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PSYCHOLOGICAL ASPECTS OF PREVENTING EMOTIONAL OUTBURSTS OF PERSONALITY IN THE MEDIA CULTURE SPACE

Abstract. *The article explores the psychological aspects of preventing emotional outbursts in individuals within the media culture space. The media culture space serves as a means of information and communication, shaping historical and public consciousness, socialization, and the adaptation of individuals to new environments. The rapid flow of modern media, including the positive and negative effects of widely used artificial intelligence on an individual's mental state, has become a pressing issue in psychological science. This phenomenon is characterized by the psychological transformation of individuals as society transitions from the industrial era to the digital age. With the widespread adoption of digital technologies, news and essential information are now disseminated primarily through social networks. In the past century, people relied on newspapers for the latest updates, whereas today, the pace of information consumption has accelerated, requiring only a quick visit to social media. While this immediacy is convenient and accessible, is it truly safe? For this reason, media literacy is essential to help individuals protect themselves and their personal data. However, the continuous use of social networks can have negative psychological effects, potentially leading to emotional burnout. It also increases the risk of weakening real-life relationships. The prevention of such issues is facilitated through the responsible use of the media culture space.*

Keywords: Media Culture, Media Education, media culture space, emotional violence, artificial intelligence.

Introduction. In the XXI century, the rapid and continuous development of information is changing the content of education and shaping the educational process in a new direction. At present, mass media (press, television, cinematography, radio, video, and internet networks) are overwhelmed by an influx of personal information. Concepts conveyed through the media influence human behavior and psychology. Therefore, one of the most pressing issues in education today is the importance of fostering media culture among young people. This is essential for developing individuals and professionals of a new type - competitive, capable of using media effectively in society, and able to contribute to the socio-economic and moral renewal of humanity.

Methodology. The media culture space exists not only through the production and dissemination of images - this is just one part of the relationship that enables it – but also through the "message-sharing" cycle: sharing as both a condition and a result of message consumption, and message production as both a condition and a result of sharing. In more traditional terms, it is the interchange of "information" and "interests": on one hand, people (the audience) primarily perceive messages as interesting or useful if they consider them personally relevant and thus "demand" them; on the other hand, the production of media content is not only driven by public interest but also motivated by the real political and economic interests of certain communities, groups, institutions, and individuals. This became especially pronounced in the mid-20th century when screen art created a demand for the illusion of an alternate reality and captivated a vast audience [1].

Media culture is the ability to work with information in a way that allows one to evaluate its sources, reliability, and security. In other words, it includes:

- Identifying different types of information;

- Assessing the truthfulness of information and its impact on individuals;

- Developing critical thinking skills and the ability to analyze what we read and see.

Media culture is a multidisciplinary phenomenon, encompassing informational, communicative, normative, relaxation, creative, integrative, and mediating aspects [2]. In the context of globalization and the rapid advancement of information technologies, concepts such as Information Literacy, Information Culture, Media Culture, and Media Education are becoming increasingly relevant worldwide. Today's younger generation is not only expected to receive and analyze information but also to actively create it.

It is difficult to imagine the modern world without mass communication. Media has become one of the most significant aspects of life for people across the globe. According to sociological research, out of a 75-year lifespan, a "civilized person" spends approximately 50 years actively engaged in various activities. Of this time, nine years - roughly a quarter of their active life - is spent watching television. On average, modern students spend six hours a day interacting with media. In the XXI century, no nation can develop socially and culturally without media influencing all spheres of life. Media education emerged in the 1960s in advanced countries such as Great Britain, France, the United States, Australia, and Canada, and it continued to evolve at the beginning of the new century [3]. The main goal of media education is to teach younger generations how to adapt to media culture, understand the language of mass media, analyze media texts, and develop media literacy.

Although the term "media" is not frequently used in our country, it has become an essential part of daily life. It is a powerful tool that significantly impacts societal development and the formation of individual personalities in today's "global information age." While media shapes personality, its negative influence can also affect the consciousness of younger generations. Therefore, the primary task of media education is to help individuals navigate modern, fast-paced information, distinguish between good and bad content, and develop critical thinking skills.

