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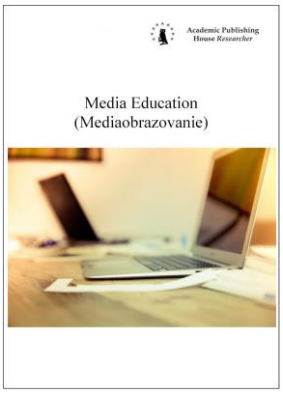

The Essence and Character of Student Youth Interethnic Tolerance Development Based on Material of Social Internet Networks

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Abstract

The World Wide Web opened incredible opportunities for the contemporary younger generation: it includes the communication with virtual interlocutors from any part of the world, the exchange of information, instant feedback getting and many other options. It led to contemporary users' communicative boundaries widening meanwhile it evoke the risks connected with unreliable information spread, stirring the enmity to other nationalities representatives. These problems become more acute in youth environs. In this respect today social networks media content-focused work organization acts as an important component of professional training of students – future teachers, psychologists, the youth work organizers.

In the article the analysis of methodological and methodical tools of educational, upbringing media education aims usage in the context of student youth interethnic tolerance development is introduced. The technologies and methods of educational classes conduction with elements of media education in higher education institutions, stimulating the culture of interethnic communication based on material of social Internet networks are described by the author.

The process of work with media content on the problem of interethnic tolerance among the student youth is based on different kinds of analysis usage: structural, autobiographical, iconographic, identification al, ethical, semiotic, storyline, media stereotypes, characters analysis, the analysis of structural mythology and others supported by key notions of media education.

Keywords: interethnic tolerance, media, media education, students, social networks, media content, analysis, key notions.

1. Introduction

The contemporary virtual world of the Internet is viewed as "a special area for cross-cultural communication actualization, giving its users wide opportunities in the idea of cross-cultural dialogue realization, the creation of various platforms for different cultures representatives' communication and mutual understanding between antagonist positions achievement. However, it is evident that the potential of World Wide Web has not been used to its maximum for cross cultural contacts development yet" (Dipalova, 2016).

One of the most important communicative platforms of today virtual world is social network: "giving the grounds for interpersonal communication, it affected all the informational spheres. The spread of any content via social networks for modern media is not just the instrument for audience access, but an actual field of activity. Its involvement to the process will build the landscape and structure of the whole media sphere" (Zaitsev, 2017). In social networks one can find

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information on any problem, create his or her community or group, change information instantly, Social networks firmly intruded into the contemporary youth's lives.

2. Materials and methods

As the material for our investigation the scientific works on the problem of social networks, the workings on student youth interethnic tolerance development based on material of social networks were used. Methodic principles comprise literature-imitational, role-play, descriptive-imitational tasks appliance on the social Internet network material backed by key concepts of media education: "media agencies", "media categories", "media language", "media technologies", "media representations", "media audiences" and others.

Methods of the investigation: scientific literature analysis (thesis's, dissertation abstracts, monographs, scientific articles and others) on the subject researched, theoretical analysis and synthesis; generalization and classification, content analysis, practical experience generalization.

3. Discussion

As a rule, every youngster can be a user of several social networks. According to Levada-centre data, the amount of social networks users, the great number of them are youngsters, is constantly rising. The time, spent by a contemporary youngster in social networks and messengers, is running up. Some social networks lose their positions in a period of time, becoming less popular, the others, on the contrary, widen their audience. According to Levada- centre record, currently "the number of those, who use social networks every day, is rising (51 %). The most popular ones are still *Vkontakte, Odnoklassniki, YouTube* and *Instagram* (45 %, 31 %, 30 %, 28 % of Russians consequently). Thus, the amount of *VKontacte* and *Instagram* is growing rapidly, but the audience of *Odnoklassniki* is growing down during recent 5 years (Levada-centre, 2020).

Different aspects of intercultural and interethnic dialogue of the youth in media sphere as well as in social networks are investigated in many works (Arbona, Jimenez, 2014; Chelysheva, 2019, 2020, 2021; Fedorov, 2021; Gabdrahmanova, 2018; Gálik, 2020; Gáliková Tolnaiová, 2020; Gapon, 2016; Karbowniczek, Pawelec, 2020; Jolanta, 2020; Khadeeja, 2021; Lipatova, 2016; Luchihina, 2012; Maksimova, Shandrik, 2016; Sinyutin et al., 2016; Vasilieva et al., 2019 and others).

