

УДК 316.614.034:34.096

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CYBER SOCIALIZATION: INFORMATION-TECHNICAL, EDUCATIONAL AND LEGAL ASPECTS

Summary. A new generation of young people, is our replacement. How it is today, socialized in the context of new social relations based on information technology. What role in these conditions of socialization was taken by the ruling state structures, to which their next reforms of education will lead? Based on this, what will humanity be like in the coming decades? Little doubt that it will be completely different from the usual generation that came from the second half of the last century. This article is devoted to these and other issues.

Keywords: socialization, cybersocialization, education, young generation.

Петряєв О. Кіберсоціалізація: інформаційно-технічні, освітні та правові аспекти

Анотація. У статті розкриваються проблеми соціалізації нового покоління молодих людей. Нове покоління молодих людей – наше майбутнє, наша зміна. Яким воно є вже сьогодні, соціалізоване в умовах нових громадських стосунків на основі інформаційних технологій. Яку роль в цих умовах соціалізації відвели собі панівні державні структури, до чого призведуть їхні чергові реформи освіти. З огляду на зазначене, яким стане людство найближчими десятиліттями? Безсумнівно, воно буде зовсім іншим, ніж звичне нам покоління, що прийшло з 2-ої половини минулого століття. Цим та іншим питанням присвячена ця стаття.

Ключові слова: соціалізація, кіберсоціалізація, освіта, молоде покоління.

Петряев О. Киберсоциализация: информационно-технические, образовательные и правовые аспекты.

Аннотация. В статье раскрываются проблемы социализации нового поколения молодых людей. Автор ставит вопрос о коллизиях современной социализации в условиях новых общественных отношений на основе информационных технологий. Какую роль в этих условиях социализации отвели себе властвующие государственные структуры, к чему приведут их очередные реформы образования. Исходя из этого, каким станет человечество в ближайшие десятилетия? Мало кто сомневается, что оно будет совсем другим, чем привычное нам поколение, пришедшее из 2-й половины прошлого столетия. Этим и другим вопросам посвящена данная статья.

Ключевые слова: социализация, киберсоциализация, образование, молодое поколение.

Problem statement. The development of modern civilization is constantly associated with the complication of the nature of social relations and their transformation. The most controversial social relations that require legal regulation are elevated to laws, ensuring public consent.

Today, information technology (hereinafter IT) is actively contributing to an increase in the amount of information that forms new types of social relations, ensuring the accelerated development of civilization. A variety of information content has formed an army of users of information networks, providing the society with new knowledge, new needs and interests. Like any new one, IT has led to the transformation of the established conditions and principles of socialization, breaking the stereotypes, rules, forms and harmony of the formation of young people who have been developed for centuries. In addition to breaking the traditional forms of upbringing of the young generation, IT, as an objective factor of the era, combined with fundamental reforms of secondary and higher education, backed by legislation, are used by

many developed countries as a new tool for socialization. Depending on which final human product the state wants to receive in the remainder – the essence of the tasks of the ruling structures. The final result of the first stage of socialization is the answer to the question that interests us, because the assessment of the quality of the products is determined by the efficiency of its operation. The level of intellectual development of society is the cornerstone of state security, which, in our opinion, needs legal regulation.

Analysis of recent research. The theory of cyber socialization was introduced by Russian scientist V.A. Pleshakov in 2005 and is further developed in his works and the works of his followers [1]. Today, many scientists in the field of pedagogy and psychology are studying this phenomenon, in particular O.V. Voznyuk [2]. However, among legal scholars, this issue has only just begun to be investigated.

The purpose of the article is to analyze the impact of IT and the modern education system on the socialization (or cyber socialization) of young people in Ukraine, as well as the search for ways to form a new balance of socialization in the context of changing social relations, which should be regulated by law.

Statement of the main material. In the scientific literature, socialization is considered as the assimilation and reproduction by an individual of social experience in the process of life, i.e. as a two-way process: on the one hand, the individual assimilation of social experience through entry into the social environment; on the other hand, the process of active reproduction by an individual of a system of social ties through his active activity [3]. In other words, socialization is the individualization of the social and the socially individual.

No one doubts that the process of socialization directly depends on a specific historical period, each of which is filled with its social, technical, cultural, moral, scientific and other living conditions. Thus, the process of personality development takes place in conjunction with its surrounding social environment. And since modern socialization is characterized by an accelerated pace of development of technical and technological, communication and information links that affect all spheres of a person's social life, the socialization process under these conditions cannot but affect the consciousness, especially of young people. As a unity of determinism and chaos, or patterns and randomness, socialization consists in the unity of a spontaneous and purposeful influence on the formation of personality, external and internal content. Targeted impact processes are implemented through a system of education and training; spontaneous – through mass communication [3].

