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Using of Social Media in School Management: Experience of Ukraine and United States of America

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Abstract. The article presents the results of the analysis of using of social media in school management in Ukraine and United States of America. Social media is broadly defined as a lot of relatively inexpensive and widely available electronic instruments that allow any person to publish and receive information, collaborate and build relationships with other people. The authors of the article break up social media into social networks, blogs, content hosting. There are some constructive conclusions made in the article. The educational opportunities of social media among Ukrainian specialists are very underestimated. The value of social media as an instrument of the educational process is undeservedly belittled. Many educators treat them with neglect and skepticism, considering social media exclusively as an entertaining resource. Using of social media for educational purposes is perceived by American students, teachers, researchers as self-evident and inalienable function. The American didactic experience reveals that social media can be successfully used to arrange the work of the teaching staff and students, hold individual and collective consultations enhancing intellectual and creative potential of students.

Keywords: social, media, management.

1 Introduction

The modern period of development of school management is characterized by the active and comprehensive implementation of information and communication technologies. The main goal of their implementation is the improving the quality of training and the interaction of all participants in the educational process.

The social media grows in popularity all over the world. According to a new research by GlobalWebIndex [1], people expend a third of their network time in social media. And comScore data shows that percentage of time spent on social media and messengers accounts for more than a quarter of time spent on their mobile devices.

Social media is growing rapidly and becoming a social force with a life of its own, offering us the immediacy and availability of information and

data and the immediacy of people, conversing and working together in areas of common interest.

1.1 Analysis of the latest relevant research and publications of Ukrainian and American scientists

Professors of ESCP Business School (ESCP Europe) A. Kaplan and M. Haenlein gave a definition to social media in 2010. The authors define social media as "a group of Internet applications basing on the ideological and technological foundations of Web 2.0 that allow to create and share user content" [2, p. 61]. Web 2.0 is a tendency to develop websites on the similar principles stemming from the focus on the project and service socialization, its improvement by users [3]. Social media is fundamentally different from traditional types of media by implementing a bidirectional information transfer strategy meaning "many sources and many recipients" [4, p. 189]. Traditional media, in its turn, uses a unidirectional strategy meaning one source and many recipients.

There is no generally accepted definition of the term "social media" in Ukraine and abroad. In our opinion, the most concise, simple and relevant definition of this phenomenon belongs to the English researcher D. Merty: "Social media is broadly defined as a lot of relatively inexpensive and widely available electronic instruments that allow any person to publish and receive information, collaborate and build relationships with other people" [5, p. 7–8].

Social media is an online communication in Thornley's terms with express understanding that a person can smoothly and flexibly change their role, to appear either as an audience or participant. Social software is used for this purpose which makes it possible anyone (without specific coding expertise) to post, comment, move, edit information, create communities on their interests [5].

The U. S. Department of Education defines social media as "forms of communication either Internet or text-based that support social interactions of individuals" [6, p. 5].

Y. Azhniuk, Head of Social Media Marketing at Prodigi, defines social media as an online service intended for the mass distribution of user-generated content, wherein anyone could be an author as opposed to traditional media wherein authors are pre-selected and limited audience [7].

Some researchers consider the concepts of "social media" and "social network" as synonymous. However, we feel that this is incorrect. We are on board with the statement of American online marketing expert D. Scott that "social media is a superset and social network is a subset" [4, p. 126].

Thus, social networks are just a specific instance of social media albeit the most popular one.

Y. Azhniuk breaks up social media into 3 categories: 1) social networks; 2) blogs (including standalone, blog hosting, microblogging, etc.); 3) content hosting (photo services like instagram and flickr, video hosting services like Youtube, hosting for slides, documents, music like slideshare, scribd, soundcloud, etc.). However, he notes that online media intended for personal contact or group communication, rather than for mass publication should not be relegated to social media, in particular, e-mail, messengers, online games.