A group of investigators, M.V. Sinyutin et al. (Sinyutin et al., 2016) came to amazing conclusions. The authors conducted a comparative analysis of the processes of cross-cultural communication of Russian and American young users, demonstrating that American social networks users switch more actively into the process of communication, but upon that both Russian and American users "tend to create a socially approvable image of an individual. The dichotomy "the personal" – "the public" is of a switched character in comparison with the same dichotomy among the Russian youth. The concept "the personal" is swearing more and more, many American representatives put online the facts about them, too private from the point of view of a Russian (Sinyutin et al., 2016).

In the process of cooperation with social Internet networks the formation of an artificially created virtual personality occurs. This process is implemented by "the self-identification inside virtual reality, which, due to its anonymity, can transform its characteristics (gender, age, appearance, nationality and so on) in the process of communication" (Maksimova, Shandrik, 2016).

The virtual image of a social network user is individual. Owing to the fact that the user is free to create and construct his or her virtual profile, often this image is far from reality. Often a perfect model of an ideal world is created, characterizing a prosperous, well-to-do, happy person without any difficulties or problems. Meanwhile, in a virtual profile value orientation (sometimes veiled), interests, views on social processes in the world, often of intercultural and interethnic character are reflected. As A. Morozova puts it, "being egocentric, online personality has his or her own point of view (a certain position on some concrete items), trying to get across the idea. Media cultural personality establishment in mediatized social networks environment occurs due to the possession of ability to perceive a different viewpoint on the level of its logics, motives and creation aims understanding, not necessarily accepting it as his/her own" (Morozova, 2016).

It is true that the problems of interethnic and international correlations are viewed on the contemporary stage as in real life, as in virtual Internet communities. In Internet environment as in social networks there are a great number of social communities, aimed at certain type of national

or ethnic group. This factor gave the grounds to G. Gabdrahmanova and Z. Mahmutov for pointing out the notion "National Internet", suggested by the authors as "social resources, created for a special ethnic group" (Gabdrahmanova, Mahmutov, 2018), where the official, media and cognitive components are divided. Together with official cites, informational portals and platforms national interests are also introduced in social networks. Thereat, "social networks unite the different viewpoints bearers and mainly here oppositional points about the ethnic, Different come across, new ethnic identity is formed, citizen activity is revealed, connected with the support of the languages and cultures of Russian ethnic groups, personal ethnic ME. The portals, cites creators, communities' administrators in social networks, bloggers become engineers, constructing the new ethnic reality, which can be more powerful and effective than informational resources. Virtual world of ethnics is real by its consequences" (Gabdrahmanova, Mahmutov, 2018).

As I. Rasumova and O. Suleymanova state, "ethnic groups representatives create virtual communities aimed at their culture and traditions representation. Due to communication in social networks the lack of real territorial closeness and poor possibilities of offline social institutions for cultural needs satisfaction are compensated" (Rasumova, Suleymanova, 2019).

Meanwhile, together with positive aspects in social Internet environment, making it possible for different nations representatives go into the process of communication without any limits, some new risks appear. Thus, M. Lipatova and A. Bogatyryova properly indicate that "the appearance of new opportunities, kinds and forms of communication for different cultures representatives promotes a number of negative moments, affecting the process of communication. If the information is wrongly understood and there are problems, appearing in the process of cooperation and diminishing its effectiveness, than means that there are some barriers of communication. As a rule, the basic factors, reducing the effectiveness of communicative cooperation, can be the difference in the cognitive schemes, used by different cultures representatives" (Lipatova, Bogatyryova, 2016).

