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**BACHELOR' THESIS**

on the topic:

**Organization and management of a new media product (case study of the  
startup "14.com")**  
**speciality 073“Management”**

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Applied for a Bachelor's degree.

Bachelor's thesis contains the results of own research. The use of ideas, results and texts of other authors have references to the relevant source Mykyta Kovalevskyi

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## ANNOTATION

The bachelor's thesis examines the theoretical and methodological foundations of the formation of the influence of media for education and health. By utilizing the system analysis for the examination of the management of mediabusiness, the main reasons for problems in this field. Moreover the basic units and relationships that form the core of mediabusiness were determined. The thesis comprises the recommendations that were made with regards to the formation of the media management in the television projects and education system.

The possible ways to improve the efficiency of media product (case study of a new startup "14.com"). The thesis revealed the possibility of changes in the influence of the media on education and the psychological state of a person from negative to positive, the commercial interest of such a project is justified.

## STRUCTURAL ABSRACT

*The structure and length of bachelor's thesis.* The thesis consists of introduction, three chapters, conclusion, list of references, which has 40 items. The length of the bachelor's thesis is 46 pages including 1 figure, 3 tables and list of references.

*The aim of the thesis.* The main aim of the thesis is to find new and improve existing ways to improve the efficiency of the organization and management of media business project.

According to the main aim the following objectives were identified:

1. To consider the theoretical foundations of media management, in particular television projects;
2. Investigate international experience in media business management (USA, Japan, South Korea, Ukraine, Poland, Russia);
3. Determine the impact of television on the education system;
4. Outline the negative impact of the media on the mental health and success of people in the world;
5. Propose design solutions to these problems;
6. Analyze, analyze the market, direct and indirect competitors;
7. Describe the activities of the new media startup, outline performance indicators and work plan;
8. Make calculations, including financial for the scope of the new media business project.

*Subject of research* the prospect of creating and developing a new media product against the background of current trends in Ukrainian society and abroad.

*Study object* is system of organization and management of a new media product on the example of its own startup project "14.com" (Sole proprietorship Kovalevskyi Mykyta Mykolayovych).

*Research methods.* The methodological underpinning for the thesis is formed of the dialectic method of scientific cognition, systematic approach, observation, graphical display, methods of induction and deduction (in the study of theoretical foundations), forecasting (forecast of the effectiveness of the proposed areas of improvement of the media business management system).

Also the post-event analysis has been used in the thesis as well as structural analysis, comparative analysis.

*Key words:* MEDIABUSINESS, EDUCATION, STARTUP, MENTAL HEALTH, TELEVISION.

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## INTRODUCTION

In order to promote the speedy victory of our country in the full-scale war unleashed by the criminal regime of the Russian Federation against the people of Ukraine (including on the information, psychological, economic front) and for postwar reconstruction and further development, competition between Ukraine and domestic business. international arena, there is an urgent need to create dual-use projects that distinguish such products from those known in the market and / or meet existing demand from both individuals and the state (including in education, health care, etc.) [1] This also applies to media products. In our opinion, a feature of most modern media is parasitism on people's emotions. Because much of society likes to read negative news, watch scandalous shows and argue on various social media topics (and such publications are supported by the algorithms of some of them), much of the domestic media, bloggers and public opinion leaders sell relevant content to the public. mental health of Ukrainians and supporting strife even in difficult times for the country full-scale war, as well as on the eve of it. In addition, in response to the desire of the population to view mostly entertaining content, the majority of the media do not make efforts to create high-quality and interesting (for example, informational and educational-entertaining) projects that would develop their target audience. Instead, television and the Internet are full of low-quality content that contributes to the mental and moral degradation of people, including young people.

The results of such information policy, together with aggressive propaganda, can be clearly seen in Russia (and we will still have to work hard with this population on the media and educational fronts, because such a neighbor will not disappear after our victory in the war. problems with them should be reduced, gradually carrying out the "denazification" of Russia in the information field and on the educational front). The situation in Ukraine looks much better, so it is necessary to actively start changes in this area from our country, spreading the results of such activities to the countries of the former USSR and CIS and foreign countries,

because Ukraine is now a catalyst for global change, creating new trends, and this opportunity must be used in the media and in the creation of innovative products, such as startup projects in various fields.

Assessing the current state of the problem, it can be stated that the creation of its own media business project, which would address the issues studied in the thesis would be useful on the way to victory over Russian fascism, would enhance the morale of Ukrainians, postwar reconstruction and development of Ukraine. So it is important to study the legal and regulatory framework in this area, world experience, competitors, statistics, theoretical research and draw conclusions about the directions of problem solving and implementation of elements of practical work in the startup "14.com" (working title project, which in principle can be changed to another option before the registration of Sole proprietorship Kovalevskyi Mykyta Mykolayovych).

**The relevance of the topic** is that fear and ignorance - these are the two characteristics that people put on Russian (and any other) propaganda. People who are uneducated and mentally unstable are most easily influenced by fakes and hostile propaganda. In addition, there are many other problems that arise because of this (problems with success, illness, etc.). Therefore, new media are obliged to work on a different principle - to improve the mental health and awareness of their target audience through accessible platforms (television, Internet, branded offline and online events, including educational and cultural projects, etc.) and effective methods (for example, instead of boring lessons, lectures, seminars and consultations to create modern reality shows, through which in an interesting way to convey the necessary information for target audience in a mixture with entertainment content to promote these projects, educational services and other services), including in cooperation with the communication campaign "Be brave like Ukraine", the National Program of Mental Health and Psychosocial Support, projects of the First Lady of Ukraine and other initiatives, companies (including Ukrainian and international broadcasters), stakeholders, experts interested in solving urgent problems.

**The subject of study is** the prospect of creating and developing a new media product against the background of current trends in Ukrainian society and abroad.

**The object of study is** system of organization and management of a new media product on the example of its own startup project "14.com" (Sole proprietorship Kovalevskyi Mykyta Mykolayovych).

**The purpose and objectives of the study.** The purpose of the thesis is to find new and improve existing ways to improve the efficiency of the organization and management of media business project.

To achieve this goal it is necessary to perform the following **tasks**:

1. To consider the theoretical foundations of media management, in particular television projects;

2. Investigate international experience in media business management (USA, Japan, South Korea, Ukraine, Poland, Russia);

3. Determine the impact of television on the education system;

4. Outline the negative impact of the media on the mental health and success of people in the world;

5. Propose design solutions to these problems;

6. Analyze, analyze the market, direct and indirect competitors;

7. Describe the activities of the new media startup, outline performance indicators and work plan;

8. Make calculations, including financial for the scope of the new media business project.

**Research methods.** The methodological underpinning for the thesis is formed of the dialectic method of scientific cognition, systematic approach, observation, graphical display, methods of induction and deduction (in the study of theoretical foundations), forecasting (forecast of the effectiveness of the proposed areas of improvement of the media business management system). Also the post-event analysis has been used in the thesis as well as structural analysis, comparative analysis.



## CHAPTER 1 TELEVISION IN THE EDUCATION SYSTEM

### 1.1 Emergence and decline of educational projects on television

In the modern information society, the social responsibility of the media, and above all television, has sharply increased, which should find forms of interaction and support of the education system, especially since education aimed at the formation of a holistic personality is currently experiencing a deep systemic crisis due to so much by internal, "sectoral" problems, as by the changes that are taking place in the world of culture in many countries [2].