M. Zhdanova identifies 7 types of social media in the study "Social Web: Social Media Types":

(1) Social networks are online services that prompt you to make new acquaintances and form interest communities. A user has an online profile and several ways to interact with others (through groups, events, polls, games, etc.) on such sites. Facebook and LinkedIn are the most famous examples of social networks.

(2) Messengers are online messaging services where users interact through personal correspondence. Messenger applications are available on mobile devices such as Telegram, Viber, WhatsApp.

(3) Social bookmarking sites help users save and share interesting information as a link to other resources. For example, the Pinterest network allows you to store a large number of images in different categories in order to facilitate the search later.

(4) Blogs and forums offer comments to many users at the same time. Medium, Blogger and WordPress are well-known blogging platforms.

(5) Microblogging lets you send short updates (140 characters) to everybody subscribed to such updates. The most outstanding microblogging, Twitter, has gained a lot of attention among journalists, as it allows you to quickly track developments and get information on what's happening on the spot.

(6) Social news services allow users to create or publish links to news from other sources. The main element is voting, the community chooses this way which news will become the most important and visible to the rest of the users. The most famous example is Reddit.

(7) Multimedia hosting is services possessing most of the social network peculiarities (user profile, circle of friends, opportunities to ditribute and comment on information), but it is primarily focused on the

ability to download video, photo and audio files. Examples include YouTube, Vimeo, Flikr [8].

The U. S. Department of Education identifies social media (SM) as the networking sites, messaging sites, texting, and other web-based or mobile technologies that support social interaction [6].

1.2 Social media in educational management

One key task of the educational management is to ensure the development of the educational institution as an independent organization through establishing interaction with all participants of the educational process, partnership with public organizations and support of local business. Relationship networks take a position of one effective interaction model for all participants of the educational process. Skills of active communication through social networks are currently necessary for everyone. Facebook, Twitter, YouTube and other networks have moved beyond a framework of face-to-face interaction and it is powerful communication platforms facilitating both to build your brand and be a virtual representation for government, business, and public organizations.

Unlike the official websites of general secondary educational institutions requiring training in a more professional way for updating information and establishing feedback, the pages of institutions in social media have their own characteristics determined by the properties of electronic communication as prompt dissemination of information, accessibility, simplified search the target audience, ease of the feedback set up and so forth. It has own structure, organizational and technological parameters affecting the nature of social connections and being an element of the constructing mechanism for the communicative space within modern society, performing several functions while creating a value basis of its existence.

S. Primbs identifies key needs for users in social media in his textbook "Social Media for Journalists. Editorial work with Facebook, Twitter & Co":

(1) managing relationships from Facebook dating as a replacement for exchanging visiting cards to close contacts in the family or community of friends;

(2) managing information by filtering news and relevant information based on user preferences through friends and subscriptions;

(3) managing one's identity by forming a personal brand [9].

For the foregoing reasons a follower of the website of the educational institution or school principal having independently joined a school community on social media is in position to:

(1) establish contacts between the participants of the educational process and to terminate communication without explanations at any moment;

(2) set up constant access to information on news of the educational institution activity due to the operational aspects of search algorithms of social media;

(3) develop own attitude to certain events in the educational field relying upon an opinion of the experts of the ultimate educational brands. It means that actual attitude of the experts to a particular educational institution and a vision for the further developments is relevant for the followers rather than the information in itself under the context of big data on educational reforms reported by thousands of sources.

Thus, for the head of an educational institution, the presence on the social network personally or through the institution's page allows to promptly inform the participants of the educational process with the life of the organization, purposefully manage the flows of various information, influence their consciousness and worldview transforming parents from "readers/observers" to active coexperiencers/fans or vice versa, however, awareness ensures that the negative developments of individual autonomy are reduced.

