



---

## **Analysis the position of Cognitive Components of Media Literacy in the Optimal use of social media (Case study: Adolescents in Tehran)**

---

**Nazanin Nahrvar<sup>1</sup>, Ali Akbar Farhangi<sup>2\*</sup>, Bahram Alishiri<sup>3</sup>, Abdollah Naami<sup>4</sup>**

<sup>1</sup>PhD Student in Public Administration, Ghaemshahr Branch, Islamic Azad University, Ghaemshahr, Iran

<sup>2\*</sup>Professor of Department of Communication, University of Tehran, Tehran, Iran

<sup>3,4</sup>Department of Management, South Tehran Branch, Islamic Azad University, Tehran, Iran

---

Received: 20 Jan 2022 ; Accepted: 1 June 2022

---

### **Abstract**

The aim of this study was to investigate the status of cognitive components of media literacy in the optimal use of social media in adolescents in Tehran. The study method is a survey and the statistical sample is 425 adolescents in Tehran in the eleventh and twelfth grades. Our statistical sample was selected as a cluster and randomly from schools in five areas of Tehran (north, south, west, east, and center), and the data using they were designed from a questionnaire and analyzed using SPSS and AMOS software. Findings showed that according to the level of significance and statistical value of t, media cognition on technological cognition and epistemological cognition, content production has a positive and significant effect on cognitive and technological cognition and media cognition, as well as epistemological cognition on technological cognition. Friedman found that technological knowledge has the highest and media knowledge has the lowest in terms of the desired situation.

**Keywords:** Media Literacy, social media, Adolescents, Cognitive Components, Tehran

---

### **Introduction**

The media creates a context and a way in which only in and with its view can the world be known and the existence of today and tomorrow be created. The phenomenological approach to the media allows us to understand its meaning and

nature in terms of their media. They are one of the most important constituents of modern human existence (Straubhaar et al., 2017) To the extent that the present world can be considered a media world and contemporary man can be

---

\*Corresponding Author's Email: aafarhangi@ut.ac.ir

considered a media man. The media are not mere tools but are themselves the cause of the evolution of human thought. And with indescribable acceleration (Iyengar, 2018). In this valley, by changing the view of science and developments in media technology, it is also necessary to change the view of the audience. Deprived these media; this right cannot even be denied with the help of these technologies and the creation of various restrictions and new media formats. As the age of adolescence approaches, the importance of the role of the media increases (Reed, 2019). Knowing the media is impossible without knowing today's media audience (Afzali, 2021). One of today's audiences of the new media that play the main role in this valley is the teenagers of this borderland (Venables, 2021). Although the media creates a dynamic and flexible relationship between the individual and society, it should not be forgotten that the disadvantages of these mass communications outweigh their benefits, and that their current expansion is irrational (Soesanto, 2021). To better understand the messages conveyed through the media and their meaning, it is necessary to know what the content in the media really means, from what source, and why this particular message was created. Answering all of these questions requires media literacy (Fuchs, 2017). It is clear that educating and promoting media literacy is an important resource for the adolescents of this borderland. To learn how to strengthen their authority and independence in the face of media cul-

ture (Hobbes, 2021). Learn how to use smart media texts with better understanding and less error in using it. Learn not to be mere consumers and to intelligently perceive, analyze, and ultimately choose what the media gives them, and ultimately consciously absorb and apply it if they see fit for their present and future. The ability of intelligent critique and analysis, which is the main spirit of media literacy, should be strengthened in them, and the key and important part of media literacy, which is conscious choice and cultural preservation, should be more reflected in them. Media literacy is an educational process and teaching media literacy to young people is one of the most important tasks of the school and the education system (Smith, 2020). On the other hand, in the present world, various types of social media, by producing and publishing various types of messages, on a large scale, with a presence and deep influence in the process of exchanging messages, play a significant role in changing opinions, thoughts, culture, behavior and beliefs of different groups (Potter, 2021). Like teenagers and young adults, therefore, it seems very important and necessary that the audience of these social media be trained in a way to resist and deal with this purposeful and extensive information process with a critical, meticulous and sharp look. The necessity and importance of learning and promoting media literacy is so important that it can be examined from different dimensions. First, the need for media literacy to strengthen the cognitive dimension can be examined

(Christian, 2019). The development of cognitive powers is the development of internal mental processes with the help of which people learn, think and remember. Therefore, considering the nature and importance of the issue, in the present study, we have tried to investigate the status of cognitive components of media literacy and its role in the optimal use of social media in adolescents in Tehran. Therefore, the main question is that first of all, what effect do the cognitive components of media literacy have on the optimal use of social media among adolescents in Tehran? And secondly, to what extent is the impact of each of the cognitive components of media literacy on the optimal use of social media in adolescents in Tehran? In this article, an attempt has been made to provide scientific answers to these questions based on theoretical and experimental approaches.