The theory and practice of pedagogy is strongly influenced by the new civilizational paradigm, which is actively asserting itself in the space of Western culture. Its cornerstones are post-modernism as a type of worldview, globalization as a model of ideology and form of organization of the world, and the Internet as a new type of information communication. The project of "postmodernization" of the world affirms a new cultural type of a person - with the uncertainty of personal qualities, moral relativism, and the denial of the very possibility of the existence of truth as impersonal and universal knowledge. In the future, this cultural model will essentially change the face of the world, and, consequently, the main socio-cultural institution that ensures the stability and dynamics of this world. Already today, the goals, content, forms of educational activities are being adjusted, and the traditional educational and educational functions are being taken over by the media, which in recent years have made an increasingly significant contribution to personal development [3].

Culture and the media as part of it, creating educational structures and forms, initially endow them with the essential function of "cultivating a human soul". Formation of the image of a person means the creation of a certain value that binds all the elements of the personality into an organic unity, the organization of the

human spiritual world. An educated person carries in himself the image of culture, for he is personally created in its likeness.

In socio-cultural terms, the purpose of education is the reproduction of the spiritual gene pool of the nation, which ensures the self-identity of the individual as a subject of culture and the integrity of society in historical space-time. Therefore, the purpose of educational institutions should not be limited to preparing a person for professional activity. Their role is more significant - to transmit and reproduce cultural forms that ensure the integrity, viability and self-organization of the socio-cultural organism.

The connection between culture and education should not be considered as a linear process - the fabric of conjugations here is more complex. On the one hand, educational systems are functionally and meaningfully conditioned by macro factors, and above all by the type of culture, in relation to which a given social institution acts as a means of its reproduction. At the same time, educational institutions have a certain inertia; they have a "margin of safety".

Therefore, in times of crisis, when the value-normative basis of culture can be destroyed or eroded, education can ensure the continuity of values, traditions, norms of community life, thereby keeping society from failure and maintaining the connection of times. Both in terms of content and technology, educational activities are based on deep psychocultural mechanisms through which the "assembly" of the spiritual world of the individual is carried out. The ideological basis of educational activity is the ethical ideal formed by culture, adapted and broadcast mainly by a block of social and humanitarian disciplines.

The main "atom" of the educational process is a face-to-face or correspondence meeting with a Personality capable of setting the spiritual and moral standard for the student's self-development: a young person, identifying himself with the image of a significant other, forms himself in his likeness. This image, as it were, passes into the inner plane and becomes a kind of "spiritual dominant", uniting and subordinating all aspects of the inner world of the individual.

The processes taking place in education are subject to laws: all its components change under the influence of general cultural trends that correct not only the worldview, but also the philosophy of being, and being itself. Such an understanding of the essence of education can be provided if the education system is viewed in a broad socio-cultural context, including educational television programs.

One of the key problems of modern pedagogy is the connection between education, culture and the media, and the connection is two-way and multilayered, when, on the one hand, the mechanisms and nature of the impact of culture on the education system are determined, on the other hand, the possibilities that education has are shown to adequately respond with the help of the media to the challenges of modern civilization. If this connection is lost, education loses its public and essential functions. Outwardly, everything can be perfect - in terms of aesthetics and design of classrooms and classrooms, computerization, copyright programs, etc. And at the same time, it turns out that this whole system no longer works in line with its main direction, that is, it does not provide the process of forming the spiritual world of the individual.

Socio-cultural problems of education, publicly covered on television, are seen as a kind of “order” for reform, as a challenge of the times, the answer to which is the adjusted priorities of state policy, new educational paradigms, new specialties.

All of them are included in the concept, the symbolic meaning of which can be expressed by the formula: what is the spiritual ideal on which education is built, such is the person who creates and creates himself “in the image and likeness”. Perhaps this is the meaning of the transformations in the sphere of culture and science - to change your own understanding of the matter, the result of which depends entirely on your efforts, to understand the mechanisms of that amazing process due to which a person is born from natural material.

Educational television programs were divided into educational programs for schools and universities (intended for direct reception during a lesson in accordance with the curriculum or at home in addition to it) and cultural and educational,

designed for a diverse audience wishing to expand their horizons. Later, the functions of educational (more formal) TV will be largely taken over by video, and a wide range of cultural and educational programs will switch to highly specialized cable and satellite channels.

In the late 1950s and early 1960s, each newly opened Soviet television studio considered it its duty to make educational programs for schoolchildren. In Moscow, on Central Television there was a permanent heading "To help the school", in Leningrad - a "Television lecture hall for high school students". Several technical universities collaborated to give lectures on television to first-year correspondence students in higher mathematics and other general theoretical disciplines. TV viewing was stimulated by the fact that classroom lectures were generally canceled.

In March 1965, the government adopted a decree on the organization of systematic educational television broadcasting for schools, universities, as well as to help doctors, teachers and other groups of specialists. In the development of this resolution, a specialized channel was opened on Central Television, called the Third (educational) program. Two years later, this new channel worked an average of seven hours a day, and a little later - 12-13 hours. With the commissioning of the Ostankino television center in 1967, the Moscow region began to watch the program. After the creation of the Main Editorial Office of Educational and Popular Science Programs, Central Television from year to year expanded the volume of its broadcasting, and by 1977, it reached 16 hours a day (except for the summer period).

The morning block of the Third Program was addressed to schools. Due to the lack of VCRs (they appeared in institutions in the mid-1980s, and were widely available at affordable prices only in the early 1990s), these were mainly "transmission to the lesson", more or less associated with the current school curriculum program. Daytime (optional) programs went beyond the scope of a textbook and were addressed not only to children, but also to adults.

In the mid-1980s, the volume of television broadcasting directly to the lesson was 160 hours per year without repeats, and half of this time was in the humanities. About 400 more hours were devoted to curricula created for aesthetic and legal

education, for professional orientation of schoolchildren and vocational school students, for electives classes, circle and independent work, for teacher qualifications (councils of psychologists, methodologists, renowned educators).

The creators of educational broadcasts sought to build them according to the laws of a work of art, so that each drama would have its own part of turgy, the compositional proportion of individual parts. At the same time, taking into account that a separate issue of the course program, discipline, knowledge system, it was necessary to take care of the consistency and continuity of the input information, and in the most successful cycles - about the possibility of repeated repetition of programs after their premiere.

Authoritative scientists, prominent writers and artists and, of course, the best domestic teachers were invited as hosts or participants in educational and educational programs. Many programs created by the Main Editorial Board of Educational and Popular Science Programs of the Central Television still make up the golden collection of the State Fund for Television and Radio Programs. The lessons of musical education of children, which the composer D. Kabalevsky taught according to his system, became an event of social significance. Children did not only watch them. Television received many letters from people of various professions, thanking the author, who opened the world of music for them. Many admitted that thanks to the lessons of Kabalevsky they began to understand for the first time in their lives the serious classical art of music. A wide public outcry was caused by the lessons of the fine arts of the artist B. Nemensky, meetings with teachers-innovators at the Ostankino Concert Studio.

