розумінням власних когнітивних обмежень, а також активне споживання мистецького й філософського досвіду – це шлях до свідомого та відповідального ставлення до інформації в умовах цифрової доби.

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SUBJECTHOOD IN DIGITAL SPACE AS AN EDUCATIONAL PREREQUISITE FOR ADAPTATION TO DIGITAL TECHNOLOGIES

Modern humans live in a constantly changing digital environment where new tools, formats, and technologies appear daily. To not just keep up but to feel confident and act effectively, one must not only know how to use digital services, but also understand how they are structured, what their purpose is, and how to adapt them to personal goals. It is in such conscious interaction that **subjecthood in digital space** manifests.

To support the development of this subjecthood, we proposed a categorical approach to digital environments—namely, the idea that all digital services can be roughly divided into categories depending on the types of actions they afford, from content viewing to active content creation (for example, digital environments for working with visual content). This approach helps people better navigate a vast array of apps and websites—even if they have never used them before—and apply them purposefully according to their own aims and intentions.

The digitalization of modern society transforms notions of personal subjecthood. In digital space, subjecthood acquires new expressions: the ability to act consciously, autonomously, critically, and creatively while interacting with digital environments. This is especially relevant in stress-inducing social contexts, including pandemic restrictions and war (as demonstrated by the use of digital technologies for individual and societal survival during the Russian aggression in Ukraine), when digital platforms become primary channels for communication, education, safety, and self-realization.

Within the study titled “Psychological, psychophysiological, and social adaptation of a person to digitalization during active transition to digital technologies,” an original categorization of digital visual environments was developed, allowing the structuring of the digital landscape according to functional features—from content consumption to its active creation and transformation. This approach creates new opportunities for developing subjecthood through goal awareness, mastering environment functions, and realizing personal potential.

Particular attention was paid to factors that influence effective subject interaction in digital environments: self-efficacy, tolerance for uncertainty, psychophysiological readiness (including cognitive states such as attention, mental workload, and relaxation, calculated by EEG signals of the brain: n = 50), as well as creativity and digital competence. The experimental study using the author’s “Digital Challenges” toolkit confirmed a significant connection between the development of subjecthood and adaptation to new digital conditions.

The categorical approach to the dynamic digital landscape we propose can be used in current educational practices as a method for shaping not only digital skills, but also a subjectively responsible and resilient personality capable of acting amid change and uncertainty in the digital age.

Digitalization demands not only technical knowledge but also the development of a subject position of the individual in interacting with digital environments and other contemporary uncertainties. Subjecthood in digital space, in this context, is understood as the ability to act autonomously, purposefully, and reflectively amid dynamic digital changes. This becomes particularly crucial in social crises—such as a

pandemic or a full-scale war—when digital technologies are essential tools for communication, learning, and self-realization.

The practical implementation of this approach became the foundation for the training program **“Digital Challenges.”** In it, participants do not merely learn services—they learn to think by categories, recognize the logic behind different digital environments, and confidently experiment. As a result, individuals gain increased confidence in handling new digital tools and develop the ability to set personal goals, find needed tools, and act independently in digital space—in other words, to manifest and cultivate their own subjecthood.

The “Digital Challenges” complex (a practical program aimed at building intuitive mastery of new visual digital environments) was designed to develop users’ adaptive potential. The complex is based on an author's categorization of digital environments by function. Twenty categories were identified, ranked in ascending order according to human subject expressions: from passive content consumption to active creation (including chats, social networks, navigation services, image generators, video editing platforms, platforms for 3D modeling, etc.).

For each category, eight tasks of four types were developed: simple or intermediate difficulty, with time restrictions (up to 5 minutes) or beyond (up to 60 minutes), covering basic and combined environment functions. In total, the complex consists of 160 tasks adapted to participants’ differing digital experiences.

The program was piloted as a training format (20 sessions of 2–2.5 hours). Participants reported improved confidence in interacting with new digital tools, increased creativity, self-assessment of digital skills, and a shift in attitude toward digital technologies—from viewing them as technical objects or suppliers of foreign digital content to seeing them as tools for achieving personal goals.

The program piloting occurred in two stages. The first stage was an in-person training with 20 sessions for 15 individuals aged 30–50 (born between 1973 and 1993, representing a generation that experienced adaptation to digitalization from its absence to modern development). Participants worked on their own or provided digital devices, performed tasks in various environments using suggested accounts. The second stage involved individual remote completion by five participants aged 32–37 at their own pace with online reporting.

At the course start, an introductory Zoom lecture explained the categorization of digital environments, task complexity logic, and methodology for selecting digital tools. Participants noted increased confidence, improvement in digital autonomy, activation of internal motivation, and a change in attitude toward digital technologies—from passive use to active, purposeful application. Digital products

created during the program served as additional evidence of successful learning. As a result, piloting confirmed that a structured approach to adaptation in the digital space promotes the development of subjecthood, creativity, and confidence in digital environments, which is especially important amid social instability.

Thus, the “Digital Challenges” program demonstrates the potential of educational interventions that develop not only digital competence but also subjecthood as a key component of psychological and social adaptation to the digital environment.

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LOGOTHERAPEUTIC APPROACH TO COMBATING INFORMATIONAL MANIPULATIONS: EDUCATIONAL POTENTIAL OF EXISTENTIAL FREEDOM

In the 21st century, in the context of digital revolution, hybrid wars, and global uncertainty, humanity is facing not only technical but also deeply anthropological challenges. One such challenge is the loss of conscious freedom of choice, particularly