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Peculiarities of the influence of media products on the level of adolescent anxiety

OLENA HREK. Peculiarities of the influence of media products on the level of adolescent anxiety. *The article considers the problem of the influence of modern media products on the psychological characteristics of the individual, the violation of its information and psychological security and, as a consequence, the increase in the level of anxiety in adolescents. The subjects were 90 adolescents aged 13-15, who were resting in the children's center "Young Guard". The following research methods were used: methods of deviant analysis of media text by S.V. Knyzhnykova, methods of studying the level of anxiety by P. Kondash, methods by CH.D. Spielberger to detect personal and situational anxiety (adaptation by Yu.L. Khanin), the test of viability by S. Maddi (adaptation by D.O. Leontiev, E.I. Rasskazov). Spearman's correlation method and the Mann-Whitney U test were used for statistical analysis. The results showed that modern adolescents mostly choose the Internet and television among the media, do not approve of aggressive films, but consider aggression as a quality of a poorly educated person and as a result of self-defense against injustice; they consider cruel films and computer games dangerous, they are outraged by the following media stories - a naturalistic depiction of violence, a demonstration of*

perversions, a detailed depiction of death and abuse of people. Adolescents have an average level of vitality, but the level of involvement is low, the level of control is medium, and the level of risk appetite is high; the average level of situational and personal anxiety prevails, self-esteem and interpersonal anxiety prevails. It has been proven that such media products as violent films and computer games, films with scenes of various types of violence and murders, as well as media stories such as depictions of bullying and violence against people, their deaths and perversions affect the personality of adolescents and contribute to situational anxiety, interpersonal anxiety and general anxiety.

Keywords: *psychological security, information-psychological security, information environment, media production, psychological influence, anxiety, adolescence.*

Introduction. Recently, the problem of information and psychological security of the individual is receiving more and more attention, which is associated with the use and dissemination of information technology in all spheres of life. Thus, information is a strategic resource in the development of society, because with its help there is a demonstration of social norms and values, stereotypes of behavior and more. The information environment itself has a significant impact on the human psyche, but not always positive. The urgency of this problem is also associated with the significant growth of children and adolescents who become active users in the media space and are negatively affected by this environment. Recently, the cause of aggression and anxiety in children and adolescents, as well as the emergence of fears and phobias, depression and neurosis is information that will be received in the media environment. Thus, there is an urgent need to study the threats and dangers to the information and psychological security of children and adolescents, in particular the impact of media products on the emotional and volitional sphere of adolescents.

Theoretical substantiation of the problem. In the information and communication environment, a person feels safe and secure, provided that this environment ensures its integrity as a social entity and the possibility of adequate behavior and personal development in the face of negative information. However, harmful information contributes to the violation of information and psychological security of the individual and negatively affects the mental development of man. When studying the impact of information and information technology

on the development of children and adolescents, the pros and cons should be noted. Thus, among the positive indicators of the impact of information on the psychological health of children and adolescents are communication, obtaining information, developing creative abilities, digital competence. The negative impact of the information environment on children and adolescents is determined by the violation of information and psychological danger of the individual, emotional and intellectual development of the child, bullying on social networks, criminal acts, stress and reduced emotional stability. Therefore, this problem should be considered in the context of the psychological security of the individual. Considering the information and psychological security of the individual, we first turn to the concept of psychological security. In his works I. O. Baieva considers the psychology of security in two aspects: as the psychological security of the environment and as the psychological security of the individual [1, p. 68]. Considering the second component of security psychology, the scientist defines it as the ability to maintain stability in an environment with certain parameters, which also includes traumatic influences, resist destructive internal and external influences and is reflected in the experiences of self-protection/insecurity in a particular life situation [1, p. 68]. That is, a person's psychological security is associated with adverse external and internal influences on the individual and the consequences of this influence. In the works of I.O. Baieva, Yu. M. Baranov, S. T. Boiko, Zh. P. Virna, G. V. Hrachova, G.V. Lozhkina, I. K. Melnyk, I. O. Olkhova, Kh. Yu. Shyshkina and others consider the concept of information and psychological security and threats that have an impact [1; 2; 8; 10; 11; 18]. As noted by S. T. Boiko, the information and psychological security of the individual is "the protection of the psyche from harmful information influences that can against the will and desire of man to change his psychological characteristics and behavior" [4, p.40]. We consider the information and psychological security of the individual as protection from various information and psychological influences and adequate perception of reality. Among the threats to the information and psychological security of the individual is the rapid development of the information environment, which can have both constructive and destructive effects on humans. The information environment itself is manipulative. Thus, due to the growing number of information and communication tools and technologies, the expansion and overload of the media space, it is more difficult for a person to navigate in this space and perceive a significant amount of information, which distorts the perception of the

