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Published in the USA  
Media Education (Mediaobrazovanie)  
Has been issued since 2005  
ISSN 1994-4160  
E-ISSN 1994-4195  
2022. 18(4): 552-561

DOI: 10.13187/me.2022.4.552  
<https://me.cherkasgu.press>



## Behavior of Young People in the Media Environment

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### Abstract

Based on the materials of the conducted sociological research and analysis of the situation, the article examines the problems of youth media consumption and its influence on the formation of stereotypes of behavior from different angles. On the one hand, media consumption is considered as a factor influencing the successful socialization of the younger generation and the most effective in-depth career guidance, on the other hand, as a negative factor affecting the quality of processing and analysis of the information received in an avalanche, which undoubtedly negatively affects both the psychological and physical health of young people and the increasing vulnerability of young people to illegal and political manipulation. At the same time, the reverse side of media consumption, for example, computer games, is also the involvement of young people in gambling virtual games, as well as the formation of gambling addiction.

The authors of the article come to the conclusion that uncontrolled pastime on the net, neglect of the protection of personal information, associated with the virtual absence of the formation of a national policy of information security culture of the individual, associated with a clear lack of training and skills development in the education system, as well as in the family and in society in the region. media education, especially in the context of information wars, will lead both to a number of destructive consequences in the field of youth and information policy in general, and to the degradation of the individual in particular.

The materials obtained during the study and preparation of the article can be used by the Ministry of Digital Development, Communications and Mass Media of the Russian Federation, the Ministry of Education of the Russian Federation and the Federal Agency for Youth Affairs in order to determine areas of activity in the field of youth policy to prevent cyber threats, as well as to develop measures on working with youth in terms of informing them about working in an information-safe environment.

**Keywords:** information policy, information society, creativity, computer games, critical thinking, culture of personal information security, cultural code, youth policy, media and information literacy, media education, media consumption, media environment, media manipulations, meanings and values, secondary vocational education, digital transformation.

### 1. Introduction

The growing activity of young people in the Internet space every year, incl. associated with forced restrictions and the transition to distance learning, can be associated with such positive effects as the opportunity to get an education, communicate with friends, focus on quality

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employment with the possibility of professional trials on various training sites, such as "Ticket to the Future". However, there are negative aspects to consider as well. Social networks allow the possibility of unethical and negative behavior towards young people, there is also a risk of young people being separated from real communication and the possibility of their involvement in antisocial groups and various manipulations, incl. political.

The main goal of the study was to determine the behavior of young people in the media environment and identify possible threats through a sociological survey of college students in Moscow. The authors, based on the results of the work, formulated proposals and recommendations for reducing negative manifestations against young people in the Internet space.

It should be noted that the issues of youth behavior in the media environment, submitted for discussion by the expert community, began to be considered by specialists from the Center for the Economics of Lifelong Education of the Russian Academy of National Economy and Public Administration under the President of the Russian Federation in the course of preparation in 2013 by order of the Federal Agency for Youth Affairs (hereinafter: Rosmolodezh) of the report "Youth of Russia 2000-2025: development of human capital" (Youth..., 2013).

Taking into account the fact that the problems of personality development, its socialization, gaining knowledge and experience, practicalization of education and mastering the labor skills of young people in an increasingly complex information, multicultural, multilingual society, knowledge societies and in the context of digital transformation have reached a qualitatively new level, the authors decided to focus attention to the subject of the formation of information policy in relation to the cohort of young people receiving education in the system of secondary vocational education. As part of ongoing work in the journal *Media Education* in No. 4, 2021, the article "Students' media literacy concerning the development of meta-subject connections as a key sociological analysis of attitudes provided by future elementary school teachers in relation to implementation of film" was published Education in the Classroom Format" (Lomteva et al, 2021), and in No. 2 of the journal for 2022 an article was published "Media Center as a resource for the development of general competencies of college students" (Lomteva et al, 2022).