Results. Social media has a significant impact on mental health with both positive and negative effects. One positive aspect is the possibility of support and social communication, which is especially important in remote settings. However,

constant comparisons with others, idealization of life through a social network filter, and the fear of missing out on something important can lead to stress and anxiety.

It is noted that social media addiction can lead to poor sleep, fatigue, and depression due to the constant need for online interaction. Negative effects also occur in the form of cyberbullying, anonymous attacks, and negative comments that threaten emotional well-being.

The ability to work with information on the internet, in electronic libraries, the ability to use computer technologies, the ability to use social networks correctly, the need for the formation of a media culture today. In fact, in these last years in the entire country, non-verbal language is the only tool that negatively affects the mental consciousness of a person.

L.P. Pressman proposes from the background of media education education around mass communication, that is, an understanding of its secrets and laws [4]. Media education plays an important role in the formation of a media culture of a person, that is, it forms the upbringing of responsibility assigned to them, practical search, fluency, self-discipline, assessment, and critical thinking.

Media culture is the ability to competently perceive, compose, analyze the media text, to understand the socio-cultural Polytechnic essence of the media at the present time, code and representation systems in the use of media, to prevent its negative impact on the human psyche. This concept is defined as the process of preparing a "media literate person" associated with human life and civic responsibility. M. McLuen believes that media education is a part of people's constant socialization in the context of a changing information society from childhood to Old Age [5].

A.V. Sharikov calls one of the key concepts of media education "media literacy." At this time, the concepts of "media literacy" and "media education" were used as synonyms. Media literacy reflects the main goal of the media education process for the audience [6]. The key aspect that draws our attention here is the concept that reaches individuals through mass media and communication tools, including print, radio, cinema, television, video, computer multimedia systems, the internet, and even artificial intelligence.

Since young people grow up surrounded by TV, smartphones, videos, computers, and other digital media, their consciousness is still developing, and they are highly susceptible to illusions. Their thinking is often blurred, and they tend to perceive the media messages they receive as absolute reality, which directly affects their psyche. In many cases, they not only see and hear media content but also incorporate it into their personal experiences, sometimes in a distorted way. This can result in aggressive behavior, addictive tendencies, suicidal actions, bullying, and other social issues, making it a major concern for society.

The primary goal is to help young people navigate the modern information landscape, reduce the negative influence of media, critically evaluate its content, and develop informed conclusions. What effective measures can be taken to achieve this? The most important step is fostering media culture through well-structured media education that strengthens an individual's relationship with society.

From the perspective of media culture formation through media education, interactive methods play a crucial role in the learning process. These include:

1. Design Method – Encourages individuals to evaluate and project the outcomes of their actions, identify and solve problems, think independently,

develop creative initiatives, and enhance cognitive skills.

2. Case Method – Involves analyzing economic, social, and everyday situations through case studies, requiring research and assessment of various additional sources of information.

3. Research Methods – Involves independent knowledge-seeking activities such as discussions and laboratory tasks.

4. Debate – Allows participants to exchange opinions, thoughts, and assumptions about educational problems, fostering critical thinking.

5. Game Methods – Uses business, role-playing, and imitation games to enhance motivation and facilitate the effective transfer of new information.

6. Brainstorming – Encourages collaborative problem-solving and idea generation to address complex issues through structured discussions.

Examination of research results. Directions and key characteristics for preventing emotional burnout in the media culture space and fostering harmonious relationships:

- the information provided must be informative and interesting for the listener;

- intonation, timbre, diction, rhythm of the voice;

- listen and promote the Active Listening of others;

- information should be interesting and motivating for the further development of relations;

- information is based on real data ;

- not one-sided speech, but mutual joint dialogue communication;

− to start and end the relationship, to make sure that it does not get into conflict;

- the action must be bilateral, not just in the power of one person.

The theoretical study of the problem and the results of experimental experimental work allow us to draw the following conclusions:

- self-analysis of information received by a person through mass information and communication means, self-critical thinking is formed;

- develop the ability of practical search, critical assessment, analysis, and increase the activity of adaptation to self - activity;

- understands the difference between media and reality and adapts to the understanding of its underlying meaning;

- develops aesthetic perception and taste;

- to provide a system for preventing emotional outbursts of the individual in the media culture space.

