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## An analysis of media culture in the information space of small towns in Ukraine: Identifying key characteristics and features

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**Abstract.** The ongoing transformations in the structure and essential content of the information space, driven by the global penetration of information and communication technologies, underscore the importance of examining the fundamental characteristics of media culture. The article aim was to determine the key characteristics and features of media culture in the information space of small towns. The research methodology involved applying qualitative and quantitative analysis of empirical results using the arithmetic mean and cluster analysis. To implement the study, the following tasks were performed: developing a relevant questionnaire; surveying residents of small towns to identify the features of their media culture; and processing the obtained results. Within the framework of the study, ten main parameters that determine media culture were identified. The calculation of the arithmetic mean showed that the most important role for residents of small towns is played by the presence of communicative knowledge, skills, and abilities, the peculiarities of the influence of media content on the emotional sphere, as well as interest in consuming media content. Also significant are the influence of media content on the intellectual sphere and the accessibility of media content consumption. Less relevant are the thematic diversity of media content, audience reach, generation of own content, creating feedback on consumed media content, and interaction with other consumers of media content. The application of cluster analysis revealed that residents of small towns can be divided into three clusters, where the first (62%) is characterised by an above-average level of media culture, and the two others (16% and 22%) – by a below-average level. The difference between the representatives of the second and third clusters lies in the fact that the representatives of the second cluster consciously limit the information flow of media content, while the representatives of the third cluster lack sufficient opportunities to exist in the information space. Thus, approximately two-thirds of the respondents crossed the mark of the average level of media culture, and approximately one-third did not reach it. The practical value of the work lies in the possibility of using the obtained data for planning and implementing socio-cultural activities to develop the information space of small towns

**Keywords:** media content; media culture parameters; communicative competence; authorial productivity; cognitive effectiveness; emotional effectiveness

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## Introduction

The constant qualitative and quantitative changes in the information space, driven by the development and globalisation of information and communication technologies, necessitate a focus on the concept and essence of media culture. This allows, firstly, to promptly track current media trends and, secondly, to forecast prospective directions of their development. An analysis of available scientific sources reveals that, for the most part, the discussion centres around the information space and media culture as a whole, without regional specification. Meanwhile, media culture in the information space of small towns has specific features compared to large cities. Identifying these characteristics will allow for a better understanding and outlining of the corresponding essential attributes. In the context of this study, articles dedicated to two fundamentally important concepts – “media culture” and “information space” – are of particular relevance.

Research into media culture is characterised by its diversity. For instance, Ye. Hrynyk (2023) examines the issue of media culture in a pedagogical context. The author notes that during the transition of society to the information age, it is necessary to prepare educators to quickly process and perceive large volumes of information, and to master modern technical and media tools, methods, and technologies for working with information resources. A modern educator must actively operate in the information environment, utilise the latest achievements of information and communication technologies in professional activities, and possess media literacy skills. It is indicated that the formation of media culture in future educators involves acquiring pedagogical knowledge about the process of teaching and educating a person through the application of media tools. The phenomenon of media culture is realised through media education activities.

I. Lomachinska & B. Lomachynskyi (2022) analyse media culture in a socio-philosophical context. The authors reveal the primary functions of media culture: informational, communicative, ideological, normative-legal, motivational, integrative, culture-forming, and myth-creating. They emphasise the fundamental difference between media culture and traditional cultures – its level of technical equipment, which allows for the replication of media culture products to virtually the entire human race, acting as a regulator of mass consciousness. The specificity of media culture is determined by its semiotic nature and the technical capabilities of its means of realisation – high information capacity, ease and persuasiveness of perception, speed of dissemination of information messages, mass appeal, and accessibility. M. Lysniuk & O. Holoborodko (2020) examined media culture within a cultural studies context. The authors investigated the dialectic of interaction and mutual influence between media culture as a phenomenon of the information society and the processes of

informatisation at the beginning of the 21<sup>st</sup> century. The article determines that the core of all media culture is screen and audiovisual culture, which often compete with each other. At the same time, media culture as a sociocultural phenomenon can be interpreted in a broad (a social environment that actively communicates through symbolic exchange) and narrow (a mechanism of cultural activity that is actively manifested in every cognitive act) understanding. The functions of media culture are identified as informative, communicative, normative, relaxation, creative, integrative, and intermediary. The interconnection of media culture with culture in its traditional understanding is demonstrated, as well as the connection and interdependence with other systems of reality.

