

## ІННОВАЦІЇ В ОСВІТІ

DOI 10.33930/ed.2019.5007.56(11-12)-13

УДК 378.147 : 811.111] : 004.77

### PECULIARITIES OF USE OF ENTERTAINMENT CONTENT PLATFORMS IN THE EDUCATIONAL PROCESS

Lidiia Pokotylo  
Uliana Zhornokui  
Natalia Kovalenko

#### Abstract.

**Relevance of the research** is due to the crucial educational role in universities and the importance of successful educational process organization which is based on the features of the use of social networks and entertainment content platforms in the educational process, in order to identify the main principles and tasks aimed at overcoming the psycho-emotional load in education during martial law.

**Problem statement.** Clarifying the possibilities of improving the above-mentioned process in modern conditions is the most necessary component of successfully overcoming the consequences of the hostile attack in the field of pedagogy and the formation of the personality of young people in independent Ukraine.

**Analysis of recent research and publications.** Based on the very essence of the current situation, the context of the information field, modern IT capabilities and the nature of the pedagogical process in universities, it should be noted that the development of the scientific approach, and, consequently, the publication content in this area, is taking place right now. The scientific space of Ukraine is currently being saturated with research in this field.

**Research task.** Based on the analysis of the works of Ukrainian authors and a number of other publications, to analyze the material and determine the main positive and negative aspects of involving social networks and entertainment content platforms in the educational process.

**Main material presentation** is based on the already existing source framework, own observations and experience related to the teaching of a foreign language in universities on the territory of modern Ukraine.

**Conclusions.** The modern learning process is impossible without using the opportunities provided by social networks and online platforms. However, their use should be dosed and appropriate.

**Key words:** social networks, content, students, studying.

### ОСОБЛИВОСТІ ЗАСТОСУВАННЯ СОЦІАЛЬНИХ МЕРЕЖ ТА РОЗВАЖАЛЬНИХ КОНТЕНТ-ПЛАТФОРМ У НАВЧАЛЬНОМУ ПРОЦЕСІ

Л. Б. Покотило  
У. В. Жорнокуй  
Н. А. Коваленко

#### Анотація.

**Актуальність теми дослідження** зумовлена нагальною роллю навчання у ЗВО та важливістю вдалої організації навчального процесу на основі особливостей застосування соціальних мереж та розважальних контент-платформ у навчальному процесі, з метою виокремлення основних засад та завдань, що спрямовані на подолання психо-емоційного навантаження у навчанні під час воєнного стану.

**Постановка проблеми.** З'ясування можливостей вдосконалення вищезазначеного процесу у сучасних умовах є найнеобхіднішою складовою успішного подолання наслідків ворожої атаки у сфері педагогіки, становлення особистості молоді у незалежній Україні.

**Аналіз останніх досліджень та публікацій.** Спираючись на саму суть

сучасної ситуації, контекст інформаційного поля, сучасні іт-можливості та характер педагогічного процесу у ЗВО, слід зазначити, що нарощування наукового підходу, а, отже, й публікаційне наповнення у даній сфері відбувається саме зараз. Науковий простір України саме зараз насичується дослідженнями у даній галузі.

**Постановка завдання.** Спираючись на аналіз праць українських авторів та іншого ряду публікацій, проаналізувати матеріал та визначити основні позитивні та негативні сторони залучення соціальних мереж та розважальних контент-платформ у навчальному процесі.

**Виклад основного матеріалу** ґрунтується на вже існуючій джерельній базі, власних спостереженнях та досвіді, що стосується викладання іноземної мови у ЗВО на території сучасної України.

**Висновки.** Сучасний процес навчання неможливий без використання можливостей, які надають соціальні мережі та онлайн-платформи. Але їх використання має бути дозованим та доцільним.

**Ключові слова:** соціальні мережі, контент, студенти, навчання.

**Relevance of the research.** The modern process of interaction in society, communication at all levels takes place using a variety of social networks, messengers and online platforms. This aspect of media content has not escaped the attention of modern researchers. Let us consider the most objective and illustrative aspects in the research of scientists on this issue. This technique will allow us to analyze the topic and update the most important things.

A. Skorobogatov notes that, faced with the digital revolution and the development of social networks, the environment in which we live has radically changed, and the educational sector has not escaped this. This involves the adaptation of new teaching and learning strategies [5].