Currently, there are frequent cases of emotional burnout among social media users. The term *"emotional burnout"* was coined in 1974 by psychiatrist Herbert Freudenberger, who described burnout as fatigue and exhaustion resulting from constant stress. This condition may be caused by problems related to work, study, or exposure to overwhelming news.

Emotional burnout begins with subtle changes in well-being that may go unnoticed at first. However, over time, burnout can make it difficult to work effectively and may even lead a person to seek psychological help.

To properly assess your condition, it is important to distinguish burnout from ordinary fatigue, which usually disappears after proper rest.

Chronic burnout can lead to serious consequences for well-being and productivity, affecting creativity and motivation. In extreme cases, individuals may become less productive, abandon projects, or even leave their teams.

Let's look at the most common symptoms that indicate burnout. If these

symptoms significantly affect your daily life, consult a psychologist.

Chronic fatigue. A prolonged lack of strength and energy, even for routine tasks such as writing posts, creating visuals, or planning content. Chronic fatigue disrupts work-life balance and weakens time management skills.

Emotional irritability. Increased internal tension makes it difficult to maintain healthy relationships. People experiencing burnout may react negatively to comments and avoid engaging in discussions.

Sleep problems. Burnout can cause insomnia or difficulty falling asleep. A lack of proper self-care can worsen this condition.

Difficulty concentrating. Burnout often leads to attention problems, making it harder to focus on complex tasks. Individuals may prioritize smaller tasks over large projects, delaying important work. However, this should not be confused with ADHD, as ADHD typically develops in childhood and has distinct symptoms.

When faced with burnout, social media starts to feel like a heavy work-related burden. What once inspired you—such as engaging posts with well-designed visuals—now makes you overly critical of your own content and less inclined to log in, just to avoid frustration.

Over time, it is possible to develop a person's information competence through theoretical and practical methods in the media culture space. These methods include:

— Formation of media culture by increasing information literacy in modern society.

— Understanding the impact of mass media on personal development and psychological well-being.

— Free access to information sources through professional use of ICT.

— Ability to search for and filter relevant information from various sources.

— Recognizing the purpose and orientation of information.

— Analyzing and critically evaluating information to determine agreement or disagreement.

— Verifying the authenticity of information.

— Seeking and using reliable sources of information.

These recommendations contribute to the development of information competence within the media culture space and help prevent emotional burnout.

Discussion. The sooner you can detect the symptoms of emotional burnout, the easier it is to cope with this problem, regain your working capacity and re-believe in the importance of your work. Prevention of burnout helps to prevent the transition to the late stages, in which the body begins to hurt.

Based on the analysis of scientific research and practice, one can single out the conditions that provide the issue of preventing emotional burnout of the individual in the media culture space. They are:

- increase their media culture through media education;

- practice the ability to competently convey knowledge (make a presentation, speak correctly, use the media correctly, social networks, etc.)

- features of effective communication (creating verbal communication ,connecting, active listening, full expression of their opinions) ;

- insecurity, anxiety, fear, relationship difficulties;

- readiness for effective communication, acceptance and understanding of each other in relations with others;

- ability to listen, empathize, overcome conflicts, business;

- ability to communicate, organize interaction;

- ability to take into account and take into account the interests of others.

Conclusion. Dealing with emotional outbursts is crucial, especially in the formation of media culture at all stages. There are several simple ways to manage them effectively: planning the right time, setting clear boundaries for social media interactions, engaging in hobbies unrelated to social networks, avoiding watching reels while eating, and ensuring quality rest.

Media culture provides vast opportunities for social interaction, support, and information exchange. However, it also carries risks to mental health. From the constant pursuit of validation to self-esteem challenges and potential addiction, social media usage requires a conscious and balanced approach, along with measures to prevent emotional outbursts.

Key conclusions based on digital literacy and the competent use of information and communication technologies, which contribute to preventing emotional burnout in the media culture space and developing communication competence, include:

- Media education that integrates information and communication technologies to enhance communication skills.

- Special training programs focused on media culture development, emphasizing its relevance as a contemporary issue.

To maintain mental well-being in the media culture landscape, it is essential to cultivate digital literacy, set boundaries in online interactions, recognize the impact of social media on emotional health, and promote balanced engagement in both virtual and real-world interactions. This approach maximizes the benefits of media culture, reduces associated risks, and fosters long-term mental resilience.

