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THE ROLE OF INTERNET MEMES IN TEACHING PHILOSOPHY: INFLUENCE AND CONSEQUENCES

Abstract. The article is devoted to such a modern and influential phenomenon in the Internet environment as Internet memes and also explores the question of the expediency of using them in teaching philosophy. Particular attention is paid to the study of the origin of the term itself, as well as it's correlation with the classical theory of memetics by Richard Dawkins and the criticism of the concept of 'meme' and memetics.

The aim of the study was to use Internet memes as an innovative educational tool in teaching philosophy and to assess their impact on the learning process. The study analyses their main functions in the educational process, in particular, their communicative, humorous, motivational, and cognitive potential.

The article also highlights the following important aspects of using Internet memes in philosophy classes. For example, the ambiguity of these media objects is seen as an opportunity to develop the ability to interpret. It is emphasised that the activity of creating, collecting, and interpreting them allows to overcome communication barriers and improve philosophical competences, to implement hedonistic and art-therapeutic aspects, to develop one's own 'soft skills', and to counteract professional deformation.

It is emphasised that these media objects can be an effective means of forming critical thinking, promoting students' emotional involvement and helping to create associative connections when studying theoretical material. At the same time, attention is drawn to certain risks associated with the use of Internet memes in education, in particular, the possibility of simplifying or distorting philosophical ideas.

The author also considers the impact of Internet memes on the teachers who use this method. It is noted that the successful use of memes requires a high level of professional training, creativity and a deep understanding of both philosophical concepts and digital culture.

It is concluded that Internet memes are an effective tool in teaching philosophy but require careful and thoughtful use to maintain a balance between entertainment and educational components.

Keywords: Internet memes; teaching philosophy; educational technologies; functions of internet memes.

1. INTRODUCTION.

Continuing the previous research on the processes of playfulness in teaching the course «Philosophy» [1], among the various forms and means of playfulness in the current study, we will consider Internet memes, which are one of the elements of global play in the Internet environment.

Although the Internet meme is still a well-known and popular phenomenon, it is also relatively new and poorly understood, as the first English-language Wikipedia article with the term «Internet meme» was created only in March 2005; until December 2006, the page was just a stub that redirected readers to an article about «Internet phenomena». Their widespread use on the Web (and beyond) in the second decade of the twenty-first century is a relatively recent phenomenon.

Statement of the problem. In recent years, interest in Internet memes has grown significantly; for example, an entire issue of the scientific journal «deSignis», vol. 41 (2024)

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«Memes y cultura digital. Transformaciones en el campo de la mediatización». Scientists study various manifestations and dimensions of the Internet: political [2], cultural [3], ontological [4], semiotic [5], [6], gender [7]. The popularity of Internet memes as a teaching tool is significant, and many teachers and lecturers use them in the educational process, studying their impact and potential [8]. The results of using Internet memes in teaching humanities and social sciences are very productive [9], [10], but teachers of STEAM specialties [11], [12] also suggest using Internet memes in teaching engineering, mathematics, etc. Internet memes are also actively used by philologists [13], [14], as they contain cultural facts and values of different societies, which encourages independent search for information about the culture of the language.

However, despite much number of studies, there are still uncertainties about the concept of «meme». Even the author of the concept, Richard Dawkins [15], expressed scepticism about his theory, considering it speculative and calling it 'speculation'. He also noted that Internet memes differ from his original idea because they are deliberately changed by human creativity, which gives rise to mutations that contradict Darwinian selection.

The use of memes in education has limitations, as they are primarily entertainment content that should be integrated carefully. Memes can be a useful complement to traditional pedagogical methods, but it is important to understand the line between entertainment and education. Further research is needed to effectively use memes in education, as they are a complex social phenomenon that is often used to manipulate public opinion.

Clarifying the definition of memes will help to better understand their potential and limitations as an innovative teaching tool, as well as to explore the impact and consequences of their use.