### **Research background**

Cicha in his Study (2021) identified a set of skills that should be expected to be possessed by young people and students during their education. Additionally, we discussed results regarding the situation caused by the COVID-19 pandemic and the shift from regular education to distance learning.

Alipour in his Study (2021) argued since the students were studying at the postgraduate level, it requires special attention to improve their literacy level. University officials should hold classes and workshops, and even conferences on

topics related to the evaluation of media and information, including critical thinking, problem-solving, questioning, and identifying credible media resources to improve the level of MIL of students.

Naz in his article (2021). Claimed discourses on digital literacy as a development tool for the 21<sup>st</sup> century in Higher education for both educators and learners. This is seen as a key requirement for Higher Education Institutions. It presents the challenges and policy implications for the Higher education. It stresses that being digitally literate is critical to functioning in a digitally connected environment.

Alleh & Mulgrew (2020), According to this dissertation, adolescents are one of the most important consumers of the media and the media is one of the main factors in their attitude and behavior towards their consumption patterns and daily activities, and parents as a defensive shield; Responsible for filtering, controlling and monitoring the use of media products provided to adolescents. On the other hand, the impact of parents' role on their children's relationship with the media ranged from all media consumption during the day to no media throughout the day. On the other hand, the media literacy of adolescents in the study, which is highly dependent on the media literacy of parents, has been mentioned in the useful use of mass media.

Maria in his Study (2020) claimed that devoted to the issue of media education in Russian school. The main attention is paid to the concepts of media ed-

ucation and media literacy. The authors have studied the issue of media literacy in the education system of Russia. They have discovered that today an insufficient attention is paid to the problem of media literacy and media education at the school level. The authors argue that the educational standards and the school textbooks do not take into account the need to teach methods of protection against manipulation in the media.

Keshvari in her study (2020) came to the conclusion that there was a direct correlation between the media literacy with the health literacy and all of its dimensions except for the critical look at media messages.

Mohebzadeh in her Study (2020). Argued reveal most similarities in methods of teaching-learning and most differences in content organization. Curriculum planners in Iran are advised to use media literacy as an essential skill, using a reciprocal and spiral curriculum approach, at all levels of education and more attention to component of the media message production and role of students in the learning process.

### **Theoretical foundations, cognitive components of expressive literacy**

#### ***Technological knowledge***

In fact, with the advent of the information age and the networked society, we are witnessing various developments in the field of technology in most areas. Information and communication technological developments in different stages of human life have shown themselves as an expanding and influential force and

have subjected it to fundamental changes. Accordingly, the knowledge of using new media has become a vital matter. Since adolescents are the most important users of the media, the ability to access, process, and store and transmit comprehensive and effective information is essential for them. Accordingly, in the definition of technological knowledge, it should mean the correct use of social media and technological tools, as well as familiarity with existing facilities and alignment of these facilities to meet the information needs of adolescents, which is one of the first level of media literacy in this study. Pointed out (Ahadian, 2017).

#### **Epistemological cognition**

Cognitive cognition is a level of cognition in this research that gives meaning to media literacy. Man needs to organize his information and knowledge in order to know the phenomena and to reach the facts; therefore, the cognition of media literacy requires the acquisition of special cognitive abilities, each of which plays an effective role in the process of rationality in adolescents in this process. Therefore, to develop this knowledge, we need to teach a set of skills in the form of thinking called analytical thinking, critical thinking, rhetorical thinking and participatory thinking. Cognition and awareness should be formed and developed in the form of strengthening these thoughts in adolescents