world. Also, scientists point out that the torn information space (according to S. T. Boiko) leads to cognitive dissonance, which is accompanied by the manifestation of negative emotions [4]. In psychology, the study of the influence of media products on the individual took place in the study of the destructive influence of the media on the development of personality (F. Breton, W. Bronfenbrenner, V. O. Moliako, O.V. Petrunko, L. O. Chorna, etc.) determination of suicidal activity of young people after being on the Internet, "Werther effect" (J. Bryant, S. Thompson), the influence of the media on aggression, propensity to violence and criminal behavior in adolescents and young people (L. B. Brushlinska, N. E. Markova, S. V. Knizhnikova, O. V. Petrunko, etc.), the influence of television on the formation of value orientations of adolescents (O. L. Voznesenska, T. A. Kubrak, N.O. Matvieieva, S. Milgram, D. O. Hordiienko, V. V. Kovalenko, N. I. Cherepovska, etc.), the impact of social networks on adolescents' well-being and sexual behavior (Sean D. Young, A. H. Jordan), the positive and negative impact of computer games on cognitive and emotional spheres of schoolchildren (V. V. Plokhikh, etc.) [5; 9; 12; 13; 16; 19; 21; 22;]. S. V. Knizhnikova studied the deviant origin of media production and singled out the following consequences - suggestive-imitative effect, the effect of forming an indifferent attitude to social pathologies and deviance of others; the effect of anxious, phobic expectations of deviance from others; the effect of inhibition of the initial value-semantic pathologies; the effect of weakening the moral and volitional regulation; the effect of inciting interest in deviant topics [12].

Adolescence is most exposed to the influences of the information environment, due to the stages of maturation of modern adolescents in a "hyper information society". As noted by T. D. Martsynkovska, the formation of identity in adolescence at the present stage of development of society occurs in "semiotic social spaces", which combine a large number of virtual interlocutors and societies [14]. For adolescents, the media space is the environment in which they can meet their needs for communication, independence, the realization of their rights. However, the influence of the information environment on the personal development and formation of the adolescent's consciousness has positive and negative indicators. After all, media products present value-content and behavioral models that significantly affect adolescents, changing the actual picture of the world and forming certain views. I. M. Bohdanovska and others indicate that the worldview, which is formed under the influence of information and media environment, may be the cause of maladaptive behavior of

adolescents. And as a consequence of maladaptation of adolescents is self-destructive behavior as a form of response to complexity, communicative intensity, internal diversity and value-semantic uncertainty of the world in the information age [3]. Also, to adapt to the environment, a person must have a low level of anxiety, but the presence of a high level indicates the discomfort of being in the environment and negatively affects the process of adaptation. Adolescence is characterized by a sharp change in mood, increased excitability and impulsivity, the presence of the so-called "adolescent emotional complex" and is accompanied by states of emotional discomfort (anxiety, fears and feelings of loneliness) and style of upbringing; violation of relationships with peers; low level of self-esteem; negative attitude towards oneself; disruption of relationships with important people and teachers; formation of psychoasthenic accentuation of character; the desire for self-affirmation among peers; the influence of the media environment [17; 20]. In his works, O. V. Chuiko argues that the level of anxiety of adolescents is significantly influenced by environmental assessments, which leads to a destructive response of students, namely - increased anxiety, fear, anxiety [7, p.223].

In the works of foreign researchers (J. Briant, V. Jaddoe, J. Cantor, K. Harrison, A. Hofman, J. Singer, K. Slovak) it is proved that a significant impact on the growth of anxiety and fears, the appearance of symptoms of post-traumatic stress in children and adolescents have media products [5; 15]. Among the main factors that cause an emotional reaction to fear scenes in the media are realism, viewer motivation and factors that affect the emotional sphere of man [5; 6]. And to combat the fears and anxieties of adolescents caused by media production, it is suggested to use cognitive coping strategies. In domestic science, scientists (O. V. Petrunko, O. M. Tarasov, etc.) also studied the influence of scenes of violence and aggression on the mental state of children and proved that these scenes lead to the adoption of aggressive behavior, fear and anxiety, the emergence of opportunities to harm others. Thus, media production has a significant, mostly negative impact on the mental state of adolescents, the manifestations of which are observed in increased anxiety, decreased mood, activity and well-being.

