

## ORIGINAL ARTICLE

# PSYCHOCULTURAL TRAINING OF SENIOR PUPILS TO ADEQUATELY PERCEIVE THE MEDIA SPACE CHALLENGES

10.36740/WLek202011133

Svitlana P. Palamar<sup>1</sup>, Liudmyla A. Nazarenko<sup>2</sup>, Halyna O. Vaskivska<sup>1</sup>, Liudmyla L. Nezhyva<sup>1</sup>, Iryna A. Korniienko<sup>3</sup>, Viktorija V. Zhelanova<sup>1</sup>

<sup>1</sup>BORIS GRINCHENKO KYIV UNIVERSITY, KYIV, UKRAINE

<sup>2</sup>MYKOLAIV REGIONAL INSTITUTE OF POSTGRADUATE EDUCATION, MYKOLAIV, UKRAINE

<sup>3</sup>V.O. SUKHOMLYNSKY MYKOLAIV NATIONAL UNIVERSITY, MYKOLAIV, UKRAINE

## ABSTRACT

**The aim:** The research consists in the theoretical substantiation and experimental verification of the cultural and mental transformations of senior pupils under the influence of works of art, the media; highlighting the steps of forming the media literacy of pupils in the lessons of Ukrainian literature and in the after lessons in the process of independent activity of pupils to acquire their values and moral orientations.

**Materials and methods:** The complex of methods is used in the work: general scientific (analysis, synthesis, simile, comparison, systematization, generalization) and empirical (observations, conversations, questionnaires).

**Results:** It is established, that media tools have manipulative character in the minds of teens, which is both destructive and constructive and also carry propaganda of deceptive spirituality; education and science are the main tools to counteract speculative juggling of information. The necessity of formation of media literacy, media competence, their theoretical and methodological foundations for the protection of senior students from emotional manipulation is substantiated. The author's vision of the definitions of "manipulation" of consciousness, "media education" is presented on the basis of research of scientific sources. Significant is the proposed steps to overcome stress as a result of emotional and cognitive transformations.

**Conclusions:** Educational activities of teachers, aimed at understanding of the media manipulation means by the pupils, the essential features of the art of words, will promote to preserve the health of pupils, serve the formation of their moral values, the formation of media literacy and media competence.

**KEY WORDS:** emotional manipulation; mental health; media tools; media literacy; Internet resources

Wiad Lek. 2020;73(11):2515-2522

## INTRODUCTION

Nowadays we live in an age of constant stress, so it is not accidentally emotional health and social behavior of pupils are getting important. Exactly on how much a person is able to protect himself in the conditions of information war and manipulation depends on his physical, moral state, civic position. Different ways of influencing a person, especially young people, are also reflected in a lack of understanding of the affectivity of the processes that provoke the distortion of messages, the "cult of impersonality". We also see the psychological features of senior pupils, in particular the reduction of stability of attention, the complexity of processing large amounts of information, dependence on gadgets, sensory and emotional hunger. Spiritual degradation, inhibition of mental development, inability to adjust in society become also negative factors. It is not about conformism but a healthy adaptation to society without losing your priorities, values and attitudes. It is not accidentally that health-saving technologies, the ability of everyone to recognize manipulation techniques to avoid the psycho-traumatic impact, and to develop immunity for students from the stamped literature are acquiring importance.

The relevance of the problem is indicated by the fact that mental depression due to stress is compared with physical activity, it goes beyond the situational mood of the individual. As a result, we observe psychotherapy-oriented relationships among young people and burnout among adults, which occurs gradually, passing (according to M. Sitsynska) three stages: anxiety, resistance (resistance) and exhaustion [1]. Fatigue, failure, dissatisfaction, excessive responsibility, situations, identification of students with characters of electronic games, negative heroes of works become psycho-traumatic factors. They weaken and subdue the body. It is easy to manage and use young people who are not accustomed to combating information manipulation, negative circumstances. The media repeatedly emphasize the change in the roles of training (consultant – client), which causes misunderstanding of some and indignation of others, we also see in various talk shows and propaganda of deceptive spirituality, the illusion of omnipotence.

In our opinion, modern teenagers mostly read short texts from the Internet and do not want to get acquainted with program works in literature, the paper book competes with the electronic one. One way to solve the problem of reading

crisis and to return students to the art of words is a new model of social interaction, understanding the impact on students' tastes and preferences [2, p. 102]. All this reflects social phenomena and causes a need in the formation of media literacy of the recipients, the acquisition of experience of parity relations between the subjects of education.

The works of scientists point to the need to: a) take into account the psychological prerequisites for the use of media in order to form literary competence ; b) the organization of a new type of training, which would shift from trusting perception of getting information and accumulation of knowledge to a conscious analysis of the life and creative path of artists, their works.