#### **Media recognition**

Without knowing how the vast resources of the media and information industries

are distributed and who controls this vigorous movement, we cannot understand the nature, form and content of the media as it is. Knowledge of the media involves knowing and understanding the ideological, political and economic goals that govern it. In today's world of political economy, the media, on the one hand, includes multiple, powerful and multidimensional actors, and on the other hand, knowing it leads us to know its specific requirements, capacities, possibilities and functions, so with precise awareness. And proper management and engineering, we can use its maximum capabilities and by recognizing the hidden and behind-the-scenes goals of this industry, strengthen the type of view of the media environment in adolescents, and finally the type of analysis and view on various issues. Made it more mature and deeper. Unfortunately, our adolescents are unaware of their initial understanding of the media industry and its effects, and only a handful of them are able to understand the benefits or economic nature of the media. Few also realize that the media is effective in shaping their insights. Therefore, teaching this concept in high school and for this age group is very necessary and essential.

#### **Content production:**

The last and highest stage of media literacy is to reach the stage of producing healthy, useful, effective and attractive content. Content production requires knowledge of social, political and cul-

tural space, so the more information teenagers have about these spaces, the deeper the content. Will produce content that is associated with awareness and cognition. On the other hand, the lack of sufficient information will move the production of content away from scientific and intellectual production and towards surface production. In terms of approach, the type of content can have artistic, social, cultural contexts or various issues through which the audience is involved with the topic. In the field of content production, the adolescent must learn how and in what ways he / she can produce content, what features the platform used should have, or what features the content produced for that particular network should have. Each of these layers requires training, but most of it is a skill that must be acquired during this period. For example, if a teenager wants to make a device, he or she must learn what the network features and how it can use its capacity to make its content more effective. On the other hand, one of the discussions about content production, especially in adolescence, is the discussion of warfare, which is known to be the most effective tool for the third millennium, a war that occurs by imitating beliefs and norms and habits and diminishing indigenous culture.

Therefore, teaching the skills that lead to the production of targeted content can be very important here. By having this special tool and using it wisely, it is possible to be successful and make the enemy's activity less effective. On the other

hand, social responsibility must be considered in all cases in order to be the source of the effect and increase the influence and effectiveness in society. Adolescents need to be mindful of their own and others' thoughts, and that is social responsibility; But we must note that communication literacy is what completes this skill set. Today, the use of communication literacy has become the key to public relations, and not using it may make us indifferent and neutral. Dealing with communication literacy means establishing healthy social relationships that should be considered. Therefore, adolescents must learn the skills of good listening, empathetic understanding and speaking in a correct and wise way, and be careful and patient in order to be successful in establishing effective communication.

### **Research Method**

In the present article, it is a survey method and a questionnaire tool has been used to collect information. Therefore, in order to assess the media literacy status of adolescents in Tehran, based on the designed model, a questionnaire was designed and distributed among boys and girls in the eleventh and twelfth grades in schools randomly from the north, south, east, center and west of Tehran. And the statistical population, in the eleventh and twelfth grades, the total number of male and female students is 400,000. In this study, the multi-stage cluster sampling

method was used and in the last stage, the respondents based on Cochran's formula of 425 people were studied randomly.

In this research, content validity has been used. For this purpose, it was evaluated using the opinions of five experts and experts. In addition to assessing the validity through the opinions of experts, the validity of the questionnaire questions (data collection tool) has been examined and analyzed using CVR analysis and content validity. For the reliability test of the advanced research questionnaire, using the data of the preliminary test (pre-test) and with the help of computer and SPSS software, the Cronbach's alpha value for the variables that were prepared structurally, more than 3% was obtained. Data analysis was also performed using SPSS and Emus software.

### **Research Findings**

Based on the descriptive findings, 56% of the respondents are girls and 40.9% are boys, which the results show that there is no significant difference between the respondents in terms of gender. Also, according to the results of Table 2, more than one third of the respondents (41.4%) are 17 years old, 27.3% are 16 years old, 18.6% are 18 years old, 7.3% are 15 years old and 1.6% are 19 years old. They mentioned years, so most respondents are between 16 and 18 years old.

