

§3.2. PECULIARITIES OF VALUE ORIENTATIONS OF ADOLESCENTS - ACTIVE INTERNET USERS

Each society has a unique value-oriented structure, which reflects the identity of this culture. Since the set of basic values that an individual learns in the process of socialization is “transmitted” to him by society, the study of the system of value orientations of an individual seems to be a particularly urgent problem in a situation of serious social changes, when there is some “blurring” of the social value structure, many values are destroyed, social values disappear. norm structures. The lack of a clear structure of value systems in the social environment contributes to the emergence of problems in the formation of value orientations for the younger generation.

Global changes, rapid technical development in the social environment has served the emergence in the life of the individual, in addition to the traditional institutions of socialization (family, school, peer groups), another institution is the mass media, which is popular among adolescents and young men. The most comprehensive and in great demand among the constituent parts of the media today is the Internet. It is the Internet that is making an increasing contribution not only to expanding the knowledge of adolescents about the world around them, but also to the process of transmitting certain social norms and values, models of social behavior and rules of interaction. Due to the interactivity of its technological component, the Internet is also a “place of reproduction” of these norms, values, behavior patterns, etc. Actually, the Internet environment and communication carried out through it, in our opinion, is a convenient object for considering possible value differences among the teenage subculture, which is made up of active and inactive Internet users.

1. Features of value orientations in adolescence

Adolescence is the boundary that arises between childhood and adulthood, presenting a person with certain requirements regarding his entry into society. The development of a person in adolescence is proceeding at a rapid pace and leads to the appearance of certain changes covering four areas of development - *the body, thinking, social life, self-consciousness*, i.e. changes occur both at the physiological and psychological levels. [6].

Defining adolescence as a transitional link between childhood and adulthood, where under the influence constitutional shifts in adolescents, a new idea of themselves is formed, it is necessary to emphasize the emergence of such a neoplasm as *a sense of adulthood*. Here we are watching how a teenager, entering a qualitatively new social position, forms and develops a conscious attitude towards himself as a member of society. The new formations that have arisen require a reorientation from a teenager from children's norms and values to adults, which complicates the complex of his personal properties, allowing him to take a fresh look at many things, including the main point of personal development [9].

The formation of a sense of adulthood is largely carried out in intimate-personal communication with peers. Actually, relationships with peers begin to be of great value for a teenager, where modeling, testing and development of “adult” relationships and cooperation based on respect, equality, trust and fidelity take place [8]. On the basis of the “companion code”, a teenager sets the norms of social behavior of the adult world, where the fact of “orientation towards moral qualities, which expresses the attitude towards a person in general and towards a comrade in particular” [10], is clearly visible.

The focus on the knowledge of the changes taking place in the life of a teenager is determined in the central neoplasm of the adolescent period - *the formation of a new level of self-awareness*, manifesting in an effort to understand oneself, one's abilities and

characteristics, one's similarity with other people and one's difference - uniqueness and uniqueness.

In the process of finding his place in society, a teenager sets himself goals that are aimed at the problems of personal self-determination, takes an active position regarding socio-cultural, moral values, and thereby tries to find the meaning of his existence.

In order for a teenager to easily navigate his aspirations and internalize ideas about values and norms, his life must be filled with meaningful relationships, interests, experiences that will subsequently establish his circle of stable interests. The interests referred to by the adolescent are the psychological basis of *the adolescent's value orientations*. The values and norms that exist in society help a teenager to self-determine, adapt and assert himself.

But in our time, where there is a destabilization of social life due to constant changes taking place in the socio-economic, political, ideological spheres, there are changes in the value system of society, social groups, and the individual. It is these changes that do not allow the formation of clearly structured normative models in society and present difficulties in the formation of personality value systems. The variability of subjective values and semantic preferences is associated with the objectivity of the real process of life of an individual and society, in which the system of values manifests itself, and which is their reflection.

In the formation of value orientations that develop in the process of socialization, the main guides in the life of a teenager are certain factors, which are largely due to the influence of the external environment.

2. Factors influencing the formation of value orientations in adolescents

In adolescence, when there is an active search for one's place in society and self-knowledge, many views on the world and on oneself also change. Changes are largely determined by the revision of values by adolescents, which no longer correspond to the value views of adults, which are largely conditioned by society. Considering the process of reassessment of values by adolescents, we can once again be convinced of their dynamic nature. As Yanitsky M.S. noted, "the predominance at different age stages of certain processes of development of the value orientations of the individual and the choice of preferential mechanisms for their implementation, which determine both the general level of development of the value system and its specificity, depend, in turn, on complex system of factors and conditions" [10].