For our study, understanding of the concepts of "media literacy", "media education" becomes important, because it is they that can protect students from biased perception and understanding of information, manipulation of their consciousness, mental stress and breakdowns. According to O. Fedorov, media education (media education) is the process of personality development with the help and on the material of mass media (media) with the purpose of forming a culture of communication from media, creative, communicative abilities, critical thinking, skills of full perception, interpretation, analysis and evaluation of media texts, teaching different forms of self-expression with the help of media technique [3, p. 27]. This makes it possible to develop students' creative abilities, gain their reading experience, make meaningful use of information sources and resources. If the student realizes for whom it is profitable to present this or that information in a certain light, the transformation of what he has heard or read or seen takes place.

Media literacy focuses on confident, and at the same time critical, use of information and communication technologies (ICTs) to create, search, process, share information at home, at school, in the public media, and in private communication. In the collective monograph under the scientific editorship of V. Rizun, media literacy refers to the level of media culture, which refers to the ability to use information and communication techniques, to express themselves and communicate with the help of media, to consciously perceive and critically interpret information, to separate reality from its virtual reality, that means to understand it designed by media sources to comprehend the power relations, myths, and types of control which they cultivate [4, p. 19]. Media education and media literacy predict that the pupil will learn continuously during the life, determine a promising goal and achieve it, choose the means to achieve it, build his own learning trajectory, acquire competencies, evaluate his own learning results, do reflection, control emotions while working with media sources and consciously approach to their evaluation.

The media competes for the audience, so they do not always use the democratic means and the truth of the presented information. Such competition requires knowledge of survival and creation in the information world, experimentation, active learning and problem solving. According to V. Rizun, media education should provide

knowledge on how to: 1) analyze, critically think and create media texts; ) identify the sources of media texts, their political, social, commercial, cultural interests and context; 3) interpret media texts and values that carries the media itself; 4) to select the appropriate media to create and distribute their own media texts and to attract the interested audience; 5) enable free access to media for consumption and production of own media products [4, p. 9]. Selection of alternative sources of information, use of positive thinking, understanding of what reality is presented, what is concealed, how it is influenced, why it is given preference and for what reasons in the literature lessons and beyond, it enables the formation of media competence, polycompetence that motivates to meaningful learning.

Recipients are citizens of the world, they combine and represent different messages, decoding media texts, increase their field of knowledge, and generate models of behavior. Media Education is not training in the traditional sense. It predicts the presence of a dialectical approach, a sense of reading, empathy, experience. Key concepts of media education, as L. Masterman proves, include: definition, association, genre, selection, non-verbal communication, media language, naturalness and realism, audience, design, media perception, representation, rethinking, coding or decoding, emphasis, story, plot structure ideology, rhetoric, discourse (language, speech) and subjectivity [5, p. 41]. They enable us, as a joint project of teacher and student, to obtain multicultural education, to recognize cultural and anticultural phenomena in society, to realize our own creative potential, to build social relationships, which predict correspondance of the today challenges.

Now students are able to observe the explanation and interpretation of the same texts from different positions. In order to be media-competent, according to D. Kelneri, D. Shar, one must understand the subjectivity and prejudice of those who create the messages, as well as the content of social contexts. Along with this coding of subjectivity comes numerous readings of the text, decryption by different audiences in different contexts. Thus, the media are not neutral disseminators of information, because of the nature of construction and interpretation processes entail prejudgment and social influence [6, p. 12]. The possibility of the subjects of education to discuss and interpret the received information transforms them into active consumers who critically think, support or refute cultural discourses, discuss different films, programs for the purpose of education and getting experience, culture, cognitive component, immersed in the educational process, promoting certain ideas.

Based on the above mentioned positions, we understand the media education of students as part of the educational process, which predicts the use of productive teaching methods in order to understand the translation of political, cultural, social, ideological, economic media texts and awareness of their consequences and influences on psychics, manipulation, conducting dialogue at the personal and interpersonal levels, critical perception of information, aesthetic and spiritual education, acquisition of funda-

mental values, formation of outlook, mastering the means of self-expression with the help of media technicians and media means (traditional and new), as well as continuity in the acquisition of competencies in person and remotely, the integration of media in modern education, self-education.

Recipients of grades 10-11 in literature lessons revise expand their own system of life values, rethink contradictions of personal development, try to control their feelings. Emotions of man, aesthetic education, as notes A. Maslow, forms a special approach to learning, cognition, because higher excitement almost never go without trace [7, p. 189]. Sensual perception creates internal preconditions for the aesthetic development of the individual, which predicts a general erudition, acquaintance with literature in the national and world context through the use of ICT, media resources, but best when it is combined with comprehension, using the mental efforts of readers, because intellectual work enables students to acquire informational, literary and media competences, to understand the author's intention.