Analysis of recent research and publications. Due to the peculiarities of the mechanisms of spreading Internet memes, they are, first of all, new forms of human communication, the means by which cultural and informational realities of our time are transmitted and are more natural and inherent in children, students, and young people.

Thus, these innovations in communication are actively implemented in the educational process, so the experience of using Internet memes in the educational process is extensive - Internet memes are used to learn languages [13], there are examples of using Internet memes in teaching mathematics, and the authors of a report on such experience note its heuristic potential [12] and for teaching other disciplines [9], [10], [14] studied and evaluated the effectiveness of integrating Internet memes and experimentally confirmed the positive dynamics of the levels of students' general motivation to study.

Internet memes are actively used in teaching philosophical disciplines, as they help to illustrate complex concepts in a simple and understandable way. Researcher Gibb R. [10] emphasises that internet memes, like cartoons or comics, spark discussions and simplify complex ideas, making them closer to students' everyday experience. The large number of memes on philosophical topics indicates a high philosophical culture of society, as jokes on such topics are understood and find their fans. Teachers use Internet memes as a useful teaching tool, helping students to learn better and avoid overly abstract language.According to the results of research, it has been found that Internet memes have a significant impact on students' concentration, impression and memorisation of information messages, and there is a positive trend in the levels of students' overall motivation to learn.

Internet memes can be considered as additional aids to other pedagogical tools, such as video learning, flipped classroom, etc. Internet memes are a language that Generation Z actively speaks, which allows teachers not only to get closer to students but also to build an effective learning model that meets the global goal of memorising information.

At the same time, there are also obvious disadvantages (risks) that can be used when using this technology: learning educational material through Internet memes leads to unsystematic and fragmented knowledge, the use of too complex and incomprehensible memos for students,

so the result will be reduced to zero, and others such as the lack of understanding of such methods by the administration of the educational institution.

Given the obvious positive effect on the educational process, it makes sense to separately clarify the formats of using Internet memes in the classroom in the relevant disciplines, even individual issues, as well as the issue of dosage, the need or freedom to choose or refuse to use them in the classroom need to be specified and clarified

The purpose of the article is to analyse the use of Internet memes as an innovative tool in teaching philosophy and assess their impact on the educational process.

Particular attention is paid to both the positive aspects of integrating Internet memes into teaching, such as increasing student motivation and engagement, and the possible risks, including simplification of content or distortion of philosophical ideas. In addition, we will show that Internet memes have the potential to form philosophical competences and explore how this tool affects the personality of the teacher (pedagogical style, creativity, emotional state) who uses them.

2. RESEARCH METHODOLOGY

In writing the article, the author used socio-philosophical analysis, a socio-communicative approach, which involves understanding the process of interpretation, distribution and creation of Internet memes as a set of interrelated social (organisational, managerial, creative, production, information and marketing) sequential actions aimed at producing, introducing into information and communication circulation an Internet meme that meets the needs of different social groups, is a means of transmitting social values, and contributes to the formation of communication. We also relied on the activity-based approach that prevails in education and the synergistic approach, which focuses on the interaction of various factors (humour, motivation, learning process), which contributes to the creation of new content and interpretations.

The comparative method was used in the section «The Humorous Component of Internet Memes» to compare humour in education with its use in other areas (economics, politics) and analyse its importance for the development of critical thinking.

We also used a systematic analysis of philosophical, pedagogical, methodological and specialised literature on the use of Internet memes in the educational process in various fields of study; studying the pedagogical use of Internet memes in the educational process in various fields of study.

In the study, we also used the following research methods: content analysis, generalisation of scientific literature data, which are presented in the section «Internet meme or meme: which is right?». Content analysis is based on the principle of dismembering the text (in a broad sense) so that we can see the general meaning in small events and actions and be able to trace historical parallels and see modern forms.

We also made extensive use of thematic analysis because it can help with description and explanation, providing a complex and detailed description of qualitative data. In addition, the flexibility of thematic analysis allows for the identification of unanticipated themes and ideas, which is a particular advantage for a research project such as this.

3. RESEARCH RESULTS

3.1. «Meme» or «Internet meme»: which is right?