T. Uvarova (2022) also examines media culture from a cultural studies perspective. The author notes that under the influence of scientific and technological innovations, media culture is emerging as a multifunctional type of culture in the modern era. Media trends are identified as cultural trends that influence the state of culture and produce qualitatively different forms of its functioning. It is emphasised that new media, as a new type of communication formed by digital technologies, plays a special role in cultural transformations. Social media, as a set of internet services – search engines, messengers, blogs, data exchange services, databases, news websites, and social networks – are singled out and analysed.

Research into the information space is also diverse. V.M. Danich & S.M. Shevchenko (2023) analyse the information space in the context of defining its essential features and components. The authors note that the concept of the information space is multifaceted and multidimensional. Identifying the components and parameters of the information space, the mutual arrangement of existing information spaces, and their place in the global information space will contribute to the solution of many practical problems – from business tasks to conducting political information campaigns. For the average user, the described mechanism for creating a personal information space and the factors that influence the formation and adjustment of the information space are important (Imanbayeva, 2020).

Ya.I. Chmyr (2020) characterises the information space within the context of information security. The author substantiates the interconnection between a state's information security and its corresponding level of information culture, which determines the country's place and role in the global information space, allows for the timely detection and neutralisation of threats and risks of negative influence from harmful content within the national and global information space, ensures the satisfaction of the information needs of individuals and society, realises the national interests of the state in the global information space, and enables effective protection of the national information space and the state's information sovereignty.

I.R. Bodnar (2021) examines the information space as a prerequisite for Ukraine's integration into the information society within a broader European context. Meanwhile, the national information space is undergoing a new phase of development, where some sectors (such as print media and archives) are experiencing declining trends, while others (the Internet and mobile communications) are demonstrating high growth rates. The author emphasises the need to create a comprehensive and effective state protectionist policy, which should be based on the development of relevant industries and ensure their sustainable growth.

O. Frolova & V. Chekmarova (2022) adopted a similar approach in their analysis of the information space. The authors conducted a SWOT analysis of the current state of the Ukrainian information space. The study includes a list of potential directions for improving the organisational and legal parameters of the Ukrainian information space to accelerate the process of integration and adaptation. The authors propose potential directions for improving the legislative regulation of specific aspects of the information space's functioning.

O. Lopuha (2022) characterises the information space in a philosophical context. The author concludes that, on the whole, the information space has a significant impact on individuals, especially young people who are in the process of forming their identities. The sociocultural changes occurring in society demonstrate that humanity is on the verge of a transition to a qualitatively new stage of modern development, where the imperatives in the sociocultural sphere are the intrinsic value of the individual, tolerance, pluralism, and so on.

Thus, a review of scientific publications reveals that, at the theoretical and methodological level, the concepts and characteristics of media culture and the information space have been elucidated. However, no research dedicated to the issues of media culture in the information space of small towns has been found. This gap enables a shift from theoretical modelling and generalisation to the examination and analysis of the specific semantic content of media culture in the information space of a small town. The aforementioned allows for the formulation of the aim of the article: to identify the key characteristics and features of media culture in the information space of small towns.

## Materials and Methods

The conduct of the research entails the completion of the following tasks: 1) the development of a suitable questionnaire; 2) surveying residents in small towns to ascertain the characteristics of their media culture; and 3) processing the obtained results. All statistical calculations

(arithmetic mean, cluster analysis) were carried out using Statistica 10.0 software.