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МЕДИАМӘДЕНИЕТ КЕҢІСТІГІНДЕ ТҰЛҒАНЫҢ ЭМОЦИОНАЛДЫ ЗОРЫҒУЫН АЛДЫН АЛУДЫҢ ПСИХОЛОГИЯЛЫҚ АСПЕКТІЛЕРІ

Аңдатпа. Мақалада медиамәдениет кеңістігінде тұлғаның эмоционалды зорығуын алдын алудың психологиялық аспектілері туралы мәселе қарастырылады. Медиамәдениет кеңістігі – тарихи, қоғамдық сананы қалыптастыру, тұлғаны әлеуметтендіру мен жаңа ортаға бейімдеу процесінде тұлғаның ақпараттық қарым-қатынас құралдары. Қазіргі заманғы ақпарат құралдарының ағыны, соның ішінде кеңінен қолданылатын жасанды интелектіні пайдаланудың жағымды және жағымсыз мүмкіндіктері тұлғаның психикалық күйіне ықпалы психология ғылымының өзекті мәселесіне айналды. Ол қоғамның индустриалды даму сатысынан жаңа цифрлық қоғам дәуіріне өту үрдісінде адамдардың психологиялық өзгерісімен сипатталады. Цифрлық технологияларды жаппай енгізудің салдарынан барлық жаңалықтар мен қажетті ақпараттар әлеуметтік желі арқылы таратылады. Өткен ғасырда соңғы жаңалықтарды алу үшін ата-бабаларымыз жаңа газет күтті. Ал қазіргі таңда оның қарқыны жеделдетілді және ол үшін біз әлеуметтік желіге шығуымыз керек. Бұл тез және қол жетімді, бірақ қауіпсіз бе? Сол себепті адам өзін және өзінің жеке деректерін қорғауы үшін медиа сауаттылықты дамыту қажет. Дегенмен, адамның әлеуметтік желіні үздіксіз пайдалануы психологиялық кері әсері оның эмоционалды зорығуына әкелуі мүмкін. Ол адамдар арасында шынайы қарым-қатынастың әлсіреуінде ықтималдылығы жоғары. Мұндай жағдайды алдын алу медиамәдениет кеңістігі арқылы жүзеге асырылады.

Тірек сөздер: медиамәдениет, медиа білім, медиамәдениет кеңістігі, эмоционалды зорығу, жасанды интеллект.

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ПСИХОЛОГИЧЕСКИЕ АСПЕКТЫ ПРОФИЛАКТИКИ ЭМОЦИОНАЛЬНОГО ВЫГОРАНИЯ ЛИЧНОСТИ В МЕДИАКУЛЬТУРНОМ ПРОСТРАНСТВЕ

Аннотация. В статье рассматривается вопрос о психологических аспектах профилактики эмоционального выгорания личности в медиакультурном пространстве. Медиакультурное пространство - средства информационного общения личности в процессе формирования исторического, общественного сознания, социализации и адаптации личности к новой среде. Поток современных средств массовой информации, в том числе положительные и отрицательные возможности использования широко используемого искусственного интеллекта, стал актуальной проблемой психологической науки, влияющей на психическое состояние личности. Он характеризуется психологическими изменениями людей в процессе перехода общества от стадии

индустриального развития к эпохе нового цифрового общества. В результате массового внедрения цифровых технологий все новости и необходимая информация распространяются через социальные сети. В прошлом веке наши предки ждали новой газеты, чтобы получить последние новости. А сейчас его темпы ускорились, и для этого мы должны выйти в социальные сети. Это быстро и доступно, но безопасно ли это? По этой причине необходимо развивать медиаграмотность, чтобы человек мог защитить себя и свои личные данные. Однако негативное психологическое влияние постоянного использования социальной сети человеком может привести к его эмоциональному выгоранию. У него высокая вероятность ослабления истинных отношений между людьми. Профилактика такой ситуации осуществляется через медиакультурное пространство.

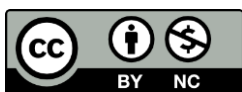**Ключевые слова:** медиакультура, медиаобразование, медиакультурное пространство, эмоциональное выгорание , искусственный интеллект.