The article aims to study the impact of media products on the level of anxiety of adolescents.

Methodology and methods. The empirical study involved 90 adolescents aged 13-15 years, who rested in the children's center "Young Guard". To study the advantage of media products in the

subjects used the method of deviant analysis of media text S. V. Knizhnikova. The following methods were used to study the level of anxiety and vitality: the method of studying the level of anxiety by P. Kondash, the methods of Ch.D. Spielberger to identify personal and situational anxiety (adaptation by Yu. L. Khanin), the test of vitality by S. Maddi (adaptation by D.O. Leontiev, E.I. Rasskazova). Quantitative data analysis was performed using IBM SPSS Statistics 20. Spearman's correlation analysis and Mann-Whitney U test were used.

Research results. Questionnaire using the method of S. V. Knizhnikova identified the most popular activities in the structure of adolescent leisure, priority channels for media production, understanding the impact of media production on the individual, attitudes to negative information, as well as scenes of media violence, deviant and delinquent behavior in media production. It was found that the majority of surveyed adolescents (65%) use the Internet as a means of communication. Television as a resource for obtaining information is popular among 25% of respondents. Only 5% of respondents use radio and printed publications. During the conversation with the teenagers, additional questions were asked about the time spent at the computer and what activities they prefer. It was found that 42% of respondents spend their free time at the computer, 32% of respondents spend at the computer up to two hours a day, only 26% of respondents communicate on the computer up to one hour. It was also found that adolescents prefer social networks (53%), online games (23%) and finding interesting information (10%). Thus, the use of the Internet by most respondents in their leisure activities is because this space provides more emotion and the ability to independently choose content for review. However, this can have negative consequences for the adolescent's personality, namely among the psychological threats in this information space are virtual dating, cyber-mobbing, propaganda of suicidal behavior and Internet addiction. However, it was found that among the surveyed adolescents, 40% are against various scenes of violence in media productions and therefore do not approve of aggressive films. Although there are respondents who would star in a film with scenes of violence for money (20%) and popularity (10%), and 30% of respondents would also star in scenes of violence if approved by relatives. The results also show that adolescents evaluate both positively and negatively the concepts of aggression, anger and hostility: these concepts are innate qualities of a person (10%) and a poorly educated person (30%), are the result of human

copying violence from media products (10%) and the result of self-defense against injustice (30%), as well as these concepts are indicators of strength and superiority (20%). Adolescents generally perceive aggression as a negative trait of human character, but also believe that aggression, anger and hostility are acceptable as self-defense against adverse environmental conditions. 50% of adolescents consider it necessary to ban the showing of scenes of violence in films, and 30% - consider it necessary to introduce an age requirement that is, most respondents have a negative attitude to violence and its demonstration in media production.

Considering the brutality of computer games, movies and cartoons, the respondents were ambiguous. Most adolescents believe that such violent media production is dangerous because it teaches that aggression is normal (25%) and children may start to worry that they will be victims of aggression (30%), as well as cultivate indifference to real violence. (%). However, 15% of teenagers have never thought about it and believe that such scenes teach how to act in real life (10%). That is, most of the respondents understand the negative impact of these media products on their personality. This is also confirmed by the fact that in the future the respondents will try to forbid their children to watch scenes of violence (40%), prevent fascination with negative characters (who brutally kills people) and allow them to watch media products that meet moral standards (65%). Among the negative scenes in the media production of teenagers, the following are the most outrageous: naturalistic depiction of violence and perversion (70%); images of abuse of old age and disability and a detailed image of blood loss, the process of death (65%); images of audacity and disrespect for parents and relatives, as well as the cult of money and enrichment (55%); images of drug use (50%), ie these scenes can cause both aggression and anxiety. Among the acceptable scenes in media production for the studied adolescents are the following: images of alcohol consumption (40%); image of participation in gambling (30%). Slightly unpleasant scenes are considered to be too frank showing a close relationship between a man and a woman (60%); obscene words (55%); detailed depiction of crimes (50%).