Based on the identified parameters of media culture, a questionnaire was developed for residents of small towns. Respondents were asked to indicate their own level for each of these parameters:

- 1) Information needs (level of interest in consuming media content);
- 2) Information opportunities (level of accessibility to consuming media content);
- 3) Thematic coverage (level of thematic diversity of media content);
- 4) Cognitive effectiveness (level of influence of media content on the intellectual sphere);
- 5) Emotional effectiveness (level of influence of media content on the emotional sphere);
- 6) Feedback (level of generating a response to consumed media content);
- 7) Authorial productivity (level of generating one's own media content);
- 8) Audience reach (level of audience coverage);
- 9) Communicative competence (level of communicative knowledge, skills, and abilities);
- 10) Connection establishment (level of effectiveness of interaction with other consumers of media content).

In total, 100 respondents participated in the empirical study, 50 of whom answered the questions using Google Forms, and 50 in an oral format. 56 respondents were women, and 44 were men. 34 respondents were aged 18-30, 41 were aged 31-45, and 25 were aged 46-60. All study participants were informed of the research conditions. They provided consent for the processing of personal data and the information they provided under conditions of confidentiality. The study was conducted following the Declaration of Helsinki (1964). For ease of presentation and statistical analysis, 1 indicates a low level of expression, 2 indicates a medium level, and 3 indicates a high level.

## Results and Discussion

The analysis of the theoretical and methodological framework of the research facilitated the formulation of a definition of media culture within the informational space of small towns. This is understood as a system of informational and communicative values and competencies possessed by individuals in the consumption and creation of media products, which is realised within the chronotope of a small town. The conducted survey provided empirical data to elucidate the key characteristics and features of the respondents' media culture. The results of the survey involving 30 out of 100 respondents are presented in tabular form (Table 1).

**Table 1.** Results of a survey of small-town residents to identify key characteristics and features of media culture

No.	Parameters									
	IN	IO	TC	CE	EE	FB	AP	AR	CC	CE
1	3	3	2	2	3	2	2	2	3	2

Continued Table 1.

No.	Parameters									
	IN	IO	TC	CE	EE	FB	AP	AR	CC	CE
2	2	1	2	2	1	1	1	1	2	1
3	1	2	1	1	2	2	1	2	1	1
4	3	2	2	3	3	2	1	2	2	1
5	2	3	2	2	1	2	3	3	2	2
6	1	1	1	1	1	1	1	1	1	1
7	3	3	2	2	3	2	2	2	3	2
8	2	2	1	2	3	3	2	1	2	1
9	2	2	1	1	1	2	1	2	2	2
10	3	3	3	3	3	3	3	3	3	3
11	3	2	3	2	3	2	3	2	3	2
12	3	2	3	3	2	2	2	2	3	2
13	2	2	2	2	2	2	2	2	2	2
14	1	2	1	2	2	1	1	2	2	1
15	2	1	1	2	2	1	2	1	1	2
16	3	2	2	3	3	2	1	2	2	1
17	2	2	3	3	2	3	3	2	3	3
18	3	3	2	2	3	2	2	2	3	2
19	2	1	2	1	2	1	2	1	2	1
20	2	3	2	2	3	1	2	1	3	1
21	2	1	2	2	1	1	1	1	2	1
22	1	3	1	2	1	2	1	3	1	3
23	2	2	1	3	3	1	1	1	3	1
24	2	3	2	2	1	2	3	3	2	2
25	3	2	3	2	3	2	3	2	3	2
26	1	2	1	1	2	2	1	2	1	1
27	3	2	1	2	3	1	1	3	2	2
28	1	1	1	1	1	1	1	1	1	1
29	3	3	3	2	2	2	3	3	3	3
30	2	2	2	2	2	2	2	2	2	2

**Note:** IN – informational needs; IO – informational opportunities; TC – thematic coverage; CE – cognitive effectiveness; EE – emotional effectiveness; FB – feedback; AP – authorial productivity; AR – audience reach; CC – communicative competence; CE – connection establishment.