Exploring emotions, D. Desteno, R. Petti, D. Wegener argue that positive and negative moods increase the likelihood of future events. Their research demonstrates that not only positive emotions can affect a person. Sadness and anger are two different, negative emotions that differentially partially evaluate the likelihood of sad and angry future reactions, and also are an addition to supporting emotions as information [8, p. 405]. The future actions of the person depends on the mental state of the person, what information she hears and perceives. There are several options teenagers' reaction on negative one of them is denoted by resistance, the desire to find the truth, the other – by vulnerability, excessive exitements because of low likelihood of satisfaction, and there is one, that is accompanied by a desire to imitate. Subsequently, constant stress can directly affect a person's health, affect his or her well-being (emotions, apathy, fatigue, pressure increase, palpitations, anxiety, headache, irritation, anger, etc.) as well as indirectly (influence on actions). Sometimes we see that a child whose psyche is overwhelmed by negative emotions through computer games, anger, fears and doubts has a desire to act aggressively. As the information flow of the media repeatedly demonstrates such phenomena, children perceive them as normal. Only explanatory work and formation of media literacy skills can protect a child from emotional strain.

Modern teenagers have clip thinking, visualization is important for them. If pupils before demonstration of media text are provided also emotional commentary it will have a greater impact on the perception of auditory and visual images. Sensitivity to information, empathy will become much brighter. Emotional images from M. Namar's position cause strengthened parietal positives, starting from approximately 300 ms after the presentation stimulus. The significance of these reactions, however, depends on both internal (stimulated) and external (context-driven) factors [9]. The consonant is the thought of P. Valdesolo, who emphasizes that manipulations of emotional context form moral judgments [10]. The individual nature of the perception of media text influences the formation of per-

sonal spiritual and value orientations and aesthetic needs of students, so it is important to pay attention not only to the content, but also to the purpose of its presentation and the means which are used. Adjustment of pupils' emotions, promotion of the ability to filter information becomes a primary task of the teacher, because thanks to the art of words, he has levers of influence on the child and his mental state.

The necessity of using a differentiated emotional approach, the need to take into account the potential synergistic and oppositional effects of emotions that can occur in parallel, and the need to study their influence on regulation are emphasized by D. Desteno, J. Gross, and L. Kubzansky [11, p. 475]. The pupil has to cope both internally and externally, to perceive the world and to give it an evaluation. Ignoring of stressful situations will affect the unmanageable behavior of the student and the possibility of provoking psychological breakage. It is important for high school students to have their own ideas, beliefs, settings, values, attitudes, and use psychological protection mechanisms to reduce pressure and tension.

A person who is confident in his principled position, more difficult to get on the fake hook. However, the main cause of occurrence of the manipulation phenomenon is, according to Perls, in the eternal inner conflict of man between his desire for independence and independence, on the one hand, and the desire to find support in his environment – on the other [12, p. 332]. Teenagers are characterized by self-centeredness, unwillingness to listen to adults' thought, large-scale plans, aspirations for the risky and unknown, and friendly support, which is why they so strive to engage the adult world, demonstrate behavioral ease, peremptory judgements heard from the media, increased confidence. To some extent they do not pay attention to the fact that the information should be filtered.

Studying literature, reviewing media sources requires a meaningful, active, managed perception of artistic text or media text, creative analytical and synthetic activity, elaboration of it in order to form pupils' spiritual and value orientations and aesthetic needs. Whatever the level of sensory intelligence, manipulative technologies affect everyone, but with different power. Investigating the effect of emotional manipulation on men and women, R. Greve, L. Panebianco indicate that the mechanisms behind them differ depending by sex [13, p. 82]. For scientists, it became obvious that all people with higher levels of intelligence are capable of predicting emotional manipulation in the processing of social information, indirect aggression, but men also notice cognitive distortions. Women were revealed more sensitive to manipulation, able to detect primary psychopathic features and lower levels of social consciousness. However, for them emotional intelligence acted as a suppressor. For this reason, we understand manipulation as an informational, intellectual, psychological influence of a hidden nature, in which only one party of communication receives benefits and the other is encouraged to perform pre-planned actions by someone, inclined to accept others' beliefs intentionally or unintentionally.

Considering the commercial nature of contemporary writing, we observe double standards and coding, in which writers, journalists, critics, and publishers take part. The Ukrainian mass literature, from the point of view of S. Filonenko, is in a dual status: on the one hand, it is branded as waste paper, an opium for the people. On the other hand, it is thought as a desirable “guest from the future” [14, p. 378]. A single transmedia conglomerate was formed, where a literary work complements a television show, a blockbuster, a glossy magazine, a computer game, and does not claim a dominant position in it [14, p. 380]. Relatively speaking, mass literature is a universal category as the oldest representative of the media. The aesthetic value of such works is unrelated to the spread and the level of sales, since there is no demarcation board between the ugly and the beautiful, the culture and the anti-culture.

## THE AIM

Consists in disclosure the cultural and mental transformations of senior pupils under the influence of works of art, the media; elucidation of the steps of formation of media literacy of pupils at literature lessons and after lessons in the process of independent activity of pupils to acquire their values and moral orientations, equipping by the system of reader's actions in the expedient use of media.