Modern information technologies have fundamentally changed the process of socialization, partially replacing its traditional elements with social information networks, combining communication, educational and training functions. The information volumes of communication networks are many times greater than a decade ago and continue to grow rapidly. All this information and logistics system forms the information space of society and becomes dominant. There is a noticeable erosion of the influence of the family, pre-school and school educational institutions on the personality, first of all, of the first stage of socialization (childhood and youth periods). The author of the article “Evil in your pocket” M. Bokov notes that the family ceases to be interested in each other, talk, the tradition of gathering at the same table is completely gone – instead, everyone is absorbed in the virtual reality offered by the smartphone [4].

A significant part of this information in its content is considered to be “information garbage”, which performs the functions of virtual entertainment and communication. Such information resources include modern clip-art films and computer games, constantly updating various news, advertisements, correspondence with friends online, descriptions of people's private lives in the field of show business, politics, sports, self-promotion and many other resources that create unique conditions of comfort. An overabundance of such information

does not bring a person anything other than “cluttering” consciousness. In the scientific world of this information, a softer name was invented – “white noise”.

Earlier we wrote that the “white noise” absorbs more and more free time of the individual, and therefore the whole society, tearing them away from real life. The contemporary picture of social life is looming ever more clearly when the Internet does not serve the individual as an instrument for solving various social problems, and the individual (society) begins to obey the Internet, which, like an octopus, draws it into the abyss of informational rubbish from which it is no longer able to get out [5].

Memory is a complex cognitive process, thanks to which a person can memorize, save and reproduce his past experience. Loading the brain with “white noise”, memory overload occurs, the brain quickly gets tired and a person begins physical fatigue, brain exhaustion. Immersion in the atmosphere of “white noise” leads to disorientation in time, which entails its wasting without any compensation. For the assimilation of useful, systemic information, a person no longer has the strength or time.

Young people staying in a constant “white” information space, in particular continuous “sticking” into a smartphone, brings them to a state of not only brain and physical fatigue, but also memory atrophy. The vast majority of young people today are not able to remember simple and concise information.

“Black noise,” that is, populating the Internet space and the media with cruelty, promoting an unhealthy lifestyle and bad habits, does even more harm. In fact, both types of information (“white and black noise”) harm the human psyche, especially the children's psyche. However, the legislation does not generally regulate the process of creating, placing (broadcasting), using and consuming ordinary information (“white noise”). The issue of handling information, objects of intellectual property rights that contain information with elements of cruelty, propaganda of war, national and religious hostility is partially regulated by the Law of Ukraine “On the Protection of Public Morality” of November 20, 2003 [6] (part 3 of article 2), [Закон України “Про захист суспільної моралі” від 20.11.03 р. (ч. 3 ст. 2)] as well as the Law of Ukraine “On Television and Radio Broadcasting” dated December 21, 1993 (part 7 of article 4) [Закон України “Про телебачення і радіомовлення” від 21.12.93 р. (ч. 7 ст. 4)] [7].

In general, the dissemination of such information is prohibited, but this prohibition does not apply to works of art, which include all films that promote violence and cripple the children's psyche, and often the psyche of an adult. Therefore, there are suggestions that the state should more influence through the state request and tax benefits on the creation and broadcast of video products, which are not only interesting, but also socially useful and bear an educational message [8].

One of the functions of the state is the formation of a mentally and physically healthy young generation of citizens, and the purpose of education in the Law of Ukraine “On Education” dated September 5, 2017 [Закон України “Про освіту” від 05.09.17 р.] [9] declared the formation of citizens who are capable, including of a conscious choice and direction of their activities for the benefit of other people and society. But for this purpose, the state should regulate the reduction of harmfulness of information posted on the Internet and in the media, as well as regulate the time of access to social networks and the Internet as a whole in the walls of educational institutions. This will help both for educational purposes and in order to maintain mental and physical health. G.O. Cirfa notes that the issue of regulating access and dissemination of information via the Internet should be a paramount task for the state [10].

World studies have shown that constant “freezing” in networks leads to mental dementia, back in 2007 in South Korea this phenomenon was given the name “digital dementia”. In particular, psychiatrist Yuna Sen-chang noted that “since today people are more dependent on digital devices for finding information than on remembering, the function of the search brain is improving, while the ability to remember on the contrary is rapidly declining. The result of this dependence is a form of digital dementia, which manifests itself in a decrease in memory performance [11].

The life circumstances of each of us are largely formed at the very beginning of our conscious life by external influence (upbringing), primarily of our close environment - parents, friends, preschool, school and higher educational institutions. The goals and objectives that they set for themselves in the formation of the future personality are the essence of the aggregate manifestation of the elements of influence. Hence, the path of development for each young person is formed in different ways, depending on the sources of influence.

Note that the modern young generation is physiologically no different from all previous generations. The only difference is in the new tools that affect all forms of socialization – study, communication, physical development, health, etc.