**Source:** authors' development

The results obtained represent the first data of this kind. The analysis revealed that for the parameter "information needs", a low level was characteristic of 20% of respondents, medium – 47%, and high – 33%.

For the parameter "information opportunities", a low level was demonstrated by 18% of respondents, medium – 57%, and high – 25%.

For the parameter "thematic coverage", a low level was recorded in 38% of respondents, medium – in 35%, and high – in 27%.

For the parameter "cognitive effectiveness", a low level was shown by 18% of respondents, medium – 56%, and high – 26%.

For the parameter "emotional effectiveness", a low level was found in 24% of respondents, medium – in 36%, high – in 40%.

For the parameter "feedback", a low level was recorded in 36% of respondents, medium – in 51%, and high – in 13%.

For the parameter "authorial productivity", low and medium levels were shown by 39% of respondents each, a high level – by 22%.

For the parameter "audience reach", a low level was demonstrated by 35% of respondents, medium – 44%, and high – 21%.

For the parameter "communicative competence", a low level was characteristic of 16% of respondents, medium – for 44%, and high – for 40%.

For the parameter "connection establishment", a low level was found in 40% of respondents, medium – in 44%, and high – in 16%.

Calculations of the arithmetic mean indicated that, in descending order of significance, the key characteristics and features of media culture among residents of small towns are arranged as follows: "communicative competence" (2.24); "emotional effectiveness" (2.16); "information needs" (2.13); "cognitive effectiveness" (2.08); "information opportunities" (2.07); "thematic coverage" (1.89); "audience reach" (1.86); "authorial productivity" (1.83); "feedback" (1.77); "connection establishment" (1.76). Thus, the most significant for residents of small towns is the presence of communicative knowledge, skills, and abilities, the peculiarities of the influence of media content on the emotional sphere, as well as interest in consuming

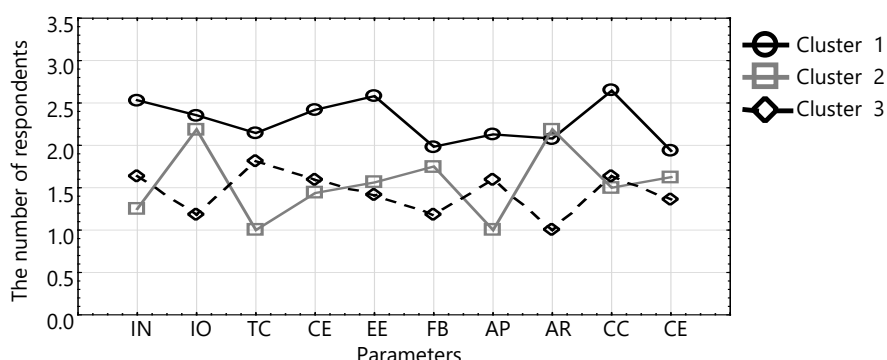
media content. In addition, an important role is played by the influence of media content on the intellectual sphere and the accessibility of consuming media content. To a lesser extent, thematic diversity of media content, audience reach, generating one's own content, creating feedback on consumed media content, and interaction with other consumers of media content are expressed.

To identify the key characteristics and features of media culture among the population of small towns, a cluster analysis was conducted (Table 2, Fig. 1). This approach enables the differentiation of respondents into more or less homogeneous groups, as the arithmetic mean, while indicating general trends, does not always accurately reflect the situation of an individual.