Returning to the S. Primbs' textbook the role of fans should be emphasized. "Real fans are much more than mere readers/listeners/viewers/ target group, fans interact. Fans are ready to do something for the object of their worship. Fans are the first to submit photos when you are announcing a photo contest. Fans write the first comments under your posts breaking the ice. Fans cut trolls down to size excusing from a nasty work. Fans will also stand with you when you get a shitstorm. They provide entertainment for regular visitors of your community. And they give you stuff you can work with again" [9].

The communication efficiency on the network is manifested by a high level of trust within the network, as opposed to distrust of external persons; existence of a unifying ideology/religion/lifestyle that allows to act together; targeted message delivery, which make possible it to be received precisely by the person who really needs it, as opposed to communication with a mass but passive audience in the case of traditional media [10]. These are mechanisms for the group functioning that ensure the integration of individual actions in joint group activity and communication.

One of the crucial components of the management process in an educational institution is to inform participants of the educational process

and communities on its activity in open public resources [11].

2 Research methodology

The pedagogical research under consideration has been carried out as part of the research work "Training of competitive specialists in the context of educational changes" (RK 0117U002378) to be conducted in 2017–2021 by the Department of Pedagogy, Administration and Social Work of the Educational and Scientific Institute of Management and Psychology of the University of Educational Management of the National Academy of Educational Sciences of Ukraine.

At the same time, the research under consideration has been carried as part of the scientific studies "Trends in the development of media education of secondary school students in English-speaking countries", headed by N. Prykhodkina, PhD (copyright certificate № 93490 of 10/28/2019) and "Theoretical and methodological bases of preparation of future masters of management to managing the educational institutions", headed by T. Makhynia, PhD.

The aim of the article is the comparative analysis of features of using of social media in school management: experience of Ukraine and United States of America.

We monitored 120 sites of Ukrainian middle schools and 123 sites of American schools (several sites from each state).

The monitoring parameters are:

(1) which social media do principals use in managing of the schools, teams of teachers and students?

(2) what are the purposes of using social media?

Also we monitored the pages of Ukrainian and American principals in social networks.

We conducted a survey of 138 school principals of Ukraine. The key survey questions were:

(1) do you have a personal page in social networks?

(2) does your school have its own page in social networks?

(3) what social networks do you use in your managerial activities?

(4) are there any barriers to school communication in social networks?

(5) which information in social networks is the most interesting for participants of the educational process?

For comparison we took the results of a survey of American school principals from the report at the official website of U. S. Department of Education "Social media in school emergency management: Using new media technology to improve emergency management communications" [6] and the report of Pew Research Center "Social networking factsheet" [12].

3 Results and discussion

Using social media, the schools can:

(1) quickly respond to the needs of the audience: hear the parent, student and the public community (highlight the main topics for discussion, get feedback);

(2) prevent conflicts due to operational coverage of problems in the activities of the school;

(3) through social networks learn more about the activities of other schools and build own strategy for activities in social networks;

(4) fill vacancies and provide the school with highly qualified personnel by searching for personnel in social networks. For example, the group "Jobs for educators" on Facebook. The goal is to post messages about available vacancies in schools and for teachers which find work.

In the school social media are primarily an external communication tool. For large schools with a large number of participants in the educational process, social media can be a tool for interaction between participants in the educational process among themselves (for example, quickly obtain the necessary information and provide mutual assistance). The social media allow to the teaching staff, and especially to the director, to quickly resolve issues related to the adaptation and rotation of personnel.

We obtained the following experimental results (Table 1).

Most principals avoid committing to the professional use of social media because it's completely overwhelming. Between Instagram, Twitter, YouTube, and Facebook etc., it is hard to know what will yield the best results. It's important to consider the best social media for purposes.

Every principal tries to choose the best way to promote wonderful school community. For learning and interacting, the American principals of middle schools use Twitter. It is the gold standard for them. For documenting and sharing the cool work happening in school, Instagram and YouTube are the best and most popular tools. Flickr is useful for sharing pictures. American principals of middle schools use Facebook for calendar reminders and getting the word out quickly about calendar changes and events planning.