As we have noted above, even in the scientific space, the concepts of «meme» and «internet meme» are equated, which indicates that theoretical knowledge on this issue is underdeveloped. Therefore, it is necessary to specify the definitions.

Starting in 1976, when the concept of «meme» appeared [15], the active use of the concept of «meme» has been rapidly expanding as early as 1983. Memetics flourished in the late twentieth and early twenty-first centuries. Famous scientists and philosophers have been working on its problems: S. Blackmore, R. Brodie, R. Dawkins, D. Dennett, A. Lynch, R. Unger. In 1997-2005, the international electronic scientific journal Journal of Memetics was published. Western universities opened educational programmes for those who wished to study memetics, which was declared an innovative field of knowledge at the intersection of genetics, social semiotics, psychology, cultural studies and cognitive sciences.

However, along with the popularity of the concept of meme and memetics, these ideas are actively criticised [6], [17], [18]: critics of memetics believe that the principle of genetics cannot be transferred to information processes. Today, memetics is considered by many to be a pseudoscience, and its provisions and conclusions are considered unverified and unfounded, as Luis Benitez-Bribiesca [17] described memetics as a pseudoscientific dogma, and there is little more serious condemnation in the academic world! There is still no consensus on whether emotions can be considered memes or whether perception and visual memory can be affected by memes. Thus, the concept of «meme» is controversial, requires theoretical elaboration, and runs the risk of being criticised to the point of ceasing to exist.

In contrast, the term «Internet meme», although it appeared 20 years later than the term «meme» (first mentioned in 1996 in a collection of articles by MIT scholars edited by Peter Ludlow [19]), is now of greater interest to researchers.

Domestic scholars have thoroughly studied the term «Internet meme» [2] and offer the following definition: an Internet meme is a schematic means of storing and reproducing information used on Internet platforms and discursively combining artifacts of the sign system with the actual context of the environment or its individual elements in a template way.

Therefore, in the current study, we will use the term «Internet meme» to refer to a certain textual, visual, audio or mixed media object that reflects a specific thought, idea, emotional state, etc. through reference and analogy to well-known events, images, stories, situations for communication purposes. In addition, the peculiarity of Internet memes is their method of distribution - largely through Internet emails, blogs, forums, graphic boards such as 4chan, social media sites such as Facebook, Instagram or Twitter, instant messaging, social news sites or thematic websites such as Reddit and video hosting services such as YouTube and Twitch, which has a special impact on the audience to which the communication is directed.

3.2. How Internet memes work.

Based on the working definition of an Internet meme that we provided in the section «Meme or Internet meme: which is right? «we can talk about the following functions of memes: communicative, entertaining (similar to a joke, satire), anti-stress (a way of collectively overcoming stress in response to negative situations, where humour is used to mitigate their consequences), expressive (memes convey emotional and evaluative meanings), pragmatic (clearly expressing attitudes towards the depicted), ethnic and identification (one's own/Ukrainian - a stranger/Russian), epistemological (they accumulate and transmit cultural meanings, social experience, values), collective engagement (an Internet meme encourages participation, often anonymously, to contribute to entertainment, which sometimes turns into a flash mob).

3.2.1. Internet memes increase the effectiveness of communication.

As important new elements of communication in modern culture, Internet memes have a wide reach, effectively taking over the entire Internet. In 2020, Instagram reported that more than 1 million memes were posted on its platform every day.

Nowadays, Internet memes are considered one of the most effective means of communication, and this fact is emphasised by all researchers of the phenomenon [16], [20].

Internet memes simplify, speed up and make our communication more effective, which is especially important in today's fast-paced life. They combine elements of intertextuality and popular culture, becoming a tool for online discourse and a means of collective participation. Due to their polysemy, memes can form new meanings, evaluations, and even influence social beliefs.

As carriers of the «collective consciousness», memes adapt, transmit and transform social meanings, reflecting the process of understanding reality. They are an important tool of mass communication that emphasises the memetic nature of contemporary culture. Internet memes not only integrate people into a common symbolic space, but also play a significant social and communicative role, in particular in reflecting socio-political events, for example, in Ukraine.