**Problem statement.** During education, social networks are now very actively used in all possible aspects and options. The entire educational community is well aware of the possibilities of educational online content, the conditions and means of use, and the pitfalls as well. Software suppliers skillfully offer products for both education and counter-education.

Foreign language teachers know that uncontrolled online translation is not about knowledge, but about Google translate and chat gpt. That is why the authors of this article are categorically against the endless use of mobile phones in classes, and a printed dictionary should become your best friend when learning a foreign language, even if it sounds funny in the digital age.

**Analysis of recent research and publications.** M. Zatserkivna and V. Khalimanenko emphasize that the modern world is characterized by the rapid development of information and communication technologies, which is radically changing approaches to learning and the provision of educational services. Social networks, which are an integral part of the daily lives of millions of people, are becoming a powerful tool for distributing and accessing electronic resources. The use of social networks in the educational environment opens up new opportunities for interactive learning, interaction between students and teachers, as well as for organizing and managing educational materials. In the context of the COVID-19 pandemic and war, when distance learning has become a necessity, social networks and electronic resources are key elements in ensuring the continuity of the educational process in Ukraine [2].

**Research task.** This confirms the importance of studying their impact on the quality and effectiveness of learning. However, despite the use of social networks in education, their impact on student motivation, knowledge acquisition, and interaction between participants in the educational process remains insufficiently studied. The results of this study may be useful for educational institutions, teachers, developers of educational materials and educational platforms, as well as for students themselves, as they will contribute to a more effective use of social networks in the educational process. Given the relevance and scale of this problem, it is necessary to thoroughly research, identify and analyze various aspects of the impact of social networks and the use of electronic resources in the educational environment. This will allow not only to better understand the existing challenges, but also to develop practical recommendations for optimizing the educational process using modern technologies [2].

**Main material presentation.** As noted by O. O. Karpova, social networks are effective channels that influence the audience. Their use as a means of information support for students and young people in the educational process and professional choice is a modern method of

popularizing knowledge and specialties, where information can be presented not only in text form, but also visually. Social networks, as a popular element of the modern information space, are a high-quality tool for establishing communication between universities, colleges and future applicants, as well as a platform for joint activities for the purpose of consulting, searching and informing [4].

The use of social networks is an additional incentive for the activity of future applicants and students. On their platforms, you can effectively organize collective work, project activities, international cooperation, self-improvement of students, students, teachers and lecturers, and conduct career guidance work. Career guidance work is an important component of the system of specialized training in secondary education institutions, therefore, it is necessary to ensure the prompt and objective dissemination of information about the features of specialties and the activities of educational institutions through social networks. The use of social networks in the field of education provides opportunities to find new ways to support the image, promote the institution's brand, timely coverage of events and activities, and attract the attention of applicants [4].

The active use of social networks by young people both in their educational activities and in their private lives is of interest to scientists, namely teachers, psychologists, sociologists and marketers, specifically to the study of the role of social networks in the daily and educational activities of students.

The feasibility of using social networks in higher education is indicated in the studies of R. Gurevichat, etc., Yu. Dyulicheva, O. Shcherbakov and G. Shcherbina, etc. The educational possibilities of social networks are presented in the works of Yu. Yechkalo, S. Ivashnyova, I. Karpa, O. Konevshchynska and S. Lytvynova. A social network is an interactive, multi-user website, the content of which is filled by the network participants themselves, an automated social environment that allows a group of users united by a common interest to communicate. Social networks have become important platforms for distributing educational materials in the modern educational environment, significantly expanding the possibilities of access to knowledge. With their broad audience reach and interactive features, these networks allow students and teachers to effectively share information and learning resources. One of the main advantages of social networks is the ability to quickly and conveniently distribute materials. Teachers can publish educational materials, such as lectures, presentations, articles, and videos, on their pages or in specialized groups and communities. This allows students to easily access the necessary information, regardless of their location. For example, through platforms such as Facebook or LinkedIn, teachers can create groups for their courses where they will post materials and announcements, which will provide centralized access to all the necessary resources. Social networks also facilitate active interaction and collaboration between students and teachers. The ability to leave comments, ask questions, and discuss materials in real time helps create a more interactive and engaged learning environment. Features such as streaming and video conferencing, available on YouTube and Instagram, allow for live lectures and seminars, which increases student engagement and improves understanding of learning materials. Another important feature of social networks is their ability to unite people from different parts of the world, creating global learning communities. This allows students to share experiences and knowledge with colleagues from other countries, which contributes to a deeper understanding of the subject and broadens their worldview. At the same time, teachers can collaborate with colleagues from other educational institutions, exchange methodological materials and conduct joint research. Social networks also contribute to increasing the accessibility of learning materials for students with special needs. Thanks to multimedia capabilities, such platforms can offer materials in different formats, including text, audio and video files, which makes it possible to adapt learning to the individual needs of students. This is important for students with hearing or vision impairments, who may use special programs to access content. Therefore, social networks play a key role in the modern educational process, providing convenient and effective tools for distributing educational materials. They contribute to the creation of an interactive and engaging learning environment, increasing the accessibility and quality of education [6].