**Table 1: Frequency distribution of respondents by gender**

		Abundance	Percentage
Options	Female	213	56
	Male	17	40.9
	Total	412	96.9
	Unanswered	13	3.1
Total		425	100

**Table 2: Frequency distribution of respondents by age**

		Abundance	Percentage
Options	15 years	31	7.3
	16 years	116	27.3
	17 years	176	41.4
	18 years	79	18.6
	19 years	7	96.2
	Total	<b>409</b>	<b>3.8</b>
	Unanswered	<b>16</b>	<b>100</b>

According to Table 3, in order to know the extent of media use, their opinion was asked about the level of use of 7 media, which is followed by the respondents' use of these seven media: As can be seen from Table 3, about the rate TV use, 34.4%, average usage rate, 17.6% high and very high usage rate and 48%, low and very high usage rate Have mentioned little; Therefore, most respondents use a relatively low level of television. On the other hand, the rate of satellite use is 18.4% of its average usage, 20% of its high and very high usage and 56% of its low and very low usage. said; Thus, more than half of the respondents use satellite at a low level. According to the percentages in the table, in relation to the amount of Internet usage, 23.1% of their usage rate at the average level, 72.7% of their usage rate is very high and very high, and 2.4

Percentage of their use at a low and very low level; As a result, about three-quarters of respondents use the Internet at a relatively high level. Also, about the use of the press, 25.2% expressed their use as moderate, 4.5% as high and very high, and 66.5% as low and very low; Thus, more than half of the low-level respondents use the press.

According to what can be seen in the table, about the rate of cinema use, 27.3% of the rate of their use is moderate, 14.3% is high and very high and 57.5% is low and They have mentioned very little; Thus, more than 50% of respondents use cinema at a low level. Regarding the use of theater, 9.9% mentioned their use as moderate, 6.3% as high and very high, and 82.6% as low and very low; So more than four-fifths of people at a low level use theater. Therefore, regarding the use of books, 33.2% mentioned their use as



moderate, 20.9% as high and very high, and 45.8% as low and very low; As a result, about half of the respondents use the book at a low level.

Therefore, according to Table 3, we

conclude that the highest usage is related to the Internet (with an average of 4.08) and the lowest usage is related to the theater (with an average of 1.61).

**Table 3: Frequency distribution of respondents according to media usage**

Media type		Very low	low	medium	Much	very much	Unanswered	Average sum	Average
Television	Abundance	116	88	146	52	23	0	425	2.47
	Percentage	27.3	20.7	24.4	12.2	5.4	0	100	
Satellite	Abundance	177	61	78	43	42	24	425	2.28
	Percentage	41.6	14.4	18.4	10.1	9.9	5.6	100	
Internet	Abundance	4	14	98	137	172	0	425	4.08
	Percentage	.9	3.3	23.1	32.2	40.5	0	100	
Press	Abundance	194	89	107	19	4	12	425	1.91
	Percentage	45.6	20.9	25.2	4.5	.9	2.8	100	
Cinema	Abundance	120	124	116	38	23	4	425	2.33
	Percentage	28.2	29.2	27.3	8.9	5.4	.9	100	
Theater	Abundance	264	87	42	13	11	8	425	1.60
	Percentage	62.1	20.5	9.9	3.1	2.6	1.9	100	
Book	Abundance	92	103	141	48	41	0	425	2.63
	Percentage	21.6	24.2	33.2	11.3	9.6	0	100	

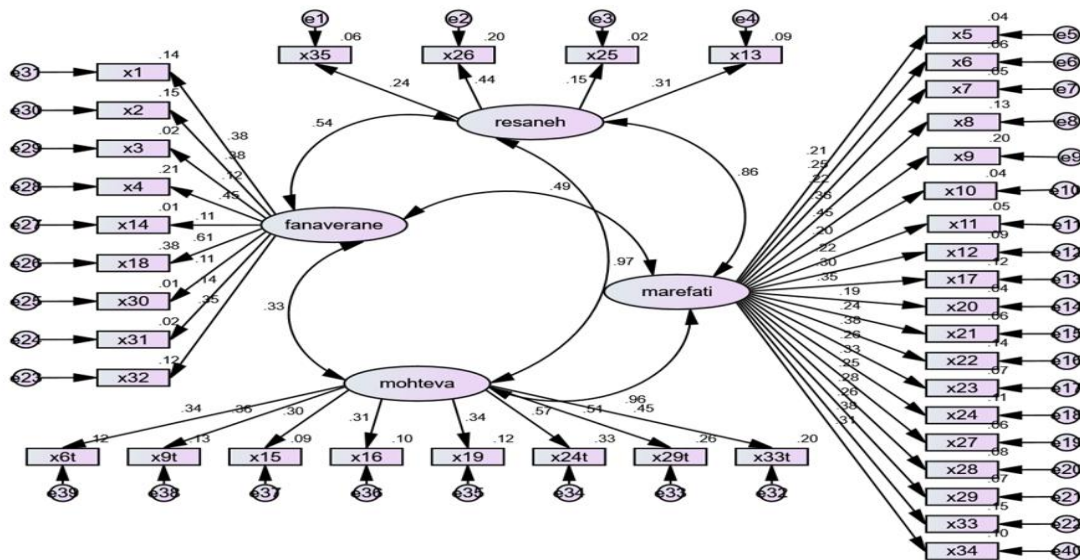
**Inferential results** In order to analyze the internal structure of the questionnaire and discover the constituent factors of each hidden structure or variable, the confirmatory factor analysis technique is used. Thus, it is a model based on pre-empirical information about data structure that can be in the form of a theory or hypothesis, a definite classification scheme for items according to the objective features of form and content, known empirical conditions or knowledge from previous studies of large data. Be. Confirmation methods (hypothesis testing) determine whether the data are consistent with a