If we take into account the fact that children start using information computer technologies from the age of 2 to 3 years old (parents themselves uncontrollably put them on gadgets and enjoy their “creative” development without realizing what dangers they put their children into), then it becomes clear why by the school age (6-7 years) the child’s brain is already overloaded with “white noise”.

Along with an overabundance of information, computer addiction minimizes useful information before clip perception, developing the so-called “clip consciousness” (perceiving the world through short information images), which, accordingly, forms a “clip culture”.

Recently, quite a lot of research has been conducted on the subject of clip consciousness, which indicates a high speed of “searching” and “fixing” the necessary information and, at the same time, the inability to comprehend it. As a result, the process of memorization and assimilation of information is very minimized in young people, not only the nature of the origin of facts and phenomena is lost, but also the logical chain of their development and understanding, i.e. causal relationships of events. Therefore, in our opinion, the use of gadgets in the classroom should be prohibited at the legislative level, in addition to certain classes, which include training in information and communication technologies, solving problems that involve access to a legislative or other database, and similar things. Studies confirm that in people with clip consciousness, the brain processes pictures more efficiently than text, and does it at high speed [4]. In other words, thought in itself disappears, the image dominates knowledge [5].

Hence, young people massively stopped reading classical literature, textbooks, scientific primary sources, which form a person’s imaginative and logical thinking, speech culture, desire for knowledge and improvement. To the annual question to the students' audience what art books you have read in your life, with each subsequent year, the answers are getting closer to zero.

In addition to the above negative processes that affect the cognitive development of young people, the uncontrolled use of information technology actively affects the physical development of a person.

As a result, children's games and sports from the field of personal participation moved into the field of virtual experience. Only 10 % of children come to school relatively healthy. The reasons for the increased incidence of children are the violation of body functions with limited physical activity of “physical inactivity”. Modern children experience a “motor deficit” [12]. The many hours of absorption by gadgets has led to massive visual impairment in children. In percentage terms, the number of children suffering from visual impairment

today is about 9% of the total in the lower grades and about 30 % already in the senior graduation classes [13]. In addition, the abuse of electronic devices also leads to emotional breakdowns, depression and a decrease in empathy; indifference to the fate and security of his state is developing. As a result, young people who come to school and then to university are physically undeveloped, weak, quickly tired and do not cope with the curriculum.

In the future, many adults cannot even lead a relatively healthy social lifestyle. For example, gambling, as a form of dependence, has already been recognized as the basis for limiting legal capacity in accordance with clause 2 of Article 36 of the Civil Code of Ukraine [п. 2 ст. 36 Цивільного кодексу України] [14]. But, computer games can also involve large expenditures of money or simply take so much time from a person that he will not work and provide for his family, which, in our opinion, is essentially the same as gambling, should be the basis for limiting the capacity of such citizen. However, it is necessary to deal with such computer games and their addiction in childhood and adolescence. It is necessary to introduce mandatory testing of computer games regarding their harmfulness, semantic and developmental load. In the case of propaganda of violence, the absence of a developmental (instructive) load and the presence of an obsessive influence on the psyche, such games should be prohibited by law (in accordance with clause 2 of Article 288 of the Civil Code of Ukraine [п. 2 ст. 288 Цивільного кодексу України], any negative mental effect is prohibited).

Psychologists have long noted such a form of addiction as Internet addiction, i.e. gambling and Internet addiction, leading to social autism. Subsequently, people are unable to communicate live, to verbalize and deverbilize information, which means the inability to turn words into emotion, and emotion into a sign-shaped system [2]. And, this is an important component of emotional intelligence as the basis of human interaction. In addition to cyber addiction, children and young people cease to distinguish between the virtual world and the real world, which appears in deviant behavior and delinquent actions [15].

In general, any public relations should be regulated by law, the same applies to relations on the Internet to maintain public order and protect the rights of children. Many computer games induce children to certain types of behavior, in particular to bowling, which affects a significant part of children in schools. In addition, social networks and various Internet platforms can host extremely dangerous “games”, for example, “Blue Whale”, because of which many teenagers committed suicide. Also, new specially protected information transmission channels, for example, Tor, can serve as a means of drug trafficking, spreading extremist ideology and committing cyber diversions against individual institutions or even national security in general [16].

However, an overabundance of even “white information” along with physical underdevelopment does not allow young people to concentrate attention while studying. Digital autism on epidemic levels was announced by the famous psychiatrist A. Kurpatov, who also notes scientifically verified data that the constant perception of information (especially visual) makes it impossible to think, because different brain modes that cannot work simultaneously [17] (this can be compared with the process of food intake, which needs a break for its digestion). The same applies to the quality of information, toxic information kills the psyche in the same way as poor-quality food poisons a person.