Since the system of value orientations of the individual is of a dual nature, i.e. determined by the characteristics of the nature of the social environment to which a person belongs, and with the characteristics of the personality itself, it is logical to divide the factors influencing the formation of value orientations into *external* and *internal*.

The degree of acceptance by adolescents of certain groups of values is determined by a different level of individuality associated with a certain set of internal factors, due to the action of the corresponding psychological mechanisms that are inherent precisely at this stage of development. In this case, one can consider self-esteem, character traits, features of self-attitude, intellectual and emotional development, abilities as an example of internal mechanisms that affect the acceptance of certain groups of values at different stages of human life.

External factors influencing the process of formation of value orientations are the adolescent's environment. To a greater extent, the main source here are the values of society. In the formation of value orientations that are formed in the process of socialization, the main guides are social institutions (family, school, mass media).

The family is the primary and main institution of socialization, where adolescents receive "the first interaction skills, master the first social roles, comprehend the first norms and values" [2]. For adolescents, the parental family acts as a source that

helps in assessing the values that a person encounters in the process of his formation and thereby learns to adapt to the social environment.

Summarizing the studied literature and research, we have identified the following main factors that determine the influence of the family on the formation of a person's value system: family structure (full or incomplete composition, the presence of brothers and sisters, older parents); types of education and styles of parental behavior; conflict or non-conflict nature of the relationship between parents; social status, level of education and income of parents; sociocultural, religious and ethnic roots of the family.

The school is the second significant institution of socialization in a person's life, in which both adults and peers act as agents. The school, the main function of which is educational activity, plays an important role in the formation of individual values of a teenager. The formation of value orientations in the learning process is determined, "on the one hand, by personal characteristics, the development and awareness of one's interests and values, and on the other hand, by social factors - the values of a significant other, the style of communication with him" [10], where the common source of the formation of values is the process of communication.

Communication in adolescence primarily acts as a conductor through which information flows that allows adolescents to better navigate the social environment, teach them to fight and defend their rights in this environment, teaches them to correlate personal interests and public ones, increases the number of his social roles, expands the concept of self. In confirmation of this, I. Kon noted that "the inclusion of peers in society expands the child's self-affirmation opportunities, gives him new roles and criteria for self-esteem" [7].

It is necessary to strictly emphasize the fact that although adults in the process of socialization and the formation of value orientations play a leading role, adolescents make a significant preference in the final choice of certain value systems, based on the values accepted among their *peers*. The special value of the peer group is that it helps the teenager gain independence from adult control and thus instills in the teenager the spirit of independence and responsibility for his actions.

In our opinion, the two external factors described - adults and peers, which have a kind of influence on the formation of a teenager's personal values, are interconnected with each other. A teenager in an adult environment learns moral rules and values that are socially approved in nature, and peers help him evaluate and apply the information received in the right way, which makes these two institutions significant in the life of every individual.

According to the theory of E.A. Karpichena, "value orientations are the most important component of the structure of the personality; they summarize, as it were, all the life experience accumulated by the personality in its individual development. This is that component of the personality structure, which is a certain axis of consciousness around which the thoughts and feelings of a person revolve and from the point of view of which many life issues are resolved. The presence of well-established value orientations characterizes the maturity of a person. Value orientations are very closely related to the ideal. We can say that a value relationship arises when comparing, comparing an object with an ideal.

E.N. Tumilevich, the author of the scientific article "Value Orientations of Youth in Education" identifies the following types of values:

- traditional values of the individual **are** the values learned by the generation of parents. The refusal of children from them, voluntarily or involuntarily, also means criticism, condemnation by them of the way of thinking and life of their fathers;
- material values are any material formations capable of satisfying people's needs for food, housing, clothing, etc.;

- social values are associated with people's need for social status, a certain level and quality of life. In modern Western society, these include freedom, democracy, justice, human rights, etc.;

- spiritual values — This is about the value of the spiritual life of the individual and society. These include moral, aesthetic, religious values;

- Moral (moral) values - this is what the ancient Greeks called "ethical virtues". The ancient sages considered prudence, benevolence, courage, and justice to be the main of these virtues. Honesty, fidelity, respect for elders, diligence, patriotism are revered as moral values among all peoples. They are reflected in worldview philosophical concepts, refracted in works of art, assimilated in the process of education, fixed in various moral codes, etiquette;