certain factor structure (given in the hypothesis) (Gal et al., 2014). One of the presuppositions for performing confirmatory factor analysis is model approval in terms of goodness indicators of model fit. In this regard, Amos software provides a series of indicators to measure the goodness of model fit developed. In this study, according to the Amos output presented in the table below, except for the Chi-square ratio and the cryptographic index (RMSEA), the rest of the indexes are in an unfavorable position, so the model should be modified.



**Table 4: Model fit indicators in the first stage**

Index type	Standard rate	Model fit	Result
CMIN/DF	5>	4.673	Favorable
NFI	0.90<	0.865	Undesirable
RFI	0.90<	0.836	Undesirable
IFI	0.90<	0.822	Undesirable
TLI	0.90<	0.791	Undesirable
CFI	0.90<	0.790	Undesirable
GFI	0.90<	0.818	Undesirable
RMSEA	0.8>	0.080	Favorable



**Figure 1: Basic model of research with factor loads**

In this study, to improve the fit of the model, a number of indicators that had a low factor load were removed, which

was obtained after modifying the fit indices according to Table 5.

**Table 5: Modified model fit indices**

Index type	Standard rate	Model fit	Result
CMIN/DF	5>	3.488	Favorable
NFI	0.90<	0.933	Favorable
RFI	0.90<	0.939	Undesirable
IFI	0.90<	0.927	Favorable
TLI	0.90<	0.900	Favorable
CFI	0.90<	0.901	Favorable
GFI	0.90<	0.908	Favorable
RMSEA	0.8>	0.077	Favorable

According to the results of the table, after modifying the model, the ratio of Chi-square to the degree of freedom also improved and reached 3.488. Adaptive fit indices all except RFI after model modification reached above

90% and are appropriate. The RMSEA index also improved after modifying the model and is suitable because it is lower than 8% (0.077); therefore, the whole modified model has a good and appropriate fit.