Tasks – to give an idea of theoretical achievements of scientists in relation to media education, perception, emotions and stresses caused by the use of media, literature; to show positive and negative possibilities of use of works of art, media texts for perception, development of outlook of pupils, their mental health; display the results of the experiment.

## MATERIALS AND METHODS

For actualization the didactic aspects of the problem, we used methods of analysis of normative and scientific sources, systematic analysis and generalizations, the results of our own empirical researches, questionnaire materials, factor and criterion modeling of spheres of mental development of the child, created on the basis of qualimetric evaluation.

In order to check the levels of formation of media competence on the basis of the results of research and experiential learning it was developed that literature tasks that took into account the level of acquired reading skills, individual characteristics, the ability to perceive a representative system of pupils, their ability to see manipulative influences in works of art, doubtfulness of information, emotional coloring of the content, its sensationalism and secrecy of topic. Each task required the ability to think critically, use the means of ICT, the Internet, to argue own position, which contributed to a deeper understanding of the work of art, the author's position. For conducting of the experiment, it was suggested to study and elaborate art material from both the school curriculum and examples of mass literature, cinematography, mass media. The questionnaire, explanatory

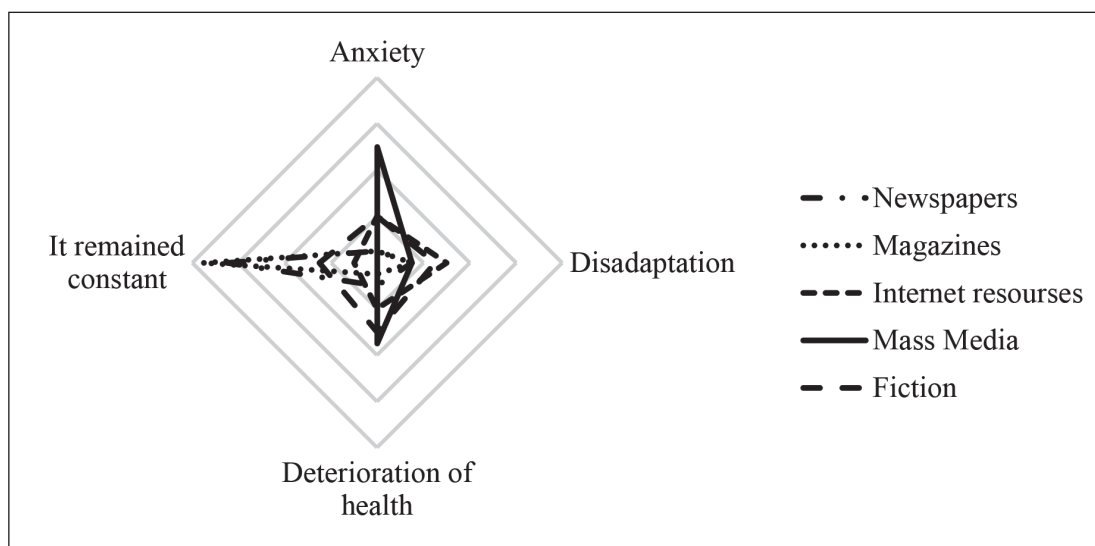
work, instructions and lessons on media competence of the pupils were conducted, matrices of evaluation of publications and videos were offered, training on the Internet resources was carried out.

## RESULTS AND DISCUSSION

For formation of media competence of students we offer the following steps: 1) arming the system of reading actions in the expedient use of media (analysis and synthesis of the content which had read and seen the formation of an independent view in the interpretation of media texts, works of art as a part of the media, the ability to see the influence of manipulation and personal-motivational effects, development of skills of independent critical thinking, interpretation of read and seen on the basis of context, posing questions to the author and to himself, meaningful “compression” of text, creative thinking activity, figurative-emotional perception, correlation of knowledge and reading skills), 2) superiority of intelligence over emotions, 3) acquisition of cultural values, own ideas, beliefs, settings, values, attitudes, 4) critical use of informational and communicative technologies, selecting the media to create and disseminate your own media texts 5) continuous learning, educational activity of teachers, 6) using psychological protection mechanisms to reduce pressure and tension, 8) use of a differentiated emotional approach. This can, over time, be a challenge to society, the media, and, on the other, to consolidate the efforts of learning subjects in acquisition of media literacy, and to improve education not only from the top-down, but also in the upward direction.

