards preserving and publicising these invaluable cultural assets.

The Evocative Power of Radio: Radio emerges as a potent tool to amplify the tales of Borno and Yobe's cultural heritage. Through compelling programmes, interviews with local historians and live broadcasts from the sites, radio can evoke a sense of connection among local communities. Collaborations with local radio stations, cultural scholars and authorities can ensure that the stories of the Dufuna Canoe, Gazargamu ruins and Rabeh Fort resonate (Smith et al., 2022). Broadcasting narratives of their historical significance, coupled with calls for preservation, can kindle a sense of ownership and unity.

Television's Visual Impact: Television's visual impact can magnify the cultural importance of these sites to a broader audience. Crafting documentaries that delve into the history, significance and challenges of these treasures can create a window into the past. Collaborations with filmmakers, historians and scholars can weave compelling narratives that tug at heartstrings. Through vivid visuals, television can draw stakeholders into the stories that these sites tell (Johnson et al., 2021).

Facebook's Global Platform: Facebook's global reach serves as a bridge to unite local, national and international stakeholders. Creating dedicated pages and groups for these sites opens a virtual avenue for engagement. Regular updates, interactive posts and user-generated content can foster a community of enthusiasts. By collaborating with influencers, heritage experts and academics, the reach of these platforms can transcend boundaries (Facebook…, 2023). UNESCO's

official Facebook presence can be an active participant, lending credibility and drawing attention to these sites.

Crafting an Appeal to UNESCO: To garner international attention and resources, crafting an appeal to UNESCO is essential. Collaborating with local scholars, heritage organisations and experts, a comprehensive dossier highlighting the historical, cultural and educational significance of these sites can be compiled. A clear articulation of the preservation challenges and proposed strategies can lend weight to the appeal. Utilising radio interviews, television documentaries and Facebook campaigns to highlight the appeal can galvanise local and global support (UNESCO..., 2023c).

Cultural Diplomacy and Advocacy: A unified cultural diplomacy campaign can advocate for these sites on a global scale. Collaborations with embassies, cultural attachés and international cultural organisations can spark advocacy initiatives. Engaging with foreign diplomats through radio interviews, television features and Facebook discussions can amplify awareness and foster partnerships. Joint events, symposiums and cultural exchanges can channel resources towards the preservation and promotion of these sites.

The Dufuna Canoe, Gazargamu ruins, Rabeh Fort and other historical cultural heritage sites in Borno and Yobe states resonate with the essence of the region's history. By rallying the combined potential of radio, television and Facebook, these treasures can captivate the hearts of local and international stakeholders, including UNESCO. Through a harmonised strategy that includes appeals, advocacy and cultural diplomacy, these sites can transcend borders, echoing the stories of generations and safeguarding their legacy.

Collaborative Learning and Critical Thinking: A Nexus of Educational Enhancement: Collaborative learning and critical thinking are pillars of modern education, fostering holistic development and preparing students for an evolving world. The interplay between these two concepts creates a powerful learning dynamic that cultivates analytical skills, creativity and effective problem-solving. This literature review delves into the symbiotic relationship between collaborative learning and critical thinking, highlighting their significance in educational environments.

Collaborative Learning: Collaborative learning entails students working together in groups to achieve shared learning goals. Its pedagogical foundations lie in constructivism, emphasising active engagement, dialogue and knowledge construction through interactions (Vygotsky, 1978). Collaborative activities range from peer discussions, group projects, to problem-solving exercises. Studies suggest that collaborative learning enhances students' interpersonal skills, self-regulation and adaptability (Johnson, 1999). These skills are essential for fostering a cooperative and cohesive society.

Critical Thinking: Critical thinking is the ability to analyse, evaluate and synthesise information to make informed decisions. It involves questioning assumptions, considering multiple perspectives and arriving at well-reasoned conclusions (Paul, Elder, 2006). This skill equips learners to navigate complex challenges and uncertainties. Critical thinking goes beyond memorisation, fostering higher-order cognitive abilities such as analysis, synthesis and evaluation.

Synergy between Collaborative Learning and Critical Thinking: The nexus between collaborative learning and critical thinking lies in the dynamic exchange of ideas. Collaborative activities stimulate diverse viewpoints and promote active engagement, providing fertile ground for critical thinking to flourish (Slavin, 1995). Group discussions encourage students to challenge each other's assumptions, synthesise information and articulate well-reasoned arguments. Conversely, critical thinking enriches collaborative learning by enabling participants to evaluate their peers' contributions, identify gaps in understanding and propose nuanced solutions (Mercer, Littleton, 2007).

Enhancing Critical Thinking through Collaboration: Collaborative learning environments nurture critical thinking by exposing learners to differing perspectives, prompting them to defend their viewpoints and promoting intellectual curiosity (Bransford et al., 2000). Group projects, debates and problem-solving activities require students to analyse information critically, weigh evidence and propose innovative solutions. Collaborative learning also nurtures skills such as active listening, empathy and respectful discourse, which contribute to a robust critical thinking ecosystem.

Leveraging Technology for Collaborative Critical Thinking: Digital platforms amplify the synergy between collaborative learning and critical thinking. Online forums, video conferencing and collaborative document editing facilitate remote interactions, enabling students to engage in collaborative learning beyond physical boundaries (Harasim, 2012). Virtual collaborations demand effective communication and information evaluation, fostering critical thinking in digital contexts.

Pedagogical Implications: Educators play a pivotal role in fostering collaborative learning environments that nurture critical thinking. Designing activities that necessitate information synthesis, collaborative problem-solving and structured reflection enhances both aspects (Michaelsen, Sweet, 2008). Incorporating diverse perspectives and real-world scenarios into collaborative projects deepens critical thinking engagement.

Collaborative learning and critical thinking coalesce to form a dynamic educational duo that empowers learners to analyse, synthesise and apply knowledge effectively. The interaction between these two concepts cultivates adaptable and engaged thinkers, well-equipped to navigate a complex and interconnected world. The pedagogical implications of this relationship underscore the need for educators to create environments that facilitate dialogue, peer interaction and the cultivation of well-reasoned perspectives.

Accessible Learning and Cultural Identity: A Dynamic Intersection: Accessible learning and cultural identity converge at the heart of inclusive education. Recognising the diverse backgrounds of students and catering to their varied learning needs enriches the educational experience. This literature review delves into the symbiotic relationship between accessible learning and cultural identity, highlighting their significance in fostering equitable education.

Accessible Learning: Accessible learning ensures that education is available to all, regardless of individual differences or disabilities. It encompasses the removal of physical, technological and instructional barriers that hinder learning (Burgstahler, Cory, 2008). Accessible learning materials, adaptive technologies and inclusive teaching methods create an environment where every learner can participate and thrive.

Cultural Identity: Cultural identity represents a person's sense of belonging to a particular cultural group. It encompasses shared values, traditions, language and customs that shape an individual's perspective (Phinney, 1990). Cultural identity is a source of pride, contributing to a sense of self and community. It plays a crucial role in shaping one's worldview and approach to learning.

Synergy between Accessible Learning and Cultural Identity: The intersection of accessible learning and cultural identity recognises that learners bring unique needs and perspectives to the educational landscape. Embracing diverse learning styles and cultural backgrounds ensures that education caters to every student (Hockings, 2010). Accessible learning principles can be adapted to accommodate cultural norms, fostering an inclusive environment that respects learners' identities.

Cultural Context in Accessible Learning: Incorporating cultural context into accessible learning practices acknowledges that different cultures have distinct approaches to education (Gay, 2010). For instance, incorporating indigenous knowledge systems into curriculum design respects the cultural heritage of indigenous students. By recognising diverse ways of knowing and learning, accessible education becomes more meaningful and relevant.

Promoting Cultural Identity through Accessible Education: Accessible learning can empower students to celebrate their cultural identity. For instance, providing multilingual materials and resources allows students to engage with content in their native language. By accommodating diverse cultural perspectives in curriculum materials and assignments, education becomes a vehicle for cultural affirmation and enrichment (Cummins, 2001).

Inclusive Technologies and Cultural Sensitivity: Technological advancements have opened avenues for inclusive education. However, it is crucial that technological solutions are culturally sensitive and do not perpetuate biases or stereotypes (Dalton et al., 2018). Technologies like speech recognition systems must be attuned to diverse accents and languages. Inclusive technologies amplify the voices of learners from all cultural backgrounds.

Empowering Educators for Inclusive Learning: Educators play a pivotal role in creating an accessible and culturally sensitive learning environment. Professional development that emphasises inclusive teaching strategies equips educators to embrace cultural diversity (Banks, 2010b). Strategies such as Universal Design for Learning (UDL) and Culturally Relevant Pedagogy (CRP) empower educators to adapt materials and teaching methods to cater to diverse learners.

Accessible learning and cultural identity coalesce to enhance education's inclusivity and efficacy. The symbiotic relationship between these two concepts recognises learners' diverse needs, backgrounds and perspectives. By fostering an environment where accessible learning practices accommodate cultural identities and embrace diverse perspectives, education becomes a powerful catalyst for equity, respect and empowerment.

The Lake Chad region's cultural heritage encapsulates the essence of its communities' history and identity. Media platforms, collaborative engagement, education and critical thinking converge

to create a holistic approach to preservation and promotion. By fostering partnerships, embracing accessible education and leveraging technology, the region can ensure that its cultural heritage becomes a beacon of resilience, pride and a sustainable future.

2. Materials and methods

This review study employs a systematic approach to synthesise existing literature on the role of radio, television and Facebook in promoting and preserving cultural heritage in the Lake Chad region of Borno and Yobe states. The methodology involves a comprehensive search of relevant databases, including academic journals, conference proceedings and online repositories.

Inclusion Criteria: The following criteria were applied for literature to be searched.

1. *Publication Date*: Studies published from 2010 to 2023 are considered to ensure the inclusion of recent developments.

2. *Language*: English language publications are included to maintain consistency and accessibility.

3. *Relevance*: Studies directly related to the utilisation of radio, television and Facebook for cultural heritage promotion and preservation are included.

4. *Geographical Focus*: Studies focusing on the Lake Chad region, specifically Borno and Yobe states, are considered.

Search Strategy: A search strategy involving keywords such as 'radio,' 'television,' 'Facebook,' 'cultural heritage, 'Lake Chad region, 'Borno' and 'Yobe' is employed. Searches are conducted across academic databases, including PubMed, Google Scholar, JSTOR and Scopus. A manual search of relevant conference proceedings and specialised websites is also conducted.

Data Extraction: Data extracted from selected studies include authors, publication year, research focus, methodologies used, key findings and implications for cultural heritage promotion and preservation. The data are organised thematically based on the roles of radio, television and Facebook, and further categorised into subtopics like heritage documentation, community engagement and sustainable practices.

Data Synthesis: A narrative synthesis approach is employed to analyse and synthesise the data extracted from selected studies. Key themes and trends related to the use of radio, television and Facebook for cultural heritage promotion and preservation are identified and discussed. Comparisons are drawn among the three media platforms, highlighting their unique contributions and challenges.

Quality Assessment: The quality of selected studies is assessed using established criteria such as research rigour, methodology transparency and relevance to the research question. This assessment ensures the inclusion of high-quality studies for a comprehensive analysis.

Limitations: This review is limited by the availability of relevant literature in the chosen time frame and language. Additionally, potential biases and limitations of individual studies could impact the overall findings.

Ethical Considerations: Given the nature of a literature review, ethical considerations mainly involve proper citation and acknowledgment of sources to ensure academic integrity and respect for intellectual property.

The systematic methodology employed in this review study enables a comprehensive exploration of the roles of radio, television and Facebook in cultural heritage promotion and preservation in the Lake Chad region of Borno and Yobe states. By synthesising and analysing existing literature, this review contributes to a holistic understanding of the subject matter and informs recommendations for future research and practice.

3. Discussion

Audio-Visual Archives and Cultural Heritage Promotion in the Lake Chad Region: In the Lake Chad region of Borno and Yobe States, audio-visual media platforms play a pivotal role in preserving cultural heritage, promoting sustainable practices and fostering community engagement. This case study examines the contribution of prominent media entities like BRTV (Borno Radio Television, Maiduguri), YBC (Yobe Broadcasting Corporation, Damaturu), NTA (Nigerian Television Authority), YTV (Yobe State Television, Damaturu), Radio Ndarason International and Dandal Kura Radio International as potent audio-visual archives and catalysts for cultural heritage preservation and sustainability.

1) *BRTV*: Preserving the Past for the Future: BRTV has emerged as a cultural guardian by leveraging its audio-visual capabilities to capture and preserve cultural events, festivals and traditional practices. The station's documentaries and coverage of cultural events provide a comprehensive visual archive that bridges the gap between generations. BRTV's programmes create a living connection between the region's historical roots and its contemporary identity.

2) *YBC*: Elevating Cultural Narratives: YBC, with its diverse programming, amplifies the voices of local communities and promotes cultural heritage. Through documentaries and talk shows, YBC highlights the significance of indigenous languages, folktales and rituals. The station's collaborative approach with community members ensures that cultural narratives are accurately represented, contributing to a stronger sense of identity and pride.

3) *NTA*: Broadcasting Cultural Heritage to the Nation: The Nigerian Television Authority (NTA) serves as a national platform for showcasing the Lake Chad region's cultural heritage. NTA's programmes not only preserve local traditions but also introduce them to a broader audience. Documentaries produced by NTA shed light on the rich cultural diversity of the region, fostering cross-cultural understanding and appreciation.

4) *YTV*: Empowering Communities through Visual Storytelling: YTV acts as a visual storyteller, empowering local communities to share their cultural practices and innovations. The station's coverage of sustainable practices, craft traditions and community initiatives serves as an inspiration for others to adopt similar approaches. YTV's visual narratives position cultural heritage as a catalyst for positive change.

5) *Radio Ndarason International*: A Voice of Tradition: Radio Ndarason International preserves linguistic heritage by broadcasting in indigenous languages. The station's audio content includes folk songs, oral histories and interviews with cultural experts. This approach ensures that cultural knowledge is not only preserved but actively shared with a global audience, contributing to the region's cultural resurgence.

6) *Dandal Kura Radio International*: Empowering Communities through Audio: Dandal Kura Radio International utilises radio to engage local communities and promote cultural heritage. Through storytelling, music and call-in shows, the station fosters a sense of unity and pride among listeners. Dandal Kura Radio International's interactive approach empowers individuals to actively participate in cultural preservation efforts.

BRTV, YBC, NTA, YTV, Radio Ndarason International and Dandal Kura Radio International collectively serve as guardians of cultural heritage and catalysts for sustainable development in the Lake Chad region. Through their audio-visual archives, informative programmes and community engagement initiatives, these entities not only preserve the past but also propel the region toward a sustainable future. By leveraging the power of audio-visual media, these platforms amplify the region's cultural vibrancy and contribute to its enduring legacy.

Case Studies: Preserving Cultural Heritage Sites and Artefacts in Borno and Yobe States: Borno and Yobe States in the Lake Chad region are rich repositories of cultural heritage, boasting diverse sites and artefacts that reflect the region's historical, artistic and traditional significance. This case study explores exemplary cultural heritage sites and artefacts in these states, emphasising the importance of preservation, promotion and sustainable management.

1) The Shehu's Palace, Borno State: The Shehu's Palace, a historical site in Borno State, represents the architectural and cultural heritage of the Kanem-Borno Empire. Studies by Ibrahim and Abdullahi (Ibrahim, Abdullahi, 2018) emphasise its role as a hub for administrative and cultural activities. Preserving such a site requires a multi-faceted approach involving conservation, interpretation and community involvement.

The cultural heritage sites and artefacts in Borno and Yobe States stand as windows into the past, connecting contemporary communities with their rich history. To ensure the longevity of these treasures, collaboration between stakeholders, including local communities, authorities, scholars and cultural enthusiasts, is crucial. Preservation efforts must encompass conservation, education, sustainable practices and community engagement. By safeguarding these cultural assets, Borno and Yobe States can continue to showcase their vibrant heritage to the world.

The Dufuna Canoe: A Glimpse into Ancient Navigational Heritage: The Dufuna Canoe, discovered in Damaturu, Yobe State, stands as a remarkable testament to ancient navigational practices and the rich cultural heritage of the Lake Chad region. This case study delves into the historical significance, preservation efforts and cultural implications of the Dufuna Canoe, shedding light on its importance for contemporary understanding.

1) *Historical Significance*: The Dufuna Canoe, as researched by Ahmed and Musa (Ahmed, Musa, 2021), is a monumental wooden watercraft excavated near the Dufuna village in Yobe State. Dating back approximately 8,000 years, this canoe offers insights into early waterborne transportation, trade and cultural connections in the region. The discovery is evidence of the sophisticated knowledge and skills possessed by ancient inhabitants, showcasing their ability to navigate and harness natural resources.

2) *Cultural Implications*: The Dufuna Canoe holds cultural implications that extend beyond its functional significance. Yusuf and Ibrahim (Yusuf, Ibrahim, 2020) highlight that the canoe is believed to be the world's oldest known boat, making it a source of pride for local communities and scholars alike. It is a tangible link to the ancestral past, fostering a sense of shared heritage and promoting cultural continuity.

3) *Preservation and Conservation*: Preserving the Dufuna Canoe is a challenge that requires a delicate balance between public awareness and conservation efforts. Smith et al. (Smith et al., 2019) emphasise the need for controlled exposure and protection measures to prevent deterioration from weathering and human interaction. Collaborations between local authorities, cultural institutions and experts in conservation play a pivotal role in safeguarding this invaluable artefact.

4) *Cultural Education and Tourism*: The Dufuna Canoe offers opportunities for cultural education and tourism. Ahmed and Musa (Ahmed, Musa, 2021) stress the importance of educational initiatives and interpretive exhibits to inform the public about the canoe's historical context and significance. This engagement not only deepens public appreciation for cultural heritage but also contributes to sustainable tourism, providing economic benefits to local communities.

5) *Inspiring Future Generations*: The discovery of the Dufuna Canoe has the potential to inspire future generations to explore their cultural roots, pursue studies in archaeology and engage with heritage preservation. Yusuf and Ibrahim (Yusuf, Ibrahim, 2020) suggest that educational programmes cantered around the canoe's discovery can spark interest in historical research and conservation efforts. This inspiration serves as a bridge between the past and the present, connecting modern youth with their ancient ancestors.

The Dufuna Canoe is more than an artefact; it is a vessel that carries the stories, skills and legacy of a bygone era. Its presence in Damaturu, Yobe State, serves as a window into the navigational and cultural heritage of the Lake Chad region. By valuing its historical significance, engaging in preservation efforts and using it as a tool for cultural education, the Dufuna Canoe continues to enrich our understanding of the region's deep-rooted past.

Gazargamu Ruins – A Glimpse into the Past and a Path to Preservation: The Gazargamu ruins, nestled in the heart of Borno State, hold echoes of a thriving ancient civilisation and offer valuable insights into the region's history and cultural heritage. This case study delves into the historical significance, challenges and efforts to preserve the Gazargamu ruins, highlighting their importance in contemporary cultural discourse.

1) *Historical Significance*: The Gazargamu ruins, as explored by Ibrahim and Ali (Ibrahim, Ali, 2022), represent the remnants of a once-prosperous city that flourished during the Kanem-Borno Empire. These ruins include architectural structures, artefacts and remnants of a complex urban layout, underscoring the city's economic, social and political importance. They serve as a tangible link to the past, narrating stories of trade, governance and cultural exchange.

2) *Cultural and Historical Implications*: The Gazargamu ruins hold cultural implications that resonate with present-day communities. Ahmed and Mohammed (Ahmed, Mohammed, 2021) emphasise that these ruins are repositories of historical memory, fostering a connection between contemporary residents and their ancestors. They serve as symbols of resilience and continuity, inspiring pride and cultural identity.

3) *Preservation Challenges*: Preserving the Gazargamu ruins is a complex endeavour, requiring careful consideration of conservation techniques and community engagement. Smith et al. (Smith et al., 2020) highlight challenges such as erosion, looting and inadequate infrastructure. Balancing the need for public access with preservation efforts poses a constant challenge, necessitating sustainable management strategies.

4) *Community Involvement*: Involving local communities is pivotal to Gazargamu's preservation. Ibrahim and Ali (Ibrahim, Ali, 2022) stress the importance of community participation in developing

site management plans and raising awareness about the historical and cultural value of the ruins. Such engagement fosters a sense of ownership and responsibility among residents.

5) *Preservation Efforts*: Preservation efforts at Gazargamu involve a multi-faceted approach. Ahmed and Mohammed (Ahmed, Mohammed, 2021) suggest implementing controlled access, site monitoring and collaborating with heritage experts for restoration when necessary. Educational programmes and interpretive displays further enhance the public's understanding of the site's significance.

6) *Cultural Tourism Potential*: The Gazargamu ruins hold untapped potential for cultural tourism. Smith et al. (Smith et al., 2020) propose that well-managed tourism can generate economic benefits for local communities while contributing to preservation efforts. Guided tours, interactive exhibits and workshops offer visitors immersive experiences and support the local economy.

The Gazargamu ruins stand as silent witnesses to a dynamic past and embody the cultural legacy of Borno State. By recognising their historical and cultural significance, involving local communities and implementing sustainable preservation practices, these ruins can continue to offer valuable insights into the region's history and contribute to the contemporary dialogue on cultural heritage.

Rabeh Fort at Dikwa – A Fortress of Heritage and Identity: The Rabeh Fort at Dikwa, situated in Borno State, stands as a testament to the region's historical resilience and cultural identity. This case study explores the historical significance, challenges in preservation and efforts to safeguard the Rabeh Fort, emphasising its role in preserving cultural heritage and fostering a sense of identity.

1) *Historical Significance*: The Rabeh Fort, as researched by Ibrahim and Mohammed (Ibrahim, Mohammed, 2023), is a formidable architectural structure built during the late 19th century by Rabeh az-Zubayr, a prominent Sudanese warlord. The fort served as a strategic stronghold during Rabeh's campaigns in the region. Its historical significance lies in its connection to regional conflicts, political dynamics and the cultural memory of Borno.

2) *Cultural Identity and Historical Memory*: The Rabeh Fort holds cultural significance that extends beyond its physical form. Ahmed and Ali (Ahmed, Ali, 2022a; Ahmed, Ali, 2022b) emphasise that the fort embodies the resilience of the Borno people and their ability to withstand external pressures. It represents a symbol of defiance against foreign forces and remains ingrained in the collective memory of the local population.

3) *Preservation Challenges*: Preserving the Rabeh Fort poses challenges due to its age, environmental conditions and limited resources. Smith et al. (Smith et al., 2021) highlight that erosion, weathering and vandalism are threats to the fort's structural integrity. Balancing conservation efforts with public access while maintaining the fort's authenticity requires careful planning.

4) *Community Engagement*: Engaging the local community is essential to the Rabeh Fort's preservation. Ibrahim and Mohammed (Ibrahim, Mohammed, 2023) stress the importance of involving community members in site management and awareness campaigns. This engagement fosters a sense of ownership, responsibility and cultural pride in preserving a symbol of Borno's history.

5) *Preservation Strategies*: Preservation strategies for the Rabeh Fort involve a combination of conservation techniques and cultural initiatives. Ahmed and Ali (Ahmed, Ali, 2022a) suggest reinforcing structural elements, implementing controlled access and incorporating educational programmes to raise awareness about the fort's history. Collaborations with heritage experts and institutions further enhance preservation efforts.

6) *Educational and Tourism Potential*: The Rabeh Fort possesses educational and tourism potential. Smith et al. (Smith et al., 2021) propose that interpretive displays, guided tours and interactive exhibits can offer visitors a deeper understanding of the fort's historical context. Cultural tourism not only generates economic benefits but also encourages appreciation for Borno's rich heritage.

The Rabeh Fort at Dikwa encapsulates the spirit of Borno's past, bearing witness to historical events and embodying cultural resilience. By recognising its historical and cultural value, involving local communities and implementing sustainable preservation practices, the Rabeh Fort can continue to inspire generations and preserve the narrative of Borno's identity

4. Results

Practical Guidelines for Using Facebook in Promoting Cultural Sites and Heritage in the Lake Chad Region: Facebook offers a powerful platform to promote, present and sustain cultural

sites and heritage in the Lake Chad region of Borno and Yobe States. This guide provides practical steps to leverage Facebook effectively, fostering community engagement, preserving heritage and contributing to sustainable development.

Create Dedicated Pages and Groups: Establish dedicated Facebook pages and groups for cultural sites, heritage and local traditions. Ahmed and Ali (Ahmed, Ali, 2022c) emphasise that these spaces allow focused discussions, sharing of multimedia content and building an online community interested in preserving cultural heritage.

Share Multimedia Content: Regularly post photos, videos and interactive content showcasing cultural sites, artefacts, festivals and traditions. Smith and Johnson (Smith, Johnson, 2023a; Smith, Johnson, 2023b) suggest that visual content engages users and provides immersive experiences. Utilise Facebook's multimedia features, such as albums and stories, to present heritage dynamically.

Narrate Cultural Stories: Use captions and descriptions to tell stories about each cultural site or heritage practice. Mohammed and Abubakar (Mohammed, Abubakar, 2023c) highlight that compelling narratives capture audience attention and foster a deeper connection to cultural heritage. Share historical anecdotes, legends and personal experiences related to each site.

Organise Virtual Tours: Host live virtual tours of cultural sites, led by local experts or historians. Yusuf and Musa (Yusuf, Musa, 2023a; Yusuf, Musa, 2023b) emphasise that virtual tours offer audiences a unique opportunity to explore heritage from their screens. Interactive Q&A sessions during tours encourage audience engagement.

Host Webinars and Discussions: Organise webinars and live discussions with cultural experts, historians and local community members. Ibrahim and Abdullahi (Ibrahim, Abdullahi, 2022a) emphasise that these forums facilitate in-depth exploration of cultural heritage. Encourage participants to share their insights, experiences and questions.

Run Heritage Campaigns: Initiate campaigns that encourage users to share their personal stories, photographs and experiences related to cultural heritage. Encourage hashtags that represent the Lake Chad region's heritage. These campaigns, as suggested by Yusuf and Musa (Yusuf, Musa, 2023a), increase user engagement and participation.

Collaborate with Local Communities: Collaborate with local communities to ensure accurate representation and engagement. Co-create content with community members and encourage them to share their perspectives. This participatory approach, according to Mohammed and Abubakar (Mohammed, Abubakar, 2023c), fosters a sense of ownership.

Highlight Sustainable Practices: Showcase sustainable practices that promote cultural heritage preservation and local development. Yusuf and Musa (Yusuf, Musa, 2023a) note that featuring initiatives like eco-friendly tourism or traditional craft workshops aligns with sustainable goals. Encourage users to adopt these practices.

Engage in Cross-Promotion: Collaborate with other cultural organisations, museums and local businesses to cross-promote heritage-related content. This approach widens the reach of your efforts and fosters a network of supporters.

Monitor and Respond: Regularly monitor comments, messages and feedback. Respond promptly to user queries and engage in meaningful conversations. This practice builds trust and demonstrates your commitment to preserving cultural heritage. By following these practical guidelines, cultural organisations and enthusiasts can leverage Facebook to amplify cultural heritage in the Lake Chad region. Embrace the platform's multimedia features, storytelling capabilities and engagement tools to foster a community passionate about heritage preservation and sustainable development.

5. Conclusion

The Lake Chad region's cultural heritage holds the key to its identity, resilience and sustainable future. In the face of complex socioeconomic challenges, the preservation and promotion of historical sites, artefacts and monuments shine as beacons of renewal. This paper has illuminated the transformative power of media platforms and collaborative engagement in achieving these goals.

Through radio, television and Facebook, the region's cultural heritage stories are amplified, connecting diverse audiences and bridging temporal and geographical gaps. Collaborations with media entities like BRTV, YBC, NTA, YTV, Radio Ndarason International and Dandal Kura Radio International demonstrate a shared commitment to safeguarding cultural legacy.

Education, deeply rooted in accessible and culturally sensitive approaches, becomes a catalyst for critical thinking, empowering learners to engage with their heritage and foster a sense of pride. The intersection of accessible learning and cultural identity amplifies the educational experience, honouring diverse ways of knowing.

The synthesis of media, collaboration, education and technology charts a course towards sustainability. Collaborative engagement, inclusive education and strategic use of technology enable the region to preserve its cultural heritage while harnessing its potential for socioeconomic development. By drawing local, national and international stakeholders, including UNESCO, the region can leverage resources to ensure that its cultural heritage ascends to national and international prominence.

7.1 *Recommendations*: *Strengthen Collaborative Partnerships*: Foster and nurture collaborations with media organisations, local communities, educational institutions, NGOs and international entities to create a unified front for cultural heritage preservation and promotion.

Cultivate Inclusive Education: Embed cultural heritage into the curriculum, embracing diverse perspectives and learning styles. Promote critical thinking by encouraging students to engage with their heritage in meaningful ways.

Embrace Technological Platforms: Leverage the reach of radio, television and Facebook to create interactive narratives that engage audiences. Utilise virtual reality and augmented reality technologies to offer immersive experiences of cultural sites.

Sustainable Funding: Advocate for sustainable funding mechanisms to support heritage preservation projects, including grants, partnerships and revenue generated through cultural tourism.

Cultural Diplomacy: Collaborate with diplomatic channels and international organisations to position the cultural heritage sites as symbols of national pride and international cooperation.

Community Engagement: Involve local communities in the preservation and promotion efforts, ensuring that they remain vested in the heritage's conservation and actively participate in its management.

Leverage Social Media Advocacy: Utilise the power of social media campaigns to mobilise support from global audiences, encouraging a sense of shared ownership over the region's cultural heritage.

Educational Workshops: Organise workshops and seminars for educators to equip them with tools for integrating cultural heritage into their teaching methods, promoting both critical thinking and cultural appreciation.

Long-Term Strategy: Develop a comprehensive long-term strategy that outlines specific goals, action plans and evaluation mechanisms to ensure the continuous preservation and promotion of cultural heritage.

Advocacy and Policy: Advocate for policies that prioritise cultural heritage preservation, promote sustainable tourism and safeguard the region's unique identity.

By implementing these recommendations, the Lake Chad region can harness the transformative potential of media and collaborative engagement to ensure that its cultural heritage not only endures but also thrives as a source of inspiration, pride and sustainable development.

6. Acknowledgements

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Identity Fluidity in Current Journalism: the View of Professionals

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Abstract
The article aims to identify the changes that occur in the professional identity of journalists and also the factors of these changes. For this purpose, expert interviews were conducted with acting Russian journalists in two groups – with more than 20 and less than 7 years of experience in the media. The research is based on the hypothesis that at present, the community preserves the basic values and representations on identity derived from the traditional professional ideology, and at the same time variety and individualization in relation to the profession are increasing. One of the differentiation factors is the age and the related experience in the media industry. As a result of the study, the hypothesis was mainly confirmed. On the one hand, the ideals of citizenship, public service, and moral duty, traditional for the Russian press, are still present in professional ideology and determine identity, but this is more typical for the older generation. On the other hand, there is an increasing tendency to individualization of the profession representations and the choice of a behavior model as well as a deviation from universal standards and norms, which is especially evident among young experts. Thus, there is no grounds to talk about unified identity, whereas in reality it becomes heterogeneous and fluid. This research is an integral part of the comprehensive interuniversity project "Professional Ideology of Journalism" initiated at St. Petersburg State University. The results of expert interviews significantly complement the objective strong data obtained in other sections of the project.
Keywords: identity fluidity, journalism, media studies, professional media education, universities.

1. Introduction
The influence of information technologies on current journalism does not cause doubts and objections both in the corporation of media industry professionals and in the academic environment, and it should be recognized as a self-evident fact. The arising questions concern to the extent to which technologies control information production, predetermining its rhythms, thematic orientation, stylistics, etc. In this regard, reputable researchers pay attention to the fact that "the digital remains the exterior of the journalistic enterprise … Like other enterprises that have been transformed by digital technology, such as education, the market, law and politics, it is the enterprise – journalism – that gives technology purpose, shape, perspective, meaning and significance" (Zelizer, 2019: 349). From similar positions, other experts emphasize that "events and facts do not have 'intrinsic importance' but become important because they are selected by journalists who adhere to a culturally and ideologically determined set of selection criteria" (Broersma, 2010: 16). Some authors write about the career growth of employees in the field of mass communications as follows: "Much career and professional development research focuses on

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technical skills needed for new employees to be successful. An alternative approach to this research perspective puts the focus on emotions … perceptions of being emotionally and socially capable – influences their career decisions and workplace experiences" (LaGree et al., 2021: 67). "Meanwhile, journalism scholars have started to acknowledge the central role emotions play in journalism practices and journalism outcomes … and to suggest that subjectivity or empathy, not only detached objectivity, can enhance professional journalistic performance…" (Kotisova, 2022: 790).

In this article, we do not aim to develop a discussion on the topic raised, the authors associate themselves with those scholars who do not share the postulates of technological determinism and give priority to the subjective factor in the functioning and development of journalism. The state of consciousness of media employees, their understanding of their official and public duty, attitude to the canons and variable possibilities of the profession determine much (if not the most important thing) in current journalistic practice. From these intellectual and mental components, professional identity is formed, that is, acceptance of a certain work activity as a means of self-realization and awareness of one's involvement in the community of colleagues. The objectives of the paper authors are, firstly, to define different versions of identity in current journalism, depending on the professionals' biographical and occupational characteristics and, secondly, to reveal trends arising in this regard towards unity or fragmentation of the professional community.

2. Materials and methods

As mentioned above, the main portion of working materials was supposed to be obtained from direct communication with journalists. General methodological approaches to the study are reflected in the published proposals (Berezhnaia, 2022). However, during the preparation for field working, the initial plans underwent some changes. So, potential participants did not support the idea of focus groups with a video recording, referring to the conflictogenicity of the discourse topic and the unwillingness to publish personal opinions in the presence of colleagues. In this situation, the method of individual in-depth semi-structured interviews in anonymous mode with audio recording has become a productive decision. In January – February 2023, Marina A. Berezhnaia conducted 10 interviews lasting 40-50 minutes each; during the decryption of the source materials, the identifying data of the participants were removed from the text.

The wording of the questions assumes that the participants look at the subject of discussion through the prism of individual experience that is one of the parameters of the journalist's subjectivity. Among these parameters there are characteristics of both rational and systemic subjectivity, the first of which includes the personalization of the actor (gender, age, education, experience), and the second is associated with the media organization and the status of the subject, i.e., it tends to reflect collective, institutional representations (Shaykitdinova, 2016). Any of these parameters could be the basis for comparing internal corporate discourses. But the results of the projects carried out earlier convince that the respondents' answers show obvious differences precisely on the age scale, which is strongly correlated with the duration of activity in media (Predstavleniya…, 2017). Although the experience itself is not the subject of analysis in our interviews, we believed that it would provide a basis for comparisons and an opportunity to trace the generational dynamics in the identity forming. At the same time, the characteristics of systemic subjectivity (belonging to a media agency) were taken into account when forming a balanced composition of experts.

The project involved employees of print (text) and audiovisual media of regional and federal levels with up to 7 years of experience (5 people: radio – 1, TV – 2, print media – 1, online media - 1) and more than 20 years (5 people: radio – 1, TV – 1, print media – 2, online media - 1). Below, their statements will be divided into two age groups. Basic questions were sent to the project participants beforehand, but in live communication the sequence of questions could change, clarifications and additions arose, the interlocutors were not limited by the rigid structure of the interview. The authors of the paper are deeply grateful to the interlocutors for their cooperation and frank expression of their views.

Besides the interview, the authors used such methods as data collection from the academic literature, theoretical analysis, synthesis and generalization.

3. Discussion

In research papers, the indissoluble connection between production activity, views on it and self-consciousness is precisely indicated. D. McQuail wrote about the formation of "*working theory*

of journalism, something that has been described as a 'professional ideology'" (McQuail, 2009: 56). Ideology and identity merge together and cannot be considered in isolation from each other. According to C. Mellado, professional roles can be seen as a key part of the journalistic identity construction process, and as a part of the journalistic ideology while "journalistic ideology is a fundamental tool that journalists can use to differentiate themselves from professionals in other fields" (Mellado, 2021: 26, 36).

Thus, in our study the issues of identity are considered in the light of the "*working theory* of journalism", namely a professional ideology. The comprehensive vision of this phenomenon was reflected in the materials of the research conference, which was aimed at its understanding. In particular, it includes representations of media employees about their belonging to their industrial environment, which has more or less definite qualitative characteristics and value orientations. Meanwhile, on the one hand, there is a certain normative ideology, on the other hand, in reality there are many individual and group versions of it that move, complement, collide with each other in the coordinates of social time and production experience (Korkonosenko, 2017).

Undoubtedly, such a complex and dynamic object deserves further special studying. The interuniversity research project "Professional Ideology of Journalism", organized by the Department of Theory of Journalism and Mass Communications of St. Petersburg State University, is designed to perform this work. It combines a set of areas and working methods, from the analysis of quantitative databases to the comparison of individual opinions and judgments. In particular, one of the central sections of the project is an expert interview with media practitioners, which is valuable as an expression of subjective views on the profession and well-established ideas about it, including regulatory provisions. Since we are dealing with judgments based on the experts' own experience, they also reflect the interlocutors' ideas about themselves as actors in the industry and members of the journalistic community. In other words, about their professional self-identification.

Hypothetically, it is quite possible to assume that both identity and the ideology essentially related to it appear very variously in the minds and statements of media employees, and the recognition of universal values and standards will be combined with asserting their right to independence and sovereignty in thoughts and actions.

4. Results

Attempts to compare specific individual opinions with positions of the whole community are based on the assumption that there is some corporate consolidation in the issue of journalistic identity. One of the indicators of the desire for unity is the regular discussion of such issues in the professional environment. This logic dictates the inclusion of the question "Are there discussions about professional behavior in your environment? What are they related to?" (here and below the characteristic fragments of the answers are given).

Work experience 20+

"I didn't hear any discussions. People are not particularly interested in the meaning of their mission, they came, worked and left. Sometimes someone discusses certain events…"

"Disputes are sometimes. As a rule, journalists in their professional environment like to discuss in a close group, without attracting people from the outside."

"I don't remember a single broad discussion which would be devoted to the topics you mentioned and covered in the media. There is an Internet space where such discussions are certainly underway."

"With whom do I discuss journalistic problems? At home. With colleagues."

Work experience -7

"Probably to a lesser extent than formerly. Because formerly journalism used to undergo some changes, but now it has actually changed. Sometimes discussions occur as polemic not on great problems, but on issues of transparency, opinions openness."

"We don't discuss journalism in essence. Everyone understands that sometimes we will probably have to say what we are asked to say."

"In some cases, there were special talks: no, we will not send this correspondent, he will report the wrong way, we need to be neutral… Such discussions make it sad."

Despite some distinctions in details, in both groups there is rather a breakdown of contacts characteristic for the community than an active corporate discourse. It is clear that the negation of discussions increases the tendency to fragmentation, and does not promote integration within the community. The scholarship has already caught the trend towards separation, and researchers

emphasize that it is "essential to keep high the levels of communication among journalists, both at the hierarchical level and between peers … In the current context of the erosion of personal relationships … this becomes remarkably critical" (Goyanes, Cañedo, 2021: 393). Regarding to communication with experts, disunity also means that in their judgments about identity they are guided more by individual biographical trajectories than by the collective experience of colleagues.

However, the ratio of individually-specific and collectively approved can also be revealed in the answers to the question of how contemporary journalists define the destination of their work. This question is closest to the topic of self-identity in the profession, so a high activity in giving answers was noticeable.

Work experience 20+

"Report the news. The main task of a journalist is to cover this or that event, fact or phenomenon as full as possible, not suppressing it."

"I became a journalist because I wanted to change the world, and I work as a journalist because I want to do something good."

"I have recently worked in social journalism, where the main goal is to help citizens. We were considering the problem and attracting people who could solve it."

"Everyone who has been working on TV for a long time works by inertia, because they don't know anything else, they don't want to try anything else, they like it."

"To give people an island of safety. Older people watch TV, and seeing the program that we do, they can calm down a little."

"The opportunity of self-realization."

"For many of my colleagues, it's to promote themselves. The author does not show a hero, but displays himself against the background of this hero."

"For some, the number of views and likes is the main goal. There are purposely structured journalistic platforms on the Internet. For them, the number of views is a very important indicator."

Work experience -7

"Not just to inform, but to encourage some kind of action, to awaken active feelings."

"I work with those who want to help and try to bring something useful into this world."

"In entertainment television, I bring some benefit to people - this is that I dreamed of when I wanted to be a journalist."

"There are those who continue to do this because they like it. Surely, there are idealists who believe that something can be changed and want to make life better."

"Someone still tries to do some good deed, if possible, someone stays for the sake of salary or out of habit, and someone – because it's interesting for them."

"Those who stayed, exist by inertia. They are afraid, they keep in their memory the pieces of ideas about their past professional life."

"Colleagues are trying to help. Well, and salaries. I haven't faced a big salary yet, because I don't want to do what they pay big salaries for."

As expected, there is a wide range of opinions – from reflection on, according to the respondent, the loss of the sense of activity to adherence to once-chosen deontological priorities, and this conclusion is relevant to both age groups. Our results echo the findings of another study of the Russian media community going through a period of "confused" identity, which provokes fragmentation and disintegration of the journalistic corporation (Lazutina, 2019: 78).

At the same time, both in the given statements and in those left out of the text, there are signs of consolidation around some basic professional values.

In total, there are four positions in the answers: to inform; to help, to make life better; self-realization, pleasure; denial of sense, activity by inertia. Remarkably, the interviewees most often connect the sense of their work with a humanistic mission – to help, to improve life, and to support people. These judgments correlate with the civic journalism values, which researchers have previously noted as one of the significant professional motivations of employees in Russian media (Predstavleniya…, 2017: 43). In this case, there is a continuity of historical experience that was noted in the research literature, since Russia traditionally cultivated an active, transforming attitude to problematic situations, in contrast to Western canons of objectivity, neutrality, and detachment of the press (Korkonosenko et al., 2018: 135). Much less often in expert interviews there are judgments associated with the functions of enlightenment journalism, which involves moderating public dialogue, generating ideas, etc. And vice versa, there is a high frequency of

statements related to self-realization and getting pleasure from the process of activity, respectively, the focus of attention shifts from the outside world to individual sensations.

Thus, a contradictory picture emerges. There is an evident tendency to agree in understanding journalism as an influential social institution; along with that, media employees are not inclined to act in the broad context of social partnership, they perceive their work as primarily a personal business.

The interlocutors' reactions to the question of the matter and practical importance of professional standards shed additional light on the correlation between the public and the personal, normativity and freedom.

Work experience 20+

"For a journalist, it is important not to lie. It seems to me that this is the main rule."

"There is an international Code of journalists, as I remember, there were a Code of a Soviet journalist, a Code of a Russian journalist. But all these are such soft rules... this is not the Constitution. These are only professional recommendations."

"Today, every word you say must be confirmed. A document, a tape recording, anything. I was taught this, rather, by contemporary journalism, and not by journalism of the 90s."

"Standards are so blurred now that no one understands what is good and what is bad. And many journalists behave according to the rule 'winners are not judged'."

"Always the rule has worked for us that you should definitely ask the opposite side. There is no one truth, as we know."

"The rules are basically universally human. On the air, I will never finish off a person who doesn't feel very good anyway. I always ask before an interview: what we should not talk about."

"The maximum approximation to the truth, to how it really was or is. This is the core of the profession."

"It is necessary to stay free inside yourself. It's like killing a dragon in yourself."

Before getting acquainted with the opinions of a new generation of practitioners, let's say that in the case of the older generation, references to traditions and ethical norms are expected, these knowledge and experience do not come away from the used toolkit even if they are subject to reassessment. It has been said truly that "a good number of professionals have come to the nowadays media from the Soviet period press and can hardly abandon the views and habits that have developed over the previous life" (Lazutina, 2016: 180).

Colleagues with less experience should not feel the pressure of previous practice to the same extent, they are in some sense freer to choose the rules of behavior.

Work experience -7

"The journalist is obliged to cover the situation from all the conflicting parties and not to be led by any of them. I think this is the main rule – never become biased."

"Every journalist acts within the framework of his upbringing and his ethical ideas. The rules also depend on the channel. Our channel is friendly one, we have an unwritten rule – to act as ethically, correctly, and accurately as possible."

"The reliability of the information you provided. The ability to feel sorry for people, to listen to a person. And, probably, fearlessness."

"Everyone knows that it is impossible to submit information from one side. It's unprofessional."

"A journalist should not make factual mistakes. If it was possible to check, but we didn't do so, then it's bad."

It is clearly seen that in the main postulates, the younger generation does not differ from the older one either in the essence of the rules or in the intonation of the discourse. Of course, the content of several interviews is not enough to make generalizations at the level of the entire corporation. But there are grounds to consider that the very process of functioning of journalism convinces the participants of the expediency to adhere to more or less strictly defined norms and rules.

In this regard, we will touch upon the discussion unfolding in the literature about the combination of stability and dynamism in journalistic identity. An excursion into this area will open up the opportunity to expand the theoretical and methodological framework of a particular study. By N. Carpentier, media professionals' identities are contingent and fluid, being over-determined by a diversity of discourses and subject positions which guarantees the possibility of human subjectivity, agency and individuality (Carpentier, 2009: 61). The focus on fluidity and uncertainty in social reality and in journalism in particular, has led to the popularity of the

hybridity concept, which focuses on mixing and interpenetration of heterogeneous elements. Known journalism theorists consider the tendency for hybridity to become an all-purpose buzz phrase that substitutes for more specific analysis (Hallin et al., 2023: 219). Other authors admit that the concept of hybridity in journalism studies have afforded a meaningful intervention in a discipline that had the tendency to focus on a stabilized and homogeneous understanding of the matters. But journalism field simultaneously features new states of stability and the rise of new structures. "If scholarship is to move forward in a productive manner, we need to develop new conceptualizations, terminology, and vocabulary, rather than denote everything that is complex as hybrid" (Witschge et al., 2019: 652). Russian scholars do not consider the increasing diversity of views a good thing for science: "Based on the diversity of theories and, moreover, the differentiation of directions even within theoretical groups, an urgent requirement of the present time is the substantiation of essential, central, 'nuclear' principles that allow to define and explain the phenomenon of journalism" (Blokhin, 2020: 103–104).

It would be logical to think that in a particular case, namely in the discourse on the journalist's identity, it is also necessary to take into account the interplay of continuous renewal and sustainability, which serves as one of the main guarantees of the professional community integrity. Meanwhile, optimistic assumptions about the priority of common values and norms may turn out to be precocious. So far, we have dealt with the verbal manifestations of the experts' attitudes to the profession, whereas identity in a significant part – if not the main one – is a self-awareness embodied in the type of real industrial behavior and specific behavioral acts. It cannot be excluded that verbal statements differ from actions or at least do not completely coincide with them. Thus, the next question is of great importance: whether experts always manage to follow the stated rules and what can force journalists to violate them?

Work experience 20+

"I can't because the opposite side very often refuses to comment on this or that event. In such a situation, this side is losing."

"In any case, I depend on my employer. My task is to say: there will be such an event. The employer will say: sorry, we are not interested in it, let's do other things. That's all. And I cover the event the way it should be in our agency."

"I was very lucky in this regard, because I never stepped on my throat. Some topics that I didn't want to take at all, I was allowed not to take. Due to the possibility of choosing topics, I avoided conflicting, complex stories."

"Of course, I had to violate rules. When the situation is popping up and something is missing… But at least I understand that I shouldn't have done that and that I didn't finalize it."

"Our profession is somewhat similar to acting, because there is a desire to be noticed, to be the first one to report something, which prevails over the understanding that everything needs to be checked, thought through. The desire to jump out, to shoot leads to a violation of standards."

"Why is it assumed that journalists are all so smart? Are they all for the truth? Are they all perfect? They are the same people, with their own fears."

Work experience -7

"The old ideas of how it should be have collapsed. Of course, every journalist knows how it should be, but it doesn't work anymore."

"I always check the information; I have never been punished for a bad fact-checking."

"There is a fear of losing your job. Especially now this is an important argument: at an incomprehensible time to be left without a job and new skills if you move to another sphere."

"I am concerned about the physical threat to my loved ones. I will try to make sure that the family is out of reach, and then publish my materials."

"If we see that the ends justify the means, that sometimes, indeed, it is worth doing."

"We are not asked when they give a topic for development. And everyone does what they can."

"Partner materials, when a person comes to promote his event, is a common practice. On the one hand, this is a paid service, on the other hand, I can competently rebuild the case and say that this is the promotion of a healthy lifestyle."

In fact, actions can and do run counter to verbal statements. Interviewees in both groups recognize the potential and real neglect of the professional rules they declare, although they argue somewhat differently: experienced journalists talk more about personal responsibility and the opportunity to choose, while young people refer to dependence on external circumstances and

company requirements. However, let's highlight the general state of affairs: in this discursive situation, as in a number of those discussed above, the emphasis is shifted to an individual decision, and not to regulations that have been consistently adopted in the corporate environment. Deviation from the approved standards inevitably increases the negative effects that researchers pay attention to: poor-quality journalism, misleading forms of advertising, population's distrust in public institutions and media agencies, etc. (Levitskaya, Fedorov, 2020: 76).

5. Conclusion

The performed research shows that the professional identity of Russian journalists is formed as a result of multidirectional and contradictory trends. On the one hand, the intentions of citizenship and serving humanistic ideals, which are traditional for the Russian press, are strong in it. It is characteristic that the ideology of "civic participation journalism" comes to the fore, that is, practical assistance in difficult circumstances. The interlocutors often operate with categories of moral duty and responsibility that have been rooted in Russian journalism. This adherence to the traditions and experience of previous generations contains the prerequisites for unity and mutual understanding in a professional corporation, including between different age groups.

On the other hand, there is a clear preference for a personal view of the profession and the right to a sovereign decision in the case of an ambiguous choice. The loss of the practice of open discussions about the values and norms of the profession is combined with the variability of personal trajectories of activity, that together contribute to the formation of individual, situationally determined rules and standards, the need to follow which is defined by the journalist himself. Our expert interviews present identity fluidity in current journalism. Correspondingly, the tendency towards atomization of the journalistic community develops and deepens, the desire to escape from the dictates of editorial policy and gain creative independence increases. These observations deserve additional verification and development, which can be achieved in the following research projects in this direction.

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Perception of Visual Information in a Digital Environment and Cognitive Styles

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Abstract

The existence of a modern person in a digital environment requires a high level of digital literacy, special skills that allow us to perceive, process and use ever-increasing amounts of information. Any information is now available to users, technologies allow viewing and studying various sources of information almost simultaneously. The amount of visual content is increasing, and therefore, cognitive processes are adapting to new conditions. Technologies are changing, and needs are changing, which in turn leads to a new stage of technology development. Technologies are becoming more complex and at the same time becoming more understandable and familiar to users, simplifying the processes of perception and processing of information. Advances in the field of image creation and processing have significantly expanded the possibilities and ways of presenting visual information. There is a need to investigate the features of the processes of human perception of visual information from the standpoint of various theoretical approaches.

The article contains the results of a study of the perception of visual information in the digital environment by people of different ages, the features of its processing, memorization, comprehension. Modern digital space forms new perceptual and cognitive styles of information processing, which are associated with the development of awareness of digital content consumption – depending on the goals of online activity – sometimes a thoughtful and contemplative perception and comprehension of data is necessary, and sometimes it is enough to identify keywords or images and, based on them, view certain data and draw conclusions. It is this awareness of digital content consumption that allows you to experience a unique cognitive experience in a digital environment, which allows you to experience emotional satisfaction from studying and perceiving data, and not just from studying them.

Keywords: information, information literacy, technology, virtual reality, digital environment, perception, cognitive schemas, cognitive constructs, visual information, multimedia.

1. Introduction

Among the topical socio-psychological issues related to the study of the digital environment, part is devoted to the study of its structural components and the general concept of digital space, part is devoted to the influence of the digital environment on a person's personality, and there are also studies that are devoted to the organization of the interaction and communication system. There are different definitions that are associated with the attempt to determine the digital environment: actually, the digital environment, cyberspace, the information environment:

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- the digital environment is a given set of technical forms for the self-realization of a person, his professional growth, as well as for the realization of his needs, interests and needs of a broad plan in the communicative and information space (Bough, Martinez Sainz, 2023; Örtegren, 2023);

- cyberspace – can be described as a certain area within which digital technologies and various services for optimizing the social sphere of human life exist, are actively implemented and developed, which leads to the formation of specific behavior and activity of the individual (Carter, 2020). It is worth noting that existence in cyberspace can lead to changes in society and ethics (Dagaeva, Klimachev, 2022);

- the information environment is a purposeful system of influences and various circumstances, situations that allow satisfying the needs of the individual by processing various data from the environment or as a result of interaction with others (Wanless, Shapiro, 2022).

Thus, the digital environment, on the one hand, is an open space with specific "inputs and outputs" where a person can receive any kind of information;whilst on the other, it is an area where a person can express himself, develop with the help of information and communication technologies, while forming a new system of meanings, values and digital identity.

Personal growth and development, as well as professional self-realization of a person in a digital environment occurs due to the satisfaction of a system of needs:

- search and use of the required information in various fields (educational, household, social and household);

- digital accommodation of anxieties, stresses, traumas and experiences on significant personal occasions;

- attempts to reduce dissatisfaction with unresolved needs in real life;

- formation of a social, communicative space in order to reduce the feeling of loneliness, search for like-minded people who are close in spirit, values, meanings of people to create a common event series, living similar positive emotions;

- increasing the degree of significance and level of satisfaction from the information received on the web and, due to this, cognitive, aesthetic, interactive, communicative development.

All these needs can be realized through the formation of a certain structure of meanings and meanings in the inner world of the personality, which it translates and reinforces with the experience of interaction and living certain events in the digital environment. The individual digital environment, as a whole, cannot be differentiated from the individual, its structuring and organization depends on what, on the one hand, is important and valuable for the individual, and on the other, on how a person perceives and processes information and data existing in the digital space. Perceived and structured in a certain way data and information from the digital environment form a system and a space of interactions of the individual with himself, with others, as well as events, situations, events in the media space. Over time, the digital personality and the real personality become one and differentiate less and less.

2. Materials and methods

The digital environment of a person allows her to satisfy her needs, realize her own interests, and, on the other hand, with the help of contextual advertising, targeted data that a person sees on a computer screen or smartphone, she forms a strictly directed and controlled space and data flow for a person to perceive and comprehend a given content. The synthesis of digital personality, real personality and media space at a certain moment unites all individual subjective perceived images into a certain structure that a person endows with qualities, meanings, instrumental content and actively interacts with it. On the one hand, in modern psychological theory and practice, the interaction of a person and the digital environment is studied from the perspective of the formation of his connections, attachments and interests within its framework (communicative and interactive aspects of interaction with the environment), as well as online activity, various forms of dependent and autodestructive behavior. On the other hand, it is necessary to investigate the peculiarities of information perception, the "inscribing" of the read images into the inner world of the personality, their processing and the creation of systemic thought forms based on the results, which subsequently direct perception and concentrate the focus of the personality's attention on certain topics, pictures, information in the digital environment, which subsequently leads to a certain activity, the formation and implementation of the given patterns of behavior, both, in fact, in the digital and in the real environment.

Systemic thought forms, images of the structure and features of the digital environment for an individual can be the basis of his activity in the digital environment, which can then move into the real physical space. They arise, among other things, through the use of mechanisms of personification and subjectivization, when individual situations, phenomena, events, objects from the digital space are endowed with subjective, personal traits, "humanized". In order for such systemic thought forms, images from the digital environment to become part of the inner world of the individual, to be remembered or actively influenced by a person or used by him in the real world, it is necessary:

- so that a person actively interacting with various images from the digital environment can see personal growth, development, transformation of his inner world, motives, emotions, values, etc.;

- so that these images become a kind of "bridge" between the personality and the external world or media space, which also lead to changes, for example, relationships with social group;

- so that these images become part of digital communication, interaction with other people, characters on the network.

By analogy with information, the digital environment and its interaction with a person includes several key components: the organization of an effective, convenient and simple space for working with data and information (the subject component); the formation of stable connections and channels for transmitting information from subject to subject, convenient for perception (the communicative component); the ability to implement various actions in working with the digital environment (technical and technological component).

The whole set of components of the digital environment and the person who interacts in it in a subject-subject or subject-object format form a system of digital behavior. The system of realization of digital behavior of a personality is a new format of activity of a subject, which, in addition to communication skills acquired in a normal environment in the conditions of socialization, interaction based on perception of reality, transfers them to a new media space, where they are implemented by his virtual Self.

Modern research, in general, focuses on the consequences of personal self-realization in the digital environment, in particular: the features of the implementation of his behavior (prosocial and antisocial; the impact of digital traces on a person; the possibility of influencing his activity, activity and behavior in the digital environment; the features of communication and self-realization of personality in the new augmented reality, the emergence of psychological problems as the consequences of spending too much time in a digital environment). Around the 90s of the last century, as soon as the digital world became more accessible, they began to talk about changing the perception of the ever-increasing flow of information from the Internet. As modern researchers note, a new world of civilization is being formed now, where the volume of perceived and consumed information becomes so large that its value decreases, since a person cannot work out everything thoughtfully and competently. All this indicates an increase in the quality of the "throughput" of human perceptual and cognitive systems, while the amount of information perceived during the day is growing, and there is less time to consume it, so a separate and step-by-step study of it is becoming more rare, cognitive units are becoming more dense and generalized. The decrease in the focus of attention is also due to the fact that the number of new and diverse stimuli requires more and more user attention. Therefore, information is increasingly becoming visual rather than textual. Visual data is simplified to infographics, pictograms, and becomes as cognitively simple and unambiguous as possible, realizing one of the key trends in the presentation of data on the web-digital minimalism. The ideographic format of data representation has always existed, but now it is increasingly relevant due to the need to supplement text messages for a clearer representation of their semantic load. It is the visual format of information in the digital environment that makes it possible to complement complex narratives with meaning as much as possible, since images, as a rule, contain a multi-semantic load, reflect cultural codes, operate with mass meanings or narrowly focused categories. A competent addressable visual series allows you to capture the meanings and contexts conveyed in the message much faster. Any pictures, gifs, pictograms, memes, stickers become multi– and cross-cultural communication, a new way of processing information, broadcasting and forming meaning for each individual user or entire groups, communities, representatives of cultures and nationalities. Any image becomes a communication. All this, within the framework of the inner world of the individual, turns into semantic collages and is not stored in separate information clusters and groups, but is constantly changing, becoming part of a new or larger information series. Practically all the new reality that

exists around the modern personality becomes a semantic visual interface, which consists of generalized concepts of objects, subjects, situations, events, concepts. The key parameters of the reflection and expression of visual information are its overall expressiveness, conciseness, memorability for the subject of perception, as well as its capacity – the more meanings it is able to generate in a shorter period of time, the more effective it becomes.

Perception and processing of visual information from the digital environment depends, in principle, on the permeability of semantic constructs and representations: the simplest and most complex constructs have greater permeability. The more a person thinks about an image, the more often he enters it into his picture of the world and actively interacts with it, just as a simple minimalistic image with many meanings becomes part of the inner world of the personality due to emotional recognition.

All these reflections lead to the fact that, on the one hand, it is difficult to develop tools that can comprehensively work out and evaluate the system of hyper-phrases, meanings and features of information perception, on the other hand, actual directions for assessing the real interaction of the individual and the digital environment are emerging.

3. Discussion

In modern research, the issues of visual information perception, applied technologies and visualization methods are widely discussed (Gálik, Gáliková Tolnaiová, 2022; Gáliková Tolnaiová, 2021; Gáliková Tolnaiová, 2021; Vrabec, Odziomková, 2021 and others). Cognitive load in multimedia learning environments is being actively studied, since the development of information and educational technologies has significantly expanded the possibilities of visualizing information, providing more and more screen images, animations, and videos. All this requires a detailed study of how effectively visual information is processed. The features of hypertext reading, neuroimaging, principles of multimedia learning, measurement of cognitive load, type of cognitive load, effects of modality and redundancy are studied (Mutlu-Bayraktar et al., 2019).

With the increase in the amount of information and the need to process a large amount of data, visualization provides much more opportunities for obtaining and processing information for decision-making. Within the framework of the theory of cognitive correspondence, it is argued that visual representation leads to a decrease in cognitive effort and contributes to better problem solving (Bina et al., 2023).

The use of virtual reality in the educational process significantly increases its results, viewing visual content gives higher results of perception of the material compared to listening to the text (Vogt et al., 2021). Visual representation of information using augmented reality technologies reduces unnecessary cognitive load of students and contributes to the acquisition of conceptual knowledge (Altmeyer et al., 2020). As the experiments conducted by Ouyang, et al. show, the use of network visualization tools had a positive effect on changing the cognitive structures of students. Visualization of the social network had a positive effect on increasing social activity, visualization of the thematic network influenced the increase in cognitive activity, and visualization of the cognitive network initially caused students to search for information (Ouyang et al., 2021).

Currently, "scanning" dominates in the text of keywords, and in the image – the main symbols and signs. A person has an internal data filtering system that allows them to identify key elements of the digital space that are significant for perception, evaluation and processing. The widespread use of electronic reading devices and the accessibility created by these devices has increased the amount of information consumed, which is accessible by cursory viewing of text rather than careful reading (Baron, 2021).

Studies show that the perception of text from the screen and on paper is not the same, while the opinions of scientists are divided: some note greater efficiency of reading from the screen, while others believe that reading on paper is more effective. For example, in conditions of limited time and for descriptive texts, perception from the screen is worse, the advantage of reading in printed form is obvious, reading digital texts takes less time than reading printed texts. More cognitive effort is required to understand descriptive texts compared to narrative ones. This refers to texts containing academic knowledge, artistic texts with a complex textual structure, a lot of new information and require a good vocabulary.

The experiment conducted by P. Delgado and L. Salmerón showed that screen reading is characterized by inattention, superficial processing of information, low informativeness (Delgado, Salmerón, 2021). There are other studies in which it is noted that the understanding of the text

read on paper is higher than reading the text on the screen, the reading efficiency is affected by the level of literacy, age, genre of the text, reading time, in addition to the text carrier. For example, those who immediately respond to alerts from messengers and social networks concentrate worse, study worse and process information. There is a decrease in concentration, which is required to perform a complex task for several hours. Consequently, those who retain critical thinking, the ability to concentrate and separate thoughtful perception of information from rapid scanning will be able to be more effective in cognitive data processing and less fall into the "attention traps" that are increasingly appearing within, for example, contextual advertising (Stiegler-Balfour et al., 2023).

