

Developing students' cognitive resistance to information manipulation through critical thinking: Practical aspects

Ilich, Liudmyla;
Akilina, Olena;
Shevchenko, Svitlana;
Zhdanova, Yuliia.

Abstract

This article is devoted to the problem of forming students' critical thinking through the development of their conflict and emotional competence skills in a digital environment. This research is the next achievement of the implementation of the EU Erasmus+ project "Peace Education for Consolidated and Human-Centered Europe" (Grant Agreement No. 101094420 PeaECH) at Borys Grinchenko Kyiv Metropolitan University. During the testing process within the framework of this project of the discipline "The Art of Managing Emotions and Conflicts", it was determined that a methodological training system has been developed, namely, a practice-oriented approach (simulations, role-playing games, internships) and the implementation of modern information and communication technologies (virtual simulations, online courses, mobile applications, AI), aimed at developing skills for safe information processing based on mastering techniques for managing emotions and conflicts. In order to determine the effectiveness of the proposed methodology, a pedagogical experiment was conducted. At the first stage, before studying the discipline, self-assessment questionnaires of critical thinking were used, which include the features of working with information according to the following parameters: readiness to check sources, identification of data reliability, ability to form and clarity of position expression. At the second stage, after studying the discipline, an adapted objective test of critical thinking by Starkey was used. The results show that students who possess emotional intelligence skills better resist the influence of cognitive biases and emotional manipulations when interacting with information, which contributes to the development of critical thinking in a digital environment. © 2026 Copyright for this paper by its authors.

Author keywords

Cognitive skills; conflict management; critical thinking; digital security; emotion management; empirical research; information manipulation; methodology