In order to make adequate decisions, to evaluate what has been heard, seen and read, it is necessary to have reader and life experience, intelligence must outweigh emotions. Their acquisition is promoted by lessons of literature, a detailed analysis of what has been read, although some writers do not prevent the child's stress, but rather reinforce it by using sensual juggling. This is evidenced by the literary discourse (T. Gundorova, V. Yerofiev, M. Kundera, R. Musil) and the total format of interaction between mass media and mass literature, therefore for a group of pupils of the 11th experimental class with the basic level of literary and media competence, the task of finding features and methods of manipulation in classical composition was proposed. The results were given as a joint presentation on Google drive. The high school students found out that in the works of the school program there are psychological stresses and emotional manipulations: 1. Murder, drunkenness, robberies (the novel «Do Oxen Low When Mangers Are Full?» by P. Mirnyi and I. Bilyk), 2. Betrayal, manipulation of the male consciousness (the novel “Stolen Happiness” by I. Franko); 3. Family problems (the story “The Kaidasheva's Family” by I. Nechui-Levytskyi), 4. Sisterhood (the story “The Tale of the viburnum panpipe” by O. Zabuzhko), 5. Belief in “werewolves”, “sorcerers” and other “unclean power” (story “Night on the eve of Ivan Kupala” by M. Gogol), 6. Social kitsch (poem “Aeneid” by I. Nechui-Levitskyi), 7. Stress-induced disorders of the psyche and behavior (Story





**Fig. 1.** The results of questionnaire in relation to the well-being of high school students while reading newspapers, magazines, works of art, viewing news in the form of a petal diagram.

of “Shadows of Forgotten Ancestors” by M. Kotsiubynskyi). Recipients noted that all of these works, through the management of readers’ consciousness, the imposition of subjective thought, negative emotional coloring, affect the health of readers, and some fragments are to some extent unacceptable for study. In addition, not all senior pupils are able to critically evaluate a work, express an attitude about it, tell what they did not like, and admit the wrong decisions of heroes. The effect of a “wagon with a trailer” is created when the teacher persuades to read the composition because all have already done it. This usually leads to poor health of the students, holding them in doubts, anxious and humble position.

A group of schoolchildren with sufficient level of media competence needed to analyze foreign works of art in order to identify signs of hidden manipulative character and give examples in the form of mental cards, art scribing, and also to illuminate the influences on the emotional state during the reading of books. Pupils of grades 10-11 found out that the adventure novel of the occult writer Br. Stoker contains stories about the bloodthirsty vampire Count Dracula; novel “Goodbye, sadness!” F. Sagan – about fornication and fear of losing privileges; manipulations for the purpose of survival (K. Abe, novel “The Woman in the Sands”, D. Steinbek, the novel “The Canning Row”); emotional burdens and tragic depreciation of life, desire for death to the native (F. Kafka, story “Reincarnation”), amnesia social, religious, cultural in the works of A. Merdok, U. Eko, G. Muller, O. Balzak, gothic entourage in novel A. Conan Doyle’s The Hound of the Baskervilles; the myth in M. Bulgakov’s novel “Master and Margarita”, the absurdity and tragic stoicism in the novel “Plague” by A. Camiu; the hopelessness of the situation in F. Dostoevsky’s novel, “Crime and Punishment”. Pupils testified that the constant keeping of the fans of these genres in the tension and fear in the future may affect the psyche and be accompanied by disorders, ethical decline, indifference to the problems of

close people cultural transformations not in the better side. In the process of reading such works, readers felt lonely, betrayed, unhappy, unattractive, naive, too trusting. This was reflected in their emotional background. They gave their impressions in live broadcast, the results are shown in the table (Fig. 1).

According to the diagram, we are tracing that 50% of respondents in the experimental classes believe that media reports are most alarming Internet resources (games, news) and the aforementioned works of art – 20%; 5 and 5% reading youth newspapers and magazines; a feeling of inadaptability to life revealed 30% of respondents while working on sources of information which is in the Internet, 25% – while reading works of art, and the rest – 15%. Deterioration of state of health (physical, mental and working) contributes to the media (35%), reading literature with a depressive plot (30%), Internet resources (20%), newspapers (10%), magazines (5%). The least influence on emotional state or feelings of pleasure is felt by the students while reading magazines.

Pupils with high levels of media competence have been offered to find works in the contemporary literature that have different types of manipulation and to present in Table I, as well as in cinema – tapes that add excessive adrenaline and give examples of the asocial behavior that is demonstrated; transform their plots and present them in other genres by creating storytelling, as well as analyze well-known talk shows of Ukrainian television and identify means of manipulation by placing them in clusters (info sheets, pictochats, publications).

In the cinema, the recipients examined the pictures and revealed the following psychological effects: 1. Mad scientists in the films “Total recall” by L. Wiseman, “The Matrix” by L. Wachowski, E. Wachowski, 2. The spread of crime in the movie “Ocean’s 8” by G. Ross, 3. The killer woman (“Nikita” L. Besson), 4. The distorted understanding of love (“Doubtful love” by L. Weichzhy), 5. Shown destruction,