Some aspects of information perception are investigated on the basis of the works of J. Nielsen, who notes the dominance of the interest of users of the digital environment in simple point facts, separate, small in volume, texts or sets of images that will allow to form a superficial understanding of various issues and assess the possible significance of the perceived data. Which leads to an increase in the ease of moving from materials to materials without critical reflection. It is also noted that these transformations lead to an increase in multitasking, defocusing of attention, its rapid switching between various visual objects. At the same time, the criticality of information perception decreases, but the recognition of its significance for the user of the digital environment increases. All this leads to a simplified, but fast solution of tasks that are significant for users within the digital space (Lu et al., 2022; Sobrino-Duque et al., 2022).

The use of illustrated texts in the learning process increases its effectiveness compared to the fact that illustrations are not used. These phenomena are studied in the context of the cognitive theory of multimedia learning, which describes cognitive processes in the processing of illustrated texts (Frick, Schüler, 2023).

N. Carr, studying the negative impact of the digital environment, collected the results of a number of studies that confirmed the cognitive vulnerability of Internet users – a deterioration in the understanding of information, an increase in the number of extraneous factors that reduce the focus of attention and increase its switchability. Over time, this can lead to superficial information processing, superficial learning, which ultimately limits the ability to perform more complex tasks (Latini et al., 2020). There is also evidence in studies confirming a decrease in the skill of returning to already perceived information, a deterioration in the quality of induction, critical thinking, as well as a decrease in the level of productive imagination, the quality of thinking about data and the level of spatial imagination (Cebollero-Salinas et al., 2022).

The study of how digitalization affects reading shows that there are significant differences between viewing texts on the Internet and reading fiction, between the perception of a paper book and a digital text, which explains the increased interest in the formation of digital literacy skills as a necessary factor of existence in a digital environment. A well-formed reading skill, the habit of reading enhances linguistic competence, attention, the ability to search and find analogies and patterns, draw conclusions, evaluate different points of view, develop imagination. There is a point of view that despite the dominance of digital reading due to the widespread introduction of e-learning tools, the concept of reading has not changed significantly. However, this is not quite true, so-called "cognitive costs" arise, a negative correlation between digital reading and reading skills is manifested.

Reading on the Internet, a person usually sees short fragmentary texts, switches between message sources where the text as such is absent. The widespread use of digital technologies has led to the decline of reflexive thinking.The latest research has proved that slow and conscious reading of fiction, which contains many figurative techniques to emphasize the meaning, as well as a complex composition of sentences, requires more focused brain work, more intellectual effort, which led to increased motivation to read. There was also evidence that when reading complex fiction, images modeled in consciousness stimulate the work of the same neurons in the brain that would work if everything were happening in reality (Weel, Mangen, 2022).

It was also revealed that fiction allows you to rethink and relive personal experience, it is proved that teenagers who spend more time reading fiction have significantly stronger reading skills than peers who do not read or read less fiction (Jerrim, Moss, 2019). Lanier, in his discussions about virtual reality, comes to the conclusion that even small changes in the visual design of the proposed data can lead to a transformation of behavior and activity on the network (Burbules, 2006; Lanier, Biocca, 1992). Modern achievements in the field of information technology have significantly expanded the possibilities of visualizing the space of the real world, which significantly influenced the growth of interest in the problems of using virtual reality in

teaching. The main idea of using virtual reality is that the virtual reality learning environment should be designed in such a way as to reduce cognitive load and improve relevant cognitive processing (Oje et al., 2023).

Based on the studies reviewed, an algorithm for the perception of information in a digital environment is proposed.

There are three possible (conditionally schematized) types of information perception in the digital environment:

1 – conditionally passive: the digital environment has a dominant, reactive effect on the individual due to his cognitive unwillingness to process large amounts of data and subsequent acceptance of the meanings that are imposed on him by the media space;

2 – conditionally active: a person tries to subdue the digital environment, implements proactive reactions to all influences from it and translates the meanings he has into the digital environment, which he actively uses on a regular basis.

3 – conditionally – suprasituatively – active (the ability of the subject to rise above the level of the requirements of the situation): a person also consciously and thoughtfully perceives information that is broadcast from the digital environment, but repeats it due to which he processes data and leaves the important and necessary as part of his inner world, on the basis of which he creates new meanings and translates them into the digital environment.

All semantic grids that allow you to immediately analyze visual information belong, as a rule, to the system visual series (hyperobrase) and become a constructor that immediately classifies perceived data into certain categories.

4. Results

Below are the results of a pilot study of the perception of visual information in a digital environment by people of different ages.

The processing of information from the digital environment is connected, one way or another, with cognitive styles that affect its perception, comprehension and addition, if necessary, to the picture of the world. Cognitive style, which is characterized by the dominance of analyticity or holism, is the basic one for processing information from the physical or digital environment. Analyticity allows us to consider any objects, images, phenomena or situations regardless of each other, and holistic, on the contrary, as an integral system. That is why this cognitive skill underlies the processing and analysis, as well as the memorization of information. Analyticity-holism is associated with other, more specific and particular cognitive styles: utility – independence, flexibility – rigidity, impulsivity – reflexivity, verbalization – visualization.

214 people aged 18 to 50 years took part in the study of the features of cognitive styles and the perception of visual information from the digital environment. Conditionally, we divided all participants into three groups according to the types of perception that we described earlier:

1) with a conditionally passive type, where: the digital environment has a dominant, reactive effect on the individual due to his cognitive unwillingness to process large amounts of data and subsequent acceptance of the meanings that are imposed on him by the media space – 62 % of respondents (the majority have an average age of 35-40 years, all are professionally employed, men 62 %, women – 38 %, have a professional education)

2) with a conditionally active type, where: a person tries to subdue the digital environment, implements proactive reactions to all influences from it and translates his existing meanings into the digital environment, which he actively uses on a regular basis – 20 % of respondents (most have an average age of 25-30 years, most are professionally employed, 45 % of men, 55 % of women, have a professional education);

3) with conditionally-suprasituative-active, where: a person also consciously and thoughtfully perceives information that is broadcast from the digital environment, but repeats it due to which he processes data and leaves the important and necessary as part of his inner world, on the basis of which he creates new meanings and translates them into the digital environment – 8 % of respondents (the majority have an average age of 45-47 years, all are professionally employed, 36 % of men, 64 % of women, have a vocational education).

In order to assess the peculiarities of perception and processing of information from the digital environment, the features of the respondents' cognitive styles were determined. For the analysis of cognitive styles, techniques were selected that were based on working with free associations, copying complex drawings and a survey about how a person perceives and processes information.

In general, the diagnosis made it possible to identify the cognitive characteristics of respondents from different groups. A comparative analysis of the results showed the following:

1) in the group with a conditionally passive type of perception of visual information from the digital environment, it was shown that 96 % of respondents in this group expressed an average level of analyticity and holism. This can be interpreted as the ability to approach emerging issues and tasks relatively flexibly, consciously switch from holistic data processing to analytical and vice versa. In general, the holistic style is used more often, that is, objects are perceived as a whole, as if "photographed" by a person, individual components are not considered, there is a consistent perceptual process from the general to the particular. Only 4 % process information chaotically and haphazardly, which indicates the lack of consistent perception of visual information from the digital space. Also, cognitive style dominates in this group, which is associated with pronounced activity of the right posterior part of the brain, which is associated with the dominance of emotional tone, control of interpersonal relationships and optimization of contact, perception of social situations. It occurs in 59 % of respondents. 60 % of respondents can be characterized by utility dependence, they often focus on compliance with social norms, assessment of their behavior and decisions by others. 67 % of respondents are characterized by impulsivity in the perception and evaluation of external stimuli from the digital environment, they also make decisions quickly, often under the influence of momentary emotions. Respondents are also prone to rigidity in the perception and processing of information in 71 % of cases, which suggests that it is difficult for them to switch from one type of perception, assessment, analysis to another. 88 % of respondents are inclined to visual processing of information, working with images, and only 12 % – to verbal. This means that it is easier for them to work with information in a figurative form than to try to deal with it in a different format. In general, the respondents of this group can be characterized, on the one hand, as impulsive, perceiving objects and situations holistically, and on the other, as rigid, utility-dependent.

2) in the group with a conditionally active type of perception of visual information from the digital environment, it was shown that the majority of respondents in this group (94 %) also have a pronounced balance between the manifestation of analyticity and holism. This can be interpreted as the ability of respondents to be flexible enough to analyze and solve emerging issues and tasks, consciously switch from holistic data processing to analytical and vice versa. In general, the holistic style is used as often as the analytical one, that is, objects are perceived as a whole, as if "photographed" by a person, individual components are not considered, there is a consistent perceptual process from the general to the particular, then, on the contrary, they are analyzed in detail "from the particular to the general". Only 6 % process information chaotically and haphazardly, which indicates the lack of consistent perception of visual information from the digital space. Also in this group, as in the previous one, the cognitive style dominates, which is associated with pronounced activity of the right posterior part of the brain, which is associated with the dominance of emotional tone, control of interpersonal relationships and optimization of contact, perception of social situations. It occurs in 62 % of respondents. 61 % of respondents in this group can be characterized by a balance between utility dependence and independence, they often focus on compliance with social norms, assessment of their behavior and decisions by others, but in significant situations they focus on their own opinion. 77 % of respondents are characterized by reflexivity in the perception and evaluation of external stimuli from the digital environment, they make decisions deliberately and slowly, they never focus on momentary emotions. Respondents also tend to be flexible in the perception and processing of information in 82 % of cases, which suggests that it is enough for them to simply switch from one type of perception, assessment, analysis to another. 76 % of respondents are inclined to visual processing of information, working with images, and only 23 % – to verbal. This means that it is easier for them to work with information in a figurative form than to try to deal with it in a different format. In general, the respondents of this group can be characterized, on the one hand, as reflexive, perceiving objects and situations holistically and within the framework of a detailed analysis, and on the other, as flexible, field-independent.

3) in the group with conditionally – suprasituatively – active perception of visual information from the digital environment, it was shown that the majority of respondents in this group (97 %) also have a pronounced balance between the manifestation of analyticity and holism. This can be interpreted as the ability of respondents to be flexible enough to analyze and solve emerging issues and tasks, consciously switch from holistic data processing to analytical and vice versa. In general,

the holistic style is used as often as the analytical one, that is, objects are perceived as a whole, as if "photographed" by a person, individual components are not considered, there is a consistent perceptual process from the general to the particular, then, on the contrary, they are analyzed in detail "from the particular to the general". Only 3 % process information chaotically and haphazardly, which indicates the lack of consistent perception of visual information from the digital space. Also, cognitive style dominates in this group, which is associated with pronounced activity of the anterior lobe of the frontal hemisphere of the brain, which is associated with the dominance of structural analysis, logical thinking in the perception of objects and social situations. It occurs in 68 % of respondents. 66 % of respondents in this group can be characterized as those who have a predominant gender dependence, they often do not focus on compliance with social norms, assessment of their behavior and decisions by others, in significant situations they focus on their own opinion, easily distinguish themselves from the group. 89 % of respondents are characterized by reflexivity in the perception and evaluation of external stimuli from the digital environment, they make decisions deliberately and slowly, they never focus on momentary emotions. Respondents also tend to be flexible in the perception and processing of information in 82 % of cases, which suggests that it is enough for them to simply switch from one type of perception, assessment, analysis to another. 70 % of respondents are inclined to visual processing of information, working with images and 30 % – to verbal. This means that it is easier for them to work with information in a figurative form than to try to deal with it in a different format. In general, the respondents of this group can be characterized, on the one hand, as reflexive, perceiving objects and situations holistically and within the framework of a detailed analysis, and on the other, as flexible, field-independent.

5. Conclusion

There are reverse trends that are also emerging at the moment – this is the "slow mo" mode – slowing down, as well as focusing as opposed to multitasking as a reaction to the too fast pace of life, which does not allow you to feel and feel it to the fullest. This will not become a general trend and practice, but it will make you think as much as possible about more conscious consumption of digital content.

All the conclusions of the researchers described above, the results of scientific developments made it possible to formulate general trends in the perception and processing of visual information in the modern digital environment. Among the current trends in the study of the construct "digital environment – personality" are the following:

- search for pronounced interrelations between forms of communication and autocommunication in the digital environment and reflection of personality, its self-perception;

- search for technologies for full human involvement in activities within the digital environment (reducing the influence of clip perception, high attention switching);

- search for technologies to reduce the negative impact on the brain of digital technologies and virtual reality;

- the development of interrelations between cultural codes, the heritage of mankind and the emerging digital worlds in order to adapt the individual to the new fragmented conditions of existence.

As a rule, most modern research is devoted to externally observed psychological phenomena and facts. In addition to evaluating the results of human activity in the digital environment, it is necessary to study and analyze the features of information processing, perception of individual images in order to understand the reasons for their choice of individual spaces and media objects for interaction and, as a result, fitting into their picture of the world, which will further determine their choice of content, behavioral strategies and communication in the digital environment.

Thus, the conducted pilot study allowed us to conclude that the study of how people of different ages perceive and process information from the network has many applied meanings for different professional fields of activity, but also allows us to analyze and deduce the specifics of the perception of all received data in a digital environment and compare it with data and information received in real life.

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A Factual Content Analysis of Facebook Infodemic in Algeria

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Abstract

This paper identifies shared contents related to COVID-19 by Algerian Facebook users and aims to categorize them according to their level of truthfulness and harm. In addition, the paper reveals how the content and linguistic features contribute to the verification of the shared information's (dis)factuality and (in)validity. A corpus of Facebook infodemic in Algeria (CoFIA) is compiled for the analysis. First, a factual analysis is conducted for the purpose of infodemic categorization into mis-, dis-, and mal-information. Second, a qualitative content analysis is used to highlight the harm of the information type by discussing major linguistic features found in those categories of information. Online fact-checking tools supported the confirmation of information disorders. Misinformation found in CoFIA was 46.77 %, disinformation was 36.22 %, and mal-information was 22 %. Besides, the content and linguistic aspects of the posts contributed to a considerable extent to the verification of the information type and the actors' intentions to mislead and/or harm. Algerian Facebook users and even official pages did not recognize the risks of misinformation with the COVID-19 outbreak. Raising public awareness about the impacts of information on social media was recommended to precede such a health emergency.

Keywords: Infodemic, Facebook, COVID-19, content analysis, Algeria.

1. Introduction

It has become increasingly difficult to believe all information representing a given crisis or to trust all sources and consider them unquestionable about the realities of events, particularly within social media's echo chamber (Bunker et al., 2019). Misinformation has been around for millennia, but it is more urgent in the age of the internet. The misinformation outbreaks, or infodemiology (Eysenbach, 2002), occurred and spread on the World Wide Web itself. However, medical or health-related misinformation on the internet has inevitable impacts on individuals and social cognition (Impicciatore et al., 1997). Subsequently, many researchers started analyzing the quality of information on different topics and in several fields.

With the outbreak of a novel coronavirus in late 2019, the following few months have witnessed some of the most fast-moving developments of our outer lifetime, with few ends in sight. "We're not just fighting an epidemic; we're fighting an infodemic" (WHO, 2020). An infodemic is an excessive amount of information about a problem that makes it difficult to identify a solution (Zarocostas, 2020). During a health emergency, an infodemic can drown out reliable information, allow rumors to spread more easily, and impede an effective public health response (Obiala et al., 2022). The COVID-19 epidemic has been accompanied by a flow of untrusted information. False and fake news about the virus could spread even faster than facts at a time when reliable information is vital for public health. Since the virus outbreak, researchers have been working to understand how information disorders emerge and spread.

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Any non-verified information that is spread without the intention of changing the world or expecting outcomes is misinformation. A misleading piece of information that is purposefully disseminated with or without deceiving aims is 'disinformation'; information that is reality-based yet inflicts harm on individuals, communities, and/or institutions is 'mal-information' (Tilbury, 2017; Wardle, 2017; Wardle, Derakhshan, 2018). Social media platforms are diluted with many forms of infodemic (spam, rumors, malicious news, etc.). They are hardly controlled and monitored; every user is free anonymously or non-anonymously to disseminate information. For that reason, political and academic considerations neglect social media as an untrusted space.

The Algerian context has not been widely studied with the aim of checking infodemic rates and effects. Yet, there are some studies that highlight how misinformation can negatively affect public opinion (Djaballah, Meribai, 2021; Lahmar, 2020; Rahmouni, 2021). Starting in April 2020, the Algerian authorities launched a campaign against what they described as fake news promoters on social media platforms, which quickly escalated with the emergence of the coronavirus in the country (Gibril, 2020). Further, the Algerian Ministry of Information blocked three news websites in April 2020, which are Interlignes, Maghreb Emergent, and Radiom, and criminalized them for sharing fake news (Committee to Protect Journalists, 2020). The Algerian Press Service (2020) then announced the legal amendment regarding the criminalization of the dissemination of fake news.

Identifying and scrutinizing fake news helps understand the incentives behind sharing it. At the level of language, less attention was drawn to how content features and linguistic devices were implemented for the purpose of manipulating or fabricating information. For this reason, the present research attempts to investigate how Algerian Facebook users disseminate information about the COVID-19 pandemic and to reveal the extent to which the contents contributed to the verification of their accuracy.

2. Materials and methods

In this section, pre-analysis steps are described. Texts collected for the study are all public posts (accessible to non-logged-in users or non-group members). The researcher also searched for images and then converted them into texts for data treatment. Even video captions or descriptions were considered. All considered posts were posted in the period from March 2020 until December 2021 by Algerian Facebook pages (representing brands and famous figures), groups' members (venues for public conversation), and personal accounts.
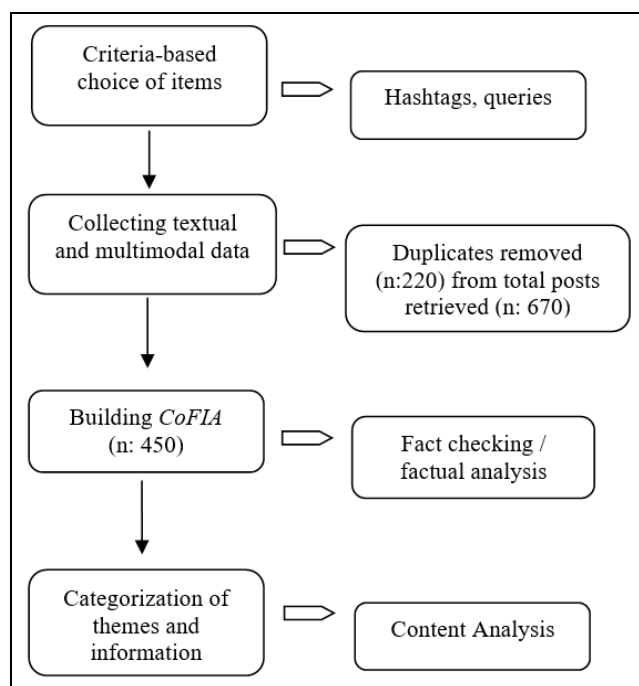
Fig. 1. Flow diagram of research procedure

It was critically important to select information that seemed to lack validity and accuracy. Some posts share partially or fully the same content. For that, a filtration process took place before creating the Corpus of Facebook Infodemic in Algeria (CoFIA).

As the data collection process is shown in Figure 1, CoFIA is compiled from a total of 450 Facebook posts. The researcher follows certain steps throughout the analysis. First, online fact-checking is conducted by verifying the information's validity and accuracy with the four fact-checkers: *Google Checker*, *Misbar*, *Fatabayyano*, and *the Algerian Press Service*. These trusted platforms provide sources for facts and, in most cases, explain the reasons behind the dissemination of information. Yet, through critical reading of posts, the study provides extra explanations from the Algerian context.

Second, factual analysis is conducted after checking the fact source and the relevant infodemic instance in the corpus. Based on the model of Wardle (Wardle, 2017), the major degrees of harm pertaining to the information type are identified as false, misleading, manipulated, fabricated, and harmful (see Figure 2). The corpus items are labeled with degrees and types in the course of fact-checking. In this step, it is necessary to check the actor (the one who posted), the actor type (individual, organization, TV channel, etc.), the intended audience, intent to mislead or harm, accuracy, and actions taken (reactions, comments, shares).
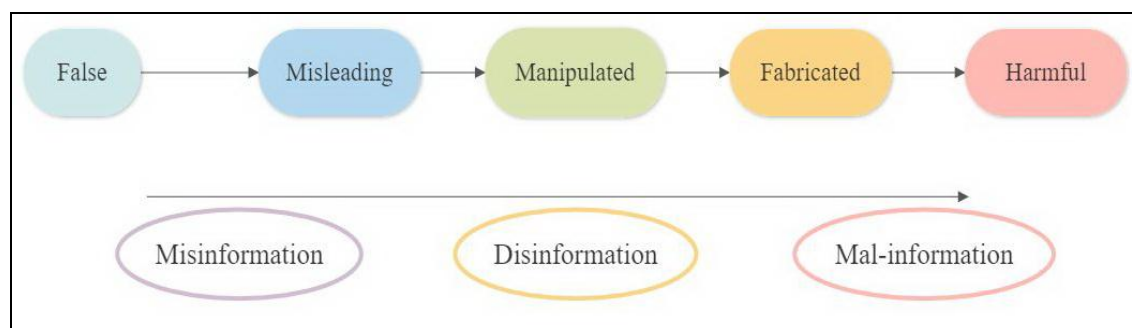
Fig. 2. Rating information in relation to their types

Finally, after checking the frequency of mis-, dis-, and mal- information in CoFIA, the linguistic features of posts are qualitatively analyzed in order to confirm the intention of misleading or harming. The focus is on the repetition of certain expressions, the use of adjectives, neologized lexicons, metaphors, implicature, and other stylistic features that contribute to the quality of the information shared.

3. Discussion
The items in CoFIA have been categorized according to their themes, type of information, date of posting, and quality of rating. The major themes of the posts are self-diagnostics and home remedies. Both are ways of recommending certain solutions or physio-natural practices. Such information themes are commonly not attributed to experts or doctors. For that reason, medical treatment content represented a lower rate. Indeed, the risks increase when the misinformation is shared by doctors; thus, even if the rate of such theme is low, the impact is still remarkable. Similarly, journalists, speakers of government health centers, and news agencies' official pages also affect public awareness, despite the quantity of relevant posts attributed to them.

Table 1. Content categorization of *CoFIA* items

Theme	Freq.	%
Self-diagnostics	91	20.22
Home remedies	87	19.33
Disease symptoms	82	18.22
Disease effects	79	17.55
Medical treatments	71	15.77
Government response	40	8.88
Total	450	100

The major infodemic themes in CoFIA appeared to be self-diagnostics and home remedies; the former are mostly not by expertise (Abbas et al., 2021; Ding et al., 2021) and the latter are inappropriately addressed (Chou et al., 2018). However, Algerian Facebook users seemed less likely to share inaccurate claims regarding governmental responses. Even being politically engaged did not reflect the quality of information shared by a TV channel or official organizations (Valenzuela et al., 2019).

The factual analysis reflects a spate of claims and reposted rumors by individuals and organizations. Some of these posts have been debunked through neutral, official online (Arab and worldwide) fact checkers. As satire is one of the forms of misinformation, the corpus of this study contained some satirical claims that were intended to fool people (Zhang, Ghorbani, 2020). Most of these satirical instances are within disease symptoms, effects, and government responses. Indeed, not only experts in the field but also ordinary people wanted to interpret the ways such a virus might affect their health. Crucially, they all fell for untrusted remedies or cures. Some information was then proven to be less or more harmful accordingly (Bode, Vraga, 2018).

The phases of creating and features of distributing information were identified (see Table 2) in order to determine the level of harm and effect they cause. Posts by individuals were 65.55 %. Although organization-attributed items in CoFIA were numerous, official sources and actors were only 15.55 %. Further, through the discourse presented and discussed in comments and replies, and based on the pragmatic features of posts, 28.22 % of CoFIA items represented posts that showed no intention to mislead. Information that contained hate speech, discrimination, or illusion was considered harmful, and it was 19.77 %. The following table demonstrates with statistics the results of the CoFIA factual analysis.

Table 2. Infodemic features (n, %) in *CoFIA*

Criteria	Features in Posts		
Actor	Individuals 295 65.55 %	Organizations 155 34.44 %	
Actor type	Official 70 15.55 %	Unofficial 380 84.44 %	
Intended Audience	Members 136 30.22 %	Social Groups 149 33.11 %	Entire Societies 165 36.66 %
Intent to Mislead	Yes 323 71.77 %	No 127 28.22 %	
Intent to Harm	Yes 89 19.77 %	No 361 80.22 %	
Accuracy	Misleading 141 31.33 %	Manipulated 188 41.77 %	Fabricated 121 26.88 %
Action taken	Ignored 123 27.33 %	Shared in support 229 50.88 %	Shared in opposition 98 21.77 %

After checking the validity and factuality of the posts, three levels of accuracy were counted, and the manipulated types of posts were dominant (41.77 %). The misleading posts were 31.33 %, whereas the fabricated contents were expected to be higher. Its rate can be explained by and connected to the low rates of harm intentions and official actors (Wu et al., 2019). Further,

the public reactions to posts were taken into consideration as they reflect the extent to which people are aware of the truthfulness of the information, channel, and/or actor. Ignoring the disqualified information and opposing them were a sign of awareness beholden regarding the risks of trusting them. (Suarez-Lledo, Alvarez-Galvez, 2021)

Based on fact-checking and factual analysis statistics, the categorization of infodemic instances in CoFIA are demonstrated in Table 3.

Table 3. Information types in *CoFIA*

Information type	Freq.	%
Misinformation	188	41.77
Disinformation	163	36.22
Mal-information	99	22
Total	450	100

De- or upgrading the harms or level of illusion and invalidity contributes to identifying the information type (Wardle, Derakhshan, 2018). Mal-information was apparent with a 22 % in CoFIA whereas misinformation occurred with 41.77 %. Throughout the infodemic shared by Algerians on Facebook, language was a noteworthy element that constituted the realities, validity, and integrity of the information. In this respect, the qualitative content analysis of some items in CoFIA will demonstrate how the linguistic features could contribute to the verification of the infodemic and its effect.

The following excerpt demonstrates misinformation from an official source:

"Ivermectin Vaccine: Scientists from Australia discovered a vaccine that destroys coronavirus in 48 hours and stops its spread in the body cells. Dr. Cailey Augastov: "we found that one dose can remove basically all of RNA of the virus." Now, search is made on determining the human efficacious dose to confirm that the level used in the lab is safe for humans. /Source: *Al Huraa*, the American TV Channel." (CoFIA, item 4)

The Algerian TV channel *Echorouk* hurried to post misinformation full of content fails. Initially, allusion, which is an indirect reference to a figure, was apparent in the post when the doctor's name was mentioned. Indeed, when a quote by a doctor—even an imaginary name—is delivered, the post will tend to have much validity. The underlined words in the caption refer to ambiguous or fabricated figures. One must question 'what scientists? And what lab exactly?' Again, a contradiction is found in the use of the one-dose effect and the progressive work on an efficacious dose. When it is read in the source language, words like 'discover', 'destroys' and 'remove' are not the best choices.

Moreover, this excerpt demonstrates disinformation from an official source:

"Replying to Pasteur Institute: we received Pasteur institute's reply with a great sorrow after a long waiting period. We -as the creatives' organization team- know that it is not within the authority of the #Algerian Pasteur Institute to opine about the efficacy of the vaccine. We just wanted to reveal its pharmaceutical composition in order to start marketing for it. After finishing initial actions, we'll move to the competent authorities. We re-confirm to all the Algerian people and the whole world, the vaccine discovered by our organization is 100 % efficacious, and it is a medication made by Algerian and Iraqi experts in our organization, and it was not only me who discovered it. / Mr. Loth Bonatero, organization head." (CoFIA, item 26)

The Algerian researcher Bonatero announced on several occasions that some Algerian and Iraqi experts could develop a medication for the novel coronavirus. In a TV interview, the aforementioned researcher claimed that he was ready to be imprisoned if the vaccine did not work. The facts were screened, yet the information was manipulated by some journalists and Facebook users. Bonatero used certainty in the text in bold. The italicized text denotes the tone of certainty about the efficacy of the vaccine despite the contradictions mentioned. The actor used 'we' and 'them' to describe a battle of ideologies. The actor also used inclusive language, as in 'our organization' and 'we' excessively. This could misdirect the audience from the paradox when the aim cited was to show the composition of the medication and the actor insists on its efficacy. From the post, one may notice the hurry that the actor lives in to market the medication without clear

references to names. The paradox of waiting for the institute and claiming to have no opinion was also implicitly posited. The closure of the text reflects how the actor is avoiding responsibility by including himself within a team.

Linguistic features of headlines and body texts can be counted as keys to detect factuality of news (Zhang, Ghorbani, 2020). Based on various linguistic structures and their relative and iterative effects on message deliverance, Table 4 demonstrates the qualitative insights taken from highlighted texts in CoFIA instances.

Table 4. Some linguistic features with effects on information

Excerpts	Linguistic Features	Effect on information
Why is the number of Corona deaths large in Algeria?	Question, paradox	Opening the information with a rhetorical question makes the audience concerned about the content. Besides, the paradox is situational because the time of the post was in March 2020, when the case was not highly dangerous.
COVID-19 *fooled* us all	Personification, satire	The actor provides a figurative description to rethink the origins of the virus and let the audience speculate on the purpose of the information.
Everyone is talking about Avijan because of its good and *very impressive* results with *no* side effects	Hyperbole, judgmental	The public is used as an agent to make it hyperbole. Describing the vaccine
The WHO currently confirms that Algeria *is out of danger* and announces its *control* over the Coronavirus and expects life to return to Algeria again.	Metaphors, paradox	This was posted in March 2020. It seems that the actor attempts to share hope with false news. The paradox is situational because, at that time, official news claimed a rise in deaths and case tolls.
Protective masks today for *200 dinars in pharmacies.* Fear my Lord, people, it is time for *solidarity,* not time for *quick profit.*	Generic phrase, juxtaposition	The actor here notifies the audience of the necessity to call for free masks. Being generic meant that all pharmacies sold them at that price.
A *dangerous* variant named *Hehe* is expected to kill *five million*	Evaluative adjective, satire, hyperbole	The variant name was fabricated for fun. The number mentioned was not yet reached by COVID-19.
Bonatero says that *they did not allow* him to try the medication, *nor did they allow* him save people	Ambiguity, generic phrase	Despite the factuality of what Bonatero claimed on TV, the post included 'they' as unknown agents. It was ambiguous in its generic choice.

The content analysis revealed that infodemic instances in CoFIA covered and demonstrated several cases of exaggeration, manipulation, fabrication, misleading, and detailed descriptions. Such content features misdirect readers and listeners and contribute to the conventional dissemination of any quality or level of information. Those features are considered the main strategies that can convey misinformation and disinformation through the stylistic and linguistic devices exercised and implemented. Among the major ones explained, we mention generic phrases, evaluative adjectives, and figurative language. Misinformation actors, besides, tended to represent a sort of profanities as the language of marketers might do (Di Domenico et al., 2021).

Algerian sources of infodemic shared on Facebook varied from official to unofficial. Yet, the health information that is conveyed by Algerians on Facebook tends to be oversimplified. Even official sources did not seem professional in delivering the information objectively. Less attention

was paid to the neutral tone, precision, accurate terminology, etc. For that, the language of the fact has the intrinsic power of being free of personal attitudes, figurative aspects, useless repetition, paradox, etc. Yet, the nature of social media users' content absorbed diffusional characteristics that reached low control rates by audience (Allcott et al., 2019; Chou et al., 2020).

Due to the urgent need for saving lives, Facebook adopted new approaches to detect and categorize news according to users, contents and contexts (Iosifidis, Nicoli, 2020). As reviewed by some researchers, the objective of sharing any quality of information is the core motive to cause or avoid harm (Ahmad, Murad, 2020; Wang et al., 2019). The period during the COVID-19 health emergency, when Algerian Facebook users engaged on social media platforms, served as a crucial timeframe and a reference point for examining the patterns of content consumption amidst significant events, particularly at a time when the reliability of information was in question (Cinelli et al., 2019; Vraga, Bode, 2020).

4. Results

During the first few months of the pandemic and the health emergency case, it was difficult to check the factuality of some potentially harmful information. This is due to the novel nature of the virus, the lack of scientific evidence, and the daily-updated suggestions and regulations from official organizations. The challenge to risk communicators is posed by the high uncertainties surrounding the pandemic. Further, clear and accurate information has never been more important than it is in times of health crises. As a coping strategy, people turned to social media to deal with their anxieties that the pandemic and lockdown started to cause.

Algerian Facebook pages, groups, users, and influencers have participated in misleading public health awareness strategies. Thus, they caused an alarming level of digital destruction. The latter, in turn, could be an obstacle in the face of sharing the appropriate situational awareness, enhancing social cohesion, and reaching an effective public response. As a way of portraying Algerian cultural, social, and linguistic features, some neologized words appeared with the coronavirus outbreak. Different structures and word classes of 'Corona' have been used in different dialects to ironically and satirically express information about the pandemic. For instance, '*yetcoran*' as a verb means to catch the coronavirus; '*mcoran*' as an adjective means being affected by the virus. Using such words in posts surely indicates that the shared content is unofficial (Asif et al., 2021).

Facts are not opinions, and for that reason, the majority of actors in CoFIA were making predictions and influencing attitudes. Besides, the linguistic devices evoked the reader's critical thinking, provided information from different angles, and portrayed variant attitudes and judgments. Many of the debunked misinformation could easily be debunked by checking the language. Therefore, the linguistic features of CoFIA content can still be used to check how language shapes attitudes rather than assess the validity of the information. As occurred around the world, some statements, claims, and discussions of various theories related to the origin of SARS-CoV-2 and its malicious goals appeared among Algerians on Facebook. A limited number of CoFIA posts reflected on the conspiracy theory; however, the tendency to seem logical when mentioning past events might convince the audience that the pandemic is a fabricated event.

In previous studies, mal-information consequences tricked people, increasing their anxieties, and providing them with false and ineffective remedies (Freiling et al., 2023). In Algeria, fewer instances of misinformation existed. The mal-information qualities appeared mostly when doctors, presidents, or public figures stood with such ideas to provide a seemingly logical explanation for the crisis. Besides, the infodemic in Algeria has been represented through various types of scams. Facebook users exploited people's fear of the coronavirus and the uncertainty surrounding the pandemic to disseminate unverified information. Some families whose members died because of the virus believed unverified information and reacted violently in hospitals. Some doctors were treated badly for the misconceptions that patients may have had about the disease.

Many researchers in the fields of information management and health policy have reviewed the COVID-19 infodemic, presented some guidance (Király et al., 2020), and proposed different approaches to tackle the issue (Janmohamed et al., 2021). Similar research using other tools like sentiment analysis (Iwendi et al., 2022) may bring new insights into how and why Algerians believed different untrue information about COVID-19. Understanding the reasons why people consume such information easily would help the immunization program and safety protocols be realized in the country.

5. Conclusion

This research project has conducted a factual content analysis of infodemic instances in Algeria. Online fact-checkers have been used to confirm the quality of information shared on Facebook, the most popular social networking site in Algeria. Besides, the linguistic devices employed reflected the level of information's truthfulness and harm. Based on the study corpus criteria, misinformation is revealed as the major type of infodemic disseminated by Algerians on Facebook. The study also found that the integrity of information can be corrupted simply by the way actors deliver it. Through several CoFIA examples, it was proven that linguistic aspects contributed to the logical interpretation of whether the information was factual or not. Figurative language, evaluative adjectives, generic phrases, and other rhetorical devices were the major linguistic features that had been employed.

The COVID-19 infodemic in Algeria has not been effectively addressed through critical and optimal decisions. For that reason, the management of the pandemic period and the loads of information shared by the public, journalism, institutions, and even some governmental bodies have not been seriously considered. The Algerian government should make a difference through departments of security like cyber security and infrastructure security by issuing notices about inauthentic activities or attempts to push misinformation via social media, essentially warning consumers to check their sources when it comes to health care.

Successful crisis management can be supported by raising situational awareness about the risks of misinformation. Besides, much data needs to be annotated for the purpose of evaluating and fighting infodemics. Indeed, machine-processable annotations could help policies of crisis management attain a clearer picture of how institutions and individuals perceive or think about certain information. However, there have always been some limitations due to the dynamic nature of the web and the scalability of such approaches. To be prepared for any future infodemic, the articulated 'semantic web' in the digital era should always be revisited. Furthermore, the improved artificial intelligence tools can help in the detection and categorization of misinformation. The automaticity would support big data processing and qualify as a backup to infodemics' management policies.

Supplementary Data

A sample of CoFIA data is available at https://osf.io/yzb2a/

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Media Education Technologies in the Training of Future Social Educators as an Effective Tool in the System of Continuous Education

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Abstract

This article is devoted to the conceptual foundations of modelling the system of continuing education of socio-pedagogical personnel in retrospection of modern transformational processes taking place in society and determined by the spread of such a phenomenon as "digitalization".

The authors focus on new approaches in the system of training competitive and highly professional personnel in the field of social sphere using media education technologies.

As a result of the research, some conclusions have been formulated:

- the phenomenon of "continuous education" is a global trend, a fundamental determinant of socio-economic development and an important condition for improving the quality of professional competence of a teacher at all stages of professional activity;

- the authors have developed a model of continuous education for specialists in the social sphere. The basic principles of the model organization are: integrity, multi-stage character, flexibility and variability, continuity and advancement of educational programs of pre-university training.

The authors' position in developing the model is based on the following major components of the system of continuous education for social sphere specialists:

- unification of intellectual potential in solving crucial issues of pedagogical education;

- training continuum of highly qualified socio-pedagogical personnel and promoting students' motivation for the pedagogical profession;

- practice-oriented training of socio-pedagogical personnel;

- selection and implementation of innovative socio-pedagogical practice;

- integration of education and science, integration of media education technologies into the educational environment. The authors of the article single out the following as the key determinants of continuing education of social sphere specialists: hard skills (professional skills); soft skills (social/volitional skills); meta-skills (interdisciplinary skills).

The implementation of the continuous education model will enable to solve the key task of professional training of socio-pedagogical personnel – building a creative competitive personality.

Keywords: continuing pedagogical education, specialist in the social sphere, model of continuous education, competence, digitalization.

1. Introduction

The article contains a comprehensive analysis of the current state of scientific and pedagogical research in the sphere of solving the problem of expanding the conditions for creating the system of continuous pedagogical education in the present-day digital space. From various scientific positions, the theoretical definition of "continuous pedagogical education" was considered and its essential and semantic content was analyzed.

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A significant place in the thoughts of the authors is occupied by the context representing the continuous education of social sphere specialists using media education technologies.

The authors' model of continuous education of socio-pedagogical personnel is positioned, which allows for effective collaboration of educational organizations of various levels in order to create a comprehensive and unified lifelong learning environment that meets modern trends in education, taking into account the use of the digital space.

2. Materials and methods

The factual material of the research is: the system of continuous teacher training and professional development for teachers in Russia (Bondarevskaya, 2007; Grishina, 2016; Perminova, 2013; Verbitsky, 2016, etc.), findings based on analytical methodology obtained during the interpretations of the concept "continuous social education" and fundamental competencies (Fatykhova, 2010; Mardakhaev, 1997; Shadrikov, 2004; Starovoitova, 2009; Zimnaya, 2003, etc.).

During the research work, the following basic methods were used: synthesis, analysis, comparison and generalization. A significant role was played by the comparative method, which allowed us to apply an evaluative approach to the study of developing the current ideas about the phenomenological configuration of the concepts "continuous education" and "key competencies" in training social sphere educators.

Relying on the above mentioned methods in close interrelation allowed us to fully examine the specifics of the system of continuing education of socio-pedagogical personnel, taking into account the integration of media education technologies in the context of promoting key competencies as a significant segment of the new didactics.

The leading goal of our research was to study the potential of media education technologies in teaching students of the socio-pedagogical learning profile as an effective condition for the system of continuing education.

3. Discussion

For about several decades, the study of the phenomenon of "continuous pedagogical education" has occupied key positions in the field of research interest of not only Russian but also foreign scientists, since its role in the development of the pedagogical education system is great indeed. Foreign scientists were actively focused on the study of continuing education of teachers: pedagogical leadership (Bush, 2002; Clement, Venderberghe, 2001; Pavlou, 2004); models, forms and methods of continuing education of teachers (Chance, 2000; Hollingsworth, 2004; Ross, 2000; Villegas-Reimers, 2003).

Besides scientific research on issues of continuous education was conducted by such foreign researchers as M.A. Collins, T.M. Amabile (Collins, Amabile, 1999), J.P. Gee (Gee, 2003), M. Iansiti, R. Levien (Iansiti, Levien, 2004), S. Kelly, B. Nardi (Kelly, Nardi, 2014), S. Slick (Slick, 2002), S. Wu, Lin C.Y.-Y. (Wu, Lin, 2019) and others.

The specifics of modern approaches to creating a system of continuous pedagogical education are reflected in the studies by E.V. Bondarevskaya (Bondarevskaya, 2007), V.G. Bocharova (Bocharova, 2010), R. Gleason, P.N. Kirillov, N.I. Koryakina, A.S. Ermakov, D.S. Ermakov (Gleason et al., 2020), Yu.V. Grishina (Grishina, 2016), I.A. Kolesnikova (Kolesnikova 2014), L.M. Perminova (Perminova, 2013), A.A. Verbitsky (Verbitsky, 2016), A.G. Zalyalova (Zalyalova, 2010) and others.

The significant scientific contribution to the development of the general concept of continuous education, postgraduate, and lifelong education was brought by leading scientists of the Russian Academy of Education A.M. Novikov (Novikov, 2011), T.Yu. Lomakina (Lomakina, 2014), A.K. Oreshkina (Oreshkina, 2014) and others.

L.V. Mardakhaev (Mardakhaev, 1997), V.A. Nikitin (Nikitin, 1997), I.A. Zimnyaya (Zimnyaya, 2003) and others pay special attention to the system of continuous education of social and pedagogical staff.

Today, it is difficult to overestimate the scientific contribution of the Russian Academy of Education and its structural divisions engaged in fundamental research on the most promising pedagogical challenges, covering, due to their invariance and generality, the main levels of continuous education.

Quite reasonably, in our opinion, the most famous researcher in the field of determining the theoretical and methodological fundamental basis of continuing pedagogical education

A.M. Novikov argued that the system-forming factor of continuing education is its integrity, that is, not a mechanical increment of elements, but a deep integration of all educational subsystems and processes (Lomakina, 2014). The richest pedagogical heritage of A.M. Novikov has tremendous scientific and practical significance. It seems relevant to use the practical and scientific research findings of continuous education in the process of modelling modern continuous pedagogical education. According to the Head of the Center for Continuing Pedagogical Education, Russian Academy of Education, T.Yu. Lomakina, continuing education is a process of the individual's growth in terms of the educational (general and professional) potential throughout their lives, organizationally provided with state and public educational institutions and satisfying the needs of the individual and society. Its purpose is to enlarge the possibilities of labor and social adaptation of the individual in a dynamically changing world (Lomakina, 2014).

Justifying the importance of building a system of continuous pedagogical education, K.A. Oreshkina perfectly and precisely, in our opinion, focuses on modelling the segments of the continuous education system addressing the needs of post-industrialism, which requires serious scientific support associated with the deepening of the theory of continuous and post-industrial education (Oreshkina, 2014).

Undoubtedly, based on the results of the content-analytical discourse, it can be indicated that today one of the main goals of the continuing pedagogical education system is, first of all, creating a set of conditions promoting the effective development of continuous general and professional development of the teacher's personality, systematic transformation of professional competence and increasing the level of competitiveness.

It seems relevant to focus on the cognitive and developmental paradigm in the context of modernizing the system of continuing pedagogical education, the main provisions of which are proposed by G.I. Gerasimov (Gerasimov, 2013).

The methodological basis of the cognitive and developmental paradigm is continuity with the principles of developmental learning. A key point in this context is understanding of the main contradiction of the traditional "transfer of knowledge", in which the gap between the "broadcast knowledge" and the peculiarities of human mental activities is obvious. The educational process is focused on discovering a way to gain knowledge and is generally built as a process of theoretical thinking (Gerasimov, 2013:129).

The cognitive and developmental paradigm in the system of continuous pedagogical education will allow to carry out teacher training focused on self-reproduction of educational activities in the continuous form and nature. The mechanism of self-reproduction is achieved by developing methods of using the previous experience to master some initially unknown qualities, properties, etc., "integrating them into the world, then the result of the activity does not fade into need, but instead serves as an effective mechanism for further deployment of the goal content" (Gerasimov, 2013: 131). To a greater extent, we denote that in the context of the cognitive-development paradigm, the educational process is carried out as a process of deploying essential forces (Gerasimov, 2013), which undoubtedly makes this kind of activity continuous. Undoubtedly, the issues concerning the competence building, which determine the level of professionalism of a specialist, acquire a dominant role in the context of transforming vocational education.

So a number of scientists (Fatyhova, 2010; Shadrikov, 2004; Starovoitova, Arishina, 2009; Zimnaya, 2003) focus on the following basic or key competencies that a contemporary professional should be endowed with: informational, professional, value-based and meaningful, educational, cognitive, general cultural competencies, social and labor, and personal self-improvement.

In this context, it is very reasonable to focus on the view point of I.N. Golitsyn, who stated in his scientific article "Generations of e-learning in modern education" that a student is always at the center of the educational ecosystem, wherever he studies, at a university or at a college where his formation will take place not only as a professional, but also as a person (Golitsyn, 2017).

Since today's students require greater mobility and a personal-oriented approach to learning, universities are not only introducing new technologies, but also working in this mode – Education 4.0. It is obvious that innovative teaching methods need to be included in the pedagogical system – online content, blended learning models, smart spaces, practical activities in all areas of training with the opportunity and right to choose.

Now this is becoming the essence of advanced training in the specialist training system. This approach is confirmed by other researchers. So, according to M. Klopp and J. Abke, the following aspects of advanced training 4.0 are important: advanced course materials, practical work,

replacement of learning material demonstration by laboratory work, training on demand and in network communities, independent training in the "time and place" mode, mobile training in the self-organization and self-awareness mode combined with different methods and learning environments (Koop, Abke, 2018).

Thus, based on the content analysis in research work, it can be emphasized that today there are a significant number of semantic interpretations of the term "continuous pedagogical education". On the other hand, it is possible to distinguish a significant feature of a continuous, stable structure, including primary, secondary, higher vocational and postgraduate education. In addition, referring to the concept of "continuous social education", it is important to indicate that the essence of this phenomenon is reduced to understanding the aggregate by an element (pre-university, university and postgraduate education, a labor market participant) of a single holistic system, which goal is training a specialist – a professional in the social sphere that faces the new challenges of our time.

4. Results

Recently, in the space of Russian education, active research work has been carried out in modernizing the system of continuous pedagogical education. An important place is occupied by tasks related to determining the range of topical issues concerning continuing education of socio-pedagogical personnel in the conditions of modern digital society.

Undoubtedly, the ongoing transformational processes in society have actualized the urgent need to provide the social sphere with highly qualified specialists who have a "new" culture of thinking characterized by a high level of innovative activity. In this context, the importance of mastering new knowledge, the key competence of professional training of specialists in the sphere of social area has become obvious. It determines the significance of this content in all learning profiles in mixed and flexible education in a modern university. Currently, the Department of Social Pedagogy of the Faculty of Psychology, Pedagogy and Defectology of Don State Technical University is actively engaged in creating a system of continuous education of social and pedagogical personnel taking into account the transformational processes in society. The leading goals of building the system of continuous education in social professional training are:
- integration of intellectual potential in solving crucial teacher training issues;
- training continuum of highly qualified socio-pedagogical personnel and promoting students' motivation for the pedagogical profession;
- practice-oriented training of social and pedagogical personnel;
- integration of science and education, use of innovative social and pedagogical practice.

In the research course, the authors developed a model of continuous education of a specialist in the social sphere, taking into account the transformational processes in society.

The implementation of the model of continuous education of a specialist in the social sphere includes several stages: the first stage, career guidance for students in grades 9-11; organizing specialized groups in teacher training colleges; the second stage, bachelor and master university studies; stage three, PhD studies, doctoral studies and, finally, a research center or advanced training courses. At the same time, the training of specialists in the social sphere implies multistage education which is reflected in the implementation of three stages: pre-university; Bachelor and Master degrees; PhD research.

The model involves training teachers in the social sphere at the following levels: educator-practitioner; educator-mentor; innovative educator; educator-researcher (see Figure 1).

The basic principles of the model are: integrity, multi-stage training, flexibility and variability, continuity and advanced level of educational programs of pre-university training.

In this context, it is relevant to emphasize that an important aspect in the model of continuous education of specialists in the social sphere is network cooperation which allows to reach "Education 4.0" demanded by our time. In our opinion, "Education 4.0" puts the student at the center of the educational ecosystem and makes it possible to structure the educational trajectories taking into account the final result. Obviously, the specific features of the social and pedagogical personnel training are determined by the competencies (general cultural, professional) which act as a fundamental basis that ensures the successful professional activity of a specialist.

As part of the continuing education system, it is important to study the level of readiness of the future specialist in the social sphere, as a result of which a specialist monitoring scheme using the concept of skills is built. The aim of the study is to identify the level of the acquired skills.
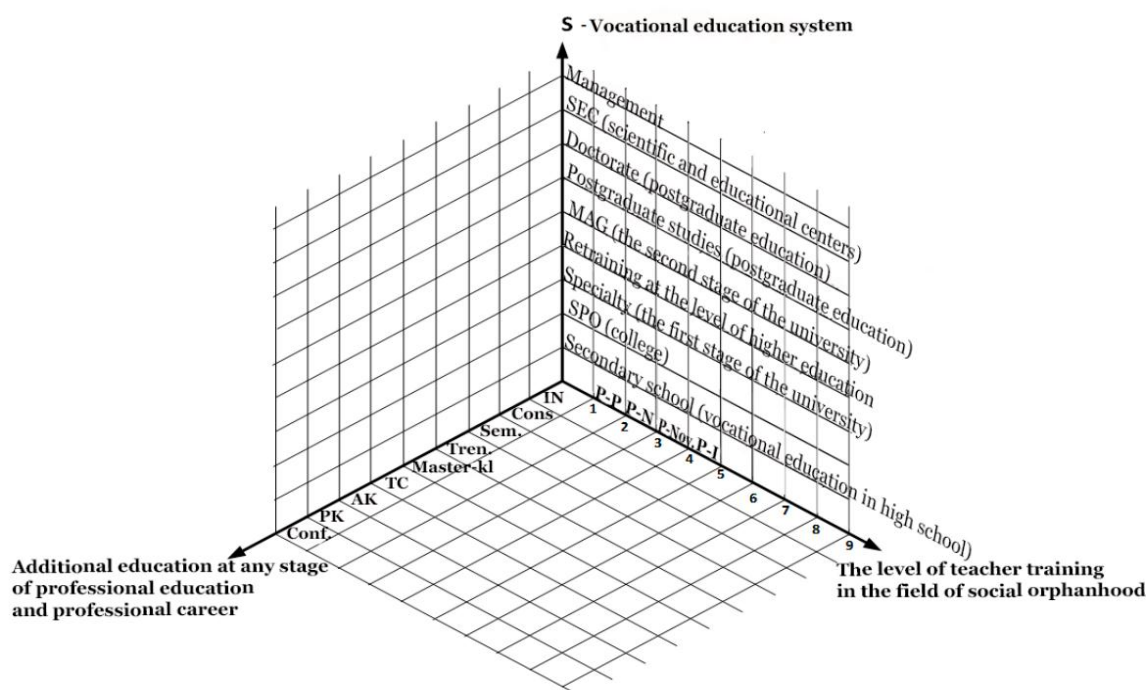
Fig. 1. Model of continuous education of professionals in social sphere

Note that we focus on three levels of skills: 1 – hard skills (professional skills); 2 – soft skills (social / conative skills); 3 – meta-skills (interdisciplinary skills). However, we are convinced that in order to successfully carry out the professional activities of social specialists, possessing only hard skills is not enough, it is necessary to form soft skills and meta-skills. Soft skills – social skills – the concept of 4 "C" (communication, creativity, critical thinking, and crew work). Meta-skills are unique competencies of professionals – they provide an opportunity to see everything in a wide context, see their specific activities, including the related learning profiles (for example, health practices, etc.). In view of all the above, a competence-based model of a modern social educator was developed (see Figure 2).

Undoubtedly, today, to achieve the highest level or skill in professional activities, it is not enough for a social educator to have these three skills groups. One also needs the understanding of the mission and the value of their activities, and striving for continuing education). The central line in our new system of continuous education of specialists is formed by transcendental/existential competencies.

So, today, upgrading the education system in Russia requires applying efforts in improving the quality of social specialists training, increasing the professionalism level to meet the challenges of modern society in the context of innovative behavior competencies.

The use of media education technologies with a student audience will allow us to find possible solutions to many problems.

In particular, the analysis of audiovisual media texts in different university subjects includes the use of various types of media education technologies.

It should be noted that in most cases former Soviet media education technologies are universal; they can be easily transformed in accordance with age characteristics; goals and objectives of a specific lesson and the entire cycle of media education as a whole; peculiarities of the particular educational institution; the type of the lesson, etc.
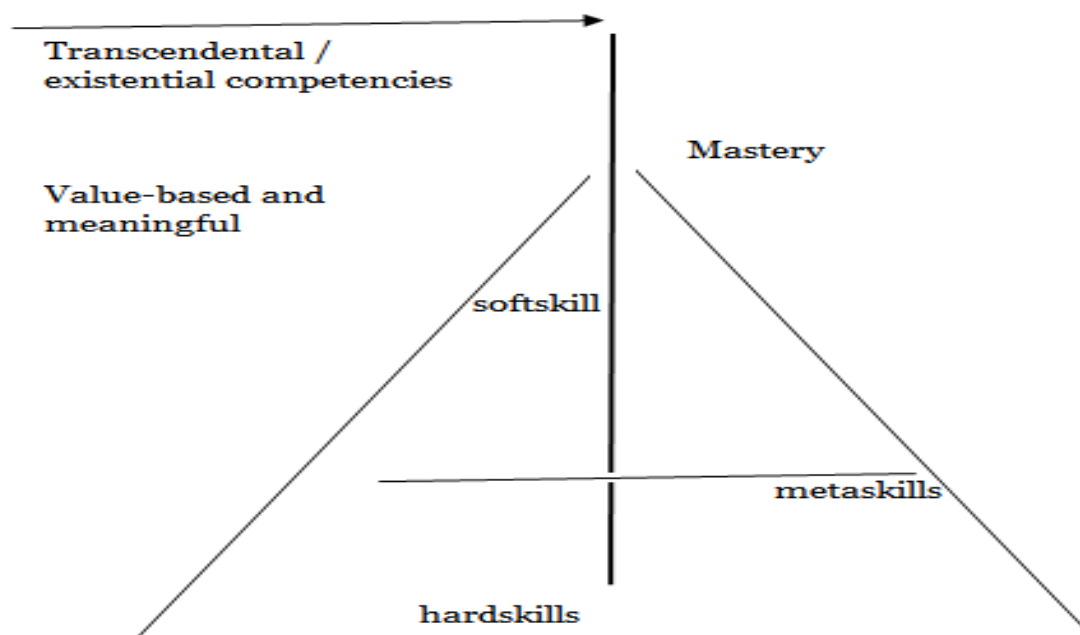
Fig. 2. Competence-based model of a modern social educator

It is very effective to use the following media education technologies in the practical segment: viewing and analyzing media texts, in particular, the method of working with documentaries and feature films can be used. It involves the definition of genre, artistic specifics of the media text; discussion of its advantages and disadvantages; a review of the media text. The analysis of audiovisual media production is closely related to modern media texts specific features.

During the analysis of media stereotypes of the media text under study, it is relevant to study of the following concepts: the storyline, the context in which the main events of the media text take place, stereotypical character traits, values, and language (including facial expressions, gestures, clothing, etc.).

Completing the task leads the audience to the conclusion that the basic structure of the media text is conditioned by the genre. The main conflict of the plot is caused by a significant event in the life of the character that pushes him or her to look for a solution in order to return to their normal life again.

At the same time, the media education technology of reviewing the media text can be harmoniously integrated into the educational process of the student audience.

To identify the genre specifics of media texts, we can offer the following media education technology – a media text review which is aimed at identifying the typical features of a certain genre / type of a media text. Among such features, it is necessary to focus on the key characteristics of the genre/type manifested in the composition, the means of expression used, etc.

No less significant is the following media education technology – the analysis of the media text character in the given conditions. Students are asked to complete the task – to describe/demonstrate the characteristics (actions, motives, relationships) of the same character in media texts of various genres. During the discussion, students identify the proposed topics and the relationships between the leading characters in the events of different genres.

In addition, after the student audience gets acquainted with media texts with a diverse genre transformation, a comparative analysis can be carried out. The task allows the audience to develop analytical skills, to conduct a content analysis of the images representation by teachers and students at each specific stage of historical development.

To date, a huge amount of negative media content actualizes teaching both schoolchildren and university students the ability to perceive, evaluate and analyze media texts, as well as the ability to deal with modern mass media production, to identify fake information and manipulation techniques, including negative effects on the subconscious. The authors of the research fully agree with the view point of A. Fedorov, Fedorov et al., A. Levitskaya, E. Kutsenko and others, who states that the ideal media education is a system built from primary school to graduation, and this will

entail a change in teacher training, thus actively involving them in media literacy (Fedorov et al., 2016; Fedorov et al., 2020; Fedorov, Levitskaya, 2015; Fedorov, Levitskaya, 2018; Kutsenko, 2011).

To recapitulate, we are absolutely convinced that the above-mentioned media education technologies in training intending social educators is one of the effective tools that ensures productive functioning of continuing pedagogical education.

5. Conclusion

So, in the center of our research interest was continuous pedagogical education in the context of social educators professional training based on integrated media education technologies as a basic tool determining the effective organization of continuing education system at the present stage.

The findings of our analysis suggest that continuous education has become a global trend, a fundamental determinant of social and economic development and an important condition for improving the quality of professional competence of an educator at all stages of their professional activities. Undoubtedly, in the era of the information revolution, continuous education is considered as one of the new mechanisms of educational activity of all segments of contemporary Russian educational environment. Today the educational ecosystem cannot do without the use of information and media technologies, including network technologies, as well as computer networks and telecommunications – the Internet, e-mail, Wi-Fi, IP-telephony, etc. The time for "digits" has come, thus determining new requirements for a professional specialist. In this context, the importance of mastering new knowledge and the key competences of professional specialists in the social sphere has become obvious. This makes this media content significant for all learning profiles in blended and flexible modern university education. During the study, the authors developed a model of continuous education of social sphere specialists. The basic principles of the model are: integrity, multi-stage training, flexibility and variability, continuity and advanced educational programs for pre-university training.

The key determinants of continuous education of social sphere professionals are the following skills at three levels: 1 – hard skills (professional skills), 2 – soft skills (social/conative skills), 3 – meta-skills (interdisciplinary skills).

We are convinced that the model of continuous education can solve the key tasks of professional training of social and pedagogical personnel – training creative competitive personalities. Today, the university and the employer urgently need specialists in the "talent development scheme" who can work with personal tracks of open educational digital environment for students in order to strengthen social protection of children within the scheme: a modern specialist in the field of social orphanhood + monitoring the quality of professional personal skills + talent development with the ability to track self-education competencies using self-assessment tools in self-development.

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The Informational Components of Social Resilience Within Realization of the UN Sustainable Development Goals

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Abstract
Implementation of the UN Sustainable Development Goals is an important tool to modernize Ukraine. The transforming effect may be enhanced via combination of tasks of the UN Sustainable Development Goals with principles and approaches to ensuring the Ukrainian national resilience. Here, the concept of social resilience requires researching specifically with focus on the triad "person – community – state". In this triangle, we can single out key threats to social resilience, which correlates with Ukraine's realizing the UN Sustainable Development Goals.

Social resilience determines the implementation progress for 3 of 17 UN Sustainable Development Goals: Strong Health (№3); Stable Development of Cities and Communities (№11); Peace and Justice (№16). Thus, to realize these goals, the state policy must be based on firmer social resilience with necessary indexes.

Keywords: social resilience, national resilience, Sustainable Development Goals, basic service, citizen participation, collaborative planning, adult literacy, discriminatory, teacher training, society, politics.

1. Introduction

Having approved the 2030 Agenda for Sustainable Development and its 17 Goals in 2015, the world committed again its aspiration to this important issue. As UN members, 193 signers assumed responsibility for ensuring sustainable, comprehensive and long-term growth, social integration and environment protection. The aim was intended to achieve on the partnership and peace basis.

The Agenda are an all-purpose act of changing character. It supports observance of human rights. That is an ambitious plan of UN actions to overcome poverty, inequality and environment problems. The document appeals to general prosperity of humanity and Earth. It urges the world to make efforts in building stable and predictable societies.

The 2030 Agenda for Sustainable Development adoption was the consequence of multilateral negotiations from the UN Environment Protection Conference (1972) till the UN Sustainable Development Summit (2015). For over 40 years, the international community had been trying to solve sharp ecological, social and economic challenges. That resulted in conclusion it is national governments who should be primarily responsible for the Agenda implementation.

The Agenda basis is several principles: universality, inclusiveness, equality, etc. Regardless of their income, all countries must contribute to reach common sustainable development. The document concerns all countries.

The Agenda are considered as useful for everybody. It aims at providing aid for all people

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(irrespective of residence; as to certain needs and vulnerability factors). To track the implementation progress, local and disaggregated data are extremely required.

The Agenda treat all 17 Sustainable Development Goals (SDGs) as interconnected and indivisible. Everybody should follow them impartially.

People of any community, race, sex, ethnos, identity, etc. are invited to the Sustainable Development participation. To broaden the Goals implementation worldwide, the multilateral partnership is improved for mobilization and exchange of knowledge, experience, technologies and financial resources.

There are five main components of the Agenda:
- people;
- planet;
- prosperity;
- peace;
- partnership (2030 Agenda for Sustainable Development, 2015).

These components are regarded within three dimensions: social integration; economic growth; environment protection. With the Agenda adoption, the Sustainable Development idea was reconsidered. Subsequently, we have two more components: partnership and peace. The social resilience may be achieved only via their full interaction.

Correspondingly, such an interaction state creates a basis for strategic decisions on the global, national and local levels. Thus, social-political, economic, cultural, ecological and other consequences should be included for resilience achievement. Besides, the Sustainable Development policy must base any Agenda activity on partnership with proper realization tools.