RANEPA's partner is the Public Movement "Information for All" (hereinafter referred to as the PM "Information for All") using the methodological and methodological tools contained in such elements of the formed specialized information platform as the journal "Media Education" and the portal "Information Literacy and Media Education for All" (https://www.mediagram.ru/), as well as the possibility of attracting the potential of the high-level specialized expert community of Russia and the CIS member states, as part of solving the task, has already begun to translate the developments on the topic under consideration into a practical channel, as within the framework of directly implemented by the PM "Information for All" and partner structures of the "Media Education" program, and within the framework of social design in such project areas as "Animation in your smartphone" and "Galaxy". It should be noted that the Animation in Your Smartphone project <https://absolutfilm.ru/anismart.pdf> opens up new creative possibilities. Project participants will be able to learn how to create animated films using three technologies on a smartphone (classical translation, hand-drawn and puppet animation), perform artistic production, voice characters, edit video and sound, create animatics, special effects, computer graphics and augmented reality, combine animation and video. And all this can be learned to do using ordinary smartphones and free software.

The preparation and holding of a number of specialized events also contributed to the clarification of the formulation of the problem of forming a national youth information policy using the means and methods of media education. In recent years, within the framework of the international conference "Secondary Vocational Education: Practice and Management", held annually in St. Petersburg with the participation of the Central Economic Educational Society, RANEPA, sections and round tables on media education are constantly held (Secondary..., 2022). In April of this year, RANEPA took part in the organization and holding of the All-Russian Media School "Media Education and Media Literacy for All" by presenting an overview study "Ideology, Politics and Law in Media Education, the Formation of an Information-Legal Culture and a Culture of Personal Information Security". On February 25, 2022, RANEPA together with the Analytical Center under the Government of the Russian Federation, the Association of Film Education and Media Pedagogy of the Russian Federation and a number of partner organizations as part of the series of events "Management. Financing. Education" held an expert seminar "Media Education in the System of Educational Coordinates". On June 3, 2022, within the framework of the expert

seminar "Volunteer Movement of Youth", the issues of developing media volunteering, including and primarily in the vocational education system, were considered.

## 2. Materials and methods

The design of the study included the analysis of regulatory documents in the field of digital technology development; research of domestic and foreign sources on the destructive behavior of young people on the Internet; quantitative methods of data collection and their statistical processing. The survey involved a survey of students of professional educational organizations in Moscow at the age of 16-20 years. The questionnaire included 24 questions, divided into the following blocks: socio-demographic data, activity of young people on the Internet, safety behavior of young people on the Internet, destructive behavior. The survey was conducted using digital platforms.

## 3. Discussion

The development of information technologies has determined a new way of life for young people. Young people, being active users of various means of communication, use multifunctional mobile devices to solve a wide range of tasks: learning, communication, searching for the necessary information, navigation, shopping, work and employment, self-presentation, other participation in information exchange.

The media environment today is not just a source of information, knowledge and entertainment. This is an environment in which a young person is both a subject and an object of social relations, an environment in which the processes of formation and development of a young person as a person take place. In this regard, social networks have become the main communication platform that forms the knowledge and experience of young people, as well as their attitude to certain phenomena occurring in the life of society. The media environment in this case can have not only individual significance for a single young person, but also social consequences throughout the country.

Foreign authors, considering destructive communications within the network interaction of young people, formulated the disinhibition effect ("the phenomenon of social disinhibition" – online disinhibition effect), which means the weakening of psychological barriers, allowing people to demonstrate unusual (toxic) behavior on the Internet (Smith et al., 2008). This phenomenon is called cyber-aggression as a synonym for behavior aimed at causing harm with the help of computer technology (Carter, 2019; Chibbaro, 2007; Gálik, 2020; Gálik, Oprala, 2021; Wright and Wachs, 2020; Wu et al., 2017).

The intensive development of digital transformation across the entire range of socio-economic and interpersonal relations, the formation of global network communities leads to the fact that a young Russian is immersed in a qualitatively new, unstable in terms of meanings, values and traditional cultural code, a heterogeneous information environment, which often becomes his main living space in which he learns, communicates, conflicts, empathizes, forms behavioral stereotypes, creates his own virtual reality, adjusts both his own personality and the requirements for his environment – relatives, friends, participants in the educational process, the system labor and employment.

It should be noted separately that with the advent of the Internet, new ways of disseminating both information and disinformation have emerged. If earlier the layman could only be a consumer of information or disinformation, then in the 21st century, almost anyone has the opportunity to create and distribute any information on the Internet and at the same time have an audience of many millions.

Both professional media agencies and individual bloggers today can throw into the network information of any thematic and political orientation, of any degree of veracity. At the same time, leading news agencies in many cases act by selecting information (i.e., selecting information that is beneficial for certain interested groups), while bloggers, as a rule, use a wider range of manipulation techniques (Nechaev, Durneva, 2016; Vihman, 2020).