#### *The positive impact of social media*

There are many ways in which modern computer technology, including social media, can have a positive impact on our children's lives:

1) *Research and critical thinking.* The Internet provides access to many information resources that can help children and adolescents learn a lot of interesting and useful things. This

can be useful when studying at school or university or when researching areas of interest. It is also worth teaching children how to analyze information to choose reliable sources;

2) *Bonding and community*. Social media can help maintain connections, allowing children to stay at home but at the same time have contact with other family members or friends who do not live nearby. In addition, children can interact with others in their age group, playing online games, and learning to play as a team;

3) *Self-expression and creativity*. Children and adolescents can learn to share their thoughts online, which is a powerful tool for building confidence. They can learn to communicate with others and to value perspectives or opinions that are different from their own. Children can explore different areas of life that interest them, such as learning to play a musical instrument, writing about a given topic, or studying beginner information (“dummy”) related to various subjects;

4) *Organization and self-organization*. Computer technology can be useful for organization and planning. For example, families can keep an online calendar to make it easier to stay up to date with each other’s events. Group text messaging is also convenient for simplifying communication and quickly informing others. Finally, such technology also makes budgeting easier: there are various programs that can help parents teach children how to manage money [7].

Scientists note that social networks make the student the main character, force him to participate and require his participation to achieve learning outcomes. In addition, through educational social networks, users share ideas, knowledge about the discipline, teach their work or ask questions [5].

#### *Negative Impact*

It’s no secret how social media affects the human psyche. The constant flow of information and multi-functionality can have both positive and negative effects on human health.

- *Comparing yourself to others*. Seeing the “ideal” lives of other people on social media can lead to comparing yourself to them and cause feelings of dissatisfaction and envy.

- *Information overload*. The constant flow of information on social media can cause feelings of overload and stress.

- *Screen Time Before Bed*. Spending too much time on social media before bed can lead to decreased melatonin (a sleep hormone) and difficulty falling asleep;

- *Stress and Anxiety*. Viewing negative news or comments on social media before bed can cause stress and anxiety, which can affect sleep quality;

- *Focusing on Social Media*. Viewing content on social media before bed can be arousing and distracting, making it harder to relax and fall asleep;

- *Comparing Yourself to Others*. Seeing other people’s “perfect” lives on social media can lead to comparing yourself to them and lead to feelings of dissatisfaction and envy.

- *Information Oversaturation*. The constant stream of information on social media can cause feelings of overload and stress [3].

There is growing concern among scientists around the world about the impact of digital technologies on the emotional well-being of children and adolescents, especially with regard to fears, anxiety, and depression. The two mental health categories – anxiety and depression – are usually considered together because they share significant overlap in symptoms and comorbidity. Early studies examined the impact of traditional media (e.g., television, movies) on the emergence of intense fears in children, which can lead to anxiety and related sleep disorders that are difficult to correct. Recent studies necessarily take into account the interactive nature of new media, especially social media, and their impact on anxiety and depression [6].

Lawrence Robinson says about social media that while helping you to connect with friends and work contacts, raise awareness on important issues, and find peer support, – overusing social media can take a toll on your mental wellbeing and happiness. Excessive social media use can trigger feelings of inadequacy, dissatisfaction, and isolation, and worsen symptoms of depression, anxiety, and stress [1].

A fear of missing out (FOMO) can keep you returning to social media platforms such as Facebook, X (formerly Twitter), TikTok, Snapchat, and Instagram over and over again throughout the day. The constant alerts and notifications can adversely impact your concentration and focus, disturb your sleep, and make you a slave to your phone.