Table 1. The results of monitoring of the use by school principals of social media in school management

Social media type name	The results of monitoring	
	Ukraine	**USA**
Facebook	96%	98%
Instagram	33%	87%
Twitter	1%	99%
Telegram	10%	–
WhatsApp	4%	76%
Viber	36%	11%
Youtube	25%	84%
LinkedIn	–	28%
Google Blogger	5%	87%
Google+	5%	89%
Pinterest	7%	56%
Skype	12%	42%
Flickr	–	63%

For example, the school principal Eric Sheninger, 2013 American "Best Director Award" winner, bestselling author of Digital Leadership: Changing Paradigms for Changing Times [13], allowed his teachers to submit their daily reports using blog. Eric Sheninger's blog was viewed by 6.500 people worldwide and over 600 are constantly following the life of the principal and his school in September 2019. It is interesting that it was an incentive not only to report to the administration on their work for teachers, but also to share with others the experience they have gained by introducing gadgets into teaching, as well as the success stories achieved by the students in these lessons. The topics of blog posts began gradually to expand, teachers shared the system of grades in school, their rubrics, how they interact with children outside of school, how the use of gadgets improves academic performance, and so on. A new perspective on education and blog creation has transformed the lives of teachers and students. Firstly, the US government purchased the latest equipment at the school Eric Sheninger writes proudly about on his blog [14]. Secondly, teachers from all over the world came to the school in New Jersey to learn about the experience. In addition, the virtual reality company provided a program that allowed

New Milford school students and their teachers to attend virtual space meetings where children could ask questions, and virtual training courses were provided.

Table 2. Comparative analysis of the goals of using social media in school management in the USA and Ukraine

The goals of using social media in school management	The purpose rating	
	Ukraine	**USA**
Simplified search for the target audience allowing to expand personal and professional contacts between participants of the educational process	1 (90%)	3 (87%)%
Demonstration of educational measures	2 (70%)	4 (85%)
Public disclosure of successes of students, teachers and school classes	3 (62%)	2 (99%)
Public disclosure of urgent announcement	4 (57%)	1 (98%)
Demonstration of various forms of training	5 (49%)	6 (76%)
Project and competition reporting where both students and teachers can participate	6 (43%)	7 (62%)
Clarification on the issues of the educational process (school enrolment, standardized external testing, state final examination, etc.)	7 (41%)	8 (39%)
Explanation of educational reforms and innovations	8 (33%)	9 (11%)
Challenges of participants of educational process consolidation concerning engagement in socially important projects	9 (17%)	5 (81%)

The principal of Renner Elementary School Teresa Tulipana embraces the social media as a communication tool. Facebook and Twitter accounts keep families abreast of school events and happenings. She envisioned them as systems to provide calendar reminders. She thinks the Facebook is also a great tool for sharing our school's academic and behavioral focus areas in an efficient, fun and engaging manner. Recently a kindergarten teacher posted an Animoto highlighting pictures from Writer's Workshop, which communicated the importance of writing at our school. When the fourth grade completed Famous Missourian research projects, these were posted so parents were able to understand the value and importance of their research. Social media has also allowed to deploy important professional development content in Renner Elementary School. Recently they used Blackboard, an educational social media tool, to host a virtual faculty meeting. Through

Blackboard, staff watched a short Rick Wormeli video on defining mastery, and then responded to reflection questions on a discussion board. This flexible format allowed staff members to learn at a time that was convenient to their own personal calendars and increased engagement by assuring that every voice was heard [5].

The principal of Tomahawk Creek Middle School says that the teachers of her school utilize social media whenever they can. They currently have a Facebook page for school and PTA. She have found that this was a great way to get messages out to parents and students. There are several teachers who use Edmodo to post discussions and assignments for their students, and they have reported remarkable success using this tool. For example, one teacher had 25 kids on Edmodo the day he started using it. They are looking at implementing a Twitter account next year to help get information out to the community. Although this is not a replacement for standard means of communication (Web sites, letters home, etc.), it is a great additional way to share information with community. As far as discipline issues go, they attempt to address those who cause the issues. The technology is here to stay, so they try to implement it where they can and deal with the trouble issues when they arise. Thus far, they have had no problems using these means of communication [5].