2. Materials and methods

In 2017, Ukraine finished adapting the 2030 Agenda Sustainable Development Goals (SDGs) approved on 25 September 2015 by 193 UN member countries during the Sustainable Development Summit in New York. That resulted in prepared tasks and indexes to monitor and predict for 2020, 2025 and 2030.

These goals and tasks should integrate efforts in economic growth, social justice and reasonable natural resource management. The guidelines were defined for further strategic planning in sectoral policies. To trace the SDGs progress, a set of key indexes was established with estimated values in 2020, 2025 and 2030.

The statistical and sectoral analysis, open sources and data systems, etc. provided an informational base to monitor SDGs and process data of statistics and administration. The current indexes were analyzed for the further SDGs supervision according to national tasks.

The practical task settlement in reaching the SDGs requires a corresponding analytical provision. That concerns different data sources and complex approaches to research risks and factors of social, economic and ecological stability. Consequently, prevention measures can be defined.

The systemic approach to the SDGs progress includes various data types. They determine the progress scope itself, the direct and indirect cause-effect relations, the most influential factors of state policy making.

In selecting the national SDGs indexes, we attempted to find a proper balance between extra national data and index accountability. To minimize the index number, we preferred the multitask indexes. The priority was the indexes whose statistical data are collected and developed officially according to approved standards. The SDGs indexes have objective and subjective indicators.

3. Discussion

The 2030 Agenda for Sustainable Development and its 17 Goals offer a complex approach to understand and solve urgent issues and threats properly.

SDGs do not reflect the full or brief content of the 2030 Agenda. They rather define main influence spheres to reach Sustainable Development. 17 Goals should be regarded as inherent elements of systemic configuration. SDGs are "growth points" that may contribute to the world welfare significantly.

Formed via political consultations and being imperfect, the SDGs show the sharpest global challenges. With respect to achieving certain results, the Goals assist in interpreting the main 2030 Agenda values.

The 2030 Agenda makes it possible to think in a creative and innovative way for solving

current development issues. A special attention in the Agenda realization is paid to the SDGs informing rise. However, these efforts are insufficient to provide long-term changes. It is a deep probe into the 2023 Agenda that is the key condition to implement SDGs. Having approved the Agenda, the UN members assumed the responsibility to carry out an ambitious plan of actions. The latter requires the public, private and scientific coordination. Every person must contribute to reach the common life resilience.

L. Camacho (Camacho, 2015: 18-23) explains difficulties in interpreting the notion "sustainable development". From his perspective, that is a result of differentiating all 17 SDGs by at least two categories. Some of the Goals end in themselves; some of them are instrumental in achieving the others. The former concerns poverty elimination, healthy life-style, etc. Moreover, it is a demographic situation that is a relevant aspect of realizing the SDGs. That influences both development and resilience.

T. Pogge and M. Sengupta (Pogge, Sengupta, 2015) note that the SDGs positive character does not correspond to the self-declared purpose – the international effort coordination to overcome any type of poverty. The authors propose 10 ways of raising the Agenda and SDGs performance on the international level (including the responsibility for their observance). It is argued that the global poverty volume has been constantly reduced. However, one cannot say exactly if that is the moral progress or not. On the other hand, governments should carry out complex institutional reforms to achieve the SDGs.

Another paper by T. Pogge and M. Sengupta (Pogge, Sengupta, 2016) correlates the Sustainable Development Goals (SDGs) with the Millennium Development Goals (MDGs). The authors single out several contexts of them. Firstly, we should focus on historical comparison of the SDGs-MDGs correspondence. Here, the moral significance matters: the present welfare prevails over the past beggary. Secondly, neither the SDGs nor the MDGs define the progress means clearly. Also, they do not differentiate "the responsibility succeeding zones". Poverty may be eliminated through the strict duty distribution among governments and local authorities. Thirdly, although the SDGs appeal to inequality reduction, this aim is going to be reached only after 2029. Such a delay can cause a huge poor mortality with the rich benefiting from national and supernational landscapes.

M. Wynn and P.Jones (Wynn, Jones, 2021) find that the SDGs were created and improved for a stabler future transition till 2030. The UN have urged all governments to reach these ambitious Goals with focus on the private sector in this aspect. The authors assess different approaches of 8 main industries to the SDGs implementation. Other broader issues of the SDGs success are discussed as well.

M. Bexell and K. Jönsson (Bexell, Jönsson, 2017) devote their article to key responsibility problems of the SDGs. The proposed conceptual scheme aims at more systemic research of the SDGs. Here, three responsibility aspects are defined: reason, duty, accountability. That structures the analysis of the main UN Summit SDGs acts: "Transforming Our World: The 2030 Agenda for Sustainable Development" and "The Addis Ababa Action Agenda". Within these three aspects, responsibility is oriented to state and national respect. The aspects are interconnected and may be studied further.

A. Chapman (Chapman, 2017) evaluates healthcare tasks and their conformity with the SDGs. The author notes that the SDGs creators did not reflect in the UN acts the law protection approach to the healthcare SDGs realization. The article deals with disadvantages of human right protection and their consequences for achieving SDGs. The paper focuses on some special medical tasks: children's healthcare, reproductive performance, elimination of health obstacles, general access to healthcare services and remedies.

S. Fukuda-Parr (Fukuda-Parr, 2016) differentiates between the Sustainable Development Goals (SDGs) and the Millennium Development Goals (MDGs) in detail. The main distinctive feature consists in three realization aspects: purpose, conception, policy. From the researcher's perspective, it is the actualization of gender issues that is extremely important for the MDGs-to-SDGs transition. To a certain extent, the SDGs can solve the MDGs drawbacks via a broader and more transformative approach. Thus, the SDGs more properly represent the challenges, opportunities and risks of the 21st century with the need for structural changes in the world economics. In contrast to the MDGs, the SDGs usually focus on the qualitative rather than quantitative development indexes. Their implementation depends on permanent advocacy to increase the authority accountability.

K. Lewin (Lewin, 2019) investigates the SDGs within the education sustainable development. The world community may play a significant role in promoting both the education sustainable

development and education improvement for the common sustainable development itself. The education sustainable development provides conditions when educational systems can ensure enlightenment rights and create infrastructure, learning materials, staff and other resources. Here, the study motivation is fundamental.

Another important question is how the Sustainable Development Goals are introduced into separate local communities. Horne R. et al. (Horne et al., 2020) examined the intersectoral partnerships to promote the SDGs and the New Urban Agenda. Also, they analyzed the United Nations Global Compact – Cities Program. The urban agglomeration vitality and its role for the SDGs were examined. The conducted research of several urban matrixes represents the efficiency of the Sustainable Development Goals and the New Urban Agenda. As common platforms for large interested groups, they are a necessary condition to promote local resilience projects.

Analyzing the 2030 Agenda for Sustainable Development with measures to keep a balance between economic progress and environment protection, Shulla K., Filho W. et al. (Shulla et al., 2019) find it reasonable to eliminate contradictions between developed and developing countries. In spite of the SDGs topicality, it remains unclear how they can assist in solving current and future problems of sustainable development. The authors probe into SDGs potentials (each of 17), namely how they are used to overcome existing challenges of sustainable development.

H. Kopnina (Kopnina, 2016) studies the ecological resilience. The ecological disorder is caused by structural and capitalistic features. According to the researcher, the irresilience panacea is the social-economic development. New emphasis of social-economic aims is conditioned by the SDGs system. The SDGs achievement is hardly going to raise the social equality and economic prosperity. On the contrary, there will be unstable manufacturing and consumption, constant economic and demographic growth as the initial causes of ecological problems. The destructive irresilience trends may be overcome via proper ethical approaches to environment. That can effectively eradicate main disadvantages of sustainable development. The latter is usually anthropocentric, which complicates the proper detection of irresilience source.

Simultaneously, H. Kopnina (Kopnina, 2020) underlines the relevance of education aspects in carrying out the SDGs. Subsequently, the programs "Education for Sustainable Development" and "Education for the Sustainable Development Goals" were adopted. While most educational institutions are ready for accepting the SDGs, there is a question if education for sustainable development is appropriate as enlightenment for future. The author offers to reconsider the sustainable development paradoxes via some alternative education mechanisms based on global ethics, ecopedagogics, ecocentric study, education for sustainable development, human rights.

I. Saiz and K. Donald (Saiz, Donald, 2017) assess strong and weak features of the SDGs in terms of human right observance. Political vulnerability of this aim and its realization prospects are revealed. The authors explain how norms, standards and tools in the human right sphere may assist in accomplishing such a task. Also, they define how mechanisms of human right monitoring can track the progress and authority accountability.

T. Eskelinen (Eskelinen, 2021) estimates the SDGs political sense in UN or national acts. In this respect, utopia and management are represented as ideal and analytical tools for the quality content analysis of the SDGs. Such an approach is especially efficient in assessing the international development policy since it is characterized by excessive utopianism and management expediency. The approach shows the humanity idea as the single subject on the way to common prosperity. On the other hand, the SDGs are restricted by the appeal to modern management, international order and economic development.

D. Gasper (Gasper, 2019) stresses the two-aspect mechanism of the SDGs formation – the procedural and organizational-managerial ones. The author studies their influence on establishing the SDGs implementation system. Here, government, business and civil institutes play an important role. The main actors deal with the triad "aims – tasks – indexes". This system relates to different prospects of global management via the SDGs.

A. Morrison-Saunders et al. (Morrison-Saunders et al., 2020) examine the potential of influence assessment (IA) as the main tool in carrying out the SDGs. The latter are intended for achieving broader results than their IA for the given moment. However, there is a great convergence between the IA and the SDGs, which is researched through the main estimating resilience dimensions: comprehensiveness, strategy and integrity. The "updated IA" can be applied as a key means to reach the SDGs. The IA should become more comprehensive and integrated to make the whole SDGs set and their connections researched deeper.

As we see, the sustainable development issue concerns all sectors of public life: economics, poverty elimination, environment protection, human right observance, etc. Besides, there are other directions of the SDGs implementation: gender equality (Hollida et al., 2019; Gammage et al., 2019; Hennebry et al., 2019; Koehler, 2016; Azcona, Bhatt, 2020); education (Wade, 2002; Ross, 2015; Shulla et al., 2020; Holdsworth, Thomas, 2021; Carrapatoso, 2021; Laksov, 2021); social processes (Endo, Ikeda, 2022; Boess et al, 2021; Matović, Obradović, 2022; Dusík, Bond, 2022; Al-Qudah et al., 2022) etc.

A peculiar attention should be paid to publications about security within sustainable development. There are three levels of security analysis: the global, national and local ones (Harwell, 2012; Orji, 2012; Dimitrova, Petrova, 2011; Buttanri, 2017; Egwalusor, 2020).

Another relevant direction is the social resilience investigation within the UN Sustainable Development Goals (Metaxas, Psarropoulou, 2021; Constantinescu, Frone, 2018; Constantinescu, 2014; Pisano, 2012; Barria et al., 2019; Borie et al., 2019; Cretney, 2014; Elmqvist et al, 2019; Yamagata, Sharifi, 2018; Lebid, Nazarov, Shevchenko, 2021; Lebid, Medvid, Nazarov, 2022).

Today, it is also important to correlate the UN SDGs with principles of national resilience. The concept of resilience was initially applied in ecology, critical infrastructure and natural sciences. Holling C. (Holling, 1973) regarded resilience as the system ability to absorb changes and keep functioning properly. The notion of social resilience was defined by N. Adger (Adger, 2000): the community ability to resist outer impacts of social infrastructure. The social resilience analysis aims at understanding mechanisms of system adaptation to current, sudden or unknown challenges. Many researchers defined social resilience as the ability to absorb changes, to resist instability (Kates, Clark, 1996; Streets, Glantz, 2000).

According to Adger N. et al. (Adger, 2005), resilience is measured as the violation value that the system can withstand with a stable functionality. From the social-ecological perspective, resilience is treated as the system ability to absorb violations and restructure in case of changes for keeping the same components, functions, identity and feedbacks (Folke, 2006). In terms of sustainable development studies, the resilience definition was also supplemented with the system ability to train and adapt (Berkes et al., 2003).

Therefore, resilience is regarded as "a border object" between natural and social sciences (Star, 2010). One of fundamental resilience ideas consisted in the fact that environment problems cannot be separated from the social context (O'Brien et al., 2009). That was a critical response to the conservative resilience definition (Pelling, Manuel-Navarrete, 2011).

Lately, resilience supporters have updated their conception via the added notion of transformation or transformability. The system is believed to have several potential stable states or gravity basins. Together, they form "the stability landscape" (Gallopin, 2006).

All definitions of social resilience concern social subjects (persons, organizations, communities) and their abilities to resist, absorb, overcome and adapt to different ecological and social threats. As many researchers note, the initial point for empirical studies of social resilience is the questions "Resilience to what?" and "What is the threat or risk that we examine?" (O'Brist et al., 2010).

Examples of social resilience reflect a wide range of threats (Cinner et al., 2009). Most other studies focus on certain stress factors arranged into three categories.

The first research category deals with natural hazards and cataclysms (Rockstrom, 2004; Pearce, 2010; Braun, Aßheuer, 2011; Cashman, 2011; Haase, 2011; Lopez-Marrero, Tschakert, 2011; Frazier et al., 2010; Howe, 2011; Adger, 2005; Klocker, 2011; Biggs et al., 2012; Harte et al., 2009; McGee, 2011).

The second research category is dedicated to long-term management of natural resources and environmental changeability. Applied research concerns issues of mangrove forest transformation (Adger, 2000; Marshall et al., 2009), desertification (Bradley, Grainger, 2004), water deterioration (Gooch et al., 2012), etc.

The third research category concerns different social shifts and development problems. Here, topics are policies and institutional changes of social resilience (Thomas, Twyman, 2005; Marshall, 2007; Nazarov, Shevchenko, 2021), migration (Adger et al., 2002; Porter et al., 2008), local economic transformations (Bouzarovski et al., 2011; Evans, 2008), tourism (Adams, 2010), infrastructure development (Perz et al., 2010), crisis and indefiniteness (Schwarz et al., 2011), health risks (Leipert, Reuter, 2005; Hoy et al., 2008).

4. Results

In 2015, 193 UN members approved the plan of achieving common future welfare. For the next 15 years, these efforts aim at eliminating beggary, inequality, injustice and environment problems. The fundamental act "The 2030 Agenda" and 17 Sustainable Development Goals (with respective 169 tasks) outline the world that humanity aspires to. New SDGs are all-inclusive: business, civil society and other stakeholders unite. The SDGs implementation requires the highest efforts from everybody.

Ukraine participates as well. To provide public sustainable development, common welfare and constitutional observance, many documents were adopted for enhancing national resilience in digital, security, financial, social and other branches. Therefore, the 2030 Ukrainian Sustainable Development Goals are guidelines in drafting new forecasts, programs, acts to keep the economic, social and ecological balance within the Ukrainian sustainable development (Ukaz..., 2019).

In Ukraine, the national 2030 SDGs are defined in four directions: fair social development; permanent economic growth and employment; efficient management; ecological balance and resilience improvement (SDG's: Ukraine, 2017).

Sustainable development (the third millennium ideal) is regarded as a harmonious conception of current needs and resources for future generations. It should replace all other development conceptions, in particular the extensive one. However, sustainable development does not mean a constant improvement. Here, it is better to say about a comprehensive balanced development.

The SDGs are established by the UN Sustainable Development Committee for each country separately. It is the Committee who builds the global strategy of sustainable development and analyzes resources of different states to define volume of tasks for accomplishment. The Committee cooperates with each state separately in their sustainable development support.

The sustainable development conception is based on five principles (valid for any country):

1) The humanity can reach sustainable development if there is a balance between needs of current and future generations;

2) Restrictions on use of natural resources are relative. They depend on planet self-recovery and mining safety;

3) Sustainable development is impossible if basic needs of all people are not satisfied. Poverty is one of the main reasons for ecologic disasters.

4) Excessive use of material resources must match the economic planet possibilities.

5) Population increase must match the Earth ecosystem potential.

The UN Sustainable Development Goals are improving factors for the Millennium Development Goals. Among other priorities, they include new global spheres: climatic changes, economic inequality, innovations, proper consumption, peace and justice, etc.

In response to the adopted UN Sustainable Development Goals and as their supporter, Ukraine arranged own national tasks by needs and interests. Such a Ukrainian SDGs work is based on some international acts: the United Nations Framework Convention on Climate Change (UNFCCC, 1992), the Convention on Biological Diversity (CBD, 1992), the Rio Declaration on Environment and Development (Rio Declaration..., 1992), the United Nations Millennium Declaration (UN Millennium Declaration, 2000), etc.

The national documents discuss social resilience, peace, public security, conflict and post-conflict settlement (SDG's: Ukraine, 2017: 115). They deal with resilience of socially vulnerable communities (SDG's: Ukraine, 2017: 128). Also, they improve the food industry and agriculture to raise resilience, production, ecosystem safety, soil quality and climate adaptation (SDG's: Ukraine, 2017: 149).

As mentioned above, the SDGs are elaborated via resilience on the global, national and local levels.

In research publications, the notion of resilience is applied in several contexts. Ecology defines resilience as the ecosystem extent to absorb changes and keep functioning (Mayunga, 2007: 2). It can be also treated as a set of abilities to function positively and adjust after disorder or successful adaptation to stress, hostility or other challenges (Sonn, Fisher, 1998: 3). Resilience enhancement is a long-term process of establishing better relations between political and social subjects.

In contrast to common expectations, the notion of force means that preventive measures do not produce a full effect. Subsequently, it focuses on restriction of any public containment. Resilience and resistance are different notions. Resistance is regarded as the system ability to cope with immediate stress consequences and return to normal functioning within similar conditions (Maru, 2010). In the changing medium, resistance may cause a stable system disorder. On the contrary, resilience is more than strength and pain endurance. It deals with inner latent forces and

resources for coping efficiently with a long crisis. Resilience is the highest adaptation and flexibility (Ganor, Ben-Lavy, 2003: 106).

The resilience interest started rising exponentially after the 9/11 terrorism event in the USA and natural or industrial disasters. Today, the conception concerns the worldwide crises: COVID-19, wars, etc.

Today, there are clearer approaches to the notion of resilience. For example, the UN terminological glossary defines resilience as the system, community or society ability to absorb outer impacts and recover its basic structure and functions quickly. It also deals with the system adaptation and flexibility within great transformation and outer influence.

Resilient communities are successful. They can ensure welfare of its members (individuals and groups) to regain a high social development after overcoming difficulties. Many experts recognize social resilience as an inherent part of national security and public unity during inner or outer conflicts (caused by political changes). Such a conception is similar to the notion of community resilience. Most of these studies concern social resilience as well.

Usually, specialists apply interdisciplinary approaches to treating social resilience on the level of separate communities. Wilson (2012) involves the intersectoral analysis of natural and social sciences to explain social resilience. Within environmental sciences, his ideas are based on the social-ecological subfield. For social sciences, he engages the decision, transit and social capital theories. The notion of community resilience is conceptualized between economic, social and ecological capitals. That correlates the community resilience with global indexes of strong and weak social capitals. Via them, a wide range of issues is established for determining the community resilience levels.

Social resilience is an integral component of national resilience. It is defined as the country ability to unite in case of outer and inner conflicts caused by political changes or riots (Jackson, Ferris, 2012). This conception is similar to the community resilience. Most of these studies concern social resilience as well.

Sonn C. and Fisher A. (Sonn, Fisher, 1998: 15) argued that humans can belong to several communities simultaneously. However, they remain "implanted" in the initial community that ensures values, norms, history, myths and heritage.

Ganor M. and Ben-Lavy Y. (Ganor, Ben-Lavy, 2003) singled out six main components of community resilience:

1) Discussion of situation, threats, risks and support;
2) Local cooperation and responsibility rather than outer aid expectancy;
3) Unity via empathy and mutual assistance;
4) Self-reliant crisis resistance;
5) Leadership (especially, on the lowest level);
6) Better welfare belief.

Keck M. and Sakdapolrak P. (Keck, Sakdapolrak, 2013) regard social resilience as a triple ability: challenge overcoming, empirical adaptation and institutional transformation.

Norris F. et al. (Norris et al., 2008) established four interrelated resources that social resilience is based on:

1) Economic development (resource diversity and their fair distribution; just risk; sensitivity to danger);
2) Social capital (resource obtained from social relations – social support in case of need, unity of formal and informal links, their attachment to place);
3) Community competence (skills of solving problems and cooperation, or the social collective efficiency). That depends on critical reflection, contribution readiness, group conflict settlement, collective decision making;
4) Information and communication (reliable sources for effective data transfer in management).

Ukrainian UNDP researchers pay a deep attention to psychological and social-cultural aspects of resilience progress (Dumky ta pohliady naselennia, 2021). Its significance consists not only in the fact that national and social resilience is connected with life conditions, border media. In spite of historical ties and neighborhood upon Russia, many displaced people from combat zones and hostile propaganda, the Ukrainian population keeps improving democratic institutes and its national identity. That is a relevant component in understanding social resilience.

Regardless of the absent single definition of social resilience and its elements among

Ukrainian scientists, there is a great interest in studying adjacent issues. In particular, experts research identification mechanisms on the national and local levels. They are significant to recognize social resilience since unity presupposes identity (Tkachuk, Natalenko, 2020: 52-53).

A range of studies adjacent to social resilience focus on correlation between the local, regional and national identities. Domination of the regional identity over the national one is described in the paper "The Ukrainian Z Generation: Values and Guidelines", which was supported by the New Europe Center and the Friedrich Ebert Fund. The same conclusion was made by specialists of the Horshenin Institute in their all-Ukrainian poll "Ukrainian Society and European Values". The research was conducted in cooperation with the Ukrainian and Belarusian Offices of the Friedrich Ebert Fund (Ukrainske suspilstvo, 2017).

Besides, social capital is also investigated in the resilience sphere. Mutual trust between community residents is a set of constructive personal ties between individuals and groups. Such ties are the most valuable community resources to resists challenges and accomplish tasks – industrial, living and social. Constructiveness or destructiveness of these ties depend on common trust among society and community members. Subsequently, it affects their unity and solidarity (Koulman, 2001).

The positive social capital implies constructive ties. Its size is measured by width and diversity of these ties. The wider they are, the more reliable mutual assistance and community resilience become, which is based on trust. If there is a lack of sincere and altruistic trust, human relationships get suspicious and hostile. The latter is the negative social capital. Consequently, poverty and crime are rampant in the community (Fukuiama, 2008).

Within fast development of modern technologies, the today's reality changes traditional ideas of threats. They are usually caused by natural, technological, social and military reasons. New conflicts and crises require understanding how they emerge. That should be done via complex analysis and risk assessment for the most important state and society branches – economics, power, mass media, cybernetics, ecology, food, healthcare, education, culture.

Based on Ukrainian interests and international experience, the multi-level national resilience will promote state, regional and local abilities to prevent threats and recover quickly.

Such a system must provide a proper coordination of state and local authorities, strict distribution of their duties, anti-crisis planning. The national resilience introduction requires legislative settlement of is functioning. For this purpose, Ukraine has adopted corresponding acts: "The Conception of Ensuring National Resilience" (Kontseptsiia…, 2021), "The Strategy of Ukrainian National Security" (Stratehiia…, 2020), "The Strategy of Digital Security" (Stratehiia…, 2021), etc.

According to the purpose of our research conducted in March-June 2021 for local communities of some Ukrainian oblasts (Sotsialna stiikist…, 2021), we can hypothesize that social resilience is signified and determined by 3 of 17 UN Sustainable Development Goals:

1) Goal 3. Strong Health: healthy life and welfare for people of any age;

2) Goal 11. Stable Development of Cities and Communities: openness, safety, vitality and ecologic resilience of human settlements;

3) Goal 16. Peace and Justice: open, peaceful and resilient society; unrestricted access to justice; new accountable and efficient institutions (2030 Agenda for Sustainable Development, 2015).

Like other UN members, Ukraine joined the global process of ensuring sustainable development. During 2016-2017, there was a wide-scale SDGs adaptation within the Ukrainian context. For Ukraine, the 2030 national strategic framework was conducted on the all-inclusive basis. Each global goal was reconsidered according to national development peculiarities. That resulted in the national SDGs system, which consists of the national development tasks with respective indexes.

Table 1. Monitoring of the SDGs indexes in Ukraine. Goal 3 (SDG's: Ukraine, 2020: 18-25)

Goal 3. Strong Health					
Index	**2015**	**2016**	**2017**	**2018**	**2019**
3.1.1. Maternal mortality per 100,000 newborns	15.1	12.6	9.1	12.5	14.9
3.2.1. Children's mortality (under 5 years of age) per 1,000 newborns	9.3	8.8	8.9	8.3	8.2
3.3.1. HIV rate per 100,000 residents	37.0	37.0	40.6	40.8	42.6

3.3.2. Active tuberculosis rate per 100,000 residents	55.9	54.7	51.9	50.5	60.1
3.5.1. Death probability among males (20-64 years of age)	0.38943	0.38364	0.37535	0.38675	0.38088
3.5.2. Death probability among females (20-64 years of age)	0.15514	0.15208	0.14696	0.15010	0.14536

Recently, the Ukrainian and worldwide spread of COVID-19 brought new challenges. That significantly affected the social resilience parameters on the global, national, regional and local levels (Coronavirus Worldwide Graphs, 2022).

Table 2. Monitoring of the SDGs indexes in Ukraine. Goal 11 (SDG's: Ukraine, 2020: 62-64)

Goal 11. Stable Development of Cities and Communities					
Index	2015	2016	2017	2018	2019
11.2.1. Regions that have approved and implement some public local development strategies, %	88	100	100	100	100
11.2.1. Regions that have approved and implement some public local development strategies and their plans, %	64	96	100	–	–
11.4.1. Introduction and modernization of local automated warning systems, %	0.05	0.05	0.05	0.1	0.1
11.5.1. Stationary pollution emissions, % till 2015	100.0	107.7	90.5	87.8	86.1
11.5.2. Cities where the average annual pollution emissions exceed the average monthly ones	34	34	34	35	36
11.6.1. Realization of local development strategies for better economic growth, employment, tourism, recreation, culture and manufacturing. Number of tourism employees	54,421	55,413	58,588	62,585	–

Another indexing parameter of social resilience is Goal 16 – Peace and Justice.

Table 3. Monitoring of the SDGs indexes in Ukraine. Goal 16 (SDG's, 2020: 73-88)

Goal 16. Peace and Justice					
Index	2015	2016	2017	2018	2019
16.1.2. Crime victims per 100,000 people	965.12	1044.08	882.92	817.92	720.23
16.3.2. Applicants for free law help	38,303	219,981	393,228	400,478	404,030
16.7.1. Ukrainian position in the Global Competitiveness Report Ranking according to the subindex "State and public institutions"	130	129	118	110	104

In this sphere, Task 16.9 matters. It enhances social resilience, peace and public security, conflict and post-conflict settlement. Here, the Social Unity and Reconciliation Index is measured via several indicators:
1) Social unity and participation;
2) Tolerance and public responsibility;
3) Psychological-social adaptability;
4) Migration fall;
5) Readiness for dialogue;
6) Civil behavior;
7) Relationships between government and security;
8) Relationships between groups;
9) Political security (SDG's:, 2020: 86-88).

Therefore, Ukrainian tasks should be singled out to ensure sustainable development (according to resilience parameters determined by Goals 3, 11 and 16):

1) Further healthcare reforming, disease prevention, healthy environment;
2) Epidemy containment and free access to safe medical services;
3) Adoption and realization of the State Regional Development Strategy via stimulating the local potential use;
4) Proper smart specialization in coordinating regional development strategies;
5) Stronger ties between strategic, spatial and budgetary planning;
6) Eliminated barriers between cities and communities;
7) Higher rights of local communities;
8) Mediation institute legalization (SDG's, 2020).

Index values of Goals 3, 11 and 16 make it possible to conclude that Ukraine tends to raising resilience and efficient systemic mechanisms of sustainable development (SDG's:, 2017: 26-29, 84-87, 114-117).

5. Conclusion

Ukraine is devoted to Goals of the 2030 Agenda for Sustainable Development. Since 2015, Ukraine has started reforming social and economic relationships to enhance the democratic order. The Sustainable Development Goals are integrated into the state politics on the all-inclusive basis. As of 2019, Ukraine has generally succeeded in 15 of 17 SDGs.

In case of COVID-19 risks, Ukrainian important tasks are: healthcare reforms; authority coordination and professionalization; manufacturing recovery; social assistance reforms; digitalized administration services; modernized approaches to distance learning, etc.

The SDGs became "Ukrainian shifting drivers". They reconsidered the national growth conceptions. Having joined the 2030 Agenda for Sustainable Development, Ukraine changed techniques of strategic planning and defined priorities of social-economic development.

For further studies, we should pay attention to the social resilience conception where the whole society responds collectively to different threats. To clarify the social resilience criteria, Ukraine has adopted a range of strategic documents to arrange resilience priorities in the Ukrainian reality.

Social resilience is signified and determined by 3 of 17 SDGs: Goal 3 – Strong Health; Goal 11 – Stable Development of Cities and Communities; Goal 16 – Peace and Justice. Thus, the enhanced social resilience will promote Ukraine's succeeding in the SDGs implementation. At the same time, the state policy focus on the SDGs accomplishment will increase the social resilience performance.

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Behavior Towards Personal Monetary Resources:
A Study on WhatsApp and Facebook Users

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Abstract

There are scarce literature about attitude and behavior towards money in the Latin American context. The aim of the study was to identify the underlying structure that explains the behavior towards personal monetary resources on 631 Mexican Facebook and WhatsApp users. In order to get the database, the MAS scale was used. Three psychological qualities are included in this scale: security generated by money, need to retain money over a certain time and the feeling of power-prestige in having a certain amount of money. The data matrix obtained shows an acceptable internal consistency and reliability ($\alpha = 0.831$). The data was analyzed using the exploratory factor analysis with principal component extraction and confirmatory analysis using Structural Equation Modeling (SEM) methodology to validate the measurement model. To do this, firstly we verify that the matrix is not an identity matrix. The main finding is the identification of a five-factor model with theoretical and practical validity. The fit of the model shows acceptable values: CMIN/DF 2.504; CMIN 658.442 with df 263 and p-value .080; the parsimony fit measure PRATIO (.877), PNFI (.773), PCFI (.811), RMSEA (.049), RMR (.134), GFI (.921), AGFI (.902) and PGFI (.745). The factor with the greatest contribution to factorial loads of the estimators of the model is Power and prestige, which explains the surveyed population's behavior, in relation to their monetary resources management.

Keywords: behavior, money, social networks, Structural Equation Modeling.

1. Introduction

Nowadays, it is common to listen on the radio or see on television how the world economy is doing. However, it is rare to hear or to see media references to people with anxiety, depression or compulsion generated by money (Diener, Seligman, 2004; Trachtman, 1999). Society, economy, people, attitudes, emotions and thoughts revolve around money. Money can strengthen some relationships or destroy others, creating a great dilemma (Trachtman, 1999).

For some time now, there have been questions about the emotions and behaviors that money generates in individuals. Tang (Tang, 1988) identified that the meaning given to money can change, depending on the disposition the person has to modify his cognitive patterns, either positively or negatively. To illustrate it, this author highlights the case of those who maintain a belief in money as a symbol of achievement. If their thoughts are constant to the degree of developing an obsession in possessing greater wealth, there is a greater possibility of showing traits of unhappiness in both, daily life and the workplace.

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Thus, money can be considered a symbol, a representation of objects and an extension of itself, in the sense that people are usually influenced by their life experiences. They will behave with certain expectations towards others and their behavior will be conducted ac-cording to their own expectations in terms of what they have, think and feel towards money (Trachtman, 1999).

In a similar way than money, Social media motivates users through a combination of emotional, cognitive, and social activations (Dolan et al., 2019). They are intangible experiences designed to engage users meaningfully (Singh et al., 2020). Social media is becoming predominant because of its ability to address the issue of socializing among people, particularly through Facebook and Twitter. Some messaging apps also allow people to connect socially. WhatsApp is one such platform that connects people not only through messaging but also through stories, groups, and other activities that are found in the app (Haque, Wok, 2020).

People's attitude towards money is a materialistic type showing a difference between what they have and what they would like to possess. They may believe they do have the monetary resources to satisfy their needs, so materialistic people will be prone to compare socially and financially with others, envying the goods and riches of others (Gasiorowska, 2015). As indicated by Csikszentmihalyi (Csikszentmihalyi, 1999), a person experiences monetary inequality when he analyzes the material goods he possesses and compares himself with others who have more. Even if he lives comfortably, because of this disparity, he will begin to feel poor because he does not have what others have and will be unhappy about that situation. In this sense, with social media there is also both, public and scholarly concern that social media use decreases well-being by providing a fertile ground for harmful social comparison and envy (Meier, Johnson, 2022).

One of the earliest scales to measure the attitude and behavior towards money was the Money Attitudes Scale, developed by Yamauchi and Templer (Yamauchi, Templer, 1982). This is based on three psychological qualities, which are the genesis for the construction of such evaluation. The first is the security generated by money, the second is the need to retain money over a certain time and the third is the feeling of power-prestige in having a certain amount of money. Since that Money Attitudes Scale by Yamauchi and Templer (Yamauchi, Templer, 1982) more than 20 attitudes towards money' scales have been developed (Furnham et al., 2012; Furnham, 1984; Lim,Teo, 1997; Tang, 1992) are some of the most used (Lay, Furnham, 2018). The scale used in this research is the Yamauchi and Templer (Yamauchi, Templer, 1982) considering that there is no consensus on the number of factors underlying money attitudes and it is clear from the extant measures that there are overlaps (Furnham, 2016) this scale was elected to analyzed behavior towards money in a little explored population.

Studies on the behavior towards social media (Kaya, Bicen, 2016; Cheok et al., 2017; Singh, 2020), have increased in the last years, especially after the pandemic, however, there are scarce literature about attitude and behavior towards money in the Latin American population. According to Sesini and Lozza (Sesini, Lozza, 2023) more than 200 paper on attitude towards money were published in the last 50 years, but only 2 % of these studies were conducted in Central and South America. There are studies on children in Colombia (Pérez, Otero, 2019) on teenagers in Ecuador and Chile (Denegri et al., 2021). On Chilean University students (Denegri et al., 2012), on Bolivian University Students (Ledezma, Gómez, 2005). Campos, et al. (Campos et al., 2015) analyzed attitude towards money in Brazil's workers. In Mexico, there is a study on teenagers (Díaz-Barajas et al., 2018) and on young adults (Roberts, Sepulveda, 1999). Therefore, this research addressed the behavior that Mexican Facebook and WhatsApp users have towards money.

Derived from the above, the following question arises: What dimensions explain the behavior towards personal monetary resources among Facebook and WhatsApp users? Then the objective of this study is to identify the underlying structure that explains the behavior towards personal monetary resources among Facebook and WhatsApp users in Mexico.

2. Materials and methods

It is a non-experimental and cross-sectional design study considering that the scale is applied in a single time. The study seeks to describe the trends shown by each of the dimensions indicators: power-prestige, retention-time, distrust and anxiety, in order to know the management of the monetary resources of the population under study. These indicators make up the scale proposed by Yamauchi and Templer (Yamauchi, Templer, 1982).

Population and sample

The population under study was Facebook and WhatsApp users. This was a non-probabilistic convenience sample obtained using the snowball technique and 631 responses were obtained (325 were women and 306 were men). This technique allows the instrument to be distributed to key informants so they can share it among their contacts, thus expanding the sample, like a snowball rolling down the mountain (Etikan et al., 2016).

Instrument

The Money Attitude Scale designed by Yamauchi and Templer (Yamauchi, Templer, 1982) is used. The scale consists of 29 items integrated in four dimensions (see Table 1). Responses are on a 7-option Likert type scale where: 1. Never, 2. Very rarely, 3. Rarely, 4. Sometimes, 5. Often, 6. Quite often, 7. Always. Considering that the purpose of the research is to identify the underlying structure that explains the behavior towards personal monetary resources, the MAS scale was appropriated, given the fact that it shows high internal consistency and reliability (Oviedo, Campo-Arias, 2005).

Table 1. Structure of the scale

Dimensions	Items
Power-Prestige	X3, X7, X10, X13, X16, X18, X21, X24, X26
Time-Retention	X1, X2, X6, X12, X14, X20, X23
Distrust	X4, X5, X8, X11, X17, X27, X28
Anxiety	X9, X15, X19, X22, X25, X29

The dimensions that integrate attitude towards money according to Yamauchi and Templer (Yamauchi, Templer, 1982) are:

1) Power-prestige is present in the behavior of using money as a sign of success and status in society.

2) Time-retention is that behavior of planning and preparing carefully to maintain future financial security.

3) Distrust occurs in people owing to suspicious behavior or doubt when they are in monetary situations.

4) Anxiety will be reflected in those people who worry about not having money or about getting it.

The Money Attitude Scale was adapted to the Spanish language to be used in the Mexican context. In addition, the sociodemographic profile consisting of Gender, Age, School Level and Income was included. The survey was created using Google Forms. It was distributed electronically to key contacts who are Facebook and WhatsApp users.

Statistical procedure

For data analysis, exploratory factor analysis is performed to obtain the exploratory factor solution, and later confirmatory analysis is performed using the SEM methodology. The main reason that justifies these procedures, according to Mulaik (Mulaik, 1972) and Matsunaga (Matsunaga, 2010) is that the use of both techniques let to evaluate the factorial structure. In this way, exploratory factor analysis builds a theory and confirmatory factor analysis confirms it. Furthermore, it is important to rotate the factors in a multidimensional space either orthogonally or obliquely, as Thurstone (Thurstone, 1947) suggests, which would allow to obtain a factorial solution with the best possible structure. For this study, it was decided to rotate orthogonally with Varimax to obtain the factors with the highest weights.

Finally, there is an intention to confirm the theoretical evidence for this behavior but in a different context. The explanatory theoretical paradigms have fallen short explaining these phenomena, therefore researchers in the field of social sciences must direct their efforts towards analytical models that had better explain an empirical reality. With the factorial solution, the database is explored, and with the extraction of components, as well as the Varimax rotation, a factorial structure is obtained, which is susceptible to confirmation through the SEM methodology.

3. Discussion

The three psychological qualities of the Yamauchi and Templer (Yamauchi, Templer, 1982) scale are security generated by money, need to retain money over a certain time and the feeling of power-prestige in having a certain amount of money. In the last years, several studies have analyzed the dimensions of the attitude and behavior towards money. As Fenton-O'Creevy and

Furnham (Fenton-O'Creevy, Furnham, 2022) state, having money, for many, can stand for Security. Money is a sort an emotional lifejacket. Money also represents Power and Prestige. It can be used to acquire importance, domination and control. Money is also associated with Love. It is given as a substitute for emotion and affection and for some money represents freedom. Furnham (Furnham, 1984) and Von Stumm, Fenton-O'Creevyand Furnham (Von Stumm et al., 2013) also coincides with these factors.

Furhnam and Murphy (Furnham, Murphy, 2018) carried out a factor analysis of the different measures yielded an interpretable factor structure. Those who associated money with Power and Freedom tended to be less satisfied with many aspects of their life (finances, friends, family life) while those who associated money with Security were happier with their finances and health. Those who saw money as Love were happy with most aspects of their life, particularly their family life.

Sharma et al. (Sharma et al., 2015) explore dimensions in money attitude among professional students in India. Their results indicate that professional students view money as a tool of power, use money to either impress or dominate people and money is regarded as a source of anxiety as well as a source of protection from anxiety.

Gasiorowska (Gasiorowska, 2015) highlights two attitude dimensions towards money. These are the affective dimension that refers to the symbolic meaning that the individual attributes to money, and the instrumental dimension that is the ability of the individual to manage money. The affective dimension serves as a mediator between income and financial satisfaction; that is, depending on personal income, the belief about money will be reflected on their monetary satisfaction. The instrumental dimension is a moderator of income level and financial satisfaction. People with greater ability to manage money will have more education and better monetary planning.

According to Németh et al. (Németh et al., 2017) attitude towards money can be strongly influenced by society, demographics, educational factors, and financial circumstances. Likewise, they mention that attitude has three main components: the cognitive one that refers to the level of knowledge that one has in this case of finances, the affective component, which has to do with the emotions and feelings that money generates and, finally, the conative, which has to do with the behavior in the presence or absence of money.

Falahati and Paim (Falahati, Paim, 2011) found that male university students use money to influence others, since it represents power and prestige. At the same time, it generates anxiety in them, leading to an attitude of monetary retention avoiding spending money even for their own needs. Women, on the other hand, spend money to reduce their stress and to self-reward; they maintain a more positive attitude towards money than men do.

Another recent study is that of Henchoz, Coste and Wernli (Henchoz et al., 2019) who applied 1,390 surveys to people from Germany, France, and Italy. Their participants perceive money as a path to autonomy. Likewise, they found three types of attitudes towards money, prestige and power, and finally, towards money management and goal orientation. They infer that these characteristics are present to a greater or lesser degree, depending on the region where the survey is applied. Having presented the theoretical evidence, the methodological procedure for the development of the empirical phase of the study is following.

Roberts and Sepulveda (Roberts, Sepulveda, 1999) conducted a research with the aim to analyze attitude towards money and compulsive buying in young Mexicans adults. Their results of the factor analysis show that the first factor to emerge was power-prestige, the second was retention time, the third one was distrust and the fourth one was anxiety. Their results also show that there was a significant impact of attitude towards money to compulsive buying.

4. Results

The reliability and internal consistency of the Attitude towards Money Scale measured, with the Cronbach's alpha index, was 0.831 (29 elements). Following the theoretical criterion of the minimum acceptable value of 0.70 35 (Oviedo, Campo-Arias, 2005) this indicates that it is an acceptable value, which confirms the validity of the test. Likewise, to verify the normality of the data, Kim (2013) suggests carrying out the kurtosis and asymmetry test, according the ranges described in Table 2.

According to the values described in Table 2b, and taking Kim (Kim, 2013) as reference, the items X21 and X24 exceed the values of skewness and kurtosis (> 2 and > 7). It indicates the non-normality of the data, but in the items, X7 and X18 the skewness value exceeds the threshold >2, but not in its kurtosis (< 7) which is consistent with the normality criterion.

Table 2. Theoretical values skewness and kurtosis

	Z value	Skewness	Kurtosis	P value	Null hypothesis	Distribution
small n < 50	> 1.96	Ignore	Ignore	0.05	Reject	Non normally
medium 50 < n < 300	> 3.29	Ignore	Ignore	0.05	Reject	Non normally
large > 300	Ignore	> 2	> 7	0.05	Reject	Non normally
large > 300	Ignore	< 2	< 7	0.05	No Reject	Normally

Source: H.Y. Kim (Kim, 2013)

Table 2b. Skewness, Kurtosis and descriptive

	skewness	kurtosis	Item	skewness	kurtosis	Item	skewness	kurtosis
X1	0.030	0.898	X11	0.49	0.223	X21	2.607	7.271
X2	0.241	1.187	X12	0.300	0.814	X22	0.426	0.705
X3	1.155	0.494	X13	1.559	1.971	X23	0.171	1.320
X4	0.304	0.320	X14	0.121	0.930	X24	2.749	8.385
X5	0.589	0.551	X15	0.196	0.650	X25	0.120	0.798
X6	0.187	0.997	X16	1.505	1.560	X26	2.229	5.054
X7	2.296	5.237	X17	0.864	0.442	X27	0.704	0.056
X8	1.393	2.016	X18	2.376	5.828	X28	0.938	0.488
X9	0.97	0.128	X19	1.263	0.928	X29	1.541	2.098
X10	0.934	-0.203	X20	-0.287	-0.496			

N = 631.

Table 2c shows the descriptive variables of the respondents' profile, as well as the ETA test, which measures the association between the variables occupation and gender, as well as the income level by gender. The values of this test are between 0 and 1. The closest to 0 indicates that there is no association between the row and column variables, otherwise, values close to 1 indicate that there is a great relationship between the variables.

Table 2c. Descriptive and ETA of the sociodemographic variables

Variable		N	Mean	Standard deviation
Gender*		631	1.5151	0.50017
Age		631	2.8193	0.92873
Scholarity		631	5.794	1.13754
Residing state		631	26.4723	7.02595
Occupation**		631	7.1315	4.75396
Incomes		631	4.2742	1.67312
Directional measures				
Nominal per interval	Eta	Occupation dependent*		.100
		Gender dependent**		.454
Nominal per interval	Eta	Incomes dependent		.326
		Gender dependent		.338

Continuing with the data analysis, Table 3 shows the component matrix with the factor loads of the components extracted under the criteria eigenvalues > 1.

As we can see in Table 3, the factorial solution with the eigenvalue criterion > 1 shows a structure of six factors that explain 55.816 % of the variance. However, in the method it was established that the factorial solution would be rotated with the Varimax orthogonal method, whose rotation method has the characteristic of extracting the highest values, hence. Table 4 shows the factorial solution with Varimax rotation obtained under the criterion of higher loads > 0.5 as seen below.

Table 3. Bartlett test of sphericity and total variance explained Extraction method: principal component analysis

	Factors	Initials eigenvalues	% variance	% accumulated
KMO .888 Approx. Chi-squared 6458.025 *df* 406; p-value <.001	1	6.658	22.959	22.959
	2	4.086	14.088	37.047
	3	1.902	6.557	43.605
	4	1.283	4.425	48.030
	5	1.240	4.277	52.307
	6	1.018	3.509	55.816

Table 4. Component matrix rotated[a]

Item	F1	F2	F3	F4	F5
X24	.779				
X21	.758				
X16	.655				
X18	.630				
X7	.605				
X26	.575				
X19	.564				
X13	.533				
X10	.526				
X12		.828			
X14		.777			
X1		.777			
X6		.760			
X23		.732			
X2		.729			
X20		.643			
X8			.688		
X28			.677		
X17			.676		
X11			.571		
X27			.543		
X5			.500		
X25				.759	
X15				.598	
X22				.529	
X9					.834
X29					.771

Notes: Extraction method: principal component analysis. Rotation method: Varimax with Kaiser Normalization [a]. The rotation has converged in 9 iterations. (X3 and X4 were excluded).

As we can see in Table 4, with the Varimax rotation the structure is now reduced to 5 factors, and not 6 factors as shown in Table 3 whose eigenvalues are greater than 1. Therefore, the confirmatory model is evaluated with five factors, using SEM methodology (Figure 1).
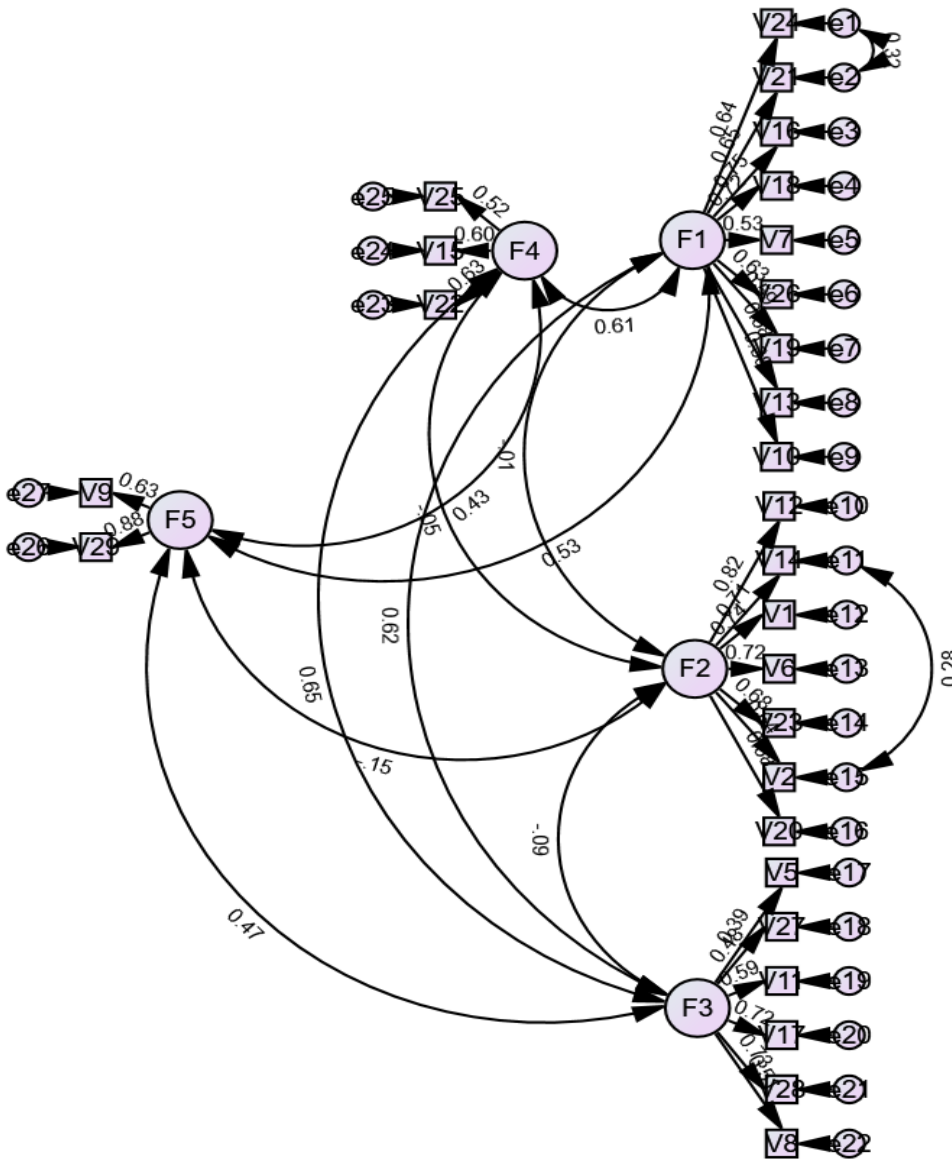
Fig. 1. Behavior to the personal monetary resources model

When evaluating the fit of the model, the following results are obtained: Maximum likelihood Chi-square (CMIN/DF: 2.761), Comparative fit index (CFI: .904), Parsimony-adjusted measures PRATIO (.889); PNFI (.762); PCFI (.803), RMSEA (.053), RMR (.132) and GFI (.905) show the goodness-of-fit index of the model described in Figure 1. However, the errors of the estimators that share questions in the same sense can be correlated, with the purpose of reducing the value of RMSEA, therefore, the model is run and the following is obtained (Figure 2).

The obtained model resulting (Figure 2) show a four-factor structure validated. The Best-fitted model presented acceptable structural fit and parsimony values: CMIN/DF (2.504); RMSEA (0.049); TLI (0.914), CFI (0.925) and parsimony adjusted measures (all >.5), PRATIO (.877); PNFI (.773); PCFI (.811). The adjustments carried out were to correlate the errors of the estimators that presented high values. In the Factor 1 we correlated the errors: e1 with e2; e1 with e9; e3 with e4; In factor 2 e11 with e15; e12 with e13 and finally in Factor 3 e17 with e18. The resulting model is shown in Table 5, which integrates the four factors with their respective indicators. The resulting model is compared with the original scale of Yamauchi and Templer (Yamauchi, Templer, 1982), where the differences of the rotated factor loadings and the estimators of the confirmatory model are identified.
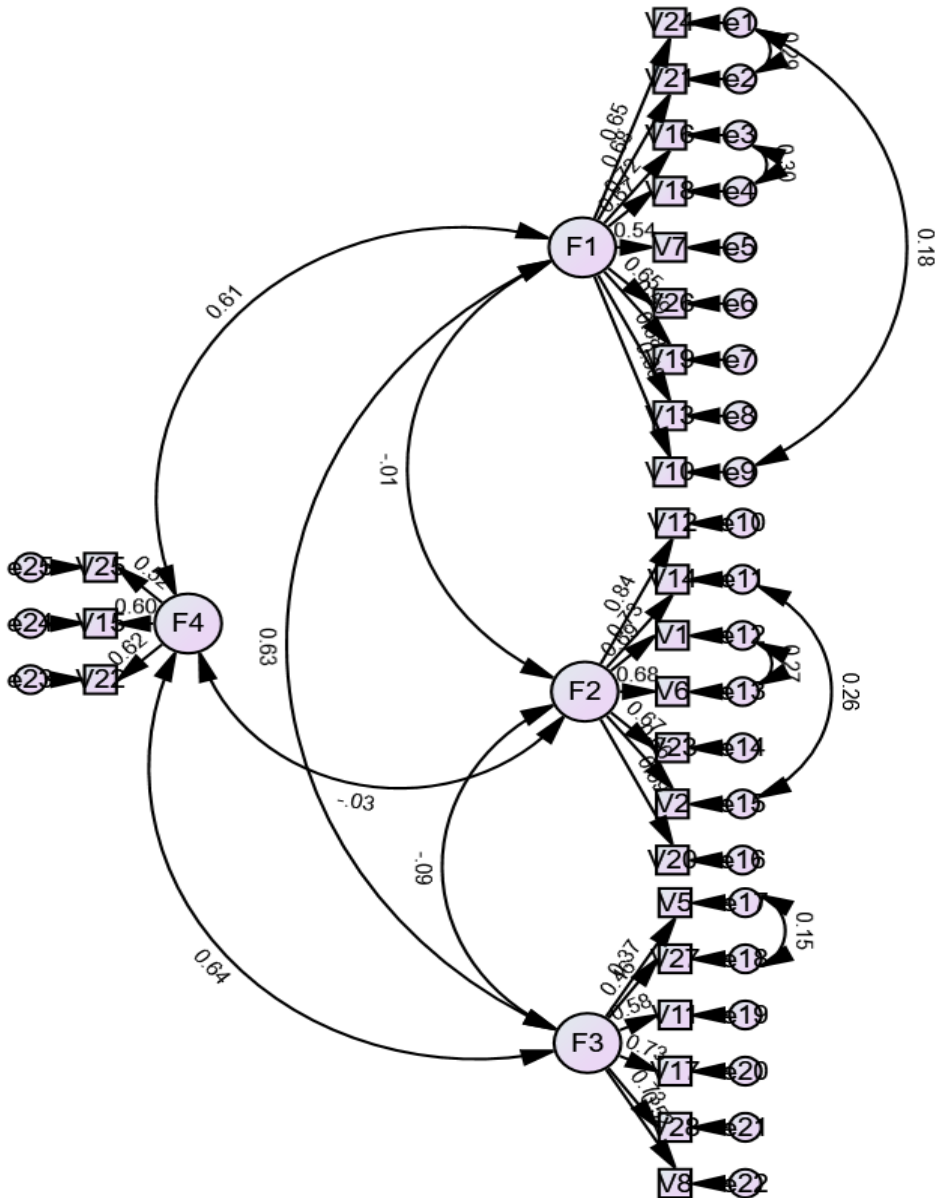
Fig. 2. Behavior to the personal monetary resources model adjusted.

Table 5. Resulting model versus original scale

Factor 1 Power-Prestige (PP)	Factor 2 Time-Retention (TR)	Factor 3 Distrust (D)	Factor 4 Anxiety (A)
X24, X21, X16, X18, X7, X26, X19, X13, X10	X12, X14, X1, X6, X23, X2, X20	X8, X28, X17, X11, X27, X5	X25, X15, X22
Original Scale of Yamauchi and Templer (1982)			
Power-Prestige (PP)	Time-Retention (TR)	Distrust (D)	Anxiety (A)
X3, X7, X10, X13, X16, X18, X21, X24, X26	X1, X2, X6, X12, X14, X20, X23	X4, X5, X8, X11, X17, X27, X28	X9, X15, X19, X22, X25, X29
Differences			
X19	None	X4	X9, X19, X29

According to the comparison of the resulting confirmatory model versus the original scale, we can observe that factor 1(PP) integrates X19 and excludes X3, while factor 2 (TR) coincides; Factor 3 (D) excludes X4 and factor 4 (A) excludes X9, X19 and X29.

However, how can we understand this?

Factor 1 named Prestige-power, refers to the fact that people associate money as a fundamental symbol of success. They spend to feel better and to impress others, they use money to persuade, they have respect for people who have more money, they try to find out how much money others have, and they brag about how much they earn.

Factor 2 named Time-Retention, refers to good money management, savings, and financial planning. In this sense, consider whether people have a detailed budget, have money to face a financial crisis, or save for the future and for their old age.

Factor 3 named Distrust, refers to the distrust people feel in purchasing or payment situations. Such is the case of doubts about spending, even with necessary things, distrusting whether it is the best price for a product or immediate and unjustified distrust regarding the ability to pay.

Finally, Factor 4 named Anxiety, refers to worrying behavior in relation to money, nervousness caused by not having enough money, and concern for financial security.

5. Conclusion

The aim of the study is to identify the underlying structure that explains the behavior towards personal monetary resources on 631 Facebook and WhatsApp users, with the use of Money Attitude Scale in relation to the power-prestige, retention-time, distrust, and anxiety dimensions. This is the second study with the objective to analyze the behavior towards money with the MAS scale in a Mexican adult population. The first one was the Roberts and Sepulveda (1999) study, carried out more than 20 years ago, at a time when the social media were emerging and were not part of people's lives like they are now. The results pointed to a greater trend towards the power-prestige dimension followed by distrust when making purchases. These results are similar with those obtained by Roberts and Sepulveda (Roberts, Sepulveda, 1999) in the power-prestige dimension as the first factor to emerge but differ in the retention-time dimension that they found as the second factor and in this research, it was distrust.

In the power-prestige dimension, there are several studies where high scores have been reported, which indicates that respondents perceive money as a means to achieve success, prestige, respect, power and status (Harnish et al., 2018; Henchoz et al., 2019; Medina, Saegert, Gresham, 1996; Németh et al., 2017; Roberts, Jones, 2001; Spinella et al., 2014; Tang et al., 2003; Tang, 1993; Tang et al., 2002).

Comparing the results obtained in the study with the Yamauchi and Templer (Yamauchi, Templer, 1982) results, in this power-prestige dimension, participants are not as influenced by how much money people have as the participants of the previous study were. However, they are more likely to spend the money to feel better. This finding is related with Harnish et al. (Harnish et al., 2018). They results show that compulsive purchases are linked to the power-prestige dimension. This suggests that compulsive buyers can use the products obtained (jewelry, clothing, cosmetics, among others) as a symbol of power, acceptance and social status, since with these purchases they can create a socially desirable image before others. Roberts and Jones (Roberts, Jones, 2001) and Roberts and Sepulveda (Roberts, Sepulveda, 1999) obtained the same findings.

Regarding the distrust dimension, the results show that concern for having found something with a lower price is not an indicator of those surveyed as it was for the Yamauchi and Templer (Yamauchi, Templer, 1982) participants. This finding is consistent with the research carried out by Spinella, Lester and Yang (Spinella et al., 2014) as well as by Harnish et al. (Harnish et al., 2018) where they relate the attitude towards distrust money with compulsive purchase. The score obtained was significantly the inverse, which means that people's tendency is to buy it without hesitation, questioning or complaining.

Finally, results show that anxiety dimension integrates worry and nervousness in relation to money and financial security but not bothering for having pass up a sale as Yamauchi and Templer (Yamauchi, Templer, 1982) results.

Final Reflection

Trachtman (Trachtman, 1999) said that assessing the attitude, behavior, beliefs towards money, as well as its use can show transcendent indicators to identify how the current traits of individuals are regarding money and what the trend of their behavior would be when they have money or not. The more one knows about the management and use of money, the greater chance one has of reducing the level of anxiety that it can generate (Funfgeld, Wang, 2009).

The results of the present research show the indicators that integrates the behavior towards money in the power-prestige, time retention, distrust and anxiety dimensions of a Mexican Facebook and WhatsApp user's population. The results also show how this behavior may differ

from the US population studied in the earlier study by Yamauchi and Templer (Yamauchi, Templer, 1982). The influence of social network as well as the use of internet could emerge as an explanation of some of the differences although additional research with this objective should be carried out in order to finding out.

As Németh, Luksander and Zsoter (Németh et al., 2017) refer, based on the theoretical and empirical evidence that exists so far, it is necessary to continue expanding the concept of attitude towards money to understand the use given to it, as well as the beliefs and emotions involved. This, no doubt, would not only affect individual behavior but also the economic and social environment.

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The Role of Information Technology in Promoting a Tourist Destination

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Abstract
The image of a tourist destination is an important factor in the development of tourism in the territory. At the same time, it is obvious that promoting a tourist destination on the internet is the most promising and effective way, since the internet possesses a huge number of different tools to shape an image. The spread of the internet and digital media gave people unlimited access to information. These information sources, such as internet portals of various authorities and institutions, including the profiles of these organizations on social networks. Additionally, travel blogs began to play an important role in marketing tourist destinations. The rise of video platforms such as YouTube and TikTok has led to the rise of user-generated content (UGC). The UGC contained in travel blogs have become convenient and important reference materials for tourists, both before and during travel. However, at present, studies on the role of internet resources play in promoting the tourism to specific territories are few. This present study defines the role of internet resources, namely official tourist portals, as a source of information about tourist destinations, as well as the potential for their use as a means of promoting a territory and shaping the image of a tourist destination. Information resources on the Internet were studied, positioning the Rostov region as a tourist destination, as well as communities on social networks. It was found that there are problems in the promotion of information resources of the Rostov region. Recommendations have been proposed to improve the image of the tourist territory in the digital media environment.
Keywords: tourism, information technology, tourism destitution, marketing, promotion.

1. Introduction
The significant development of information technology and the increase in the number of social networks influenced not only how people communicate and share information (Gáliková Tolnaiová, 2021), but also attracted the attention of researchers and marketers who noticed the internet's ability to influence consumer purchasing decisions (Banyai, Glover, 2010; Byundyugova et al., 2021). One of the fields that was most active in the introduction of digital technologies is tourism services. The tourism and hospitality industry has developed at a rapid pace in recent decades, remaining one of the most attractive sectors of the economy (Pshenichnykh, Novi, 2023). The internet has become an important part of the travel market and a major channel for information retrieval as well as travel planning (Statista, 2023).

In tourism research, internet sources of information are of particular interest. They are key elements in the formation of the image of a destination (Garcia-Haro, 2021). Websites and social media currently play an important role in the tourism industry, as tourists use these platforms to share online content related to their trips. Companies and government authorities use them as a marketing tool, offering holiday destinations and advertising travel products (Statista, 2023a).

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The Internet has a significant impact on the tourism industry, acting on the one hand as a platform for transactions, facilitating them, and on the other, important sources of information about tourism products and services, including directly from other consumers (Pan et al, 2007).

Previously, private companies and public authorities used traditional means of promotion in marketing strategies to form and promote a positive image of a territory. At the same time, the rapid growth of digital technologies, including in the media environment, changed this paradigm (Ghazali, Cai, 2013), making the process multi-directional and interactive (Petrenko et al., 2019; Zeng, Gerritsen, 2014).