Much like a gambling compulsion or an addiction to drugs or alcohol, social media use can

create psychological cravings. When you receive a like, a share, or a favorable reaction to a post, it can trigger the release of dopamine in the brain, the same “reward” chemical that follows winning on a slot machine, for example, or lighting up a cigarette. The more you’re rewarded, the more time you want to spend on social media, even if it becomes detrimental to other aspects of your life [1].

Up to Lawrence Robinson opinion many of us are also prone to using social media as a “security blanket”. Whenever we’re in a social situation and feel anxious, awkward, or lonely, we turn to our phones and log on to social media. But this only isolates us even further, triggering a negative, self-perpetuating cycle:

- You feel lonely, depressed, anxious, or stressed, so you use social media more often as a way to relieve boredom or feel connected to others.
- Using social media more often, though, negatively affects your mood, increasing feelings of dissatisfaction and loneliness.
- These worsening symptoms cause you to use social media even more, and so the downward spiral continues.

If you’re spending an excessive amount of time on social media and feelings of sadness, frustration, or loneliness are impacting your life, it may be time to re-examine your online habits and find a healthier balance [1].

Since it’s a relatively new technology, there’s little research to establish the long-term consequences, good or bad, of social media use. However, multiple studies have found a strong link between heavy social media and an increased risk for depression, anxiety, loneliness, self-harm, and even suicidal thoughts.[1].

Heavy social media use can also mask other underlying problems, such as stress, unhappiness, or boredom. If you spend more time on social media when you’re feeling down, lonely, or bored, you may be using it as a way to distract yourself from unpleasant feelings or self-soothe your moods. However, there are more effective and healthier ways to manage your moods [1].

Social media may also promote negative experiences such as inadequacy about your life or appearance. Even if you know that images you’re viewing on social media are manipulated, they can still make you feel insecure about how you look or what’s going on in your own life. When you’re scrolling through a friend’s airbrushed photos of their tropical beach holiday or reading about their exciting new promotion at work, it can prompt feelings of envy and dissatisfaction [1].

Lawrence Robinson also says about *fear of missing out* (FOMO) and social media addiction. While the fear of missing out or FOMO has been around far longer than social media, sites such as Facebook and Instagram seem to exacerbate feelings that others are having more fun or living better lives than you are. The idea that you’re missing out on certain things can impact your self-esteem, trigger anxiety, and fuel even greater social media use, much like an addiction. FOMO can compel you to pick up your phone every few minutes to check for updates, or compulsively respond to each and every alert—even if that means taking risks while you’re driving, missing out on sleep at night, or prioritizing social media interaction over real world relationships [1].

*Isolation.* One study found that high usage of Facebook, Snapchat, and Instagram increases rather decreases feelings of loneliness. Conversely, the study found that reducing social media usage can actually make you feel *less* lonely and isolated and improve your overall wellbeing [1].

*Depression and anxiety.* Human beings need face-to-face contact to be mentally healthy. Nothing reduces stress and boosts your mood faster or more effectively than eye-to-eye contact with someone who cares about you. The more you prioritize social media interaction over in-person relationships, the more you’re at risk for developing or exacerbating mood disorders such as anxiety and depression.[1].

*Cyberbullying.* Research suggests that about 59 percent of U.S. teens have experienced bullying online. Social media platforms such as Twitter can be hotspots for spreading hurtful rumors, lies, and abuse that can leave lasting emotional scars [1].

*Self-absorption.* Sharing endless selfies and all your innermost thoughts on social media can create an unhealthy self-centeredness and distance you from real-life connections [1].

Strategies about social network tools should also support inclusion and accessibility. When using social media, the needs of all students, including those with limited internet access or special needs, should be taken into account. This may include adapting content for different formats and platforms, ensuring access to learning materials in different formats, and creating conditions for all students to participate in the educational process. Regular monitoring and evaluation of the effectiveness of the use of social media is necessary for continuous improvement of the educational

process. Teachers should use analytical tools to track student activity, analyze their interaction with content, and assess learning outcomes. Student feedback will help identify problems and identify best practices, which will make the learning process more effective and inclusive. Therefore, the effective use of social media in an educational environment is based on a clear strategy, appropriate training, integration with learning platforms, the creation of active learning communities, ensuring data security, and continuous monitoring of results. This will allow you to maximize the potential of social media to improve access to electronic resources and improve the quality of education [6].