**Table 2. Results of the cluster analysis of key characteristics and features of media culture among residents of small towns**

No.	Parameters	Cluster 1	Cluster 2	Cluster 3
1	Information needs	2.532258	1.250000	1.636364
2	Information opportunities	2.354839	2.187500	1.181818
3	Thematic coverage	2.145161	1.000000	1.818182
4	Cognitive effectiveness	2.419355	1.437500	1.590909
5	Emotional effectiveness	2.580645	1.562500	1.409091
6	Feedback	1.983871	1.750000	1.181818
7	Authorial productivity	2.129032	1.000000	1.590909
8	Audience reach	2.080645	2.187500	1.000000
9	Communicative competence	2.645161	1.500000	1.636364
10	Connection establishment	1.935484	1.625000	1.363636

Source: authors' development



**Figure 1. Results of cluster analysis of key characteristics and features of media culture in small towns**

**Note:** 1 – informational needs; 2 – informational opportunities; 3 – thematic coverage; 4 – cognitive effectiveness; 5 – emotional effectiveness; 6 – feedback; 7 – authorial productivity; 8 – audience reach; 9 – communicative competence; 10 – connection establishment

Source: authors' development

The first cluster encompasses 62% of respondents (Table 3). The research revealed that these respondents have developed information needs and opportunities, and are interested in consuming content that is fairly broad in thematic scope. Their level of cognitive effectiveness in consuming media content is above average, and their emotional effectiveness is high. Representa-

tives of the first cluster periodically generate feedback on the perceived content, while focusing on a moderately wide audience. They are characterised by developing communication skills, which allow them to generally successfully establish connections with other consumers of media content. Based on the analysis, the overall level of their media culture can be assessed as above average.

**Table 3. Descriptive statistics for the first cluster**

No.	Parameters	Mean	Standard deviation	Variance
1	Information needs	2.532258	0.503032	0.253041
2	Information opportunities	2.354839	0.482370	0.232681
3	Thematic coverage	2.145161	0.764945	0.585140

Continued Table 3.

No.	Parameters	Mean	Standard deviation	Variance
4	Cognitive effectiveness	2.419355	0.497482	0.247488
5	Emotional effectiveness	2.580645	0.615334	0.378636
6	Feedback	1.983871	0.665100	0.442359
7	Authorial productivity	2.129032	0.757127	0.573242
8	Audience reach	2.080645	0.708228	0.501586
9	Communicative competence	2.645161	0.482370	0.232681
10	Connection establishment	1.935484	0.698264	0.487573

Source: authors' development

The second cluster comprises 16% of respondents (Table 4). They are characterised by relatively low information needs and a moderate level of information opportunities. A distinctive feature of members of this cluster is a narrow thematic focus, oriented towards a limited flow of information. Overall, they do not demonstrate pronounced cognitive or emotional effectiveness.

It can be assumed that for this group of respondents, media consumption is not purposeful but rather incidental, a secondary process. They are not inclined to generate their own content, but there is a certain circle of people with whom they discuss what they have read, heard, or seen. Based on the research, the overall level of their media culture can be assessed as below average.

Table 4. Descriptive statistics for the second cluster

No.	Parameters	Mean	Standard deviation	Variance
1	Information needs	1.250000	0.447214	0.200000
2	Information opportunities	2.187500	0.403113	0.162500
3	Thematic coverage	1.000000	0.000000	0.000000
4	Cognitive effectiveness	1.437500	0.512347	0.262500
5	Emotional effectiveness	1.562500	0.512347	0.262500
6	Feedback	1.750000	0.447214	0.200000
7	Authorial productivity	1.000000	0.000000	0.000000
8	Audience reach	2.187500	0.403113	0.162500
9	Communicative competence	1.500000	0.516398	0.266667
10	Connection establishment	1.625000	0.806226	0.650000

Source: authors' development

The third cluster comprises 22% of respondents (Table 5). They have a moderate level of information needs but a low level of information opportunities.

Their range of interests is of a moderately average level, and content consumption yields moderate cognitive and emotional results.