- religious values, the fundamental purpose of which is moral and religious idea of salvation, retribution for troubles, hardships and misfortunes experienced by a person in earthly life. Religion and morality are inextricably linked. History shows that religion has always given the human will such strength for moral activity that man cannot find either in the natural inclinations of his nature or in the promptings of reason. Religion is unthinkable without morality, which is the correspondence of human behavior to the moral principles of a certain worldview. Religious morality preserves some cultural, national and everyday traditions;

- aesthetic values reflect people's idea of beauty, harmony, perfection. The formation of aesthetic values was carried out on the basis of an aesthetic attitude to reality, when the world, nature, society, the person himself acted as a subject of evaluation from the standpoint of aesthetic feelings and aesthetic needs.

- personal (individual) values. Much attention in the West is given to the study of personal values. This happens, first of all, because values are the most important factor determining human behavior, including his behavior as a consumer. It is the values that explain why consumers, often having the same needs, make different consumer decisions.

Given the general theme of this study, a detailed analysis of the personal values of young people is of particular importance for the author. This is due to the fact that the stable nature of values, their central role in the structure of personality, is important for understanding many situations of consumption, for example, the choice of a product and a particular brand, as well as market segmentation.

It should be noted that "personal values are significantly influenced by group values, as well as the culture of society as a whole. A person chooses personal values from the many social or other value systems that he encounters. Each person in the process of socialization sorts social values, forming his own. Personal values are manifested not only in his statements, but also in his actions. They represent a set of tasks and ways of solving them that are acceptable in a given culture.

"In the second half of the 20th century. In the Western world, research aimed at studying personal values has increased significantly. This was due, first of all, to the outpacing growth in the production of goods and the desire of manufacturers to bring their goods to the consumer. It became clear that in order to achieve this goal, it is very important to know what people value, what values they are guided by in choosing goods, and how it is possible to influence their behavior in the direction necessary for the commodity producer."

You can find the relationship between values and needs of the individual. Let us turn to the theory of M. Rokeach, which proceeds from the fact that needs ultimately find their embodiment in the form of value orientations, in particular individual ones. Values, within the framework of this theory, are considered as a person's ideas about what is desirable for him. According to this theory, there are two types of values:

- terminal (final) – ideal final states that a person aspires to, for example, comfort, a sense of achievement, peace, beauty, equality, family, freedom, happiness, inner harmony, love, well-being, social recognition, friendship, wisdom;

- instrumental (indirect) - qualities shown by a person in order to achieve terminal values - ambition, outlook, ability, vigor, cleanliness, courage, helpfulness, honesty, imagination, independence, intelligence, logic, obedience, politeness, responsibility, self-control.

“Since values are largely determined by culture, most members of a given society have the same values, but to varying degrees. These differences should be used in the implementation of market segmentation. Thus, it has been found that values are closely correlated with various aspects of consumer behavior. In particular, people who value, for example, joy or contentment may wish to drink a cup of coffee for its pleasant taste. For others who value warm relationships with colleagues, a cup of coffee is important as an element of a certain social ritual of communication. Thus, value orientations largely influence marketing activities and consumer choice.

“At each stage of personal development, the choice of the predominant mechanism for the formation of a value system is determined by a complex set of internal and external factors. Internal psychological factors and factors of the external social environment determine the features of the development of the system of value orientations, interacting with each other in the implementation of a particular activity, in the process of targeted psychological influence and in the pathological development of the individual.

Mass media. When considering the influence of the media on the younger generation, it should be noted about the great advantage of this institution of socialization - providing adolescents with an extensive search for information, allowing them to expand their range of activities, and even allowing them to directly participate in it. Ready-made visual samples presented by the media “have the property of a good impression in the mind and thus form “certain ideal models of social self-categorization” [2]. The media, in the perception of adolescents, can give completely different guidelines for development, depending on the upbringing laid down in the child from early childhood. In our work, we would like to consider in more detail such a type of media as the Internet and study its influence on the formation of value orientations of the younger generation.

3. The influence of the Internet on the socio-psychological aspects of adolescents.

Internet is one of the varieties of electronic networks (global networks) and is one of the means of communication that is dynamically developing and introduced into the life of each of us. This type of media in its content can be attributed to an intermediate link between traditional means of communication and interpersonal communication.