The rapid exchange of information through memes facilitates the discovery of new knowledge, ideas and values. Modern access to information allows for a deeper understanding of reality and unites people around common meanings, which has the potential to influence social development and even philosophical understanding of existence.

Communication between students and teachers in philosophy classes is crucial, as this subject requires considerable intellectual effort. Philosophical concepts are often complex, abstract, and require deep comprehension. Without effective dialogue, students can lose motivation, especially since the benefits of studying philosophy are not immediate or practically obvious. When a teacher communicates well, he or she can adapt the explanation to the level of the students, using various psychological and pedagogical techniques. This helps to overcome barriers of perception, arouse interest and create an atmosphere of open thinking. Discussions, questions, and real-life examples make philosophy more accessible and engaging.

Thus, active communication contributes not only to a better understanding of the material, but also to the development of critical thinking and intellectual independence of students.

Practical exercises. Thus, the potential of a highly effective communicator allows us to use Internet memes in the educational process as a «soft power» to promote certain unpopular ideas among students, but necessary for the educational process. For example, since the beginning of the quarantine, the author has noticed that students are reluctant to turn on their video cameras, which is detrimental to the learning process. To improve the situation, the author created a collection of online memes (see Figure 1) criticising students' reluctance to re-engage in the learning process and demonstrated them at the beginning of the course, while explaining the importance of adapting the online learning mode to the needs of normal human communication. In this way, without criticising students for not turning on the cameras, it was possible to significantly increase the percentage of those who did make positive decisions about video cameras. Of course, this method has its limitations and drawbacks (at least the fact that those students who do not turn on the camera because, for example, they are at work and listen to lectures in audio mode, they will not see the visuals), but experience has shown effectiveness, so it should be used in conjunction with other measures and methods.

Figure 1. Collection of Internet memes for motivation

3.2.2 Interpreting internet memes is a useful exercise.

The effectiveness of communication is directly related to the depth of mutual understanding between those who interact.

In today's highly complex, multidimensional world, the problem of understanding and mutual understanding is emerging with renewed vigour, which is why techniques aimed at improving the skills of understanding other people or situations (soft skills development) are very popular. Texts, in a broad philosophical sense, and Internet memes, as a specific case of a «text», are a collection of signs and sentences, and any text is also a means of communication, a way to exchange thoughts and ideas. Internet memes are a way of communicating in our society, and they will continue to grow and become more popular, the Internet meme is a manifestation of the communication of the visual society [20].

Thus, the text, in the form of an Internet meme, is realised as a special form of communication for people, which records the culture of humanity in general and in its specific variants in a specific historical form. In addition, culture can be understood as a sign system, as a text, which means that it is also a source of meaning, i.e., it has a communicative and symbolic nature. On this basis, clarifying the essence of the entire system of culture is the subject of philosophy, which studies culture as a text in its broadest sense. The task of philosophical research is precisely to decipher the symbols of a given text by means of an interpretation based on the current socio-cultural and spatio-temporal conditions (Paul Ricœur, Le conflit des interprétations, 1969).

3.2.3. Philosophical interpretation of Internet memes.

A philosophical text (except for special historical and philosophical tasks) is not only a cultural and historical monument, the meaning of which has been set once and for all, but is an open conceptual system in which new meanings are found and this is one of the sources of increasing philosophical knowledge.

The use of Internet memes in the study of the course «Philosophy» is the most productive because the direct task of philosophising is the interpretation of interpretations, as P. Ricoeur noted, and is a special hermeneutical (philosophical) activity. Philosophical interpretation reveals the deeper meanings behind the obvious meanings, occupying a central place in the humanities. It encompasses the analysis of being and ideas, since even knowledge of the world is its interpretation.