Meanwhile, an analysis of research on the topic shows that the influence of internet resources on the development of tourism and defining a territory's image in relation to its promotion remains a little studied area. And although the image of the territories is paid quite a lot of attention in works devoted to how to market to territories in general in order to increase their competitiveness, including marketing urban areas (Anholt, 2008; Kotler, 2008), and the narrower field of marketing to tourist destinations (Morrison, 2019; Soteriades, 2020), not many works are devoted to the formation of the image of the tourist territory through internet resources (Ruiz-Real, 2020). The existing literature considers only certain aspects of shaping the attractiveness of tourist destinations through internet resources and social networks. It focuses particularly on the influence of the internet and social networks on tourist destination choices (Ghada, 2021) on the basis of content contained in travel blogs related to the destination's image, mainly from the point of view of the territory itself (climate, transport, cuisine, attractions, etc.) (Chen et al., 2022) and tourist behavior (Abbasi, 2022; Del Chiappa, 2011), determining the potential of travel blogging, video blogs in the marketing of tourist destinations (Iorio, 2022; Peralta, 2019). This is partly due to the relative novelty of the studied phenomenon. Therefore, there is a need for further study on the role of user generated internet resources, since they have the objective potential to work as a full-fledged marketing promotion tool, which includes the ability to optimize the utility of a tourist territory's full potential for the tourist.

Therefore, the purpose of this article is to identify the role of portals of official tourist sites as a source of information when choosing a trip and their influence on the formation of the image of a tourist destination, as well as on the promotion of the territory as a tourist product. The results of the analysis can be successfully used in the development of a strategy for marketing management of regional tourism using internet resources (Bogdanova et al., 2017; Novi, 2017).

2. Materials and methods

The study includes identifying relevant regional platforms and their communities on social networks, describing the internet resources, synthesizing a set of indicators to assess the competitiveness of selected web pages and communities, measuring their effectiveness (Ferreira et al., 2019). The selected set of indicators allows you to assess the work of the considered digital resources representing the tourist area in the digital environment and identify pain points to be improved upon. The data was collected for three tourist platforms and three social networks: "Vkontakte", "Odnoklassniki" and "Telegram".

As a hypothesis, it was suggested that the tourist flow and income from tourist activities relate to the activities of authorities on the internet, through the placement of content on tourist portals and social networks. Assessment of this connection was carried out based on indicators of the effectiveness of the tourist image of the territory.

Efficiency is the ratio of the results of marketing activities to the resources spent. The effectiveness of creating a positive and recognizable image of the territory as a tool to increase tourist attractiveness is evaluated in different ways (Morse et al., 2007). The effectiveness of the image of the territory can be divided into three types (social, communicative, and economic), each of which is assessed by its own indicators. For the study, the author used:

– social efficiency – the number of people employed in tourism;
– communicative efficiency – territory recognition, rating;
– economic efficiency – cash receipts from inbound tourism, the ratio of the results obtained to the resources spent.

The importance of this study is that tourism occupies a significant role in the economic and social development of the Rostov region. In connection with this, an assessment of the effectiveness of the strategy for promoting the region as a tourist product on the internet through tourist portals and social networks is required.

3. Discussion

Most studies in the modern literature that involve developed countries focus on the broad impact of information and communication technologies on travel (Sinha, Gupta, 2023). At the same time, the image of the destination (Ruiz-Real, 2020) has also become an important area of research, and internet sources of information are an important tool for its formation and a way to promote the territory (Alcázar, Sicilia, 2015). In recent years, the image of the destination that tourists perceive has radically changed due to the spread of online sources of information (Foroudi et al., 2020).

The importance of digital marketing is also undeniable for DMO (Soteriades, 2020). These organizations also make extensive use of ICT in their activities. DMO's six major components of digital marketing are content creation, websites, search and optimization, social media, applications, and email marketing (Kotler, 2010). At the same time, Internet portals and social networks have become the main tool for information dissemination and digital marketing for DMO (Wang, 2016).

The main purpose of marketing activities carried out by the DMO is to increase and maintain tourist flows in the destination (Morrison, 2019). The researchers' results demonstrate the direct positive impact of online sources on various aspects of the tourism image (Garcia-Haro, 2021). Travel destinations and products are better advertised online than through traditional means (Fyall et al., 2009). At the same time, several studies argue that traditional and online media are equally competitive in promoting tourism. Traditional media are still effective in promoting tourism in the digital age, especially in the domestic market (Chiguvi, 2022).

The Rostov region has significant recreational potential, rich natural and cultural tourist resources, which attract many vacationers annually. The growing importance of various forms of tourism activities in the region has led to an increase in the number of arrivals to 2.1 million people in 2022. The tourism industry is reflected in many aspects of the socio-economic life of the region.

Great attention is paid to the promotion of the Rostov region as a tourist area. By order of the Ministry of Economic Development of the Rostov region in 2018, a marketing strategy for the tourist attractiveness of the Rostov region was developed. The brand is based on a sign consisting of a laconic symbol in the form of a horse and the phrase "Volny Don" which during its existence has managed to become the marketing framework of the region. The color palette of the image is quite bright and wide and varies from yellow to various shades of blue, red and green.

In 2019, the Ministry of Economic Development of the Rostov region established the Autonomous Non-Profit Organization "Agency for Tourism and Business Communications of the Rostov region". The agency's specialists take part in various international and Russian tourist exhibitions and fairs: the international festival of promotion technologies ProMediaTech, the Russian tourist prize "Russian Travel Awards", the workshop "Be in Russia", "MICE Russia is Next to you!", "Delicious MICE!", international tourism exhibition "Intourmarket", Moscow international tourism exhibition "MITT", etc.

Advertising and information materials and souvenirs were developed: booklets, notebooks, pens, bags, magnets, thermos circles, wooden souvenirs, mini-guides, tourist maps, throws, etc.

Materials about the tourist potential of the Rostov region are posted on federal and regional websites of the media, such as the "Arguments and Facts" publications, the "Rostov News Agency", the "Rest in Russia" project, the "Komsomolskaya Pravda" publication, "Russian Traveler", etc.

To develop transit road tourism, outdoor advertising of the tourist attractiveness of the Rostov region is placed on billboards along federal and regional highways, at gas stations of the M-4 Don highway.

Unconventional ways of promoting the brand of the region are also used, for example, branding the CV-cars of the Premium Russian Railways branded train, and previously the Azimut airline.

Information tours also contribute to the promotion of a tourist destination: "On the way to the South", "Taganrog. Reboot", "Startup of Peter the Great", "Run rampant on the Upper Don". A regional calendar of events is formed annually. It is used by regional tour operators in the development of a tourist product. In 2022, the Don Ear gastronomic festival and the Umbrella Morning festival were held.

Under special orders from state authorities, videos about the region are being created that are not shown on federal channels. In 2021, a commercial was shot about the tourist attractiveness

of the Rostov region "Rostov region. Crossing any borders" and the video "Big Cossack Circle" which won prizes at international competitions.

The Internet plays an effective role in promoting the tourist product of the Rostov region, which has now become the main means for tourists to find any kind of information but is also of undoubted interest to tourist enterprises and authorities. Supporting and promoting regional electronic resources (tourism websites and portals) is today one of the most common and effective ways to promote a regional tourism product. In general, information resources on the Internet, which in one way or another contribute to the tourist development of the Rostov region, can be conditionally divided into four groups:

- *official resources*. This group includes sites or portals created by various bodies or institutions (for example, the official portal of the Government of the Rostov Region; official tourism portal of the Rostov region; the official portal of the Ministry of Natural Resources of the Rostov Region; official tourist portals of the city of Rostov-on-Don, the city of Taganrog and other territories of the region);

- *resources of tourism organizations*. This group includes sites and portals of museums, reserves, travel agencies and other participants in the tourist sphere (for example, the website of the Taganrog State Literary and Historical and Architectural Museum-Reserve; site of the People's Military-Historical Museum Complex of the Great Patriotic War "Sambek Heights"; website of the Rostov State Natural Biosphere Reserve; website of the regional tourism agency Rostov-Tur LLC, etc.);

- *support resources*. This group includes unofficial sites and portals that inform and help tourists (for example, the educational portal about the Don region "Don Dawns"; information resource "Subtleties of Tourism" section of the Rostov Region; articles and notes on the Profi.travel website. Tells general information about the region, justifies the reasons for visiting it, gives information on cities and attractions);

- *social networks*. This group includes various profiles in the most popular social networks, which in one way or another advertise, promote tourism in the Rostov region or give any information about it.

The presented experience shows that considering technological changes, the structure of the advertising tools used in the formation and promotion of the image of the region is constantly changing and there is a need for further research considering the unique nature of the tourism sector.

4. Results

Portals about tourism in the Rostov region are an important tool for tourists who want information about the sights of the region, as well as for businesses that are engaged in tourism and want to promote their product. In this regard, an analysis was carried out of the main tourist portals of the Rostov region, which position the region as a tourist product (Table 1).

Table 1. Assessment of popular information resources about the Rostov region

Criterion / Resource	Interface	Navigation	Information architecture	Interactivity	Internationality	Promotion
"Volny Don" ("VisitDon")	Highly attractive, combination of all elements, corporate colors and logo	Availability of clickable links and sections	Various illustrations, effective system of headings	Keyword search, interactive	International, information available in 7 languages	Lack of proper promotion
Tourism and Business Communications Agency	Highly attractive, combination of all elements,	Availability of clickable links and sections	Various illustrations, effective system of	Keyword search, interactive	Not international	Lack of proper promotion

	corporate colors and logo		headings			
Don tourism	Low attractiveness, lack of corporate colors	Lack of clickable links, sections	Lack of navigation, lack of categories	Keyword search, interactive	Not international	Lack of proper promotion

The comparative characteristic of the presented sites allows us to conclude that the most competitive, interesting and important in terms of promoting the Rostov region as a tourist territory is the official tourism portal "VisitDon" which promotes the regional tourism brand "Volny Don" The site is made in the brand's corporate colors, the main symbol of which is a red horse. First, the high rating of the site is associated with its greatest information content. The portal contains the main sections that reveal extensive information about tourism in the Rostov region (about the region, what to do, where to eat, where to stay, routes, event calendar). There is also a separate menu that allows a tourist to get useful information about visa centers and travel agencies in the region, access to virtual excursions and an audio guide, and timely get information about events and attractions. In general, the information on the portal is convenient for perception, logically structured, the text is presented accessible, alternates with photographs, maps, symbols, which in general has a positive effect on the formation of the image of the tourist territory. Site navigation is intuitive. The information is presented in seven languages, which is its undoubted advantage, but at the same time it is possible to note the lack of information in eastern languages, such as Chinese, which reduces its attractiveness for tourists from Asian countries.

Assessing the quality of the promotion of information resources, and therefore the promotion of the brand of the tourist territory in the Internet space, it should be noted that there are several problems. When querying search engines, these information resources appear, unfortunately, not in the first place. The index indicator affects the frequency and completeness of the display of sites in search engines. If we pay attention to the traffic of visits, then we can conclude that the portal about tourism "Volny Don" is more visited in comparison with those under consideration. When analyzing information about loading sites, their usability, it should be noted that mobile versions of portals have a low download speed. While in the present days and young people and people of a more mature age are increasingly using mobile devices to find information. The main disadvantage of all three sites is the lack of an interactive map of the area with attractions. On the portal "Volny Don" there is no form of feedback, where the user could share his opinion, ask a question. This method of communication attracts the attention of visitors to the site and can serve as an additional tool for its promotion (Table 2).

Table 2. Comparative analysis of information resources (statistics for August 2023)

Indicators for comparative analysis	Tourism portal "Volny Don" (https://visitdon.ru)	Don tourism (https://dontourism.ru)	Tourism and Business Communications Agency (https://art-ro.ru)
Domain age	4,3 y	1,4 y	3,5 y
Website rating in the Russian Federation (by traffic)	227 825	643 207	737 735
Yandex ICS	240	40	20
Site quality assessment	45/100	80/100	50/100
Indexing	Yandex: 2188 Google: 1480	Yandex: 588 Google: 39	Yandex: 898 Google: 246
Visit traffic (visitors)	540/day 16700/mth	40/day 1100/mth	150/day 4500/mth

Usability (speed of use)	from computer: 1,4 c from mobile: 7,6 c	from computer: 0,8 c from mobile: 2,1 c	from computer: 1,7 c from mobile: 5,6 c
Naturalness of links:			
natural links	80 %	76 %	59 %
SEO	20 %	24 %	41 %
Average visit duration	0,2 min	0,6 min	1 min
Browsing depth (pages per visit)	1	1,23	2
Social activity (followers on social networks)	ВК – 5502 ОК – 3502 ТГ – 164	-	ВК – 204 ТГ – 165

Notes: compiled by the author based on the service a.pr-cy.ru; parsesite.ru; be1.ru

One of the criteria for a good functional state of the site is the level of elaboration of keywords and queries on it, according to which the site can be displayed in Yandex and Google search engines. According to https://be1.ru service, the semantic core of the "Volny Don" website is based on words related to the geographical names of attractions, namely, "attractions of Rostov-on-Don" in the Yandex search engine and the "stone staircase" in the Google system. At the same time, the visibility of the portal by the first keywords in the Yandex search engine is higher than in Google (Table 3).

Table 3. Keywords of the official portal for tourism of the Rostov region "Volny Don" and their visibility in search engines (August 2023)

Yandex				Google			
keywords	positions	requests per month	eff. impressions	keywords	positions	requests per month	eff. impressions
Rostov-on-Don attractions	14	1213	121	stone staircase	3	622	622
Rostov-on-Don attractions	15	1213	121	NPI Novocherkassk	9	574	287
Rostov-on-Don attractions	15	1213	121	stone staircase Taganrog	6	318	159
Volgodonsk	30	2302	69	Taganrog	47	5015	150
stone staircase	14	622	62	Veshenskaya	3	136	136
Tsimlyansk reservoir	16	388	39	NPI	9	268	134
sights of Rostov-on-Don	17	275	28	Morskaya	7	251	126
tour operators Rostov-on-Don	8	52	26	м4 Don	20	973	97
Stella Rostov-on-Don	5	36	25	Veshenskaya	5	133	93
what to see in Rostov-on-Don	13	206	21	Vyoshenskaya village	3	72	72

Notes: compiled by the author based on the service parsesite.ru

Thus, to SEO-promote the resource more effectively under consideration, more attention should be paid to the content of the site, and to working with keywords. You can also use different forms of text content, post not only descriptive articles, but also reviews about travel and

attractions, advice from experienced travelers about how to get together on a trip, what places to visit, how much money to take with you.

Interestingly, social networks are not a priority source of traffic. Moreover, in modern practice, they are one of the most common promotion channels. Based on the analysis of the activities of the Weekend on Volny Don community in the social networks "Vkontakte", "Odnoklassniki" and "Telegram", the greatest activity of the community in the "Vkontakte" network should be noted. The involvement of ER subscribers and the attractiveness of LR are more characteristic of this network, whose account demonstrates a significant gap from other communities. At the same time, the published content of the networks is almost identical, on average, posts are posted every two days. Basically, the information concerns upcoming events, recommendations where you can relax, draws. From this we can conclude that for the main target audience the social network "VKontakte" is the main source of information about recreation in the Rostov region (Table 4).

Table 4. Analysis of the activities of the community "Weekend on Volny Don" in social networks (August 2023)

Number of subscribers	Publications	Likes	Reposts	Comments	Views	ER Day	ER Post	ER View	LR	TR
"VKontakte"										
5502	17	429	75	175	140 601	0,398	0,725	0,482	7,797	3,180
"Odnoklassniki"										
3502	14	71	3	2	-	0,155	0,070	-	2,02	0,085
"Telegram"										
164	15	13	0	1	1358	0,569	0,275	7,926	7.926	0,609

Notes: ER Day – daily engagement rate; ER Post – engagement rate by post; ER View – engagement rate by views; LR – love rate; TR – talk rate.

In addition, the Weekend on Volny Don community has its own YouTube channel with a total of 483 subscribers. However, the content has not been updated for seven months due to the possibility of blocking the platform. It is also worth noting in general the low activity of the channel in terms of the number of views, likes, comments posted earlier by the video (except for the video "Rostov region. Crossing any boundaries"). At the same time, video hosting is a very promising tool for promoting the Rostov region.

In general, it is worth noting that the main goal of creating such Internet resources (tourist portals, communities in social networks of regional authorities) is to form a desire to visit the region for a tourist purpose as the main goal. They do not act as advertising resources and are aimed primarily at creating a positive image of the territory in the eyes of potential tourists.

Assessing the effectiveness of the strategy for promoting the Rostov region, including using Internet resources, one can note positive trends. As a result of the application of the above measures to promote the region, according to statistics, the flow of tourists increased from 1.6 million people in 2019 to 2.1 million people in 2022, and according to the analysis of the MTS Big Data system, up to 4 million people. Cash receipts also have a positive upward trend (36.3 % for the period 2019–2022). As a result of the study, data were obtained that allow us to clearly trace the dynamics of the economic effect of activities to promote the regional product of the Rostov region (Table 5).

Thus, these calculations confirm the fact that regional electronic resources are an effective tool for promoting a regional tourist product. Their competent use will make it possible to form an effective strategy for the development of tourism in the region, to promote a regional tourist product to increase income from tourist activities and tourist flow to the region.

Table 5. Assessment of the effectiveness of the promotion strategy of the Rostov region

Indicator	2019	2020	2021	2022
Share of tourist value added in gross regional product (%)	1,18	0,15	0,15	1,22
Cash receipts from inbound tourism, mil rub	19 305,01	2 571,87	23 800,69	26 310,19
Tourist flow to the Rostov region, mil people	1,6	1,5	1,5	2,1
Territory marketing expenses, mil rub	63,1	32,6	48,6	58,6
Cost per tourist, rub	39,44	21,73	32,40	27,90
Economic efficiency of territory marketing	304,94	77,89	488,73	447,98
Social efficiency (percentage of employees in the tourism sector of the total working population), %	1,9	1,8	1,6	1,6
Communicative efficiency (national tourist rating of the constituent entities of the Russian Federation)	15	17	18	21

4. Conclusion

The study helped to understand the role of Internet resources in promoting the territory's tourist product. Modern tourists pay special attention to Internet sources when searching for information. In this regard, even greater attention should be paid to the representation of regional authorities in the digital space, which represents huge opportunities for the formation and promotion of the tourist product of the territory.

According to the results of the analysis, the activity of tourist portals and communities in social networks is directly proportional to the size of the tourist flow and the region's income from tourist activities. As can be seen from the results of the analysis carried out in the Rostov region, targeted and diverse work is being carried out using information resources to promote the region as a tourist destination. At the same time, the authorities should pay more attention to promoting information resources on the Internet, both in Russian and in foreign languages, to attract foreign tourists to the region.

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Indonesian High School Teachers' Views on Media Education: Challenges and Prospects in EFL Instruction

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Abstract
In the rapidly advancing digital era, media education's relevance within educational systems has significantly grown, particularly in culturally diverse societies like Indonesia. In light of this, this study was conducted to gather the perspectives of 92 English as a Foreign Language (EFL) teachers in Central Sulawesi, Indonesia, with an emphasis on their integration of media education into their lesson plans. Utilizing a quantitative survey research design, the study revealed the teachers' strategies and their perceived benefits and drawbacks of media use in their classrooms. It also explored the influence of local cultural norms on their teaching approaches. The findings suggested a broadly positive attitude towards the integration of media into teaching, further endorsing its potential as a powerful instructional aid. Despite stumbling blocks such as technology and resource limitations and inadequate institutional support, teachers consistently recognized the vital role media plays in boosting students' intercultural competence. In conclusion, the study identifies potential areas for further research, such as enhancing institutional support for media integration and discerning specific needs of teachers. Even with its limitations, the study yields essential insights that could inform the crafting of strategies and policies designed to maximize the potential of media in EFL instruction, while confronting the identified challenges.
Keywords: Indonesian high school teachers, media education, English as a foreign language (EFL), instruction, challenges, prospects, cultural values.

1. Introduction

As the world finds itself further ensconced in a digital landscape, the relevance and importance of media education within global educational systems are experiencing exponential growth (Barrot, 2021). Particularly under the spotlight is the discipline of English as a Foreign Language (EFL). Herein, the integration of media resources has proven to be an indispensable ally, amplifying student engagement, and offering exposure to authentic, real-world usage of the English language (Crompton et al., 2021; Lomicka, 2020). An abundant corpus of research champions the marriage of media and EFL teaching. For instance, a pivotal investigation by Munandar and Newton (Munandar, Newton, 2021) provided empirical evidence to the fact that media education in EFL classrooms can be a fertile ground for cultivating cross-cultural understanding by offering students a rich tapestry of perspectives from around the globe. In alignment with these findings, a study by Siddig (Siddig, 2020) elucidated the potential of media usage in amplifying students' language proficiencies, notably in listening and speaking. By introducing students to scenarios and situations that closely mirror real-life situations, the study suggests that media can be instrumental in refining these crucial language skills. Adding

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to the chorus of approval, the research conducted by Khojah and Thomas (Khojah, Thomas, 2021) highlighted another important facet within the EFL-media confluence – motivation. Their study identified a positive synergy between media usage in EFL classrooms and students' motivation levels. The findings implied that the integration of media resources, particularly those that mirror the digital elements of the students' day-to-day lives, can invigorate the learning process, making it more dynamic and engrossing, thereby kindling a spark of motivation among the learners.

The education system in Indonesia is deeply influenced by its rich cultural environment and societal norms, which greatly impact the perception and integration of technology and media in teaching and learning. The cultural values of collectivism, respect for authority, and oral tradition, deeply entrenched in the Indonesian society, might impact the receptivity towards media education, which often champions individual creativity, critical thinking, and digital literacy (Puspitasari et al., 2021).

The society's readiness to embrace digital transformation in education, the digital divide across different social strata, and the role of media in reinforcing or challenging traditional norms and values are other vital factors to consider (Iivari et al., 2020; Jamil, 2021; Pangrazio; Sefton-Green, 2020).

Against this backdrop, the primary objective of this study is to investigate the high school teachers' viewpoints and experiences in incorporating media education into EFL instruction. In Indonesia, where the social and cultural landscape is diverse, media education has the potential to serve as a transformative force. The advent of media has not only redefined the boundaries of information dissemination, but also fundamentally impacted societal dynamics, necessitating the essential integration of media education in academic curricula (Rousell, Cutter-Mackenzie-Knowles, 2020; Szymkowiak et al., 2021). Exposure to media, if channeled constructively, can foster a well-informed, critical, and globally connected society (Swart, 2021; Vraga, Tully, 2021). It aids in the cultivation of digital literacy, critical thinking, and globally attuned perspectives. Conversely, the lack of media literacy can lead to susceptibility to misinformation, polarization, and a narrow worldview (Miller et al., 2022; Mrah, 2022). Indonesia, with its diverse cultural fabric, offers a rich context to understand the ways in which media education can influence societal dynamics, both positively and negatively. It is also important to consider how cultural elements may shape the reception and implementation of media education, as education and culture are deeply intertwined, each influencing and shaping the other (Gambarato et al., 2022; Lim et al., 2021).

Anchored in the context of Indonesian education, this research focuses on those directly in charge of combining digital technologies with traditional teaching methods in their classrooms. It seeks to expose the complex dynamics of their experiences, challenges they face, and successes they achieve. This investigation gives precedence to the educators' unique perspectives, delivering direct accounts of their trials and triumphs while merging traditional and digital teaching techniques. In a swiftly evolving global educational environment, these teachers are the builders of contemporary classroom spaces, sculpting Indonesia's educational future by integrating media tools with conventional teaching approaches. The core research questions to be addressed are: (1) What are Indonesian high school teachers' perspectives regarding the integration of media education into EFL instruction? (2) What specific obstacles do these educators encounter when implementing media education in their EFL classrooms?

2. Materials and methods

In this study, we employed a quantitative survey research design, following the recommendations of J.W. Creswell and J.D. Creswell (Creswell, 2017), to gain a comprehensive and in-depth understanding of senior high school teachers' perspectives and experiences. Our main focus was on exploring how these educators incorporated media education into their EFL instruction. We selected this quantitative methodology for its proven effectiveness in systematically collecting and analyzing a wide range of opinions and experiences, allowing for robust statistical analysis. To facilitate the distribution of our survey and gather data, we utilized a convenience sampling technique. Central to our research was a carefully designed 22-item questionnaire, which served as a vital research tool. This questionnaire underwent a rigorous validation process by two subject-matter experts, ensuring its relevance and reliability.

For the actual survey distribution, we leveraged the user-friendly and efficient platform of Google Forms, targeting EFL teachers across both public and private senior high schools in Central Sulawesi, Indonesia. Our efforts resulted in an encouraging participation from 92 teachers, whose

profiles spanned a wide spectrum of teaching experiences, age groups, and educational backgrounds. This demographic diversity offered a rich tapestry of perspectives and insights, thereby enhancing the comprehensiveness of our study. For a more nuanced understanding of the demographic characteristics of our participants, we present a detailed profile breakdown of the EFL teachers involved in the survey as follow (see Table 1).

Table 1. Demographic information of participants

Length of Teaching Experience	Age group	Educational Background Level	Participants
Less than 5 years	23-27 years	B.A in English Education	32
5-10 years	30-35 years	B.A in English Education	35
10-15 years	36-43 years	B.A in English Education	21
Over than 15 years	44-50 years	B.A in English Education	4
Total			92

As for the analysis of the collected data, we elected to employ a descriptive quantitative analysis approach, honing in specifically on the frequency distribution and percentages. This analytical approach streamlined the interpretation of our findings by succinctly showcasing trends within the data, thus ensuring a digestible presentation of the results.

3. Discussion

The result of this research consists of two main parts. The first part focuses on teachers' perception of media integration in their instructions, covering four themes: perceptions of media integration, experiences with media integration, institutional support for media integration, and cultural and societal impact. The second part examines the obstacles faced by teachers when implementing media education in EFL classrooms, which are divided into two themes: challenges in implementing media education and opportunities in implementing media education. The results for each theme are presented accordingly, providing a comprehensive understanding of teachers' perspectives and the difficulties they encounter in incorporating media education into their instructional practices.

EFL teachers' perception on the integration of media education in their instructions.

Table 2. Perceptions of media integration

Item	Statements	SDA	DA	N	A	SA	Respondents
1	I believe that integrating media into EFL instruction is beneficial for student learning.	5	7	10	30	40	92
2	I think that media resources help engage students in the classroom.	4	6	15	33	34	92
3	I find media resources to be effective in improving language proficiency.	6	8	12	31	35	92
4	I think that media education promotes motivation among EFL learners.	5	7	11	32	37	92
	Total	20	28	48	126	146	368
Percentage (%)		5.43	7.61	13.04	34.24	39.67	100

After examining the percentages in the given data (see Table 2), it becomes clear that most of the participants hold a favorable view regarding the incorporation of media in EFL teaching. In each item, there is a significant lean towards agreement (A) or strong agreement (SA) with the statements, which highlight various aspects of using media in EFL instruction. Not a single respondent strongly disagreed with any of the statements, which indicates a unanimous recognition of the potential benefits of media integration in EFL instruction. On top of this, only a

small proportion (7.61 %) disagreed with the statements, further emphasizing the overall positive sentiment towards media in EFL education. A slightly larger, but still small segment of respondents (13.04 %) maintained neutral views, which could be interpreted as either uncertainty about the impact of media resources, or a lack of significant difference when they are used in instruction. Crucially, a combined total of approximately 73.91 % of responses were categorized under 'Agree' and 'Strongly Agree'. Among these, 34.24 % agreed with the statements, thereby indicating a clear endorsement for the integration of media into EFL teaching. The 'Strongly Agree' responses formed an even larger group, representing 39.67 % of all responses. As such, this segment illustrates that the respondents firmly believe in the substantial positive impact of media resources on EFL instruction. This conclusion aligns with the findings of Noori et al. (Noori et al., 2022), which emphasized a widespread belief in the benefits and effectiveness of integrating media into EFL teaching and learning processes. This is further supported by Qiu (Qiu, 2022), who found that multimedia resources can enhance student engagement and foster a more interactive learning environment in EFL classrooms.

Table 3. Experiences with media integration

Items	Statements	SDA	DA	N	A	SA	Respondents
5	I have successfully integrated media resources into my EFL instruction in the past.	10	12	20	30	20	92
6	I have attended professional development programs focused on media integration.	15	15	15	25	22	92
7	I have faced difficulties when trying to integrate media into my EFL instruction.	10	18	20	30	14	92
8	I frequently use media resources in my classroom.	7	15	20	30	20	92
	Total	42	60	75	115	76	368
Percentage (%)		11.41	16.30	20.38	31.25	20.65	100

Based on an analysis of the percentages in the provided data (see Table 3), it is evident that the overall feedback from the respondents regarding their experiences with incorporating media into EFL instruction has been predominantly positive. Across all items, the trend leans towards agreement (A) or strong agreement (SA) with the statements, emphasizing successful experiences with media in EFL instruction. However, the data does not reflect a unanimous agreement. In fact, there are respondents who have expressed disagreement (DA) or strong disagreement (SDA) with the statements, indicating potential challenges or difficulties encountered in the media integration process. This disagreement, though not in majority, still constitutes a combined percentage of 27.71 % across all statements. This suggests that while media integration in EFL instruction has been successful for many, there remains a significant minority for whom this is not the case. A portion of respondents (20.38 %) maintained neutral views across the statements, suggesting either uncertainty about the effectiveness of media resources or a perceived lack of significant impact when they are used in instruction. However, the combined total of approximately 51.09 % of responses fell under 'Agree' and 'Strongly Agree' categories, indicating that more than half of the respondents had positive experiences with media integration in their EFL instruction. Specifically, 31.25 % agreed with the statements, showcasing a strong endorsement for the effectiveness of media integration in EFL teaching. 'Strongly Agree' responses constituted 20.65 % of all responses, revealing deeply held conviction among these respondents about the considerable positive influence of media resources on EFL instruction. This analysis thus underlines the prevalent belief in the value and effectiveness of integrating media into the process of EFL teaching and learning, while also highlighting the challenges faced by a non-negligible portion of respondents. It suggests that while media integration is generally seen as positive, more support and resources could be provided to address the difficulties faced by some teachers (Damsa et al., 2021; Joshi et al., 2021).

Table 4. Institutional support for media integration

Items	Statements	SDA	DA	N	A	SA	Respondents
9	My institution provides adequate resources for media integration.	20	15	20	20	17	92
10	My institution supports the use of media in EFL instruction.	15	10	25	25	17	92
11	My institution provides regular training for integrating media into teaching.	22	20	20	15	15	92
	Total	57	45	65	60	49	276
Percentage (%)		20.65	16.30	23.55	21.74	17.75	100

Through an analysis of the percentages in the provided data (see Table 4), it becomes apparent that there is a notable disparity in the respondents' experiences with institutional support when it comes to integrating media into EFL instruction. Across all items, the responses are relatively evenly spread across the spectrum from strong disagreement to strong agreement, indicating a broad range of experiences with institutional support for media integration in EFL instruction. Unlike in previous data sets, disagreement and strong disagreement are notable here. This includes respondents expressing challenges or difficulties encountered due to perceived lack of institutional support. Combined, strong disagreement and disagreement constitute 36.95 % of responses across all statements, suggesting a significant minority of respondents who feel their institutions do not provide adequate support or resources for media integration. A neutral stance is held by 23.55 % of the respondents across the statements, which could suggest uncertainty about the adequacy of institutional support or a perceived lack of significant impact of such support on their practice. Meanwhile, a combined total of approximately 39.49 % of responses fell under 'Agree' and 'Strongly Agree' categories. This indicates that less than half of the respondents felt positively about the institutional support they receive for integrating media into their EFL instruction. Within this group, 21.74 % agreed with the statements, providing a moderate endorsement of the institutional support they have experienced. 'Strongly Agree' responses, making up 17.75 % of all responses, reveal a smaller group of respondents who are particularly satisfied with the support they receive from their institutions. This analysis reveals varying perceptions of the sufficiency and efficacy of institutional support in incorporating media into English as a Foreign Language (EFL) instruction and learning. Similarly, Gacs et al. (Gacs et al., 2020) and González-Lloret (González- Lloret, 2020) emphasized the need for more institutional support in integrating technology and media resources into language education. They observed that, although teachers acknowledge the potential benefits of such integration, many feel they lack the requisite resources and institutional support to implement it effectively. Consequently, while some teachers feel amply supported in this endeavor, a significant number do not. This underscores the potential benefits of additional institutional resources and initiatives in tackling these challenges.

Upon analyzing the percentages in the provided data (see Table 5), it is evident that the respondents recognize the impact of cultural and societal factors in the integration of media into EFL instruction. In the context of this study, cultural factors refer to elements such as traditions, values, and norms of the society in which EFL is being taught, while societal factors pertain to broader influences such as the economic status, educational systems, and social expectations that can impact the learning environment. These factors are integral as they could potentially shape the content, reception, and effectiveness of media resources used in teaching EFL.

Across all items, there is a clear inclination towards agreement (A) or strong agreement (SA) with the statements, highlighting the importance of cultural considerations and addressing cultural issues through media resources in EFL instruction. Notably, there are no respondents who strongly disagree (SDA) with any of the statements, indicating a unanimous recognition of the influence of cultural factors in media integration.

However, a small proportion (7.97 %) of respondents disagree (DA) with the first statement, which suggests a minor disagreement regarding the impact of cultural considerations on media integration. A moderate percentage of responses (21.74 %) fell under the neutral (N) category, indicating mixed opinions or uncertainty about the influence of cultural factors on the integration

of media in EFL instruction. On the other hand, a combined total of approximately 57.89 % of responses were categorized under 'Agree' and 'Strongly Agree'. Among these, 32.61 % agreed (A) with the statements, while 24.28 % strongly agreed (SA).

Table 5. Cultural and societal impact

Items	Statements	SDA	DA	N	A	SA	Respondents
20	Cultural considerations impact the integration of media into EFL instruction.	0	15	15	30	22	92
21	Media resources provide an opportunity to address cultural issues in EFL instruction.	7	12	20	30	23	92
22	The use of media in EFL instruction can improve cross-cultural understanding among students.	5	10	25	30	22	92
	Total	22	37	60	90	67	276
Percentage (%)		7.97	13.41	21.74	32.61	24.28	100

These findings indicate a general acknowledgment among the respondents about the significance of media resources in addressing cultural issues and improving cross-cultural understanding in EFL instruction. Our findings resonate with those of Jagers et al. (Jagers et al., 2019), underscoring the importance of fostering intercultural competence in English as a Foreign Language (EFL) instruction. They pointed out the efficacy of using culturally diverse media resources to nurture this competence, thereby enriching students' comprehension of diverse cultures. Additionally, our study aligns with the perspectives of Duryan et al. (Duryan et al., 2020), which assert that media resources provide EFL students with invaluable engagement opportunities. Through these resources, students gain access to authentic cultural content, leading to an enriched learning experience and increased cultural understanding. This alignment across various studies amplifies the pivotal role media resources play in advancing cultural competency in EFL teaching.

Teachers' obstacles in implementing media education in EFL classrooms.

Table 6. Challenges in implementing media education

Items	Statements	SDA	DA	N	A	SA	Respondents
12	Limited access to reliable technology is a challenge in my context.	5	10	15	30	32	92
13	There is a lack of appropriate media resources for EFL instruction.	7	10	20	25	30	92
14	I find it difficult to adapt to new media technologies.	10	15	25	20	22	92
15	There is a lack of time to plan for media integration in EFL instruction.	8	10	20	30	24	92
	Total	30	45	80	105	108	368
Percentage (%)		8.15	12.23	21.74	28.53	29.35	100

Based on an analysis of the percentages in the provided data (see Table 6), it becomes apparent that the respondents encounter diverse obstacles when attempting to implement media education in their EFL instruction. Across all items, there is a significant lean towards agreement (A) or strong agreement (SA) with the statements, which describe different challenges associated with media integration in EFL teaching. These challenges include limited access to reliable technology, a lack of appropriate media resources for EFL instruction, difficulty adapting to new media technologies, and a lack of time to plan for media integration. The data shows that a substantial percentage of respondents (20.38 % neutral, 28.53 % agree, and 29.35 % strongly agree) identify with these challenges. A total of 57.88 % of respondents agree or strongly agree with

the statements, indicating that the majority of respondents face these challenges when attempting to implement media education in EFL instruction. A combined total of approximately 20.38 % of responses were classified as 'Neutral', suggesting uncertainty or mixed feelings towards these challenges. On the other end of the spectrum, 12.23 % of responses disagreed and 8.15 % strongly disagreed with the statements, suggesting that a portion of the respondents do not consider these to be significant challenges in their context. This analysis highlights the prevalent challenges faced when implementing media education in EFL teaching and learning. These findings echo the sentiments shared in existing literature on the subject. For instance, the research conducted by El-Nabi et al. (El-Nabi et al., 2023) illuminates how practical issues such as unreliable technology, inadequate resources, time constraints, and discomfort with new technologies can pose significant barriers to the effective utilization of media in the classroom. Moreover, Korostelina, Barret (Korostelina, Barret, 2023) suggest that to overcome these barriers, there is a pressing need for more support and resources, including professional development for teachers. It suggests that while media integration is generally seen as beneficial, practical obstacles like lack of reliable technology, appropriate resources, time, and comfort with new technologies can hinder its effective implementation. Providing more support and resources, including professional development for teachers, could be key in addressing these challenges.

Table 7. Opportunities in implementing media education

Items	Statements	SDA	DA	N	A	SA	Respondents
16	Media resources can provide students with real-life language scenarios.	5	7	10	35	35	92
17	Media resources can expose students to diverse cultural perspectives.	4	8	15	30	35	92
18	Media resources can enhance students' listening and speaking skills.	3	7	15	33	34	92
19	Media resources can motivate students to learn.	2	6	10	35	39	92
	Total	14	28	50	133	143	368
Percentage (%)		3.80	7.61	13.59	36.14	38.86	100

After examining the proportions in the given data (see Table 7), it is clear that the participants identify a myriad of possibilities when incorporating media education into their English as a Foreign Language (EFL) teaching. Across all items, there is a clear inclination towards agreement (A) or strong agreement (SA) with the statements, highlighting the positive impact of media resources in various aspects of EFL instruction. The data in Table 7 demonstrates that a significant percentage of respondents (36.14 % agree, 38.86 % strongly agree) perceive media resources as valuable tools in providing real-life language scenarios, exposing students to diverse cultural perspectives, enhancing listening, and speaking skills, and motivating students to learn. The combined total of approximately 75 % of responses falls under the 'Agree' and 'Strongly Agree' categories, indicating a strong consensus among the respondents regarding the benefits of media integration in EFL instruction. Conversely, only a small percentage of respondents (3.80 % disagree) expressed disagreement with the statements, suggesting a minor disagreement with the perceived opportunities offered by media resources. Additionally, a moderate percentage of responses (13.59 %) fell under the 'Neutral' category, indicating uncertainty or mixed opinions about the potential benefits of media resources in EFL instruction. Overall, this analysis underscores the prevalent belief in the positive impact of integrating media resources into EFL teaching and learning. It emphasizes the recognized opportunities in providing authentic language scenarios, diverse cultural perspectives, enhanced language skills, and increased student motivation. The findings from this study echo the work of Shortt et al. (Shortt et al., 2023), which emphasized the crucial role of media resources in offering authentic language scenarios. Such scenarios can significantly amplify the language acquisition process. Building on this idea, a study by Fuentes et al. (Fuentes et al., 2021) further highlighted how media resources can introduce

diverse cultural perspectives to students, thereby fostering intercultural understanding and competence. Therefore, these findings not only solidify the already acknowledged benefits of media resources in English as a Foreign Language (EFL) instruction but also provide additional evidence that supports their implementation. This amplifies the understanding of media resources as invaluable assets in the EFL learning process.

4. Results

The main aim of this research is to explore the perspectives and experiences of high school teachers when integrating media education into EFL teaching. The provided research data, pertaining to various facets of integrating media into EFL instruction, presents a comprehensive perspective on the attitudes, experiences, perceived challenges, and recognized opportunities among educators in this context.

The broad consensus among the respondents indicates a positive perception and successful experiences in integrating media into EFL instruction. These findings are consistent with literature that points to the potential benefits of media in language instruction. Numerous studies have highlighted the effectiveness of multimedia tools in enhancing language learning outcomes, facilitating active learning, improving motivation, and providing exposure to real-life language use and diverse cultures (Shadiev et al., 2022). However, the research also revealed a significant minority of respondents who have faced challenges with media integration or who have expressed dissatisfaction with institutional support for media integration. This is an important consideration, given that adequate support, including resources and professional development opportunities, is critical to successful technology integration (Cheung, 2023).

In regards to institutional support, the responses were fairly mixed, with only a modest percentage of participants agreeing or strongly agreeing that they receive adequate support. This suggests room for improvement in how institutions facilitate media integration into EFL instruction. It aligns with existing literature that emphasizes the importance of institutional support in successful technology integration in education (Joshi et al., 2021; Turnbull et al., 2021). The perception of cultural factors and societal influences is also predominantly positive, suggesting that teachers see the value of media resources in enhancing intercultural competence and addressing cultural issues. This finding is in line with current literature that acknowledges the importance of cultural considerations in EFL teaching and the capacity of media to facilitate cultural understanding (Munandar, Newton, 2021; Liu, 2020).

While discussing challenges, the study indicates that a significant proportion of respondents faced obstacles such as limited access to reliable technology, lack of appropriate resources, and difficulty adapting to new media technologies. These challenges resonate with other research findings in this field, identifying similar hurdles that can impede the effective use of technology in teaching (Curelaru et al., 2022). Lastly, the opportunities identified by the respondents, such as providing real-life language scenarios, exposing students to diverse cultural perspectives, enhancing listening, and speaking skills, and motivating students to learn, correlate with previous studies that underscore these benefits of media resources in EFL instruction (Khojah, Thomas, 2021).

5. Conclusion

The findings of this study offer a detailed understanding of high school teachers' perspectives and experiences in incorporating media education into EFL teaching. The majority of participants have expressed positive experiences and attitudes towards media integration into EFL instruction, aligning with previous literature underscoring the potential benefits of media in language instruction. However, this research also uncovered some areas of concern. Some teachers highlighted challenges they faced when integrating media, and there was a notable lack of satisfaction regarding institutional support. This suggests a need for improvement in providing resources and professional development opportunities to facilitate successful media integration. Moreover, the challenges identified by the respondents, such as limited technology access, resource scarcity, and difficulty in adapting to new media technologies, underscore the need for concerted efforts to remove these barriers for a more effective application of technology in teaching. The positive perception of cultural factors and societal influences indicates that teachers recognize the potential of media resources in enhancing intercultural competence. This further underscores the significance of media in EFL instruction, not just for language acquisition but also for cultural understanding.

Given the mixed responses concerning institutional support and the challenges identified, future research could explore the specific kinds of support that teachers require for successful media integration in EFL instruction. Studies could also be conducted to understand how institutions can better facilitate media integration, including ways to overcome the identified technological and resource-related obstacles. Despite these limitations, the research offers valuable insights into the integration of media in EFL teaching from the teachers' perspective. The findings could be instrumental in shaping institutional strategies and policies aimed at maximizing the benefits of media in EFL instruction while addressing the identified challenges and concern.

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The Model of Cultural Identity Represented in Soviet Cinema from the 1930s to the Early 1950s (Stalin-era Cinema)

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Abstract

The article reflects the results of a comparative hermeneutic analysis of Soviet feature films from the 1930s to the early 1950s, including the study of cultural and historical contexts in order to consider their possible influence on the author's views, reflected in the specifics of the depiction of characters and reality, in the choice of plot motifs and other structural components of the film.

On the basis of the results of the hermeneutic analysis of Soviet feature films from the 1930s to the early 1950s, film images, types of film characters and plot motifs that reflect the prevailing "points of view" about cultural values and traditions and characterise stereotypical models of social interaction of characters in accordance with five types of cinematic discourse (interpersonal, artistic-aesthetic, religious-ideological, historical-cultural, mythological are described and systematized), the content of the structural-functional model of cultural identity that we have developed and that is represented in the national cinema.

In the interpersonal relations of characters in Soviet feature films of the 1930s and early 1950s, the following features peculiar to the Russian mentality are preserved: emotional openness, sincerity, trust and reciprocity. The characters possess signs of traditional Russian cultural identity: unselfishness, aspiration to collectivism and service to society. At the same time, the heroes of the films of this time lose their subjectivity. In the relations between society and nature represented by the cinema screen in the relations between society and nature depicted on the cinema screen of this period of a materialistic worldview.

Keywords: cinema, culture, identity, Soviet Union, 1930s – early 1950s, Stalin.

1. Introduction

In the 1930s, the foundations of socialist society were being laid. Questions of national self-consciousness became topical for the Soviet authorities. The development of international unity was presented to the party leadership as the most important condition for the formation of the Soviet people. Cinematography played a key role in shaping Soviet citizens' perceptions of fundamental Soviet values and their place in society.

The cinema of the Stalin era solved one of the most important socio-political tasks – the formation of the integrity of a multi-ethnic society living in the European, Eastern and Asian parts of the country, which occupied 1/6th of the Earth's landmass. Cinematographers reflected the only true and life-affirming view of the events of the revolution, civil war and modern times, showed and extolled the virtues of communism, created a sense of patriotism in the Soviet filmgoer and mobilised the country's population to build socialism. On the screen, the image of a production leader and labour hero was constructed, embodying for the audience a cherished dream and leading them into a new life.

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The interpersonal and social relationships depicted in the cinema of the 1930s and early 1950s orientated the audience within the space of the basic values of Stalinist culture and acted as a means of identification for them.

2. Materials and methods

The article reflects the results of a comparative hermeneutic analysis of Soviet feature films from the 1930s to the early 1950s, including the study of cultural and historical contexts in order to consider their possible influence on the author's views, reflected in the specifics of the depiction of characters and reality, in the choice of plot motifs and other structural components of the film.

The technique we used to hermeneutically analyse feature films in historical and cultural contexts is based on the developments of A. Fedorov (Fedorov, 2015), A. Silverblatt (Silverblatt, 2001: 80-81) and U. Eco (Eco, 2005: 209).

We interpret the structure of cultural identity as a multidimensional phenomenon that forms a set of discursive practices that reflect traditional and innovative forms and modes of relations between man and man, man and society, society and nature, constituting a system of functional blocks (which we formulate as interpersonal, social and being) that are ontologically linked to the processes of a person's search for his or her own place in society and the formation of his or her sense of cultural belonging.

On the basis of the results of the hermeneutic analysis of Soviet feature films of the 1930s – early 1950s, the film images, types of film characters and plot motifs that reflect the prevailing "points of view" about cultural values and traditions and characterise stereotypical models of social interaction between characters in accordance with the five types of cinematic discourse (interpersonal, artistic-aesthetic, religious-ideological, historical-cultural, mythological), which constitute the content of the different types of cinematic discourse (interpersonal, artistic-aesthetic, religious-ideological, historical-cultural, mythological), are identified, The five types of cinematic discourse (interpersonal, artistic-aesthetic, religious-ideological, historical-cultural, mythological) that constitute the content of the different types of cinematic discourse (interpersonal, artistic-aesthetic, religious-ideological, historical-cultural, mythological) were described and systematised.

3. Discussion

To date, the problem of cultural identity representation in the Soviet art cinema of the 1930s and early 1950s has not been considered in scientific research. At the same time, however, it has been indirectly touched upon by authors analysing issues related to the reflection and construction of socio-cultural reality by Soviet cinema of the Stalinist era. Within the framework of this direction, they have carried out research on the following topics:

- T. Dashkova, V. Solovieva and T. Khuzina examine the specific features of Stalinist cinema's depiction of the everyday life of Soviet citizens. The authors identify two characteristic features. In the 1930s, positive characters lived in the name of an idea, so they did not strive to arrange their ascetic life. Attention to household items and clothes was considered a sign of moral decay (Dashkova, 2013; Khuzina, 2006; Solovieva, 2017). However, this view was relevant until the mid-1940s, when cinema began to construct the image of a scientist living in luxurious flats with spacious rooms and expensive furniture. "Affluent" furnishings began to be presented as a sign of being economical rather than bourgeois as it was before (Dashkova, 2013; Solovieva, 2017);

- A. Chernilovsky, analysing the content of Soviet films of the 1930s about the future war with fascism, shows how cinematographers created images of external and internal enemies (traitors – former kulaks, White Guards) and images of Soviet soldiers, courageous, self-sacrificing and humane towards the peaceful population of the enemy country (Chernilovsky, 2017);

- A. Zyablikov conducts a historiographical analysis of the problem of the construction of social reality by means of cinema and the formation of socio-cultural stereotypes that determined the worldview of the "new man". In his opinion, the creative process of cinematographers took place under the sign of deconstruction of existing social practices and the search for images combining utopia and real life (Zyablikov, 2022);

- E. Volkov analyses the role of religious images and archetypes (archetypes of the martyr) in the depiction of the Civil War on the Soviet cinema screen of the pre-war years. He notes the peculiar integration of traditional religious and new Soviet consciousness. In his opinion, the image of the enemy embodied the devilish forces opposed by the Bolsheviks, who represented the "saints"

of the new world of social justice (Volkov, 2009). G. Morozova investigates the problem of actualising the creation of the image of a new hero who embodies the "light" elemental forces or who acquires them in the process of undergoing a kind of "rite of passage" – the transition from the "old" world to the "new" one (Morozova, 2008);

- E. Aristova conducts a philosophical analysis of the construction of the image of collectivisation by Stalinist cinema as a process of creating a myth of a socialist state whose population lives in abundance and prosperity (Aristova, 2021);

- A. Neminushchy, S. Smagina and O. Khloponina consider the semantics of the visual category of femininity, which is characterised by wide variability (Neminushchy, 2016). Khloponina examine the semantics of the visual category of femininity, which is characterised by wide variability (Neminushchy, 2016), describe the ideal of a Soviet woman who challenges the old way of life and declares her equality with men (Smagina, 2017), identifies the main female types (heroic, maternal and femme fatale) that form the system of myths-ideologemes represented in the Soviet cinema of the 1930s (Khloponina, 2017).

- N. Khrenov provides a comprehensive characterisation of the ways in which collective identity is formed through cinema in the 1930s, describing the socio-cultural functions of Soviet cinema as the embodiment on screen of the power to shape social ideals and values (Khrenov, 2013).

- V. Kolotaev analyses the problem of the emergence of a model of personality with rejected subjectivity in the process of changing paradigms of Soviet culture (the revolutionary-historical paradigm was replaced by the party paradigm). The author describes how the characters of the Soviet cinema of the Stalinist era are forced to delegate the active beginning to the authoritative Other, the conductor of political power (Kolotaev, 2018).

4. Results
Peculiarities of the historical period of feature film creation

The need to develop industry, agriculture and other spheres of the economy, which emerged in the late 1920s and early 1930s, posed serious challenges to the country's leadership. For their efficient solution, the authorities established plans for a five-year period, the so-called "five-year plans". According to the officials' reports, they were fulfilled ahead of schedule and exceeded the production volume, but in reality many plans were not realised.

Collectivization and industrialization carried out from the late 1920s as part of the first "five-year plan" were accompanied by mass repression of peasants (arrests, deportations, exiles, and shootings), which caused anti-government uprisings of villagers. Already in the early 1930s, collectivization was completed, but its consequence was a mass famine that swept across vast rural areas of the Ukrainian SSR and RSFSR in 1932-1933. According to various estimates, from 5 to 7 million people became its victims.

In the second five-year period (1933-1937) the level of repression decreased significantly. A landmark phenomenon of this period was the emergence of the Stakhanov's movement. Originating in the mining industry, it spread rapidly in production and agricultural spheres and contributed to a significant acceleration of production rates by involving workers in socialist competitions. Peasants were allowed to run private subsidiary farms to meet their own food needs and to sell some of their produce on the market. Political and economic reforms were carried out to improve the living standards of the working class.

Significant achievements of the 1930s, symbolising the country's economic and political

Important achievements of the 1930s, symbolising the country's economic and political power, were the "great constructions of communism" (the Baikal-Amur main line, the Belomorkanal, the Dneproges, the Moscow Metro) and the "great Soviet flights" (the flight of V. Chkalov's crew over the North Pole to America). The achievement of shocking feats was the result of the authorities' desire to "catch up and overtake" the economically developed countries. However, they were achieved not so much by the efforts of enthusiasts as by the mass forced labour of countless prisoners.

In 1937-1938, mass repression and shootings ("The Great Terror") swept the country. The fight against "anti-Soviet elements" (former members of opposition parties (Mensheviks, SRs), "kulaks" and entrepreneurs) and "enemies of the people" was widespread. They were also to be found among filmmakers. In 1938, for example, the cameraman V. Nielsen and the head of the Main Directorate of the Film and Photographic Industry B. Shumyatsky were shot. More than a million ordinary citizens fell victim to the terror.

In 1936, Hitler concluded treaties with Italy (the "Berlin Agreement", which brought Germany closer to Italy in military and economic terms) and Japan (the "Anti-Comintern Pact", aimed against the spread of communist ideology), which led to the threat of a military invasion of the USSR. In August 1939, a non-aggression pact with Germany was signed, which was in force until 22 June 1941, the beginning of the Great Patriotic War (which ended on 9 May 1945). During the war, the Nazis occupied Soviet territories, carried out mass shootings of civilians, destroyed farms and industrial enterprises, millions of inhabitants were evacuated to the rear areas, and many large factories were reoriented to the production of military products.

A landmark event of the war years was Stalin's meeting with the hierarchs of the Russian Orthodox Church (4th September 1943), where they discussed the opening of churches, theological educational institutions, and the publication of the Journal of the Moscow Patriarchate. Already at the end of November 1943, the Decree of the Council of People's Commissars of the USSR "On the order of opening churches" was issued. Many repressed priests were released from prisons. During the war years, the Church was involved in patriotic activities, providing material support for soldiers and their families, and caring for homeless children.

Germany capitulated on 7th May 1945. The war claimed tens of millions of lives, destroyed thousands of villages and towns, collective farms and factories. In the first post-war years, many collective farms and factories went bankrupt, livestock numbers and crop yields fell markedly. Millions of teenagers were forced to work in the fields and factories to earn a living for themselves and their younger brothers and sisters. The authorities faced the urgent task of bringing the country out of the crisis. In March 1946, a five-year plan (the fourth "Five-Year Plan") was adopted to restore, develop and modernise the national economy and industry. The most significant results were achieved in the construction and scientific and technical spheres. Using forced labour of prisoners, roads, bridges and industrial enterprises were built in the country. In 1949, the first Soviet atomic bomb was tested, and in 1954 the world's first nuclear power station was opened.

In the late 1940s and early 1950s, a policy of cultural isolation was adopted. Cultural and artistic workers were obliged to propagandise the superiority of the Soviet Union in the socio-cultural and scientific-technical spheres. Intellectuals who did not follow the "general line" of the Party were accused of "low worship of the West", deprived of their jobs and exiled to camps (Gulag). This was the country's "struggle against cosmopolitanism".

The Stalin era ended with the death of the leader on 5th March 1953.

The influence of historical events on the process of creating Soviet feature films of the 1930s – early 1950s

In the 1930s, censorship in cinema reached its peak. Every kind of critique of everyday life and the state of social and political affairs was excluded, and thematic planning was introduced. Cinematographers were losing their creative independence and the opportunity to experiment with form, as they had in the 1920s. The country fought against formalism (from April 1932, "literary and artistic organisations" began to be united in order to strengthen control). Now socialist realism, showing and extolling the virtues of communism, became the main direction and method of creative activity, reflecting the only true and life-affirming view of the events of the revolution, the civil war and the present.

In the history of the USSR, the early 1930s was the period of the end of collectivisation. Its results were a failure: the number of livestock was reduced, crop yields fell, and villagers starved en masse (1932–1932). Meanwhile, the cinema portrayed a very different reality. The screen showed a beautiful and fairy-tale village drowning in abundance. For example, in the film by A. Medvedkin *Miracle Woman* milkmaids manage to achieve incredibly high performance. The young heroes of the film are neat and clean (dressed in snow-white Ukrainian vyshyvanki), genuine and selfless, do not burn in the fire and easily subdue rampaging cattle.

The inconsistency of the screen image with the experience of rural audiences, who were experiencing hunger and poverty, gave rise to a belief in the existence of secret enemies preventing the achievement of national welfare and the victory of socialism (interestingly, the ideal image of social life depicted in Stalinist cinema was constructed in the present, not the future, as was the case in the 1920s), and had quite definite Moscow localisations: VDNKh (called VSKhV in Stalin's time), Red Square, the Moscow Metro, and Gorky Park). Filmmakers were forced to glorify the brutal suppression of dissenters from different strata of the population: peasants, workers, and employees. Bolshevik violence during the revolutions and civil war was presented on the cinema screen as a necessary measure. "F. Ermler's talented film drama *The Great Citizen* (1937) …

M. Romm's film *Lenin in 1918* (1939) also played its sad role in justifying the Great Terror of 1937-1938" (Zyablikov, 2017: 45).

The Soviet cinema of the 1930s reflected the theme of industrialisation. Films about the Stakhanov's movement were released (*Wonder Woman* (1936), *Big Life* (1939), *Night in September* (1939), etc.). Enemies and saboteurs prevent the screen heroes from setting records, but the wise leaders of the local party organs come to their aid in time. The heroes do not show personal initiative. They only selflessly fulfil their duty, serving the motherland faithfully and faithfully. The authors deliberately portrayed feelings of collectivism and involvement in the common cause of the development of a large country.

The characters in the films of the Stalin era were imbued with the spirit of industrialization. The image of a production leader and labor hero became a cherished dream for them, leading them into a new life. For example, the picture by G. Alexandrov *Bright Path* (1940) tells the story of a girl who goes from an illiterate housekeeper to an engineer of textile production, awarded the Order of Lenin. Filmed in fairy-tale style, the film was intended to evoke feelings of patriotism in the audience and mobilise the country's population to build socialism.

Stalin's reconstruction of Moscow, which began in the 1930s, was reflected on the cinema screen. A. Medvedkin's film *New Moscow* (1938) shows scenes of the destruction of buildings and the movement of large apartment blocks in space, along with the residents enthusiastically looking out of the windows. The appearance of Moscow is changing so quickly that the local artist does not have time to capture it in his paintings. In the painting by T. Lukashevich *Podkidysh* (1939) Moscow already appears as a utopian peaceful city with majestically towering buildings in the style of Stalin's Empire, with wide avenues on which people are endlessly moving, driving and honking cars.

The threat of a German attack on the USSR in the second half of the 1930s necessitated the creation of patriotic films in order to form the Soviet people's image of the military enemy, the feeling of hatred towards it and the belief in a quick and easy victory. The heroes of these films were characters from Russian history of pre-Petrine times. According to the writer K. Simonov, Stalin "took a ready-made figure in history, which could be utilitarian useful from the point of view of the modern ideological struggle. This can be traced back to the figures he put forward for cinema: *Alexander Nevsky, Suvorov, Kutuzov, Ushakov, Nakhimov*" (Simonov, 1990: 165).

In 1937-1938, the Soviet box office released a film by V. Petrov's film *Peter the First*. The First Emperor of All Russia (actor N. Simonov) appeared on the screen as a reformer, leader and people's commander with a strong and indomitable character. Especially inspiring look his monologues addressed to his army: "... Warriors of Russia, this formidable hour must decide the fate of the Fatherland! Do not think that you are fighting for Peter, but for the state handed over to Peter, for your people, for the Fatherland – forward! "

In 1938, Soviet viewers saw the painting by S. Eisenstein *Alexander Nevsky*. The film clearly identifies an external enemy – Nazi Germany. Although the historical events and the time of the film's release were separated by almost seven centuries, the plot has clear parallels and many references to Hitler's troops: the shape of helmets, swastikas, emblems on flags, and so on. Addressing the German prisoners, Nevsky utters the famous phrase: "But if anyone comes to us with a sword, he will die by the sword! "

In the pre-war year the film by V. Pudovkin and M. Doller Suvorov was released. Pudovkin and M. Doller's film *Suvorov*. The film tells about the people's commander who sincerely believes in his army. The soldiers carry him in their arms. Addressing them, Suvorov pronounces such words: "My heroes, Glory to you, Glory!...", "I have no doubt in the greatest indestructible bravery of my wonder-great heroes!". The film emphasises his closeness to the people and his religiosity. He hugs and kisses the soldiers, is baptised, and says that he will answer for his mistakes "before God".

The films of the war period were designed to show the horrors of the fascist invaders' massacres of civilians and the heroism of the Soviet people. The image of a truly popular war was created on the screen. Everyone took part in it: children, women, old people. In the film by M. Donskoy *Rainbow* (1943), a mother sacrifices herself and her own newborn baby, keeping secret the location of partisans. A ten-year-old boy is killed by the Nazis for trying to take bread to a pregnant woman. Seeing Soviet warplanes flying through the sky, the locals baptise and bow down. In the episode with the interrogation of the traitor (a former "kulak") behind the backs of Soviet soldiers hang icons, a local resident, pointing to the icon of the Mother of God with the Child says to him: "You don't touch God. This is not your God! This is our God! Our God! He is not for sale to

the Germans...". Obviously, such an appeal to the religious memory of the people was the result of a change of political course in the attitude towards the Orthodox religion.

The post-war period (1943–1953) has been called the era of "little films" (the number of feature films made per year decreased to 9 (in 1951). Its distinctive features are: the struggle against cosmopolitanism, screen adaptations of biographies of composers, writers, and scientists embodying the great achievements of the Soviet people (*Academician Ivan Pavlov* (1949), *Alexander Popov* (1949), *Spring* (1947), *In the Name of Life* (1946), *Glinka* (1946), Michurin (1948), *Court of Honour* (1948), etc.), lacquering, and idealisation of the biographies of composers, writers, and scientists embodying the great achievements of the Soviet people), varnishing and idealisation of reality (*The Kuban Cossacks* (1949), *Tale of the Land of Siberia* (1947), etc.), the release of so-called "trophy" films taken from Germany into mass Soviet distribution, and the creation of an image of a war won thanks to the wise leadership of Stalin (*The Fall of Berlin* (1949), *The Battle of Stalingrad* (1949), etc.).

Ideology, worldview of feature film authors in the socio-cultural context

Stalin, the country's chief censor, set the worldview guidelines for filmmakers. He "not only gave advice to directors, but also provided the cinema with development programmes" (Khrenov, 2006: 391). Films whose content was found to deviate from ideological norms were banned at the stage of filming and their authors were punished.