In 1960, the TV magazine "Health" were filmed not only in the studio, but also in hospitals, research institutes. Their main characters were doctors - from ordinary practitioners to academics, luminaries of world medicine. The first hosts of "Health" were journalists, but it gradually became clear that the cycles of a popular science character should be led by specialists – guides of viewers who acquaint them with the achievements of medicine, the basics of preventing various

diseases. For many years the program was held by Yu. V. Belyanchikov. The level of confidence in her from the audience was very high.

The video recorder came to the aid of the domestic teacher at a difficult time, when both the school and television found themselves in a difficult financial situation. In 1991, some programs for schoolchildren ceased to appear, the educational editorial office was divided into two parts, which went to the Ostankino and Rossiya channels. The Fourth Channel “Russian Universities” appeared which abounded in random, hastily made and far from genuine culture programs, moreover, often containing hidden advertising. In 1994-1996, in two steps, its frequencies were transferred to the independent television company NTV, which turned Russian Universities into an hour-long rubric with educational programs for students of foreign languages. In 1997, this section was also closed, and not a single program was left on the Russian air, designed to educate children and youth [4].

### **1.2 Comparative analysis of trends in the development of television in the education system in the United States, Japan and Russia (which before the war had a significant impact on the media space of Ukraine)**

At the same time, educational and educational television channels were widely distributed all over the world. For example, there are more than 35 educational TV channels in Japan, and the production of educational and training programs is one of the main directions in television.

There are more than 500 educational television programs in the United States on major channels, not counting those produced by local television studios. They cover all categories of students, their parents and teachers. In addition, in the United States, all universities in the country participate in the creation of educational and training programs. On the National Aerospace Agency (NASA), American Academy of Pediatrics.

All over the world, the largest scientific, educational and cultural centers, museums and libraries are involved in the work on educational television. Such

well-known companies as Air Force Rai 1, Rai 2, PBC, and Discovery are engaged in the production of educational programs.

Television is by far the most popular and accessible medium for young people. According to sociological research, a schoolchild spends 4 to 7 hours a day watching TV. This directly and indirectly forms the life attitudes of the younger generation. In Russia today, there is practically no systematic presentation of educational information of a non-entertaining nature for young people.

The possibilities of television could solve the numerous problems of domestic education associated with the lack of qualified teaching staff in the outback, the lack of methodological and educational literature. In recent years, not a single educational program, not a single educational film has been created in our country. Moreover, those broadcasts that were made five, ten, fifteen years ago no longer meet modern requirements.

The decentralization of educational broadcasting has led to the emergence of local and regional programs broadcasting to schools in specific cities, towns and villages. Attempts are being made to create, following the example of many developed countries, TV channels with direct broadcasting in educational institutions and schools. However, their programs must be closely connected and coordinated with the current school curriculum and pedagogical science.

In Russia, such a channel – “Shkolnik TV” - first went on the air on September 1, 1999, starting experimental broadcasting in Moscow schools. The audience of this channel is not only schoolchildren, as it provides a unique opportunity to access extremely interesting and memorable educational material. Secondary school teachers show a keen interest in new methodological approaches and new educational stories, which are becoming common property thanks to the TV network broadcasting. As it turned out, the new educational channel is also needed by parents who want to discuss on an equal footing with their children what is taught in high school. The broadcasting schedule was based on the basic curriculum approved by the Moscow Education Committee. The duration of TV lessons is 30 and 15 minutes. Real school breaks coincide in time with the breaks

between the study programs and mi-lessons. In the first, "lesson" part of the day, there are traditional disciplines: Physics, mathematics, literature, Russian and foreign languages, and in the daytime, courses for university applicants, developing quizzes, and country studies programs are broadcast. There are also electives in the program of language courses, programs on the history of culture, cycles on the problems of the formation of civil society, issues on the prevention of drug addiction and crime, as well as programs that help in the professional orientation of schoolchildren and their subsequent employment.

As it turned out, even in Moscow, the appearance of TV lessons caused an instant response. The shortage of qualified teachers, even in the prosperous capital in this regard, has long been known. On-screen teachers, albeit in small volumes of the first broadcasts, came to the aid of the school. The Moscow Department of Education has decided to install a system for receiving the "Shkolnik TV" program in the city's schools. Now, TV classes conducted by the channel are already seen in more than 1,400 Moscow schools. A circle of constant authors and masters of television has developed around him.

At the same time, the question arose of organizing regular broadcasting not only in Moscow schools, but also throughout most of the country. Requests for the Shkolnik TV channel began to come from large and small cities in Russia, from the CIS countries and far abroad, where the Russian-speaking population makes up a significant part. Educational programs returned to the country's television space through the MMDS system. The first partner of the "Shkolnik TV" channel was "Cosmos-TV", which included it in the main package of its programs. The company's subscribers now have the opportunity to take lessons that fully comply with school curriculum while staying at home. The same-day repeat transmission system was designed to compensate for live communication with the teacher. You can watch the lesson again with your parents - and there will probably be no incomprehensible places left. Today the "Shkolnik TV" channel has about 200 reliable desks nerves in Russia and abroad. Receiving a signal from a satellite regional operators (mainly cable) bring TV LESSONS to an audience of 20 million



viewers. The Federal Agency for Education has taken a far-sighted approach to the question that has regularly arisen recently about the direct use of television opportunities for education and included it in the federal target program "Russian Language (2006-2010)". Thanks to the new state policy in the field of education, not only in Moscow, but also in the schools of the CIS and Baltic countries, they began to install satellite dishes tuned to the educational channel. Already in more than 450 foreign schools, you can watch the "Shkolnik TV" channel. Thanks to the state support of the program, this channel has been transmitted since 2006 from a modern on-air control room.

With all the limitless prospects of the Internet, television in our country will be a more familiar and accessible means of communication for a long time to come. I must say that the possibilities of TV have never been used in education for one hundred percent. Options for correspondence education through television with obtaining diplomas from renowned universities have been developed. In addition, retraining courses, external studies, passing exams, confirmed by certificates and diplomas, are practiced. In addition, if the campaign "Moskovsky Komsomolets" and Moscow State University "Conquer Vorobyovy Gory" was an undoubted success, when through the newspaper talented schoolchildren became students of Moscow University before the official exams, and then what opportunities can television open for young people. The construction of a new television should be crowned with the creation of an all-Russian image-inviting broadcast. This is a matter of national importance.

At present, Russia has a technical base for using the possibilities of television and Computers, in particular, a network of terrestrial and cable broadcasting, which allows you to deliver the necessary information to the subscriber in the most complete form. Unfortunately, at the state level, the information capabilities of TV for educational purposes are still not widely used. Combining into a common network of television means of delivering information to the consumer in the form of training programs makes it possible to create a new technology for teaching university students. Information about educational programs can be available to the

student both via the Internet and on air television in the form of separate programs (video films).