One area of the social network usage being actually the origin for its popularity in Ukraine was the involvement to solve socially important issues of participants of the educational process. In particular, Facebook has been used to inform, mobilize and raise funds for volunteers during the Revolution of Dignity since November 2013. Therefore, the school administration resorts to this tool in order to continue this work to assist and support the ATO warriors and report on the done work. In addition, content analysis of the pages of the administration and teachers of educational institutions of Ukraine shows the effectiveness of similar charitable work in collecting assistance among participants in the educational process supporting socially disadvantaged sections of the population or volunteers as orphanages, elderly people, rural libraries, hospitals, etc.

In addition to it, not only prompt information but also targeted support directly to the participants of the educational process are provided through the Facebook network and messengers, among which Viber is the most popular for the management of the educational institution. It is about involving a large number of indifferent people to help the participants of the educational process who were in an emergency like fire, accident, surgical treatment, etc. Such assistance massively reduces fraud and disillusionment with charities through direct personal contacts.

Another example of the social networks usage in the school management is the establishment of successful cooperation and communication between educational institutions of municipal ownership and its public within the framework of project activities aimed at repairing or arranging the territory and premises of educational institutions, as well as build-out of a creative, development or inclusive environment. The key to the success of such projects is the proper organization of its advertising on social networks by the author of the project, in particular, the administration of the educational institution, as well as high activity of participants in the educational process to support projects in social networks. 663 educational projects have particularly won according to the results of the "Public Budget 2020" project out of 1564 projects in 13 categories having passed the stage of planning and implementation in Kyiv that, which is 42% of all projects [14].

Nevertheless, social networks are equally threatening. The freedom of the information distribution through social networks and communities regardless of its content and quality particularly transforms the virtual Internet space into a risk zone for the spiritual and moral sphere of the individual shifting classical values and developing a new virtual culture.

An interesting transformation was occurred to Facebook community "Parents SOS" founded in June 2014 due to the initiative "talk on the social network" in order to discuss problems related to education, assistance to parents in the case of mistreatment of their children in school or kindergarten and initiate systemic changes in education.

The community works according to a simple plan:

(1) the situation is announced (at school or in education in general)

(2) it is discovered how this situation complies with the law,

(3) the conclusion what should be changed whether the situation or the legislation, and they change it together.

Despite the fact that the public organization initiated many changes in the education system through civic initiatives during the its existence, its members often resorted to systematic violation of netiquette, resorting to rude, obscene, evaluative expressions and personal affront in the beginning. Instead of solving a problem, sometimes it was possible to be sunk in the information rain of value judgments supporting a particular message have not received a solution to the problem in the real world.

It should be noted that the group's administrators are currently working hard to address these shortcomings, as evidenced by the article's content analysis of the group's 2019 publications. In particular, publications are

increasingly focusing on situations of success as systemic changes, concrete victories over bureaucracy in education and extortion; legal clarification of the rights and freedoms of participants in the educational process; clear algorithms for solving the most common educational problems for all participants.

So we have determined grounding on our analysis that the following types of social media are the most popular for USA and Ukrainian school:

