

**Olena Astakhova -**  
Lviv Polytechnic National University  
Scientific supervisor:  
doc. filol sciences, prof.,  
**O.D.Kuznetsova**

## **MEDIA LITERACY AS A TOOL OF CONFRONTATION WITH INFORMATION WARFARE IN THE MEDIA**

The topic of media literacy in the Ukrainian information space has become particularly relevant with the beginning of the aggressive stage of Russian information warfare against Ukraine. Since 2014, Ukrainians felt a huge need to check most of the media reports of the domestic media, as well as any information about Ukraine coming from foreign sources.

However, the Ukrainian media began to confront the information warfare with methods that are no less aggressive, neither tolerant to their readers than Russian ones. Thus, among Ukrainian mass media, there are many which are exposed to information warfare and became themselves sources of lies and propaganda. Ukrainian mass media are actively using tools of manipulation, propaganda and lies to spread influences that are beneficial to them.

Media when presenting news carefully choose words, give less attention to certain details, whilst giving others too much of it, often use emotionally expressive words, use sounds and pictures that provoke our subconsciousness to associations and reflections. Among the most popular ways to manipulate with recipient's perception of information is the manipulation of emotions, the use of hate speech, exaggerations, giving priority to one person (side of a situation) over others, the use of unreliable sources, the use of emotional expressive words.

As a result of the propagation of such spoilt with propaganda information on socially important issues, public thinking becomes standardised, and its prospects are stereotyped. In order to counter such an aggressive informational environment, it is important to focus on the possible hidden effects of the media and apply media literacy techniques. If Ukrainian society does not learn methods of critical thinking that helps to shape an independent position on a particular point of view or behavioural model presented in the media, to distinguish the truth from lies, using methods that teach media literacy, it will become a product of information warfare [1]. This means that society will be affected psychologically, become depressed with a complete misunderstanding of processes occurring both at the state and in inter-social integrational levels. We must not forget that the media shape behavioural styles and influence the value system [4].

Basing on the general principles of journalism, people can be navigated in media reports. Those are primarily efficiency, a balance of thoughts, separation of facts from valuation judgments and comments, completeness of information, truthfulness of information and the absence of emotional colour and estimated words [3]. By combining strategies offered by researchers and journalists, it is possible to make a universal method for checking media messages. It includes the following steps:

1. Checking the source of information. Receiving a message to the recipient, first of all, it is needed to be examined where it comes from and where it was first published. A well-known American journalist, Steve Berry, believes that we must seriously watch and listen to the stories of our sources, looking for opportunities for their verification. Can a source (new or old) provide videos, photos, letters or documents that could provide us with a piece of additional information, or maybe correcting uncertain memories [2]? The standards of journalism are giving us the right to demand from media to give the source of the information. In every media message, there must be provided with the origin of the information. If there is no such thing in the text, then it is worth doubting on whether the media is responsible for the messages they publish. Then the reader should start an investigation himself. Similar messages can be found by searching for keywords on the web. In addition, sometimes after discovering the source of the information, it can be seen that the text was torn out of context and given another context. This indicates that the news is tailored to the needs of the media. The information provided in the media might be true, but the words that are torn out of the context mean manipulation.

2. Estimation of the source. Having found the source, one should think about its reputation. The recipient of a media message needs to find answers to questions about whether the resource has previously presented false information, if so, then what exactly and why. The source must be evaluated conditionally. Unreliable, scrambled or unreliable sources often indicate possible manipulations in the text. If the source gives doubts about the honesty of the work of journalists, then you need to think about the quality of work in this media. Usually, on the site of the media, there is a possibility to check its contacts, to see the description of the idea of media, to learn about the team. If such information is not available, then the news on the site is unfair, because nobody wants to carry public responsibility for them. If the source specifies the author of the material, then it is necessary to check him. There is a possibility that this person does not really exist, the name and surname are fictitious, and the information is based on someone else's. A

person in most cases exists if his accounts can be found on social networks, there are photos, as well as obvious connections between the person and other real people (shared pictures, interviews, articles). Then proving the author of the material is real you can start examining whether this person is competent in the issue that he writes about.