One of the most characteristic examples of the transfer of scientific information in educational institutions is the "teletext" system. Another promising direction is the distribution of various kinds of computer information or computer data (CD) on television channels, which has received the title Datacasting abroad (the term comes from the words data - data and casting - broadcasting). This direction acquires particular relevance in connection with the widespread introduction of computer communications and with the advent of the era of home computers. The possibility of choosing inexpensive personal computers, the rapid development of global information systems such as the Internet, the need to distribute multimedia products form new requirements for the availability of information, means of computer communications, the speed of information transfer through them, which in turn leads to the need to search for alternative ways of transmitting information. Against the background of the introduction of computer technologies in television and the penetration of elements of television technology into the computer industry, there is a consistent convergence of these two areas of popularization of scientific knowledge. After satellite broadcasting, the analog high-definition standard, has entered our lives, science provides us with new opportunities that can change not just the quality of the signal, but the way of life of the viewer. This is primarily about digital television.

Prominent scientists Norbert Wiener, Clo Dom Shannon, Andrey Kolmogorov, and Vladimir Kotelnikov developed the theory of digital information compression in the 1930s-1950s. Today, digital television has already left the cradle and has received a very promising development. In the United States, for example, a decision was made to shut down analog television in 2008, and since 2004, only televisions capable of receiving a digital signal have been produced here. What will digital television bring to the viewer? While he does not even suspect what horizons will open before him. First, the number of television channels will increase significantly. Analog television has almost exhausted the frequency resource, and

in fact, up to 16 digital channels can be accommodated in the band occupied by one analog television channel. The image quality will be greatly improved, which will not depend on the method of encoding or signal compression - it is always perfect.

Special digital TV set-top boxes will give the viewer the opportunity to participate in interactive TV programs. It will be possible, for example, to choose a camera during a Football broadcast, a place in the auditorium at a concert or lecture, directly participate in voting, polls, buy goods in direct communication with the seller, etc.

Digital broadcasting reverses the established model of relations between the TV channel and the viewer. While programs break into our television space with an analog signal, regardless of our desire, digital information will not pass directly on the screen: it can be accumulated on external media, home media servers, in the same way as unnecessary advertising booklets accumulate in the mailbox before how to go to the wastebasket. Digital television makes it easy to cut off all unnecessary - endless streams of advertising, nonsense or mournful cleverness of speakers.

Back in 1998, the "Concept for the introduction of terrestrial digital broadcasting in the Russian Federation" was adopted. According to this concept, by 2015 all Russian TV transmitters and receivers should operate only in digital mode. In 2004, a government decree "On the introduction of digital television and sound broadcasting in the Russian Federation" was adopted. Russia regularly participates in the meetings of the International Telecommunication Union, where the problems of digital TV are discussed. Russia is the fifth country in the world where digital broadcasting started in commercial mode. Such networks have been operating for several years in St. Petersburg (34 channels) and in Moscow, where six channels are broadcast on mobile receivers that can be installed in a car or carried around. Pilot zones for digital TV appeared in Nizhny Novgorod and Vladivostok. It would seem that television, with its universality and appeal to everyone, is not able to accept the principle of a differentiated approach to the audience in order to enhance the effectiveness of the educational process. However, by forming central,

republican local programs, creating targeted broadcasts, television in the last ten years has discovered the ability to profile broadcasting channels, some of which were completely devoted to educational programs.

## **CHAPTER 2 THE INFLUENCE OF MEDIA BUSINESS ON EDUCATION, MENTAL HEALTH AND OTHER AREAS OF HUMAN LIFE**

### **2.1 An analysis of television activities for educational institutions**

An analysis of decades of television for educational institutions shows, firstly, that the source of the noticeable development of educational and popular science television is, first of all, the desire of society to most fully satisfy the spiritual needs of people who have grown up on the basis of increasing well-being, awareness and universal secondary education.

Secondly, educational television is a complex system related to the role that society assigns to the cause of education, what attention it pays to the training of teachers, the construction and improvement of schools, the publication of textbooks, etc. [5]

Thirdly, in our opinion, educational television can be most effective in the system of public education, where planning; centralized management, an integrated approach to the problem, large investments, etc. are possible. In the sphere of private education, where there are many different schools, lyceums, colleges, numerous and interrelated problems of educational television are solved spontaneously and only partially.

Fourth, television for schools is not meant to replace or abolish existing education systems. Just as TV does not cancel or replace cinema, theater, literature, etc., but only includes some of their forms in new communication systems, transforms, modifies, and modernizes them.

Fifth, educational television is designed to help the teacher, not replace him. No development of the mass media is able to replace the communication between the student and the teacher, their direct, live conversation with mediated information. The conversation between the teacher and the student has a number of unfading advantages, which include the possibility of a direct discussion, during

which you can immediately get an answer to an exciting question or return to a section of a topic that is difficult to digest; the teacher's ability to fully take into account age. Specific, national or other characteristics of the audience, using examples from the lives of their students as arguments. Therefore, educational television should not seek to duplicate the teacher, should not be allowed to have a TV competitor appear behind his back in the classroom [6].

One of the conditions for the effectiveness of educational transmission is its high scientific, ideological and artistic level. The following principle should operate here: if scientific information is from the mouth of the best popularizer of science, if it is a literary transmission, then with the participation of the most prominent figures of culture and art. Broadcasting works of art - performances, films or their fragments, television thereby already participates in the education of the audience. But his original, original participation in education and training begins when he creates programs according to his own aesthetics [7].

The relationship between television and school cannot be called unambiguous. Filling both the free and class time of the teacher and student, the home screen not only helps them to understand each other and master the basics of science, but also gives rise to new problems, new difficulties. Therefore, one high school student who watched the program "Clever and Clever" the day before may turn out to be more knowledgeable than the teacher is in the history lesson and the other who saw "Captain's Daughter" on TV will not want to read the classics and in the lesson will find acquaintance only with adaptation, and not with Pushkin's work. Nevertheless, perhaps, the same student, after watching the television series "The Idiot", will go to the library for Dostoevsky's novel.

Thus, the relationship home screen - school "is much more multifaceted than the interaction of educational television and the school curriculum. At the present stage, researchers divide audiovisual education into five main areas:

- 1) Education of future professional journalists, screenwriters, directors, cameramen, actors, producers moat, etc.;
- 2) Training of media educators at universities;

- 3) Audiovisual education as part of the general education of schoolchildren and students studying in ordinary schools and universities;
- 4) Audiovisual education in out-of-school institutions and cultural centers (amateur studios, aesthetic development centers, cultural centers, etc.);
- 5) Audiovisual education by means of media criticism.

Back in 1919, the world's first film school was opened in Moscow, now it is the All-Russian State Institute of Cinematography (VGIK). In the 1920s, other institutions also tried to train professionals in the audiovisual field, but by the early 1930s, they disappeared for various reasons. Since the late 1950s, audiovisual education began to revive in ordinary Russian schools (teachers O. A. Baranov, G. A. Polichko, Yu. N. Usov, etc.). In 1967, the Council for Film Education was established in Moscow under the Union of Cinematographers (in 1988 this body was transformed into the Russian Association of Film Education Workers, and in 1999 into the Association of Film Education and Media Pedagogy of Russia) [8].

Since the 1960s, the work of seminars and conferences on this topic has intensified in the country. Experiments were carried out on audiovisual education of children in summer health centers. During these years, metropolitan and provincial publishing houses published many monographs, textbooks, scientific collections, programs on this issue. Since January 2005, the Association of Film Education and Media Pedagogy of Russia with the active support of the UNESCO program "Information for All" began to publish the scientific and pedagogical journal "Media Education" [9].