Table 5. Descriptive statistics for the third cluster

No.	Parameters	Mean	Standard deviation	Variance
1	Information needs	1.636364	0.492366	0.242424
2	Information opportunities	1.181818	0.394771	0.155844
3	Thematic coverage	1.818182	0.732664	0.536797
4	Cognitive effectiveness	1.590909	0.503236	0.253247
5	Emotional effectiveness	1.409091	0.503236	0.253247
6	Feedback	1.181818	0.394771	0.155844
7	Authorial productivity	1.590909	0.503236	0.253247
8	Audience reach	1.000000	0.000000	0.000000
9	Communicative competence	1.636364	0.492366	0.242424
10	Connection establishment	1.363636	0.492366	0.242424

Source: authors' development

The underdeveloped media communication channels mean that members of the third cluster are unable to express their feedback in the media space, and

therefore their audience is limited to their immediate circle. They may discuss what they have heard, seen, or read with close acquaintances, but they do not expect

broad discussions about the consumed media content. Thus, the overall level of their media culture can also be assessed as below average.

Currently, there is a lack of scientific research dedicated to identifying the key characteristics and features of media culture in the information space of small towns. Therefore, the focus remains on defining and characterising the concepts of “media culture” and “information space”.

The concept and essential features of media culture have been the subject of research by numerous authors. For instance, M. Lysyniuk & O. Holoborodko (2020) investigated the evolution of the concept of media culture, analysing various approaches to its interpretation and identifying the key components of this phenomenon. The authors emphasise that media culture is a multifaceted phenomenon that encompasses technological, social, and cultural aspects shaping the contemporary information space. O. Selezniova (2022) focuses on the structure of media culture, paying attention to its constituent elements and their interconnections. The author highlights the importance of understanding the interaction between media, audience, and content, which allows for a better understanding of the dynamics of media culture processes. T. Uvarova (2022) analyses the role of media culture in contemporary society, emphasising its significance in shaping public consciousness and cultural identity. The author notes that media culture influences the way individuals think, behave, and value, contributing to the creation of shared cultural norms. Media culture in a professional context is examined by Ye. Hrynyk (2023), I. Willig (2022), and M. Zaporozhchenko (2022). Ye. Hrynyk (2023) explores the impact of media culture on professional activities, considering it as a tool for developing professional competencies. The author emphasises that media culture facilitates the exchange of knowledge and skills, which is crucial for professional growth and adaptation to changes in the work environment. I. Willig (2022) analyses the role of media culture in shaping professional ethics and standards of conduct in various fields. The author notes that media culture helps to establish ethical norms and professional standards, which contributes to increased accountability and transparency in professional activities. M. Zaporozhchenko (2022) studies media culture as a factor in increasing the effectiveness of professional communication and cooperation. The author argues that media culture promotes the development of communication skills and improves interaction between colleagues, which is essential for achieving common goals. The features of the social aspects of media culture are presented in the research of authors such as A. Hepp *et al.* (2015), J. Hopster (2021), and I. Lomachinska & B. Lomachinskyi (2022). A. Hepp *et al.* (2015) explore media culture as a factor of social change, focusing on its role in the processes of globalisation and social mobility. The author notes that media culture contributes to the expansion of social connections and the exchange of cultural

experiences, which promotes globalisation and the creation of a new type of social interaction. J. Hopster (2021) analyses the impact of media culture on social interaction and collective consciousness, considering media as a means of constructing social realities. The author emphasises that media play a key role in shaping collective perceptions and social norms, which influence the behaviour and interaction of individuals. I. Lomachinska & B. Lomachinskyi (2022) study the social consequences of media culture, focusing on its impact on social norms and values. The authors note that media culture shapes new social standards and influences the re-evaluation of traditional values, leading to the transformation of society. D. Kaplan (2021), L. Meng (2022), and F. Sobande *et al.* (2022) analyse media culture within an individual-personal context. D. Kaplan (2021) examines media culture as a factor in shaping personal identity, considering media as a means of self-expression and self-discovery. The author argues that media culture allows individuals to find and express their uniqueness, contributing to the development of personal identity. L. Meng (2022) analyses the impact of media culture on the psychological state and emotional well-being of individuals, emphasising the importance of media for personal development and self-realisation. The author notes that media can have both positive and negative effects on psychological well-being, depending on the content and context of its consumption. F. Sobande *et al.* (2022) investigate the relationship between media culture and personal values, focusing on the role of media in socialisation and upbringing processes. The authors emphasise that media culture influences the formation of value orientations and moral principles that determine the behaviour and worldview of individuals. An analysis of the available scientific literature shows that media culture is interpreted as a sociocultural phenomenon through which interaction occurs between different subsystems of society. It is based on the following propositions: the dominant culture of the information society, which ensures the formation of a sociocultural worldview; a culture-universe that combines folk, mass, and elite cultures and their varieties; the message's purpose, which reflects the worldview of society; a sign of action, which can be directed both at manipulating public consciousness and at human development; a specific way of mastering reality. At the same time, the content of media culture is revealed through an understanding of culture and its traditional definition. The growing role of media culture is explained by the rapid development of computer, information, network, digital, gaming (and later mobile) technologies and communications (Matviienkiv *et al.*, 2022).

