Formation of the axiological sphere in students under the influence of media factors

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This article describes a theoretical model of implementation of media education in the educational process at universities (teachers training colleges) as an essential feature of advanced development of the society – for improving the quality of modern education, ensuring its availability and effectiveness, preparing young people for life and work in the information society, taking into consideration the processes of rapid development of information technology in various industries. It explains some basic approaches to the impact of media on personal development in the context of communication, socialization and values.

Keywords: axiological (value semantic) sphere, media-psychological factors, psychological mechanisms of influence.

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Формування ціннісно-смислової сфери студентської молоді під впливом медіа

У статті описано теоретичну модель впровадження медіаосвіти в освітній процес вищих навчальних закладів педагогічного профілю як найважливішої характеристики випереджающего розвитку суспільства. Для вдосконалення якості сучасної освіти, забезпечення її доступності і ефективності, підготовки молоді до життя та діяльності в інформаційному суспільстві враховуючи процеси стрімкого інформаційно-технологічного розвитку різних галузей. Обґрунтовано основні підходи до пояснення впливу медіа на розвиток особистості в контексті проблем комунікації, соціалізації та ціннісних орієнтацій. Описано значення медіапсихологічних чинників як факторів впливу медіа на формування особистості. У дослідженні медіапсихологічні чинники було розділено на дві групи: індивідуально-психологічні – пов’язані з наявністю певних характеристик індивіду, що впливають на процес формування ціннісно-смислової сфери особистості (медіаудобання, особистісний досвід, сенситивність до медіатекств, критичне мислення, ідентифікація з медіагероєм) і соціально-психологічні чинники – пов’язані з особливостями взаємодії особистості зі своїм

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Problem statement. The influence media and psychological factors on the formation of values semantic (axiological) sphere in youth determined by the needs of both theoretical significance – the development of education in the information society, the emergence of science of media psychology, the need for comprehension of radical ideological changes taking place in the collective consciousness of young people, and practical needs, especially the formation of critical thinking and tolerant attitude towards the media, need for understanding one’s own dignity, achievement of mutual understanding between generations, including young people in the process of active social creative work. As a result, screen media have turned modern societies into media-societies, where they perform the whole system of extremely important functions at all levels of the existence of these societies (Petrunko O., 2015).

Present state of the art. Theoretical and methodological grounds of the concept of values is widely presented and disclosed in scholarly works, including those by M. Berdyayev, V. Solovyov, V. Rozanov, E. Fromm, W. Frank, J. Habermas and P. Yurkevich, S. Anisimov, A. Leontyev, E. Shyyanov, O. Drobnytskyy, A. Sokolov, V. Yadov, A. Zdravomyslov, Z. Sikevych, V. Lisovskyi, I. Popov and other researchers.

The impact of media on the personality has been studied in the context of communication, socialization and value orientations (O. Baryshpolets, N. Bogomolova, J. Bryant, M. Zhabskyi, V. Monastyrskyi, V. Rizun, E. Thompson, P. Frolov, R. Harris); the phenomenon of violence in cinematic art (A. Reynbach, A. Fedorov), Internet addiction and the impact of electronic media on the personality (M. Miroshnykov, H. Myronenko, O. Pavlycheva), the visual aspect of media culture (N. Cherepovska) and the role of audiovisual culture in the society (P. Khylko); the impact of media on social identity (A. Hrabelnykov, A. Manakov, V. Sobkin, K. Tarasov); media education (L. Bazhenova, O. Baranov, D. Hryhorova, N. Lehotina, L. Novikova, I. Fateyeva, A. Fedorov, I. Chelysheva, V. Shapovalova); the role of a family in shaping media culture (O. Voznesenska, O. Golubeva, S. Sterdenko); Internet environment and its impact on education (L. Naidyonova), interaction with media virtuality (L. Naidyonova).

The purpose of the article is to highlight the key groups of «media and psychological factors», to provide theoretical underpinning to their impact on the value-semantic sphere of students as well as to identify mechanisms of their action.
Presentation of the basics concepts. **Factor** is a concept derived from the terms «act», «do», «perform a certain action», i.e., «something that acts, influences by acting». The concept is derived from the Latin word «facere» («to act», «produce», «multiply»).