On June 18, 2002, the Educational and Methodological Department for the specialties of pedagogical education of the Ministry of Education of the Russian Federation officially registered a new university specialization "media education", assigning it a state number 03.13.30 the next step here should be the registration of not only special socialization, but also the specialty "media education".

Today scientists all over the world recognize the dominance of the influence of early texts in various forms - through television, video, computer channels. The significance and role of the media is truly growing exponentially. The specifics of

the audience's contact with copper is determined by their synthetic audiovisual, spatiotemporal nature, which combines the characteristic features of the practice of all traditional arts. Unfortunately, higher and secondary educational institutions in Russia turned out to be unprepared for video (DVD), the Internet boom, and for the use of the creative, artistic potential of the latest computer technologies. Most educators use cinema as an elementary means of visual agitation, not knowing about the richest possibilities of the screen arts. Capable of comprehensively solving the problem of aesthetic education and artistic development at an integral level. At school, but also at a university, at a pedagogical university, not only “the educational system of using cinematography ignores cinema as an art form, as an art form of public consciousness, as a special communication system, and therefore turns out to be ineffective” [9].

Meanwhile, a theoretically and methodically sound system of media education contributes to the formation of aesthetic consciousness and individual critical thinking, which form the basis for the development of a creative personality in the context of an intensive increase in audiovisual information flow. Media education, combining lectures and practical classes, is a kind of audience immersion in the process of creating audiovisual texts, that is, in the internal laboratory of the main media professions. It provides for a methodology for conducting classes based on problematic, heuristic, game and other productive forms of learning that stimulate students' abilities through direct involvement in artistic and creative activities, interpretation and analysis of the sound-visual, spatio-temporal structure of the narrative.

In Russia, good prospects are opening up in connection with the recent departure from the unification of the learning process, the emergence of new types of educational institutions, which have been given the right to form curricula.

However, if the disputes regarding the obligatory nature of the media image. While there are still ongoing studies in schools, in relation to universities, pedagogical universities, an almost unified point of view is expressed: it is necessary to introduce specializations and special courses related to the study of



cinema, television, video, and media culture. After all, the work of a teacher who is not able to fully perceive media texts, works of screen arts, who does not know the methodology of media education, in our opinion, is far from modern requirements for the pedagogical process. The whole process of education in secondary educational institutions largely depends on how developed the individuality of the teacher, his consciousness and thinking, how he knows how to communicate with schoolchildren. In the development of the system of both higher and continuing professional education as a whole, the system of additional qualifications has also found its niche. It has become widespread for a number of reasons, the leading among which is the fact that these programs appeared in response to the needs of practice and serve as examples of the rapid response of higher education to the demands of the labor market. They are, as it were, an indicator of those educational areas that may be lacking in the structure of higher and postgraduate professional education.

The basis for the development of additional professional education, as noted above, is the concept of continuous education. Moreover, here we cannot do without clarifying the role and participation of the media in the formation of this continuity.

Therefore, the main goal of system modernization is to build professional programs at all educational levels based on continuity, when previous programs are a source of potential development for subsequent education. The totality of basic and additional professional programs determines the educational resource of the Russian education system.

To date, more than 40 programs for obtaining additional qualifications have been approved at the federal level, and the regulatory and legal framework for their implementation has been developed, including registration with the Ministry of Justice of the Russian Federation and the introduction of a diploma of additional (to higher) education, confirming the assignment of one or another additional qualification. The introduction of such programs into educational practice is an important component of the process of modernization of additional professional education. The term "additional qualification" is not defined by the legislator and

therefore still does not have an unambiguous interpretation. On the whole, the system of additional qualifications is fundamentally different from traditional higher education, regardless of whether it is first, second, or third. In practice, these are non-overlapping systems. There are no grounds for considering higher education as first or second, neither in content nor in legal terms. For the status of a diploma of higher education does not depend approximately its receipt and in each case must confirm the development of the SES VPO in full. The accepted terminology reflects only the temporal sequence of mastering various basic educational programs.

Additional education cannot be considered as an independent level. It complements - or expands, or deepens - or changes the profile of an already existing professional education of a certain level. Concerning additional qualifications, then there is a need to legalize them, to give them a legal status that is understandable to everyone. The role of the media in additional education should be more fully defined, because in the current situation, an additional qualification serves only as an indication of the readiness of its owner to conduct professional activities and finds a concentrated expression in the name of an additional qualification, and the level of complexity is determined by what educational level complements the professional - an educational program corresponding to one or another additional qualification. The quality of education in the knowledge society is one of the main problems of the current state of education in Russia. The abundance of discussions on this topic reveals the uncertainty in understanding not only the category "quality", but also the category "education". Theorists and practitioners illuminate different facets of these complex concepts. It is important to highlight the different meanings of the concept "education" and their complex relationships. Education is a value, a system, a process (and activities for its implementation), a result, a service. In this sense, education is an introduction to culture as to accumulate values - material and spiritual [10].

## **2.2 Consequences of the negative impact of modern media and some aspects of education**

A Royal Society of Public Health study (in which 1,479 people aged 14 to 24 took part) warns that social media can exacerbate mental health problems in young people (including causing feelings such as anxiety, depression, etc.), but they can also have a positive impact if online platforms work purposefully on this. By the way, of all the existing social networks, according to the results of the study, YouTube has the least negative impact on the mental health of users. That is, for the development of our project, this online platform, among others, is optimal for promotion [11].

According to the Werther effect, some people attempt suicide as reaction to another suicide. This applies also for South Korea [12]. According to a study, South Korea experiences a surge of suicides after deaths of celebrities. The study has found three out of eleven cases of celebrity suicide resulted in a higher suicide rate of the population. The study controlled for the potential effects of confounding factors, such as seasonality and unemployment rates, and yet celebrity suicides still had a strong correlation to increased rate of suicide rates for nine weeks. The degree of media coverage of celebrity suicides affects the degree of increase of suicide rates. In the study, the three celebrity suicides that received wide media coverage led to a surge in suicide rates, and the other celebrity suicides with low media coverage did not lead to an increase in suicide rate [13]. In addition to the increased suicidal ideation, celebrity suicides lead people to use the same methods to attempt suicide. Following actor Lee Eun-ju's death in 2005, more people used the same method of hanging [14].

In South Korea, every student is obligated to take the College Scholastic Ability Test (CSAT). On this day, underclassmen gather and cheer on their seniors as they enter the school to take their exam. The government has also mandated to forbid planes from flying during this time to make sure there are no distractions to these students [15].

Although South Korean education consistently ranks near the top in international academic assessments such as PISA [16, 17], the enormous stress and pressure [18] on its students is considered by many to constitute child abuse [19, 20]. It has been blamed for high suicide rates in South Korea among those aged 10–19 [21]. Studies have shown that 46% of high school students in Seoul, South Korea are depressed due to academic stress, which leads to suicidal ideation and suicide attempts. South Korea's competitive educational system and the stressful academic environment, plus the social expectations requiring students to excel in academics have negatively affected the physical, mental and emotional wellbeing of the students [22].