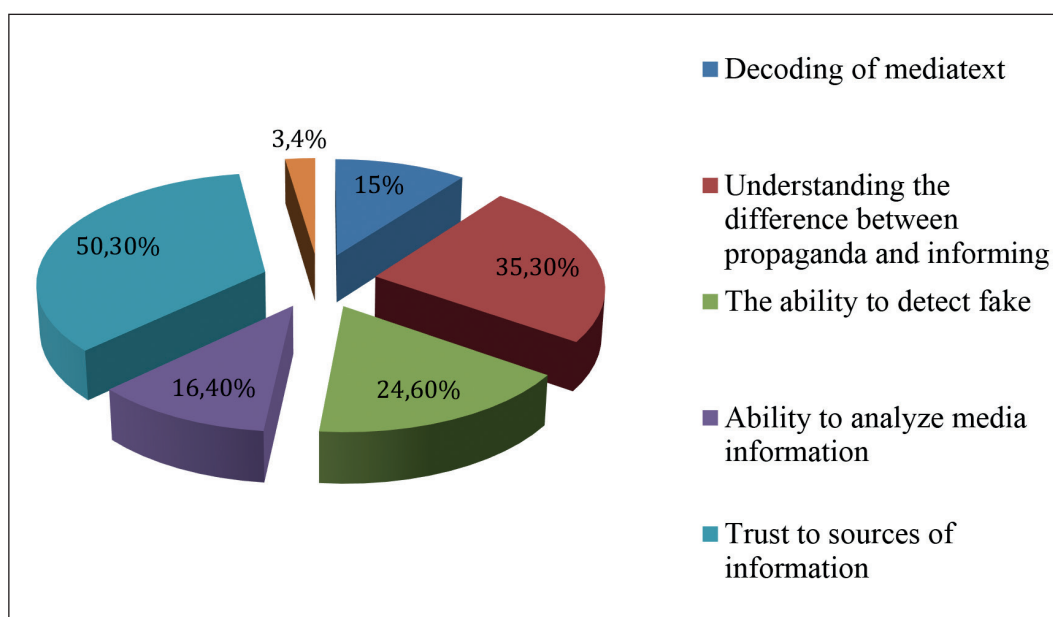
**Table I.** Mental and cultural transformations of readers under the influence of manipulations used in literature

Work, author	Manipulation (content, method)	Impact on human health and / or morality and aesthetic consciousness
O. Buzina. «Ghoul Taras Shevchenko.»	The use of taken out of context facts and unproven data manipulation of writer's name. Anonymous authority.	Destruction of national pillars through misrepresentation.
Yu. Andrukhovych. Novel. "Perversion"	The identity of the person. Content socialization.	Formation of numerous psychic contradictions, complexes of inferiority and fears.
E. Pashkovskiy. Novel "Wolf Dawn".	Tragic collisions, aesthetization of dying.	Loneliness, homelessness, alienation of man.
I. Carpa. Novel. "The Pearl Porn (The Supermarket of Solitude) "	Manipulation of the male consciousness, false glamor, zombie advertising. The spiral of silence.	A person feels himself a victim of progress, an escape from himself, depression.
A. Siniavskiy (Abram Terts). Novel. "Good Night"	Romanticization of camp life. The leader of thoughts.	Upturning of values and ideas, creation of prejudices.
A. Sierova. Novel, "The Rules of the Game" A. Krushelnyskiy. Story "Irena Olenska".	Fashion on feminism. Anonymous authority.	The imposition of defects
S. Zhadan Novel "Depesh Mod"	Recoding of cultural signs, social marasmus. Distraction of attention.	An unhealthy desire of epatage
R. Ivanchuk. Novel "The Land of Irredent"	Political manipulation. Herd instinct.	Pessimism, despair.
L. Kostenko. The Notes of the Ukrainian Mad"	In a world of excessive misinformation, the hero is a hostage to the world's absurdities. The spread of information noise.	Hopelessness. Rethinking in Ukrainian coordinates.
I. Rozdobudko. The novel «Go over the darkness». The novel «Twelve, or the upbringing of a woman in unfit for life conditions.»	Manipulation of female consciousness; false glamor. Neurolinguistic programming.	Creates general dramatic mood. Creating the illusion of happiness.
S. Zhadan Novel "Mesopotamia"	Love is monogamous / polygamous. Myth.	Creating the illusion of happiness.
T. Pinchon. "Lot 49 is exclaimed"	Ideological kitsch. Populism. Herd instinct	The pleasure of destruction.
A. Kokotiukha Novel. "The Dark Water"	Gothic poetics. Lame mind / tricky calculation.	Horror. Mental irritation.
L. Denysenko Novel «24:33:42».	Philosophy / neurotic activity. Kitch.	Anxiety, stress.
S. Protsiuk Novel "Infection".	Infectiousness of the world. Fake.	The futility of pseudo-ideals.