According to the method of SV Knizhnikova, the next question is to study the attitude to the hero of the last film, which he liked. The most important values of the hero, the respondents found company and friendship (50%), good and peace (45%), care for the young and weak (45%), health (40%), culture of behavior in public places (35%), honesty and fairness (35%). The least significant values in the films, teenagers

emphasized for themselves: women's pride, purity and self-esteem (5%), education, desire for self-improvement, wisdom, intelligence (10%) and social activity (10%). Most adolescents believe that media products have a significant impact on their values and focus on honesty and fairness (50%), and respondents indicate that media products cause them anxiety and feelings of security (25%) and callousness to others (20%). We can talk about the positive and negative impact of media production on the emotional sphere of adolescents, because it can increase the level of anxiety, which in turn acts as a disorganizer of personality and can lead to somatic diseases. Among the greatest influences of modern media production on adolescents, the respondents consider distraction from boring reality (70%) and problems (60%), communication (55%), educational impact (50%). That is, the subjects are immersed in the media to avoid problems and meet the need for communication, but believe that media production does not cause conflict and aggression.

It was found that in adolescents 13-15 years on all scales of vitality is observed mainly at the average level. A detailed analysis of the results revealed that adolescents 13 years of age have a low level of viability ($X_{sr} = 72.8$), and adolescents 14 and 15 years - a medium level ($X_{sr} = 75.8$ and $X_{sr} = 76.5$). In all samples, the subjects recorded a low level of involvement ($X_{sr} = 28.85$, $X_{sr} = 32.1$, $X_{sr} = 34.2$), which indicates a sense of rejection and being "out of the world", often behaving remotely, passively and are closed. This can be due to dissatisfaction with yourself, your achievements, insecurity. Such results may explain the immersion of adolescents in the computer, especially in social networks and online games. Mean values were found on the control indicator in adolescents 13-15 years ($X_{sr} = 25.75$, $X_{sr} = 27.3$, $X_{sr} = 26.0$), which indicates a desire to control the situation to what extent they can do it, can sometimes be persistent in achieving the goal. High values were found in adolescents aged 13-15 years in terms of risk acceptance ($X_{sr} = 16.2$, $X_{sr} = 16.4$, $X_{sr} = 16.3$) that is, studies easily abandon comfort and safety in favor of risky situations, they can take risks given that success may be lacking. Comparison of the level of viability and its components in adolescents 13, 14 and 15 years shows that adolescents 15 years the level of viability, involvement and control is higher than in adolescents 13 years, which is confirmed by significant differences ($U = 632$, at $p \leq 0.05$). That is, 15-year-olds overcome difficulties better, are more responsible and proactive. Spielberger's method revealed the level of situational and personal anxiety in adolescents aged 13-15 years: according to the indicator of

situational anxiety among 13-year-old adolescents, a high level was found in 20% of subjects, an average level in 52%, a low level in 28%; among 14-year-old subjects, a high level was found in 15%, an average level in 65%, and a low level in 20%; among 15-year-olds, 15% have a high level, 50% have a medium level and 35% have a low level. The generalization of the results allowed us to establish that adolescents aged 13-15 years have an average level of situational anxiety ($X_{sr} = 31.2$, $X_{sr} = 31.6$, $X_{sr} = 30.1$), which indicates a sufficient level of excitement and tension in a stressful situation. Also, the average level of personal anxiety in adolescents 13-15 years ($X_{sr} = 33.4$, $X_{sr} = 34.5$, $X_{sr} = 32.7$), ie they do not always respond to stressful situations with anxiety. However, among the studied 13-15 years there are adolescents with a high level of personal anxiety (26%, 17%, 12%), which may indicate the presence of neurotic conflict, emotional breakdowns and constant anxiety in various situations. Significant differences between the estimates in the works of adolescents 13,14,15 years on these indicators were not detected ($p \leq 0.05$).