The prevalence of the communicative process among Internet users allows us to highlight the content structure of this process. Communication mediated by the Internet contains common features that are unique to this type of communicative activity. These features include:

- anonymity* - allowing users to remain unknown and present information about themselves to the interlocutor that is not entirely reliable, largely fictitious, i.e. allowing the user to design his virtual image that meets his requirements;

- *non-regulated behavior* consists in the absence of clearly defined rules due to the lack of control in the Internet environment, giving users the freedom to choose the style of communication on the Internet;

- *physical non-representation* in combination with anonymity, creating false information about the user, it becomes possible to fantasize about the image of the interlocutor, since this is a very common type of presentation, frequent users of which are

teenagers and young men. The main goal may be to compensate for their shortcomings or a way of a new entertaining type of communication;

- *compensatory virtual emotionality* is expressed "in the fact that all the limitations that accompany the emotional component of communication in the virtual space are compensated by the possibility of active use of various kinds of icons created specifically to indicate emotions ("emoticons"), or by describing emotions in words";

- *opportunity various ways of self-presentation* using various methods of network communication (chat, e - mail, social networks, etc.) [5].

Raising the question of comparing the value-oriented components of Internet users, we must decide who we should classify as "active" users. The use of the Internet is more popular among the younger generation, ranging in our time from early adolescence to middle age. The activity of using the Internet extends to representatives with a certain level of education. Starting from the senior classes (8-9), the activity of users begins to increase sharply due to the expansion of the range of needs and interests. And if the interests of adolescents turn out to be high, then the profession they choose will necessarily include interaction with technical means. The activity of using the Internet is also reduced to an aspect of the economic plan that determines the social status of users. If users can afford unrestricted access to electronic networks, then in these situations there is a significant likelihood of high Internet user activity. Where users live also determines how active the Internet is. As a rule, there are more active Internet users in large cities than in small and remote regions of the country. This is due to the inaccessibility of Internet resources, economic opportunities, and some traditional prejudices of the population.

The above socio- demographic characteristics, of course, have a certain impact on a person's use of the Internet, but one cannot but take into account the psychological characteristics of the individual, which have a dual effect: on the one hand, the likelihood of using the Internet, and, on the other, the direction of use [4].

The characteristics that determine the degree of activity of using the Internet associated with the assessment of electronic networks include:

- a low degree of anxiety, allowing users not to get hung up on the difficulties that arise when using new technologies;

- a high assessment of the usefulness and safety of use, contributing to the emergence of trust and ease of use of Internet resources;

- a high degree of self-efficacy, expressed in a person's assessment of his ability to work with new technologies.

The *personal characteristics of the Internet* - active users include:

- *high self-esteem*, expressed in acceptance and trust in oneself due to the opportunities provided by the use of the Internet. The Internet allows users to overcome personal difficulties by providing such opportunities as remaining unknown in Internet communication (advantages for shy people, people with certain speech defects, appearance defects), creating a fictional image that satisfies the user himself, and thereby designing the direction of his activity in the information environment. [3];

- *the severity of the trait of openness to the new*, manifested in the user's increased interest in learning new things that appear as part of the development of technologies;

- *strong propensity to risk*, contributing to frequent use of the Internet;

- *a pronounced feeling of loneliness, shyness, introversion* also pushes people to frequent use of Internet services (research has not proven whether these types of people use to compensate for the lack of communication, or whether the Internet is for them, like other users, a source of communication);

- *anxiety* of people largely contributes to the frequent use of the Internet;

- *user identity structure*. Users who use the Internet for a long time always identify themselves with a group of active users.

An analysis of user preferences for certain types of activities, where it is possible to trace and analyze the behavioral aspect, allowed researchers to group them into three large groups: *cognitive, gaming and communicative* activities [1]. The emergence of such activities in the process of using the Internet depends on the heterogeneous structure of this environment, which provides users with a diverse service of services that they use on the basis of a choice made taking into account their interests and needs. All three activities on the Internet are diverse, but all of them have common properties that are the result of the specifics of communication over the Internet (*anonymity, vagueness and non-binding rules of communication*). In all cases, excessive user involvement leads to adverse effects - the development of dependence on the Internet.

4. Study of the characteristics of the value orientations of adolescents - active Internet users.

Value orientations in our work are considered as a largely socially determined component in the personal system of personal values of a person. Taking into account external social factors, the components of which are the institutions of socialization, we have singled out the Internet as one of the most important components in adolescence due to the popularity of its use. The increase in the activity of adolescents in the Internet environment gives us the opportunity to assume that there are value differences between active and passive (using the Internet less frequently) users due to their exposure to their influence.