On the Soviet screen of the 1930s, the struggle against internal enemies – mainly bourgeoisie and kulaks – continued. Many filmmakers used the story of the confrontation between honest, hard-working peasants and workers and self-serving and unscrupulous lower and middle management as a basis for the plot. For example, in the film by B. Barnett's film *Night in September* (1939), the mine manager makes various attempts to disrupt the birth of the Stakhanov's movement, but the mine's parttorg comes to the rescue and manages to expose him.

One of the characteristic features of Soviet cinema of the pre-war decade was the authors' appeal to cultural memory and the historical past. During this period, "directors so actively borrowed folklore motifs and used them in their films that a contradiction arose between historical truth and fairy-tale clichés" (Khrenov, 2006: 390). Folklore acted as a source for the creation of sublime heroic images, as if copied from the pages of folk bylinas and fairy tales. In the traditional for Russian folklore struggle between good and evil on the cinema screen, characters are reincarnated as warriors who do not know fear, fatigue and defeat. Such, for example, was the folk hero Chapayev, a character from the film of the same name, who dies in the 1934 film and is "resurrected" in the 1941 short film (*Chapayev is with us*).

The Soviet cinema of the Stalin era not only constructed an image of reality, but also reflected it. The genre conventionality of feature films concealed the features of a living national character. In the atmosphere of fairground noise and fun in the musical films of I. Pyryev (*Tractor drivers* (1939), *Pig farm woman and Shepherd* (1941), *Kuban Cossacks* (1949), etc.) demonstrates the abundance and achievements of labor collectives, and against the background of vast fields and clear skies – the work of shepherds, farmers, mowers, and tractor drivers. In them, the director expresses the properties of the Russian soul: collective labor, unity with nature, love for the vastness.

In the post-war period, the image of a scientist dedicated to the motherland and dreaming of the Soviet Union's victory in the struggle against the West appeared on screen. His distinct feature was a well-established life (expensive furnishings and exquisite furniture, spacious rooms, a company car, etc.), interpreted as a reward for the scientist's labour. For example, in the painting *Spring* (1947) by G. Alexandrov, the protagonist lives in a spacious flat, her wardrobe is filled with luxurious evening dresses and furs, and a housekeeper keeps order.

The worldview of the people of the world depicted in Soviet feature films of the 1930s and early 1950s

Soviet cinema, which became sound, continued the tradition of reflecting the class struggle that had been established in post-revolutionary films. However, at the new stage, the contrast between the world of the idle "bourgeois" and the ascetic world of the "new man" led to the emergence of other ways and forms of depiction. For example, in G. Alexandrov's film The *Merry Boys* (1934), the main characters belong to different cultures. "Aristocratic" culture embodies elegant and haughty Elena and her mother, folk - simple and sincere housekeeper Anyuta and cheerful shepherd Kostya Potekhin. Anyuta and Kostya, thanks to their talent, achieve incredible success – they perform in the Music Hall in Moscow. Such an ending could not have happened in

the Soviet cinema of the 1920s, which glorified the struggle for social justice and the labour exploits of workers and peasants.

The feature films of the 1930s and early 1950s depict a utopian reality that became the embodiment of the people's dream. In mass and triumphant songs, characters sing of a world of abundance and prosperity, which became an expression of the true ideal in the pursuit of which the Soviet audience was supposed to see the meaning of life.

The behaviour of characters in Stalin-era feature films is guided by a sense of duty to society and the state. They are characterised by progressive views and a desire to participate in socialist construction. From the capital and other major cities they go to the remote provinces to build new industrial plants, power plants and cities. The cinema screen portrays their trips as romantic adventures with many curious and comical situations.

Sincere faith in the bright future of their country and a sense of duty put the characters on the path of transformation. For example, the heroine of the film by G. Kozintsev and L. Trauberg *Odna* (1931) from the capital goes to work in the Altai village, where she undergoes harsh trials, starves, is seriously ill. Faced with a frightening reality, she does not retreat, but begins to run the household and together with the locals organises the fight against the "kulak". As a result, Altai becomes her native land.

Depicting the world of feature films

Socialist Realism turned ideology into culture. Ideology was not only embodied in signs and symbols, but also shaped the image of the world. The cinema screen of the 1930s - early 1950s depicted the reality of the desired present, as if in an instant it appeared after the slogan uttered by Stalin: "Life became better, life became merrier" (the slogan was voiced in Stalin's speech in November 1935 at the First All-Union Meeting of Stakhanovites). The unbridled gaiety in G. Alexandrov's films, the rural abundance in I. Pyryev's films, the new Moscow in A. Medvedkin's films – all this was a figment of the author's imagination and had almost nothing to do with the reality of reality.

Moscow in the 1930s was really transforming. High-rise buildings with columns, granite ground floors, marble and bronze sculptures in the so-called Stalinist style ("Stalin Empire") appeared on its streets. The furnishings in the offices of local leaders also changed. It was characterised by lacquered parquet floors, massive doors with copper handles, high ceilings with stucco, "tables with paperweights, ashtrays, inkwells, metal pencil holders, bronze and plaster statuettes, busts of leaders... – all this was emphasised monumental and static" (Khuzina, 2006: 324).

Collectivity became a symbol of the new socialist life, in which universal physical labour served as the main measure of human happiness. In the shots, filmed from an overhead perspective, against a background of wide expanses flooded with sunlight, the masses of workers and peasants labour with great enthusiasm: sowing bread, harvesting crops, building new cities. They "create sacred space or a new cosmos" (Khrenov, 2006: 339).

Everything changes with the outbreak of war. The films of 1941–1945 create an image of fascism, which embodies a system that completely subjugates man, depriving him of his soul. In the confrontation with it, the true human essence is revealed – the personal, free and indomitable beginning in man. For example, in M. Donskoy's film *Rainbow* (1943), there are evangelical allusions as evidence of the ever-living true humanity of the characters who endure incredible agony and sacrifice themselves. In the war films of the Stalin era, a turn to the Orthodox faith is noticeable. In the film by F. Ermler *She Defends the Motherland* (1943) peasant women evacuate from their native village, carrying icons of the Virgin Mary in their hands. In the film by V. Pudovkin and D. Vasilyev *In the Name of the Motherland* (1943) in the frame of the search behind the back of a German soldier on the wall hangs an icon of the Virgin Mary. In *the Big Land* (1944) by S. Gerasimov elderly woman baptised when the reproducer reported on the defeat of the Nazis near Moscow.

Films of the second half of the 1940s (*The Scout's Feat* (1947), *Private Alexander Matrosov* (1947), *The Fall of Berlin* (1949), *The Battle of Stalingrad* (1949), etc.) created images of an insidious and cruel enemy ruled by caricatured and humorless German leaders, and of the heroic Soviet people inseparably linked to the main creator of victory – Stalin. Alongside authentic films about the war, there were films about peaceful working life, full of optimism (*Spring* (1947), *Tale of the Land of Siberia* (1947), *The Kuban Cossacks* (1949), etc.), but excessively embellishing and glossing over reality.

Narrative structure and techniques in Soviet feature films of the 1930s – 1950s

Place and time of action. Most films of the Stalinist era tell about contemporary events and construct an image of the present day. Historical and biographical films create an image of past epochs: Alexander Nevsky, Peter the Great, Paul I.

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Characteristic furnishings and everyday objects. Household furnishings of peasants and workers are simple and ascetic. In their homes are light and clean rooms, on the tables are glass decanters or glasses of water - signs of moral purity. There are books on the shelves – a sign of "the most reading country". In films about composers and scientists of the second half of the 1940s, luxurious furnishings, expensive furniture and furnishings.

Genre modifications: musical comedy, musical (films by G. Aleksandrov, I. Pyryev create an illusory image of the composers and scientists of the second half of the 1940s). Piryev's films create an illusory image of a utopian world), comedy (films of the comedy genre mock the bourgeoisie, lazy people, white Guards), war film (war films depict the cruelty of the Nazis and the heroism of Soviet soldiers), historical and biographical film (construct the myth of the creation of the Soviet state, based on the images of martyrs who gained immortality), drama (dramatic films tell the story of the confrontation between the Red Army and the White Guards, which takes on a religious character, or of the transformation of a simple peasant and worker who seeks justice and deserved reward), melodrama (melodramatic films reveal the idea that toilers who have travelled the path of moral perfection become worthy of love).

Stereotypical techniques of depicting reality:

Character typology:

– *The social status and profession* of the majority of positive characters in films belong to the working class, peasants, soldiers, and scientists. The negative characters are frequently portrayed as former members of the bourgeoisie and "kulaks".

– *Marital status of the character:* more often the marital status is not defined but many films depict single men and women who discover their "other half" in the finale.

- *appearance, clothing, physique of the characters, their character traits.* Positive characters are modestly dressed, strong, striving to achieve communist ideas. Their main character traits include: energy, initiative, determination, perseverance, courage, fighting spirit, self-confidence, optimism, bravery, selflessness, diligence. Women's screen images combine masculinity, diligence, heroism and beauty of a "simple girl" (appealing to traditional common people's ideas of beauty) elegance, attractiveness.

Negative characters are rude, deceitful, self-serving, with a repulsive appearance. They are characterised by laziness, greed, avarice, and a desire for sabotage against the workers' collectives. Characters with an intellectual and arrogant appearance (emphasising their non-proletarian origin) play the roles of bourgeois, spies, traitors - "enemies of the people".

The model of cultural identity represented in the Soviet cinema of the 1930s – early 1950s.

The model of cultural identity represented by Soviet cinema of the 1930s and early 1950s presented below includes five types of cinematic discourse: interpersonal, artistic-aesthetic, religious-ideological, historical-cultural and mythological.

Interpersonal type of cinematographic discourse

The characters' communication displays the features peculiar to the Russian mentality: emotional openness, sincerity, attitude to trust and reciprocity. In communication with close people, they actively gesture, pat another character on the shoulder, address him using diminutive and affectionate forms: "mate", "lad", Anyuta, Dunya, etc. When communicating with an unfamiliar person, they use the address "comrade", which became a key address in the speech of Soviet people.

In wartime films, soldiers in the dugout in a warm and friendly atmosphere share intimate memories and dreams of everyday family life (there was no trench truth in the films of this period).

In many films, intimate-personal relationships are deprived of any privacy. Heroes confess their love in an official setting, surrounded by a large number of little or no strangers.

Artistic and aesthetic type of cinematic discourse

The genre of musical comedy, in which the films of G. Alexandrov and I. Pyryev were shot, reveals the properties of Russian cultural identity: nationality, love of space, and freedom-loving nature. The choral, lyrical, and extended folk songs (*My Native Land is Wide, Siberia is a Land of Sprawling Spaces, Song about the Volga*, etc.) performed in their films (*Circus* (1936), *Volga-Volga* (1938), *Tale of the Siberian Land* (1947), *Kuban Cossacks* (1949), etc.) are motivated by the unity and direct connection between man and nature. Singing characters are portrayed against the background of Russian expanses, shot in panoramic close-ups.

Soviet cinema of the Stalinist era idealises the everyday life of the Soviet people. The houses and flats of the characters show clean, bright windows and furniture, flowers on the table and windowsill, white tablecloths. All of this was a sign of an elevated, morally pure inner world.

In the 1930s, monumental images of Soviet culture ("Stalinist style") emerge: tall buildings with columns and granite plinths, in offices and flats, massive wooden furniture, and high ceilings. On the one hand, this symbolises stability, approaching the ideal of socialist construction, and on the other, the sacralization of power.

Religious-ideological type of film discourse

The Bolsheviks who came to power sought to replace religion with ideology. The struggle against the past ("the old"), which they led, had a pronounced anti-religious character. Meanwhile, in the Soviet cinema of the 1930s and early 1950s, the relation between ideology and religion was contradictory.

In the 1930s, Stalinist cinema skillfully cultivated the image of the fulfilled popular dream of justice and truth, encouraged blind faith in the tenets of the "red religion", in its preachers and primary teachers (Zyablikov, 2017: 47). The neighbourhood of Lenin's portrait with an icon in G. Aleksandrov's film *Svetly Put* (1940) did not embarrass anyone. The function of heavenly forces was assumed by the leader of the revolution, "sublimating the people's ideas about holy fathers and the supreme Providence" (Zyablikov, 2017: 43). In the film *Aerograd* (1935), the way of life of the Old Believers is contrasted with life in a new city of the future – Aerograd, built on the border of water and earth elements, symbolising "the utopian world of fairy-tale equality, fraternity, abundance and immortality recreated by the cinema of the 1930s" (Khrenov, 2006: 326-327).

By the early 1940s, the relationship between ideology and religion began to change. On the cinema screen, images of believers appear, blessing themselves and others with the sign of the cross. In the homes of Soviet residents, "red corners" with icons of saints are shown. And in the film by M. Donskoy *Rainbow* (1943), the Orthodox faith is openly defended. In one episode, the old man Ohabko shouts at the traitor, "You don't touch God. This isn't your God! This is our God...."

Historical and cultural type of cinematic discourse

In the early 1930s, socialist realism was asserted as the only "correct" method to be used by all artists. Glorification of the Soviet Union's achievements, exaltation of its leadership, and idealisation of reality became necessary genre conventions, without which no work of art could have the right to life. Soviet cinema in those years began to actively construct an image of a world in which social justice and class equality had been achieved, and workers and peasants worked selflessly in the fields, factories and plants. Moscow on the cinema screen becomes the embodiment of the ideal of a socialist bright future and a sacred symbol of the unshakeable and all-encompassing power of the "father of nations".

In the 1940s, with the outbreak of war, screen images of everyday life became more lifelike. The suffering and pain of the Soviet people was portrayed with real authenticity. Cinematographers endeavored to convey truly human feelings, increasingly acquiring a religious tinge.

In the second half of the 1940s and early 1950s, the film screen created the cult of the scientist who faithfully served his homeland and made scientific discoveries faster than his foreign competitors. Meanwhile, the cinematographers were constructing the image of an intellectual traitor, going over to the side of external enemies. This corresponded to the political situation: from 1948 to 1953, the Soviet Union conducted an ideological campaign to fight cosmopolitans – intellectuals oriented towards Western values. A good illustration of these events is the painting by A. Rohm's *The Court of Honour* (1948).

A mythological type of cinematic discourse

Stalinist cinema constructed four mythologems: abundance of food and goods, love as a reward for the worthy, sacred power, and nationality.

The mythologem "abundance of products and goods" In I. Pyryev's musical melodramas like *The Pig farm woman and the Shepherd* (1941) and *The Kuban Cossacks* (1949) where the characters in choral songs laud the Soviet way of life against the backdrop of sprawling wheat fields and fairs with full stalls. In the comedy G. Alexandrov *Spring* (1947), the heroine – a distinguished scientist, Nikitina (L. Orlova) – lives in a luxurious flat, wears expensive evening dresses and fur coats, and drives a private car.

The mythologem "love is a reward for the worthy" is present. In Soviet films of the Stalin era, the union of the romantic heroes, a man and a woman, only becomes achievable in the final act, when they have traveled a challenging labour path, transformed into the embodiment of moral purity and strength of the human spirit.

The mythologeme of "sacral power". In the 1930s, cinema demythologised the figure of Lenin, whilst in the 1940s it sacralised the figure of Stalin. For example, in M. Romm's famous duology *Lenin in October* (1937) and *Lenin in 1918* (1939) and S. Yutkevich's film *Man with a Gun* (1938), the "genius of the proletarian revolution" takes him out of the hermetic space of the party into the "light of God" of the masses, the crowd. There is an almost folkloric canvassing of Vladimir Ilyich's image" (Zyablikov, 2017: 42). In M. Chiaurelli's film epic *The Fall of Berlin* (1949), the idea of the perfection of Stalin's political management of the troops is broadcast, and in the final scene he descends by aeroplane from the sky to the countless crowd, his monumental figure in a white tunic is surrounded by the victorious people, on whose behalf a woman confesses her love to him.

The mythologeme of "peoplehood". In I. Pyryev's film *Tale of the Siberian Land* (1947), the protagonist, pianist Andrei Balashov, having lost faith in his talent, leaves for the Arctic Circle, where folk wisdom, song and warm communication with ordinary workers reveal to him the source of his creative powers. Inspired by the strength and heroism of the Siberians, he writes a symphony that is universally acclaimed.

5. Conclusion

In the 1930s-1950s in the Soviet Union, Communist ideology was not only embodied in signs and symbols, but also shaped the image of the world. The forms of relations between person to person (the interpersonal functional block), person to society (the social functional block), and society to nature (the existential functional block), as portrayed by the cinema of this time, became a reflection of a cultural identity that combined traditional and new Soviet forms of worldview and attitudes.

The interpersonal relations of characters in Soviet feature films of the 1930s and early 1950s retain the features peculiar to the Russian mentality: emotional openness, sincerity, trust and reciprocity. When communicating with close people, they share intimate memories and dreams of everyday family life, actively gesticulate, pat the other character on the shoulder, and address him using diminutive and affectionate forms: "friend", "lad", Anyuta, Dunya, etc. When communicating with an unfamiliar person, they use the address "comrade", which became a key address in the speech of Soviet people.

In many films, intimate personal relationships are deprived of any privacy. Heroes confess their love in an official setting, surrounded by a large number of strangers or few at most.

Stalinist cinema both reflected and constructed new forms of relations between man and society. Characters have signs of traditional Russian cultural identity, such as selflessness, aspiration for collectivism, and service to society. At the same time, the heroes of films from this era lose their subjectivity. Now the role of the subject is played by the state, represented by its representatives – officials of various levels. They are the ones to make decisions, not the workers, whose duty becomes selfless service to the Party and the country.

The relationship between society and nature depicted on the cinema screen in this period manifests the attitudes of a materialist worldview. Since the 1930s, the Soviet cinema screen has been portraying the image of the Man-actor. The winged phrase of the famous Russian biologist I. Michurin became the guide to his action: "We cannot wait for favours from nature; it is our task to take them from it". This was reflected in screen forms. There appeared superb general plans of Russian expanses, shot from the upper angle, reflecting the exalted worldview of the conqueror of nature. At the same time, realistic landscapes close to the Russian soul appeared on the screen, reminding of the canvases of V. Polenov and I. Shishkin.

6. Acknowledgements

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Internet Addiction among College Students from 20 Countries: Scoping Review of Risk Factors and Impact on Academic Procrastination and Sleep Quality

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Abstract

The internet is integral in the life of a college student. Notwithstanding the growing number of studies on students' vulnerability to the misuse of the internet, few reviews have been done so far to synthesise the risks of internet addiction and its relationship with academic procrastination and sleep quality. This review aimed at synthesising studies to understand the internet addiction risks among college students and its association with academic procrastination and sleep quality. We conducted our main search using PubMed, PubMed Central, JSTOR and Dimensions. Our search yielded 4,365 records, with an additional 13 from Google Scholar and Google searches. Following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses, 50 eligible records were included in the final review. The risk of internet addiction among college students was high among males, those under 20 years old, and those with regular social media use. Additionally, college students with academic challenges and those living with mental health conditions like depressive episodes, anxiety, stress, low self-esteem and impulsivity were more prone to developing internet addiction. Furthermore, internet addiction influences college students' academic procrastination and sleep issues such as insomnia, poor sleep quality, daytime drowsiness, usage of sleep aids, restless nights, sleep latency and sleep deprivation. Internet addiction affects college students' academic procrastination and sleep quality. Re-orienting existing mental health services rendered by colleges may help address internet addiction by establishing special deaddiction clinics to support addicted students.

Keywords: Internet addiction, college students, academic procrastination, sleep quality, scoping review.

1. Introduction

Over three billion people use the internet daily, with young people being the most frequent users (Zenebe et al., 2021). The world has changed due to internet use in terms of information exchange, business opportunities, communication, learning, relationships, socialisation, commerce, and entertainment, all of which are now easy to access with just a click (Joseph et al., 2021). Thus, the internet has become an integral and essential part of life. Internet usage is incredibly individualised. The swift completion of tasks, devoid of user experiences of mental or behavioural pain, characterises healthy internet usage. Several people cannot control how much time they spend online, effectively indulging in unhealthy internet use (Diomidous et al., 2016).

Internet addiction (IA) is excessive internet technology use that interferes with daily living. With the accessibility and portability of new media, it has become a potential issue among young people, especially college students. College students use the internet to facilitate research, information seeking, and interpersonal communication. On the other hand, some college students

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use it to engage in deviant behaviours, including pornography, binge gaming, all-night chit-chat, and even gambling. Concerns about the nature of IA, which Goldberg first described as a disorder, have been spreading across the globe (Goldberg, 1996; Kumar, Mondal, 2018). In fact, IA also causes the same challenges with health, relationships, finances, education, and employment as other addictions. Overusing or problematic internet use causes several physical, psychological, and social issues. Anxiety, stress, and depression are the most detrimental impacts of IA (Karakose, 2022).

The best way for people to relax is to sleep. After a restful night's sleep, people feel energised and prepared for a new day. However, sleep can be impaired, especially among people with IA. Poor sleep quality is a condition that can cause a variety of problems and disturb daily life. Lack of sleep can lead to dangerous consequences like unsatisfactory academic performance and weaker coping strategies (Mahmoud et al., 2022). Also, the association between IA and poor sleep quality has been linked with students' procrastination behaviours at bedtime (Cui et al., 2021; You et al., 2021) and academic activities (Magalhães et al., 2021).

Procrastination is a common issue that hinders daily and academic duties. Although bedtime procrastination (Cui et al., 2021; You et al., 2021) exists among the general population, academic procrastination (AP) is specific to only students (Magalhães et al., 2021). As a prevalent type of procrastination among students, AP is an irrational pattern in which the person puts off beginning or completing educational projects or other obligations, particularly those with deadlines (Hayat et al., 2020). Evidence shows that AP is highly prevalent among college students, ranging from 28 to 90 % (Hayat et al., 2020). Moreover, evidence indicates that AP behaviours are related to poor grades (Özer et al., 2009), withdrawal from a course and school (Solomon, Rothblum, 1984), anxiety and low self-confidence (Steel, 2007). Furthermore, recent evidence shows that students with high levels of AP are more unlikely to achieve their academic goals (Gustavson, Miyake, 2017). Hence, giving AP the necessary research attention is relevant, especially in modern days, where IA is highly prevalent among young people.

After decades of research on IA, there is a need to map evidence on the risks and consequences of IA on AP and sleep quality among college students. For instance, a meta-analysis on IA conducted in 2018 only focused on medical students (Zhang et al., 2018), while a similar synthesis was done in Indian settings (Joseph et al., 2021). Notwithstanding the narrow population of these studies, IA was significantly higher among college students than among the general population (Zhang et al., 2018). Thus, this scoping review provides a broader synthesis of the literature on IA. Additionally, a cursory search of available databases in English shows no recent review on the linkages between IA, AP, and sleep quality among college students. Mapping this evidence will help raise efforts to increase awareness and prevent the consequences of IA among college students. Hence, this scoping review maps research evidence on IA among college students, its associated risk factors, and its impact on students' sleep quality and AP. The research questions for this scoping review included: (1) what are the risk factors for IA among college students? (2) What are the consequences of IA on AP and sleep quality among college students?

2. Materials and methods

This scoping review was conducted following the guidelines outlined by Arksey and O'Malley (Arksey, O'Malley, 2005). The steps include identifying and stating the research questions, identifying relevant studies, selecting studies, collecting data, summarising and synthesising results, and consultation. For the literature exploration, we searched four main databases (PubMed, PubMed Central, JSTOR, and Dimensions). Medical Subject Headings (MeSH) terms were utilised for the search in PubMed. The MeSH terms were then used for search in the other three databases (PubMed PubMed Central, JSTOR, and Dimensions). The eligibility criteria and the search strategy are presented in Table 1.

Table 1. Search strategy for articles on IA and its impact on AP and sleep quality

Search strategy item	Search strategy
Databases	PubMed, PubMed Central, JSTOR and Dimensions,
Language filter	English Language

Time filter	2010-2022
Spatial filter	Global
Keywords	1. "Internet addiction" OR "Problematic internet use" OR "Compulsive internet use" OR "Computer addict" OR "Cyber addict" OR Excessive internet use" OR "Internet addict" OR "Internet-dependent" OR "Internet disorder" OR "Online addict" OR "Social media addict" OR "Problematic smartphone use" OR "Online gaming addiction" 2. "Academic Procrastination" OR "Procrastination" OR "Slowness in completing assignments" OR "Delays in completing assignments" 3. "Quality sleep" OR "Poor sleep quality" OR "Sleep latency" OR "Sleep disturbances" 4. "College students" OR "University students" OR "Undergraduate students"
Inclusion criteria	The paper should be: 1. peer-reviewed or grey literature; 2. published in 2010 and later; 3. published in the English language; 4. conducted using college students; and 5. on the effect of internet addiction on academic procrastination and sleep quality.
Exclusion criteria	The paper should be: 1. conducted on the general population aside from students; 2. a study published online before the year 2010; 3. a report, review, abstract, minute, commentary, letter to editors, preprint, literature review; 4. published in a language other than English; 5. outside the variables of interest.

Furthermore, we moved the keywords in Table 1 to the MeSH. These MeSH terms were adapted to fit other databases. Additionally, we assessed the records obtained and used the Mendeley software to remove duplicates. We further searched Google Scholar and Google for additional records and checked the reference lists of eligible records for relevant articles. See Table 2 for the planned search strategy in PubMed.

Table 2. Search Strategy in PubMed

Search (#)	Search terms
1	Internet addiction*[MeSH terms] OR Problematic internet use* OR Compulsive internet use* OR Computer addict* OR Cyber addict* OR Excessive internet use* OR Internet addict* OR Internet dependent* OR Internet disorder* OR Online addict* OR Social media addict* OR Problematic smartphone use* OR Online gaming addiction*
2	College students*[MeSH terms] OR University students* OR undergraduate students*
3	#1 AND #2
4	Academic procrastination*[MeSH terms] OR procrastination* OR Slowness in completing assignments* OR Delays in completing assignments*
5	Intervention*[MeSH term] OR Poor sleep quality* OR Sleep latency* OR Sleep disturbances*
6	#4 AND #5 Limits: 01/01/2010 to 21/12/2022

Data were independently extracted by JOS and MA and were reviewed by EWA. Confusion, misunderstanding, and discrepancies during the data extraction were resolved during a weekly meeting by all the authors. Following our review, interrater reliability of 0.8 was observed between independent authors. Dr Kwame Ntim Kodua, a chartered librarian at the Sam Jonah Library of

the University of Cape Coast, was consulted to assist and guide our search and screening process. Finally, all authors reviewed and familiarised themselves with the extracted data, thematic analysis was done, and results were presented.
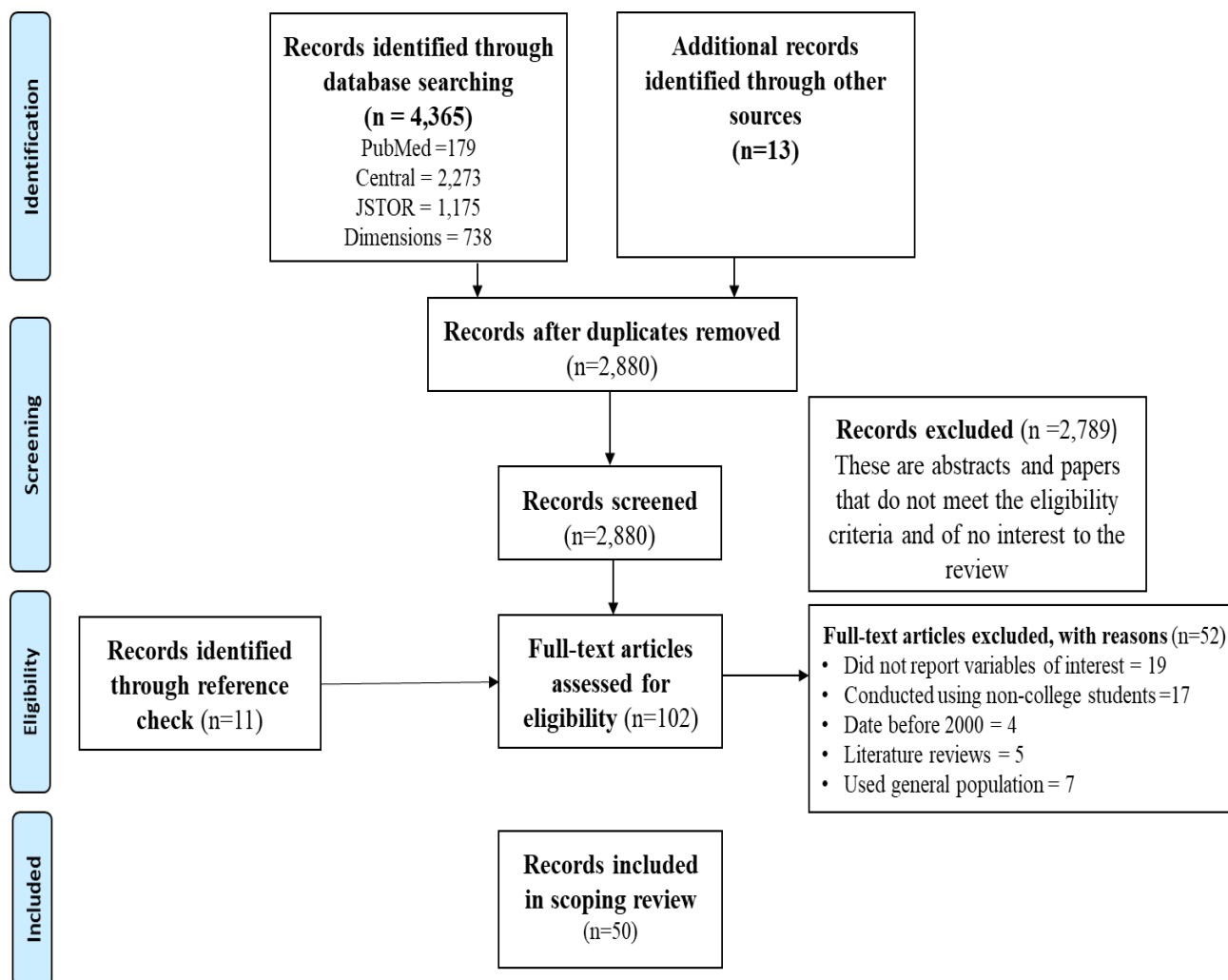

Fig. 1. PRISMA flow diagram of search results and record screening process

Details that were extracted during the data charting process included authors and year, the country where the study was conducted, the purpose of the study, study design, population, sample size, risk factors, and study outcomes. Extracted data is presented in Table 3. We saved articles that met the eligibility criteria in Mendeley software for data charting. The last search was done on December 21, 2022, and the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) flowchart of the search strategy is shown in Figure 1.

3. Results
The search conducted in the main four databases produced 4,365 records and 13 records through Google Scholar and Google. Through the use of the Mendeley software, 1,498 duplicates were removed. Moreover, 2,789 records were removed from further screening. The records removed could not meet the eligibility criteria or were abstracts from which full-text records could not be retrieved. One hundred and two records were assessed for eligibility. Finally, 50 records were included in this scoping review. Forty-nine of the included studies were cross-sectional surveys, while the remaining study was qualitative. The included studies were conducted in 20 countries across the globe. See Table 3 for details.

Table 3. Data extracted from included studies

Authors, country	Purpose of the study	Study design	Population	Sample size	Risk factors (RF)	Academic procrastination	Sleep quality
Gao et al., 2022 China	To investigate the prevalence and risk factors among students	Cross-sectional survey	College students	7,990	Severe depression, stress and anxiety		Insomnia
Karimy et al., 2020 Iran	To examine the association between QoL, sleep quality and IA	Cross-sectional survey	College students	279	Single and staying in the dormitory		Poor quality of sleep
Demir et al., 2020 Turkey	To determine daytime sleepiness in university students and its relationship with IA as the determinant	Cross-sectional survey	College students	1,150			Day time sleeping
Ayran et al., 2019 Turkey	To investigate the effect of internet addiction on sleep quality	Cross-sectional survey	College students	419			Daytime dysfunction, use of medication, disturbances,
Shaibani, 2019 Saudi Arabia	To assess the association between AP and IA	Cross-sectional survey	College students	697		A significant association between IA and AP	
You et al., 2020 China	To find the association between IA and sleep quality	Cross-sectional survey	College students	1,104			There is no direct association between IA and poor quality of sleep

Study	Objective	Study design	Population	Sample size	Risk factors	Association	Other findings
O'Sullivan, 2020 Ireland	To examine the roles self-regulation, anxiety, IA and gender play in AP	Cross-sectional survey	College students	97		A significant association between IA and AP	
Obiagaeri, Chidozie, 2020 Nigeria	To investigate IA and mental health comorbidities	Cross-sectional survey	College students	286	Anxiety and depression are not RFs		No significant association between IA and insomnia
Bodhi, Kaur, 2017 India	To determine the psychological correlates of IA	Cross-sectional survey	College students	200	Stress, anxiety and depression are RFs		
Nnaemeka et al, 2020 Nigeria	To ascertain if IA and AP are predictors of academic stress	Cross-sectional survey	College students	720		Insignificant negative association between IA and AP	
Akinci, 2021 Turkey	To examine the association between smartphone addiction and AP	Cross-sectional survey	College students	632	Academic self-regulation, Academic stress	A significant positive association between smartphone addiction and AP	
Al Gammal et al, 2019 Egypt	To examine and compare the prevalence of internet addiction and internet gaming disorder with the examination of related sleep problems	Cross-sectional survey	College students	60			Poor sleep quality
Shen et al, 2020 China	To investigate the prevalence of insomnia and its related risk factors	Cross-sectional survey	College students	627	Young, smoking, drinking alcohol, anxiety, depression, suicidal ideas, suicidal plans and		Insomnia

Study, Country	Objective	Study design	Population	Sample size	Risk factors	Association	Sleep outcome
Mohammed, Abdulwasiu, 2017 Nigeria	To examine the influence of IA on AP	Cross-sectional survey	College students	380	Being a male	Significant association between IA and AP.	
He, 2017 UK	To explore AP and its correlates	Cross-sectional survey	College students	201		Significant association between IA and AP	
Salehi et al., 2014 Iran	To explore the prevalence of IA and its related factors	Cross-sectional survey	College students	383	Male, 4 hours, frequent and night use of internet, and drinking more tea are RFs		
Sharma et al., 2014 India	To determine the level of IA and Sleep problems	Cross-sectional survey	College students	391	Depression, spending leisure time on the phone instead with friends, males, smartphone		Sleepless night
Jahan et al., 2019 Bangladesh	To find the association between IA and sleep quality	Cross-sectional survey	College students	390			Poor quality sleep
Kumar et al., 2017 India	To know the magnitude of IA among medical students and to determine the factors associated with it	Cross-sectional survey	College students	138	Males, spending more than 5 hours on a smartphone		
Bhatt, Gaur, 2019 India	To find out the effects of IA on psychological outcomes	Cross-sectional survey	College students	320	Depression, anxiety, stress and low self-esteem		Insomnia

	O'Brien, et al., 2015 USA	Aznar-Díaz et al., 2020 Spain and Mexico	Hammoudi et al., 2021 Lebanon	Zhang et al., 2022 China	Yang et al., 2018 China	Cui et al., 2021 China	Liu et al., 2022 China
Aim	To explore and understand IA and its consequence	To examine the relationship between IA and AP	To investigate the association of increased smartphone screen time with insomnia, bedtime procrastination, depression, anxiety, body mass index and physical activity	To investigate the effect of IA on AP	To explore the prevalence and correlates of problematic smartphone use	To explore the longitudinal relationship among problematic mobile phone use, bedtime procrastination, sleep quality, and depressive symptoms	To assess Chinese medical students' smartphone addiction and its effects on sub-health and insomnia
Design	Qualitative	Cross-sectional survey	Cross-sectional survey	Cross-sectional survey	Cross-sectional survey	Cross-sectional survey	Cross-sectional survey
Population	College students	College students	College students	College students	College students	College students	College students
Sample size	27	758	591	306	475	1,181	2,741
Risk factors	Depression, stress, and frequent social media use are RF	Homosexuals, social networks, daily internet use of leisure, male, less than 20 years. Arts	6 hours or more daily phone use, females, unhealthy food consumption, anxiety, and depression are RFs			Depression	Do not like speciality, drink alcohol, use a smartphone in bed, depression, and
Association		A significant association between IA and AP		A significant association between IA and AP	A significant association between Problematic smartphone use and AP		
Outcome	Sleep deprivation.		Insomnia			Poor sleep quality	Insomnia

Study, Country	Objective	Design	Population	Sample size	Factor	Association	Outcome
Mahmoud et al., 2022, Egypt	To explore the association between IA and sleep quality	Cross-sectional survey	College students	525	Young age, male, low academic performance, computer presence at home, and		Poor quality sleep
Ucer, 2022, USA	To examine the relationship between problematic internet use, AP, and life satisfaction	Cross-sectional survey	College students	243		A significant association between Problematic phone use and AP	
Zhang, Wu, 2020, China	Tested the effect of smartphone addiction and sleep quality	Cross-sectional survey	College students	427			No direct significant effect between smartphone addiction and sleep
Suarez-Perdomo et al., 2022, Spain	To identify the difference in academic procrastination among profiles of social network addiction	Cross-sectional survey	College students	1,784		A higher level of social network addiction is related to AP	
Rangel et al., 2021, Brazil	To assess whether there is an association between the headache, insomnia, and internet addiction	Cross-sectional survey	College students	420	Anxiety		Insomnia
Gupta et al., 2020, India	To examine the association between IA and poor-quality sleep	Cross-sectional survey	College students	222	Depression		Poor sleep quality.
Cerniglia, 2019, Italy	To explore the association between problematic internet use and AP	Cross-sectional survey	College students	382	Impulsiveness	A significant association between problematic internet use and AP	

Chong et al., 2022 Malaysia	Xian, Ying, 2022 China	Citil et al., 2022 Turkey	Stanković et al., 2021 Serbia	Anierobi et al., 2021 Nigeria	Serrano et al., 2022 USA	Nwoso et al., 2020 Nigeria
To investigate the relationship between IA and AP	To explore the relationship between social media addiction and AP	To investigate the relationship between smartphone addiction and sleep problems	To examine the psychological mechanisms underlying extensive smartphone use and depression	To explore compulsive social media addiction as an encouraging factor in AP	To explore the effects of social media use on students' AP	To ascertain the pathways through which IA predict AP
Cross-sectional survey	Cross-sectional survey	Cross-sectional survey	Cross-sectional survey	Cross-sectional survey	Cross-sectional survey	Cross-sectional survey
College students	College students	College students	College students	College students	College students	College students
370	88	640	92	193	233	500
		High BMI, availability of Wi-Fi, living alone, Low academic performance and	Anxiety and stress			
A significant association between IA and AP	A significant association between Social media addiction and AP			A significant association between social media addiction and AP	A significant association between social media addiction and AP	A significant association between IA and AP
		Daytime sleepiness	Poor sleep quality			

Study	Aim	Study design	Population	Sample size	Notes	Findings	Outcome measure
Muslikah et al., 2018 Indonesia	To explore the relationship between social media use intensity and AP	Cross-sectional survey	College students	419		A significant association between social media addiction and AP	
Ihekaike et al., 2022 Nigeria	To determine the prevalence and associated factors of IA	Cross-sectional survey	College students	383			Problem sleeping
Li et al., 2020 China	To explore the smartphone addiction and AP	Cross-sectional survey	College students	483		A significant association between smartphone addiction and AP	
Hayat et al., 2020 Iran	To examine the effect of IA on AP	Cross-sectional survey	College students	233	Male college students living in a dormitory.	A significant association between IA and AP	
Chen et al., 2021 China	To investigate the relationship among mobile phone dependence, self-efficacy for self-regulated learning, time management disposition, and AP	Cross-sectional survey	College students	324		A significant association between smartphone dependency and AP	
Lin et al., 2019 China	To evaluate the association between IA and sleep quality	Cross-sectional survey	Female college students.	503			Sleep quality, sleep latency, sleep duration, sleep disturbance, use of
Khayat et al., 2018 Saudi Arabia	To evaluate the relationship between sleep quality and the level of IA	Cross-sectional survey	College students	511			Poor quality sleep

Kitazawa et al., 2018 Japan	To examine the relationship between IA and Psychiatric symptoms	Cross-sectional survey	College students	1,336	ADHD, depression, and anxiety are RFs		Poor sleep quality
Parmaksiz, 2022 Turkey	To explore the relationship between phubbing frequency and AP	Cross-sectional survey	College students	518		A significant association between phubbing and AP	

3.1. Risk factors associated with IA among college students

Our synthesis yielded five major themes as risks related to IA among college students. These themes included socio-demographics, personal characteristics, academic challenges, and mental health issues.

Socio-demographic factors

Studies identified predominantly observed male college students (Aznar-Díaz et al., 2020; Hayat et al., 2020; Kumar et al., 2017; Mohammed, Abdulwasiu, 2017; Salehi et al., 2014; Sharma et al., 2014) as vulnerable to IA compared to the females (Hammoudi et al., 2021). Also, age as a risk factor revealed that college students who were adolescents (Aznar-Díaz et al., 2020; Shen et al., 2020) or below the age of 20 years (Mahmoud et al., 2022) were at risk of IA. In addition, college students identified as single (Aznar-Díaz et al., 2020; Karimy et al., 2020), living alone (Citil et al., 2022) and residing in a dormitory (Hayat et al., 2020; Karimy et al., 2020) were more likely to be addicted to the internet. Our synthesis reported college students whose parents have high income and educational status (Citil et al., 2022) were at higher risk of IA. Furthermore, access to Wi-Fi or internet connection at home (Citil et al., 2022; Mahmoud et al., 2022) and in the dormitory or campus (Citil et al., 2022) posed a higher risk of IA.

Personal factors

Among the personal factors, most studies observed frequent use of social media among college students as a major risk factor for IA (Citil et al., 2022; Mohammed, Abdulwasiu, 2017; Sharma et al., 2014). Consequently, students who spend 2-3 hours (Sharma et al., 2014), 4 hours or more (Salehi et al., 2014) and 5 hours or more (Hammoudi et al., 2021; Kumar et al., 2017) on a smartphone are at higher risk of IA. Moreover, frequent use of social media among college students is a risk factor for IA (Aznar-Díaz et al., 2020; Li et al., 2015; Salehi et al., 2014). Besides, substance use behaviours like smoking tobacco and cigarettes (Shen et al., 2020) and alcohol abuse (Liu et al., 2022; Shen et al., 2020) were more likely to be addicted to the internet. Few studies reported factors like sexual orientation, such as homosexuals in Mexico and Spain (Aznar-Díaz et al., 2020) and Turkish college students with a body mass index (BMI) of 25 or more, as risks of IA (Citil et al., 2022).

Academic challenges

Academic challenges among students were identified as risk factors of IA. College students in Egypt (Mahmoud et al., 2022) and Turkey (Citil et al., 2022) who had poor academic performance also exhibited high IA. Besides, students experiencing academic stress were more likely to be exposed to IA. Moreover, college students with impaired academic self-regulation were likely to have symptoms of IA (Akıncı, 2021).

Mental Health Issues

A major risk factor observed across most studies was mental health challenges among college students. Vulnerability to IA was seen among college students experiencing depression (Bhatt, Gaur, 2019; Bodhi, Kaur, 2017; Cui et al., 2021; Gao et al., 2022; Gupta et al., 2021; Hammoudi et al., 2021; Kitazawa et al., 2018; Li et al., 2015; Liu et al., 2022; Obiagaeri, Chidozie, 2020; Sharma et al., 2014), stress (Akıncı, 2021; Bhatt, Gaur, 2019; Bodhi, Kaur, 2017; Gao et al., 2022; Li et al., 2015; Stanković et al., 2021) and anxiety (Bodhi, Kaur, 2017; Corrêa-Rangel et al., 2022; Gao et al., 2022; Hammoudi et al., 2021; Liu et al., 2022; Obiagaeri, Chidozie, 2020; Stanković et al., 2021). Also, a study conducted in China revealed that college students with a history of suicidal ideation,

plans and attempts are more likely to experience IA (Shen et al., 2020). Furthermore, impulsive college students (Cerniglia, 2019), attention deficit hyperactivity disorder (Kitazawa et al., 2018), and low self-esteem (Bhatt, Gaur, 2019) were likely to be internet addicts.

3.2. Effect of IA on AP and sleep problems among college students

Our synthesis yielded two major themes: (i) IA and AP and (ii) IA and sleep problems.

Internet addiction and AP

Most studies that reported on the influence of IA on AP showed that IA has a significant positive effect on AP (Al-Shaibani et al., 2020; Aznar-Díaz et al., 2020; Chen et al., 2021; Hayat et al., 2020; He, 2017; Mohammed, Abdulwasiu, 2017; Nwosu et al., 2020; Sullivan, 2020; Zhang et al., 2022). Also, smartphone addiction [(Akıncı, 2021; Chen et al., 2021; Li et al., 2020; Parmaksız, 2022), problematic smartphone use (Cerniglia, 2019; Yang et al., 2019) and social media addiction (Anierobi et al., 2021; Muliskah et al., 2018; Serrano et al., 2022; Suárez-Perdomo et al., 2022; Xian, Ying, 2022) were reported to have a significant positive effect on AP. However, a study conducted among college students in Nigeria found no significant effect of IA on AP (Nnaemeka et al., 2022).

Internet addiction and sleep problems

Studies that explored the effect of IA on sleep problems reported that IA has a significant positive effect on insomnia (Bhatt, Gaur, 2019; Corrêa-Rangel et al., 2022; Gao et al., 2022; Hammoudi et al., 2021; Lin et al., 2019; Liu et al., 2022) and poor sleep quality (Al Gammal et al., 2019; Ayran et al., 2019; Cui et al., 2021; Gupta et al., 2021; Karimy et al., 2020; Khayat et al., 2018; Kitazawa et al., 2018; Lin et al., 2019; Mahmoud et al., 2022; Stanković et al., 2021). Additional sleep quality dysfunctions affected positively by IA included daytime sleeping (Citil et al., 2022; Demir et al., 2020), daytime dysfunction (Ayran et al., 2019; Lin et al., 2019), use of sleep medication (Ayran et al., 2019; Lin et al., 2019), sleep latency (Ayran et al., 2019; Lin et al., 2019). Also, IA was similarly affected by sleepless nights or problems sleeping (Ihekaike et al., 2021; Lin et al., 2019; Sharma et al., 2014) and sleep deprivation (Li et al., 2015). However, few studies reported no significant direct effect of IA on poor sleep quality (You et al., 2021; Zhang, Wu, 2020) and insomnia (Obiagaeri, Chidozie, 2020).

4. Discussion

The study found that males and young college students, the presence of Wi-Fi, high parental education and income status, college students with high BMI, frequent use of social media and homosexuals are likely to be addicted to the internet. Also, college students with poor academic performance and mental health issues such as depression, anxiety, stress, low self-esteem, impulsiveness and attention deficit hyperactivity disorder (ADHD) are more likely to experience IA. Internet addiction significantly affects AP and sleep problems such as insomnia, poor sleep quality, daytime sleepiness, use of sleep medication, sleepless nights, sleep latency and sleep deprivation among college students.

Risk factors associated with IA among college students

Male gender was the commonly reported socio-demographic variable associated with IA among college students. Perhaps, male preference for online activities such as online games, sports betting and online sex that are more commonly dysfunctional may explain why the male gender is at higher risk of IA (Chou et al., 2005). Furthermore, differences in personality traits such as sensation seeking, self-control and impulsivity were highly associated with the male gender and may expose male college students to IA (Billieux et al., 2012).

Most studies reported that young college students, especially adolescents, were at increased risk of IA. Young people, especially adolescents, usually attempt to combat emotional crises by withdrawing, avoiding prolonged social contact, acting aggressively, and engaging in addictive behaviour (Karacic, Oreskovic, 2017). In addition, emotional crises were more likely to occur during adolescence. Such situations are usually accompanied by mood swings, episodes of anxiety, depressive symptoms and periods of isolation, which may expose them to internet usage and lead to addiction over time (Karacic, Oreskovic, 2017). Moreover, adolescents are particularly drawn to new technological forms of communication that allow for social engagement while promoting anonymity, a sense of community, and social acceptance.

The link between IA and time spent online and the use of specific online social media and gaming applications was established among most studies. The time college students spend online

may indicate increasing tolerance to using the internet, which is a primary criterion for substance dependence. However, the studies that reported the link between time spent online and IA were all cross-sectional surveys, which do not estimate or assess the progression of time spent online (Hammoudi et al., 2021; Kumar et al., 2017; Salehi et al., 2014; Sharma et al., 2014). This positive correlation between online activity and the symptoms of IA appears to be a quick way to assess the presence of tolerance. Moreover, specific behaviours such as frequency and usage of social media applications on the internet are more likely to lead to addiction among college students. This suggests that certain online behaviours might be more problematic than others. The social interactions, motivations and structural features of social media usage may increase the risk of IA.

Various comorbid symptoms and psychosocial problems indicated that IA does not occur in isolation. The internet may be used to cope with problems such as depression, anxiety, stress, academic challenges and loneliness (Citil et al., 2022; Mahmoud et al., 2022). Similar correlations between alcohol abuse and coping behaviours have been found, indicating that there may be a connection between common problems and internet use as a coping strategy. The coexistence of IA and substance use may suggest the likelihood that neurobiological and psychosocial factors may be common etiological processes for both addictions (Kuss, Griffiths, 2012). Also, excessive internet use in certain circumstances may serve as a dysfunctional coping mechanism for mental health issues such as depression and stress rather than being a psychopathology per se.

The effect of IA on AP and sleep quality

College students who reported symptoms of IA were more liable to AP. The idea of obsession can be used to explain situations when the internet dominates people's lives. Because of this obsession, individuals' obligations to care for their homes, family, work, and other commitments were given second priority. The internet takes over a person's life, which results in college students delaying their academic work (Hayat et al., 2020). Procrastination is more prevalent when an assignment is perceived as innately unpleasant or less enjoyable (Blunt, Pychyl, 2005). For instance, a work viewed as tedious, challenging, or unpleasant puts a person off. In contrast, the internet may be regarded as a tool by which a person could acquire an exciting, pleasurable, and enjoyable experience conducive to perceived stress release despite offering many entertaining interferences. The internet is inherently seen as a procrastination-inducing distraction (Hayat et al., 2020). This is the case, particularly for those who cannot resist the allures of online entertainment and spend more time engaging in them, which leads to more procrastination (Geng et al., 2018).

Furthermore, IA can develop before or as a result of sleep disorders, psychological issues, depression, and anxiety-phobic disorders (You et al., 2021). Evidence showed that IA contributed to a disrupted circadian rhythm (Chen et al., 2021), which may negatively impact college students when they go to bed and how long they stay asleep. Another possibility is that screens emit blue light, which is known to block the pineal gland's production of melatonin and lengthen the latency to falling asleep (Moderie et al., 2017).

5. Conclusion

This review found that internet addiction is more likely to occur in males, younger college students below age 20, Wi-Fi availability, and those with parents with higher education and income levels. Additionally, college students who regularly use social media struggle academically and suffer from mental health conditions, including depressive episodes, anxiety, stress, low self-esteem, impulsivity, and ADHD, and are more prone to develop an addiction to the internet. College students' AP and sleep issues such as insomnia, poor sleep quality, daytime drowsiness, usage of sleep aids, restless nights, sleep latency, and sleep deprivation are significantly impacted by IA. Re-orienting existing mental health services rendered by colleges may help address IA by establishing deaddiction clinics to support addicted students.

6. Recommendations for policy and future research

Creating awareness about decreased sleep quality caused by increasing screen time and internet use is important. Interventions seeking to improve sleep quality and lessen internet addiction may be the central focus of parents and school administrators. By limiting the content to academic-related resources, using the internet through college facilities may provide some protection against excessive use. To promote learning and improve academic achievement, particularly on campus, the college should make concerted measures to ensure the accessibility,

dependability, and regulation of college internet services. Psychological support for college students needs to be intensified to help make mental health services readily available for college students. Thus, the current mental health services rendered by colleges need to be re-oriented to provide services that may help address IA using deaddiction centres. However, more quality research, such as randomised controlled trials and longitudinal studies, may be useful in understanding college student progression on online usage and its effects on AP and sleep quality, especially among individual reports on homosexuals and those with high BMI. In addition, the link between IA and homosexuals may need more research attention.

7. Limitation of the review
This review focused mainly on studies that were published in the English language. This limitation might affect the coverage and depth of included studies. Included studies were cross-sectional surveys that rely on self-reported behaviour. Thus, participants' self-reported behaviour and conduct may differ. Hence, college students may underreport their negligence and underestimate their addictive habits. However, the authors pulled papers from two countries across the globe and helped map evidence necessary for protecting college students going through IA.

9. Authors' contributions
JOS and MA conceptualised and designed the study, collected and conducted the synthesis, and wrote the initial draft. EWA is the independent expert who led and guided the team throughout the review process. All authors read and approved the final version of the manuscript for publication.

10. Ethics approval and consent to participate
We adhered to all ethical and approved reporting standards for scoping reviews.

11. Availability of data and material
All data generated or analysed during this study are included in this published article.

12. Competing interests
The authors declare that they have no competing interests.

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Ideologeme "Faith" in Shaping the Outlook of German Elementary School Children in the XX–XXI centuries

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Abstract

The article deals with the ideological format of the primer, the first book that teaches reading. The concept "ideologeme", the role of ideologemes in the spiritual, moral and socio-political education of children is considered. The authors examine persistent verbal complexes along with visual means in educational publications as representatives of ideological attitudes that play an important role in shaping the worldview of younger children. The transformations taking place in society are invariably reflected in the ideological attitudes mainstreamed in educational literature. The ideologeme "faith" is analyzed on the basis of primers and books for teaching reading literacy, published in the German language in the period from 1901 to 2022. The ideologeme "faith" is considered by analyzing its several universal concepts such as trust, mercy, kindness, care and a few phantom ones: faith in God's protection, faith in the leader, state leadership, in oneself; care for the soul, for the neighbor, for nature, for the common good. The obtained results make it possible to trace the transformation of the components of the universal ideologeme "faith" in a diachronic aspect and come to the conclusion that basic universal human values, updated by ideologemes, do not undergo significant changes over time, while socio-political, politically biased, artificially formed values, either transform or disappear.

Keywords: ideology, ideologeme, literacy, primer, education, elementary school, Germany.

1. Introduction

At all times, the education process, especially in elementary school, included a component of upbringing and indocrination. Teachers and authors of textbooks for younger students are of the opinion that "a book should be interesting and educative at the same time – to some extent an encyclopedia, providing a variety of scientific information and knowledge of life" (Vasyukova, 2011: 144). Together with the literacy development, school textbooks instill basic spiritual and moral values, the rules of relationships between people and social behavior. In the meantime, it should be noted that the values, rules and attitudes are presented to the student in the ideological "packaging" that corresponds to the current socio-political stage of development of the state. Following the change in the social paradigm, there are also changes in the ideological component of the educational system. At the same time, ideological transformations are often hidden, immanent in nature, nevertheless exerting an influence on the child's indocrination according to the prevailing ideology. Taking into account the role of primary education in ideological upbringing, it seems especially important to trace the forms of introduction and transformation of the ideological component on the material of primers, in particular German-language primers published in Germany and other countries from the beginning of the 20th century to the present day.

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2. Materials and methods

The material of the study was primers and the first reading textbooks published in the German language in the period from 1901 to 2022.

The choice of the primer as the research material is justified by the fact that the primer occupies a special place among all other school books. For all its seeming simplicity, it is called upon to fulfill a difficult mission – "to become a kind of encyclopedic introduction of a child to the world around us", since it is a kind of "dictionary of commonly used concepts … culture, society, value orientations of everyday life, ways of interacting with the world" (Barannikova, Bezrogova, 2010: 4-5). The primer forms not only the foundations of the culture of speech, but also societal behavior, creates conditions for the development of the most important cultural values of society by schoolchildren in the paradigm of personal development education (Shtets, 2009: 12).

In accordance with the purpose and objectives of the study, the methods of direct observation, descriptive and contextual-interpretive analysis were used.

3. Discussion

In modern science, including linguistics, the concept of "ideology" does not have a single generally accepted definition and still remains the subject of scientific debate. For the first time the term "ideology" was used by the French thinker A. Destutt de Tracy in 1796. In his work *The Foundations of Ideology* (*Éléments d'idéologie*), devoted to the reorganization of the education system, De Tracy presents ideology as the science of a person's ability to form ideas using such abilities as feelings, memory, judgment, and will (Tracy de, 2013). There is, however, an opinion that ideology as a social phenomenon has a much deeper history (Ideologiya…, 2015; Papayani, 2018). Its origins go back to Plato's philosophy, the basis of which is "the process of discovering the Idea as a conceivable image – the eidos of the desired reality, the line of the horizon of thought and the justification of ideology as a strategy for human life in his everyday existence" (Ideologiya…, 2015: 388).

It should be noted that the system of knowledge formation proposed by Tracy did not receive further development in the scientific community in its time, and the very concept of ideology lost its relevance in research. However, almost a century later, K. Marx and F. Engels rethought the idea of ideology as a false worldview expressing the certain class' interests. Based on the Marxist understanding of the dependence of social consciousness on social being and the social conditionality of cognition, the English philosopher of Austrian origin Karl Mannheim used the concept of ideology to understand that "people really think" (Antologiya.., 1997: 347). However, he considered thinking not from the point of view of the rules of logic, but "how it really functions as an instrument of collective action in public life and politics" (Antologiya.., 1997: 347).

The 20th century, saturated with political events of world significance, can rightly be called the "age of ideology", since it was the ideological orientation that became the basis of political confrontation and a system-forming factor in the formation of international relations. Therefore, the "focus" of the ideology's influence gradually shifted from the sphere of public life to the field of politics. The American researcher H. Arendt, in her work *The Origins of Totalitarianism*, argued that any developed ideology is created, maintained and improved as a political weapon, and not a theoretical doctrine (Arendt, 1973), since the ideology claims to have the key to understanding history, to the knowledge of universal hidden laws that govern nature and man. This approach to understanding ideology leads to the question of the difference between ideology and propaganda. We share the point of view of a number of researchers that any ideology, regardless of the nature of its assessment, is a "worldview setting (orientation) clothed in a linguistic form" (Kupina, 1995: 43) and is understood as a "social projection of ideas" (Grebenyuk, Danakin, 2020: 211). It is a multifaceted and multi-layered conceptual formation that cannot be unambiguously defined and, therefore, "elusive to our consciousness" (Klushina, 2014: 57), while propaganda has a completely "material" embodiment in the form of a "targeted influence on the worldview, consciousness and behavior of people with the help of slogans, repetition of this or that information, etc." (Grebenyuk, Danakin, 2020: 211).

Despite the dominance of the political vector in the understanding of ideology, researchers differentiate a number of other directions: depending on the essential interpretation, these are the social, ethical, scientific, etc. (Dunker, 2006) directions; depending on the understanding of the genesis, there is the Marxist, irrational, axiological approaches, etc. At the turn of the XX-XXI centuries ideology as a phenomenon becomes the subject of ever–increasing criticism. It was

assumed that with the disappearance of the socialist bloc, ideology would inevitably disappear, in other words, there would come, as S. Lipset put it, "the end of ideology" (Lipset, 2016: 473). However, obviously, those scientists who consider ideology an integral part of any social and state structure are right, since it is ideology that gives the individual a worldview basis, provides meaning to moral, behavioral and moral attitudes in society. Thus, the existing ideology ensures continuity in society and maintains the stability of the foundations of the state. We share this point of view and consider the ideology (ideological component) as a tool for the development of a system of ideals, values, convictions and beliefs of a particular social community (individual, group, society as a whole), which form the worldview and value-oriented views of the individual at the state level. The need to "translate" the existing ideology to the next generation necessitates the inclusion of ideological attitudes at the very early stage of education in textbooks, including primers.

The "assimilation" of ideological attitudes, as well as the functioning of ideology in society, occurs through the signs of various semiotic systems. At an early stage of learning, in particular in primers, the ideological component is "included" in the visual images offered to children, and as a child's reading skills develop, the ideology's communication channel is gradually transforms into words.

The main "carrier" of ideology in the language is the unit of its verbal embodiment – the ideologeme, which, according to the definition of the author of the term M. M. Bakhtin, is an explication, "a way of representing this or that ideology" (Bakhtin, 1975: 84). The interest of researchers in the verbal embodiment of ideology in the language was reflected in a number of works from the standpoint of various sciences: philosophy, cultural studies, history, political science, linguistics, etc. From the point of view of philosophy and cultural studies, the correlation between the ideologeme and mythologeme is studied, cultural studies and political linguistics focus on ideologemes of totalitarian discourse. According to different approaches, there is a range of definitions of the ideologeme. According to E.G. Malysheva, it is advisable to understand an ideologeme as a unit of the cognitive level – a special level of a multilevel concept in the structure of which (in the core or on the periphery) ideologically marked conceptual features are actualized, containing a collective, often stereotypical and even mythologized representation of native speakers about power, state, nation, civil society, political and ideological institutions (Malysheva, 2009: 34). The author considers national specificity, dynamism of semantics, increased axiological character, frequency and variety of ways of representation by signs of various semiotic systems, including linguistic ones as characteristic features of an ideologeme (Malysheva, 2009: 35). We share the opinion of E.G. Malysheva, according to which ideologemes are active not only in basic discourses (political, informational, etc.), but also in those for which the ideologeme is not a content dominant – educational, sports, religious, etc. It also seems logical that concepts that are not meaningfully related to the ideological or political sphere of life can fall into the category of ideologemes in different periods of the existence of the state, which does not prevent the ideologeme from exercising "targeted influence on the part of the sender of the speech on the consciousness of the recipient of the speech" (Klushina, 2003: 269). In the framework of this study, we will consider the ideologeme as an explication, as a way of representing socio-political and universal values in a certain period of time.

4. Results

Linguistic analysis of ideologemes from the point of view of the nature of their ideological content makes it possible to single out units of different levels in their total volume: universal ideologemes, universal (moral) and socio-political ideologemes. Universal are basic ones, while socio–political ones are artificially created (phantom) (Seliverstova et al., 2022: 626). The basic ideologemes are unchanged and constitute the content of the universal ones, while the phantom ones are transformed in the course of social development, obeying the realities of the historical period and can be considered as a form, a kind of "packaging" of universal ideologemes. Let's demonstrate this thesis on the example of the universal ideologeme "faith", which includes several universal concepts: trust, mercy, kindness, care and a few phantom ones: faith in God's protection, faith in the leader, state leadership, in oneself; care for the soul, for the neighbor, for nature, for the common good. It should be noted that our focus on the ideologeme "faith" is due to the understanding of the special role that faith occupies in a number of anthropological phenomena that accompany a person throughout his life. One can talk about faith as a phenomenon of social and individual – personal consciousness. Faith is one of the most important value components of a person's life and activity, and one of the earliest since a child is taking the first steps in exploring

the world through trust in parents and other adults. What parents and teachers believe in, deserves unconditional trust in the child, that is, it is a priori correct for him and does not require proof. The patterns of behavior of children and adults, demonstrated on the pages of the primer, are offered to children as the only correct ones. Considering ideologemes based on the material of the primer, it should be noted that in primers and the first books for reading, iconic signs not only complement, but replace verbal ones. At the stage of mastering letters and letter combinations, they dominate in the process of updating the content (semantic) component, therefore, in this case, we also consider images as a tool for mainstreaming ideologemes.