Media manipulation flourishes today not only in interpersonal communications, in cultural, communication and political spheres, but also in commercial and educational activities. Business structures actively work with the audience, drawing their attention to the "necessary" goods and services (Soldatova, 2018). The Internet provides them with the possibility of a targeted impact on consumer behavior through the "profiling" of Internet users through web analytics systems. Today it is advisable to logically connect this vector with the emerging financial literacy policy, along with

information-legal and media-information literacy. Including methodologically and methodologically weak educational organizations of the vocational education system begin to manipulate media information in order to attract applicants to receive specialized education at their sites, which is not always provided with the proper quality, conditions for its practice, skills acquisition and further employment.

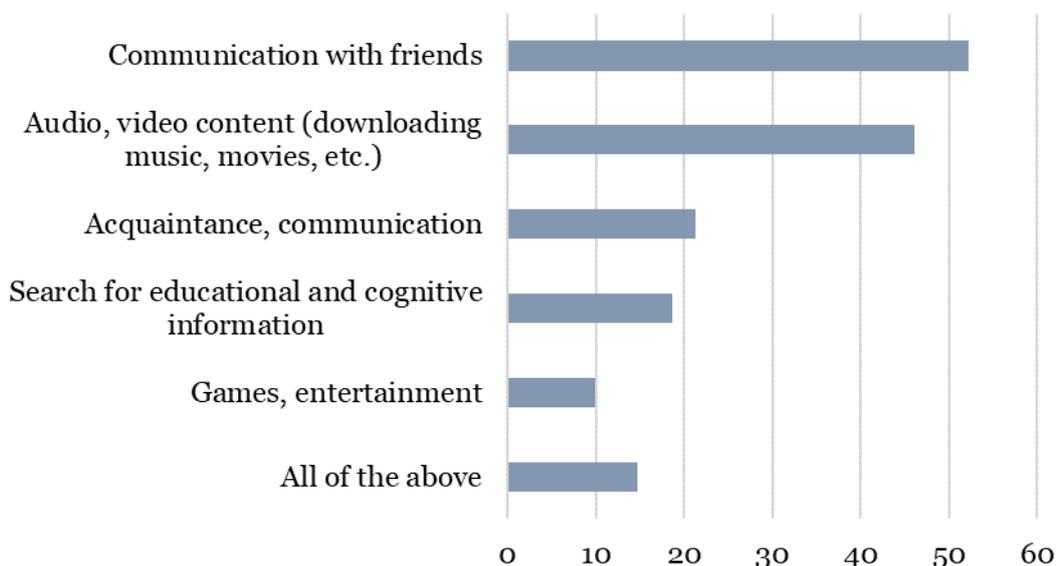
A situation has arisen where in the world of modern media it is not so important for what purposes information is thrown into the media field, whether information is deliberately or spontaneously thrown in that harms the society, misleads it. It is important that people can analyze the information they receive, think critically about it, and understand who benefits from it and why. Media education can provide significant assistance to the audience in this, the efforts of which are aimed at developing media literacy and media competence of the individual; the formation of a culture of information security of the individual, including primarily among young people studying in the vocational education system, whose cohort has been steadily growing over the past years in a significant progression.

#### 4. Results

The object of the qualitative and quantitative research conducted in 2022 was young people studying in the system of secondary vocational education in the city of Moscow (2,318 respondents), the subject of the research in our case was the study of the features of media communication of young people in the digital environment.

The media consumption of young people can be viewed from several angles. Most researchers consider the influence of "media on the development of communicative, cognitive and social activities and activity of the generation", believing that communication in the digital space is a factor in the successful socialization of the younger generation (Deineka et al., 2020).

As a result of a sociological survey, the majority of young people answered that the main time they spend on the Internet is devoted to communicating with friends, while obtaining the necessary knowledge is not a priority for them – 52.3 % versus 9.8 % (see Figure 1).



**Fig. 1.** What type of activity in the Internet space is most preferable for you? (multiple answer options), %

However, the time spent on social networks for communication with friends, dating, etc., leads to the fact that young people do not have time to process and analyze the information received. According to *Mediascope*, young people aged 12-24 spend an average of 5 hours and 50 minutes daily on the Internet (Mediascope, 2022).