Besides, in social networks one can often touch upon openly negative or fake information. As V. Dorofeeva puts it, "fake news, often supported by photo fakes or video-fakes, represent one of the effective means of affecting and manipulating the society. Despite the negative facts stated, fake news is gaining popularity. This can be accounted on the fact that the readers are unable to recognize the news fake at once and trustfully believe in authenticity of the facts described" (Dorofeeva, 2019). Unfortunately, fake information can occur everywhere today: in films, TV programs and in social networks. Sometimes fake information is aimed at international enmity stirring and is based on "the language of enmity". The problem of fake information in media sphere and its negative effects on younger generation, which is being in the competence of media education, is investigated in works of M. Ahmed et al (Ahmed, 2021), B. Domagoj., M. Volarevic (Domagoj, 2018), M. Flintham et al. (Flintham, 2018), V. Kačinová (Kačinová, 2018; 2019), A. Silverblatt (Silverblatt, 2018) and others. For this reason, today the problems of media education including and integration in classroom disciplines teaching among student audience become more and more essential, the upbringing and developing abilities of media pedagogics and media psychology are greatly widening in modern universities and colleges.

4. Results

As the conducted investigation and practical realization of media educational classes with students showed, the work with social networks media content for the purpose of students' interethnic tolerance development, the search and analysis of audio-visual material is of great importance. In the process of work with social networks material in student environment different kinds of media content analysis can be exercised: structural, autobiographic, iconographic, identificational, ethical, semiotic, plot, media stereotypes analysis, character analysis, structural mythology analysis and others.

As the starting point in the work with social networks media material the main characteristics of media content, introduced by M. Zaytsev, were used:

- "visualization (visual forms still dominate over text ones or substitute them);
- informational condensation (reduction of informational value of a message both textual and visual);
- convergence (visual and text elements tend to merging into a one single form)" (Zaytsev, 2017).

Investigating the materials content in social networks we paid students' special attention to text and visual material combination, in case of video analysis – musical illustration and so on.

According to the results of the analysis of social networks *VKontakte, Facebook, Instagram,* there are many open communities in social networks, representing the communities of different ethnoses and cultures representatives.

Working with the key notion "media representations" in the process of structural analysis, the students were given the task to conduct an open social network group media content investigation in order to the information on national and ethnic peculiarities presentation and dividing media contexts into structural plot units. For this purpose, students study the media information, displayed on "the wall" of an open group in the process of group work, aiming at preferred, thematic directions revealing. On this ground the conclusion about media texts indivision according to structural principle is made, "media categories" of the suggested material are defined. The key notion "media technologies" in the process of structural analysis comprise the search and discussion of technologies of different kinds of media context creation and a brief written characteristic of successful/unsuccessful, visual/audio-visual decisions of this or that material representation. The work with the notion "media audiences" is conducted in such a way: the students should define the core audience of the group, analyze its participants list, mark out the media content, which can arise positive and negative emotions and will promote new participants' attraction. For that purpose, students can also be suggested to prepare some material for this group, which can arise core audience's interest and promote the participants number growth.

In the process of the iconographic media text analysis the students search and analyze the chosen social network group's media content from the point of view of iconographic images, represented in it. For this purpose, the students are suggested to prepare a series of the most characteristic images screenshots for the chosen group, representing the most structural units of the group. As the practice of this task conduction shows, the basis iconographic images of ethnic and national social networks groups are represented by landscapes, the images of nature, monuments, architecture, national pictorial art, national suits, cuisine, famous literature, science, art people presentation and so on.

The analysis of text and illustrative material of social networks can be also produced in a written form. For this work organization with the key notion *media language* the students can be suggested answering some basic questions, grounded on critical structural analysis methodology by A. Silverblatt (Silverblatt, 2001).

How can you estimate the media text title? To what extend does it match the material content?

How successfully is the printed material structured in social network media text?

Do you think the photographs and illustrations are chosen correctly? Do they reproduce the material content exactly?

How do you estimate the given information authenticity? Are there any references to official sources in the material?

If the given in social networks information doesn't inspire confidence, can you raise arguments for its unreliability?

What emotions and feelings does the media text arise among the audience?

Are there in the media text any evidence, showing the author's desire to stir up international or interethnic enmity?

Are there in the text any examples of "language of enmity" exercising?

What is the main idea of the media content? Does the structure of the given material match the international correlation problem theme opening? And others.

After answering the discussion of the given results is conducted in student groups. Then the students are suggested to fill in the following table (Table 1).

Filling in the Table 1 makes the student audience truly imagine the main structural components of a social network media content components, give the answers to the correspondence or contradiction of the presented material to interethnic tolerance principles.