In South Korea, mental illness is taboo, even within a family. Over 90% of suicide victims could be diagnosed with a mental disorder, but only 15% of them received proper treatment. Over two million people suffer with depression annually in South Korea, but only 15,000 choose to receive regular treatment. Because mental illnesses are looked down upon in Korean society, families often discourage those with mental illnesses from seeking treatment [23]. Since there is such a strong negative stigma on the treatment of mental illnesses, many symptoms go unnoticed and can lead to many irrational decisions including suicide. Additionally, alcohol is often used to self-medicate, and a significant percentage of attempted suicides occur while drunk [24, 25].

“In South Korea, an 18 year old has committed suicide in the city of Daejeon - just hours before he was due to take a university entrance exam.

Teen suicide rates have risen by more than a third in the last decade - and the intense pressure to succeed academically is often the cause”, – Al Jazeera's Harry Fawcett reports from Seoul [26].

In Japan, in order to better overview the motives behind suicides, the National Police Agency (NPA) revised the categorization of motives for suicide into a division of 50 reasons, with up to three reasons listed for each suicide.

As of 2020, the leading motive, with 49% of suicides was "Health issues". However because the category for health issues includes both mental (e.g., depression) and physical issues, it is not possible to distinguish between the two.

The second most commonly listed motive for suicides was "Financial/Poverty related issues" (e.g., Too much debt, Poverty), which was a motive in 17% of suicides.

The third motive is "Household issues" (e.g., disagreements in the family) listed in 15% of suicides.

Fourth on the list are "Workplace issues" (e.g., work relationships) with 10% of suicides listing it as a reason.

The last two major categories are "Relationship issues" at 4% (e.g., heartbreak), "School" at 2% (e.g., not achieving the results you were aiming for) then lastly "other", at 10% [27, 28].

Table 2.1

### **Suicide Victims by Occupation**

| <b>Occupation</b>                                                                                      | <b>% of total suicide victims</b> |
|--------------------------------------------------------------------------------------------------------|-----------------------------------|
| Employees                                                                                              | 28.2%                             |
| Self employed or working for family                                                                    | 7.1%                              |
| Students                                                                                               | 3.5%                              |
| Unknown                                                                                                | 1.6%                              |
| Pensioners/ those on government assistance (includes unemployment insurance and worker's compensation) | 26.1%                             |
| Homemakers                                                                                             | 6.2%                              |
| Unemployed                                                                                             | 4.0%                              |

## **CHAPTER 3 PROPOSALS BASED ON A COMPARATIVE ANALYSIS OF UKRAINE, POLAND AND RUSSIA**

### **3.1 The magnitude of the problem and the opportunity to change the negative impact of modern media into a positive one**

The share of entertainment products in the general repertoire of broadcasting has increased from one-fifth to one-third - on state television (formerly UT-1); from one third to one half - on non-state national channels ("1 + 1", "Inter"); from half to 70% - on commercial channels such as ISTV. Given that large advertising blocks open and close most programs, especially in the evening, the actual model of national channels (to a lesser extent state-owned) will obviously be commercial.

In terms of content, the commercial model is naturally focused on mass culture, and the most widespread today is the so-called "American popular culture", which is spread by global mechanisms of information production. It is she, with her frivolity of dialogue, social leadership, violence, eroticism, etc., that Ukrainian television broadcasts.

The subject of analysis was artistic television production, the main forms of which are conditionally attributed to feature films, cartoons (animations), documentaries and series. The separation of such a subject of analysis was due to several reasons:

- first, artistic production is both a carrier of both sensory and mechanical components of cognition, and therefore the most effective means of forming cultural stereotypes;
- secondly, the most popular among TV programs are feature films (series, cartoons), news programs;
- thirdly, the greatest influence on television is on young people, who are ideologically mobile, open to the promotion of cultural values and who prefer TV programs to feature art (rather than informative, as is the case, for example, among middle-aged men);

- fourth, in Ukraine there is an acute shortage of quality products of this type of domestic production, which objectively creates more space for the spread of foreign cultural and value elements.

Comparing the TV channels of Ukraine, Russia, Poland, it should be noted that there are not only significant differences between them, but also common structural characteristics. Thus, the national TV channels First National, PT-1, Polonia, and RTR are designed to promote national, national cultural values and perform educational and non-profit educational function. These state channels cover events in accordance with national, state interests are fully controlled by the state and are the bearers of the national idea in a particular state. The other wing of the TV space is filled with purely commercial TV channels, the main purpose of which is to make a profit. However, various hybrids are possible - for example, the division of one TV channel between public and private TV companies. Note the important fact that the most typical such hybrids are for Ukraine.

With regard to structural changes in the programs of national state TV channels of Ukraine, Poland, and Russia, it can be concluded that Ukrainian television in general is following the same path as Russian television - increasing the share of artistic television production, especially entertainment.

If the state TV channels of Russia and Ukraine have chosen the strategy of increasing the share of entertaining feature films (films), the state TV channels of Poland TVP-1, TVP-2, in particular Polonia, clearly demonstrate the implementation of educational and cognitive function of television. The absolute number of broadcasts of Polish documentaries and feature films increased by 12 and 18%, respectively.

Regarding the differences between state and non-state ownership TV channels, it should be noted a clear specialization in terms of feature films. In particular, in the structure of Polish television there is a distinction between the functions of commercial (private) and state TV channels: on commercial TV channels the share of feature films and series reaches 20 hours a day, and public channels broadcast a large number of scientific, educational, documentary films.

Moreover, culture, the formation of a national system of values, including the values of a healthy lifestyle. This separation of functions provides a certain balance of information-cognitive and entertainment-commercial products in the national television space of Poland.

Russia also has a similar division between private and public television, albeit to a much lesser extent. In addition, in Ukraine there is almost no difference between state and commercial channels. What does this fact indicate? Commercial activity does not require state support, as its main motive is to make a profit. On the other hand, the non-commercial, ideological, educational, and cognitive components of television are unable to function effectively without state aid [30].

In the previous sections, we have considered many micro-problems and it may seem that one student startup is not able to solve all of them, although its mission and vision are related to all these areas.

I suggest considering the known case:

Alphabet is Google's umbrella holding company within which each of its businesses including Google and its other tech-driven initiatives will function as independent business units. The restructuring, cofounder Larry Page says, is to ensure that the company does not slowdown in innovation.

Why create a new company? Google started as a search engine on September 4, 1998. Over time, it has become much more than a search engine. Google today has multiple products including YouTube, Android, Gmail and new projects like balloonpowered internet access, self-driving cars, anti-ageing technology, Google's XLab, which incubates new ideas. These projects and entities are too diverse and large and many of them like Gmail and Android have more than a billion users each, worldwide. Each company and project has a distinct identity — like driverless cars and anti-ageing are as different as chalk and cheese, and need different leaders and management styles. Alphabet as a holding company will oversee all these diverse ventures — and any new ventures in future (Figure 3.1) [31].