Moreover, interpretation is a general scientific universal method of cognition, the development of the ability to interpret phenomena, facts, texts, events, research results in various fields of knowledge, and an important competence of a specialist. Therefore, we can say that the interpretation of Internet memes is acceptable, for example, in mathematics or other sciences, because interpretation is one of the fundamental operations of a subject's cognitive activity, a general scientific method with rules for translating formal symbols and concepts into the language of meaningful knowledge.

According to Betty's classification [21], there are three types of interpretation: «reproductive», which conveys the meaning of works (for example, translation or musical performance); «normative», which regulates actions based on norms (in law, ethics, religion); and «discerning», which is aimed at finding meaning (in the natural and social sciences), which shows the wide range of applications of interpretation. Beattie [21] also outlines four «moments» of interpretation: philological, critical, psychological, and technical, which alternate in the process of work. For example, in historical research, textual analysis is complemented by critical evaluation and psychological comprehension. Interpretation is the basis of the humanities, helping to reveal the meanings of works, and in natural and social sciences, it structures data and explains phenomena. In practical areas, it ensures the correct application of norms, making it indispensable for science and society.

Thus, the use of Internet memes in the classroom problematises the method of interpretation for students, but also provides an opportunity to practice it, learn how to implement it, and realise the possibilities and limitations of this method.

3.2.4. Interpretation of Internet memes and creativity.

The process of interpretation activates the creative potential of a person, engaging his or her intellect, emotions and imagination, as noted by the classics of hermeneutics Paul Ricoeur and Hans-Georg Gadamer. As the example of Internet memes shows, the interpretation of polycode messages requires comprehension of complex semantic structures belonging to different semiotic systems. This process relies on both collective linguistic and cultural schemas and individual conceptual experience. The high emotional and semantic load of such objects stimulates both mental activity and creativity.

The interpretation of any text is a co-creation between the author and the interpreter, where the latter brings his or her own unique ideas, emotions and context. In this process, the interpreted text acquires a new meaning, which demonstrates a creative act on the part of the interpreter. According to the concept of the «death of the author», a work becomes independent of the author after its creation, and each interpreter, interacting with the text, creates a new artistic version of it.

Hans-Georg Gadamer also emphasised that interpretation is the creation of one's own text, determined by the personal experience of the interpreter. At the same time, he acknowledged the existence of a «common field» that unites the author and the interpreter, ensuring a dialogue between them.

Thus, interpretation not only broadens the understanding of the text, but also opens up endless possibilities for creative self-realisation, as each act of comprehension turns into a process of creating something new and unique. The way in which the tasks for creating Internet memes on the topic «Philosophical Problems of Artificial Intelligence» are performed (is shown in Figure 2): indeed, each work is completely different in content and form. Such diversity is very useful for perception and provides a basis for comprehension and rethinking of their own work: students see each other's results, compare the quality of execution and the accuracy of the idea in the images, and have the opportunity to improve their work if necessary and desired. In this way, not only creative search is activated, but also criticality.

Practical exercises. Interpretation skills can be developed by offering to explain the same Internet meme through the prism of different topics (for example, Figure 3)

- *an Internet meme can be explained as a reference to certain concepts in the history of philosophy, to certain authors, ask students to identify, name the authors, and briefly describe the ideas;*
- *you can also give the task to explain in terms of, for example, ontological issues;*
- *the task of revealing the essence of the doctrine, trying to explain the relation of the Internet meme to this concept, trying to analyse this relation in the modern context.*

3.2.5. The emotional component of Internet memes.

As we noted earlier, the Internet meme is a modern, relevant form of communication and communication, and due to its emotionality, it is an element of spoken language. In turn, emotions are an integral part of communication and language activity. The need to convey emotions when communicating with other Internet users is one of the main reasons for the rapid spread of Internet memes on the Internet.