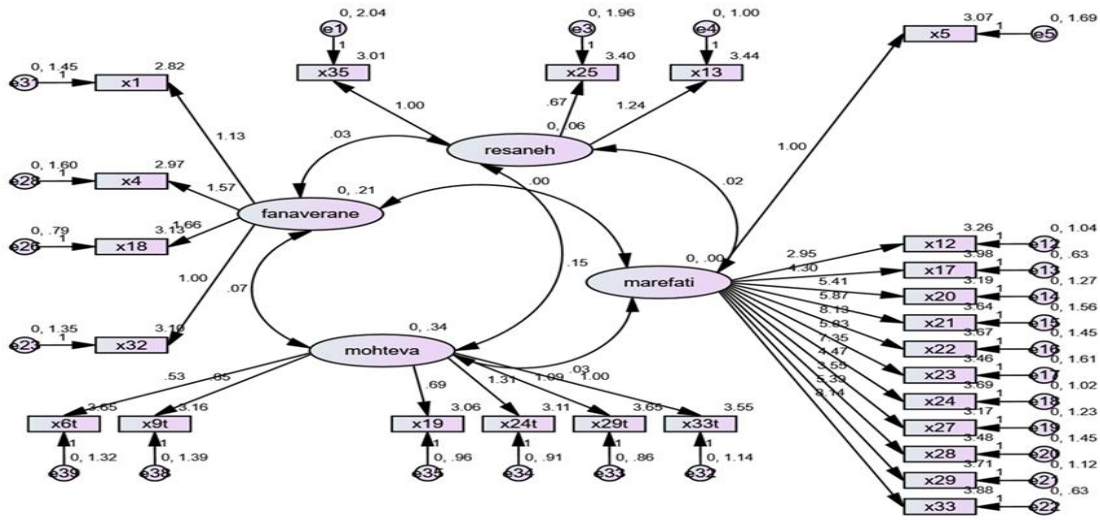


Figure 2: Modified research model with factor loads

As can be seen in the final model, there are links between the dimensions that were measured by regression test. For regression test, two partial indices (p-value) and a significant number were used and the condition for a rela-

tionship to be significant is that the value of the index the first (p-value) for the desired relationship is less than 0.05 or the value of the second index (t-value) is more than 1.96. Table 6 presents the test results:

Table 6: Test results of regression coefficients of cognitive dimensions of media literacy

			Standard coefficient	standard error	TStatistics	Significance level
Technological cognition	--->	Media recognition	0.083	0.029	2.89	0.04
Epistemological cognition	--->	Content production	0.143	0.041	3.46	0.000
Content production	--->	Technological cognition	0.077	0.025	3.15	0.002
Epistemological cognition	--->	Technological cognition	0.057	0.020	2.87	0.004
Content production	--->	Media recognition	0.187	0.049	3.78	0.000
Media recognition	--->	Epistemological cognition	0.083	0.029	2.81	0.005

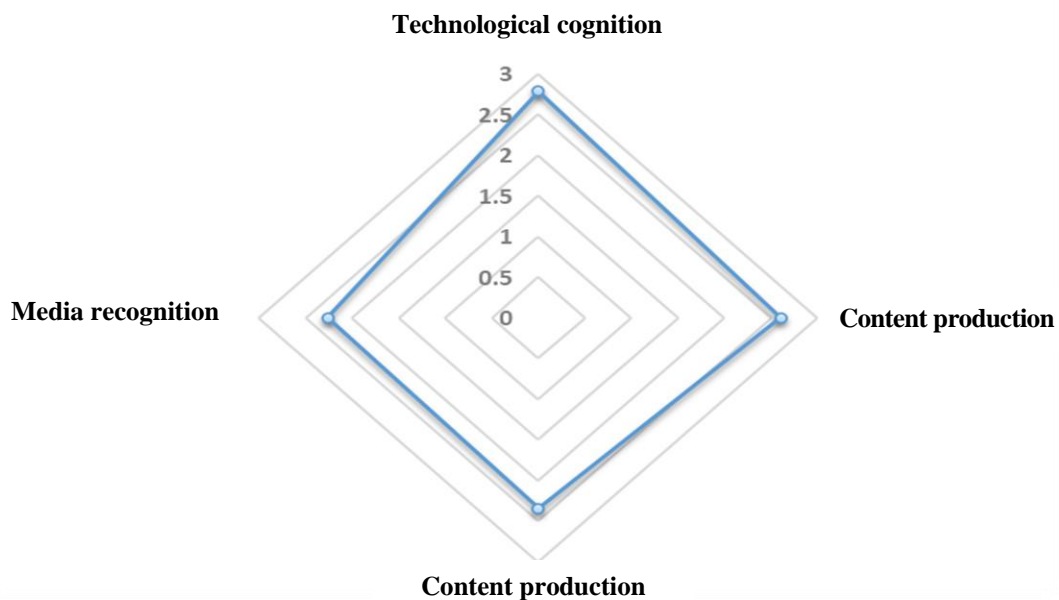
The estimated values in Table 6 represent the following items: 1) In examining the effect of technological cognition on media cognition, according to the pattern of path analysis and the values of the standard coefficient table, the path two variables and  $t =$  The value of the partial index which is equal to 0.04 and is less than the significance level of 0.05. It can be concluded that this path coefficient is significant at the error level of 0.05, i.e., technological knowledge has a positive effect on media knowledge. The effect of epistemological cognition on content production, according to the pattern, analysis, path, and values, table, coefficient, standard, path, two variables, value is 0.143 and ( $t = 3.46$ ); Therefore, considering the value of  $t$  of this path ( $t = 3.46$  1 1.96) and considering the value of the partial index which is equal to 0.000 and is less than the significance level of 0.05, it can be concluded that this path coefficient is at the error level of 0.05 / 0 is significant, ie epistemological cognition has a positive effect on content production. Is; Therefore, considering the value of  $t$  of this path ( $t = 3.15$  1 1.96) and considering the value of the partial index which is equal to 0.002 and is less than the significance level of 0.05, it can be concluded that this path coefficient is at the error level. 0.05 is significant, ie content production has a positive effect on technological cognition. 4) The effect of epistemological cognition on technological cognition with respect to Pattern Analysis Route and Quantities Table Coefficient Stand-

