

DEVELOPMENT OF FACT-CHECKING SKILLS IN TRAINING: FEATURES OF THE TECHNOLOGY AND PROSPECTS OF USAGE

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Development of fact-checking skills is one of the most important fields of psychological support of an individual, which is located in an informational environment, filled with fake messages about important aspects of social and political life, which are also attached to problems of security and health.

Modern human is immersed in specific informational environment, which develops around it cross-media and trans-media environment, but in most cases it is unaware of it. In interaction with mass-media human receives access to the same content, which is simultaneously placed in different platforms and is translated through different multimedia devices. This is the essence of cross-media influence (Sadivnychyy, 2017). At the same time, human has to deal with a set of different types of content, parts of which are translated through multimedia channels but in the meantime are related to the same media project. Thanks to that transmedia influence is happening (Sivtsova, 2016).

As a consequence of such interaction with media humans develop illusionary views about objectivity of information, which is received through different sources. On one hand, it leads to unanimity of thoughts in mass-consciousness about one or the other events. On the other, that is how risks of falling under the manipulative influence are appearing.

Negative influences on Ukrainian citizens through cross-media and trans-media environment are quite well illustrated through examples of spreading of false information about population vaccination during COVID – 19 pandemic. As a consequence of that, among some part of the population antivaccinatory ideas which are spreaded through multimedia channels are gaining popularity and efforts of bodies of power and civil society which are directed to support of vaccination and prophylactics of this dangerous disease are devaluated.

Mentioned peculiarities were taken into account by us in training and educational programs. In particular, we gathered a big data of informational messages related to vaccination, which have passed the procedure of verification of reliability (fact-

checking). So, we received a set of instances of reliable and fake media content related to vaccination, which were used during process of group work with the youth.

During the first part of training classes, which were focused on development of critical thinking among the youth, we are conducting group discussion during which participants are proposed to tell what they know about COVID – 19 and vaccination, as a mean of its prophylactics.

After that, we are proposing them a list of 10 informational messages (5 of which are reliable, and 5 of which are fake). As usual, we do this in a form of questionnaire-quiz with the use of gaming and educational program Kahoot!. This allows to perform express-diagnostics about participant's knowledge related to COVID-19 and vaccination. After that, participants are familiarized with algorithms of conduct of fact-checking. Taking into an account that the majority of media-content are creolized (simultaneously contains verbal, visual, audial and other components), procedure of fact – checking must be multi-layered. Summarizing the experience of our own research (Sosnyuk, 2007; Sosnyuk, 2008; Sosniuk & Ostapenko, 2018; Ostapenko, 2022) and works of practitioners (Moroz, 2020; Shankovskiy, 2020) the general circuits of complex fact checking are the following:

1) fact-checking of photofakes – check of reliability of photos/images: determination of originality of an image and trails of processing with special editors (is conducted through function of image search in Google Chrome or through plugin Who stole my pictures while using the other browsers); determination of data of creation of the original image and copies; determination of what was depicted on the original image and situative context, to which it is attached;

2) fact-checking of videofakes – check of reliability of videocontent: check of originality of videos, which are placed in social media through search of output material (on YouTube for instance); determination of situational context, to which original video was attached, and comparison with the one, which is checked; check of amounts and data of uploads on YouTube (the more uploads were made during a short amount of time, the more likely probability of fake is); check and comparison of comments placed under different versions of video, uploaded on YouTube; check through analysis of compatibility of video's details (name, street, people's wearing, number plates of automobiles etc.); check through keywords of video's name while using YouTube and Google search systems; check through function of search by an image in Google Chrome of screenshot of the most vivid moment of the video, which is being checked;

3) fact-checking of informational messages – check of reliability of verbal content: search of similar information on other sources and comparison of its content; determination of compatibility of headline and the essence of an event, which is highlighted; determination of reliability and contents of authoritative sources (foreign, scientific, official), which are sited in a message, which is being tested; determination of original source of verbal content and comparison of it with the one, being checked; analysis of external looks and speech of the witnesses (uncompatibility of the wearing to the situation or country, and appearance of journalist's clichés in ordinary people's speech are a sign of fake).

Then participants are given informational messages, which were gathered in social media, and they are proposed to conduct a check of its reliability. This allows to cement mastery of fact checking skills, and to change attitudes to information, which is coming from social media. As usual, this assignment is processed in mini-groups, and afterwards results are presented and discussed by all participants.

At the last stage, we again conduct questionnaire-quiz with the usage of resource Kahoot! the same as such as was conducted in the beginning. In such a way posttraining express-diagnostics is happening, and with its results participants have a chance of being convinced in quality of knowledge, received by them and to become ensured in necessity of proficiency of algorithms of search and reliability checks of information.

On the basis on this technology, we developed and conducted approbation of module Program of forming the skills of fact –checking among users of social media (Sosniuk, Ostapenko & Stoliarova, 2021).

Perspectives of further studies are in development and approbation of complex training and educational programs, which are devoted to development of critical thinking and to improvement of instruments of diagnostics of level of development of critical thinking among the representatives of different age groups.

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