(1) *Blogs.* A blog is a 21st century newsletter. Blogs provide a two-way interaction and allow the school administration to integrate multimedia content in order to make the school popular. There is no better way to share strategies, ideas and success stories. Teaching blogs are no less popular, with the help of which teachers can effectively manage the independent extracurricular work of students, as well as create tasks aimed at improving the skills of speech activity. Learning different types of letters (search, viewing, familiarization and studying) is facilitated by the unlimited ability to post links in any quantity to materials different from each other. Also, blogs are in no way inferior in the possibility of acquiring speaking and listening skills. This happens through the use of podcasts, through educational texts of radio programs, and videos that are freely available on the Internet. Integration of all the listed training methods into a blog allows you to listen to files repeatedly, and if necessary, stop and revise files. American Schools use *Google Blogger, Wordpress, Edutopia* (San Rafael, California), *FreeTech4Teachers* (Maine), *Rubicon* (Portland, Oregon), *Hands On As We Grow* (Iowa), *Class Tech Tips Blog* (New Jersey), *The Applicious Teacher* (Orlando, Florida), *Teaching Heart Blog* (Pittsburgh, Pennsylvania) and other platforms. For example, Eric Sheninger in addition to his official blog as Principal of New Milford [15], has created a professional blog to tell the story of the digital transformation of the school and learn from others interested in digital leadership.

There are a number of impressive blogs by heads of schools in Ukraine on the Internet, the number of which is impressive. In particular, the Google request "blog of a school principal" represents 19 million search results. However, it should be understood that the use of blogs in the management of general secondary education is often due to external circumstances as a requirement for certification. For this reason, the Internet is full of blogs formally created with the glut of popular articles, elements of plagiarism or unstructured content. Quality content could only be seen by those executives who are passionate about this type of work and update the materials systematically. However, interviews with more than 400 education

executives show that blogs in Ukraine are currently an outdated tool and can be completely replaced by social networks. Therefore, a mere 5% of heads of our online respondents use blogs in their management activities.

(2) *Digital photo sharing.* Photos can quickly depict and share student work, improvements and achievements. American and Ukrainian school principals and teachers take pictures of student projects and then post it on *Instagram.* American teachers also use *Pics4Learning* during classroom observations. They share photos with other accounts such as Twitter from their Instagram account.

(3) *Video platform.* Creating a *YouTube, TeacherTube, SchoolTube* channels or *Vine* account for school allows you to record and share educational and social processes. Teachers and administration of American schools share live events such as school concerts in real time using such tools like *Ustream*, ClassVR etc. In Ukraine the principals use *YouTube*.

(4) *Twitter.* Twitter, the best-known free microblogging application, is particularly useful for fast exchanges of thoughts, ideas, and information. American scientists were among the first users of the social network Twitter. During the first years of existence, it was dominated by reports of scientific conferences, symposiums, research citations, etc. 140-character tweets are a dynamic combination of text, images, videos, and website links. Having created a hashtag for the school you could share a conversation with related parties with the ability to search for any problematic topic identified through *Twitter*. At the beginning of each school year American school leaders send parents a letter describing, how to create a Twitter account and to set up options for receiving text messages. Ability to receive Twitter updates on its own terms makes it unlike any traditional communication tool [17].

(5) *Facebook.* World famous resource Facebook has emerged as an academic social network. Initially the website was available only for students at Harvard University. Then registration was opened to other universities in Boston, and later for students of all educational institutions in the USA. All the above tools could be integrated or published on the Facebook page [16]. It is the favorite social media among Ukrainian and American school principals and teachers.

It is impossible to create and maintain confidence in the operation of the institution being a mandatorIt is impossible to crey requirement for effective educational activities without prompt and complete information. That is why the administration should organize the activity of the educational institution under the conditions of information openness and communication

with the participants of the educational process and the community.

Information transparency is ensured by the availability of educational facilities including social networks Information transparency in the educational institution to inform the participants of the educational process. The educational institution decides itself what to inform of and how to do it additionally. The primary principle of information distribution is to report important data for parents who are the most concerned and critical audience.

It is for the purpose of enabling local educational managers to communicate quickly, correctly and clearly, not to be afraid of criticism and be able to turn to crisis situations, an online course "Effective Communications for Educational Managers" has been developed by the public organization "Smart Education" powered by the EdEra online platform [18] and viewed by 4.400 people during 10 months of 2019.