It was found that the studied adolescents aged 13 and 14 had high scores on the indicator of self-esteem anxiety ($X_{sr} = 31$ and $X_{sr} = 33$), ie adolescents tend to show negative emotions in those situations that are related to self-perception. The second by the results of the subjects is the indicator of interpersonal anxiety ($X_{sr} = 28$ and $X_{sr} = 31$), which indicates the instability of emotions in interaction with others. The third was the indicator of school anxiety in adolescents 13-14 years ($X_{sr} = 26$ and $X_{sr} = 28$), ie they do not care much in conflict with teachers and classmates. In the works of adolescents aged 15 years, high results were found in terms of interpersonal anxiety ($X_{sr} = 36$), almost identical scores in terms of self-esteem ($X_{sr} = 30$) and school ($X_{sr} = 28$) anxiety. Significant differences in the work of adolescents 13 and 15 years between the estimates of self-esteem ($U = 589$, at $p \leq 0.05$) and interpersonal anxiety ($U = 610$, at $p \leq 0.05$). Analysis of the correlations between the indicators of vitality and anxiety revealed the presence of feedback in the work of adolescents aged 13-15 years. Thus, in the works of adolescents 13-15 years, the involvement rate has significant feedback with indicators of situational anxiety ($r = -0.43$, $r = -0.40$, $r = -0.39$ at $p < 0.05$) and personal anxiety ($r = -0.52$, $r = -0.61$, $r = -0.51$, $p < 0.01$), as well as with school ($r = -0.38$, $r = -0.41$, $r = -0.40$ at $p < 0.05$) and self-esteem ($r = -0.53$, $r = -0.49$, $r = -0.56$ at $p \leq 0.05$) anxiety. Thus, the control indicator has significant feedback with situational ($r = -0.49$, $r = -0.62$, $r = -0.68$ at $p < 0.01$) and personal anxiety ($r = -0.38$, $r = -0.45$, $r = -0.49$, $p < 0.05$). There is also an inverse relationship between

risk propensity and situational anxiety ($r = -0.63$, $r = -0.52$, $r = -0.39$ at $p < 0.05$), interpersonal anxiety ($r = -0.45$, $r = -0.48$, $r = -0.42$ at $p < 0.05$). Correlations between anxiety rates and media performance in 13- to 15-year-olds have been identified. Namely, significant direct links were found between indicators of anxiety and such media as television ($r = 0.39$, $r = 0.36$, $r = 0.47$ at $p < 0.05$) and the Internet ($r = 0.38$, $r = 0.36$, $r = 0.40$ at $p < 0.05$). That is, the growing level of anxiety in adolescents is influenced by television and the Internet. The correlations between the indicators of anxiety and different media products were studied and the presence of direct significant links between the indicator of media production "movies with scenes of bullying" and general anxiety ($r = 0.43$, $r = 0.38$, $r = 0.47$ at $p < 0.05$), personal anxiety ($r = 0.59$, $r = 0.52$, $r = 0.36$ at $p < 0.01$); between the media product "films with scenes of aggression" and situational anxiety ($r = 0.38$, $r = 0.44$, $r = 0.35$ at $p < 0.05$), self-esteem anxiety ($r = 0.37$, $r = 0.39$ at $p < 0.05$); between the rate of violent computer games and situational anxiety ($r = 0.62$, $r = 0.46$, $r = 0.42$ at $p < 0.01$), the overall rate of anxiety ($r = 0.43$, $r = 0.46$, $r = 0.34$ at $p < 0.05$); between the rate of violent films and interpersonal anxiety ($r = 0.35$, $r = 0.40$, $r = 0.36$ at $p < 0.05$), situational anxiety ($r = 0.39$, $r = 0.40$, $r = 0.42$ at $p < 0.05$), personal anxiety ($r = 0.53$, $r = 0.60$, $r = 0.48$ at $p < 0.01$). Direct correlations were found between media coverage such as bullying and general anxiety ($r = 0.38$, $r = 0.32$, $r = 0.36$ at $p < 0.05$); naturalistic image of violence and situational anxiety ($r = 0.35$, $r = 0.40$, $r = 0.32$ at $p < 0.05$), self-esteem anxiety ($r = 0.43$, $r = 0.30$, $r = 0.41$ at $p < 0.05$); natural image of the death process and situational anxiety ($r = 0.65$, $r = 0.70$, $r = 0.58$ at $p < 0.01$), the overall indicator of anxiety ($r = 0.56$, $r = 0.49$, $r = 0.62$ at $p < 0.01$), interpersonal anxiety ($r = 0.47$, $r = 0.35$, $r = 0.43$ at $p < 0.05$), therefore, the most influential on the level of anxiety of adolescents among media products there were violent films and computer games, films with scenes of various types of violence and murders, as well as such plots of media products as depictions of abuse and violence against people, their deaths and demonstrations of perversions.