The constant increase in the amount of information consumed by young people, both educational and everyday, can negatively affect the psychological and physical health of young people, but primarily on cognitive development and its elements such as perception, memory, the formation of concepts and meanings, problem solving, imagination and logic. All this, in the context of the formation of an order for the development of creative industries, can negatively

affect the participation of an individual in the formation of technological independence within the framework of “island Russia”.

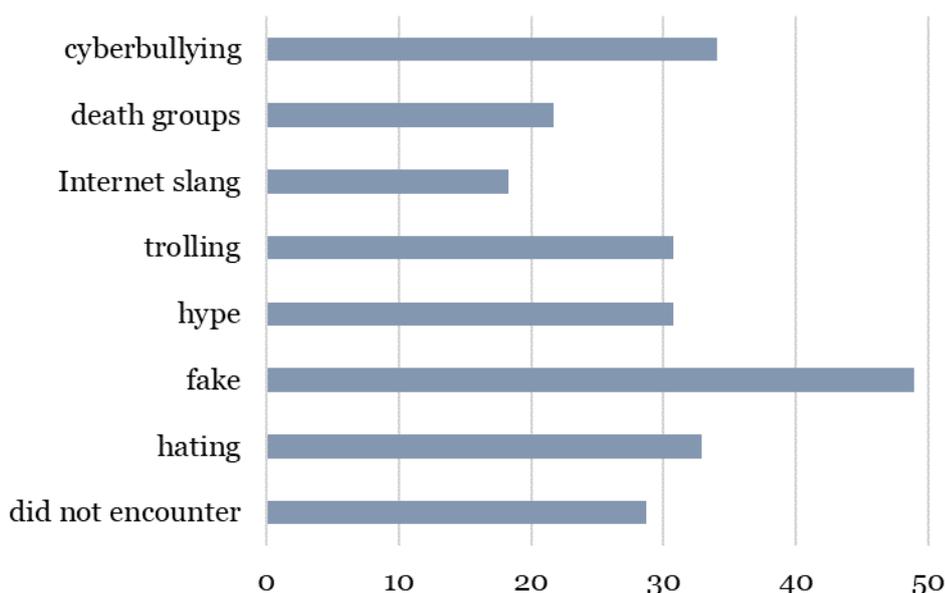
We should also dwell on a number of negative points, which include computer games, uncontrolled pastime on the network and neglect of the protection of personal information, which results in the download of viruses and malware. Let's consider them in more detail.

Computer games are mainly a hobby of teenagers and can carry educational functions – the development of logical and abstract thinking, reaction speed, or just to communicate with friends and relax. However, the reverse side of computer games is the involvement of young people in gambling virtual games, as well as the formation of gambling addiction.

Leading gaming analyst Newzoo conducted a study on the consumer demand of Gen Z gamers (young people born after 2000). The findings suggest that nearly 81.0 % of Gen Z youths have played video games in the past six months. Thus, the proportion of young people aged 10 to 24 years old makes up the highest proportion of all age generations of gamers who play computer games (Newzoo, 2022). Generation Z spends more free time playing computer games than any other pastime, including watching movies and listening to music, according to research. The average amount of time Gen Z gamers spend playing games per week is 7 hours and 20 minutes. Most of them are ready to spend money; 69.0 % spent money on games on any platform in the last 6 months. For Generation Z, games today mean much more than just a game. Chatting, browsing and community involvement are also huge parts of the pastime. In fact, 71.1 % of Gen Z gamers watch gaming-related videos and streams. The gaming content they watch the most is gameplay, comedy gaming videos, and their favorite streamers. Gaming is a big part of Gen Z's daily social life and identity. A third talk about gaming with their friends and family, and half of Gen Z gamers visit websites or blogs to keep up with gaming news and visit online gaming community sites or social groups. networks.

The positive development of e-sports in Russia, as well as the development of computer games as a real segment of the market not only for leisure and entertainment, but also for education and self-development – an active and growing vector of the creative industry in terms of monetization, today put forward a number of new tasks in the formation of a national policy for the development of behavioral stereotypes of modern youth in the context of digital transformation, information and sanctions wars. But at the same time, this policy should also take into account the risks of the negative impact of the previously discussed phenomena.

The use of search engines by young people cannot be considered unambiguously either. On the one hand, the purpose of visiting various sites may be to search for educational, professional or educational information. On the other hand, wandering from one site to another without a specific goal – surfing the Internet, can lead to a decrease in critical thinking.