Figure 2. Examples of Internet memes for interpretation in the Philosophy class

Figure 3. Examples of Internet memes for interpretation in the Philosophy class

Due to the presence of an emotional component in Internet memes, O. Voznesenska conducted a thorough content analysis of more than 2,700 memes [22], which allowed the researcher to identify the most common themes of this period: emotional states, the rise of the Ukrainian spirit, humiliation of enemies and symbols important to them, support for the army, social institutions on which the future of Ukraine and the Ukrainian people depend, as well as distancing from enemies and highlighting certain events that affect the lives of many people. Theodora Blanchfield [23], an American psychotherapist, shares her experience of introducing Internet memes into her professional work: she emphasises the sacredness of the moment when a client first sent her an Internet meme. T. Blanchfield notes that by sharing a joke or a similar sense of humour, a person is saying that we share a similar opinion, and that person has taken the risk that I will think the same way as they do, that it is funny. The exchange of Internet memes leads to a stronger connection, and also reveals the inner life of a person more deeply and accurately, which is very difficult to explain to everyone, and extremely difficult for psychologists and psychotherapists to interpret. T. Blanchfield argues that although the exact situation of each person is different, the feelings are largely universal.

The use of memes allows a person to express and process complex feelings that arise in wartime. This helps to overcome the consequences of collective trauma, improve emotional state and increase stress resistance. Memes serve as an expression of emotions not only for those who create them, but also for those who receive and share them.

Since the largest group of social media users is young people, it is natural that memes are a reflection of the youth subculture. Sometimes they are equated with slang due to their «viral» spread and excessive emotionality. O. Dziubina [24] rightly notes that the more emotional a meme is, the easier we perceive it and the less critical we are towards it. So, first of all, Internet memes convey complex emotions and feelings that are inherent in a modern person, and through the creation and exchange of Internet memes, people manage to come closer to understanding each other's inner state. As an internet meme conveys emotional information directly and directly without consciousness or rationalisation, it does not require high intelligence and awareness to share a particular, even complex, emotion. This is especially

productive when communicating with young people who are still gaining the necessary life experience and knowledge.

The use of Internet memes in the classroom, particularly in philosophy, can be a productive basis for the formation of the emotional component of the personality and emotional intelligence of students, as due to their polymodality, they are able to implement emotional concepts simultaneously in the form of verbal and non-verbal emotional means. Taking into account the emotional factor is necessary in teaching, because ignoring the emotional component of information can lead to a decrease in students' motivation. On the other hand, the use of the emotional factor makes it possible to stimulate interest in studying such a complex discipline as philosophy and to form a steady increase in motivation to learn.

In addition, the task of composing Internet memes on certain topics can highlight the true and deep emotional states of students, thereby giving the teacher the opportunity to adjust the teaching material, class formats, etc. based on the information received to improve the perception of the material by students.

Practical exercises. For example, a practical lesson on the topic «Philosophical Problems of Artificial Intelligence» (Figure 2) in the form of creating and discussing Internet memes greatly intensified the discussion and revealed some unexpected angles. What was also valuable about this experience was that the teacher had the opportunity to see and hear about the internal concerns and priorities of a particular student, and that other students could also compare themselves with others. The resonance of the class discussion was continued on the pages of the department's telegram channel, and many more students were thus involved in the discussion of the topic.

3.2.6. Humorous component of Internet memes.

Another characteristic of an Internet meme that is often pointed out by researchers of Internet memes, which contributes to the formation of students' emotional and evaluative attitude to the learning process, is its pronounced humorous orientation. The sense of humour in the modern world is actively used in leading industries, such as the economy (advertising of goods and services) and politics (PR campaigns, management of public consciousness, etc.). Therefore, using a humorous component in the educational process means making it more modern, more in line with historical conditions and circumstances, and thus more adequately preparing future specialists for the realities of life and professional activity.

Humour in education has a significant didactic potential: it activates, relaxes, motivates and promotes the development of out-of-the-box thinking, which is essential for the formation of creativity, especially when learning foreign languages. Internet memes, as a form of online humour, can be used to increase students' interest, relieve tension, develop creativity and reduce psychological control. The use of the humorous component also helps to effectively solve the problem of information overload, relieving tension and returning the audience's attention to the material. Its entertaining function helps to hide the critical and educational component, which operates latently, enhancing the pedagogical effect.