Conclusions. The obtained results of the theoretical research allowed studying the media environment within the psychological security of the individual, to determine the features of the positive and negative impact of information and information space on the personality of children and youth, in particular, the impact of media production on the emotional sphere of adolescents. Empirical features of the use of media products in adolescence have been empirically determined: among the media most use the Internet

and television, do not approve of aggressive films, but aggression is seen as a quality of ill-mannered person and as a result of self-defense against injustice; Violent movies and computer games are considered dangerous, due to the suggestion that it is normal to be aggressive, and also cause concern that they may become victims of aggression; Modern teenagers are outraged by the following media stories - a naturalistic depiction of violence, a demonstration of perversions, a detailed depiction of death and abuse of people. Adolescents aged 13-15 years have an average level of viability, but the level of involvement in the subjects is low, the level of control is average, and the level of risk appetite is high, which is due to age. Adolescents have an average level of situational and personal anxiety, self-esteem and interpersonal anxiety. The increase in situational anxiety, interpersonal anxiety, and general anxiety in adolescence is influenced by media productions such as violent movies and computer games, films with scenes of various forms of violence and murder, and media stories such as depictions of bullying and violence against people, their death and demonstration of perversions. The prospect of further research is to study the impact of the information environment on the personal development of adolescents and young people.

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Abstracts

ОЛЕНА ГРЕК. Особливості впливу медіапродукції на рівень тривожності підлітка. У статті розглянуто проблему впливу сучасної медіапродукції на психологічні особливості особистості, порушення її інформаційно-психологічної безпеки та, як наслідок, зростання рівня тривожності у саме підлітків. Досліджуваними були 90 підлітків 13-15 років, які відпочивали в дитячому центрі «Молода гвардія». Були використані наступні методики дослідження: методика девіантологічного аналізу медіатексту С. В. Книжникової, методика дослідження рівня тривожності П. Кондаша, методики Ч. Д. Спілберга на виявлення особистісної та ситуативної тривожності (адаптація Ю. Л. Ханіна), тесту життєстійкості С. Мадді (адаптація Д. О. Леонтєва, Є. І. Рассказова). Для статистичного аналізу був використаний кореляційний метод за Спірменом та критерій U Манна-Уїтні. Результати. Було встановлено, що сучасні підлітки серед засобів масової інформації вбільшості обирають Інтернет та телебаченням, не схвалюють агресивні фільми, проте агресію розглядають і як якість погано вихованої людини і як

результат самозахисту від несправедливості; небезпечними вважають жорстокі фільми та комп'ютерні ігри, їх обурюють наступні сюжети медіапродукції – натуралістичне зображення насильства, демонстрація збочень, детальне зображення гибелі та знущань над людьми. У підлітків переважає середній рівень життєстійкості, проте рівень залученості є низьким, рівень контролю середній, а рівень схильності до ризику – високий; переважає середній рівень ситуативної та особистісної тривожності, переважає самооціночна та міжособистісна тривожність. Доведено, що такі види медіапродукції як жорстокі фільми та комп'ютерні ігри, фільми зі сценами різних видів насильства та вбивств, а також такі сюжети медіапродуктів як зображення знущань та насильства над людьми, їх загибель та демонстрація збочень впливають на особистість підлітків та сприяють підвищенню рівня ситуативної тривожності, міжособистісної тривожності та загального рівня тривожності.

Ключові слова: психологічна безпека, інформаційно-психологічна безпека, інформаційне середовище, медіапродукція, психологічний вплив, тривожність, підлітковий вік.