3. Checking the same information in other media. This media message should also be found in related media. This step provides an opportunity to see the interpretation of the same content from different points of view. Even if at first glance that other point of view is unsuitable, the argumentation of other media might provoke the recipient's development of multilateral understanding. Returning to the original material gives the reader an opportunity to see if the information in this media was not presented one-sidedly, why the editorial staff supports exactly this point of view, why other facts were not highlighted but the journalist was focused on certain details.

4. Checking facts. The key point in the process of information verification is finding facts presented by the material in other sources and logical conclusions about their truthfulness – names, numbers, locations, etc. There are resources such as government agencies, maps, reports of recognized organizations on official web-pages of which one can get accurate information. Facts are a structure of a media message. If they are false, then the message does not deserve trust.

5. Checking graphic media objects. In a couple of steps on the Internet, it is easy to find out if the photo or video is connected to the media message and does not try to manipulate with our subconsciousness. Most browsers, for instance, allow searching for an image and get details about the source of it.

6. Understanding the emphasis of the text. Having found answers to all previous questions, the recipient then needs to critically understand all the factors that provoked media to publish the material. What motivates journalists to give information exactly this pattern? What methods of manipulation did they use? How can this affect their audience? What social changes can this information cause? Answers to such questions will allow a reader to perceive the text not only in the context of the event reported by the media but also in the sense of the hidden influences of media that it instantly has.

In contrast to the large number of manipulations and propaganda that exist in the media content, media literacy researchers have developed numerous tools and strategies to confront falsehoods. Such strategies allow us to effectively process information and understand the context of media messages. Therefore, verification of information, verification of its sources,

facts can be considered as the main basis for a perception of information in the context of the problems that media space faces in Ukraine today.

### **literature**

1. Johnson J.H. *Some Observations about Teaching Critical Thinking. CT News. Critical Thinking Project. – California State University, Sacramento. – 1985. – Vol. 4, №1. – P. 3-16.*

2. Вебстер М. *Практичний посібник для журналістів [Електронний ресурс] / Марк Вебстер // British Embassy Kyiv – Режим доступу до ресурсу: [http://www.thomsonfoundation.org/media/33402/ukraine-1203bleed\\_ukr\\_preview.pdf](http://www.thomsonfoundation.org/media/33402/ukraine-1203bleed_ukr_preview.pdf).*

3. *Довіряй, але перевірай. Медіаграмотність в українському суспільстві – Київ, 2017. – 136 с. – (Pictoric).*

4. *Медіаграмотність та критичне мислення на уроках суспільствознавства: посібник для вчителя / Т. Бакка, О. Бурім, О. Волошенко, Р. Свтушенко, Т. Мелещенко, О. Мокрогуз; За ред. В. Іванова, О. Волошенко. – К. : ЦВП, АУП, 2016. – 243 с.*

**Христина Бахурська –**

студентка напряму «журналістика»

НУ «Львівська політехніка» ІНПП

*Науковий керівник:*

докт. філол. н., проф.

**О.Д. Кузнецова**

## **ВПЛИВ ІНТЕРНЕТ-ВИДАННЯ «УКРАЇНЬСЬКА ПРАВДА» НА ФОРМУВАННЯ ІМІДЖУ УКРАЇНИ У СВІТІ В КОНТЕКСТІ ГІБРИДНОЇ ВІЙНИ (ЗА ПЕРІОД 2018 р. – ПЕРШОГО ПІВРІЧЧЯ 2019 р.)**

У сучасному світі ЗМІ стали основними інструментами впливу на суспільну свідомість, відтак ключову роль у формуванні репутації держави відіграють саме мас-медіа. Варто зазначити й те, що особливу роль репутація відіграє для тих країн, які перебувають в етапі розвитку, намагаючись при цьому наздогнати тих, які вже давно, так би мовити, в авангарді. У соціальному, економічному та політичному сенсах Україна відноситься до першої категорії країн, надто в умовах воєнного конфлікту. Відтак, способи