The principles and forms of the educational process have also undergone major changes, which now must correspond to the modern level of information technology. Due to the clip consciousness, the traditional forms of conducting classes for modern schoolchildren and students are becoming ineffective, boring, difficult to tolerate. The brain’s inability to accumulate information (remembering) and hedonism developing in young people have led to the need to increase and expand interactive forms of conducting classes. The active process has begun of replacing the traditional form of lectures with vivid pictures – a slide show, i.e., a clip

form of perception of lecture material, where the listener's attention is directed not to the teacher, but to a colorful informational limited slide. Thereby, contact with the lecturer is lost, and the content is dissolved in a bright picture of the slide. Involuntarily, a situation arises when a student begins to "demand" spectacles not only on the street, but also within the walls of the alma mater, because his brain is no different from the level of "street masses". If previously a teacher kept the audience's attention with the depth of his knowledge and oratory, today the depth of knowledge has to be replaced by elements of the show.

This problem is typical not only for Ukraine, but also for all developed countries in which there is a high level of use of information technology. For example, in Italy, by the end of school, many children write poorly in Italian, do not read much, and have difficulty communicating. High schools have long been confronted with language gaps by their students who make mistakes that are permissible only in the third grade of primary school. Teachers of Italian universities urge to revise the school curriculum and introduce periodic certification throughout the course of training [18].

American scientists note that students leave colleges without the intellectual skills necessary to substantiate complex issues because of the low ability for critical thinking due to a lack of understanding of its essence and, accordingly, the lack of skills for the latter on the part of the teachers themselves. Only a small minority of college faculty (19 %) can give a clear explanation of what critical thinking is. Moreover, according to their answers, only 9 % of respondents taught their students critical thinking [19]. Indeed, among other things, information scattered on the Internet and partially read, ceases to exist in a holistic form, and is fragmented and these fragments often do not correlate directly with each other [20].

In the theses of the report "Acting Aspects of Special Features" A.M. Bezhevets compares the positive and negative properties of the virtual world with – "Medicines that themselves are called upon to treat a certain disease, but their overdose can cause not only the opposite effect, but even lethal outcome. At the same time, no one had the idea to assert that all medicines are evil, and it is necessary to abandon them" [21].

It is difficult to disagree with this judgment, especially if the medicine stimulates recovery, and an overdose is a random event. However, one should not forget that drugs that have a strong effect on the body, up to its destruction, translate into the status of strict medical control. The common sense of simple survival determined the rules of behavior not only in medicine, but also in other social relations. For example, even with such a social phenomenon as crime, for many centuries mankind has learned to fight.

If some thinkers consider digital dementia as a natural result of the formation of the consciousness of a "person of the future" based on information technology, then, in our opinion, the genocide of many peoples can be justified in the same way by the natural course of history in separate segments of their development. In content – blasphemous, but in form and our conviction is correct, because digital dementia is nothing but the intellectual genocide of young people.

Today, everyone already understands that the uncontrolled use of information technology affects the consciousness and subconscious of people, leading them to "dullness". Not taking any actions aimed at the "recovery" of society, it is the same as stopping the society from fighting crime, drug addiction and alcoholism, tuberculosis, AIDS and oncology. Therefore, legislation should still not lag behind the development of technology, but should regulate these processes by law.

Conclusions.

The reform of secondary and higher education set forth in the Law of Ukraine "On Education" [*Закон України "Про освіту"*] dated September 15, 2017, consolidated its new

standards, aimed not at the ability to think based on the knowledge gained, but at the development of reflex actions based on competencies. However, competencies do not fully reflect the essence of the concept of “education”. Indeed, it also includes the ability to think critically, create new ideas, compare, systematize and verify the basic realities of life, to distinguish between “good” and “evil” and so on. In fact, the Law of Ukraine “On Education” did not remove the obligation for scientific and pedagogical workers to educate pupils (students), which is reinforced by Part 7, Clause 2, Article 54 [ч. 7 п. 2 ст. 54] of the same law. In the blurring of the truth of life principles, which is propagated by the worldwide network and some objects of intellectual property, the part of education that is responsible for the formation of a mentally healthy socialized person (and not a psychopath) is especially important. Therefore, the commercialization of education, which implies the provision of “educational services”, does not fully comply with the concept of “education”, which should include not only the formation of certain competencies among students, but also inculcate in them respect for public morality and social values, in particular, truth, justice, patriotism, humanism, tolerance, industriousness (Article 54 of the Law of Ukraine “On Education”) [ст. 54 Закону України “Про освіту”].

But for these purposes, the state should regulate the level of “toxicity” of information that is posted in the Ukrainian segment of the Internet, as well as video products that are broadcast in the media to form a mentally healthy young generation, and also regulate the time pupils (students) access gadgets, at least walls of educational institutions. Such content restrictions should not concern journalistic research and any factual evidence so as not to become censorship.

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