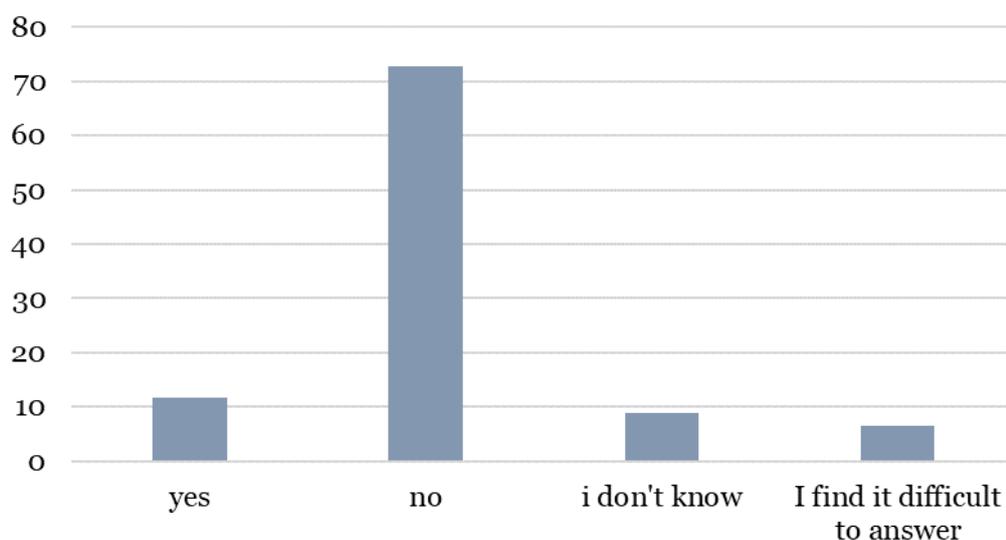
**Fig. 2.** Types of unethical online behavior experienced by youth (multiple answer options), %

In the process of developing a passion for computer games, the risk of malware penetration increases, and sometimes the players themselves infect their computers with viruses when they try to download games for free from suspicious sites.

Quite often, young people take the recommendations for setting strong passwords on their personal pages on social networks lightly or simply repeat the same password for various portals. And given the ever-growing popularity of online gambling and commercial computer games, solvent young people can use their payment cards, which undoubtedly increases payment risks.

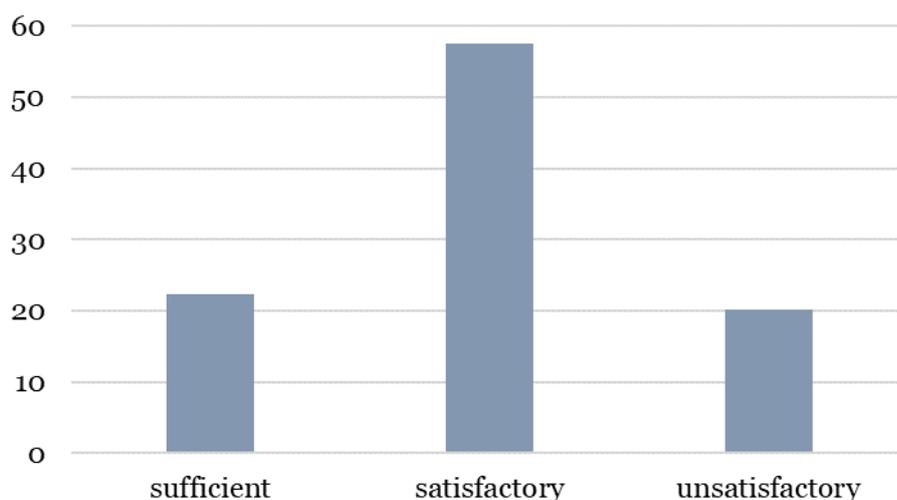
The increased information need of young people is associated with such negative phenomena as the involvement of young people in various groups, falling under the influence of both scammers and deformers of the traditional cultural code, spiritual and moral values, sexual and other deviants, etc. (see [Figure 2](#)).

Among the main methods of protection in this case is the control and implementation of preventive explanatory measures in the family, in an educational organization, in institutions of civil society, the state, business and traditional confessions. However, the survey showed that only about 11.8 % of the parents of the respondents followed the activity of students in social networks (see [Figure 3](#)).