The organization of the social networks media content plot analysis on the problem of ethnic tolerance is conducted from the point of view of plots, fables, introduced via media content, investigation.

The preparation of the original text on interethnic and international relationship is made by the students on the basis of the key notion *media / media text categories*. It can be a little post or an article with its plot.

Table 1. Media content structural analysis on the problem of interethnic tolerance in social networks

Social network title	
Name of the group/link	
Match/mismatch of the printed text to interethnic tolerance principles	
Match/mismatch of the illustrated to interethnic tolerance principles	
Match/mismatch of video materials to interethnic tolerance principles	
"Enmity language" usage, examples	
Authenticity/unauthenticity of the information	
General assessment of the media content from the point of view of interethnic tolerance principles matching	

The work with the key notion *media languages* in the context of narrative analysis involves a little plot unit for a social network preparation on the problem of interethnic tolerance with musical illustration. As a rule, a task of this kind gets students not only penetrate deeper into the essence of constructive international dialogue building, but also get acquainted with different ways of illustrational and sound decisions during media content formation.

The study of the key notion *media audiences* can include the following task: the students are suggested to prepare some plot material for a social network consistent with the audience of different professions, social position, age interests. In the process of their material presentation students give reasons for their plot line choice, including main and optional characters and so on.

The support on the key notion *media representations* is displayed in the form of a creative task "Ideas fair". In the process of the task the students will have to suggest the plots on the problem of interethnic tolerance for different social networks. On the preparation stage for this class students study the specifics and core audiences of social networks *VKontakte, Odnoklassniki, Facebook* and others, determining which plots could be more demanded on this or that informational platform. On completion of the task all the students' ideas are discussed collectively, and then the students unite in small groups and realize the best ideas in this or that social networks.

During the work with the key notion *media technologies* in the process of a social network media content narrative analysis students are suggested to prepare short reviews for the most interesting from students' points of view media materials on the problem of interethnic tolerance, represented in social networks. On the preparation stage of this task student audience study professional reviews on different kinds and genres production, get acquainted with algorithms and ways of analytical articles preparation.

In the process of social networks media content iconographic analysis great attention was paid to the investigation and creation of visual images represented in social networks. Thus, in the course of creative tasks completion backed on *media technologies* students analyze illustrations, photos on the problem of interethnic tolerance, discuss their peculiarities. On the next stage students in the process of group work create a series of photo collages and pictures, speaking about the particular plot.

Reviewing the notion *media languages,* students in the course of social networks media content iconographic analysis investigate the most prominent visual images, characterizing the problem of international relations, determining apparent and hidden senses of this or that illustration and picture. In the process of this work with the audience the ways and methods of true and false iconographic information are revealed, that can promote not only interethnic tolerance but also the analytical ability to deal with visual media context development.

Media representations investigation in the course of iconographic analysis is also realized in the process of work with ethnic stereotype visual images. During the work the audience is searching for and analyzing the illustrations, reflecting ethnic stereotype images of different ethnoses and cultures representatives, getting to know the notion of international perception stereotypes that "are characterized by the general image of an ethnic group transmission, serve as the uniting ground of national culture, strengthen the tradition, give the opportunity of generalized attitude to

the comprehension object, culture identity preservation elaboration. Simultaneously they comprise a functional part of the nation social experience, promoting accumulation and translation to the future generations of the most essential information about the world around" (Ilyushkin, 2014).

The work with stereotype images of different ethnoses and nations representatives in social networks is continued in the course of media stereotypes analysis conduction, including "the revealing and analysis of stereotype images of people, ideas, genres, plots, themes and so on in media texts. Media stereotype reflects the attitudes accepted in the society to this or that object. Media stereotypes (from Greek stereos – hard and typos - print) are commonly understood as schematic, average, common, fixed conceptions about genres, social processes/events, ideas, people, dominating in media texts, intended for mass audience" (Fedorov, 2007: 228).

The work with the key notion *media representations*, aimed at student audience prognostic abilities development can include the following task: making a prediction of subscribers' response on this or that social network material, representing ethnic stereotypes. This task completion can include a potential course of the problem constructive discussion. For this reason, the students are suggested a text for discussion, under which every student can leave a comment. In the process of work, the students not only learn to give reasons and support their points of view but also master the skills of conflict-free avoiding acute issues. For this reason, in the process of discussion the student audience gets acquainted with the rules of discussion conduction and the main principles of constructive dialogue in social networks conducting.