The theoretical basis for the definition of media and psychological factors was the work by J. Kleper in which the author gives classification of factors under which, through the mediation of information, one can influence people. It is much easier to influence people with no definite opinion on the matter; information can strengthen, consolidate the positions already made by the individual; under favourable conditions mass communication could weaken existing attitudes and ideas even without pursuing the goal to change them (Ivanov V., 2003).

The author identifies **four levels of perception of a media text**: individual level; group level; level of the organization; level of the society (Uk. Wikipedia, 2016). For the purpose of this work, the key level is individual perception of information acquired from mass media.

The purpose of mass media influence on the **individual level** can be development of an individual’s: awareness—mass media conveys information about a particular object and advocates its significance; knowledge—an important function of mass media is to transfer information to a large number of people. Obtaining knowledge is a significant result because it leads to the creation of desirable attitudes towards a particular object and becomes a prerequisite for the further formation of the person’s certain behaviour; attitude—mass media can correct attitude of audiences to specific objects. Moreover, the attitude presupposes the presence of values and beliefs that may become grounds for active actions; self-efficacy—person’s faith in the ability to change his or her own behaviour is an important factor in the selection and support of healthy behaviours. In this case, the media can be used to encourage the development of self-efficacy in several ways, which include in particular: modelling interest in behaviour, learning skills necessary for the adoption of certain behaviours, encouraging simple temporal behaviour, such as test behaviour etc.; abilities—mediatranslate specific skills and abilities, and encourage the audience to accept them. Ultimately, the individual’s behaviour can change completely.

**Group level.** Mass media can promote changes in the communication behaviour within social groups. The number and types of interactions might be important goals at the group level. Media try to involve family members, friends, colleagues and others to the general debate.

**The level of an organization.** In this case, the media usually influence workplaces, schools, supermarkets and other retail outlets etc. As a rule, print media is used, such memoranda, newsletters and brochures. They are designed for particular groups and tailored to the specific context.

**The level of the society.** There are four channels of media influence at the level of the society: public information environment—mediacampaigns have a strong influence at this level because it is important for them to create an environment that will facilitate the dissemination, adoption and assimilation of the necessary information; public opinion—it plays an important role in the implementation and support of public policy, in the allocation of public resources. There is a well-known statement that those who own the media also own public opinion; public policy—thermedia can support government’s viewpoints and cultivate the policy of public acceptance of their regulations; social norms—influenceof mass media is comprehensible for individuals and for normative behaviour in the social system. Individual perceptions of social norms under the influence of the media can be as strong as some regulatory relationships and behaviour are well-presented or some others are excluded. Under these conditions, person’s
behaviour is affected only by social norms that are generalized and verified by mass media. At the societal level regulatory behaviour stems at least partly from the behaviour that is constantly covered in the media. Thus, mass communication is a means of establishing certain values, beliefs, etc. in the society, as well as of influencing the opinion and behaviour of people (Uk. Wikipedia, 2016).

**Media-psychological factor** is a factor of the media’s impact on the human psyche. In the study, media-psychological factors have been divided into two groups: *individual psychological* and *socio-psychological* ones.

**Individual psychological factors** in the formation of value-semantic sphere of a personality are associated with the presence of certain individual characteristics (temperament, character, abilities) that influence the formation of value-semantic sphere of the personality.

**Socio-psychological factors** in the formation of value-semantic sphere of a personality are associated with the peculiarities of interaction between the individual and his/her immediate environment, with the influence of the latter on his/her development.

The analysis of theoretical sources allowed creating a theoretical model of influence of media-psychological factors on value-semantic sphere of a personality. Fig. 1 presents the diagram of this model.

**Description of individual psychological factors:**

1. **media preference** is the genre of TV content preferred by a viewer (talk shows, reality shows, news, music videos, sports, entertainment, programs about animals, analytical programs, cartoons, documentaries and feature films, etc.)
2. **personal experiences** is a comparison, finding similarities between what a person sees on the screen and his/her own life events, and transferring experience gained from the media to real life;
3. **sensitivity to mediatexts** means sensitivity to experiencing events that occur on the screen; measure of awareness of characters’ experiences and events on the screen;
4. **critical thinking** is trust/distrust of TV content, the significance/non-significance of information received from the media, awareness of safety/hazard of interaction with TV content;
5. **identification with a media character** means trust in those characters who appeal to the audience, copying their behaviours, habits, dress, manner of speaking.