Our study involved adolescents aged 13-15 (72 respondents) who used the Internet. The general selection criteria were knowledge and experience of using the Internet in everyday life. As a material for the study, we have chosen the following methods: The method of value orientations of the personality of S. Schwartz; Methodology for identifying Internet addiction K. Young; Questionnaire of behavior on the Internet Zhichkina A. E.

On the basis of a questionnaire of behavior on the Internet by Zhichkina A.E., we managed to form a group of "passive" and "active" Internet users, whose results were taken by us to compare value orientations.

According to the method of S. Schwartz, we considered the importance of such values as conformism, traditions, kindness, universalism, independence, stimulation, hedonism, achievements, power, security.

Based on the study, the following **conclusions were made:**

1. In a comparative analysis of "active" and "passive" Internet users according to two criteria of activity (activity in action and activity in the perception of alternatives), it was noted that there are differences in the sphere of adolescents' value development. Differences were identified among the following value orientations:

- "*values of hedonism*": in both categories of groups, active users assigned high values to this type of value, indicating its importance in the value structure of a teenager. It is the need for self-satisfaction of one's needs that encourages a teenager to actively act in the Internet environment and perceive it as a source of alternatives to satisfy needs.

- "*achievement values*": teenagers, passive Internet users, are more likely to highlight the achievement value at a significant level relative to the group of active users. Probably, the low significance of this value among adolescents who actively use the Internet arises due to the lack of control in the Internet environment, which allows adolescents to think little about social approval.

2. Analysis of the typology of contradictions between values revealed the following results:

- active users are characterized by values belonging to the category of "self-exaltation" (hedonism, exaltation, power), which allows us to accept our hypothesis regarding this category of values.

- no significant differences were found in the category "openness to change" in both groups of Internet users. The obtained values contribute to the refutation of the hypothesis regarding "high indicators of the value of openness to changes among groups of active Internet users."

3. Data on value orientations in relation to adolescents who, in the course of the study, were found to have inclinations towards Internet addictions indicate the existence of differences between the values of ordinary Internet users. For the Internet addicts in the research group, the values of hedonism, achievement and power belonging to the category of "self-exaltation" values were significant, while for the "non-addicts" the values of "openness to change" (independence and stimulation) were characteristic. Significant differences were found in the category of "conformity" value: a high importance was attached to this value by adolescents who are not prone to addiction to the Internet. Starting from the motivational goal (restraining and preventing urges and actions that may harm others or do not meet social expectations), this result is obvious from the requirement to restrain inclinations. It is the inability to control one's actions and the time spent on the Internet that contributes to the development of Internet addiction in adolescents.

The study as a whole confirmed our assumption about the existing differences in the characteristics of the value orientations of adolescents who are keen on using the Internet. A comparative analysis of passive and active Internet users revealed the existence of differences in the value category of "hedonism". In our opinion, the value of hedonism in adolescence is essential, but its awareness on the part of a teenager occurs only in the process of constant contact with the object of satisfaction. The Internet environment in this regard provides great opportunities, reflecting in its scope of services offered.

Conclusion. Analysis of the value orientations of adolescents made it possible to identify the fundamental categories of values inherent in this particular age category of personality. The high importance of independence and security in the personal development of a teenager, highlighted in the works of many psychologists (Kon I., Mukhina V.S., Andreeva and others), was once again confirmed on the basis of an analysis of the adolescent's value preferences (high indicators of the values of independence and security).

The theoretical and practical analysis of value orientations formed under the influence of external influences, which include the Internet, allows us to once again be convinced of their influence in the process of socialization of the individual. But it is necessary to note both the positive aspects of this influence, and the negative ones. The media being a translator of social norms and values, allowing adolescents to easily navigate the choice of personal values based on the analysis of their approval by social structures. But the information presented through the media is not always of a corrective nature, leading to the risk of distorting the value structure of the individual.

We cannot assume about the possible results in the formation of the value sphere of the personality, taking into account only the category of media influence, since this process also includes other institutions of socialization, the significance of which is important in the development of a teenager's values. It is not entirely correct to reduce the formation of a person's value sphere only to its formation under the influence of only external factors, without taking into account internal factors that introduce an individual character into the system of values of each person. It is on the basis of taking into account all aspects of the external and internal plan for the formation of value orientations that

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the results can be brought together into one common system, which makes it possible to single out a clear system of social and personal values. We can reduce the absence of a clear formulated system of values to the results of changes taking place in the process of globalization of society, which always push psychologists to study them and thus do not lose their relevance in their study.