**Fig. 3.** Do your parents monitor your activity on the Internet (% of all respondents)?

It is also necessary to promote recommendations on the protection of personal information and to inform young people about possible risks. To date, only 22.4 % of young people assess the level of information security as sufficient (see [Figure 4](#)).



**Fig. 4.** How do you assess the state of information security in the Internet space (% of the number of all respondents)?

The authors of the article came to the conclusion that uncontrolled pastime on the net, neglect of the protection of personal information, associated with the virtual absence of the formation of a national policy of information security culture of the individual, associated with a clear lack of training and skills development in the education system, as well as in the family and in society, in the field of media education, especially in the context of information wars, will lead both to a number of destructive consequences in the field of youth and information policy in general, and to the degradation of the individual in particular.

Based on the foregoing, there is an understanding that the behavior of young people trained in the system of secondary vocational education using the means and methods of media education should at least be provided with functional knowledge and skills in obtaining, working, analyzing and interpreting media texts.

It should be noted that the head of the Media Education program A. Fedorov in collaboration with Professor A. Levitskaya published in 2022 the monograph "Media education of students of pedagogical universities and faculties as a tool to resist media manipulation" (Levitskaya, Fedorov, 2022). The monograph is based on the results of a study of modern media manipulations, ways to counter them and the development of media competence of citizens, conducted with the support of the Russian Foundation for Basic Research. This monograph is quite applied and aims to "teach teachers" – students not only of pedagogical universities, but also of pedagogical colleges, who tomorrow will become teachers themselves and will pass on their knowledge to the younger generation.

In more detail, numerous types of media manipulation, as well as criteria and methods for assessing the effectiveness of measures against them, are considered in another monograph by the same authors (Fedorov et al., 2022) are available for free access and may well be used to solve the problems under consideration. Of particular interest to a wide range of teachers and students of the vocational education system is the encyclopedic reference book, which includes creative biographies of media educators from the CIS countries with a list of their most interesting works (Fedorov et al., 2020).

We believe that the results of the sociological survey of young people can be used by the Ministry of Digital Development, Telecommunications and Mass Media of the Russian Federation, the Ministry of Education of the Russian Federation and the Federal Agency for Youth Affairs in order to determine areas of activity in the field of youth policy to prevent cyber threats, and also developing activities for working with young people in terms of informing them about working in an information-safe environment.

## 5. Conclusion

For the youth environment, the most significant and widespread risks in the Internet environment are communication and content risks associated with destructive behavior. This was stated by the majority of the surveyed young people aged 16-18 studying in professional educational organizations in Moscow.

Particular attention on the part of educational organizations of vocational education should be paid to older adolescents who are at risk for the intensity of the encounter with cyber aggression. The study found that one in three young people have experienced kibkrbullying in the past 12 months. 28.7 % of respondents encountered unethical behavior on the Internet, 49.0 % – fakes, 34.0 % – bullying, 30.7 % – trolling, 21.7 % – death groups.

The possible consequences for young people of such aggressive manifestations in the network make us think about the need for educational and educational activities aimed at preventing unethical behavior.

Assessing the state of information security in the media environment, 57.8 % of the young people surveyed considered it sufficient, 20.1 % – unsatisfactory. The study showed that only 18.6 % of young people use the Internet to search for educational information. The priority interests of young people as users of Internet resources are: communication with friends (52.3 % of respondents); downloading audio and video content (46.1 %); dating (21.3 %). Parental control over the activity of young people on the Internet, both now and in the past, when they were still children, was noted only by 8.9 % of the respondents. This leads to the need to restore the authority of educational organizations in matters of education and holding outreach activities for parents (legal representatives) about the need to improve the information literacy of parents in the field of information security on the Internet.

The results of this study allow the authors to formulate Recommendations for legislative and executive authorities that manage education:

1. Apply to the deputies and senators of the chambers of the Federal Assembly of the Russian Federation, to the representative bodies and state authorities of the constituent entities of the Russian Federation with a proposal to start work on legislative support for the process of forming a national policy of media education and a culture of information security of the individual in the Russian legal space.

2. Consider the possibility of improving legislative initiatives to ensure safe media consumption by the state by monitoring the activity of young people in the Internet space.