**Description of socio-psychological factors:**

1. **emotogenic TV content** is the ability of TV to evoke a certain emotion in the viewer;
2. **technical quality of TV product** means colouristic and graphic aesthetics of a TV product, its visual appeal, durability (series), popularity, promotion as well as the popularity and professionalism of the anchor-men and actors;
3. **media preferences of friends, peers and family** is a transfer peers’ preferences in one’s inner world, family education, traditions;
4. **professional interest in TV content** includes TV product vocabulary, its social and professional significance, possibility to use the experience gained while viewing in the academic and professional activities, as well as cultural development of a person in practical activity in his/her spare time;
5. **co-creation (a person becomes a participant of the events)** means socializing, preparing for changes in the social, economic and cultural terms, participating in the processes taking place in the society, and the possibility of interactivity (SMS-Internet voting, calling the studio).
In the research we have identified the media-psychological factors and psychological mechanisms (Figure 2) through which television forms the value-semantic sphere of students.

**Mechanisms of TV influence on an individual:**

1. **Infusion** is a focused impact of one person on another or to a group of people providing uncritical perception of expressed views and will (Nemov R., 2003). The process of infusion is based on the influence by a word, which deliberately rebuilds something in activity and is aimed at increasing the effectiveness of actions (Maksymenko S., 2000). When an influenced person uses information obtained from television, he or she has to reach the desired conclusion him/herself.

2. **Inheritance** (imitation) is a special form of human behaviour when a person imitates actions of others on a conscious or unconscious level (Nemov R., 2003). The inheritance process – repetition of a model or example – is based on imitation of some external manifestations of movements, actions, behaviour of other people, which is characterized by a certain emotional and rational focus, usefulness, and significance (Maksymenko S., 2000).

3. **Persuasion** is a way in which a person addresses the conscience, feelings and experiences of another person in order to create his/her new mind-set (affirmation). At the same time, insight, knowledge, ideas become motives of a person's behaviour and determine his/her attitude to various spheres of reality (Mescheryakov B., Zinchenko V., 2003).

4. **Attraction mechanism** means drawing people's attention to a particular event, bringing them to the audience. Further flock itself becomes a powerful incentive for involvement. (Androsyuk V., Kondratyev Ja., 2000).

5. **Mechanism of emotional contagion** means bringing the audience in a unified group mood because of subconscious human tendency to be exposed to exhibited mental...
states during the direct contact. The degree of contagion depends on the strength of the emotional charge and the number of people present.

6. **Mechanism of group creative work** means creating images of common attention that focus feelings and ideas of those present. They may include transformation of initial object of interest, rumours, various messages, etc. Functions of the group creativity mechanism are: activating – calling to action, regulatory – providing common behavioural orientation, so that over time the crowd may begin active operations without any external stimuli (Androsyuk V., Kondratyev Ja., 2000).

7. **Mechanism of group power** means that only the mere presence of a large number of people is able to cause an individual's sense of strength, invincibility, and therefore – impunity. The famous scholar S. Sighele wrote in his book «La follacriminale» («The criminal crowd»): «the number gives all members of the crowd a sense of the unexpected and extraordinary power. They know they can exercise this power without control, it cannot be either condemned or punished, and this belief encourages them to commit acts that they condemn themselves as they understand their injustice» (Sighele S., 1998).

8. **Internalization** is the process of appropriation (and recognition them as one’s own) of views and values, and above all – moral standards of other persons or groups; certain behaviour becomes one’s internal demand rather than external coercion or pressure. Appropriation of social norms and values is the main element of the socialization process (Vasylyuk A., 2004). We should not therefore underestimate the socializing impact of television on younger generation.

9. **Adaptation** (from lat. adaptare) is adjustment of an organ or organism (physiological adaptation) or an individual (psychological adaptation) to changes in external conditions. In the case of new interpersonal relationships, we talk about the social and psychological adaptation (Druzhynina V., 2009).

If a person attaches more importance to certain values, it is likely that he or she will not attach much importance to other, opposite values. These dynamic relationships between values create the structure of personal values (Semkiv I., 2013). Therefore, the result of impact of mediapsychological factors is the formation of a hierarchy of values, which we consider based on Schwartz’s theory.