The humorous component is very appealing to philosophy classes, as Abraham Maslow [25] states that self-actualised individuals are characterised by «philosophical humour» and self-irony, philosophical jokes that are thought-provoking and cause a smile rather than loud laughter. Thus, we can assume that the results of complex processes of perception of humorous texts (pictures, stories, etc.) will result in points of motivation growth in an individual. This is especially important in a situation where we are trying to indirectly and unobtrusively influence and guide: «You can say about each of them what Goethe said about Lichtenberg: «In each of his jokes lies an abyss of philosophical meaning» [26, c.149].

It is worth emphasising the synergy that arises on the basis of the humorous component: we have already studied [26] the ability of humour to generate, in the process of perceiving a

humorous text, drawings, etc., a new, implicit meaning based on the layout of the text, with a high degree of contrast (duality and/or ambiguity). At the same time, the humorous component not only stimulates the creation of additional meanings, but also strengthens and improves the ability to interpret texts. It is the play of meanings, unexpected logical breaks and semantic layering that develop the ability to analyse flexibly, which is important for critical thinking and a deeper understanding of cultural codes.

Thus, the use of Internet memes in philosophy classes promotes the development of a sense of humour, instils a taste for intellectual humour and intellectualisation in general, reveals the essence of the phenomenon of humour and provides experience in making jokes and inventing jokes themselves.

3.2.7. The hedonistic function of Internet memes.

The hedonistic function of Internet memes has become important because the ideas of hedonism are widely recognised in society, and as a way to live easily, without stress, and having fun all the time. The processes of playfulness in education are also quite widespread - education is seen as an activity that should give pleasure, satisfaction, and should not be violence, as described by Aristotle: «The roots of education are bitter, but the fruits are sweet!» and the famous proverb «Hard to learn, easy to fight!». This trend is changing the approach to learning, making it less rigorous and more interactive. Internet memes, as part of this process, help to engage students, simplify complex topics and create a light, relaxed atmosphere. However, the risk is that education may lose its depth by becoming entertainment content.

O. P. Polishchuk and M. V. Slyusar [27] study the hedonistic function of Internet memes, which is realised through their connection with aesthetic activity. They identify a special group of memes created on the basis of artistic images (sculptures, paintings, films, etc.) that inherit the ability of art to bring pleasure. Such memes are attractive because they control emotional states, go beyond traditional art and become a tool for indirect advertising.

The authors also attribute the popularity of memes to the phenomenon of «sensory hunger for positivity»: people are looking for entertainment to cope with the tension of monotony, complexity and uncertainty of everyday life. Increasing information chaos and stress are forcing people to seek sources of joy, even in illusory forms. Memes that evoke laughter and entertainment help to alleviate stress and anxiety, which makes them popular, especially in an urbanised, standardised lifestyle.

3.2.8. An Internet meme is an element of latent art therapy.

An Internet meme is an element of latent art therapy, both for the teacher and the student who works on the Internet meme, as well as for those who are later told about the class or who have read the information on the relevant social networks (information that such discussions are, although not documented by research, always observed in discussions).

The use of Internet memes in therapy is becoming increasingly popular among psychotherapists and psychologists, as Dr Jaeger Sonia [28] shares her experience in her professional blog: she shares ways to use Internet memes, says that access to this form of therapy speeds up the process of finding understanding between doctor and patient, activates creativity and self-reflection in clients. Theodora Blanchfield [23], who we have already mentioned, and other specialists [28], [29] also use Internet memes in their psychotherapy practice.

According to O. Voznesenska, mastering collective trauma through meme creation exercises can be used as media art therapy for broader communities, which is possible because internet memes served to express emotions, reduce uncertainty, predict the future, regain control over one’s own life through creativity, and strengthen confidence in one’s own abilities

and in the victory over evil. Emotions that Ukrainians «shared» through memes included anger, fear, and disgust [22].