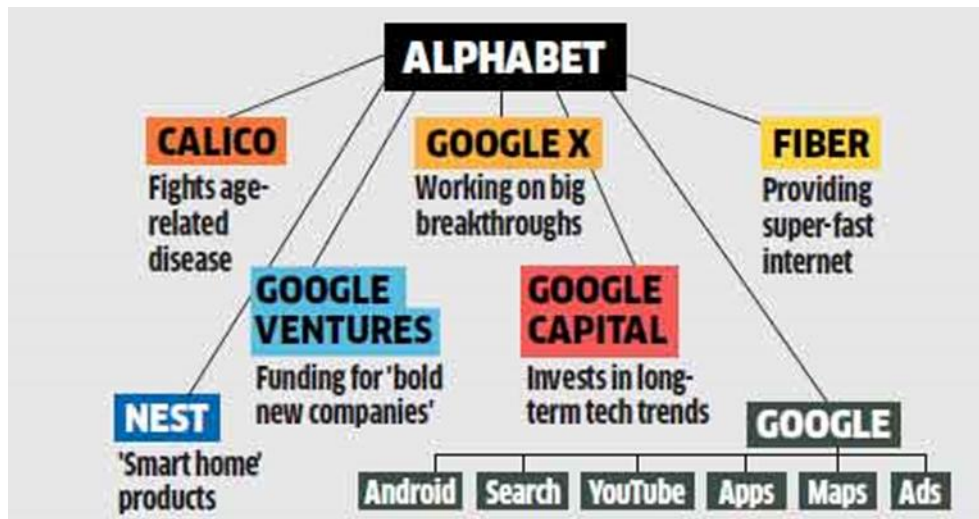


Figure 3.1 – Alpha-Bet is Google's umbrella holding company

So, according to the same principle, we plan to launch a startup under the working name "14.com":

- 1) The media business will film socially important projects for wide access to the audience, sell it on television and distribute this content via the Internet;
- 2) Trainers and consultants will conduct seminars, lectures, summer schools for the audience that is most interested in the topic;
- 3) The online store will distribute products under the startup brand, as well as literature, etc. [32]

We will consider in more detail in the last subsection.

### **3.2 Dual purpose project, directing its activities in the education, health, media and advertising industries.**

Our products for the purposes of the state can be used simultaneously on the information front, in educational activities (including the development of critical thinking and other skills in youth and adults) and to improve the mental health of citizens [32].

The level of readiness of our products: we have a proof of concept. For a better study of our concept, I suggest to conduct a:

1. SWOT analysis:

- 1) Strengths. Characteristics of the business that distinguish it from competitors:
  - Asset Light Business Model of the startup, which, according to representatives of the investment fund TA Ventures, will shift the focus in them and in most other funds [34].;
  - Unique media product ideas;
  - Team skills, developed network of contacts;
  - The founder of the startup is a member of the National Agency for Quality Assurance in Higher Education, which has business connections in institutions in different regions, so he will use them to promote training projects and media products for the target audience;
  - High-class operator and installer with experience in Ukrainian TV companies and US productions;
  - Highly professional experts for conducting trainings in the format of online, offline and within TV projects [35];
  - The project manager has experience (including undergraduate practice) in a law firm on marketing and business development strategy (including PR), as well as on media law and intellectual property issues, having explored the regulatory framework necessary for new startup;
  - Proof of concept (all ideas for media projects were previously implemented by the startup manager as a social initiative, interesting TV stories were shot about them, and they received feedback from viewers - we were repeatedly asked to participate in events on a commercial basis) [35];
  - Positive feedback from the participants of the pilot project;
  - Ability of project managers to think strategically and see the prospects for startup development;

- Creative and charismatic team members who know how to draw attention to a media product and / or training project.

2) Weaknesses. Signs that make a company vulnerable in the market are:

- at the pre-seed stage there is no budget for advertising and marketing, staff fees;
- narrow target audience, if we focus only on the Ukrainian market;
- the author of the idea and the project manager had no previous experience in producing media products.

3) Opportunities. Possibilities that my media project can use to develop our business are:

- The high level of anxiety in Asia (Japan, South Korea, India, etc.), Africa, Latin America creates prospects for entering their media and educational markets in the areas in which the startup is working [36];

- In December 2021, the Law on Mediation came into force. Mediation is the settlement of conflicts through negotiation. This is a procedure that is close in spirit to the mission of our startup, and we have experience of cooperation with some experts in the field of mediation (Marina Saenko, Olena Shtogryn, Tetyana Mayboroda, Tetyana Kobzeva, etc.), so we plan educational and media projects in this field, incl. to promote the culture of diplomatic dispute resolution at various levels (this project may be of interest to representatives of business circles in Ukraine and abroad) [37];

- According to psychologists and the Ministry of Health, psychological care services will remain relevant for at least 60% of Ukrainians during the war and for at least the next seven to ten years after our victory. For the same reason, more media projects are needed to spread positive and moral support to the general public, as well as educational activities for a large number of people;

- Prospects for cooperation with the new National Program of Mental Health and Psychosocial Support, including as part of a major communication campaign, as well as with the teams of the project "School Nutrition Reform" (in components

where food affects the mental health and success of our target audience) and "Healthy Ukraine" (to promote sports, exercise and healthy lifestyles);

- Even before the war, the President initiated the transfer of state dachas for the needs of Ukrainian children, including for summer health facilities. Active work in this direction was carried out in the Office of the President and the State Administration (on the balance of which these institutions remained). We see further the prospect of negotiations with the authorities to organize summer schools, training projects, youth forums, etc. on their basis;

- The need for integration into Ukrainian society of internally displaced persons and citizens of Ukraine who currently remain in the temporarily occupied territories (including through a coordinated information policy and educational activities);

- According to sociological research conducted by the company "Rating", the target audience is in great demand for educational content. This applies to any Ukrainian TV channel, including TV channels with the terrestrial logo "DOM" and "UA";

- To organize the creation of the above TV programs of various genres, daily and weekly, running from 30 minutes to 3 hours (live and recorded), the State Enterprise "Multimedia Platform of Foreign Language of Ukraine" found insufficient production staff, namely: director, director-director and others (official notes №481 from 03.11.2021 and №482 from 03.11.2021);

- The issue of material and technical base of the television journalistic complex of SE "MPIU" was also analyzed. Existing equipment will not be able to meet production needs during the production of television programs of various genres. All material and technical base of the TV journalistic complex of SE "MPIU" is used for the production of other projects, namely: "News of Ukraine", "Official Conversation", "Informal Conversation", "Right to Law" and others (memos №483 from 03.11.2021, №484 from 03.11.2021 and №489 from 04.11.21), so at the end of 2021 the Regulations on the organization and holding of art competitions at SE

"MPIU", approved by the order of SE "MPIU" from 07.10.2021 appropriate changes;

- Cooperation with the Israeli Center, which has existed for over 20 years to overcome the psychological consequences of war and terrorism.

4) Threats. The risks that can cause damage to companies are:

- The inability to film planned projects due to hostilities and / or the establishment of quarantine measures and bans by the authorities;

- Language issues (Russian-language content may cause dissatisfaction in Ukrainian society, Ukrainian-language content will not be widely covered in other countries, and for countries where Central Asia does not speak Ukrainian and / or Russian, additional content will need to be translated into their languages);

- Low purchasing power of the Ukrainian population (in terms of educational, consulting services, online store on the startup's online platform, etc.) due to the war, declining solvency of citizens and businesses (potential advertisers for media products);

- Changing the preferences of the population.