In our opinion, important values for students who major in pedagogy are «values of going beyond one’s Self», which include universalism, benevolence (they are opposed to the values of self-aggrandizement). Also, the category of significant values include the «values of being open to change» – stimulation, self-direction (inner-directedness). «Values of preservation», which include security, conformity, tradition (they are opposed to the «values of openness to change») and «self-aggrandizement» (power, achievement, hedonism) are not important for the implementation of educational activities, and in some cases they may hinder implementation of the teacher professional functions.

**Characteristics of values:**

Benevolence. The core of it is charity aimed at promoting the welfare of the closest people. People who prefer the values of benevolence more often care about the welfare, happiness and welfare of the people closest to them – family members, friends, co-workers and colleagues. They appreciate loyalty, honesty, friendliness and responsibility, they tend to be a mainstay and support for the people they love and respect.

Universalism. Motivational goal is understanding, tolerance, protection of the welfare of all people and nature. Justice and equality of all people on earth are extremely important. Most
of these people are active fighters for justice and equal rights, they often protect the interests of national and sexual minorities as well as vulnerable population.

**Self-direction** (inner-directedness). The main goal of this type of values is independence of thought and action, availability of choice, ability to work creatively. This group of values makes people act according to their own judgments about what is right and what is wrong. Important features of a person who prefers the values of self-direction are: his/her independence from the influence of the social environment, the desire to independently take responsibility for his/her own choice, being aware of the ability to control his/her own life and decisions; these people value creativity, 'out-of-the-box'thinking and individuality both in themselves and in others;the sense of dependence on others is intolerable for them.

**Stimulation.** Biological basis is the need for constant stimulation, on-going state of arousal. It is important for these people to have new experience, constant changes and novelty, they tend to risk, they are thrill-seekers, they look for unusual events and changes in life.

**Security.** Motivational goal includes harmony and stability, a sense of security. People who prefer security, do their best to avoid dangerous, risky and unstable situations; both their own safety and the security of their nearest and dearest people are important for them, as well as national security and peace.

**Tradition.** The traditional way of behaviour becomes a symbol of group solidarity, an expression of common values and a guarantee for survival. Important objectives are cross-generation unity in the family, observance of ceremonies (usual rites) and celebration of religious holidays. These people do not like to stand out from the crowd;they do not try to demand more out of life than they already have. Changes in their usual lifestyle and excessive attention to their personality cause the greatest stress.

**Conformity.** The goal is to limit the actions and aspirations that may harm others, to disrupt social expectations and standards. For people who value conformity, it is important to
behave in accordance with social expectations and standards. Such qualities as courtesy, morality and normalization are extremely important for them. It is essential for them to comply with all rules and regulations, even if they have an opportunity to break them. Respect for elders is particularly important for such people.

Achievement. The key goal is personal success through the expression of one’s competence according to social standards. For these people, the most important thing in their life is achievement of new goals and their own development; they are ready to work hard in order to be ahead of others, though often they pay a high price of their health and well-being. They value social recognition rather than mere achievements, as they are often dependent on a positive assessment of others. The major goal for such people is success.

Power. This value becomes of the greatest importance in undemocratic countries. In such societies, the authorities represent an objective and high value. Values of power are displayed in the effort to accumulate material resources, money, to occupy managerial positions.

Hedonism. The goal is pleasure, esp. sensual pleasure. People who have propensity for hedonism, attach great importance to comfort, rest, good sleep and a healthy diet. For them, it is important to have good leisure time. Entertainment and leisure are of great importance for them in their lives (Semkiv I., 2013).

Conclusions. Thus, the conceptual model of the influence of media-psychological factors on the value-semantic (axiological) sphere of students is based on the assumption that the media (television), through socio-psychological (emotigenic TV content, technical quality of TV product, media preferences of friends, peers and family, professional interest in TV content, co-creation) and individual psychological (media preferences, personal experience, sensitivity to media texts, critical thinking, identification with a media character) media factors, with the help of psychological mechanisms (infusion, inheritance (imitation), persuasion, attraction, emotional contagion, group work, group power, internalization, adaptation), form values that are important in the professional activities of an educator (teacher): universalism, benevolence, self-direction (independence) and stimulation.

The suggested model of influence of mediapsychological factors on the value-semantic sphere of students needs further empirical verification.

References