Resting on the key notion *media language*, the students do the creative task, including a social network report preparation about the most spread different nations stereotype ideas. This kind of work can be conducted in the form of the best report contest.

In the process of the notion *media audiences* investigation, the students are suggested to give written answers to the following questions:

What are the characteristic peculiarities of ethnic stereotypes in contemporary social networks reflection?

What effect do ethnic stereotypes in social networks have on the core audience of the group/chat?

What stylistic and artistic devices are used in social networks for the audience attention attraction to the problems of interethnic dialogue decision?

Can social networks be an instrument for constructive international and interethnic dialogue?

How can ethnic stereotypes in social networks affect values-based attitude to constructive cross-cultural dialogue?

What stereotype plots are connected with ethnic stereotypes in social networks media content reflection?

Can you name the stereotypes of visual/audio-visual codes of interethnic tolerance/intolerance in social networks?

How can one distinguish true and false stereotype media representations on the problem of interethnic relations?

Do the international relations problems stereotype representations affect your point of view on interethnic tolerance? and others.

The work with symbols and signs in the context of media information on the problem of interethnic tolerance in social networks understanding is of great importance for students' critical and analytical thinking development. In this respect special attention was paid to the developing the audience's abilities to read and understand their hidden meanings.

The work with the key notion *media audiences* in the process of semiotic analysis can be conducted in such a way. The students are suggested to prepare short reports on the problem of interethnic tolerance to the group by name of different nations, professions, age and so on representatives. In the course of presentations preparation students are getting acquainted with notions of sign, code, symbolic information presentation, typical for social networks media content, they learn to distinguish and decode the senses, included in media information.

In the process of work with the notion *media language*, students are given the task to make a search and analysis of the most characteristic symbolic, audio-, visual and audio-visual media texts components. The most characteristic ones, according to the students, are national costumes images, national cuisines dishes, national musical compositions, well-known landscapes, monuments and so on.

The organization of work with the key notion *media representations* in the process of social networks content semiotic analysis can be conducted in the form of the creative meeting with a particular social network groups "administrators", represented by students. In the course of the improvised meeting "the administrators" speak about the aims and goals of the topical national social network group creation, answer the audience questions about the most preferred directions, introduced in the groups, about the ways the moderation of group materials from different users is organized. During the general discussion the audience interchanges the views of how successful can this or that group be, in what way it reflects the national colouring, traditions and customs of its representatives.

The work with key notions *media agencies*, *media technologies* can be built in the form of cross-check questioning, which is prepared by two student's subgroups. After making questions each subgroup has an opportunity to ask them and to get the answers in the student group.

How can conventional codes and symbols in the group show interethnic tolerance/intolerance manifestation? Why?

What can be emotional effect on the audience of these or those codes and symbols, connected with the problem of international and interethnic relations?

What audio-visual images can be used in a social network context to render such notions as peacefulness, interethnic dialogue?

How can one resist international enmity language in social networks?

What media technologies can be used to attract the audience's attention to international and interethnic problems? And so on.

4. Conclusion

Today the number of social networks, messengers, instant communication channels is constantly rising. Younger generation – scholars and student youth, are particularly included into this process. At the present stage of universal Internet communications and social media spread the problems of media educational methodologies and techniques in educational process of contemporary youth become more urgent. Media education usage in future teachers, psychologists, youth work organizers professional preparation, taking into consideration that they soon will have to deal with the complex of serious social and educational problems, one of which is the problem of future generations interethnic tolerance development, is of overriding concern. Educational, upbringing, and developing media pedagogics potential opening, based on the material of social networks media content investigation and analysis, is carried out in the process of special and integrated media educational classes.

Using media educational methodic range of tools, students have the opportunity to develop their searching, analytical, and evaluative abilities in the process of work with social networks media content, learn to distinguish true and false information, conduct preparatory works on international enmity stirring in youth environs prevention. This is achieved by different kinds of media texts analysis, represented in social networks, used during the classes.

Thus, as the experience conducted with students' classes showed, social networks media content can be successfully used for value-based attitude to international relations problem upbringing, developing student youth interethnic tolerance.

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