In general, the interaction of students and teachers on social networks creates a dynamic environment that promotes active learning, sharing of experiences and increasing the level of professional competence of all participants in the educational process. At the same time, it is necessary to develop a clear strategy for integrating social networks into the educational process. This includes choosing the appropriate platforms that best meet the needs of a particular course or educational institution. Teachers and administrators should clearly define which social networks will be used for different types of activities, such as sharing materials, discussing topics, conducting webinars and providing feedback. For example, you can use Facebook to create closed groups where students and teachers can share educational materials, discuss assignments and ask questions in real time. Such groups allow you to create a dynamic learning environment where participants actively interact and support each other in the learning process. Teachers can create special hashtags for their courses, which allows students to quickly find and discuss relevant information. This approach helps to spread news quickly and support active discussion, even outside the classroom. YouTube also plays an important role in the educational process, offering a platform for hosting video lectures, training videos, and other multimedia resources. Teachers can create their own channels where they publish video materials that students can watch at a convenient time for them. This is especially useful for distance learning and independent study of the material. The video format allows you to explain complex concepts visually, which contributes to better assimilation of knowledge. Instagram is also finding its place in the educational environment, especially for visually oriented courses. Teachers can use this platform to distribute infographics, photos from laboratory classes, as well as to conduct live broadcasts where they answer students' questions and conduct virtual tours. This helps to create a more interactive and engaging learning experience. LinkedIn Learning is another example of the successful integration of social networks into the educational process. This platform provides access to numerous courses and trainings in various fields of knowledge. Students can enroll in courses, complete them at their own pace, and earn certificates that are recognized by employers. This integration allows students to expand their knowledge and skills, which increases their competitiveness in the labor market. Second, to ensure the effective use of social media, it is necessary to provide training for teachers and students. Teachers should be familiar with methods for creating interactive content, managing online discussions, and using analytical tools to monitor student activity. Students, in turn, should understand how to effectively use social media for learning, including searching for information, interacting with peers, and receiving support from teachers [6].

**Conclusions.** Summarizing the above, we can conclude that social networks and online platforms are a large-scale information resource that provides endless opportunities for offline and online learning.

Positive aspects:

- The dose of entertaining content, communication, interaction and unity, allows you to reduce the psycho-emotional load during training;
- With the help of high-quality and bright online content, there is a strong impact on the audience, which is important during training, encourages and interests the recipient;
- Opportunities for career guidance work as a way to promote the institution's brand, cover events of a higher educational institution, which in turn attracts the attention of applicants;
- Convenient and effective tools for distributing educational materials.

Negative aspects:

- This aspect of training is relatively new, and its impact on the personality is not sufficiently researched;
- High-quality online content requires professional editing, high-quality gadgets and constant updating, thus it “gets hooked” very quickly, the brain gets used to fast dopamine and constant relaxation, which is very harmful, especially for children, for the development of certain skills;
- Constant use of gadgets, checking likes and reach increases the background state of anxiety in

all participants and users. Researchers identify such negative factors as psychosomatic disorders, depressive states and sleep disturbances with constant use of gadgets, even excessive anxiety.

As a result of the study, the main pros and cons of using social networks for young people were clearly outlined and analyzed, in particular in terms of the educational process, which will primarily help teachers and parents in the didactic process, make the learning process interesting, and upbringing easier. After all, knowledge of all the “pitfalls” of the studied issue helps to maximize the positive impact and minimize the negative.

Therefore, the modern learning process is impossible without using the opportunities provided by social networks and online platforms. However, their use should be dosed and appropriate.