Faith as the most important content component of religion has always been of great importance in Germany. Until the 1950s, 96 % of Germans were Christians. Now the realities have changed: more than a third of German citizens no longer identify themselves with any confession, and 5 % are Muslims (Willems, 2018). The results of our study show that the transformations that have taken place in society are reflected in ideological attitudes that are mainstreamed in children's educational literature, including primers.

Analysis of publications of the early twentieth century made it possible to identify numerous lexical markers of the ideologeme "faith" in the form of confirmation of faith in God, expression of gratitude to God: *"In Gottes Segen ist alles gelegen" (Everything is in God's blessing)* (Hirt, 1918: 100); *"Wo ich bin, und was ich tu', sieht mir Gott, mein Vater, zu" (The Lord sees everything, where I am and what I do)* (Lorenzen, 1901: 58). In the poem "Vom lieben Gott" children turn to God with the words: *"Ich bin klein, mein Herz ist rein, soll niemand drin wohnen als du, mein liebes Jesulein". I am small, my heart is pure, there is no place in it for anyone but Jesus* (Brückl et al., 1934: 20). *"Alle Jahre wieder kommt das Christkind auf die Erde nieder, wo wir Menschen sind. Kehrt mit seinem Segen ein in jedes Haus, geht auf allen Wegen mit mir ein und aus...". Every year Jesus comes down to earth among the people, blesses every house and accompanies me everywhere* (Bauermann, 1950: 51).

Analysis of the studied material showed that up to the end of the 1950s, prayers were included in the content of primers. Thus, children at school were taught not only to read and write, but also to pray. In particular, classes at school began with a prayer: *"Wir beten und singen vor dem Unterrichte..." (We pray and sing before classes)* (Rathmann, 1910: 45), *"In der Schule lernen wir beten, lesen, schreiben, rechnen..." (At school we learn to pray, to read, to write and to count)* (Hirt, 1918: 100). The child was taught to pray in the morning and wish his parents good morning: *"Am Morgen betet das Kind und wünscht den Eltern einen guten Morgen"* (Hirt, 1918: 64). Through the question of the baby to the mother, it was reminded that one should remember the morning prayer and the need to thank God for all good things: *"Guten Morgen, Mutter! ... Hast du schon gebetet? Vom Schlaf bin ich gesund erwacht, dir, Lieber Gott, sei Dank gebracht." Good morning, Mom! ... Have you already prayed? I woke up healthy from my sleep, thank you Lord)* (Brückl et al., 1934: 28). The presumption was that good people at the end of the working day thank God in prayer and ask for protection for the night: *"Fromme Menschen danken des Abends Gott für den Segen des Tages und bitten ihn um Schuß für die Nacht". (In the evening, pious people thank God for a blessed day and ask him for a night's rest)* (Hirt, 1918: 77).

The German primers of the first half of the 20th century cited the texts of morning prayers – Morgengebet (Bauermann, 1950: 80; Hirt, 1918: 61; Hinderks–Kutscher, 1942: 80; Lorenzen, 1901: 77), lunchtime prayers, for example, Tischgebet (Hirt, 1918: 61; Lorenzen, 1901 : 78) or the prayer before meals *"Wir wollen danken für unser Brot, wir wollen helfen in aller Not". We want to give thanks for the bread and are ready to help all those in need* (Hinderks-Kutscher, 1942: 98) and Abendgebete (evening prayers) (Brückl et al., 1934: 33; Helden, 1958: 58; Rathmann, 1910: 77). Shaping an idea of where bread comes from, describing the work of a grain grower, miller and baker, the authors of the primer emphasize that all this is possible only with God's help, and cite the lines of the prayer: *"Vater im Himmel, laß deine Sonne scheinen über unsere deutsche Erde! Gib uns unser tägliches Brot!" (Heavenly Father, let the sun shine over our German land! Give us our daily bread!* (Brückl et al., 1934: 65). God's mercy is also highlighted in the poem "Die Mühle" ("The Mill"): *"Und schenkt uns der Himmel nur immerdar Brot, so sind wir geborgen und leiden nicht Not". If heaven always gives us bread, then we will be safe and will not experience the need* (Helden, 1958: 88).

Based on the material of German primers in the first half of the 20th century it becomes obvious that religious education was an integral part of primary school education of that time. On the pages of the primer, children are explained what the church is: *"Die Kirche ist das*

Gotteshaus" (The church is the house of the Lord) (Lorenzen, 1901: 65); *"Die Kirche ist das Gotteshaus der Christen. In ihr ziehen sich an den Wänden Chöhre entlang. Auf einem Chore befindet sich die Orgel. Auf ihr spielt der Organist Choräle"* (The church is God's house of Christians. Choirs are located along its walls. There is an organ in one of the choirs. The organist performs chorales on the organ) (Rathmann, 1910: 60). The children get an idea of the rite of baptism: *"Das kleine Brüderchen darf zum ersten Male in die Kirche... Der Pate trägt das Kind an den Taufstein... Der Pfarrer tauft das Kind"* (For the first time, the younger brother can go to church... The priest carries the baby to the font. ... The priest performs the ceremony of baptism) (Brückl et al., 1934: 21).

The primer also describes the manners of proper behavior in the church: *"Die Glocken rufen uns in das Gotteshaus. Wir sollen dort beten und Gottes Wort hören. Wir wollen gern das Gotteshaus besuchen"* (The bells are calling us to the church. We must pray there and listen to the word of God. We go to church with pleasure) (Rathmann, 1910: 37). The obligatory attendance of church is expressed through the verb "sollen" (to be obligated), and the joy of visiting the temple with the adverb "gern" (willingly). There is also a description of the Sunday church visit by the whole family, led by the father: *"Am Sonntage ruhen wir uns von der Arbeit aus. Wirgehen auch nothing in die Schule. Der Vater führt uns dafür in die Kirche. Hierertönt die Orgel. Wir singen dazu from me Lieder; auch beten wir in der Kirche... Wir hören der Predigt aufmerksam zu"* (On Sunday we take a break from work. We don't go to school. Instead, the father leads us to church. The organ plays here. We sing charitable songs; in church we also pray... We listen attentively to the sermon) (Rathmann, 1910: 55). The adverb "aufmerksam" emphasizes the need to be fully involved in the ceremony.

People traditionally express the content of their beliefs in religious rites and holidays, which are an integral part of the life of society, determine the mental and emotional state of children and adults. Therefore, it is legitimate to consider the holidays of Christmas, Easter, etc. from the standpoint of updating the ideologeme "faith". The primers of the first half of the XX century include a whole series of texts dedicated to Christmas and other religious holidays: "Wie die Kinder Weihnachten spielen" (How children play at Christmas) (Guck ..., 1915: 60-61), "Wenn Knecht Ruprecht kommt" (If Knecht Ruprecht comes) (Guck..., 1915: 61), "Schlüssellochgucker" (Curious) (Guck..., 1915: 61–62), "Weihnachten" (Christmas) (Guck..., 1915: 62-64), "Knecht Ruprecht am Telefon" (Knecht Ruprecht is on telephone) (Brückl et al., 1934: 35), "Zwölf Ostereier" (Twelve Easter Eggs) (Hinderks–Kutscher, 1942: 80), "Advent" (Bauermann, 1950: 52) and others.

The analysis of the content of the primers' texts shows the absence of religious dogma in them, they only describe traditional family activities, such as decorating a Christmas tree, gifts for children brought by baby Jesus or Weinakhtsman, and the general atmosphere of the holiday. The story about the Easter Bunny "Vom Osterhasen" mentions the main attributes of a happy Easter holiday – coloured eggs, an Easter lamb, etc.: *"Unsere Mutter sagte: Buben, der Osterhas war da! ... Eier, grün und rot und flecking, lachten uns an. Ein Osterlamm mit einem Glöcklein um den Hals und einer Fahne auf dem Rücken war auch dabei. Alle Nester waren voll»* (Our mother said: children, there was an Easter Bunny! ... Green, red and spotted eggs cheerfully looked at us. There was also an Easter lamb with a bell around its neck and a ribbon on its back. All nests were full to the brim) (Brückl et al., 1934: 75). In the reading book of the Nuremberg publishing house, one can trace the regional specifics in the description of the holiday. In the south of Germany, you can see "plum men" in the markets, a traditional Christmas treat: *"Vor Weihnachten sieht man auf dem Obstmarkt kleine schwarze Männlein und Weiblein... Die sen ja aus Zwetschga gmacht"* (Before the Christmas holidays, black people, men and women, are seen in the fruit market ... They are made of plum) (Brückl et al., 1934: 34). In addition, instead of Nikolaus, the Pelzmärtel gives presents to the children before Christmas (Brückl et al., 1934: 26-27).

Unlike previous editions in the primers of the 1930–50s, in addition to the formal attributes of religious holidays, their content is being explained to the children. This is how the biblical story of the birth of Christ is presented: *"In einem Stall auf Stroh liegt das Christkindlein ... Joseph und Maria beten das Kindlein an"* (In the barn on the straw the baby Jesus lies... Joseph and Mary are praying over him) (Brückl et al., 1934: 39). The poems "Karfreitag" (Good Friday) and "Ostern" (Easter) tell about the death of the Son of God on the cross, his miraculous resurrection from the dead and the corresponding religious holidays (Brückl et al., 1934: 74); they explain why no one works on Friday before Eastern Sunday: *"Am heiligen Karfreitag klappert kein Webstuhl. In der Schmiede klingt kein Hammerschlag, und in der Werkstatt des Schreiners knischt keine*

Säge. Überall ist Stille und Trauer über den Tod des Heilandes" (On Good Friday, the knock of the spinning wheel is not heard. In the forge, the hammer does not knock on the anvil; in the carpentry workshop, the saw is silent. Everywhere there is silence and mourning over the death of the savior) (Helden, 1958: 95). The following is an extract from the prayer: *"ich danke dir, Herr Jesus Christ, daβ du für mich gestorben bist"* (Thank you, Jesus Christ, for dying for me) (Helden, 1958: 95). In the poem "Advent" the children are told that they need to prepare spiritually for the feast of the Nativity of Christ: *"Das Christfest ist nun nicht mehr fern, bald leuchtet auf der Weihnachtsstern... Bereit' auch du dem Himmelskind das Herz voll Liebe, frei von Sünd' (The Christian holiday is near, the Christmas star will soon light up ... So prepare your heart for the baby Jesus, fill it with love, cleanse it from sins)* (Helden, 1958: 59).

In the publications of the second half of the XX century, as well as modern ones, secular holidays appear along with religious holidays. At the same time, the content of religious holidays is not disclosed, often even the name is not mentioned, only attributes, which, in our opinion, is due to the transformation of the ideologemes "faith in God" into "faith in the state". For example, the picture displays young pioneers in full dress with blue ties are preparing for the holiday. Christmas wreaths with candles and gifts are depicted, but the name of the holiday is not mentioned (Feuer, Alt, 1966: 42). Another case: mother and grandmother call the children to a room in which there is a decorated tree and gifts, but it is not clear what holiday they are talking about, whether they celebrate Christmas or the New Year (Feuer, Alt, 1966: 43). Children with paper lanterns walk around the city, but there is no mention that this is Saint Martin's Day (Krowicki et al., 1989: 10; Thiele, Ricke, 1970: 27), "Otto holt seine Laterne. Tom holt seine Laterne" (Otto carries his flashlight. Tom carries his flashlight) (Dengel et al., 2010: 34-35).

However it should be noted that the ideology of a certain political system does not affect the general trend towards transformation, since both in modern publications of the XXI century and in the publications of divided Germany – the FRG with the capitalist system and the GDR with the ideology of socialism – there is a general trend of emasculation, loss of religious the content of the holidays and the preservation of only their external features in the form of traditional rituals: decorating the Christmas tree, painting eggs, etc. Children no longer turn to God with prayer and gratitude. Communication with God was reduced to compiling a list of gifts for the holiday: *"Liebes Christkind! Ich wünsche mir einen Baukasten. Dein Erich" (Dear Jesus! I want building blocks. Your Erich)* (Thiele, Ricke, 1970: 43). Some wishlists have no address at all: *"Ich wünsche mir: eine Schibrille, Schokolade oder eine Schokoladenfabrik..."* – I want: ski goggles, chocolate or a chocolate factory... (Dengel et al., 2010: 48). While in the editions of the first half of the XX century Advent was a time of spiritual preparation for Christmas, today it is a time for preparing gifts, as, for example, in the poem by Ursula Derge: *"... Zünden wir zwei Lichtlein an, mahnen wir den Weihnachtsmann: Pack schon die Geschenke ein, bald muss alles fertig sein" (If we light two candles, then we remind Weihnachtsmann: pack the gifts, everything should be ready soon)* (Förster et al., 2022: 141). Thus, spiritual values are being transformed into consumer ones.

In addition to religious ones, secular holidays are widely represented in the primers: Labor Day, International Women's Day and Mother's Day. Primers published in the former GDR thoroughly describe the preparation and celebration of Labor Day on May 1: *"Mutter hängt die Fahne 'raus. Vater schmückt mit Grün das Haus, und wir helfen mit dabei. Morgen ist der 1. Mai!" (Mom is hanging the flag. Father decorates the house with greenery, and we help. Tomorrow May 1st!)* (Feuer, Alt, 1966: 96). On this day, demonstrations took place in the socialist countries: *"In den Straßen marschieren Arbeiter und Arbeiterinnen. Auch die Jungen Pioniere sind dabei" (Workers are marching through the streets. The young pioneers also participate) (Feuer, Alt, 1966: 97). "Auf einem Platz mitten in der Stadt stehen große Tribunen. In langen Reihen marschieren Männer, Frauen und Kinder daran vorbei. ... Sie grüßen die Genossen und die Freunde aus den anderen Ländern auf den Tribünen" (There are large stands in the square in the city center. Men, women and children pass by in large columns... They greet comrades from other countries in the tribunes)* (Krowicki et al., 1989: 74). The transformation of the ideologeme "faith in God" is most clearly seen in the May Day slogans: *"Es lebe die Freundschaft zur Sowjetunion! Es lebe die Freundschaft mit den Arbeitern in allen Ländern! " (Long live friendship with the Soviet Union! Long live friendship with the workers of all countries!)* (Krowicki et al., 1989: 75). *"Es lebe unsere Deutsche Demokratische Republik!" (Long live our German Democratic Republic!)* (Feuer, Alt, 1966: 97). Younger schoolchildren received an unequivocal attitude to faith in the state, their own and other friendly states.

In the primers, children were also informed about International Women's Day, on which it was customary to congratulate all women and prepare gifts for mothers: *"Vater und Karin kleben für Mutti eine bunte Schachtel. Dieter malt ein Bild zum Frauentag" (Dad and Karin glue together a colorful box for Mom. Dieter draws a picture for Women's Day)* (Feuer, Alt, 1966: 68). *"Die bunten Primeln bekommt unsere Lehrerin. Frau Schneider bekommt Schneeglöckchen. Jeden Tag macht sie unsere Schule sauber. Die Blumen für Mutti legen wir zu Hause neben unsere Geschenke" (Our teacher will receive colorful primroses. Frau Schneider will receive snowdrops. She cleans our school every day. We will put flowers for mom at home near the gifts)* (Krowicki et al., 1989: 52). Modern publications only mention Mother's Day: "*Meine Mama ist die beste auf der Welt... Ich hab sie lieb. Das will ich ihr heute, am Muttertag, sagen" (My mother is the best in the world ... I love her. I want to tell her this on Mother's Day)* (Dengel et al., 2010: 102).

Experts note that "faith is based on a person's ability to have an objective need to trust other people" (Panchenko, 2008: 27). As the analysis of the material shows, in different historical periods the object of faith/trust can change, faith can be based on the need to trust God (Bauermann, 1950; Brückl et al., 1934; Hirt, 1918; Lorenzen, 1901), the state represented by its head and army (Brückl et al., 1934; Hinderks-Kutscher, 1942), oneself (Feuer, Alt, 1966; Förster et al., 2022), and the desire to believe everyone (Krowicki et al., 1989).

Thus in the publications of the early twentieth century the children were told that should not be afraid of the night, since their sleep was guarded by angels: "Wenn die Kinder schlafen ein, wachen auf die Sterne, und es steigen Engelein nieder aus der Ferne, halten wohl die ganze Nacht bei den frommen Kindern wacht" (When the children fall asleep, the stars wake up and the angels descend to guard the obedient children all night) (Hirt, 1918: 77). "Hängt die Sternlein zu den Fensterlein hinaus! Sagt der liebe Gott zu den Englein... Die frommen Menschen schauen hinauf zu ihnen und sind froh im Herzen und denken: wir können ruhig schlafen, im Himmel wacht unser Vater" (Hang out the stars outside the windows! The Lord speaks to the angels... Pious people look at them, rejoice with all their hearts and think: we can sleep peacefully, the Lord guards us from heaven) (Brückl et al., 1934: 31). Significantly, the angels and the Lord protect only obedient children "fromme Kinder", pious people "fromme Menschen". In prayer, the child turns to God with a request to protect him in a dream: "Müde bin ich, geh zur Ruh, schließe beide Äuglein zu. Vater, laβ die Augen dein über meinem Bette sein*" (I'm tired, I go to sleep, I close my eyes. Lord, let your eyes watch my bed) (Bauermann, 1950: 81). Among the sayings for children are those that teach to trust in God: "Hat auch niemand auf dich acht, Gottes Auge immer wacht" (Even if there is no one to look after you, the Lord is always on guard) (Hirt, 1918: 100).

In the primers of the first half of the XXth century, one can trace a transformation that shows that one can believe and hope not only in God. So, in the German primers published in the 1930s, along with trust in God, the ideologeme of trust in the state appears embodied by the Reich President and Reich Chancellor, as well as the armed forces: *"Wir grüßen unsere Reichswehr. Sie beschützt unser Vaterland. Heil Deutschland! Heil Hindenburg!" (We salute our armed forces. They protect our country. Long live Fatherland! Long live the Hindenburg!)* (Brückl et al., 1934: 64). Paul von Hindenburg in the period 1925–1934 was the Reich President of Germany, after whose death Adolf Hitler, abolishing the post of Reich President, became the sole head of state. In the primers of the Second World War period, Nazi symbols and the greeting "Heil Hitler!" are everywhere (Hinderks-Kutscher, 1942: 67). Children and adults unconditionally trust the Fuhrer and are ready to follow him into the future: *"Singend wollen wir marschieren in die neue Zeit. Adolf Hitler soll uns führen, wir sind stets bereit" (We march with songs into a new life. Adolf Hitler must lead us, we are ready)* (Hinderks-Kutscher, 1942: 101).

In the publications of the post-war divided Germany, there is also a place for the ideologemes "state", "head of state", but they are not about trust, but rather about honoring the country and the merits of its leaders. For example, the best students were honored with a meeting with the President. The primer contains a story by Jutta, who was at a meeting with Wilhelm Pick, the president of the GDR (1949–1960): "Als ich so alt war wie ihr, durften die besten Pioniere unserer Schule den Präsidenten besuchen ... Der Präsident erzählte uns von den Kindern in allen Ländern. Alle sind unsere guten Freunde. Jetzt lebt Wilchelm Pieck nicht mehr. Sein Bild in unserem Klassenzimmer wird uns immer an ihn erinnern" (When I was the same age as you, the best pioneers were given a meeting with the President... The President told us about children in other countries. They are all our good friends. Now Wilhelm Pieck is dead. His portrait in our class will always remind of him) (Feuer, Alt, 1966: 120). Or children write a letter to Walter Ulbricht,

Chairman of the State Council of the GDR: "Lieber Walter Ulbricht! Wir freuen uns, daβ Du zum Vorsitzenden des Staatsrates gewählt worden bist. Für unsere Wandzeitung haben wir ein Bild von Dir ausgeschnitten und einen guten Strauβ dazu gemalt. Wir wollen gute Pioniere werden. … Später würden wir süchtige Arbeiter werden. Deine Klasse eins" (Dear Walter Ulbricht! We are glad that you have been elected Chairman of the State Council. We cut out your portrait for the wall newspaper and decorated it with a bouquet of flowers. We want to be good pioneers. … In the future, we will become diligent workers. Yours, first class) (Feuer, Alt, 1966: 121).

In the period after the World War II, trust in the state is replaced on the pages of primers by faith in one's own strength. So, in one of the stories, the horrors of war are contrasted with a peaceful life in which adults work and children study: "Wie gut geht es uns jetzt im Frieden! ...Vater fährt zur Arbeit. Ihr lernt in userer Oberschule und könnt fröhlich sein" (It is so good to live in peace! … Dad goes to work. You go to school and you can enjoy life) (Feuer, Alt, 1966: 119). But the world needs to be protected, so the father is in the resistance group, and the uncle serves in the army. They are defending their country now, thereby setting an example for children – future defenders. "Wir müssen aber auch etwas für den Frieden tun. Böse Menschen wollen wieder einen Krieg anfangen. Darum bin ich in der Kampfgruppe, und Onkel Jürgen ist in der Volksarmee. Wir schützen unsere Deutsche Demokratische Republik!" (We, too, must do something to keep the peace. Evil people want to start a war again. That's why I'm in the resistance group, and Uncle Jurgen is in the army. We will defend our German Democratic Republic!) (Feuer, Alt, 1966: 119).

Belief in oneself is replaced by the idea of universal trust, that is, universal security, simple and ingenious, still relevant today, set out in Bertolt Brecht's poem "Bitten der Kinder" (What the children ask for) (Krowicki et al., 1989: 72).

„Die Häuser sollen nicht brennen.	*The houses should not burn.*
Bomber sollt man nicht kennen.	*We should not know what bombers are.*
Die Nacht soll für den Schlaf sein.	*The night should be made for sleep.*
Leben soll keine Straf' sein.	*Life should not be pain and punishment.*
Die Mütter sollen nicht weinen.	*The mothers should not weep.*
Keiner sollt müssen töten einen.	*Nobody should kill anybody.*
Alle sollen was bauen.	*Everybody should build something*
Da kann man allen trauen…".	*Then everybody can be trusted…*

Having traced the transformation of the ideologeme "faith" from faith/trust in God to the idea of universal trust, let's consider its other component – the universal ideologeme "mercy". Being a universal property of human nature, faith is an important part of a person's worldview. With all the complexity of comprehending one's nature, faith is an attributive element of human consciousness. It largely determines the specificity and depth of the spiritual life of the individual. Without faith, the value orientation of a person is impossible; moral societal relations are based on it (Lukin, Domrachev, 1918: 21). Mercy is one of the most important Christian virtues and is directly related to faith. This ideologeme is present in one form or another in all the analyzed publications without exception. Mercy as kindness and compassion is manifested in caring: caring for loved ones, the needy, nature, caring for the common good, etc.

At all times, the elders took care of the younger ones and vice versa, which is reflected on the primer's pages. The ideologeme "care for loved ones" is often updated with iconic signs. In the picture, the girl is feeding her younger brother (Hinderks-Kutscher, 1942: 10), nursing the baby in the cradle (Hinderks-Kutscher, 1942: 13). Children have always helped adults in everyday life: "Daheim muss Ida der Mutter helfen" (At home, Ida must help her mother) (Lorenzen, 1901: 61). "Lotte will der Mutter beim Aufwaschen helfen" (Lota wants to help her mother wash the dishes) (Guck..., 1915: 28). "Vater will seinen VW waschen. Tim und Walter wollen helfen" (Father is going to wash his car. Tim and Walter want to help) (Thiele, Ricke, 1970: 32); in the farming field: "Nächste Woche können wir graben. Opa hilft gern. Ulrich, du gräbst auch mit" (We can dig next week. Grandpa will be happy to help. Ulrich, you too will dig with us) (Hinderks-Kutscher, 1942: 57), in the garden: "Rudolf und Ludwig haben dem Vater bei der Kartoffelernte geholfen" (Rudolf and Ulrich helped their father to harvest potatoes) (Bauermann, 1950: 38), and in the socialist GDR, young pioneers improved the resting places for workers: "Pioniere der achten Klasse haben geholfen, die Wege mit gelbem Kies zu bestreuen... Pioniere der ersten Klasse gieβen die Blumen

und harken die Wege" (Pioneers of the 8th grade helped sprinkle the paths with yellow gravel... Pioneers of the 1st grade water the flowers and rake the paths (Feuer, Alt, 1966: 87), worked in the school gardens: "Heute arbeiten wir im Schulgarten" (Today we work in the school garden) (Feuer, Alt, 1966: 92). "Jede Woche arbeiten wir im Schulgarten. Keiner zu klein, Helfer zu sein" (Every week we work in the school garden. No one too small to be a helper) (Krowicki et al., 1989: 66-67).

Children showed concern not only for their loved ones, but also learned to respect people of the older generation, for example, to give up one's seat in public transport: "Sie kommen von einem Sonntagsausflug heim... Sie sind todmüde... Die Straβenbahn steht schon da. ... Alle drei bekommen noch einen Sitzplatz. An der nächsten Haltestelle steigt eine alte Frau ein. Ernst springt auf und sagt: Bitte, nehmen Sie Platz! Er hat ganz vergessen, daβ er müde war" (After the Sunday hike, they return home... They are exhausted... The tram is already at the stop. All three got a place to sit down. At the next stop, an elderly woman enters. Ernst jumps up and says: Have a seat, please! He completely forgot that he was tired) (Brückl et al., 1934: 58). Generally, in public transport in the 1960s, schoolchildren were supposed to travel standing up: "Die Jungen müssen stehen. Viele Leute steigen ein, auch eine alte Frau. Heidi steht auf und sagt: "Bitte schön, hier ist der Platz. Ich cann stehen" (The boys must stand. A lot of people enter the transport including an elderly lady. Heidi stands up and says, "Please, there is a seat here. I can stand) (Feuer, Alt, 1966: 76).

The primer encouraged children to sympathize and help their neighbor. Thus, in the poem "Die Puppe" (The Doll) little Rosette gives money intended for the purchase of a new dress for the doll to a blind man and a little girl (Hirt, 1918: 55; Rathmann, 1910: 68). In the story "Gute Kameraden" (Good friends), the children and their teacher take care of their disabled classmate. The boy cannot move freely and suffers every time other children go for a walk. "Der kleine Paul hatte ein lahmes Bein... Traurig blickt er seinen fröhlichen Kameraden nach, wenn sie in den Wald zogen. Alle hatten Mitleid mit ihm. Eines Tages... Gerhard brachte ... den Wagen mit in die Schule. Der Lehrer setzte Paul hinein, und mit Jubel wurde Paul von seinen Kameraden in den Wald gezogen" (Little Paul has a paralyzed leg... With sadness, he looks at his joyful comrades as they head into the forest. Everyone sympathizes with him. Once Gerhard brought a stroller to school with him. The teacher put Paul in it, and the children, shouting with joy, rolled Paul into the forest) (Hirt, 1918: 74). Children are warned against gluttony and taught mercy: "Wer zu viel iβt, wird leicht krank. Danke Gott für Speis' und Trank und vergiβ des Armen nicht!" (Who eats a lot, runs the risk of getting sick. Thank God for food and drink and don't forget the poor!) (Kjatabhani, Sachbi, 1914). An example of the manifestation of kindness and mercy is the story of St. Martin, a Roman legionnaire who gave half of his cloak to a freezing beggar, thereby saving him from inevitable death. The children are introduced to this story in the story "Martin hilft dem Bettler" (Martin helps a beggar) (Helden, 1958: 45).

The ideologeme "care for one's neighbor" is also reflected in the stories about taking care of classmates who, for one reason or another, need help: "Anja ist immer noch nicht wieder in der Schule... Wer will Anja helfen? Alle Schüler melden sich" (Anya still doesn't go to school... Who wants to help Anya? All students are willing) (Krowicki et al., 1989: 39). Or another example from an earlier edition: "Heute treffen sich die Jungen Pioniere. Alle singen ein Lied. Bodo war lange nicht in der Schule. Er hatte die Masern. Nun beraten sie, wie sie Bodo helfen wollen. Wer wird mit Bodo jeden Tag lesen? "Wirst du helfen, Uwe?" "So ist es recht", sagt der Pionierleiter. "Junge Pioniere helfen immer" (Young pioneers meet today. Everyone sings a song. Bodo hasn't been to school for a long time. He has measles. Now they are discussing how to help Bodo. Who will read with Bodo every day? "Will you help, Ove?" "That's good," says the pioneer commander. "Young pioneers always come to the rescue") (Feuer, Alt, 1966: 62-63). It is striking that relations among children are strictly regulated and built hierarchically according to the model of the party organization of adults. There is a leader who distributes responsibilities and gives instructions. Thus, from an early age, children in the GDR mastered patterns of "correct" behavior in society at that historical moment.

The pioneers of the 1980s in the GDR were brought up under the motto: "Wir wollen lernen. Wir wollen helfen" (We want to learn. We want to help) (Krowicki et al., 1989: 33). The young pioneers cared for the elderly and lonely: "Ute und Udo füllen Tüten mit Nüssen und Rosinen. ... Alle diese Sachen sind für eine Feier im Heim. Nun wollen wir für die Feier Lieder lernen" (Uta and Udo fill bags with nuts and raisins. All these things are meant for a holiday in a nursing home. We want to learn holiday songs) (Krowicki et al., 1989: 34-35). The children also cared about the

safety of others: "Auf dem Hof ist Eis. Es darf niemand fallen. Wir müssen Sand holen" (Ice is in the yard. We can't let anyone fall. We must get some sand) (Krowicki et al., 1989: 40).

The problem of integrating people from other countries to Germany is not new. In the second half of the XXth century, as in modern Germany, children who did not speak German often came to school. The primer formed a model of caring attitude to such children at school. These children need help: «Unsere Lehrerin führt ein neues Kind in die Klasse. Es ist ein kleines Mädchen mit dunklen Augen und schwarzem Haar. Sie stellt es vor und sagt: "Das ist FATMA DEMIR. Fatma kommt aus der Türkei. Sie kann nicht Deutsch. Sie wird es schwer haben. Wir müssen ihr helfen" (Our teacher brought a new child into the class. She is a little girl with dark eyes and black hair. The teacher introduced her and said: This is Fatma Demir. Fatma is from Turkey. She doesn't speak German. It will be hard for her. We must help her) (Leiβ, Rauh, 1980: 6).

Care for nature takes a special place in all textbooks without exception: "Das Nest eines Vogels darfst du niemals zerstören" (Never destroy bird nests) (Rathmann, 1910: 34). "Im Weg das Krümmchen Brot tritt nicht mit deinem Fuβ, weil's in des Hungers Not ein Tierlein finden muβ" (If there are bread crumbs on the ground, don't step on them because hungry animals will find them) (Kjatabhani, Sachbi, 1914). "Die Tiere des Waldes leiden im Winter oft groβe Not. Der Förster weiβ das und hat deshalb für die lieben Waldtiere gesorgt... manche Kinder helfen dem Förster beim Füttern" (In winter, animals in the forest suffer greatly. The forester knows this and takes care of the wild animals... some children help the forester feed the animals) (Helden, 1958: 76). "Stefan füttert die Vögel" (Stefan feeds the birds) (Thiele, Ricke, 1970: 47). "Da stapft der Jäger durch den Schnee. Die Futterkippe wird reich gefüllt: Heu, Nüsse und Früchte für alle" (The huntsman walks through the snow. Animal feeders are full: hay, nuts and fruit for everyone) (Förster et al., 2022: 119).

In modern primers, children receive the basics of environmental literacy. In concern for the future of the planet, they learn to sort garbage. Children get answers to simple everyday questions: "Aber in welche Tonnen müssen nun Bio–Müll und Altpapier? Wohin kommen leere Flaschen?" (In which trash cans should I dispose of food waste and used paper? Where should I throw empty bottles?) (Förster et al., 2022: 66). They are told how paper is recycled: "Was passiert mit dem Altpapier? Mit einem Müllauto kommt das Altpapier in eine Fabrik..." (What happens to waste paper? The garbage truck delivers the used paper to the factory...) (Förster et al., 2022: 67), are taught to think about the conservation of bird and animal populations: "Tim erklärt: "Diese Tiere stehen unter Naturschutz! Es ist streng verboten, sie aus dem Teich zu entfernen" (Tim says: These animals are protected by the state! It is strictly forbidden to take them out of the pond) (Förster et al., 2022: 103). It should be noted that in GDR primers, children learnt about recycling, different classed competed with each other in collecting recyclable wastes: "Flaschen, Lumpen, Altpapier – morgen drei Uhr sind wir hier. Die Klasse hat das vorige Mal am meisten gesammelt" (Bottles, rags, old paper – tomorrow at three o'clock we will be here. This class last time collected the most (Feuer, Alt, 1966: 88). "Altpapier! Altpapier! Morgen mittag sammeln wir" (Waste paper! Waste paper! Gathering tomorrow at noon) (Krowicki et al., 1989: 78).

At the beginning of the XXth century, children were instilled with the idea that caring for the state is everyone's business. It manifested itself in the fact that children were taught to pray for the head of state and his family: "Unser Kaiser heiβt Wilhelm der Zweite. Erwohnt in Berlin. Die Gemahlin unseres Kaisers heiβt Auguste Viktoria. Wir beten fur unseren Kaiser und seine Gemahlin" (Our Kaiser's name is Wilhelm II. He lives in Berlin. The name of our Kaiser's wife is Augusta Victoria. We pray for our Kaiser and his wife) (Rathmann, 1910: 56). In Nazi Germany, children no longer had to turn to God, praying for the well–being of the head of state, but to swear love and loyalty directly to the Fuhrer: "... als der Gaben allerbest' sollst unser Herz du haben... nichts soll in Deutschland gröβer sein als unsre Lieb' und Treue" (...as the best of gifts, 'you shall have our heart ... nothing shall be greater in Germany than our love' and loyalty) (Brückl et al., 1934: 101). At the same time, special attention was paid to public attributes: state symbols and the official form of greeting. Thus, the formation of an internal need to wish for good and well–being is replaced by the need to show respect outwardly, publicly. The front page of the 1934 edition features the slogan "Heil Hitler" and an image of the corresponding gesture performed by elementary school boys greeting each other (Brückl et al., 1934: 3). Next spreads demonstrate flags with a swastika: on one spread, kids are marching under the Nazi flag, on the other, soldiers in brown uniforms greet the Fuhrer on a festive parade. The picture of marching children is accompanied by a line from a song by Horst Wessel, which was the march of the Nazi storm

troopers, and later the official anthem of the National Socialist German Workers' Party, and was sung at official events after the anthem "Die Fahne hoch!" (Banners up!) (Brückl et al., 1934: 4)

The Nazi ideology integrated in children's activities was viewed as a completely natural behavior. Even at a birthday party, the birthday boy greeted the invited children with his right hand thrown up. "Heiner hat Geburtstag. Nachmittag kommt Besuch. Der Fritz und seine Schwester Hilde, der Hans und sein Brüderlein. Sie kommen im Gänsemarsch hereinspaziert. Der Fritz hat ein Hackenkreuz–Fähnlein..." (Heiner has a birthday. Guests will arrive in the afternoon. Fritz and his sister Hilde, Hans and his younger brother. They will come marching at the goose step (Prussian parade step). Fritz has a flag with a swastika) (Brückl et al., 1934: 30). The ideological format had to be maintained in personal correspondence as well. An uncle writes a letter to his nephews and sends them presents. The letter ends: "Heil Hitler! Euer Oheim August" (Heil Hitler! Your uncle August) (Hinderks-Kutscher, 1942: 71).

In the publications of the XXth century, in addition to the ideologeme "care for the neighbor", the ideologeme "care for the common good" is updated. During the World War II primer, in the final texts, children are told about the annual fundraiser for fuel for the poor with the slogans: "Ein Volk hilft sich selbst" (The people will help themselves!) (Hinderks-Kutscher, 1942: 98). "Keiner darf hunger! Keiner darf frieren!" (No one should starve! No one should freeze!) (Hinderks-Kutscher, 1942: 99). The purpose of this campaign is explained to children in a story about a little girl Gertrude, who understood well the Fuhrer's idea of the need for universal assistance to those in need: "Es klopft. Da ist wohl der Sammler für das Eintopfgericht. Das Geld liegt schon drüben auf dem Tisch ... Da hat der Vater aus der Zeitung vorgelesen: Das ganze deutsche Volk iβt Eintopfgericht!" (There's knock on the door. This is a fundraiser. The prepared money is already on the table... Father reads in the newspaper: All the German people are eating soup!) (Hinderks-Kutscher, 1942: 98). In this case, we are talking about the German dish Eintopf. The word itself means "in one pot", it is assumed that both the first and the second are combined in one dish. In Duden dictionary, the word "Eintopfgericht" was first recorded in the 1934 edition. With Hitler coming to power in 1933, citizens were encouraged to donate funds, and farmers – part of the crop, so that at least once a week, on Sundays, to feed the hungry. On the second Sunday of the month, from October to March, all German families were ordered to cook such a soup, share it with those in need, and, moreover, donate 50 pfennigs from each family to the Winterhilfswerk mission founded back in 1923, which was actively supported by the Nazis. So the soup was literally "adopted" in the name of the common good in Nazi Germany (Golovina, 2011).

In one of the primer's stories, little Gertrude imagined a huge pot in front of the town hall building, enough to feed everyone. Her brother, who tried to ridicule his younger sister, was rebuked by the father with the words: "Lacht mir meine Gertrud nicht aus. Die hat's gut verstanden, was der Führer meint!" (Don't laugh at my Gertrude. She understood correctly what the Fuhrer meant!) (Hinderks-Kutscher, 1942: 98). The latter declared that German people never were in need. To achieve this, everyone should donate to help those in need. "Unser Führer Adolf Hitler will nicht, daβ in seinem Reiche Menschen hunger und frieren. Darum hat er gerufen: Haltet zusammen! Helft, daβ jeder Mensch satt wird und im Winter niemand zu frieren braucht. Gebt zur Winterhilfe!" (Our Fuhrer Adolf Hitler does not want people in our Reich to starve and freeze from the cold. So he called: Close ranks! Help so that everyone is fed and no one has freezes from the cold) (Hinderks-Kutscher, 1942: 99). In this way the Nazis tried to reduce the financial burden on the state during the war.

In post–war socialist Germany, concern for the common good manifested itself in concern for the common security, peace and friendship for all peoples. At the initial stage of education, children were introduced to the ideas about international friendship, for example, in the song "Über allen strahlt die Sonne" (The sun shines on everyone), children turn to adults with a request to maintain the peace (Feuer, Alt, 1966: 122; Krowicki et al., 1989: 95):

Children learned songs about peace: "Wir wollen in Frieden leben. ... Vater sagt: "Wie gut, daβ ihr Lieder vom Frieden in der Schule lernt. Der krieg ist schrecklich" (We want to live in peace. Dad says: "It's good that you are learning songs about the peace. War is terrible) (Feuer, Alt, 1966: 118). To be friends, you need to be able to address a person by name, so children in the GDR got acquainted with the typical names of representatives of other countries – England, France, Poland, America, China and, of course, the Soviet Union (Feuer, Alt, 1966: 106; Krowicki et al., 1989: 90-91). In the first school book, the children were explained the principle of international solidarity of countries that followed the socialist path of development: "Die Kinder aus der Sowjetunion, aus

Polen, aus Ungarn, aus der Tschechoslowakei, aus Rumänien und Bulgarien sind Pioniere wie ihr, und sie lernen und spielen genauso gern wie ihr. Mit den Menschen in diesen Ländern halten wir gute Freundschaft. Gemeinsam sorgen wir dafür, daβ es keinen Krieg mehr gibt" (Children from the Soviet Union, Poland, Hungary, Czechoslovakia, Romania and Bulgaria are same pioneers as we are, they also learn and love to play like us. We maintain good friendships with children in these countries. Together we will ensure that there is no more war) (Krowicki et al., 1989: 93).

"Über allen strahlt die Sonne, über allen in der Welt. Alle Kinder wollen Frieden, Frieden, der das Glück erhält. Froh und glücklich will doch spielen auf der Erde jedes Kind, ob nun seine Eltern Schwarze, Gelbe oder Weiβe sind. Darum höret unsre Bitte, hütet gut den Frieden ihr, daβ die Kinder aller Länder froh und glücklich sind wie wir".	The sun shines on everything in the world. All children want a world where there is happiness. Every child on the planet, regardless of the color of their parents, wants to play joyfully and happily. Therefore, hear our request, keep the peace, so that the children of all countries may be happy and rejoice like us.

In support of the idea of universal peace, various events were held annually, for example, the Friedensfahrt Peace Race. This multi–day international cycling race was held from 1948 to 2006 under the motto "Friendship, Peace, Freedom!" The official emblem of the competition was the Dove of Peace. Among the fans were children. So, little Peter follows the cycling race with great interest and looks forward to cyclists in his city: "Morgen fahren die Friedensfahrer durch unseren Ort. Jeden Tag hört Peter im Radio, wer gewonnen hat. Er kann die Fahrer kaum erwarten" (Tomorrow the participants of the Peace Race will pass through our city. Every day Peter listens on the radio to see who won. He looks forward to cyclists) (Krowicki et al., 1989: 76).

The names of the ships were also selected according to the ideological guidelines of the state doctrine. So, Klaus saw a ship with the symbolic name "Frieden" (Peace) under the flag of the GDR. With its name, the ship was supposed to inform people all over the world that the citizens of the GDR wanted peace: "An einem Schiff lasen sie den Namen "Frieden". Am Mast wehte die Fahne unserer Republik. Klaus weiβ, warum das Schiff "Frieden" heiβt. Er fährt in viele andere Länder. Allen Menschen auf der Welt soll er sagen, daβ wir in der Deutschen Demokratischen Republik im Frieden leben und arbeiten wollen" (On board the ship they read the name "Peace". The banner of our Republic fluttered from the mast. Klaus knows why the ship is called "Peace". It sails to many countries. All the people on earth must know that we in the German Democratic Republic want to live and work in peace) (Krowicki et al., 1989: 105).

If in the previous century the principle of international friendship was cultivated on the territory of the GDR, then in modern united Germany it is the principle of diversity, which has developed as a result of such processes as globalization, migration, European integration, demographic changes, etc. (Walgenbach, 2014: 7). These processes affect school education and all participants in the educational process. The development of school education in the context of diversity and the absence of any discrimination involves solving the problem of equality in education (Kaluza, Schimek, 2021: 113), that is, ensuring quality education for all. Respect for diversity is also brought up on the pages of modern editions of the primer. So, in the 2022 edition, one of the first pictures shows a group photo of a class with representatives of different races, nationalities, different physical features and impairments (Förster et al., 2022: 4-5). The principle of diversity is also demonstrated in the Kinderhände poem "Children's Hands" (Dengel et al., 2010: 122). Thus, younger students are taught tolerantly perceive social and cultural differences, to understand the diversity of cultures and civilizations.

5. Conclusion

The primer, as the first literacy book, plays a significant role in shaping not only reading skills, but also the value orientations of students, ideas about the universal human and socio-political realities that exist in society in a certain historical period. Value attitudes are brought to the fore by signs of various semiotic systems: linguistic signs and iconic ones. Both of them can be considered as ideologemes – tools for purposeful influence on younger schoolchildren. The focus of the current study is the ideologeme "faith", which is vital for the value orientation.

The transformations taking place in society are invariably reflected in the ideological attitudes mainstreamed in educational literature. The examination of the universal ideologeme "faith" on the material of primers and textbooks on teaching reading, published in the German language from 1901 to 2022, made it possible to identify a number of basic, universal ideologemes – trust, mercy, kindness, care and phantom, socio-political ones – faith in God's protection, faith in the leader, state leadership, in oneself; care for the soul, for the neighbor, for nature, for the common good.

The study considers the transformation of the components of the universal ideologeme "faith" in the diachronic aspect from faith in God to faith in the state, personified by its head, then through faith in one's own strength to the idea of universal trust as the basis of universal security. Fundamentals of religious education in the second half of the XX century were replaced by secular ones, which resulted in the transformation of spiritual values into consumer ones. Nevertheless, the basic ideologemes "mercy", "care" have not lost their relevance, and in the form of concern for the neighbor, the needy, nature, the common good, etc., are present in all analyzed publications. The results obtained in the course of the study led to the conclusion that basic universal human values, actualized by ideologemes, do not undergo significant changes over time, while artificially formed, socio-political (phantom) ones, either modify or vanish.

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Georgian Independent TV Channels: Presentation of Pre-Election Race

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Abstract
The purpose of the article is the identification of the mechanism of media influence on the electoral process in a polarized political system with two dominant centers of power. The results presented in the article contribute to the improvement of media competence among the audience of Georgian socio-political TV-programs. The problematic situation in the media space of Georgia relates to the two equally strong trends — on one hand, Georgia follows the course of democratic transformations in the context of mediatization of politics (strategy), on the other hand, the procedural factors of democratization are focused on the media, which destabilize public opinion in the context of the politicization of social processes (tactics). The authors applied a qualitative and quantitative analysis to the audiovisual materials of the most high-rated Georgian TV channels. 2337 publications of the 2020-election campaign period were studied. The research results of the pre-election race media content suggest trends of democratization. Thus, the cluster of TV channels *Mtavari Arkhi* and *Rustavi 2* is an indicator of the struggle of key political forces in the country. At the same time, the authors have identified differences in the information policy of the TV channels. The features of the latest Georgia election campaign in studies have become especially relevant in the context of the political crisis in Georgia in 2023.

Keywords: political communication, pre-election race, media democracy, elections, Georgia.

1. Introduction

The mass media, as an important instrument of political processes, acquire special significance when merging with the political sphere. It is important that modern political sciences and the media are characterized by epithets that indicate their important role: for example, "the great arbiter", "the fourth power" (Teloev, 2016).

The belief in the omnipotence of television is so strong that politicians are convinced that those who control the television media can control the entire country. Indeed, modern politics is unthinkable without the media: they create space for monitoring political processes, opposing political positions, and connecting politicians with society. It is quite natural that the media, as a social institution, is the most important component of Georgian political environment, especially after the Rose Revolution (Naumov, 2018). The work on studying and discussing the socio-political agenda of the media is extremely relevant in Georgia, specifically in scientific discourse.

The rapid development and increasing influence of mass media in the 20th century led to the transformation of cultural views. The "dehumanization" of culture contributed to the formation of a new virtual world of communication, which required a new comprehension of the phenomenon of mass communication (Ortega y Gasset, 1968). There are two courses in mass media study.

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According to the human-centered approach, people use media to meet their needs and aspirations. The media-oriented approach to mass communication is based on the idea that people are people are selective about information. They take only what fits their beliefs and ignore the opposite (Burrage, 1969). A media-oriented approach to mass communication is based on the idea that the media pressures people, dominates people, subjugates them like drugs. D. McQuail developed this point of view and was the first to point out that the media, especially television, can shape public opinion regardless of the content of the information, since information transmitted through various means of communication is an instrument of influence. According to McQuail, television is a "tube" through which anything can be transmitted. When transmitting information, television is not neutral, it enriches the content with its own qualities. Everything that is being broadcast on television becomes telegenic. Other researchers have also written about this (Urazova, 2012).

Television covers time and space at the same time, therefore it actively influences the spatio-temporal perception of information. "The television generation, on the one hand, is the creator of today, and on the other, its victim" (McQuail, 1991: 121).

Many scientists have tried to create a universal concept of political communication, but so far no one has succeeded. Researchers M. Gurevich and J. Bloomer define political communication as "the transfer of various kinds of information and influences from individual to individual, the former differ from each other in deep awareness or complete ignorance, have the most influential or are completely powerless and are constantly involved (in politics), or - carefree, like the blessed" (Gurevich, Blyumler, 2012). This definition is mainly used by political scientists and is fully consistent with the "influence model".

According to Toffler, political communication is a special scientific and information complex that builds the basis for a modern developed society, forms its ruling elite, and establishes significant differences from a society with limited means of communication in the past (Toffler, 1990). Pye interpreted political communication as a system of informal social communications in society with various influences on political processes. At the same time, he did not mean unidirectional signals from the elites to the masses. He also noted that any society cannot exist without the use of established methods of communication (Pye, 1967). Contemporary researchers focus on the integrated study of politics, media and audiences across generations in the context of state systems, including Georgian (Abazov, Skvortsova, 2021; Algavi et al., 2021; Algavi et al., 2023; Cushion, Jackson, 2019; De Vreese et al., 2018; Deuze, 2021; Kalsnes, 2019; Levitskaya, Seliverstova, 2020; Lazutova, Volkova, 2017; Lowrey et al., 2023; McCarthy, 2022; Pfetsch, 2020; Schimpfössl et al., 2020; Skvortsova et al., 2022; Yakova, Volkova, 2023).

2. Materials and methods

The methodological ground of the study is based on qualitative and quantitative analyses of audio-visual media materials. The most popular and perceived by viewers audio-visual media have become the subject of research. Two of the most rated Georgian TV channels were selected for this purpose: *Mtavari Arkhi* and *Rustavi 2*.

Mtavari Arkhi positions itself as an independent and opposition TV channel. *Rustavi 2,* once belonged to the current editor-in-chief of *Mtavari Arkhi*, following the ruling of *the Strasbourg International Court* was returned to the previous owners. According to *Caucasus Barometer*, the Caucasus Research Resources Center (CRRC) study, in 2020 14 % of Georgian population trusted *Mtavari Arkhi*, followed by *Rustavi 2* with trust of 10 % of respondents (TVnewsc, 2020). In 2021, these indicators have changed, but not drastically. According to CRRC of Georgia, *Mtavari Arkhi* is trusted by 12 % of respondents, while *Rustavi 2* is trusted by 8 % of respondents (TrumTVinfo, 2021). Therefore, these two TV channels are the subject of interest to our research due to their emerging discourses, given their heritage, trust shifts and positioning in relation to the ruling party *Georgian Dream - Democratic Georgia* (hereinafter – *Georgian Dream,* GD) and the opposition party *United National Movement* (UNM).

This paper includes material based on research of 2,337 publications in both audiovisual media, in which *Mtavari Arkhi* accounted 424 pieces of news for September and 579 for October, and *Rustavi 2* accounted for 526 issues for September and 808 for October.

Search criteria:
- Interviews with representatives of the governmental and opposition spectrum:
- *Georgian Dream* in positive context;
- *Georgian Dream* in a negative context;

- Information related to opposition parties;
- International observers and third persons (ambassadors, consuls, deputies, congressmen, experts, etc.);
-Research on pre-election environment and opinion polls;
-The question of external interference (the Russian factor in the electoral race);
- Other news.

Georgia has a free and diverse media environment with numerous TV, radio, newspaper, and online media are accessible for the vast majority of citizens. However, the landscape is highly polarized, self-regulating, and closely related to former and current politicians or business groups, allowing editorial content to be used in accordance with the political rhetoric of party agenda. Television media, the main source of news and information, are generally perceived as either pro-government or opposition. Political discourse is rarely based on the problem but is often conducted at the level of recrimination. The refusal of political actors to be engaged in debates prevents citizens from obtaining a full picture of all available policy options, which affects their ability to make informed choices.

At present, television remains the main source of information for Georgian citizens. The most trusted and high rated of Georgian TV companies in presentation of news and political info is *TV Imedi* (40/50 %), followed by Mtavari *Arkhi* (16/24 %), *Rustavi 2* (11/34 %) and *TV Pirveli* (5/15 %) (Public..., 2020). In 2022 these figures remained almost unchanged. *TV Imedi* still has the greatest rate of confidence (34/44 %), if the second preferences are considered, followed by *Mtavari Arkhi* (16/26 %), *Rustavi 2* (9/28 %) (Public..., 2022).

Although television plays a prominent role in the media landscape, overall trust is low. In 2020, CRRC poll *Caucasus Barometer* showed that 55 % of Georgians do not trust the media, while 8 % do not fully trust and only 2 % fully trust (Trumedi, 2021). In addition, the study on the quality of information presentation was conducted in 2021. Only 8 % of public believe that television is informative enough and 8 % of viewers believe that it is a quite poor source of information. For the vast majority of public (48 %) evaluated the quality of the information provided by TV as average (Qualinf, 2021).

3. Discussion

The media are built into the political life of Georgian society and are integral part of both internal and external affairs. The ability of being the medium in public-political communication to influence the formation of public opinion and to promote various discourses into the masses suggests, that the media can play a key role in the electoral campaign.

The October 2020 elections in Georgia became a kind of litmus test for revealing the strong influence of media both on public opinion and on the perception of information by external observers. The political reality in Georgia was distorted as if in a crooked mirror, when several media outlets started publishing information about the victory of the opposition party, while others reported a convincing victory of the ruling party. The impact of the information was so powerful that, long after the elections, citizens continued to believe into opposite. Consequently, it was concluded that the incumbent authorities had falsified the elections.

The Georgian electoral system is the mixed one with closed lists and a majority system. The constitutional reforms of 2020 led to three notable results: 1) the transition from the previous system of 77 proportional and 73 majoritarian seats to a system with 120 proportional and 30 majoritarian seats; 2) the reduction of the required national proportional threshold from 5 to 1 %; 3) The minimum requirement of 40 per cent of seats on the proportional list to form a one-party majority.

The official campaign period began on September 1, and the deadline for submitting party lists expired on October 1. Parties were required to submit party lists from 120 to 200 candidates, wherein maintaining a mandatory gender quota: one out of every four candidates on party lists had to be a woman. The number of candidates running for majority seats was 492, including 107 seats for women (approximately 21.75 %). According to the Central Election Committee, 50 electoral subjects: 48 political parties and two blocs were registered to participate in proportional voting. Two lists were rejected due to non-compliance with the gender quota or inadequate documentation of the candidate (Technical..., 2020).

The constitutional and electoral reform prior to the parliamentary elections brought the electoral model closer to a proportional system, which was a step towards political pluralism in the

legislature. However, despite the reform of the electoral legislation, the manning of election commissions remained unchanged. The problem arose during the process of selection of professional members of election commissions and following their appointment by parties on a non-partisan basis, which led to the ruling party's domination in election commissions and caused disbelief in the impartiality and independence of the election administration.

The number of publications in both TV companies during the reporting period was 2337, of which *Mtavari Arkhi* accounted for 424 reports in September and 579 for October, and *Rustavi 2* had 526 ones in September and 808 reports in October (Figure 1).
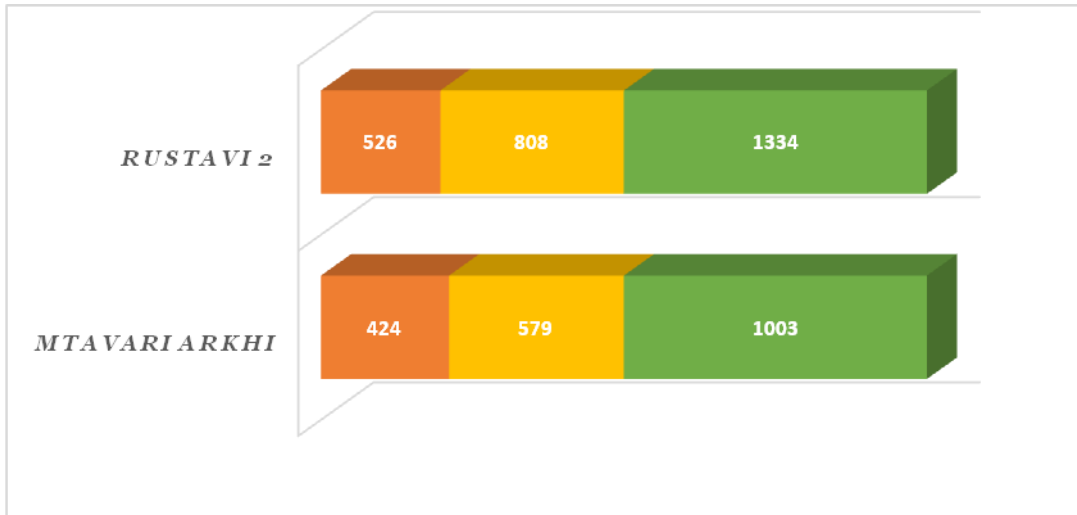
Fig. 1. The total number of news for the reporting period

In September and October *Mtavari Arkhi* had 1003 election-based pieces of information. Among them most of the publications were devoted to the opposition, as well as statements with a critical assessment of *Georgian Dream* (Figure 2).
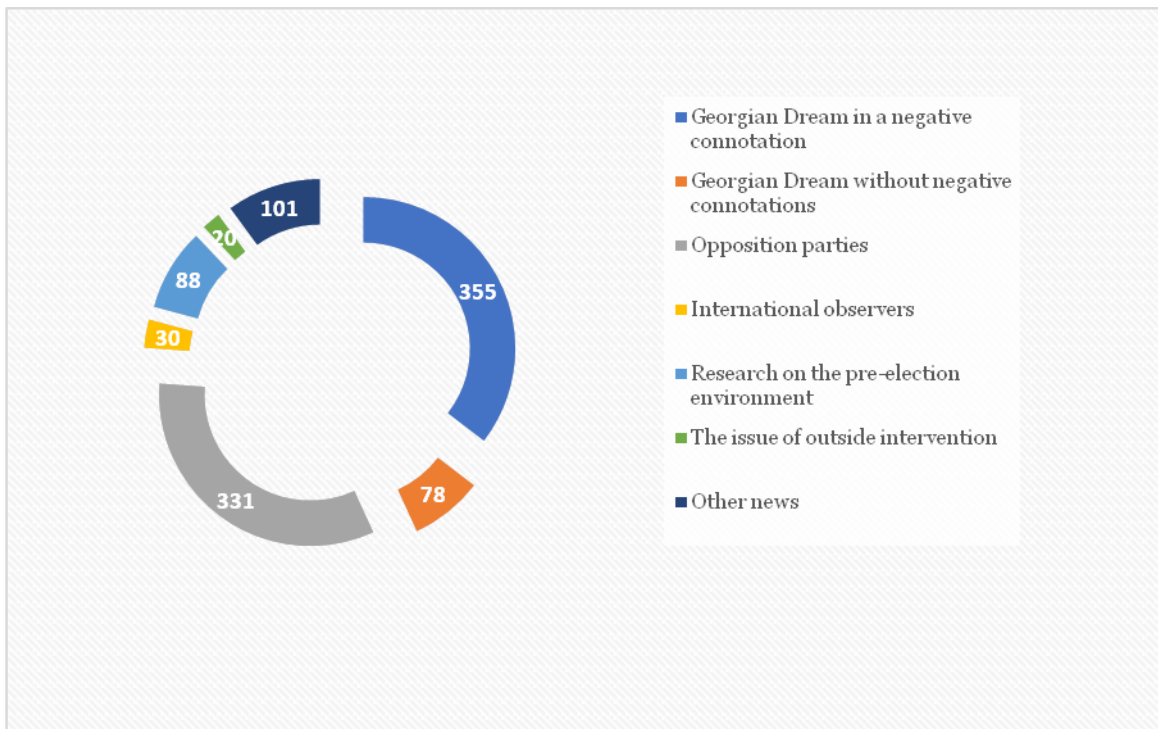
Fig. 2. *Mtavari Arkhi* news stories

As for the airtime itself, *Mtavari Arkhi* had a clear disproportion. In September 37.6 %

(positive – 21 %, negative – 3 %) of total airtime. In spite of the fact, that GD took most of the airtime, most of their reports were negative and discrediting – 32.1 % (positive – 1 %, negative – 62 %) (Figure 3).
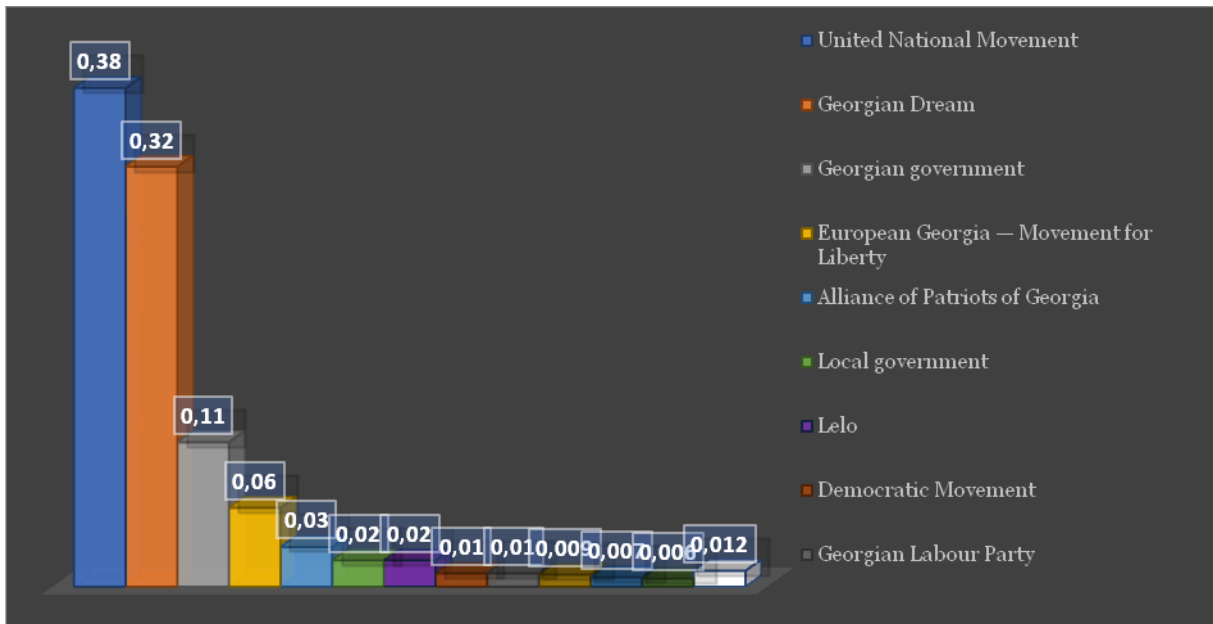

Fig. 3. Broadcast time of *Mtavari Arkhi* for September

This trend continued in October. UNM was given 42.2 % (positive – 18 %, negative – 1 %), GD – 28.9 % (positive – 1 %, negative – 66 %) (Figure 4).
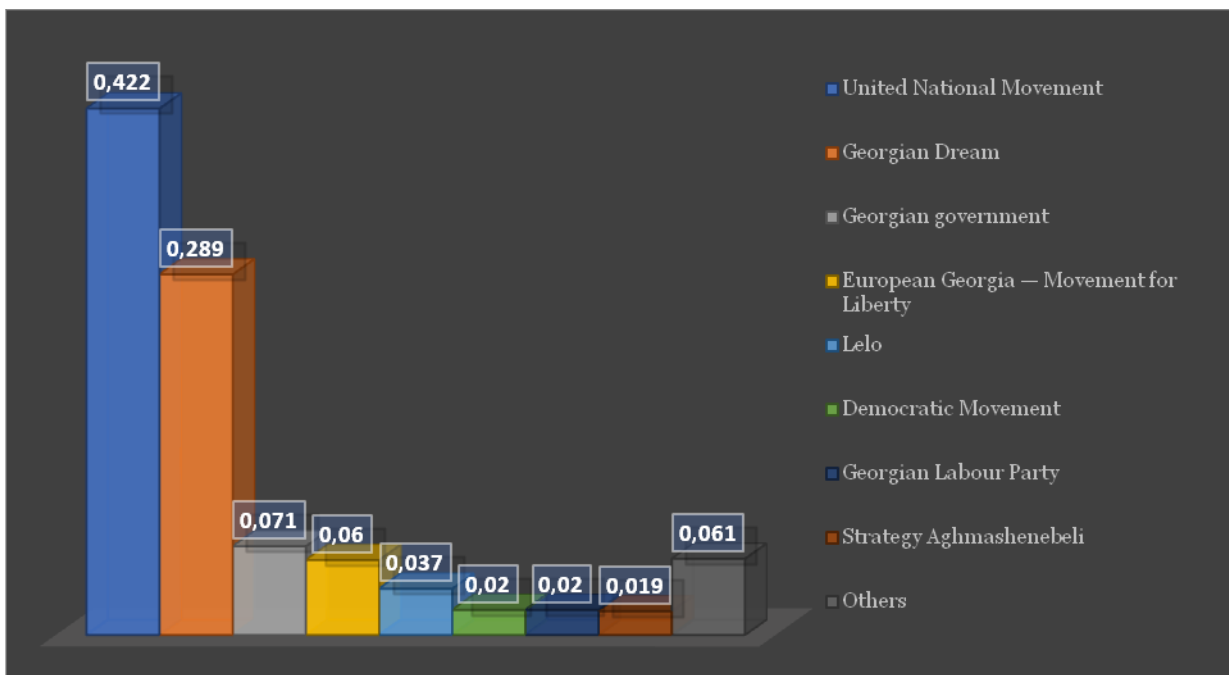

Fig. 4. Broadcast time of *Mtavari Arkhi* for October

Representatives of the ruling team rarely appear in the programs of *Mtavari Arkhi*, therefore the positions of the authorities in the programs of the channel are rather weak, and sometimes even absent. The TV channel does not try to balance the information, statements of other politicians, therefore, gives viewers one-sided and biased information. The ruling party is systematically said to be pursuing Russia's interests. The frequency of mentioning GD Bidzina

Ivanishvili in a negative context is relatively high. For example, in "Saturday Mtavari" on September 5, 4 out of 9 stories were devoted directly to Bidzina Ivanishvili, and they were negative.