ard Route Two Variable The value is 0.057 and ( $t = 2.87$ ); Therefore, considering the value of  $t$  of this path ( $t = 2.87$  1 1.96) and considering the value of the partial index which is equal to 0.004 and is less than the significance level of 0.05, it can be concluded that this path coefficient is at the error level. 0.05 is significant, ie epistemological cognition has a positive effect on technological cognition. Therefore, considering the value of  $t$  of this path ( $t = 3.78$  1 1.96) and considering the value of the partial index which is equal to 0.000 and is less than the significance level of 0.05, it can be concluded that this path coefficient is at the error level. 0.05 is significant, ie content production has a positive effect on media recognition. 6) In recognizing the media, epistemological cognition according to the pattern, analysis, path, and values, table, coefficient, standard, path, two variables, value is 0.083 and ( $t = 2.81$ ); Therefore, considering the value of  $t$  of this path ( $t = 2.87$  1 1.96) and considering the value of the partial index which is equal to 0.005 and is less than the significance level of 0.05, it can be concluded that this path coefficient is at the error level. 0.05 is significant, ie media knowledge has a positive effect on epistemological cognition. On the other hand, in order to prioritize between the four cognitive dimensions of media literacy, Friedman test was used and as can be seen from the test results in Table 7, there is a significant difference between the dimensions according to the test value of 44.566 and the significance level

of 0.000. To the average dimensions, it should be said that the highest average rank is dedicated to the feature of technological cognition (with an average of 2.78) in scoring, followed by epistemological cognition (with an average of 2.61), content production (with an average of 2.35) and finally, media cognition. (With an average of 2.26) is allocated.

**Table 7: Results of Friedman test for prioritizing cognitive components**

Variable	Average	Rank
Technological cognition	2.78	1
Epistemological cognition	2.61	2
Content production	2.35	3
Media recognition	2.26	4



**Figure 3: Comparison of cognitive dimensions of media literacy**

### Discussion and Conclusion

The results of the quantitative section show that the dimensions of media cognition affect and are influenced by each other. The results of regression test show that technological cognition has a positive effect on media cognition, epistemological cognition on content production, content production on technological cognition, cognitive cognition on technological cognition, content production on media cognition and media cognition on

epistemological cognition. The results also show that there is a correlation between different dimensions of cognition. Iranian adolescents are in a better position in technological literacy and content production, but their media cognition and cognitive cognition are weak and most planning and policy-making should be aimed at promoting these dimensions of media literacy.

The last skill and the least skill in media literacy is knowledge of the me-

dia, which includes things like knowledge of the economic barrier of the media, information about media ownership, and the barrier of media ideology that the student should be equipped with because it complements the strengths. It is cognitive and on the other hand includes the need to enter the content production stage.

Therefore, the conclusion that can be drawn from this data is that Iranian adolescents, despite having the technical skills to use the media and can use it, but in terms of cognition, which is one of the most important pillars of media literacy and what makes media literacy meaningful. And should be trained by expert trainers in the form of four thoughts. Unfortunately, they are at a low level. This explains why macro-level policies and mid-level factors should seek to increase students' cognitive cognition, as it is this type of cognition that allows individuals to take an active approach to the content they encounter, and any Do not accept anything and use alternative perspectives to interpret the content they encounter, and ultimately, as an influential person in society, be able to demonstrate their responsibility to themselves, their families, and their community.

The results also show that the media literacy of Iranian adolescents is not equal in these areas, in some cases, media literacy is higher and adolescents have more skills in that area. According to Friedman test, technological knowledge with a score of 2.78 has the

highest score. This means that adolescents' technological knowledge is higher than other cognitions. Next are epistemological cognition (2.61), content production cognition (2.35) and media cognition (2.26); Therefore, in this continuum, adolescents' cognitive cognition in using social media is less than technological cognition. This means that Iranian adolescents use media literacy, knowledge and practical skills, and information literacy, which includes the use of media such as having a page on social networks, the ability to use search engines, programming on a personal page, the need to learn on the path to personal development, purposeful use of Different sources have a high amount of information. But they are weak in terms of epistemological cognition.