In order to be successful communicators in the modern information space, its developers offer:

- be persistent and consistent in sending a message, ideas and facts, the audience will be grateful for accurate navigation in the chaos of educational information;

- repeat the message many times in different formats through interviews, events, photos, infographics, etc aiming to be heard;

- know what bothers and what interests your audiences, and build your business and communication against this background;

- always keep efforts and resources on the mission of the institution;

- focus on the simplicity and clearness of messages;

- have unique inspirational stories;

- get your audiences as close as possible.

Much attention is paid to anti-crisis communications, which goal is to immediately and firmly abandon attempts concealing any unpredictable or even unpleasant event in the educational institution. The overall penetration of modern communications into the public life makes it absolutely impossible to conceal any information. One of the primary principles of public communication should be remembered: a person first reported the event largely determines the further development of its media coverage.

The unpredictable event message should consist of three required components answering the following questions:

- "what happened?" — provide full information on the event, immediately blocking or at least substantially reducing the possibility of misinformation on it;

- "what are we doing?" — the school demonstrates its proactive stance in addressing the problem, what has been taken to remedy the problem, who have been further involved and informed;

- "what to expect?" — an uncomfortable state of uncertainty is removed or at least significantly reduced for the person, the most probable developments are shown

Lastly you should always report how the problem is resolved. Given that, you also should be frank, and if the problem cannot be finally resolved for some reason at the school level, then it should be obligatory revealed and reported on further steps to resolve it [19].

Since information distribution and communication are grounded on the processes of dissemination and exchange of information, it is important to know how these processes are implemented and how they can be effectively organized. Building quality information distribution by the head to the participants of the educational process and the community can contribute in many ways to improving the level of media literacy of the administration and teaching staff of the institution.

The characteristic of social networks particularly has the underside in the rapid and prompt dissemination of information. A prime example is sharing of "innocent" fakes at the request of the school administration with good intention of preventing the consequences of participation in the games "Blue Cat", "Run or Die", "Momo", "Candy" and a new game "Bounce!" through social networks by parents. Low media literacy of participants of the educational process, lack of ability to recognize the signs of fake news, poor orientation of critical perception of information contributes to the testing parents of various technologies of measuring the status of the audience and channels of information dissemination on social networks.

Information security should start with every participant in the educational process, especially with the school administration, and it should become a daily habit for us not to become the object of fake dissemination, a tool for the introduction of dirty technologies, a convenient toy in the game of manipulators. Such results are summed up in their posts by Ukrainian media educators Inna Ivanova (review of the "Candy" fakes, September 2018) and Svitlana Izbash (review of the "Bounce!" fakes, February 2020) hereby preventing parents from "advertising" such games.

The school principal should also consider other types of danger that

students may encounter using any network and that should be taken into account in the institution policy:

(1) content (access to information not intended for children of appropriate age);

(2) behavior (offering actions that could endanger child safety, fraud);

(3) dangerous contacts (chatting, file sharing, messengers).

In order to avoid such risks, a school principal should develop his own policy on the safe use of the Internet, which provides:

(1) content filters;

(2) availability of antivirus programs and its timely updating;

(3) use of Internet resources during training sessions under the teacher control;

(4) monitoring the page on social networks with respect to placing unauthorized information on it;

(5) providing educators and students with training on safe use of the Internet and development of end-to-end information and digital competence;

(6) online culture enhancement of the communication participants of the educational process;

(7) preservation of personal data of participants of the educational process [11].

4 Conclusions

So, the educational opportunities of social media among Ukrainian specialists are very underestimated. The value of social media as an instrument of the educational process is undeservedly belittled. Many educators treat them with neglect and skepticism, considering social media exclusively as an entertaining resource.

Using of social media for educational purposes is perceived by American students, teachers, researchers as self-evident and inalienable function. The American didactic experience reveals that social media can be successfully used to arrange the work of the teaching staff and students, hold individual and collective consultations enhancing intellectual and creative potential of students.

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