In total, during the reporting period *Mtavari Arkhi* had 320 interviews with representatives of opposition parties and blocs. Among other things, the obvious leader in the number of interviews is UNM, which appeared in the studio of *Mtavari Arkhi* two or even three times a day. Only one interview was recorded with the ruling party during the reporting period. According to the channel, the ruling party GD refuses to cooperate with critical media (Figure 5).
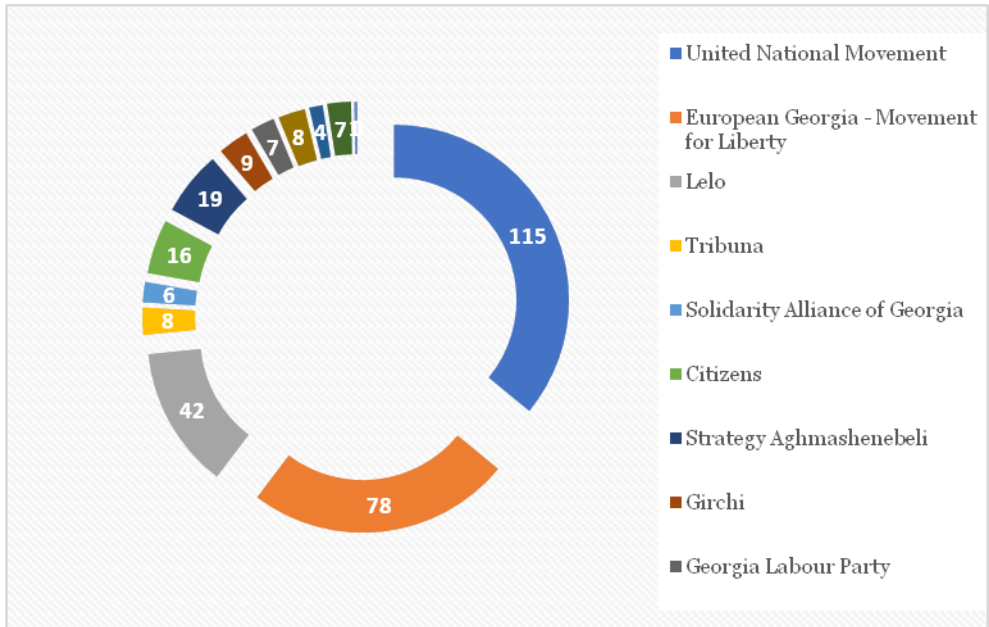
Fig. 5. Interviews with opposition parties

Rustavi 2

During the reporting period *Rustavi 2* had 1334 messages on elections (Figure 1). Most of the news stories were covered by opposition parties and blocs, and there was no clear priority for a particular opposition party. The electoral campaign of GD was also covered quite actively. Negative statements regarding GD were mainly critical, related to the opposition and full of violence accusations against their political opponents. (Figure 6).
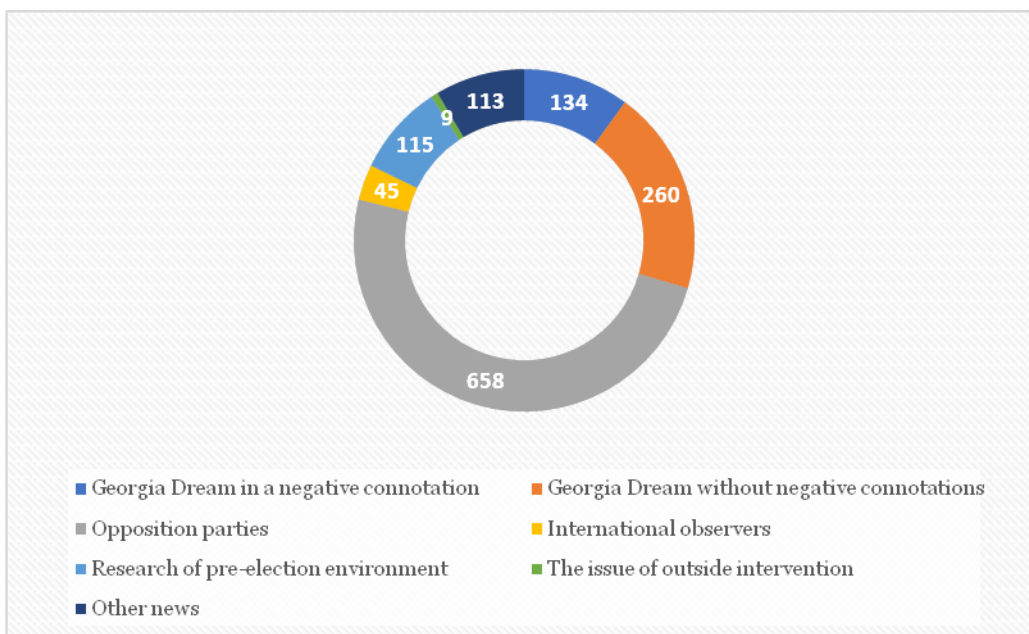
Fig. 6. *Rustavi 2* news stories

The TV channel *Rustavi 2* covered the electoral campaign in accordance with ethical norms. In their reports the activities of the election subjects were covered in a neutral manner. Parties had the opportunity to present pre-election programs in public-political programs. Every Sunday the "Night Courier" presenters acquainted the public with electoral programs, necessary documentation, and statistics. The channel has distanced itself from discriminatory statements. Leading figures criticized both the opposition and the ruling team.

As for the airtime, Rustavi 2 managed to balance. In September, 25.6 % (positive 32 %, negative 12 %), 21.6 % (positive 14 %, negative 32 %), the rest less than 10 % (Figure 7).
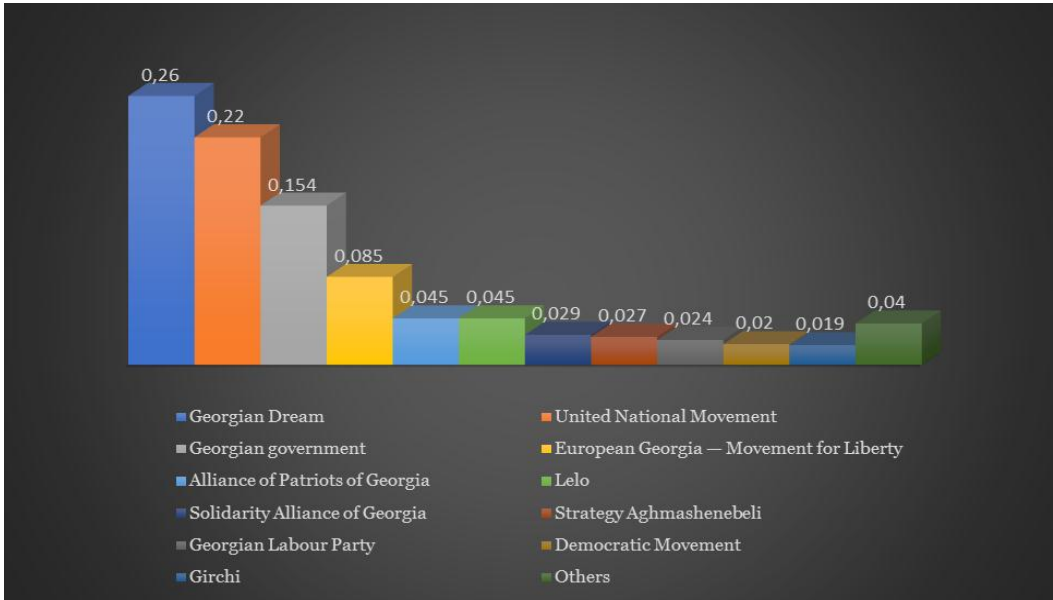

Fig. 7. Broadcast time of *Mtavari Arkhi* for September

In October *Rustavi 2* kept the balance in ether time. GD - 31.1 % (positive – 31 %, negative – 12 %), UNM – 15.8 % (positive – 17 %, negative – 17 %), for all other subjects – less than 10 % (Figure 8).
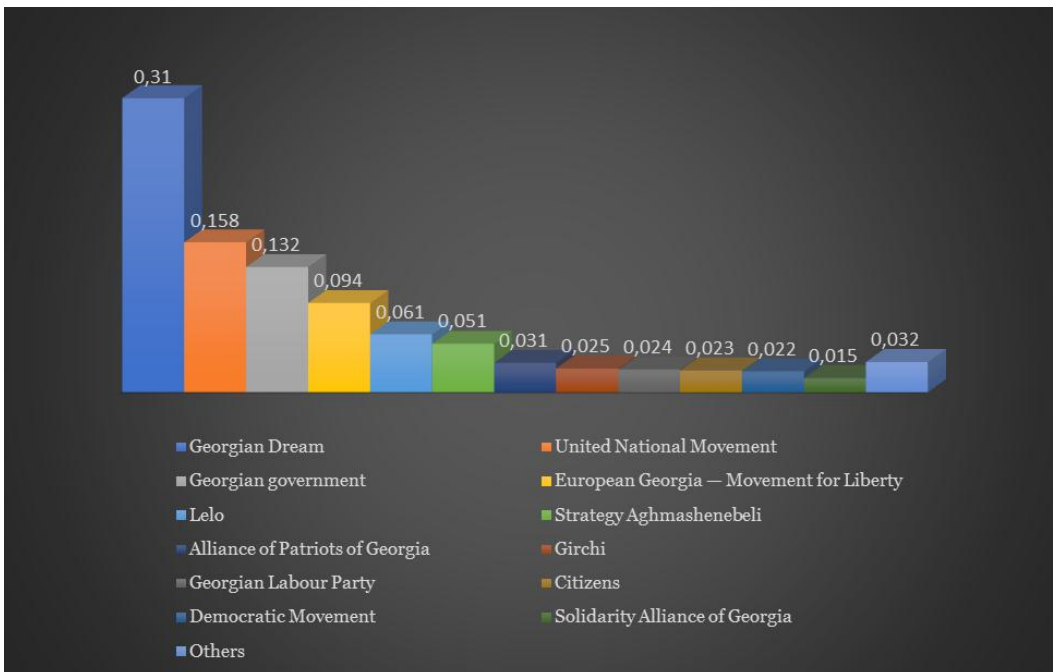

Fig. 8. Broadcast time of *Mtavari Arkhi* for October

In total, during the reporting period 222 interviews were recorded at *Rustavi 2* with both the ruling party and representatives of opposition parties and blocs (Figure 9). The channel focused on representing the interests of all parties involved in the electoral race. Independent candidates were also invited to the studio, what never happened on the *Mtavari Arkhi* air for two months.
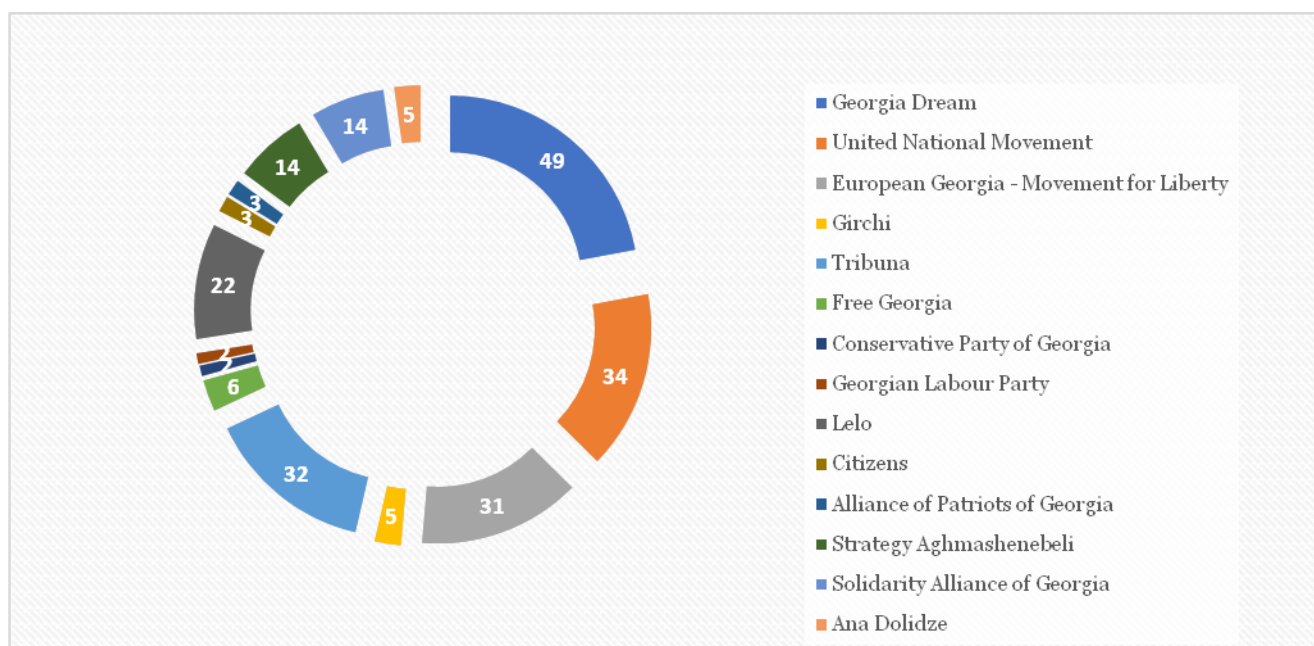

Fig. 9. Interviews with opposition parties

4. Results

Based on the studied information, patterns peculiar to each TV channel were formulated separately. The editorial office of *Mtavari Arkhi* maintained negative rhetoric addressed towards the ruling party Georgian Dream and related individuals. Since September 15 all their reports had negative content, including criticism towards the ruling party. The main cluster of information related to the ruling party was broadcast in a negative tone, including alleged involvement in physical violence, blackmailing, bribery, and other illegal activities aimed at intimidating opponents and rigging elections. While approximately one case of physical and other forms of violence were reported daily prior to September 15, this number of incidents increased to two and sometimes to three thereafter. These events were covered tendentiously; it contained criticism of *Georgian Dream* by the opposition party representatives, the editorial office produced more compromising TV stories and reports devoted to relations between the ruling party and its founder, former Georgian Prime Minister Bidzina Ivanishvili, with Russia *(Mtavari Arkhi)*.

The second pattern is related to information about the ruling party and its associates through investigative journalism and analytical prime-time reports. At least once a week the journalists mocked and discredited the ruling party and its founder Bidzina Ivanishvili. Obscene language and offensive epithets were used in those stories about state officials. The TV stories focused on the deterioration of life in Georgia, the collapse of the economy, revealed various schemes of the ruling party, including involvement in the financing from Russia and the connection of former Chairman of *Georgian Dream* Bidzina Ivanishvili with the Russian authorities and business actors.

The third pattern is the balance of critical reports about the GD and positive statements related to Georgia's former President Mikhail Saakashvili and UNM.

The main news cluster on *Mtavari Arkhi* was dedicated to criticism of the ruling party and the PR attempt of UNM and Mikhail Saakashvili. Thus, the channel broadcasts a discourse that affirms the incompetence of the government and the great competence of the opposition party in resolving existing issues. Thus, the TV channel calls on voters to give their voices for the UNM. *Mtavari Arkhi* enjoys great trust of the public and is the second most popular media. It is effectively implementer and affected the results (TrumTVinfo, 2021).

Mtavari Arkhi covers almost all activities of Mikhail Saakashvili and usually in a positive

way. Extensive comments of ex-president, live broadcasts, his speeches, and meetings in other countries were broadcasted. Saakashvili's political figure became particularly relevant after he was nominated for the premiership in Ukrainian government.

Mtavari Arkhi broadcasted exclusive, detailed reports on the issues of Georgian education system, economic collapse, the heath system crisis, corruption, crumbling infrastructure, suspended projects – those were daily covered topics. The channel offered viewers exclusive stories about the hidden assets of high-ranking civil servants, paying special attention to alleged corruption deals and tenders involving members of the government or persons affiliated with *Georgian Dream*. Criticism of the authorities was the main goal of the TV channel, where journalists often violated professional ethics, and information was unbalanced.

On September 25th, the news program featured a story "Entrust to Misha" – campaign launched by ex-president Mikhail Saakashvili (*Mtavari Arkhi*). The story was about matters that required assistance of Mikhail Saakashvili in the villages of Samtskhe-Javakheti. Demands and problems were mainly related to infrastructural problems - water shortages, off-roads, etc. The plot contained accusations of the local government having squandered the funds allocated for solving these problems, although no specific documents were presented (for example, tenders, projects that could not be executed or were executed with defects, etc.).

The last pattern was the repetition of the same news several times a day. The reports mainly contained information, concerning physical violence, electoral fraud, and criticism of GD by representatives of the opposition spectrum.

Rustavi 2 had well-built broadcasting and the election coverage strategy. All the parties, from small to large, which conducted their electoral campaigns, were included in the airtime of the channel. The information mainly contained their pre-election meetings with voters and familiarization with the party program. Meetings of the ruling party were actively covered. A few pieces of news were focused on physical violence and other forms of electoral violations.

The channel actively covered the position of all parties. Members of both ruling and opposition parties were included in the live broadcasts. Interviews were also recorded with representatives of the ruling party. Representatives of the opposition also actively participated in the meetings and interviews.

The second pattern was revealed in the approach of *Rustavi 2* to the electoral race. There was the absence of critical stories or reports about the ruling party. They had only a few reports, in which members of the opposition parties criticized or blamed the *Georgian Dream* for violating pre-election norms, blackmailing, and threats.

As an important pattern in *Rustavi 2* approach to pre-election coverage was involvement of an external factor - "image of the enemy" formed by Russian Federation. Much of airtime was devoted to this topic, and was not only about party's ties with Russia, but also about Russia's direct attempts to interfere in the elections through various provocations, cyber-attacks, and official statements. At the same time, *Rustavi 2* covered appeals to the international community and the European Parliament, in which warned the country about possible interference in the elections by Russia.

Activities of the electoral subjects were presented in a neutral manner, and balance was maintained. Parties had the opportunity to present pre-election programs in socio-political programs. Both ruling and opposition parties were subjected to criticism.

5. Conclusion

The media have played an important role in the history of the independent Georgian Republic over the past 30 years. It is a historically proven fact that the media platform determined the success of the Rose Revolution in 2003, then provided an opportunity for the opposition to confront the authorities before the takeover of the TV channel *Imedi*. As a result, there was a democratic change of power in 2012, when ruling party of United National Movement conceded to the coalition of GD. The 2020 parliamentary elections were also a milestone in the country's modern history and media development.

The observation of political processes in the country suggests that in a situation of polarization inherent in a political system with two dominant centers of power, the media are an effective means of political contention. The research results of the pre-election race media content suggest trends and reveal patterns of mechanisms leading to regime transformation in Georgia.

The political environment in Georgia expressed itself mainly in the participation of actors in

the decision-making of political process, elections, and the formulation of the political agenda is both paradoxically broad and limited. The first is evidenced by the possibility of running for election and forming socio-political organisations and parties. On the other hand, the parliamentary majoritarian system established in Georgia, where had never occurred a precedent of coalition government, allows to concentrate all legislative and executive power in the hands of one party. At the same time, the opposition that has received parliamentary mandates exists nominally without any real leverage on the decisions of the government, unless it affects issues that require constitutional majority.

The only environment where political opponents can confront the ruling party is informational. This became possible when the current opposition has maintained and created new mass media, thus providing a public platform for direct dialogue with Georgian citizens.

Thus, the cluster of TV channels *Mtavari Arkhi* and *Rustavi 2* is an indicator of the struggle of key political forces in the country. Both TV channels attempt to influence public opinion in one way or another: sometimes more radically, or by softer means. Contention, or as it is being labeled in Georgia "polarization", is likely to continue in the future if the political elites keep up with the current course of events towards democratization without discussing and setting certain rules of the game.

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Protection of Journalists under International Humanitarian Law: Modern Challenges for Freedom of Media under Martial Law[1]

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Abstract

The article analyzes the rights of journalists in situations of armed conflict and in international documents regulating the implementation of international humanitarian law. Freedom of expression serves as the foundation for the functioning of a democratic society. The significance of journalism in ensuring the proper exercise of freedom of expression cannot be overstated. Journalists are often recognized as the "watchdogs" of the democratic process. They play a crucial role in combating corruption, fostering public dialogue on sensitive issues, and shaping societal values.

The coverage of armed conflicts and post-conflict recovery also occurs with the direct involvement of journalists. Given this, it is essential to establish mechanisms to protect journalists in conditions of armed conflict. The article analyzes acts adopted at the Council of Europe, the United Nations, the Organization for Security and Cooperation in Europe, and others, aimed at ensuring the protection of journalists in armed conflicts. International journalist organizations (Reporters Without Borders, the International Federation of Journalists, the Committee to Protect Journalists, etc.) actively contribute to shaping protective instruments for journalists.

Under international humanitarian law, journalists enjoy the same level of protection as other civilians. In the context of armed conflict, attacks on a journalist's life may result from incidental harm or deliberate targeting. In the latter case, such an attack constitutes a war crime. Depending on the circumstances, this action may fall under the jurisdiction of national courts or the International Criminal Court. If journalists join a warring party, they forfeit their protected status according to the norms of international humanitarian law.

Keywords: journalists, international humanitarian law, war crimes, armed conflicts, freedom of expression and information, press freedom.

1. Introduction

Journalism holds immense significance in contemporary society, serving as a vital pillar of democracy. It is pivotal in informing the public, fostering transparency, and holding those in power accountable. Through investigative reporting, journalism exposes corruption, addresses social issues, and contributes to shaping public opinion. In an era of information overload, journalists act as gatekeepers, helping sift through the noise to provide credible and reliable news. The diverse forms of journalism, including investigative, multimedia, and citizen journalism, contribute to a

rich and dynamic media landscape. Ultimately, journalism serves as a cornerstone of democracy, empowering individuals with knowledge and promoting an informed and engaged citizenry. The European Court on Human Rights (and other international bodies) provides robust protection to the freedom of the press, particularly when issues of public interest, including political matters, are openly discussed (Macovei, 2004: 12).

The role of adequate conflict information for transitional justice and post-conflict settlement cannot be overstated (Slavko et al., 2022). It is evident that journalists cannot remain aloof from such an essential social problem as war (armed conflict) and are often present near the battle line. The critical role played by journalists in disclosing facts about war crimes and testifying in criminal cases cannot be overlooked. Thus, the International Criminal Tribunal for the former Yugoslavia stated that it was the journalist Roy Gutman who was the first to discover the Omarska concentration camp through interviews with those who were kept there and saw with their own eyes the murders, torture, rape, and other atrocities committed there. The media attention generated by journalists Roy Gutman, Edward Vulliamy, and others regarding Omarska ultimately led to the camp's closure (ICTY, 1997). Edward Vulliamy, for instance, testified at nine trials, including proceeding against the president Milosevic and general Mladic (Druziuk, 2023).

In 2022, 68 journalists were killed worldwide, and another 11 died as a result of accidents. In its annual report, the International Federation of Journalists calls Ukraine the most dangerous country for media workers, considering that 12 journalists died (were killed) here in 2022. Most of the dead were on the battle line or in the occupied territory (Annual Report, 2023). The Committee to Protect Journalists operates with other figures indicating that 15 journalists were killed in Ukraine in 2022 (Journalist Deaths, 2022).

2022 also saw a sharp increase in the number of journalists killed (by 50 % compared to last year) in the world as a whole. The overwhelming number of murders fell on three states – in addition to Ukraine (12 or 15 people), Haiti and Mexico were also noted. Council of Europe Commissioner for Human Rights Dunja Mijatović spoke about the need to protect journalists in conflict conditions in her statement in the spring of 2022 in connection with the unfolding of the armed conflict in Ukraine (Not a Target, 2022).

Understanding the content and scope of the right to freedom of expression, the role of the media in ensuring it has evolved significantly in global practice since the adoption of the Geneva Conventions and Protocols. Both the forms of implementation of informational relations and the nature of confrontations between warring parties in armed conflicts have fundamentally changed. The purpose of this study is to analyze the existing legal frameworks within international humanitarian law specifically pertaining to the protection of journalists in conflict zones in the context of modern armed conflicts, thereby fostering an environment where journalists can report on conflicts freely and safely, ensuring the flow of accurate and timely information while upholding their safety and rights.

2. Materials and methods

As previously highlighted, free media is the cornerstone of any functioning democratic society. Consequently, regulations ensuring the media's operation, rights, responsibilities, and safety of journalists and other media professionals have been adequately addressed in national legislation, international law, and scholarly works. The theoretical foundation for this study draws from works exploring the content and methods of realizing media freedom and freedom of expression (Bychawska-Siniarska, 2017; Macovei, 2004). Additionally, the article's goals are pursued through insights from research in related areas, including the impact of ECtHR practice on information regulation in Council of Europe member states (Plotnikova et al., 2021), the formation of lawful behavior patterns influenced by critical information assessment levels (Lebid et al., 2020; Zavhorodnia et al., 2019), legal remedies under martial law (Slavko et al., 2023), and legal protecting of journalists (Hessel, 2016; Levin, 2013; Saul, 2008).

National constitutions and international treaties serve as essential foundations for this research. Analyzing these documents enables an assessment of the establishment of freedom of expression, guarantees, and potential derogations. Significant progress has been made in this field by various international bodies and organizations, including the UN Human Rights Committee, ECtHR, the Committee of Ministers of the Council of Europe, etc. Their reports, recommendations, and decisions were scrutinized to fulfill the objectives of this study.

An essential source within the framework of the study was international humanitarian law – both the norms of the Geneva Conventions and the practice of their application, as well as customary humanitarian law.

3. Discussion

There is no uniform definition of the concept of "journalist" within the framework of international law. A potential definition is proposed in Article 2, (a) of the Draft Articles of an International Convention for the Protection of Journalists Engaged in Dangerous Missions in Areas of Armed Conflict: "The term 'journalist' shall encompass any correspondent, reporter, photographer, and their technical film, radio, and television assistants who are regularly involved in any of these activities as their primary occupation" (Draft..., 2018).

Legally, journalists can have two statuses under martial law:

1) military correspondents (or journalists assigned to military units) who have accreditation in the armed forces and accompany military formations but are not their members.

2) journalists who do not have accreditation but arrive in the zone of armed conflict with an editorial task of preparing materials ("engaged in dangerous professional missions".

Both categories have the status of civilians when they are not directly participating in hostilities (Article 79 of the First Additional Protocol to the Geneva Convention) (First Protocol, 1977). However, the specificity of the first category is that journalists who accompany the army may be subjected to the regime of military captivity. According to Article 4 of the Third Geneva Convention, "Prisoners of war [...] are persons [...], who have fallen into the power of the enemy, including ones who "accompany the armed forces without actually being members thereof, such as [...], war correspondents, [...] provided that they have received authorization from the armed forces which they accompany, who shall provide them for that purpose with an identity card similar to the annexed model" (Third Geneva Convention, 1949). If there is doubt about the applicability of the prisoner of war status, the person remains protected by international humanitarian law until a competent court resolves the issue.

Nowadays, the second group can include a relatively wide range of people - both independent journalists and employees of media organizations. The question arises as to whether bloggers, for example, persons who do not have a press card, but in one way or another disseminate information about the military conflict through the media, can be included in it. Art. 79 of the Protocol indicates that journalists "*may*" obtain an identity card in the form specified in Annex II to this Protocol (First Protocol, 1977). However, in practice, the legislation of parties to a military conflict requires special rules for the admission of journalists to war zones, the presence of a press card, and accreditation. For instance, according to the legislation of Ukraine, "a journalist is a creative employee of a media who professionally collects, receives, creates, edits, distributes, and ensures the preparation of information for the media. The status of a journalist is confirmed by a document issued by a media organization or a professional union or association of journalists. The document confirming the status of a journalist must contain the name and type of media, its identifier in the National Media Register or the name of a professional union (association), photo, surname, first and patronymic of the journalist, document number, date of issue and term his actions, the signature of the person who issued the document (The Law of Ukraine, 1997). Thus, "other media professionals" mentioned in the above-cited Draft Articles under Ukrainian legislation cannot belong to journalists in the absence of proper identification (press card). Thus, theoretically, a blogger, freelancer, or "citizen journalist" who does not have a press card may find himself in a military conflict zone; however, his status will be equated to that of ordinary civilians.

A journalist "on dangerous professional missions" is also legally an ordinary civilian, but having a press card can significantly simplify his/her access to certain objects or territories. Such persons cannot be held as prisoners of war but have the right to respect and protection under international humanitarian law. At the same time, the status of a military correspondent must not involve participation in hostilities, the use of weapons, or intelligence activities; otherwise, he/she loses the status of a civilian and acquires the status of a combatant.

It is also important to point out that international humanitarian law distinguishes the concepts of "international armed conflict" and "armed conflict of a non-international nature".

All four Geneva Conventions and the Additional Protocol I to the Geneva Conventions specify that their application is confined to international armed conflicts. Common Article 2 of the Geneva Conventions asserts that international humanitarian law is relevant in situations involving declared

wars and armed conflicts between two or more states. The International Committee of the Red Cross articulates the expansiveness of this concept as follows: "Any dispute between two States that leads to the involvement of armed forces constitutes an armed conflict" (The Handbook, 2013: 44). The classification of an "armed conflict" is no longer contingent on a formal declaration of war. Consequently, the term is to be construed in a much broader sense than in the past.

In Common Article 3 of the Geneva Conventions and Additional Protocol II to the Geneva Conventions, a distinct category is acknowledged alongside international armed conflicts. Researchers define this category as a 'non-international armed conflict' or a 'national armed conflict,' stating it as: "A confrontation occurring within the national territory involving the established governmental authority and groups of individuals subordinate to this authority, or among various groups, none of which represents the government, conducted through the use of force and escalating to the level of an armed confrontation or civil war" (The Handbook…, 2008: 54).

International humanitarian law provides special protection for journalists in armed conflicts. The researchers note that a superficial look at the norms of international humanitarian law can formulate the opinion that only a few norms protect journalists and media representatives in general. In particular, such norms are Article 4 A of the Third Geneva Convention and Article 79 of the First Additional Protocol. At the same time, in the context of an international armed conflict, journalists are subject to all the rules for the protection of civilians (Article 79 of the First Additional Protocol), and customary humanitarian law contains similar guarantees for journalists in the context of a non-international armed conflict (How does…, 2010).

A reminder of the civilian status of media personnel is also contained in Resolution 1738 of the UN Security Council on the protection of the civilian population in wartime. In particular, the Security Council recalls that "journalists, media professionals, and related personnel carrying out dangerous professional missions in areas of armed conflict shall be considered civilians and shall be respected and protected as such, provided that they do not take any action that negatively affects their status as civilians" (Resolution…, 2006). At the same time, media equipment and installations are civilian objects and, in this respect, cannot be the object of attack or repression, and all parties to an armed conflict must fully comply with the obligations applicable to them under international law regarding the protection of civilians in armed conflict, including journalists, media professionals, and related personnel.

The international community's concern for journalists' well-being is evidenced by several acts adopted regarding their protection in armed conflicts. In particular, the Recommendation of the Committee of Ministers of the Council of Europe No. R (96) 4 on the protection of journalists in situations of conflict and tension provides general guidelines for member states regarding guarantees for journalists working in conflict zones. The Recommendation contains three sections that propose methods to protect journalists in several areas: protection of the physical integrity of journalists, their labor rights, non-discrimination, and investigation of cases of attacks on journalists. The Committee of Ministers particularly emphasizes that all appropriate means must be used to bring to justice those responsible for such attacks, regardless of whether they are planned, encouraged, or committed by persons belonging to terrorist organizations or other organizations, persons working for the government, or other state bodies, or by persons acting in a personal capacity (Recommendation…, 1996).

Similar norms were also repeated in the Guidelines of the Committee of Ministers on protecting freedom of expression and information in times of crisis. The Guidelines's authors indicate that in their understanding, the term "crisis" includes, but is not limited to, wars, terrorist attacks, and natural and artificial disasters. The developers emphasize that in these situations (but the specified list is not exhaustive), freedom of speech is under threat, including for reasons of ensuring state security. At the same time, the term "media professionals" covers all those engaged in collecting, processing, and disseminating information intended for the media. The developers of the Manual also include operators, photographers, translators, and drivers in this list of protected persons. The Guidebook imposes on the state the obligation to ensure the physical integrity and integrity of media workers and to conduct proper investigations into the deaths of media workers (Guidelines…, 2007).

The need to protect journalists in conflict conditions requires interregional cooperation. For instance, in May 2012, a collaborative statement from the UN Special Rapporteur on Freedom of Opinion and Expression, the OSCE Representative on Freedom of the Media (RFoM), the Organization of American States Special Rapporteur on Freedom of Expression, and the

African Commission on Human and Peoples Rights Special Rapporteur on Freedom of Expression and Access to Information underscored the unacceptable nature of incidents involving killings, death threats, disappearances, abductions, prosecutions, imprisonments, torture, harassment, and other crimes against individuals exercising their right to freedom of expression. The declaration specifically highlighted the severity of crimes against freedom of expression when committed by State authorities and expressed concerns regarding the unique challenges and dangers faced by women journalists. It outlined a set of principles for State authorities to address threats, with guidelines detailing obligations to prevent and prohibit crimes against freedom of expression, uphold international standards, conduct effective investigations, prosecute perpetrators and instigators, and provide redress for victims. The statement also emphasized the involvement of other stakeholders. The norms of the declaration were included in the Guidebook "Safety of Journalists", developed by the OSCE. The Guidebook, in particular, recommends that states ensure the safety of journalists at work and protect them from any unlawful violence (Safety of Journalists..., 2020).

At the global level, the UN shows concern for the protection of journalists. For example, UN Resolution 2222(2015) condemns all violations and abuses committed against journalists, media professionals, and associated personnel in situations of armed conflict and calls upon all parties to armed conflict to bring an end to such practices (Resolution..., 2015).

The UN also calls for the release of all previously detained journalists and the ratification of the First Protocol to the Geneva Convention of 1977, which provides for the protection of the civilian population in armed conflict.

In the Resolution of the UN Human Rights Council, the authors call on member states to enhance capacity-building initiatives, provide training sessions, and raise awareness within the judiciary, law enforcement, military, and security personnel. Similarly, efforts will be directed towards media organizations, journalists, and civil society to promote understanding of States' international human rights and international humanitarian law obligations. The focus will be on ensuring the safety of journalists through comprehensive training and awareness programs (The safety of journalists..., 2020).

The practice of applying the mentioned norms shows that protecting journalists is one of the essential obligations of the state. Thus, the European Court of Human Rights has repeatedly emphasized the role journalists play as a "watchdog" in society. This is due to the fact that the Court emphasizes the crucial role of freedom of expression as a fundamental requirement for a well-functioning democracy. States are obligated to guarantee that private individuals can genuinely exercise their right to communicate with one another (Bychawska-Siniarska, 2017: 91). For example, in Satakunnan Markkinapörssi Oy and Satamedia Oy v. Finland, the Court emphasized the vital role of the media in facilitating and fostering the public's right to receive and impart information and ideas. Not only does the press have the task of imparting such information and ideas; but the public also has a right to receive them (Case of Satakunnan..., 2017).

In the case of Dink v. Turkey, a violation of Article 2 was identified. This case revolved around the murder of journalist Hrant Dink, who faced intense hostility from extreme nationalists due to his newspaper articles on Turkish-Armenian relations. The Court concluded that the security forces could reasonably be deemed aware of the hostility towards Mr. Dink, as they had been informed about a real and imminent threat of assassination. Despite this, they failed to take adequate measures to safeguard his life. Additionally, Article 10 of the Convention was found to be breached not only due to the failure to protect Hrant Dink from the attack but also because, as a consequence of his newspaper articles, he was convicted of the crime of denigrating "Turkishness." The Court deemed this conviction unnecessary for pressing social needs (Dink, 2010).

4. Results

The main risks for journalists and other media workers in areas of armed conflict include (1) intention targeting and (2) random attacks.

War journalists face evident challenges involving intentional targeting, aiming to dissuade them from fulfilling their professional duties. These journalists often become unwilling spectators and contend with threats directed at themselves or their families, along with actual physical attacks. Targeted assaults manifest in various forms, including deliberate killings, arbitrary detentions, kidnappings, and government prosecutions under strict media or anti-terrorism laws,

among others. Additionally, journalists may have their possessions, such as filmed materials and cameras, confiscated or destroyed as a means of control or intimidation.

Moreover, the aftermath of deliberate targeting often results in consequential issues that are not adequately addressed. A notable problem is the significant number of journalists compelled to flee or go into hiding, particularly impacting local journalists who may not have the option to return after reporting on an armed conflict. Another consequential challenge is the psychological impact of being deliberately targeted. After leaving the conflict zone, it becomes crucial to provide follow-up support for war journalists, both those who have been attacked and those who have not, to prevent lasting psychological damage and enable them to continue their profession.

Journalists covering organized crime or mob activities may also face targeting. However, war journalists encounter distinct challenges compared to those reporting on general crime issues due to the inherent connection between armed conflict and violence. While violence is one method of achieving criminal goals in general crimes, it is the predominant feature in armed conflict situations, significantly increasing the likelihood of being targeted.

War journalists operating in regions of armed conflict encounter evident and varied instances of general violence. In the context of this research, 'general violence' encompasses all potential hazards and violent outcomes that emerge and transpire after the existence of violence or armed conflict but are unrelated to the journalist's professional activities.

Illustrative instances include stray bullets or unforeseen explosions when war journalists are caught in the crossfire. While war journalists exert their best efforts to avoid being struck or becoming war casualties, not all accidents can be averted. Their duty involves getting as close as possible to the fighting, often placing them near combatants and at the center of the battlefield.

Occasionally, foreigners may become victims of the conflict, as they could be singled out to attract attention or provoke the international community. In such scenarios, the decisive factor is nationality, and the journalistic profession may not necessarily be the primary trigger for the violence.

Therefore, the death of a journalist in the course of an armed conflict can be either the result of collateral losses or the result of purposeful persecution. In the latter case, it may be (1) a crime under international criminal law unless (2) the journalist has lost protection as a civilian.

1. Criminal liability for the murder of journalists in the context of armed conflict can be established under both national and international law. In the latter case, it involves proceedings in international courts (tribunals) or hybrid tribunals. Specifically, responsibility for the war crime of murdering civilians was outlined in the Nuremberg Tribunal Statute (Article 6 (b) and (c)) (Agreement for..., 1945), as well as in Articles 3 and 4 of the Statute of the International Tribunal for Rwanda (Statute..., 2007). Nowadays, the International Criminal Court, established by the Rome Statute of the International Criminal Court on July 17, 1998, can be considered a suitable mechanism for combating violence against journalists post-incident. This court has the authority to prosecute violations of both international human rights and humanitarian law, particularly if they lead to "serious crimes of international concern". Presently, intentional attacks on journalists fall under the jurisdiction of the International Criminal Court, as stated in the Rome Statute, where deliberate, direct attacks against civilians are classified as war crimes. Article 8(2)(a)(i) of the Elements of Crimes of the International Criminal Court specifies, among other things, circumstances such as the offender causing the death of one or more individuals; the mentioned individual or individuals being entitled to protection under one or more provisions of the Geneva Conventions of 1949, and the perpetrator being conscious of the factual conditions that confirmed the protected status mentioned above (Elements..., 2013). This aligns with customary international law.

The need for a well-established international mechanism with a clear legal objective, namely prosecution, arises from the significant problem of impunity. Reporters Without Borders, a non-profit organization focusing on freedom of information and preventing attacks on journalists, has advocated for an amendment to Article 8 of the Rome Statute of the International Criminal Court (Al-Moslamani, 2017: 225).

2. Civilians, including journalists, lose their immunity from attack "unless and for such time as they take a direct part in hostilities" (Protocol I of 1977, Article 51(3)). This principle explicitly applies to journalists under Article 79(2) of Protocol I, wherein journalists forfeit their protection if they engage in actions "adversely affecting their status as civilians." This entails a loss of protection during which they directly participate in hostilities, aligning with the general rule applicable to civilians at large. Participating in hostilities does not transform civilians into combatants entitled

to the privileges and immunities granted to combatants, such as Prisoner of War (POW) status. However, it designates such civilians as legitimate military targets for the duration of their involvement in hostilities. Notably, journalistic organizations themselves advise journalists against participating in hostilities.

The definition of taking a direct part in hostilities remains ambiguous. While there is no universally agreed-upon definition, state practices vary. Hostile acts or direct participation in hostilities are broadly described as "acts of war that, by their nature or purpose, target the personnel and equipment of enemy armed forces" (ICRC Commentary to Article 51 of the 1977 Protocol I). Some examples of direct participation mentioned in certain national military manuals encompass roles such as serving as guards, lookouts, intelligence agents, or spies. This is in contrast to indirect contributions by civilians, which do not result in the loss of protection. Indirect contributions include providing logistical support (such as carrying food or messages, transporting munitions, selling goods, providing medicines, or financing combat), expressing sympathy for a party, or distributing propaganda. The key requirement is the immediate threat of actual harm to an adversary (Saul, 2008).

Therefore a way that journalists, according to their legal status, are equated with civilians and, in some circumstances, with prisoners of war. However, equating journalists with ordinary civilians in terms of the necessary protection under international law ignores their critical functions and work in conflict zones.

5. Conclusion

The international community should create an international instrument that will strengthen the rights of journalists in dangerous missions, particularly in areas of armed conflict. The need to separate journalists from ordinary civilians is ripe today, given the role of the media as a watchdog of democracy. Even in the conditions of war, citizens have the right to know what is happening, how the military-political leadership makes decisions, and how these decisions can affect the personal life of each individual. It is known that during wars, corruption only increases because the price of corruption abuses increases significantly – in peacetime, it is just a monetary reward, and in times of question, the price may be human life. Adequate informational coverage of the conflict is a significant prerequisite for its assessment by the international community and proper global security decisions. Moreover, the assessment of risks and the adoption of essential security decisions by each individual also depends on what information he receives about the military conflict.

The role of States in this sense consists of the obligation to assist journalists, to facilitate the performance of their functions, and freedom of movement (except when this harms the interests of security and the achievement of military tasks).

To perform the tasks of a watchdog, normative guarantees of the confidentiality of sources and clearly defined prerequisites (factual and procedural) are necessary, under which the journalist must disclose these sources. Currently, international humanitarian law does not contain any rules on this matter. States should take on increased obligations to investigate cases of violence against journalists in armed conflict, both targeted and accidental. It is also important to determine the status of so-called "civilian journalists" or bloggers without a press card. In our opinion, these persons, despite all the realities of the modern information society, cannot claim a privileged status under international humanitarian law. Otherwise, the status of a journalist will be blurred and will lose its special significance.

6. Acknowledgments

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Linguistic and Social Features of the Video Component of Media Technologies in the System of Psychological Adaptation of Foreign Students in Higher Education Institutions in the US

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Abstract

The system of psychological adaptation of foreign students presents a number of technologies and approaches that are applied in practice. Among the existing components of media technologies, an important role is assigned to the video component that includes, but is not limited to, the linguistic and social features. Since foreign students require modern and multimedia approaches in the process of psychological adaptation and the formation of the necessary competencies that contribute to improving the effectiveness of interpersonal social interaction in the host country, the video component of media technologies can contribute to solving certain linguistic and social problems. The research was aimed at a comprehensive study of the theory and practice of using a video component, which required the use of methods such as analysis (to separate a video component from media technologies and media technologies from a psychological adaptation system), synthesis (to present a video component as an integral part of media technologies), analogy (to contribute to the formation of the concept of "linguistic and cultural patterns"), abstraction (to focus on an individual component of media technologies), deduction (to understand the process from the psychological adaptation of foreign students in general to the linguistic and social features of the video component in particular), and induction (to contribute to an understanding of the process of creating a system from various elements). The Article emphasises that video content can include academic videos aimed at providing access to recordings of lectures and informational materials. It is highlighted that the video content has linguistic and cultural features. The Article stresses the effectiveness of screening subtitled films in a foreign language to students for whom this foreign language is their native, because they will understand which communication situations can use a specific speech pattern.

Keywords: media technologies, linguistic and social features, psychological adaptation, foreign student, US higher education institutions, visual media technologies, reverse acculturation, classroom problem situations, decoding of foreign speech, vocabulary features.

1. Introduction

The modern academic space offers a large variety of exchange programmes, scholarship offers, as well as the prestige of education abroad, which raises the question of conducting effective social and pedagogical support for foreign students to provide them with information, counselling, regulatory, educational, cultural, socio-psychological and linguistic support. However, successful interpersonal interaction in a new country requires training of socio-cultural and linguistic nature, which are directly interrelated. For instance, you cannot become a part of a new social environment without a communication factor. At the same time, communication with representatives of the host

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country provides experience in using linguistic and cultural patterns, which are the basis for building communication with representatives of another culture.

The training of foreign students, including that of a socio-cultural and linguistic nature, can take a lot of time, depending on the individual characteristics of a person, as well as the effectiveness of the means and methods used during such training. Let us consider the findings of L. Kamalova, M. Umbetova and N. Putulyan, who claims that one of the important problems faced by migrants (and foreign students — even though they, unlike migrants, are assigned to educational institutions and receive academic support from a university/college rather than from social services — still have similar psychological and adaptation problems, since the degree of immersion into a new socio-cultural society depends on the speed of overcoming socio-cultural, psychological and linguistic problems rather than on institutional nature of support) "is sociocultural adaptation, which is a complex, multidimensional and often lengthy process involving migrants experiencing change, cultural differences, exclusion and deprivation" (Kamalova et al., 2021: 3).

Thus, in order to ensure a faster adaptation process, educational institutions use certain methods that allow foreign students to become part of new communities. It should be noted that the extent of mitigation of psychological imbalances of an individual (due to the effects of cultural shock) directly depends on the speed and effectiveness of overcoming socio-cultural and linguistic problems, which will allow a foreign student to recover in a short time and start academic activities, which is the purpose of transfers of such students.

Using the United States as an example of linguistic training of foreign students, it should be pointed out that the multicultural status of universities and colleges requires the formation of students' personal traits that would allow for communication interaction of an intercultural nature. Following the conclusions of L. Bondarchuk, T. Podgurska and O. Kovtunets (Bondarchuk et al., 2020: 320), "the communication between representatives of different cultures has gained a particular importance in the current era of globalization, because the solution of any issues goes through communication and perception of the partner, as well as through orientation on the product (result) of communication". Thus, the effectiveness of communication and, by extension, interpersonal interactions directly depends on the perception of other people, which requires an understanding of their cultural and national characteristics, as well as an understanding of the meaning of the communication. In other words, it is not communication for the sake of communication (which can naturally be present in everyday communication without having a specific target) that is important, but linguistic interactions, in which other peoples (regardless of the number of communicating persons) build a communication strategy for themselves, while setting a specific target (although there might be specific thematic communication deviations in the process of communication). As we can see, the strategy of effective communication should be based on a variety of features and interdependent relationships, so in order to form and develop linguistic aspects in the US higher education system, certain components of media technologies are used that allow for visualising the preparatory process.

Taking into account the importance of linguistic training in the process of psychological adaptation of foreign students, the need to study the experience of using media technologies in the process of linguistic training and research the practice of using a video component of media technologies in the US higher education institutions, the purpose of our Article can be worded as follows: *to provide theoretical justification for the strategic importance of the building of communication skills and to study the experience of using a video component of media technologies in the linguistic training of foreign students in the system of their psychological adaptation in the US universities and colleges.*

2. Materials and methods

The study of the linguistic features of the video component of media technologies during the period of psychological adaptation training of foreign students required the use of appropriate research methods that contributed to the study of theoretical and practical experience. This Article uses a number of methods, including analysis, synthesis, analogy, abstraction, deduction and induction.

Since media technologies are represented by several components and, furthermore, the components have certain features, the Article applies the *analysis method* to separate psychological adaptation from a general system of socio-pedagogical support for foreign students; identify media technologies as one of the methods of psychological adaptation training; single out video component from a range of media technologies represented by video, audio, text and Internet

components and, ultimately, consider the video component in terms of its linguistic and social features. Separating the components from the general system of socio-pedagogical support allowed for a more detailed study of the effect of a particular component of media technologies on the development of linguistic and cultural patterns among foreign students during the screening of films. At the same time, the study of the influence of the video component and its linguistic and social features on the personality of a foreign student would not allow us to draw a general conclusion about the practical value of this approach. Therefore, we applied the *synthesis method*, which was aimed at explaining that the video component is not a separate unit but an integral part of media technologies, which, in turn, are one of the ways to conduct psychological adaptation activities.

As one of the goals of the linguistic and social features of the video component of media technologies is the formation and subsequent development of linguistic and cultural patterns, it should be noted that linguistic and cultural patterns have similar (often identical) characteristics and are formed in similar training conditions. However, regardless of the material similarity and interdependence, these patterns are separate indicators of the ability of a foreign student to conduct effective interpersonal interaction in a new social and cultural environment. Therefore, we applied the *method of analogy*, which allowed us to identify similar indicators of linguistic and cultural patterns and draw a conclusion about their direct interrelation in order to formulate their similarity and complementarity (with the separate principle of their formation using the video component of media technologies) in the form of the concept of "linguistic and cultural patterns".

Considering that media technologies include several components, and the psychological adaptation system itself includes various methods and technologies, the *abstraction method* was essential, allowing us to focus research attention on specific in-depth goals to consider certain issues, because other components of media technologies and other technologies used in the psychological adaptation of foreign students can be defined as a generalised information component, which should be specified for conducting the study.

The separation of psychological adaptation and media technologies allowed for applying the *method of deduction*, which contributed to understanding the process of transition of the general system of psychological training of foreign students to a specific linguistic feature of the video component. In turn, such understanding required the use of the *induction method*. For instance, knowledge and understanding of the processes of individual features and components required an awareness of how exactly the relation is built between them to ensure systematic psychological adaptation.

3. Discussion

Among the existing components of media technologies that are actively used by the US universities and colleges (such as video, audio, text and Internet components), this study considers the video component in the context of the linguistic feature of psychological adaptation of foreign students.

The problems of using media technologies and electronic means in education and training; adaptation training of foreign students; conducting academic activities to study a foreign language, the formation of linguistic and socio-cultural competence have been considered by many researchers, including: N. Nguyen (teaching using films (Nguyen, 2023); I. Rivero-Vilá (the use of documentaries in intercultural, social and linguistic interactions (Rivero-Vilá, 2021); J. Conejo Muñoz, D. Veloza-Franco, J. de Icaza Lizaola (decryption of information in media technology components (Conejo Muñoz et al., 2023); E. Threadgill, L. Price (practice of online screenings (Threadgill, Price, 2019)); S. French, J. Campbell, A. Romero Walker (media literacy development (French, Campbell, 2019; Romero Walker, 2022); J. Tibaldo (issues of media literacy and linguistic training (Tibaldo, 2022); F. Shu, F. Shujaat, M. Pickett, R. Ayman, T. Bittencourt (adaptation of foreign students (Shu et al., 2020; Bittencourt et al., 2021); E. Debreli, I. Ishanova (strategies for conducting activities in foreign language classes (Debreli, Ishanova, 2019); S. Gümüş, E. Gök, M. Esen, S. Tokas, A. Sharma, R. Mishra, R. Yadav, M. Roshid, P. Mahbub Ibna Seraj (issue of mobility of foreign students (Gümüş et al., 2020; Tokas et al., 2022; Roshid, Mahbub Ibna Seraj, 2023); N. Moussa (adaptation of foreign students to the social and cultural peculiarities of the US (Moussa, 2021); N. Roslim, A. Azizul, V. Nimehchisalem, M. Abdullah (use of films in learning a foreign language (Roslim et al., 2021)); R.-Z. Peng, W.-P. Wu (intercultural adaptation of foreign students (Peng, Wu, 2019); H. Ha (considerations of learning the foreign language vocabulary (Ha, 2022).

However, we should primarily "understand how technology, theory, and pedagogy are closely interwoven and inseparable" (Song, Liu, 2022: 1). For the purpose of this Article, let us consider

visual media technologies, which, due to the spread and ongoing development of computer technologies, allow them to be actively used in the academic process, part of which is the linguistic training of foreign students during the psychological adaptation period. For instance, in order to create an effective system for using video content in linguistic training, it is important to have a theoretical basis consisting of studies that consider all possible features of using media technologies in the process of psychological adaptation of foreign students, potential problems, as well as methods of practical application of these technologies. This creates a triad of media technology (video content)-theory-practice. Therefore, considering a certain component of media technologies requires theoretical and practical analysis.

As for video content, an aspect such as personal and professional readiness should be taken into account. For instance, I. Çakir (Çakir, 2006: 68) came to the conclusion that "the teacher should be well-trained on using and exploiting the video. Otherwise, it becomes boring and purposeless for students". In other words, showing video content should involve not JUST providing foreign students with access to watching a film, A TV show or a video clip but following the steps that constitute linguistic training. These steps can be divided into the stages as follows (Table 1):

Table 1. Stages of linguistic training of foreign students using video content media technologies

Stage No.	Stage Name	Stage Description	Expected Stage Result
I	Diagnostics	Teacher/counsellor meets a group of foreign students and, during the initial communication, learns about the linguistic level of each student	Obtaining data on the linguistic fluency of a group and each of its participants
II	Methodology	Based on the data obtained on the linguistic training of a group, a teacher/counsellor builds a strategy for the use of video content with various methods and approaches	Preparation for linguistic training classes using the media technologies video component and various methods, approaches
III	Practice	Conducting classes with the use of video content, explanations of linguistic features of the English language related to cultural aspects; formation of linguistic and cultural patterns among foreign students and the ability to build interactions to mitigate the negative psychological effects of cultural shock	By watching video content, foreign students get the necessary skills to identify and process the English language and form the ability of interpersonal communication
IV	Final Stage	Teacher/counsellor analyses the effectiveness of the classes via tests and the "spontaneous situation" practice. If needed, changes are made to the planning of future classes	Teacher/counsellor learns about the quality of the classes based on the ability of foreign students to build communication in the host country, as well as updates any subsequent classes taking into account any errors found

As a result, an important component of the activity of a teacher/counsellor is not only and not so much as technological ability to show video content or its placement on a specialised online platform but the ability to analyse, apply various methodological approaches, explain the vocabulary features of new words and expressions (in the context of the US social and cultural characteristics as well). This is the only way to ensure that the teacher/counsellor is not useless for

foreign students, and the process of viewing and that analysing video content will not become boring and routine but will be helpful in visualising linguistic training.

The teacher/counsellor should also participate in the process of showing video content to explain to foreign students the diversity of the use of vocabulary. For instance, M. Lestari & A. Wahyudin (Lestari, Wahyudin, 2020: 27) claim that "the students use their English words in different ways instead of adding new English words". Therefore, international students can apply a limited vocabulary, using identical vocabulary in various interactions. Therefore, one of the main purposes of using video content is to expand the vocabulary, which would include not only literary vocabulary, but also colloquial speech used in everyday life. The selection of video content of various genres is essential to achieve it. For example, a teacher/counsellor can use not only dramas or book adaptations, but also sitcoms or entertainment TV shows. Let us be clear that this will not reduce the conversational level of foreign students but will help form an idea of what kind of linguistic phrases are used in the society of the host country. Naturally, the selection of the video content to be shown requires special attention of a teacher/counsellor, which involves compiling a list of films, TV shows or episodes of TV series that meet certain public criteria and will be allowed in an academic environment. Exercising judgment when choosing video content is important as the purpose of showing it is not a cultural analysis or art criticism of what has been viewed, but the formation of linguistic and cultural patterns, including learning new vocabulary and developing the ability to apply it in new social and cultural situations, which will alleviate psychological pressure. As we can see here, a teacher/counsellor plays a decisive role in forming the ability of foreign students to use new vocabulary instead of applying already available one in various situations.

In general, the issue of choosing a genre component when determining the list of video content recommended to foreign students as part the linguistic training is consequential. According to the conclusions of S. Sari and D. Aminatun (Sari, Aminatun, 2021: 19), that "the selection of the movie genre poses further concerns about which movie genre is the most important to use in language learning", the language training of an individual, especially when it comes to foreign students who have different social and cultural perspectives, requires a special approach to such lists of video content to avoid cross-cultural misunderstandings. For example, if there are foreign students in a group who are religious, a teacher/counsellor needs to choose films that mostly avoid religious themes (ignoring works such as *Ben-Hur* (1959), *Exodus: Gods and Kings* (2014), *I Forgive* (2021). Considering that foreign students who need linguistic training are not fluent in English, dialogue-heavy films should be avoided (e.g. *Before Sunrise* (1995), *Carnage* (2011), *Before Sunset* (2004), *Before Midnight* (2013). In this case, most of what is heard will not be properly understood by foreign students, and the viewing will lose its meaning. When the student just starts learning English, the most effective genres include, but are not limited to, comedies and comic movies, which have become popular in the last decade. Video content in these genres includes either a small number of dialogue-heavy scenes, or such dialogues are devoid of literary language, which simplifies the understanding of linguistic and cultural patterns.

It should be also noted that the formation of linguistic and cultural patterns among foreign students, which are the basis of linguistic training, depends not only on the amount of new vocabulary that a person can apply during communication, but also on the ability to solve problem situations in a new social and cultural environment. Therefore, the showing of video content, in particular films, has a direct impact on the ability to apply linguistic and cultural patterns in practice. For instance, in the research, M. Hestiana (Hestiana, 2022: 47) concludes that "in the movie, actors and actresses present dialogue and a storyline with a plot, starting from introductions, problems that arise, problem-solving, and resolution". Thus, in addition to learning how to use new vocabulary most appropriately (naturally, with the help of a teacher/counsellor), foreign students learn how the film characters solve certain problems, including social and psychological ones. In this case, foreign students get theoretical knowledge of overcoming socio-cultural and interpersonal obstacles, which can be consolidated and assimilated with the participation of students in problematic situations provided for by a practical plan during adaptation classes.

It should be taken into account that theoretical linguistic adaptation training of foreign students is an important stage of psychological adaptation. It allows for explaining the existing linguistic features of the host country, as well as the connection of the linguistic component with the social and cultural one. However, the use of exclusively theoretical activities will not create conditions for the comprehensive formation of linguistic and cultural patterns. Therefore,

a comprehensive training stage is practice, which in terms of linguistics can consist of two directions, engaging foreign students to participate in problematic situations close to real social interaction (as mentioned above) and "visualised practice", which involves the use of media technologies, especially video components. When a teacher/counsellor explains the communication features in the host country theoretically, foreign students get an information component. However, visualising this component when watching films will help see how theoretically explained communication features are displayed in real interpersonal and/or intercultural communication. This conclusion is confirmed by A. Parmawati and R. Inayah (Parmawati, Inayah, 2019: 45), that "the use of audiovisual media such as films can help students better understand the material or messages given by lecturers to them". In general, video content, including films, can be used as practical examples for the theoretical information component. Thus, a teacher/counsellor can use video content in one class for international students, when the first half of the class will be theoretical in nature, and the second half will be visualised (e.g. screening a film and pointing to where students can identify the features considered during the theoretical stage). Over time, international students will be able to independently identify such features, minimising the participation of a teacher/counsellor in the analysis of video content.