Internet memes play an important role in latent art therapy, promoting self-reflection, creativity and understanding between therapist and patient. They help to overcome collective trauma, reduce uncertainty, express emotions and regain control through creativity. The use of memes in therapy is becoming increasingly popular.

4. CONCLUSIONS AND PROSPECTS FOR FURTHER RESEARCH

Internet memes serve as effective tools for teaching philosophy by simplifying complex ideas and improving communication between teachers and students. As a modern cultural phenomenon, memes facilitate the exchange of information, promote social connections and influence beliefs, making them valuable for education. In philosophy classes, memes can break down barriers of perception, spark interest, and make abstract concepts more user-friendly. For example, they can gently address issues such as students not turning on their cameras during online classes, encouraging positive behaviour without direct confrontation.

Memes also promote critical thinking, creativity and interpretation skills. By creating or analysing memes through a philosophical lens, students engage in intellectual exploration and dialogue, deepening their understanding of a topic. In addition, the emotional intensity of memes helps to convey complex feelings, promoting emotional intelligence and collective healing, especially in times of stress.

The hedonistic aspect of memes is consistent with the tendency to make learning enjoyable, reduce stress, and create a relaxed classroom atmosphere. However, an over-reliance on memes can lead to over-simplification of content and loss of depth. They also act as a form of art therapy, promoting self-reflection, creativity and emotional expression, which can benefit both students and teachers.

For teachers, memes can reduce stress, increase creativity and improve communication with students. However, their effective use requires training, professionalism and a balanced approach to avoid pitfalls such as emotional burnout or inappropriate humour. Research into the impact of memes on teachers is crucial, as their emotional state has a significant impact on teaching effectiveness.

To summarise, while memes cannot replace traditional methods, they complement them by making philosophy more accessible and attractive, contributing to a deeper understanding of the subject.

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РОЛЬ ІНТЕРНЕТ-МЕМІВ У ВИКЛАДАННІ ФІЛОСОФІЇ: ВПЛИВ ТА НАСЛІДКИ

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Анотація. Стаття присвячена такому сучасному та впливовому явищу в інтернет-середовищі, як інтернет-меми, а також у ній досліджується питання доцільності їх використання у викладанні філософії. Особлива увага приділяється дослідженню походження самого терміну, а також їх співвідношенню з класичною теорією меметики Річарда Докінза та критиці поняття «мем».
Метою дослідження було використання інтернет-мемів як інноваційного освітнього інструменту у викладанні філософії та оцінка їхнього впливу на навчальний процес. У дослідженні проаналізовано основні функції мемів у навчальному процесі, зокрема їх комунікативний, гумористичний, мотиваційний та пізнавальний потенціал.
У статті також висвітлюються важливі аспекти використання інтернет-мемів на заняттях з філософії. Наприклад, неоднозначність цих медіаоб'єктів розглядається як можливість для розвитку здатності до інтерпретації. Підкреслюється, що діяльність зі створення, колекціонування та інтерпретації дозволяє долати комунікативні бар'єри та вдосконалювати філософські компетенції, реалізовувати гедоністичні та арт-терапевтичні аспекти, розвивати власні «м'які навички», протидіяти професійній деформації.
Підкреслюється, що ці медіаоб'єкти можуть бути ефективним засобом формування критичного мислення, сприяти емоційному залученню студентів та допомагати створювати асоціативні зв'язки при вивченні теоретичного матеріалу. Водночас звертається увага на певні ризики, пов'язані з використанням інтернет-мемів в освіті, зокрема можливість спрощення або викривлення філософських ідей.
Автор також розглядає вплив інтернет-мемів на викладачів, які використовують цей метод. Зазначається, що успішне використання мемів вимагає високого рівня професійної підготовки, креативності та глибокого розуміння як філософських концепцій, так і цифрової культури.
Зроблено висновок, що інтернет-меми є ефективним інструментом у викладанні філософії, але потребують обережного та вдумливого використання для дотримання балансу між розважальною та освітньою складовими.

Ключові слова: інтернет-мем; викладання філософії; освітні технології; функції інтернет-мемів.

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