*Table 3.1*

### **Analysis of direct and indirect competitors**

| HoldYou                            | Apeiron - School of Thinking                                                                                                   | BitukMedia                                                                                                     |
|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| Psychological online help service. | The author's school of Alexei Arestovich. School classes are built on the combination of philosophy and psychology. decisions. | BitukMedia is a new international news agency that is optimistic about events in Ukraine and around the world. |

Continuation of table 3.1

|                                                                                                   |                                                                                                                       |                                                |
|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------|
| Allows you to get help from a psychologist anytime, anywhere, regardless of the point on the map. | In the classroom, you will learn to think, better understand yourself and the world around you, convince, argue, make | To share exclusively the successes of mankind. |
|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------|

2. Market analysis. More than 300 thousand bachelor's entrants (stress is the cause of about 20% of exam errors, as well as health problems, suicides due to external evaluation - for example, in Kharkov in 2021, in Sumy in 2019), approx. 100 thousand - to the master's degree every year in Ukraine, relatives, friends of entrants, educational institutions, teachers and all who empathize, similar categories of people in the former Soviet Union and others with high levels of stress. We successfully piloted a training project at Sumy State University, covering (both offline and online) up to 300 graduates of 2020-2022 (the last set was in January this year). Practical psychologists, time management and career guidance trainers worked with the entrants.

We determined the results of the pilot project on the basis of incoming / outgoing questionnaires (entrants' responses, whether they overcame their fears, etc.), EIT scores and achieved goals of the participants - whether they entered the desired EIT, etc. And also on the interest of target audience in continuing the initiative. The project is a successful.

3. The main method of analyzing the state's demand for our products was observation. We studied the statements of officials on our issues, researched the legal framework, communicated with the leading journalist of the National Television Marathon Natalia Moseichuk, who provided positive feedback and recommendations for finalizing the concept for further implementation of the startup.

It is important that one of the strategic tasks of the State Enterprise "Multimedia Platform of Foreign Broadcasting of Ukraine" is to carry the idea of uniting Ukraine through content.

According to the Statute, MPIU periodically announces an art competition for the selection of projects for the production (creation) of audiovisual works (television programs of various genres, timed from 30 minutes to 3 hours), which includes: concept, development of scripts / script plans and production of a program that provides a partial technological cycle of production [38].

The purpose of the DOM and UATV channels is to objectively inform Russian-speaking people around the world about the situation in Ukraine, the temporarily occupied territories, etc.

4. After analyzing the state market, we proved the state's demand for our products and the state's need to solve the problem we offer.

Information on the results of product testing (namely the news about one of the stages of the pilot project together with a link to the TSN story) was published on the official website of the Sumy Regional State Administration in February 2022 [39].

The first persons of the state spoke about the importance of the topic we are working on:

In an interview with The Guardian, First Lady of Ukraine Olena Zelenska said: "Ukrainians are not used to seeking help from psychologists. We tend to ignore depression or anxiety. But now we all need to reconsider these stereotypes. that they now need psychological help" [40].

Aleksey Arestovich, Advisor to the Head of the Office of the President, wrote in his blog: "Regiments with nuclear weapons, politicians and the media parasitize on our fear. By fettering a huge resource and creative potential. A person spends 86% of his energy on fighting his own fears. you can move mountains".

## 5. Finances

Table 3.2

**Approximate estimate**

| Cost items                                                                        | Period 1 (\$) | Period 2 (\$) | Period 3 (\$) | Overall estimate (\$) |
|-----------------------------------------------------------------------------------|---------------|---------------|---------------|-----------------------|
| Salary                                                                            | 3,509.00      | 3,510.00      | 3,510.00      | 7029.00               |
| Administrative costs, registration of patents and IP, purchase of equipment, etc. | 3,507.00      | 3,507.00      | 3,507.00      | 7021.00               |
| Total marketing and advertising costs                                             | 2,007.00      | 2,007.00      | 2,007.00      | 6021.00               |
| Military duty (1%)                                                                | 152.25        | 152.25        | 124.50        | 429.00                |
| PIT (18%)                                                                         | 1,503.00      | 1,503.00      | 1,494.00      | 4,500.00              |

## Sources of income:

- 1) sale of educational media projects to TV channels of Ukraine, the countries of the former USSR, Africa, Latin America, Asia (South Korea, Japan and others);
- 2) monetization of social networks of the project, sale of advertising;
- 3) educational services (first of all, with the fact that rose to the general public in TV projects);



- 4) online store (startup branded products, thematic literature, etc.);
- 5) organization of summer schools, thematic camps, forums, conferences and other events.

6. Clear results (KPIs) that can be achieved through the first investment:

- 1) An interesting educational media product will be created, which can be used by a wide range of young and old people in Ukraine and abroad through television and the Internet, and they will be charged with positive emotions;
- 2) Those who want to delve deeper into these topics can get detailed advice and educational services from project specialists;
- 3) A healthy ecosystem (community of people) will be created, through which new useful projects in the field of education, healthy lifestyle, media, etc. can be further generated.

7. Project activity plan to achieve the set KPIs:

- 1) Create an online platform for education, communication, online shopping, etc.
- 2) Shoot media projects and sell them on television.
- 3) Post these projects on your platform, advertise and monetize.
- 4) Organize thematic online and offline forums, campsites, conferences, summer schools, etc.

## CONCLUSION

After conducting research, we can draw the following results:

Culture and the media as part of it, creating educational structures and forms, initially endow them with the essential function of "cultivating a human soul". Formation of the image of a person means the creation of a certain value that binds all the elements of the personality into an organic unity, the organization of the human spiritual world. An educated person carries in himself the image of culture, for he is personally created in its likeness.

The set of methods of manipulating consciousness is growing and improving simultaneously with the development (or degradation) of civil society. And now, in the age of powerful media, online media and social networks, which have created a new huge field for experimenting with public opinion, there is a need to analyze the basic methods by which anyone can influence citizens (especially young people, which is important in the context of our study) is particularly acute because humanity is on the fine line between real and virtual worlds.

In today's world, people are paying more and more attention to the Internet, moving away from each other, falling into a virtual bubble, which negatively affects their health and performance. The degree of media coverage of celebrity suicides impacts the degree of increase of suicide rates. In the study, the three celebrity suicides that received wide media coverage led to a surge in suicide rates, and the other celebrity suicides with low media coverage did not lead to an increase in suicide rate.

Social media can exacerbate mental health problems in young people (including causing feelings such as anxiety, depression, etc.), but they can also have a positive impact if online platforms work purposefully on this. By the way, of all the existing social networks, according to the results of the study, YouTube has the least negative impact on the mental health of users. That is, for the development of our project, this online platform, among others, is optimal for promotion.

Our products for the purposes of the state can be used simultaneously on the information front, in educational activities (including the development of critical thinking and other skills in youth and adults) and to improve the mental health of citizens.

The following actions were planned within the framework of the startup project:

- 1) The media business will film socially important projects for wide access to the audience, sell it on television and distribute this content via the Internet;
- 2) Trainers and consultants will conduct seminars, lectures, summer schools for the audience that is most interested in the topic;
- 3) The online store will distribute products under the startup brand, as well as literature, etc.

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