Linguistic training of students, including foreign ones, should also go beyond studying vocabulary. The ability to "respond" is not evidence of the ability to "understand" and "analyse" the communication information received from other people. Therefore, an important stage of language training is the ability, firstly, to recognise foreign speech and, secondly, to decipher it, which will facilitate understanding what vocabulary and in what form to apply. According to the conclusion of M. Simamora and L. Oktaviani (Simamora, Oktaviani, 2020: 45), "watching movies can also help the sensitivity of students in hearing, so it helps in improving student's listening comprehension". Thus, a good case can be made that watching films allows foreign students to be immersed into a language environment, listening to foreign speech and developing listening skills without coming into direct social contact with other people. This may be especially relevant at the initial stages of linguistic training or for foreign students who, due to personal psychological traits, cannot join in direct communication with representatives of the host country until a sufficient level of linguistic competence is formed.

The above triad media technology (video content)-theory-practice also assumes the ability of a teacher/counsellor to work with video content, which requires not only selecting a playlist of films to show to foreign students, but also the use of other electronic technical means. For example, specialised educational platforms can serve as an example of such means (e.g. Edx, Coursera or proprietary platforms of universities and colleges for online learning), which host not only theoretical text-based content, but also video content directly in a single digital space, allowing for its use during remote classes with foreign students or independent learning, when students will be able to review the theory (or obtain such knowledge in the classroom) and watch a film or video to visualise the theory. The importance of online platforms was also considered in the study of M. Fyfield, M. Henderson, E. Heinrich & P. Redmond (Fyfield et al., 2019: 2), who suggested that "just as important is to investigate platforms and technologies that enhance student engagement by embedding those videos within viewing platforms that demand student engagement beyond passive watching". However, as we mentioned earlier, this approach is relevant only if foreign students are able to independently perceive and analyse video content, which does not imply the use of an online approach at the initial stage of social and pedagogical support that requires explanations from a teacher/counsellor.

4. Results
The study of the linguistic features of video content for foreign students during their psychological adaptation training requires an analysis of the practical component, which is the final element of the triad of media technology (video content)-theory-practice that is highlighted above. As we have chosen the US as an example of the introduction of video content in adaptation activities for students (including foreign ones), the following higher educational institutions have been analysed: University of St. Thomas (St. Paul-Minneapolis, Minnesota), Eckerd College (Florida), Craven Community College (New Bern, North Carolina), University of California, Santa Barbara (California), Towson University (Towson, Maryland), The Ohio State University (Columbus, Ohio).

Many universities and colleges combine video and audio content on a common information platform. In our opinion, this is due to the fact that these media technology components are closely related. As for the use of films in the adaptation process, it is also necessary to take into account the existence of audio content embedded in a video as its integral part (at the same time, it should be noted that audio content can also be presented as a separate subject of research, not directly related to video content. However, this should be the subject of subsequent research). Let us consider Bassoon Resources: Audio and Video at University of St.Thomas as an example of such a combination of components. For instance, the following categories of video content are presented in the section Video Resources Online (Video..., 2023):

1. Films on Demand (a video content database that can be used by foreign students as well. In addition to academic videos in areas such as psychology, literature, sociology, etc., access to a library of foreign films is also provided. This category has the following linguistic feature. Considering academic video content, it should be noted that foreign students who are learning the language may not receive information materials during classes in full due to the lack of a fully formed ability to receive and process audio content (lectures). Therefore, it is important to give them the opportunity to independently obtain/repeat any necessary materials in a given subject. In this regard, academic videos are important for an adequate linguistic perception of any materials. In addition, such a visualisation format will contribute to additional English practice.

The library of foreign films can be characterised as linguistic and cultural content. Its purpose is to form language competence by watching films in dubbed in English or with English subtitles. However, the library of foreign films highlights the social and cultural element, namely learning the peculiarities of representatives of other cultures. This learning should allow for subsequent discussions, which requires the participation of a teacher/counsellor and can be applied both to foreign (for the development of intercultural awareness) and local students (as a "reverse acculturation" when local students adapt to the social and cultural characteristics of foreign students, which creates the basis for the internationalisation of campus);

2. Academic Video Online (video content has certain common features with the library of *Films on Demand*, however, it is more industry-related. For instance, videos in the areas of art, business, ethnography, law, etc. can also be used to gain additional academic information and linguistic skills (while watching videos in English and potential subsequent discussion);

3. Medici.TV (this collection of video content is directly related to audio content and cultural component, providing access to a library of films with the best works of classical music such as concerts, opera, ballet, workshops, etc. This collection has no direct connection with linguistic training. However, as we mentioned earlier, when training foreign students, it is important to form linguistic and cultural patterns, which combines the importance of linguistic and cultural competence in the psychological formation of an individual in the host country. Therefore, among the 1,500 titles of music videos, those that are directly related to the United States should be used when working with foreign students);

4. Music Online: Classical Performance in Video (this video content database has two directions. The first includes recordings of opera performances and has similar features to the library of *Medici.TV*. However, when analysing the linguistic direction in the adaptation training of foreign students, the second component, namely documentaries about composers, performers or operas, is important. In this case, we can talk about combining linguistic and cultural training to form linguistic and cultural patterns. For instance, foreign students are able to listen to culture-oriented films in English. Accordingly, such training activities contribute to the simultaneous development of linguistic and cultural patterns).

The practice of showing a series of films as part of special programmes is also common. For example, Eckerd College organises an event International Cinema Series (International..., 2023), where students have the opportunity to watch films (including independent ones) that have been presented at various film festivals, from restored classics to modern cinema. Having analysed the schedule of film screenings in the first half of 2023, we came to the conclusion that the suggested films can be applied to both local and international students. For instance, in this case, local students get the opportunity to learn the social and cultural characteristics of various countries, reflected in cinema (if not directly, then indirectly) to be able to build their own strategy of interpersonal interaction with foreign students of their educational institution. Such films can be applied to international students in two areas. However, in order to form further conclusions, it is

necessary to present the films shown as part of the programme at Eckerd College in Table 2 and Table 3 (International…, 2023):

Table 2. The linguistic and social features of movies of the programme International Cinema Series в Eckerd College

Film Title	Country of Origin	Shown in Language	Date of Screening as Part of the Programme International Cinema Series в Eckerd College
The Inspection	USA	English	February 10, 2023 (7 p.m.)
The Whale	USA	English	February 17, 2023 (7 p.m.)
All the Beauty and the Bloodshed	USA	English	April 21, 2023 (7 p.m.)

Thus, the first feature of the use of these films for foreign students is linguistic and social (Table 2), that includes films that address the issues relevant to American society, which will help attract foreign students to potential discussions on topics relevant to society such as adaptation of the members of LGBT community in society in general and conservative groups in particular (*The Inspection*, 2022), the issue of intergenerational relations (*The Whale*, 2022). In this case, the formation of linguistic and cultural patterns among foreign students is important. Thus, effective communication is facilitated by the awareness of the social and cultural characteristics of other people. In addition, the potential possibility of holding discussion clubs with the participation of both local and international students will have a positive effect, as it facilitates practising English using diverse and socially significant topics.

Table 3. The linguistic features of the films of International Cinema Series в Eckerd College Programme

Film Title	Country of Origin	Shown in Language	Date of Screening as Part of the Programme International Cinema Series в Eckerd College
EO	Poland	Polish with English subtitles	March 10, 2023 (7 p.m.)
An Elephant on a Spider Web	Spain	Spanish with English subtitles	March 31, 2023 (7 p.m.)
Close	Belgium	French and Dutch with English subtitles	April 7, 2023 (7 p.m.)
Dos Estaciones	Mexico	Spanish with English subtitles	April 14, 2023 (7 p.m.)
Hidden Letters	China	Chinese with English subtitles	April 28, 2023 (7 p.m.)
Human Flowers of Flesh	Germany/France	French with English subtitles	May 5, 2023 (7 p.m.)

The second feature is linguistic (Table 3; International…, 2023), which can include films produced outside the US or the UK. The importance of these films for local students can be considered in separate research, because we are interested in foreign students, whose training should, naturally, be considered together with the interaction with local students. For instance, non-English films shown in International Cinema Series are not dubbed but are shown in the original language with English subtitles. On the one hand, such an approach may contribute to the development of the visual function (allowing to quickly perceive, analyse and understand the textual information component) and memory (promoting memorisation of words and expressions in English and their subsequent practical use in communication). On the other hand, it is necessary to stress the relevance of films with subtitles for certain groups of foreign students. For example, the German/French film *Human Flowers of Flesh* (2022) is shown in French with English subtitles. Thus, it is especially effective to attract foreign students from France to watch this film.

They will have the opportunity to learn English better by listening to dialogue in their native language and reading its translation into English at the same time, which will allow them to understand the translation and, therefore, develop visual function and memory more fully.

Another example of linguistic skills development using the video component of media technologies is the LLC International Film at Craven Community College Programme (LLC..., 2023), that offers screenings of films from other countries and cultures. For instance, on 7 April 2023, the Canadian film *Indian Horse* was shown, which deals with issues of social adaptation that are relevant for foreign students. In addition to the social and cultural features, it is necessary to highlight the linguistic one. Since the film includes various languages and accents, it was shown in the original language with English subtitles, which can be used as one of the methods of language training.

The importance of joint watching of films by both foreign and local students should be noted both for the development of linguistic competence among foreign students when watching films in English or using English subtitles and due to direct interpersonal psychological and communication interaction in a spontaneous situation. For instance, by obtaining relevant theoretical knowledge during classes, a foreign student acquires basic readiness to communicate with another person and, more challengingly, other people, which requires a faster understanding and analysis of the information heard in a foreign language and the formation of their own answers. Therefore, practical interpersonal contacts are required. Primary communication practice can be represented by classroom problem situations, but they are often characterised by artificiality and do not allow for creating conditions for spontaneous practice. Social contacts within a new society can form such conditions, but social interactions are often short and have few distinctive features in comparison with "yesterday-today". Therefore, conditions should be created that would allow for communication within the interpersonal models "foreign student-foreign student", "foreign student-local student", which could be characterised as social and spontaneous (outside of academic problem situations). The programmes Movie Night by the International Student and Scholar Office (ISSO) at Towson University (Fall 2023..., 2023); Foreign Movie Night by the International Student Association (ISA) at University of California, Santa Barbara (About Us..., 2023); Global Engagement Film Series by Office of International Affairs at The Ohio State University (Global..., 2020) can be singled out as examples of creating conditions for such communication. The screenings of films as part of these programmes do not primarily aim at forming or developing linguistic skills; attending screenings is voluntary and is not limited only to foreign students. However, free access and extra-academic nature of these events contribute to the creation of real social groups to communicate. The events are not limited to screenings themselves — students are invited to come in advance, allowing them to build preliminary interpersonal contacts. The screenings for this purpose do not require a special selection of video content. For instance, when showing films in a foreign language using English subtitles, it is most effective to attract students from the countries of the film's origin or where the original language of the film is a native language, so that foreign students, when watching, simultaneously see subtitles in English and, thus, develop a variety of linguistic patterns. However, in case of extra-academic screenings of a social and psychological nature, the screening itself and the interactions between local and foreign or only foreign students are important. For example, as part of the Global Engagement Film Series Programme by Office of International Affairs at The Ohio State University the film *White Snake* (2019) (Global..., 2020) was shown on 22 January 2020. The animated film is a joint production of US and Chinese companies and adapts a Chinese legend. However, the screening of this film does not require the mandatory presence of foreign students from China, since the screening is free for university students to attend, regardless of the country of origin. The main purpose of the event is to create conditions for spontaneous communication, regardless of the topic (this can be both a discussion of an animated film and discussions on other topics). Thus, the extra-academic formation of linguistic skills is achieved during the practical application of the received theoretical information component during academic classes.

5. Conclusion

This study provides a theoretical justification of the importance of interpersonal communication with various population groups for foreign students during their psychological adaptation training. The significant influence of media technologies on the effectiveness of the process of psychological adaptation and socio-pedagogical support in general is emphasised.

Among the media technology components that can be applied in practical terms, an important one is the video component, which is related directly to the audio component, because the content being presented in video format is accompanied (in most cases) by audio. The nature of the media technology video component can be divided into socio-cultural and linguistic components. Our study focuses on the linguistic feature.

The analysis of the practical application of video content for the development of linguistic competence among foreign students required studying the experience of several higher educational institutions (both universities and colleges). For this purpose, we have selected the following educational institutions for analysis: University of St. Thomas; Eckerd College; Craven Community College; University of California, Santa Barbara; Towson University; The Ohio State University. Our study reached the following conclusions:

1. One of the subtypes of video content is academic video, which is characterised by providing students with access to a library with recordings of lectures and additional information materials. The purpose of such field-specific videos is to provide an opportunity to learn academic material during non-academic hours. In other words, foreign students who are developing language skills (which often requires repeating information in a foreign language for its effective learning) are able to watch any necessary video materials, which will keep academic performance at a sufficient level for the period of formation of linguistic skills. An example of this is the video library Films on Demand of the platform Bassoon Resources: Audio and Video at University of St.Thomas

2. Showing video content has two features, linguistic and cultural. For instance, watching films with a plot focused on the traditions or problems of the host country allows foreign students to become more involved in a new society. Furthermore, films in English allow to get additional practice of understanding foreign speech by listening, which is an important pre-requisite for effective communication, as it requires not only the ability to speak a foreign language, but also to listen to other people, analyse what they said and then produce a response. As a result, showing films contributes to the unification of these features, because video content activates them simultaneously. As a result, this leads to the possibility of forming linguistic and cultural patterns, which are a range of socio-cultural and communication links that a person is able to apply during practical psychological and communication interaction. As an example of contributing to the formation of linguistic and cultural patterns, we can cite the video content database Music Online: Classical Performance in Video of the platform Bassoon Resources: Audio and Video at University of St. Thomas.

3. The linguistic features may include the screenings of films produced outside the United States in their original language. Such video content is shown without dubbing, using subtitles, which allows foreign students to develop reading skills, as well as memorising speech patterns during the dialogue communication of actors. However, the selection of films for students from specific countries is most effective. For example, when showing a Polish film in the original language with English subtitles to a foreign student from Poland, the student can listen to dialogues they understand while reading the translation into English through subtitles. This process facilitates understanding of which interpersonal communication situations require a specific speech pattern. The practice of showing films in this format can be showcased using the International Cinema Series в Eckerd College Programme.

4. An important condition for the effective linguistic training of a foreign student is the practical use of the theoretical knowledge gained during academic classes. Specialised programmes of educational institutions such as Towson University; University of California, Santa Barbara; The Ohio State University hold public screenings of films, which allow foreign students to join in interactions of an extra-academic nature in a spontaneous situation, discussing the films they have watched, as well as any other social topics.

In summary, we can conclude that the US universities and colleges actively use the video component of media technologies in the formation and development of linguistic skills among foreign students, both directly (showing films in English or with English subtitles) and indirectly (promoting interpersonal psychological and communication contacts during non-academic film showing sessions).

The study is not final in the issue of studying video content and media technologies in general as part of adaptation activities for foreign students. Further scientific research should be directed to the problems of socio-cultural features of the video component, as well as audio, text and

Internet components of media technologies; practical experience of their application in the system of psychological training of foreign students.

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New Research about Theoretical Film Studies Concepts in the *Cinema Art* journal

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Abstract

The "Information for All" editorial house published new monograph "Evolution of theoretical film studies concepts in the *Cinema Art* journal (1931-2021)". This book is one from a series of articles and books on cinema published in recent years as part of the same research collective.

New research "Evolution of theoretical film studies concepts in the *Cinema Art* journal (1931–2021)" supported by the Russian Science Foundation (grant No. 22-28-00317), and devoted to the analysis of transformations of theoretical concepts and is based on a review of materials presented on the pages of the *Cinema Art* journal.

This analysis is very extensive and covers the period from the 1930s (when this journal first began to appear) to the present.

The material of this book might be of interest for higher-school teachers, students, graduate students, researchers, film critics, cinema scholars, journalists, as well as for the wide range of readers who are interested in the history of cinema art, problems of cinema, film criticism and film sociology. In connection with the publication of the monograph Alexander Fedorov gave an interview to Professor Marina Tselykh.

Keywords: theoretical film studies, *cinema art* journal, content analysis, Alexander Fedorov, film history, journalism history.

1. Introduction

The "Information for All" editorial house published new monograph "Evolution of theoretical film studies concepts in the *Cinema Art* journal (1931-2021)" (Fedorov et al., 2023). This book is one from a series of articles and books on cinema published in recent years as part of the same research collective (Fedorov et al., 2017; 2018; 2019a,b; Fedorov, 2002; 2014; 2015a,b; 2016a,b; 2017a,b; 2019; 2021a,b,c; 2022a,b,c; 2023; Fedorov, Levitskaya, 2022a,b,c).

New research "Evolution of theoretical film studies concepts in the *Cinema Art* journal (1931–2021)" supported by the Russian Science Foundation (grant No. 22-28-00317), and devoted to the analysis of transformations of theoretical concepts and is based on a review of materials presented on the pages of the *Cinema Art* journal.

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I would like to ask you as the scientific supervisor of the project, what tasks did you set for yourself and your scientific team at the beginning of the research, when the general concept of the project was formed?

In most cases, topics related to the film studies concepts of the *Cinema Art* were considered by researchers in fragments, without attempts at a full-fledged theoretical content analysis. Thus, the analysis of the transformation of the theoretical concepts of film studies in the *Cinema Art* – from the year of its foundation (1931) to the present days – is very relevant, both in film studies, cultural studies, and in historical, scientific, philosophical, political and sociological aspects.

Of course, during the post-Soviet period, the circulation of the paper version of the *Cinema Art* journal decreased sharply, however, its influence and audience, taking into account the fact that the demand for cinema in the modern world remains very high (of course, taking into account its distribution on various media and platforms), have been preserved, thanks to the online version of this journal.

In recent years, in the scientific community there have been made attempts to analyze distinct time periods of the activity of the *Cinema Art* journal. As for foreign scientists, in their works devoted to Soviet and Russian cinematography, they mainly turned to the political and artistic aspects of cinema and quite rarely touched upon the topic of theoretical film studies in the USSR and Russia.

Thus, none of the researchers (neither in our country nor abroad) set themselves the task of analyzing the transformation of the theoretical aspects of film studies throughout the entire time interval of the existence of the *Cinema Art* journal (from 1931 to the present time). This is the task that was set in our study.

In the course of study and analysis, we have identified the following main historical stages in the evolution of film studies concepts in the *Cinema Art* journal from the moment of its foundation (1931, then the journal was called *Proletarskoe Kino)* to the present day: 1931–1955 (during the totalitarian period of the development of the USSR as a whole, editors-in-chief V. Sutyrin, K. Yukov, N. Semenov, A. Mitlin, I. Pyryev, N. Lebedev, V. Grachev, D. Eremin, V. Zhdan), 1956–1968 (the period of the "thaw", editors-in-chief V. Zhdan, V. Grachev, L. Pogozheva), 1969–1985 (the period of "stagnation", editors-in-chief E. Surkov, A. Medvedev, Y. Cherepanov), 1986–1991 (the period of "perestroika", editors-in-chief Y. Cherepanov, K. Shcherbakov), the post-Soviet period 1992–2022 (editors-in-chief K. Shcherbakov, 1992; D. Dondurey, 1993–2017; A. Dolin, 2017–2022). And then we tried to consider how theoretical approaches in film studies were transformed during these periods.

What difficulties and problems did you encounter during the implementation of your scientific plan? Were there any revelations or discoveries that surprised you in the course of comprehending the extensive material that was published in the Cinema Art journal over the years of its publication?

Our research took a total of two years, during which we carefully studied the entire archive of the *Cinema Art* journal from 1931 to 2022, and analyzed the theoretical articles published there. There were no special surprises for us during the study. But the average reader may probably be surprised by the harshness of the approaches of Soviet film theorists of the 1930s – 1940s, who easily got personal in their works, sometimes accusing their colleagues of all mortal sins...

In general, what did your analysis of journal texts show? What are the main changes that were taking place in film studies? In your opinion, what research results are most significant for the scientific understanding of the problems of film studies in Russia?

First of all we turned to the theoretical concepts of film studies in the *Cinema Art* journal in the first decade (1931–1941) of its existence, when its responsible the editors were: Vladimir Sutyrin (1931–1933), Konstantin Yukov (1934–1937), Nikolai Semyonov (1937) and Aron Mitlin (1938–1941).

Based on changes in political and sociocultural contexts, this ten-year period for the *Cinema Art* journal can be divided into a period of relative creative freedom within the framework of a

general commitment to "Marxism-Leninism" (1931–1934) and a stage of almost complete ideological unification (1935–1941).

And although the tendencies towards ideological unitarity were evident as early as 1932-1933 (the dissolution of the Central Council of the Society "For Proletarian Cinema and Photo" (February 1932), the Resolution of the Politburo of the Central Committee of the All-Union Communist Party (Bolsheviks) "On the Restructuring of Literary and Artistic Organizations" of April 23, 1932, the publication of an article sharply criticizing the Society "For Proletarian Cinema and Photo", the Resolution of the All-Russian Central Executive Committee on the liquidation of the Society "For Proletarian Cinema and Photo" of 14.07.1932; the renaming of the journal "Proletarian Cinema" to In 1931–1934, the discussion spirit of the 1920s was still preserved in the journal *Proletarskoe Kino/Soviet Cinema*.

Our analysis of film studies concepts (in the context of the sociocultural and political situation, etc.) of the first decade of the existence of the *Cinema Art* journal (1931–1941) has shown that theoretical works on cinematographic topics during this period can be divided into the following types:

- ideologized articles by activists of the Association of Revolutionary Cinematography (1931–1932), emphasizing the dominant of "truly revolutionary proletarian cinema" and the irreconcilable struggle against the views of any opponents (at that time, an active process of collectivization was still under way, causing resistance from the peasant masses) (V. Sutyrin, K. Yukov, N. Lebedev, and others);

- ideologically reoriented articles (1932–1934), written as a positive reaction to the Resolution of the Politburo of the Central Committee of the All-Union Communist Party of Bolsheviks "On the restructuring of literary and artistic organizations", many of whose provisions (in particular, a clear indication that the framework of proletarian literary and artistic organizations – RAPP, VOAPP, RAPM, etc. – narrow and inhibit artistic creativity) have become a direct threat to the existence of the Association of Revolutionary Cinematography Workers. In their articles, the activists of the ARC (V. Sutyrin, K. Yukov, and others), until the liquidation of this organization at the beginning of 1935, tried to prove their necessity and loyalty to the "general line of the party";

- articles containing sharp criticism of "groupism" (including among the ARRC), "leftism" and "agitprop", "enemies of the people" (1935–1938) (K. Yukov, A. Dubrovsky, I. Krinkin, etc., although outside the *Cinema Art* journal – on the pages of central newspapers – many prominent writers and filmmakers, including S. Eisenstein, joined the call to severely punish "enemies of the people" in 1937–1938);

- theoretical articles attacking various types of formalistic phenomena (primarily in the field of montage) in cinema and culture (1931–1941) (G. Avenarius, E. Arnoldi, M. Bleiman, I. Weisfeld, L. Voitolovskaya, N. Volkov, M. Grigoriev, N. Iezuitov, N. Lebedev, A. Mikhailov, V. Nielsen, V. Plonsky, V. Sutyrin, K. Yukov, S. Yutkevich, etc.). These attacks were not accidental, since as a kind of "islands" of creative freedom, experiments with form were alien and even dangerous for the spread of the ideology of socialist realism by the authorities in the USSR, as a unified method leveling the individuality of artists;

- theoretical articles opposing empiricism, "documentaryism", naturalism and physiologism, vulgar materialism, aestheticism, "emotionalism", defending Marxist-Leninist ideological and class approaches (1931-1941) (V. Sutyrin, K. Yukov, B Altshuler, E. Zilber, N. Jesuitov, I. Krinkin, N. Lebedev, N. Otten, etc.);

- theoretical articles defending the principles of socialist realism in cinema (1933–1941) (G. Avenarius, I. Weisfeld, S. Gerasimov, N. Lebedev, V. Pudovkin, S. Yutkevich, etc.)

- theoretical articles criticizing bourgeois film theories and Western influence on Soviet cinema (1931–1941) (E. Arnoldi, B. Balazs, G. Avenarius, etc.); to a large extent they were close to the fight against the above "...isms";

- theoretical articles aimed mainly at the professional problems of mastering sound in cinema (in particular, the dramaturgy of sound, music), editing, imagery, film image, film language (for example, the cinematic possibilities of the Zeit-Lupe effect), film style, genre, entertainment, script construction (plot, plot, composition, conflict, typology of characters, typology of comic techniques, etc.), acting, etc. (1931–1941) (S. Eisenstein, B. Balash, N. Turkin, V. Pudovkin, S. Eisenstein, I. Popov, S. Skrynev, I. Sokolov, M. Tsekhanovsky et al.);

- theoretical articles balancing between ideology and professional approaches to the creation of cinematographic works of art (1931–1941) (B. Balash, S. Gerasimov, V. Pudovkin, S. Yutkevich and others).

Hereafterwe analyzed the theoretical concepts of film studies in the *Cinema Art* journal in the second decade (1945–1955) of its existence, when its responsible editors were: Ivan Pyryev (1945–1946), Nikolay Semenov (1947), Nikolay Lebedev (1947–1948), V. Grachev (1948), Dmitry Eremin (1949–1951), Vitaly Zhdan (1951–1955). Based on changes in the political and sociocultural contexts, this ten-year period for the *Cinema Art* can be divided into two periods:

1) a period of active intervention by the Government in the sphere of culture (including cinema) through strong ideological pressure on artists: 1945–1949;

2) a period of relative weakening of government intervention in the sphere of culture while maintaining general strict ideological dominants and political slogans: 1950–1955.

Our analysis of film studies concepts (in the context of the socio-cultural and political situation, etc.) of the second decade of the existence of the *Cinema Art* journal (1945–1955) has shown that theoretical works on cinematographic topics in this period can be divided into the following types:

- theoretical articles written in support of the Resolutions of the Organizing Bureau of the Central Committee of the All-Union Communist Party (Bolsheviks) devoted to culture (including cinematography) and defending the principles of socialist realism, "nationality and party spirit" in cinema (1946–1955) (Y. Borev, A. Burov, A. Groshev, D. Eremin, A. Karaganov, D. Pisarevsky, V. Razumny, N. Semenov, V. Skatershchikov, V. Sutyrin and others);

- theoretical articles opposing "cosmopolitanism", formalism and bourgeois influence, contrasting them with communist ideology and class approaches (1949–1955) (A. Abramov, Y. Arbat, I. Weisfeld, Y. Vostrikov, S. Ginzburg, I. Grinberg, I. Dolinsky, D. Eremin, S. Freilich, V. Shcherbina, etc.);

- theoretical articles criticizing bourgeois film theories and Western influence on Soviet cinema (1945–1955) (G. Avarin, I. Weisfeld, and others);

- theoretical articles devoted mainly to professional problems: the development of color in cinema, genres, spectacle, film dramaturgy, etc. (1945–1955) (A. Dovzhenko, A. Golovnya, V. Zhdan, L. Kosmatov, V. Lazarev, A. Macheret, M. Romm, V. Shklovsky, S. Eisenstein and others);

- theoretical articles balancing between ideological and professional approaches to the creation of cinematographic works of art (1945–1955) (L. Belova, I. Weisfeld, S. Gerasimov, N. Morozova, L. Pogozheva, V. Pudovkin, V. Turkin, G. Tushkan, V. Frolov and others);

- theoretical articles calling on the authorities to ensure organizational transformations that contribute to the intensive development of film studies as a science (N. Lebedev).

Further, we analyzed the so-called "thaw" stage of the theoretical concepts of film studies in the *Cinema Art* journal (1956–1968), when its editors-in-chief were: Vitaly Zhdan (1956), V. Grachev (1956), Lyudmila Pogozheva (1956–1968). Our analysis of film studies concepts (in the context of the socio-cultural and political situation, etc.) of the existence of the *Cinema Art* journal during the period of the "thaw" (1956–1968) has shown that theoretical works on cinematographic topics in this period can be divided into the following types:

- theoretical articles written in support of the Resolutions of the CPSU Central Committee devoted to culture (including cinematography), "thaw" trends, but still defending the inviolability of socialist realism, "nationality and party spirit" in cinema (A. Anikst, E. Weizman, E. Gromov, M. Zak, A. Zis, A. Karaganov, L. Kogan, N. Lebedev, G. Nedoshivin, D. Pisarevsky, V. Razumny, L. Stolovich, V. Tolstykh, R. Yurenev, etc.);

- theoretical articles opposing bourgeois influences, contrasting them with communist ideology and class approaches (N. Abramov, V. Bozhovich, I. Weisfeld, E. Weizman, S. Ginzburg, A. Zis, I. Katsev, G. Kunitsyn, A. Mikhalevich, V. Murian, G. Nedoshivin, A. Novogrudsky, L. Pogozheva, N. Semenov, L. Stolovich, Y. Sher, V. Shcherbina, etc.);

- theoretical articles devoted mainly to professional problems: analysis of the theoretical heritage of the classics of Soviet cinema, directing, screenwriting, genres, the specifics of television, etc. (S. Asenin, E. Bagirov, Y. Bereznitsky, M. Bleiman, I. Weisfeld, A. Vartanov, S. Ginzburg, E. Dobin, I. Dolinsky, V. Zhdan, L. Kozlov, V. Kolodyazhnaya, A. Macheret, S. Muratov, M. Romm, A. Svobodin, A. Tarkovsky, S. Freilich, R. Yurenev, S. Yutkevich et al.);

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- theoretical articles balancing between ideological and professional approaches to cinema (I. Weisfeld, S. Gerasimov, R. Yurenev, etc.);

- theoretical articles calling on the Government to ensure organizational transformations that will contribute to the intensive development of film studies as a science, the sociology of cinema (N. Lebedev, Kh. Khersonsky, R. Yurenev).

In general, the course towards de-Stalinization taken by N. Khrushchev at the 20th Party Congress led to a noticeable update in the content of the Cinema Art journal; in its materials there were noticeably fewer dogmatic approaches, materials of lively discussion appeared, and there was a revision of the former sharp critical passages addressed to "formalistic" theories of D. Vertov, L. Kuleshov, V. Pudovkin and S. Eisenstein. The journalline began to actively support the most artistically brilliant Soviet "thaw" films. The rude attacks on certain figures of Soviet cinema, which were characteristic of the journal in the 1930s and 1940s, have almost completely disappeared.

At the same time, our content analysis of the *Cinema Art* journal from 1956 to 1968 showed that after the removal of N. Khrushchev from power, support for "thaw" trends in the journal gradually decreased, and in connection with the Czechoslovak events of 1968, a series of materials directed against revisionism of socialist ideas and harmful foreign influence on Soviet filmmakers were published.

At the same time, the support of a number of artistically significant Soviet films that did not receive noticeable approval from the authorities, and a rather diverse panorama of the cinematic life of foreign countries on the pages of the *Cinema Art* journal ultimately led to sharply critical articles initiated "from above" directed against it (in magazine "Ogonyok"), and ultimately – to the removal of editor-in-chief L. Pogozheva from her post

Next, an analysis of the theoretical concepts of film studies was carried out in the *Cinema Art* journalduring the era of "stagnation" (1969–1985), when its responsible editors were: Lyudmila Pogozheva (1969), E. Surkov (1969–1982), A. Medvedev (1982–1984), Y. Cherepanov (1984–1985).

Our analysis of film studies concepts (in the context of the sociocultural and political situation, etc.) of the existence of the *Cinema Art* journal during the period of "stagnation" (1969–1985) showed that theoretical works on cinematographic topics during this period can be divided into the following types:

- scientific and journalistic articles written under the influence of perestroika trends of changes in Soviet society, including the sphere of cinematography (E. Gromov, S. Dobrotvorsky, S. Lavrentyev, V. Fomin, etc.).

- theoretical articles, discussions devoted mainly to professional problems: analysis of the theoretical heritage of the Soviet cinema classics, directing, the problem of "Cinema and the Spectator", etc. (Y. Bogomolov, M. Zak, E. Levin, I. Levshina, N. Klimontovich, L. Mamatova, M. Turovskaya, M. Yampolsky, etc.); theoretical articles on foreign cinema (S. Lavrentyev, V. Matizen, O. Reizen, etc.).

On the whole, in 1986-1991, the *Cinema Art* journal significantly departed from the former ideological stereotypes of Soviet film studies and took the position of a radical revision of the history of Soviet and world cinema and an objective assessment of the modern film process.

The post-Soviet stage of theoretical concepts' development of film studies in the *Cinema Art* journal became the next material for our study: 1992–2000, when its chief editors were Konstantin Shcherbakov (1992–1993) and Daniil Dondurei (from 1993 to 2000).

Despite all the efforts of the editors to publish sensational materials, which turned the *Cinema Art* journal in 1992–1994, rather, not into a film studies, but into a socio-political and literary journal (which published not only scripts and memoirs, but stories, novels and philosophical treatises, not directly related to cinema), the publication's circulation fell inexorably from 1992 to 2000. In 1992, it decreased from 50 thousand to 34.6 thousand copies. In 1993 – from 25 to 15 thousand copies. In 1994 – up to 10 thousand copies. Since 1994, data on the journal's circulation has ceased to be published at all, but according to data found on the Internet, from 1995 to 2000 it was approximately two thousand copies, that is, even lower than in the 1930s and 1940s.

However, at that time, the circulation of all Russian publications was falling. The "perestroika" surge of interest in the press was replaced by a desire among the broad masses to somehow adapt to the new conditions of economic shocks and instability.

After a sharp increase in film production in the early 1990s, a long decline set in by the mid-1990s, but the *Cinema Art* journal continued to publish dozens of reviews of films (though mostly foreign ones) and a lot of reviews of domestic and foreign film festivals.

Throughout the 1990s, the content of the *Cinema Art* journal depended quite significantly on political and economic events in the world and in Russia; theoretical articles on cinema very often occupied a very modest place on the pages of the journal. The journal also saw a change in generations of film critics and film experts: representatives of the older generation appeared on the pages of the publication quite rarely (and some, who previously personified the "state point of view", disappeared completely), while the "middle generation" (who started in the profession mainly in the 1980s) e years) was widely and variedly represented.

The frequency of publications of theoretical articles in the *Cinema Art* journal in the post-Soviet 1990s ranged from 6 to 35 per year. At the same time, due to the sharp politicization and orientation towards non-cinematic texts, the minimum of film theory in journal texts occurred in the first three post-Soviet years.

Thus, during the first decade of the journal's existence (1931-1941) 143 theoretical articles were published, during the second (1945–1955) – 194, in 1956-1968 – 220, in 1969-1985 – 264, in 1986–1991 – 66, in 1992–2000 – 132.

Our analysis of film studies concepts (in the context of the sociocultural and political situation, etc.) of the existence of the *Cinema Art* journal in the first post-Soviet decade (1992-2000) showed that theoretical works on cinematographic topics during this period can be divided into the following types:

- theoretical articles, discussions devoted primarily to the conceptual analysis of the theoretical heritage of the classics of Soviet cinema, directing, the problem of "Cinema and the Spectator," film criticism and film studies, etc. (L. Anninsky, O. Aronson, Y. Bogomolov, S. Dobrotvorsky, E. Dobrenko, D. Dondurey, M. Zak, N. Zorkaya, V. Matizen, K. Razlogov, M. Turovskaya, etc.);

- theoretical articles about foreign cinema (D. Komm, M. Trofimenkov, M. Chernenko, N. Tsyrkun, etc.).

In general, like in perestroika times, the *Cinema Art* journal in the 1990s, tried to rethink radically the history of Soviet and world cinema and to analyze objectively the development of the current film process.

In your monograph you write that theoretical concepts in film studies are changeable and often subject to fluctuations in the course of political regimes. The Soviet scientific film studies position was, as a rule, characterized by communist-oriented ideological approaches. You have analyzed them deeply and in detail in your monograph, highlighting the main historical stages in the evolution of film studies theoretical concepts. In this regard, it is interesting to find out what are the main theoretical approaches to the current film process today, and which of the film critics presents them most vividly in their work; what new interpretations of the history of Russian and world cinema have appeared recently, and whether they are reflected in the publications of the Cinema Art. What areas of film studies are the most relevant and ensure the development of film studies today.

The final stage of our research is devoted to the analysis of the theoretical concepts of film studies in the *Cinema Art* journal in the 21st century, when its chief editors were Daniil Dondurei: 2001–2017 and Anton Dolin: 2017–2022 (from the spring of 2022 he was replaced by S. Dedinsky).

In 2001–2017, the circulation of the *Cinema Art* journal was not indicated in the issue data. According to data found on the Internet, the journal's circulation from 2001 to 2017 was approximately two to three thousand copies, that is, lower than even in the 1930s and 1940s. Since 2018, the journal's circulation initially remained at about the same level, but by the end of 2022 it fell to one thousand copies.

In the 21st century, the editors of the *Cinema Art* journal apparently realized that the attempts to turn it into a socio-political one, undertaken at the end of the "perestroika" era and in the 1990s, did not bring the expected dividends. As a result, the journal returned to the format of a cinematic publication. Hence the increase in the number of theoretical articles on cinema, the number of which in the 21st century has reached an average of eighteen per year.

Daniil Dondurei (1947–2017), who headed the *Cinema Art* journal until 2017, maintained the journal's course towards a sociological understanding of the media process, while attracting leading authors in this field. Anton Dolin, who replaced him in the second half of 2017, again emphasized political accents, on the one hand, and on the other hand, in journal texts also strengthened passages in opposition to the Government, and began to pay much more attention to the genres of mass culture in cinema. This line was continued further by the editor-in-chief S. Dedinsky who replaced A. Dolin.

Our analysis of film studies concepts (in the context of the sociocultural, historical, political situation, etc.) of the *Cinema Art* journal in the 21st century showed that theoretical works on cinematic topics during this period can be divided into the following types:

- articles, discussions devoted to the analysis of the theoretical heritage of the classics and the history of Soviet cinema (N. Izvolov, N. Kleiman, O. Kovalov, E. Maisel, E. Margolit, A. Medvedev, N. Sputnitskaya, A. Fomenko, V. Shmyrov, A. Shpagin, A. Shcherbenok, etc.);

- articles in which it was made an attempt to understand the film process at a theoretical level (O. Aronson, D. Golynko-Wolfson, E. Maisel, L. Manovich, etc.);

- articles devoted to sociological and culturological problems of cinematography, television and film distribution (O. Berezin, K. Bogoslovskaya, D. Golynko-Volfson, D. Dondurey, V. Zvereva, E. Maisel, I. Poluehtova, K. Razlogov and others); At the same time, the analysis of the phenomenon of the Internet and virtual reality has become a new theoretical trend of the journal; theoretical articles on foreign cinematography (A. Artyukh, D. Komm, N. Tsyrkun, etc.).

In general, the *Cinema Art* journalin the 21st century, as in the 1990s, offered new interpretations of the history of Soviet and world cinema and tried to find theoretical approaches to the current film process.

In particular, the authors of sociological articles on cinema, through a thorough analysis of the film process, were able to identify the main trends characteristic of the period of the 21st century:

- the system of state support for film production in Russia began to have a negative impact on the situation with film distribution: the Ministry of Culture financed only the final result – film production — was reduced to a control, supervisory and regulatory process, to the implementation of an economic function in the interests of a narrow circle of film producers who earn money in the process of filming on (almost) gratuitous state financial support; to the fact that the producers do not care at all about either the artistic quality or the distribution fate of the films;

- there is a clear stake of the Russian media (in pursuit of audience attention ratings) on sensations, scandals, crime, vulgarity, etc.;

- content analysis of the plots of high-rated media formats allows us to identify the following system of content settings for the perception of media texts: the danger and aggressiveness of the surrounding world; the need to live in the moment; the sphere of a person's private life becomes a material capable of arousing tremendous interest among a mass audience, etc.;

- at the same time, the demand of a significant part of the mass audience to the producers of media texts is different: show us the society in such a way that we want to live in it;

- in Russia, there is (almost) no artistically prepared audience, so entertainment media texts predominate;

- mass media not only inform, enlighten, entertain; mass media is a powerful tool for the formation of taste, social patterns, patterns, feelings, moods, ideology, etc., and, as a result, national self-awareness in millions of people;

- the majority of Russian television viewers today constitute approximately two-thirds of the urban population and unites older, less educated groups (this is the most numerous and permanent audience dependent on television in information, value, and ideological terms) and relatively younger contingents, peripheral in terms of volume and nature of resources and the type of orientation. They are characterized by a relatively low level of education, a small amount of their own financial resources, and therefore dependence on more accessible and cheaper television;

- against this background, there is an increase in the volume and production projects of television series, including Russian online platforms; These products are largely subject to the following stereotypes: the feelings of the characters are presented in close-up, without halftones; key scenes contain suspense; the intrigue is tense and based on fairy-tale and folklore stories; socio-cultural and historical, patriotic significance of the topic;

- Russian viewers' trust in such media texts is due to their desire to return: from the disunity of recent years to unity, to the values of kindness and mutual assistance; from individual success to the "general" that continues the work of fathers and grandfathers; from the feeling of Russia's "second-rate" status to its primacy, to the multiplication of its wealth;

- against this background, the Internet has significantly transformed the media: a significant segment of the youth audience has been formed, which (almost) has no contact with television, being in the field of social networks and other products of modern information technologies; The most active representatives of this audience become authors of media texts, many of which, being very successful, attract advertisers.

What new challenges to previous traditional ideas about film studies are presented by the Internet, YouTube and other modern media resources? How is the face of film criticism changing today with the advent of the mass Internet? And is there a future for "folk" criticism, which is "not grounded" in academic knowledge?

The main challenge here (and film scholars also write about this in the *Cinema Art* journal) is that the availability of films of any kind, genre and country on the Internet has prompted articles by online film critics to reach an unprecedented number of ordinary people who do not have any special film education. While the circulation of *Cinema Art* in recent years has been about 2,000 copies, the audience of amateur film bloggers today can be up to a million people. As a rule, they write about cinema superficially, but in a brisk, accessible language. Such film bloggers also release their "TV shows" about old and new movies on their channels on the Internet, also gathering huge audiences... Many representatives of traditional academic film studies were clearly not ready for such a turn...

Is simple observation without knowledge of the laws of cinema sufficient to judge the quality of film production? How does the media education of viewers affect their perception and understanding of films? Is film education directly related to the high level of development of taste and aesthetic perception of film works? Or does education mainly develop the critical thinking of the audience?

This is a very complex question, a detailed answer to which will probably take hundreds of pages, so I will allow myself to refer readers to my monographs on media literacy education (Fedorov, 2008; Fedorov, 2015; Fedorov et al., 2020; Fedorov et al., 2022 and others books and articles), published over the past thirty years. I will only say that the relationship between the level of education and the ability to adequately judge works of cinema, in my opinion, does not fit into the framework of simple formulations (such as "well educated, which means an indisputable expert in the field of cinema"). But I am convinced that mass film/media education is a useful way to increase the level of perception and understanding of cinema and media culture in general.

You are quite right to say that the media not only informs, enlightens, entertains; Mass media is a powerful tool for shaping taste, social patterns, patterns, feelings, moods, ideology, etc., and, as a result, national self-consciousness among millions of people. You note that in Russia (almost) there is no artistically prepared audience, so entertainment media texts predominate. What is the demand of a significant part of the mass audience today for producers of media texts? What should be done in this regard?

The main demand of the mass Russian audience for the media (and cinema, in particular) is the same as in other countries of the world: entertainment. That is why spectacular genres are so popular with the mass audience (although, of course, I am not at all against entertainment genres as such; here it is important that the viewer strives to understand media texts of different genres, and does not narrow the range of his contacts with the cinematographer only to comedies and blockbusters). And, as I mentioned in my answer to the previous question, positive trends here can only be the result of media education, whether independent and/or within educational institutions.

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The Relationship Between Anxiety and TikTok Addiction Among University Students in China: Mediated by Escapism and Use Intensity

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Abstract

TikTok have been widely used in China by young adults among whom university students tend to spend a large amount of time on this social media platform leading to addictive behavior. The study regarding TikTok addiction and the third variable effects of the newly emerging social media tool is relatively few after China has relaxed its controls of the COVID-19 pandemic policy. The present study examined the relationship between anxiety and TikTok addiction and tested the mediation role of escapism and use intensity among TikTok users of Chinese university students. A sample of 420 Chinese undergraduate students participated in the study and completed anxiety, escapism, use intensity, and TikTok addiction measures. Structural equation modeling was applied to examine the hypothesized model based on questionnaire data. By using the integrative pathways model, it helped to explain the relationships of the four variables. The findings of correlation analysis indicated that anxiety was positively associated with escapism, use intensity and TikTok addiction. The results of structural equation model showed that escapism and use intensity both played a partial mediation role between anxiety and TikTok addiction. Meanwhile, escapism and use intensity also played a partial mediation role between anxiety and TikTok addiction in series.

Keywords: TikTok users' anxiety, escapism, use intensity, TikTok addiction, university students.

1. Introduction

The COVID-19 pandemic has brought unprecedented challenges for college students, who are inclined to stay at home and experience more online courses and social media use (Zhang et al., 2022; Yang, Hamedi, 2022). Although China has relaxed its controls, there are still many people wearing masks everywhere in China in order to protect themselves from infection. The pandemic leads to anxiety and the uncertainty in people's everyday life has increased dramatically (Ge et al., 2023). When people perceive the uncertainties and threat, stress reaction, such as anxiety, will be automatically triggered.

As a popular social media tool, TikTok has permeated most of the individuals' life. It becomes an easy accessible means for them to seek information and relieve anxiety. It is a social media platform which enables users to watch and share videos owned by the Chinese company ByteDance. It is the international twin of Chinese mobile short video app, Douyin, and one of the fastest growing short video platforms in the world (Zulli, Zulli, 2020). In September 2021, it was shown that TikTok currently has over 1 billion users globally. In China alone, this app has over 600 million daily users who use, follow, and share the user-uploaded, mostly user-generated content.

As a popular social media tool, the reason why TikTok is so popular is its position as an entertainment app and its accessibility to content creation. By using this app, users can record and

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edit video content, annotate it with text and graphics, and post with captions and hashtags (Mordecai, 2023). Moreover, TikTok has risen to the forefront of social media usage both in usage intensity and the number of users, but there is limited research into the psychological mechanisms associated with this platform (Smith, Short, 2022), which results in increased interest by researchers. Previous study has shown that anxiety is consistently connected with social media addiction but little research has investigated how anxiety influences TikTok addiction by the psychological mechanisms (Ge et al., 2023). This research made contributions to the literature by investigating the underlying psychological mechanisms of TikTok addiction induced by anxiety after China has relaxed its controls of the Covid-19 pandemic policy.

2. Materials and methods

This study involved 420 undergraduate students who use TikTok in China and were recruited by random cluster sampling. Their age ranged from 18 to 23 years old (M = 19.55, SD = 0.98). The sample was slightly skewed toward sophomores and freshmen (28.6 % senior, 26.2 % junior, 23.8 % sophomore, 21.4 % freshman). Participants voluntarily completed the self-report questionnaires within normal class time.

TikTok users' anxiety scale. The scale was adopted from State–Trait Anxiety Inventory–Trait version (STAI-T) (Cronbach's alpha = 0.88) from the previous researchers (Spielberger, Gorsuch, 1983). The scale includes 20 items that were rated on a four-point scale ranging from 1 (Almost never) to 4 (Almost always). Higher scores show higher trait anxiety levels.

Escapism scale. Escapism scale (Cronbach's alpha = 0.89) including four items developed by previous researchers (Gao et al., 2017) was used to measure unpleasant realities, pressures, and problems using Internet apps or services. The scale is a four-point Likert scale ranging from 1= strongly disagree to 4= strongly agree. A higher score indicates a higher level of escapism.

Intensity of TikTok use scale. The TikTok use intensity scale (Cronbach's alpha = 0.716) was adopted from social media use intensity questionnaire developed by prior researchers (Wen et al., 2016). The use intensity scale centered on objective concepts including the number of friends in the social media tool, the duration of social media use, and the frequency of social media use. The scale consists of four items with 5-point response choices: how many friends do you have? (1 = 200 or less, 2 = 201-300, 3 = 301-400, 4 = 401-500, 5 = more than 600); how many years have you used it? (1 = 2 or less, 2 = 2-3, 3 = 3-4, 4 = 4-5, 5= more than 5); in the past week, on average, approximately how many minutes per day have you spent on it? (1 = 15 or less, 2 = 16-30, 3 = 31-45, 4 = 46-60, 5 = more than 60); approximately how many times do you log onto it per day? (1 = 3 or less, 2 = 4-6, 3 = 7-9, 4 =10-12, 5 = more than 12).

TikTok addiction scale. The TikTok addiction scale (Cronbach's alpha = 0.87) was adopted from the brief version of the Bergen Facebook Addiction Scale which has similarly good psychometric properties and also showed a good internal reliability (Park, 2022). The 5-point Likert-type scale (1 = very rarely, 5 = very often) consists of six items which are based on the six core addiction features of Facebook addiction (i.e., salience, conflict, tolerance, relapse, mood modification, withdrawal).

This study employed IBM SPSS 25.0 to conduct descriptive and correlation analyses, and Mplus 8.0 (Muthén, Muthén, 1998-2007) to test the hypothesized model of the relationships among study variables by using the structural equation model (SEM) technology. A confirmatory factor analysis was performed to evaluate whether items were loaded on the hypothesized factor. To evaluate the goodness of fit of the structural equation model, this study applied the following indices, chi-square statistic ($\chi 2$), $\chi 2/df$ ratio, the Mean Square Error of Approximation (RMSEA), the Standardized Root Mean Square Residual (SRMR), the Tucker-Lewis Index (TLI) and the Comparative Fit Index (CFI).

3. Discussion

The Integrative Pathways Model (IPM) which is usually used to elucidate the motivational aspects of social net working addiction was applied in this research (Billieux, 2015). There are three pathways which are proposed by IPM to account for the addiction formation. One of the pathway shows that the addiction is driven by obtaining relief and maintaining relationships with other people. In this research, IPM helps to explain that TikTok users' anxiety leads to their desire for obtaining relief which results in TikTik addiction.

Anxiety is a type of personality trait which is stable and sustaining. With this trait, people are prone to experience high anxiety and tension in stressful situations. In recent years, college students' study, employment and economic pressure may induce their anxiety (Islam et al., 2020) which enables them to engage in more social media use (Anashkina et al. 2022; Djumanova, 2022). A volume of studies showed there is a robust relationship when it comes to anxiety and social media addiction (Arikan et al., 2022; Yang, Hamedi, 2022). The explanation for this relationship can be that anxious people use TikTok to relieve themselves. Meanwhile, college students are not capable of thinking critically in the context of new media (Muzykant et al., 2023), which will lead to a number of destructive consequences in the field of youth (Demidov, Lomteva, 2022), such as their addictive behavior (Alekseeva, 2021).

Besides, in the context of Covid-19 pandemic, social media can assist students to acquire knowledge conveniently (Chelysheva, Mikhaleva, 2023; Zulli, 2020). TikTok with increasing multi-functionality also intensifies the relationship between anxiety and users' addiction. It is an advanced and useful social media tool that allows users to obtain information, study online, kill time and interact with others. There is no doubt that people are likely to use TikTok when they feel stressed and anxious which leads to addictive behaviors. Based on the above literature review, the hypothesis is as follows:

H1: Anxiety is connected to TikTok addiction

Intensity of social media use refers to people's level of social media engagement, including users' amount of time they spent on social media, the number of online friends, and the frequency of social media use (Li et al, 2019). Various short videos on TikTok platform attract users by interactivity elements (Shesterina, Zvereva, 2023). Thus, university students tend to seek more entertainment through social media use which increases their use intensity when they feel anxious in reality (Park, 2022). Moreover, university students prefer to use social media tool as important means of interaction and studying (Muryukina, Gorbatkova, 2022). Due to the uncertainty of the pandemic which cause their anxiety, they are more likely to use TikTok to share information and interact with others to maintain their friendship. Hence, this situation causes the usage intensity of TikTok to increase.

Meanwhile, high intensity of social media use was found to be the main cause of addictive behaviors (Brailovskaia et al., 2020). Many university students frequently engage themselves in intensive social interaction on TikTok by posting updates in their daily life and by commenting updates of other members. The online exchange may contribute to their feelings of connectedness, social support and belonging (Li et al., 2015; Luchtefeld, Jordan, 2022), which helps to strengthen their use intensity (Park, 2022). University students are more likely to become addictive when they spend a large amount of time on TikTok. Hence, the hypothesis is as follows:

H2: Intensity of TikTok use mediates the connections between anxiety and TikTok addiction

Because of the concern as well as fears of the pandemic, the public has to spend a lot of time focusing on the relevant information online which is posted on different platforms (Frolova, Rogach, 2022). University students are reported to have addictive TikTok use. Surprisingly, the mean number of hours spent on TikTok per day was 106.69 (Smith, Short, 2022). Although TikTok use provides a wide range of benefits, people's overuse can be detrimental to physical and psychological health, social relationship and academic performance (Atış Akyol et al., 2021). Initial qualitative research has shown that TikTok may lead to anxiety and depression and the content can be addicting to young people (Chen, 2019).

Some researchers (Yee, 2006) described escapism as using the online environment to avoid thinking about real life problems while other researcher defined escapism as a behavior employed to distract himself from real life problems (Young et al., 2017). Escapism was considered as a motivation of social media addictive use. Researches indicate that engaging in problematic social media use to escape may play an important role in social media addictive use (Atış Akyol et al., 2017). Moreover, users' intensity of TikTok will increase when they intend to use this app escape (Park, 2022). However, researchers have investigated addictive social media use but they did not investigate general TikTok use (Young et al., 2017). This limits the conclusions that can be drawn regarding escapism and addiction within TikTok use, indicating a gap in the literature. Based on the above literature review, the hypotheses are as follows:

H3: Escapism mediates the connections between Anxiety and TikTok addiction;

H4: Escapism and Intensity of TikTok use sequentially mediate the connections between Anxiety and TikTok addiction.

The hypothesized model was depicted in Figure 1. The present study endeavored to test whether the relationship between anxiety and TikTok addiction and the mediation effects of escapism and intensity of TikTok use.
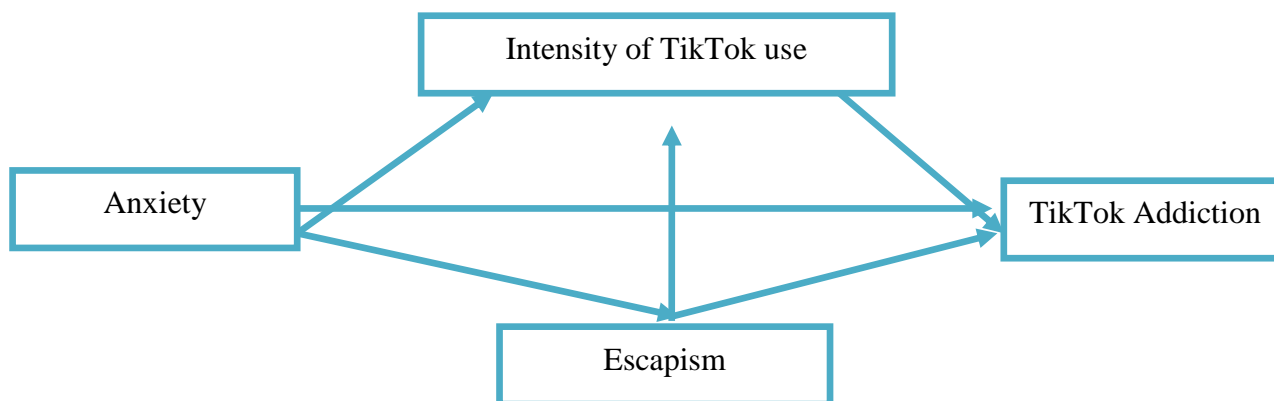

Fig. 1. The Hypothesized Model

4. Results

Descriptive and correlation analysis were performed by the Statistical Package for the Social Sciences (SPSS) software 25.0. Table 1 presents the descriptive and Pearson correlation results for the four research variables in the hypothesized model. Skewness and kurtosis scores ranged from -0.44 to 1.09. The skewness coefficients of study variables were smaller than 2 and kurtosis were smaller than 7, which indicated that all variables were relatively normally distributed. Based on the precondition of SEM analysis (Hu, Bentler, 1999).Correlation analysis showed that all study variables were positively correlated.

Table 1. Descriptive and Pearson Correlations for all Variables

Variables	M	SD	Skewness	Kurtosis	Correlation			
					1	2	3	3
Anxiety	46.60	9.06	0.03	0.08	0.904***			
Escapism	2.94	0.56	-0.05	1.09	0.045	0.761***		
TikTok use intensity	3.12	0.59	0.47	-0.13	0.488	0.289	0.830***	
TikTok addiction	3.30	0.73	0.03	-0.44	0.586	0.002	0.622	0.858***

Notes: N=420; *** $p < 0.001$.

The confirmatory factor analysis was conducted to verify the measurement model. According to previous researchers (Hu, Bentler, 1999), $\chi2$/df < 3, RMSEA < 0.08, SRMR < 0.10, TLI > 0.90 and CFI > 0.90, the model is acceptable. The results of confirmatory factor analysis showed that $\chi2$/df = 2.897, RMSEA = 0.067, SRMR = 0.040, TLI = 0.956, CFI = 0.965, suggesting that the measurement model was adequate.

Figure 2 illustrates the path diagram of the final model, which exhibited satisfactory goodness of fit ($\chi2$/df = 2.897, RMSEA = 0.067, SRMR = 0.040, TLI = 0.956, CFI = 0.965). The path diagram of the final model was shown in Figure 2. The pathways of anxiety- escapism (β = 0.460, p < 0.001), anxiety- intensity of TikTok use (β = 0.662, p < 0.001), anxiety- TikTok addiction (β = 0.338, p< 0.001), escapism-TikTok addiction (β = 0.343, p< 0.001), intensity of TikTok use-TikTok addiction (β = 0.456, p < 0.001), escapism-TikTok addiction (β = 0.261, p < 0.001) were all significant.

Bias-corrected percentile bootstrap procedure was used to test the mediation effect with 1000 bootstrap samples was generated using random sampling with replacement. The results were shown in Table 2. Escapism and intensity of TikTok use were mediators of the relation between anxiety and TikTok addiction. The 95 % confidence interval of the mediation effect of escapism (β = 0.170) between anxiety and TikTok addiction was [0.024, 0.210], accounting for 41.28 % of the total effect.
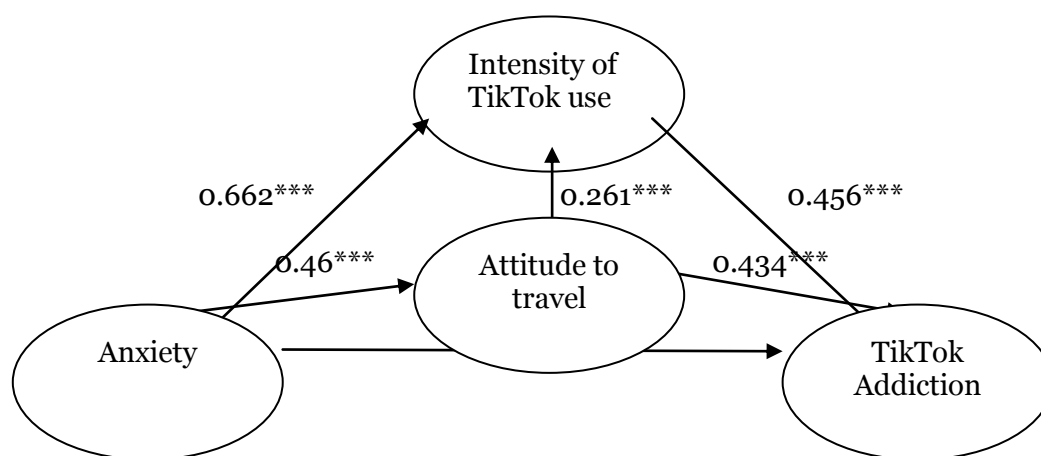
Fig. 2. Path Diagram of the Final Model
Notes: ****p < 0.001*

The 95 % confidence interval of the mediation effect of intensity of TikTok use (β = 0.21) between anxiety and TikTok addiction was [0.140, 0.300], accounting for 51.6 % of the total effect.
The 95 % confidence interval of the serial mediation effect of escapism and intensity of TikTok use (β = 0.05) was [0.007, 0.210], accounting for 11.5 % of the total effect.

Table 2. The Mediation Effect of Escapism and Intensity of TikTok Use.

Path	Mediation effect	95% Interval	Confidence
		Lower	Upper
Anxiety →Escapism →TikTok Addiction	0.17***	0.024	0.210
Anxiety→ Intensity of TikTok use →TikTok Addiction	0.21***	0.140	0.300
Anxiety →Escapism→ Intensity of TikTok use→TikTok Addiction	0.05***	0.007	0.210

Note: [ns] not-significant; **p < 0.01*; ****p < 0.001*

5. Conclusion
The present study aimed to investigate the relationship between anxiety, escapism, intensity of TikTok use and TikTok addiction among TikTok users of Chinese university students after China has relaxed its controls of the Covid-19 pandemic policy. Results showed significant correlations between study variables. The final mediation model supported all the hypotheses.
Findings of correlation analysis supported that anxiety was positively related to TikTok addiction. This finding is consistent with a battery of previous studies (Ge et al., 2023). For example, some researchers (Yue et al., 2022) found a higher level of anxiety caused smart phone addiction among adolescents. Other researchers (Ran et al., 2022) also reported a significant positive correlation between social anxiety and mobile phone addiction through a three-level meta-analytic model.
Besides, the simple partial mediation effect of escapism in the association between anxiety and TikTok addiction is in congruent with previous studies (Atış Akyol et al., 2021). Moreover, intensity of TikTok use partially mediates the relationship between escapism and TikTok addiction which is also consistent with previous research that use intensity plays an mediator in the relationship between the fear of missing out and depression (Park, 2022). Individuals tend to spend a large amount of time on TikTok when they feel anxious during the pandemic which makes them have addictive behaviors (Brailovskaia et al., 2020). Based on IPM, anxiety makes TikTok users escape from the reality and engage themselves in TikTok use, eventually leading to TikTok addiction.
In summary, intensity of TikTok use caused by escaping from the reality is an essential part of the TikTok addiction process which is consistent with IPM. The serial mediation model was proposed and supported in the context of COVID-19, which suggests that even if China has relaxed its controls of the Covid-19 pandemic policy, anxiety induced by COVID-19 may still affect a series of cognitive functions and ultimately lead to TikTok addiction. This also suggests that university

students are supposed to adopt an appropriate way to relieve anxiety, such as spending more time with friends and family.

This study has several limitations. Firstly, this study mainly focused on university students. Future studies can involve in more people with different ages. Secondly, this study is cross-sectional in design, which makes it unable to uncover causal relationships between study variables. Future studies can employ longitudinal design to investigate causal relation between study variables.

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