The concept and essence of the information space have been the subject of research by scholars such as I. Kudlai (2020) and I. Vakulyk (2022). I. Kudlai (2020) examines the structural elements of the information space and its role in contemporary society, focusing on the

interaction between information flows and social processes. I. Vakulyk (2022) analyses the dynamics of the development of the information space and its impact on communication practices, emphasising the significance of technological innovations. The socio-philosophical aspects of the information space are analysed by Zh. Imanbayeva *et al.* (2020), A. Kuntsman & E. Miyake (2019), and O. Lopuha (2022). Zh. Imanbayeva *et al.* (2020) investigate ethical and philosophical issues related to the information space, particularly the problem of information freedom. A. Kuntsman & E. Miyake (2019) consider the social consequences of digitalisation and its impact on social relations. O. Lopuha (2022) analyses the role of the information space in shaping contemporary public consciousness and cultural identity. O.M. Solodka (2022) explores the issue of regulating the information space to ensure national security and stability. The features of a state's information security are considered in articles by Ya.I. Chmyr (2020) and S. Globenko (2023). Ya.I. Chmyr (2020) analyses threats to information security and methods of neutralising them. S. Globenko (2023) explores issues of cybersecurity and the protection of critical information infrastructure. Several studies are also devoted to the issue of Ukraine's integration into the global information space. I.R. Bodnar (2021) examines strategic directions for integration and the challenges faced by Ukraine in this process. O. Frolova & V. Chekmarova (2022) analyse international experience and prospects for Ukraine's cooperation in the global information environment. The information space in an economic aspect is considered by V.M. Danich & S.M. Shevchenko (2023) and I. Yakushko (2022). V.M. Danich & S.M. Shevchenko (2023) investigate the impact of information technologies on economic development and the efficiency of business processes. I. Yakushko (2022) analyses the role of the information space in shaping economic policy and developing the digital economy. An analysis of sources shows that the creation of new information technologies, and especially their implementation in all spheres of human life, has changed the communication environment, the social environment, and led to the restructuring of information hierarchies and the information space. The information space created by telecommunication means neutralises the limitations of physical space – country borders, oceans, mountains, but establishes other limitations related to the security of information itself. Scientific definitions of the information space are very diverse, but in general, it includes information and the means of its movement. Overall, the information space acts as a generalised concept of acquired linguistic experience of humanity based on objects of the physical world, which can be simply copied and acquired a new meaning in its ascending form.

In general, the media space can be characterised as a part of the information space, localised by a corresponding material territory and immaterial sphere, which conditions the existence and operation of the mass

media (including electronic ones), functions outside the individual's inner world, but exerts a direct and indirect informational influence on their consciousness. Researchers agree that this concept is ambiguous and multifaceted, therefore, there is no single universally accepted definition. Furthermore, the entire body of existing research is characterised by its theoretical or theoretical-methodological nature, resulting in the originality of the authorial developments concerning this issue.

