

Dangers in media culture

Anatolii Ivanchuk

Vinnytsia Mykhailo Kotsiubynskyi
State Pedagogical University, Vinnytsia
<https://orcid.org/0000-0002-6996-1403>

Abstract. *The main new dangers generated by information and communication technologies of the 21st century are considered. It is emphasized that there is a cause-and-effect relationship between the identified source of danger and the nature of the harm from it. The essence of media violence, media falsification and media mystification is revealed. It is proposed to activate the process of forming students' safety competence by developing a system of problem situations as a means of forming their critical thinking.*

Keywords: *new dangers, media culture, addiction phenomenon, phenomenon of repetition of violence in real life, manipulation, fear, fakes.*

Modern information and communication technologies, along with useful functions, bring a number of new dangers. Although the academic discipline "Life Safety and Fundamentals of Occupational Safety" was in the curricula of higher educational institutions of Ukraine more than 30 years ago, its content is mainly related to dangers in the technosphere and does not reflect the essence of the latest dangers from the information sphere. Therefore, research related to the features of coverage of the latest dangers in the content of this academic discipline is relevant.

There is a cause-and-effect relationship between the source of danger and the harm it causes to a person, which is reflected in the following structural-logical scheme: source of danger → dangerous situation → striking factor → harm [3]. For example, life events that are traditionally accompanied by the use of alcoholic beverages are a source of danger → abuse of alcoholic beverages is a dangerous situation → the frequency of alcoholic episodes and the amount of alcohol consumed are striking factors → alcohol dependence as a type of harm to a person. The latest sources of danger are no exception. Researchers include media violence, media falsification technologies and media mystifications to the main new dangers [1; 2; 4; 5].

It is appropriate to consider the following structural and logical schemes: media violence → viewing scenes of media violence → feeling of fear → addiction or repetition of violence in real life (types of harm); media falsification technology → influence on the object (media consumer) → creation of a "different reality" in people's minds → manipulation of people's behavior; media mystification technology → influence on the object (media consumer) using the shock technique → a wide range of types of harm, depending on the goals of the developers of media mystifications (enrichment, propaganda, entertainment industry).

Studies of media products that can create a sense of fear in people were carried out by J. Bryant, S. Thompson, etc. Media manipulation of public opinion was the subject of research by D. Dutsyk, G. Pocheptsov, etc. The "toxicity" of media practices was studied by N. Gaborr, J. Gone, etc.

Currently, the field of scientific knowledge of media psychology is developing. Media psychologists explain the mechanism of addiction to media products in the following way: the feelings of fear induced, for example, by horror films are identical to the feeling of fear in real life, therefore, the completion of a particular horror film brings the viewer pleasure from getting rid of the feeling of fear induced by it. The phenomenon of the appearance of pleasure is a trigger that encourages watching such films again, and the frequency indicator is a risk factor for the formation of any addiction in a person. Therefore, relief from the completion of horror films with simultaneous pleasure and repeated viewing of similar films forms an addiction to them. Media psychologists explain the formation of the phenomenon of repetition of violence in real life in a somewhat different way. Their essence is as follows: since young people are actively integrated into society, and the latter creates numerous obstacles to the self-realization and self-affirmation of young people in society, frustrations arise when socialization fails. When watching horror films, the frustration that a young person already has when watching scenes of violence generates aggression. The frustration-aggressive model explains the phenomenon of repetition of violence in real life.

The "other reality" of media falsification is widely used in the information war of the aggressor against the victim, for example, in the real military aggression of Russia against Ukraine. In this situation, the "other reality" is the basis for manipulating public opinion in order to justify military aggression and weaken the will of the population to counter the aggressor.

The technology of media mystification can be used for various purposes, but in conditions of military aggression it is also a means of maintaining information warfare. However, unlike media falsification, in which the population is inspired by a "different reality", in media mystification, a "different reality" is constructed. When constructing a "different reality", the shock technique is widely used. Shocking facts are the basis of fakes, as the main means of media mystification and a tool of information warfare. It is known that a competency-based approach is widely implemented in Ukrainian education. Accordingly, the study of new dangers by students in the process of mastering the content of the academic discipline "Life Safety and Fundamentals of Occupational Safety" should form safety competencies as an element of their scientific worldview and a component of general culture. The structure of competencies is

knowledge, skills, abilities, experience, attitudes, value orientations. It is with the experience of using knowledge in practice that attitudes come and value orientations are formed or developed. The experience of using knowledge in practice is a priori impossible without the development of students' mental operations of analysis and synthesis. However, these mental operations are the basis of a person's critical thinking, so it is necessary to develop a system of problem situations about the latest dangers, which will activate the process of forming students' critical thinking.

Thus, a real tool for countering the latest dangers of media culture is the formation of critical thinking in Ukrainian students in the process of studying the academic discipline "Life Safety and Fundamentals of Occupational Safety". Thanks to the formation of the components of critical thinking in students, they will be able to identify the sources of the latest dangers of media culture, realize the true purpose of creating these sources, thus setting a barrier to harmful effects on their consciousness.

Further research should focus on determining the structure of the processes of fear formation, the repetition of violence in real life, "another reality", public opinion. This will allow for a purposeful structure of the content of educational material about the latest dangers in media culture. It will also be advisable to develop a program and methodology for a pedagogical experiment and its implementation in order to establish the feasibility of using a system of problem situations to activate students' educational and cognitive activities.

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