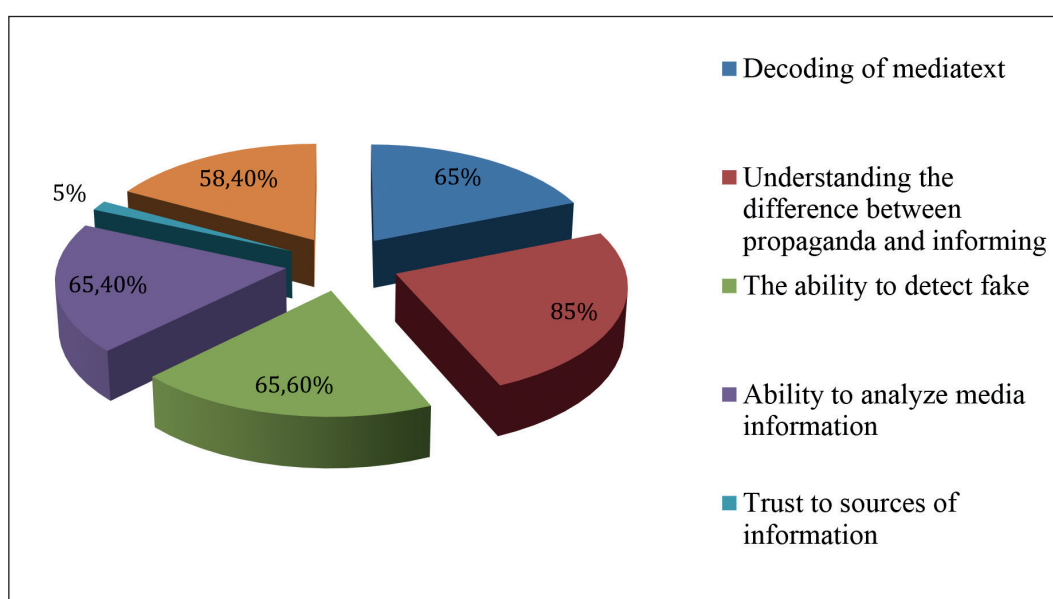
degeneration of the body ("American Mary" by Jen and Sylvia Soski), 6. A Reversal of Traditional Moral Values ("The Dark Knight Rises" by K. Nolan), 7. Massacres, speech of hate ("Psycho" by A. Hitchcock) etc. Speculation, active manipulation of thoughts, the illusion that a person is able to make choices, games in giveaways and on emotions, muffling of alternative information, cacophony, which is run by the announcer-"conductor", propaganda, fakes, false heroes and pictures, the appearance of anonymous authorities, Fake headlines, jeans, agitation, advertising, deliberate suppression of information, pupils observed in various types of talk shows: entertaining, social, political ("Ukraine Says", "Millionaire – hot seat", "Change wife", "Ukrainian top model", "Battle of the Extrasens", "Ukrainian Sensations", etc.) as well as in the news. According to high

school students, it prevents the independent perception of information, independent assessment of facts, allows psychological and mental stress, arouses imagination, causes the appearance of heart disease, as there are such ways of influence: suggestion, conformism (change of one's own opinion, on the position imposed by majority) example and imitation, persuasion (false arguments and facts), ideological influences (chauvinism, racism, separatism, sionism, primitive nationalism), socio-dynamics of culture (presentation of information fragments, borrowed from context).

To obtain the results of students' readiness to work with media texts, to determine the understanding of manipulation techniques by high school students, skills to defend themselves against their influence, a primary and repeated



**Fig. 2.** Data of pupils' readiness to work with media texts (beginning of the experiment)



**Fig. 3.** Data of pupils' readiness to work with media texts (end of experiment)

survey was conducted in experimental classes. The following questions were offered in the questionnaires: 1. How to decode media text? 2. What sources of information are credible? 3. What is the difference between propaganda and informing? 4. How to analyze cinematic elements? 5. How to check a media expert? 6. Are you able to detect the fake independently? The survey results are presented in the diagrams.

To summarize, we highlight the availability of problem of understanding the advantages and disadvantages of using media in the process of teaching literature, the dependence of the perception of the world of high school pupils from its presentation by television and cinema, in magazines and newspapers, radio and the Internet, video games and mass literature. Having commercial support and political preference, media can juggle facts that affect people's minds. In this situation, children become hostages because they are not used to quickly analyze and interpret what they have

seen and read, perceive everything with trust, and have not finally crystallized life values.

## CONCLUSIONS

Conducted experimental research of the mental and cultural transformations of readers as a result of manipulations in the media and literature revealed the following:

1. Theoretical works of scientists on media education, perception, emotions and stresses caused by the use of media, literature have been considered; positive and negative opportunities for the use of works of art, media texts for perception, development of pupils' outlook, and their mental health have been demonstrated on examples.
2. The author's vision of the definitions of "manipulation" by consciousness, "media education" have been presented on the basis of research of scientific sources.

3. Cultural, mental transformations of pupils of 10-11th grades occur under the influence of works of art, mass media. In order to effectively evaluate them, to avoid the impacts of manipulation, it is necessary to create media literacy.
4. The steps of formation of media literacy of pupils in literature lessons and after lessons in the process of independent activity of students for acquisition of their values and moral orientations, equipping the system of reader's actions in the expedient use of media have been outlined.
5. The results of the experiment have been shown, which indicate that the priority values of modern education should be: humanism, respect, human dignity, national identity, responsibility, etc.