## Conclusions

Overall civilisational development, especially in the context of information and communication technologies, provides a basis for addressing such an important and relevant concept as media culture. The analysis conducted has led to the definition of media culture within the information space of small towns as a system of informational and communicational values and competencies of individuals in consuming and creating media products, realised within the chronotope of a small town. According to the author's classification, the main parameters characterising media culture can be attributed to the following: 1) information needs; 2) information opportunities; 3) thematic coverage; 4) cognitive effectiveness; 5) emotional effectiveness; 6) feedback; 7) authorial productivity; 8) audience reach; 9) communicative competence; 10) connection establishment.

Calculations of the arithmetic mean have shown that the most significant factors for residents of small towns are a certain level of communicative knowledge, skills and abilities, the nature of the influence of media content on the emotional sphere, and an interest in consuming media content. In addition, the influence of media content on the intellectual sphere and accessibility of media content consumption plays a significant role. To a lesser extent, thematic diversity of media content, audience reach, generation of own content, creation of feedback on consumed media content and interaction with other consumers of media content are expressed.

Cluster analysis has demonstrated that the respondents, who represent residents of small towns, can be conditionally divided into three groups. The first group (62%) is characterised by an above-average level of media culture, while the other two (16% and 22%) have a below-average level. The difference between the second and third groups lies in the fact that representatives of the second group consciously limit the flow of media content, while representatives of the third group do not have sufficient opportunities to meet their information needs in the information space. In summary, it can be concluded that approximately two-thirds of respondents have exceeded the average level of media culture, while almost one-third have not reached it.

From the author's perspective, the problem of media culture in the information space of small towns is an important and promising topic, as a large number of Ukrainians live in such cities. Further research will help

answer questions about the qualitative and quantitative composition of respondents and the correlation of these parameters with individual characteristics of media content consumption and, accordingly, the formation of media culture.

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#### ■ Conflict of Interest

None.

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## Аналіз медіакультури в інформаційному просторі малих міст України: визначення ключових характеристик та особливостей

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**Анотація.** Постійні трансформації структури і сутнісного наповнення інформаційного простору, спричинені глобальним проникненням інформаційно-комунікаційних технологій, обумовлюють актуальність звернення до з'ясування принципів особливостей медіакультури. Мета статті полягала у визначенні ключових характеристик та особливостей медіакультури в інформаційному просторі малих міст. Методологія дослідження передбачала застосування якісно-кількісного аналізу емпіричних результатів за допомогою арифметичного середнього та кластерного аналізу. Для реалізації дослідження виконано такі завдання, як: розроблення відповідного опитувальника; здійснення опитування мешканців малих міст для з'ясування особливостей їхньої медіакультури; обробка отриманих результатів. В рамках дослідження виділено десять основних параметрів, що визначають медіакультуру. Обчислення арифметичного середнього показало, що найважливішу роль для мешканців малих міст грають наявність комунікативних знань, навичок та вмінь, особливості впливу медійного контенту на емоційну сферу, а також зацікавленість у споживанні медійного контенту. Також суттєвими є вплив медійного контенту на інтелектуальну сферу і доступність споживання медійного контенту. Меншою актуальними є тематичне різноманіття медійного контенту, охоплення аудиторії, генерування власного контенту, створення відгуку на спожитий недійсний контент та взаємодія з іншими споживачами медійного контенту. Застосування кластерного аналізу виявило, що мешканці малого міста можуть бути розподілені на три кластери, де перший (62 %) характеризується рівнем медіакультури вище середнього, два інші (16 % і 22 %) – рівнем нижче середнього. Різниця між представниками другого і третього кластерів полягає в тому, що представники другого кластера усвідомлено обмежують інформаційний потік медійного контенту, а у представників третього кластера відсутні достатні можливості для побутування в інформаційному просторі. Таким чином, приблизно дві третини респондентів перетнули позначку середнього рівня медіакультури, приблизно одна третина не досягла її. Практична цінність роботи полягає в можливості залучення отриманих даних для планування та здійснення соціокультурних заходів із розвитку інформаційного простору малих міст

**Ключові слова:** медійний контент; параметри медіакультури; комунікативна компетентність; авторська продуктивність; когнітивна результативність; емоційна результативність