ЕЛЕНА ГРЕК. Особенности влияния медиапродукции на уровень тревожности подростка. В статье изучена проблема влияния современной медиапродукции на психологические особенности личности, нарушение ее информационно-психологической безопасности и, как следствие, рост уровня тревожности у подростков. Испытуемыми были 90 подростков 13-15 лет, которые отдыхали в детском центре «Молодая гвардия». В работе были использованы следующие методики исследования: методика девиантологического анализа медиатекста С. В. Книжниковой, методика исследования уровня тревожности П. Кондаша, методики Ч. Д. Спилберга на выявление личностной и ситуативной тревожности (адаптация Ю. Л. Ханина), тест жизнестойкости С. Мадди (адаптация Д. А. Леонтьева, Е. И. Рассказова). Для статистического анализа были использованы корреляционный метод по Спирмену и критерий U Манна-Уитни. Установлено, что современные подростки среди средств массовой информации в большинстве выбирают Интернет и телевидение; не одобряют агрессивные фильмы, выступают против агрессии и рассматривают ее как качество плохо воспитанного человека и как результат самозащиты от несправедливости; опасными считают жестокие фильмы и компьютерные игры, их возмущают такие сюжеты медиапродукции как натуралистические

изображения насилия, демонстрация извращения, детальное изображение гибели и издевательства над людьми. У подростков преобладает средний уровень жизнестойкости, однако уровень вовлеченности низкий, уровень контроля средний, а уровень принятия риска - высокий; преобладает средний уровень ситуативной и личностной тревожности, а также самооценочная и межличностная тревожность. Доказано, что такие виды медиапродукции как жестокие фильмы и компьютерные игры, фильмы со сценами различных видов насилия и убийства, а также следующие сюжеты медиапродуктов как изображение издевательства и насилия над людьми, их гибель и демонстрация извращения воздействуют на личность подростков и способствуют повышению уровня ситуативной тревожности, межличностной тревожности и общего уровня тревожности.

Ключевые слова: психологическая безопасность, информационно-психологическая безопасность, информационная среда, медиапродукция, психологическое влияние, тревожность, подростковый возраст.

OLENA HREK. Osobliwości wpływu produktów medialnych na poziom lęku u nastolatka. W artykule rozważany jest problem wpływu nowoczesnych produktów medialnych na cechy psychologiczne jednostki, naruszenia jej bezpieczeństwa informacyjno-psychicznego, a w konsekwencji wzrost poziomu lęku u nastolatków. Badaniami objęto 90 nastolatków w wieku 13–15 lat, którzy odpoczywali w ośrodku dla dzieci „Młoda Gwardia”. Zastosowano następujące metody badawcze: metody dewiacyjnej analizy tekstu medialnego S.W. Knyżykowej, metody badania poziomu lęku P. Kondasza, metody Ch.D. Spielberga dotyczącej wykrywania lęku osobistego i sytuacyjnego (adaptacja J.L. Chanina), testu żywotności S. Muddy (adaptacja D.O. Leontiewa, J.I. Rasskazowa). Do analizy statystycznej wykorzystano metodę korelacji Spearmana i test U Manna-Whitneya. Wyniki. Stwierdzono, że współcześni nastolatki najczęściej wybierają Internet i telewizję wśród mediów, nie aprobują agresywnych filmów, lecz uważają agresję za cechę słabo wykształconej osoby i wynikającą z samoobrony przed niesprawiedliwością; uważają okrutne filmy i gry komputerowe za niebezpieczne, są oburzeni następującymi historiami medialnymi – naturalistycznym przedstawieniem przemocy, demonstracją perwersji, szczegółowym przedstawieniem śmierci i znęcania się nad ludźmi. Nastolatki charakteryzują się średnim poziomem witalności, natomiast ich poziom zaangażowania jest niski, poziom kontroli jest średni, a poziom apetytu na ryzyko jest wysoki; przeważa średni poziom lęku

sytuacyjnego i osobistego, dominuje lęk związany z poczuciem własnej wartości i lęk interpersonalny. Udowodniono, że takie produkty medialne, jak brutalne filmy i gry komputerowe, filmy ze scenami różnych rodzajów przemocy i morderstw, a także historie medialne, takie jak sceny znęcania się i przemocy wobec ludzi, ich śmierci i pokazywanie perversji wpływają na osobowość nastolatków i przyczyniają się do wzrostu poziomu lęku sytuacyjnego, lęku interpersonalnego i ogólnego poziomu lęku.

Słowa kluczowe: *bezpieczeństwo psychologiczne, bezpieczeństwo informacyjno-psychologiczne, środowisko informacyjne, produkcja medialna, wpływ psychologiczny, lęk, dorastanie.*