#### Список використаних джерел:

1. Lawrence, Robinson 2024, How does social media affect mental health? Available from : <<https://www.helpguide.org/mental-health/wellbeing/social-media-and-mental-health>>. [11 November 2025].
2. Зацерківна, М & Халіманенко, В 2024, ‘Соціальні мережі як ефективне середовище в освітньому процесі’, *Цифрова платформа: інформаційні технології в соціокультурній сфері*, 7(1), с. 46–57. Доступно: <<https://doi.org/10.31866/2617-796X.7.1.2024.306999>>. [11 Листопад 2025].
3. Коптєв, О 2023, Як соцмережі впливають на наш настрій, сон, психічне здоров’я та стосунки. Доступно: <[https://opentv.media/ua/yak-sotsmerezhi-vplyvayut-na-nash-nastrij-son-psihihne-zdorov-ya-ta-stosunki#google\\_vignette](https://opentv.media/ua/yak-sotsmerezhi-vplyvayut-na-nash-nastrij-son-psihihne-zdorov-ya-ta-stosunki#google_vignette)>. [11 Листопада 2025].
4. Мина, ЖВ 2021, ‘Соціальні мережі як засіб інформаційної підтримки учнівської та студентської молоді у навчально-виховному процесі та професійному виборі’, *Вчені записки ТНУ імені В. І. Вернадського*, Серія: Філологія. Журналістика. Доступно: <[https://philol.vernadskyjournals.in.ua/journals/2021/1\\_2021/part\\_3/47.pdf](https://philol.vernadskyjournals.in.ua/journals/2021/1_2021/part_3/47.pdf)>. [11 Листопада 2025].
5. Скоробогатов, А 2024, Вплив соціальних мереж на освіту. Доступно: <<https://medialiteracy.org.ua/vplyv-sotsialnyh-merezh-na-osvitu/>>. [11 Листопад 2025].
6. *Цифрова платформа: інформаційні технології в соціокультурній сфері* 2024, Том 7 No 148. Доступно: <<http://infotech-soccult.knukim.edu.ua/issue/view/1816>>. [11 Листопад 2025].
7. *Як соціальні мережі впливають на психіку дітей та підлітків?* 2024. Доступно: <<https://mozok.ua/anxietydisorder/article/3795-yak-sotcaln-merezh-vplyvayut-na-psiuhu-ditej-ta-pdltkv>>. [11 Листопад 2025].

#### References:

1. Lawrence, Robinson 2024, How does social media affect mental health? Available from : <<https://www.helpguide.org/mental-health/wellbeing/social-media-and-mental-health>>. [11 November 2025].
2. Zatserkivna, M & Khalimanenko, V 2024, ‘Sotsialni merezhi yak efektyvne seredovyshche v osvitnomu protsesi (Social networks as an effective environment in the educational process)’, *Tsyfrova platforma: informatsiini tekhnolohii v sotsiokulturnii sferi*, 7(1), с. 46–57. Dostupno: <<https://doi.org/10.31866/2617-796X.7.1.2024.306999>>. [11 Lystopada 2025].
3. Koptiev, O 2023, *Yak sotsmerezhi vplyvaiut na nash nastrii, son, psykhichne zdorovia ta stosunki (How social networks affect our mood, sleep, mental health, and relationships)*. Dostupno: <[https://opentv.media/ua/yak-sotsmerezhi-vplyvayut-na-nash-nastrij-son-psihihne-zdorov-ya-ta-stosunki#google\\_vignette](https://opentv.media/ua/yak-sotsmerezhi-vplyvayut-na-nash-nastrij-son-psihihne-zdorov-ya-ta-stosunki#google_vignette)>. [11 Lystopada 2025].
4. Myna, ZhV 2021, ‘Sotsialni merezhi yak zasib informatsiinoi pidtrymky uchnivskoi ta studentskoi molodi u navchalno-vykhovnomu protsesi ta profesiinomu vybori (Social networks as a means of informational support for school and university students in the educational process and career choice.)’, *Vcheni zapysky TNU imeni V. I. Vernadskoho*, Serii: Filolohiia. Zhurnalistyka. Dostupno: <[https://philol.vernadskyjournals.in.ua/journals/2021/1\\_2021/part\\_3/47.pdf](https://philol.vernadskyjournals.in.ua/journals/2021/1_2021/part_3/47.pdf)>. [11 Lystopada 2025].
5. Skorobohatov, A 2024, *Vplyv sotsialnykh merezh na osvitu (The influence of social networks on education)*. Dostupno: <<https://medialiteracy.org.ua/vplyv-sotsialnyh-merezh-na-osvitu/>>. [11 Lystopada 2025].
6. *Tsyfrova platforma: informatsiini tekhnolohii v sotsiokulturnii sferi (Digital Platform: Information Technologies in the Sociocultural Sphere)* 2024, Том 7 No 148. Dostupno: <<http://infotech-soccult.knukim.edu.ua/issue/view/1816>>. [11 Lystopada 2025].
7. *Iak sotsialni merezhi vplyvaiut na psyhiku ditei ta pidlitkv? (How do social networks affect the psyche of children and adolescents?)* 2024. Dostupno: <<https://mozok.ua/anxietydisorder/article/3795-yak-sotcaln-merezh-vplyvayut-na-psiuhu-ditej-ta-pdltkv>>. [11 Lystopada 2025].