3. Apply to the Ministry of Education of the Russian Federation with a proposal to start work on:

3.1. Organization and implementation of purposeful and systematic activities to prevent and overcome the destructive influence of the mass media through the development of media and information literacy, visual literacy, media and information-legal culture and the culture of information security of the personality of young Russians, the formation of skills and abilities of conscious consumption of media products by children and youth, representatives of parent communities, participants in the educational process, other interested parties;

3.2. Effective use of the educational, upbringing and developmental potential of film education and media pedagogy in educational institutions of the secondary vocational education system, the inclusion of media education in the study of academic disciplines and extracurricular activities, including in the format of the development of film education in the secondary vocational education system, in the development of the list of instructions of the President of the Russian Federation (PP No. 77 /5 dated January 23, 2021);

3.3. Promotion of ideas, policies, means and methods of media education in the pedagogical community of the vocational education system;

3.4. Strengthening the interaction of educational structures of the vocational education system and specialized scientific and educational centers working in the field of media education and information security with various structures in the field of culture, youth policy, representing incl. creative industries, film production and access to film content sectors, leisure and entertainment industries, relevant civil society institutions, parliamentary parties and traditional faiths;

3.5. Implementation of systematic work with the personnel of the secondary vocational education system, carrying out educational, upbringing and practice-oriented activities to realize the media educational potential in professional pedagogical activities;

3.6. Recommendations to profile structures on organizing the development of additional professional education in the field of education and enlightenment to start developing a program of course training and advanced training on the subject of media education and the culture of information security of the individual for media educators, including the organization and conduct of zonal schools for professional retraining of teachers in named areas;

3.7. Creation of a unified educational platform with a bank of methodological materials on the topics of media education and personal information security culture for the secondary vocational education system.

4. Apply to the Ministry of Science and Higher Education of the Russian Federation with a proposal to start work on: making full use of the educational, upbringing and developing potential of media education in Russian educational organizations, including media education in the study of academic disciplines in specialized universities in Russia, primarily pedagogical ones;

4.1. Using the best practical experience of mass media education and film education in integrated, optional, special media education;

4.2. Creation of practitioners, methodologists, scientists, the Expert Council of the Ministry of Education and Science of Russia for the development of curricula for educational organizations of various types;

5. Apply to the Ministry of Culture of the Russian Federation with a proposal to start work on:

5.1. Development of a state program for the training of specialists in the field of film education and media education for children and youth;

5.2. Implementation of state control over the quality of film production created for children and adolescents;

5.3. Stimulation at the state level of distribution of films for children and youth;

5.4. Opportunities to replicate the experience of the Republic of Crimea, the Republic of Sakha (Yakutia) and the city of Moscow in using the potential of public libraries and smart libraries as information resource centers, holders and distributors of specialized film content for schools and other organizations in the field of culture, education and youth policy to conduct classes on the subject of media education and culture of information security of the individual, incl. film education and media pedagogy.

6. Apply to the Ministry of Labor and Social Protection of the Russian Federation with a proposal to begin work on the development of a professional standard for a media teacher of the SVE system.

7. To propose to the RANEPa and E-Publishing Joint Stock Company, within the framework of the concluded cooperation agreement with the participation of the specialized structures of the Russian Academy of Education and the Russian Academy of Natural Sciences, as well as the Association of Film Education and Media Pedagogy of the Russian Federation, with other partners, to develop for all participants in the educational process in the SPO system, a training a distance education course on teaching the basics of media education, film education and media pedagogy, developing critical thinking skills and a culture of information security of an individual in order to form the skills and abilities to recognize and counteract negative information.

Present the results of approbation of this course to the Ministry of Education of Russia, Rosobrnadzor and Roskomnadzor in order to introduce classes on media and information literacy, the development of critical thinking, information and legal education by means of media educational technologies, film education and media pedagogy into the educational and educational process of educational organizations.

8. It is expedient for regional education authorities and youth affairs authorities to inform parents, the administration of educational organizations in matters of information security.

9. Regional educational authorities need to carry out educational activities in terms of educating young people about the use of various information resources, the principles of searching for information on the Internet and awareness of young people about competent behavior in the media environment.

## 6. Acknowledgments

The article is carried out within the framework of the topic of the State task RANEPa № 11.2 "Analysis of additional education of youth in the context of state youth policy" for 2022 г. The work was carried out jointly with the Institute of Secondary Vocational Education named after K. Ushinsky Moscow City Pedagogical University in 2022 and was based on the quantitative methods of sociological research.

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