## REFERENCES

1. Sitsinska M. Poniattia emotsiinoho ta profesiinoho «vyhoriannia» na derzhavni sluzhbi. [The concept of emotional and professional "burnout" in the civil service] Access mode: URL: [http://www.dridu.dp.ua/vidavnictvo/2009/2009-01\(1\)/Sicinska.pdf](http://www.dridu.dp.ua/vidavnictvo/2009/2009-01(1)/Sicinska.pdf) – Screen name.
2. Palamar S. P., Nazarenko L. A. Kompetentnisnyi pidkhid do vykladannia literatury z vykorystanniam khmarnykh tekhnolohii. [Competent approach to teaching literature using cloud technologies]. Visnyk Luhanskoho natsionalnoho universytetu imeni Tarasa Shevchenka. Pedahohichni nauky. 2018;3(137):102–109.
3. Fedorov A. V. Slovar terminov po medyaobrazovaniu, medyapedahohyke, medyahramotnosti, medyakompetentnosti [Dictionary of terms in media education, media pedagogy, media literacy, media competence]. M.: MOO «Ynformatsiya dlia vseh», 2014, p. 64.
4. Ivanov V. F. Mediaosvita ta mediahramotnist: pidruchnyk [Media education and media literacy: textbook]. In: V. F. Ivanov, O. V. Volosheniuk. Kyiv: Tsentr vilnoi presy. 2012, p. 352.
5. Masterman L. A Rational for media education. In: Kubey R. eds. Media Literacy in the Information Age. New Brunswick (U.S.A.) and London (U.K.). Transaction Publishers. 1997, p. 41–49.
6. Kellner D., Share, J. Critical media literacy, democracy, and the reconstruction of education. In: D. Macedo, S.R. Steinberg eds. Media literacy. New York: Peter Lang Publishing. 2007, p. 3–23.
7. Maslou A. H. Dalnie predely chelovecheskoi psikhiki : navch. posib. [Perev. s anhl. A. M. Tatlybaevoi, nauchn. red. vstup. Statia i komment]. In: Maslou A. H. eds. SPb.: Evraziia, 1999, p. 432.
8. De Steno D., Petty R.E., Wegener D.T. et al. Beyond valence in the perception of likelihood: The role of emotion specificity Journal of personality and social psychology. 2000; 78 (3): 397–416.
9. Mac Namara, Annmarie, Foti Dan, Hajcak Greg. Tell me about it: Neural activity elicited by emotional pictures and preceding descriptions. PscArticles: Journal Article – Emotion. 2009;9(4): 531–543.
10. Valdesolo P., De Steno D. Manipulations of emotional context shape moral judgment. Psychological Science-Cambridge: Blackwell Publishing Ltd. 2006; 6: 476–7. DOI: 10.1111/j.1467-9280.2006.01731.x
11. De Steno D., Gross J. J., Kubzansky L. Affective science and health: The importance of emotion and emotion regulation. Health Psychology, 2013; 32(5):474–486.
12. Perlts F. Vnutri i vne pomoinoho vedra, praktikum po heshtaltterapii [Inside and outside the garbage bucket, practical work on gestalt therapy]. In: Frederik S. Perlz, Paul Hudmen, Ralf Khefferlin et al. per. s anhl. SPb., «Peterburh-XXI vek». 1995, p. 448.
13. Rachel Grieve, Laura Panebianco. Assessing the role of aggression, empathy, and self-serving cognitive distortions in trait emotional manipulation. Journal of Psychology. 2013;2: 79–88.
14. Filonenko S. Masova literatura v Ukraini: gender / dyskurs / zhanr [Mass Literature in Ukraine: Gender / Discourse / Genre]. Donetsk: LANDON – XXI. 2011, p. 378.

## ORCID and contributorship:

Svitlana Palamar: 0000-0001-6123-241X<sup>A,D,F</sup>  
 Halyna Vaskivska: 0000-0002-8714-8512<sup>A,E</sup>  
 Liudmyla Nazarenko: 0000-0001-6560-5252<sup>B,C,D</sup>  
 Liudmyla Nezhyva: 0000-0001-9520-0694<sup>E</sup>  
 Iryna Korniienko: 0000-0002-2991-0476<sup>E</sup>  
 Viktorija Zhelanova: <sup>E</sup>

## Conflict of interest:

*The Authors declare no conflict of interest*

## CORRESPONDING AUTHOR

**Svitlana Palamar**

Pedagogical Institute of the  
 Boris Grinchenko Kyiv University, Kyiv, Ukraine  
 e-mail: svetlana\_03@ukr.net

**Received:** 01.05.2020

**Accepted:** 11.10.2020

**A** – Work concept and design, **B** – Data collection and analysis, **C** – Responsibility for statistical analysis,  
**D** – Writing the article, **E** – Critical review, **F** – Final approval of the article