Epistemological cognition includes analytical thinking (solving people's problems by different media, awareness of current events by social media, thinking about content produced in cyberspace, sensitivity in choosing favorite programs and decision making in sensitive situations) and thinking. Critical thinking (including doing new things, creating new topics, creating new combinations of information, resisting problems, being able to solve problems, creating creative media content), rhetorical thinking can include social media techniques for informing and questioning advertising techniques that Seek to attract the attention of viewers and listeners) and be aware of the effects of the

media, which is not just a persuasion technique available to media producers who use it in their texts, but is an epistemological system for each individual. It can know, influence or influence its surroundings, and the rhetorical emphasis is on concepts such as ethics, truth, influence, persuasion and trust, which are known as the main concepts of rhetoric and are part of the concept. They are considered influential in adolescence and are very important in the development of cognitive powers; and next to that is participatory thinking. Participatory thinking (communicating with friends on social media, interacting with friends in cyberspace, altruism and respect for others in cyberspace, and taking responsibility for social problems) that in adolescents are statistically clear weaknesses in these cases. Are. The next step is to produce healthy, useful, effective and attractive content that refers to social awareness, communication literacy and social responsibility. What happens in the context of promoting media literacy? If we can lead the teenagers to this destination, we can see the development of the country in the near future.

### References

- Afzali, M. (2021). Analyzing the Role of Media in Preventing Sexual Abuse of Girls in Cyberspace, *International Journal of Humanities*, 28(2), pp. 26-43.
- Alipour, J. (2021). Media and Information Literacy among Postgraduate Students, *Journal of Applied Health Information Technology*, 1(2), pp. 2-10.
- Alleh, A., & Mulgrew, K. (2020). Differential media effects on male body satisfaction and mood, *Australian Journal of Psychology*, 72(1), pp. 306-322.
- Christian, S. (2019). *Everyday Media Literacy: An Analog Guide for Your Digital Life*, London: Routledge.
- Cicha, K. (2021). Digital and Media Literacies in the Polish Education System—Pre- and Post-COVID-19 Perspective, *Journal of Education System*, 6(11), pp. 61-80.
- Fuchs, C. (2017). *Social media: A critical introduction*, London: SAGE.
- Hobbes, R. (2021). *Media Literacy in Action: Questioning the Media*, New York: Rowman & Littlefield Publishers.
- Iyengar, S. (2018). *Media Politics: A Citizen's Guide*, London: Cambridge University Press.
- Keshvari, M. (2020). Investigating the Relationship between Media Literacy and Health Literacy in Iranian Adolescents, *Isfahan, Iran, International Journal of Pediatrics*, 8(5), pp. 321-329.
- Maria, M. (2020). Media literacy in the system of the secondary education in Russia, *Journal of Education*, 41(48), pp. 22-36.
- Mohebzadeh, Z. (2020). A Comparative Study of Media Literacy Education Curriculum in Canada, Iran, and the United States, *Iranian Journal of Comparative Education*, 3(3), pp. 737-756.
- Naz, R. (2021). Digital Literacy for the 21st Century: Policy Implications for Higher Education, *Journal of Samoan Studies*, 8(2), pp. 55-63.



- Potter, J. (2021). *Media Literacy*, London: SAGE.
- Reed, T. (2019). *Digitized Lives: Culture, Power and Social Change in the Internet Era*, NewYorkk: Ingles.
- Smith, D. (2020). Belonging and loneliness in cyberspace: impacts of social media on adolescents' well-being, *Australian Journal of Psychology*, (73), pp. 143-166.
- Soesanto, S. (2021). *The limits of like-mindedness in cyberspace*, Washington: Real Institute Elcano Royal.
- Straubhaar, J., LaRose, R., & Davenport, L. (2017). *Media Now: Understanding Media, Culture, and Technology*, London: SAGE.
- Venables, A. (2021). Modelling Cyberspace to Determine Cybersecurity Training Requirements, *Journal of Front Educations*, 8(12), pp. 269-291.