

Cybersocialization of Personality as a Security Element of Society in the 21st Century

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Abstract—In this article, the authors consider the characteristics of the process of cybersocialization of youth, and the role of the educational system in overcoming threats and risks arising as a result of its uncontrolled nature.

Keywords—Virtual reality, cybersocialization, cyberspace, educational technologies, digitalization of education.

conflict is possible through the activation of the educational system in a virtual environment, increasing the pace of digitalization of the educational system and understanding the essence of the processes of cybersocialization by the main agents of socialization of the younger generation - teachers.

I. INTRODUCTION

Virtual reality has firmly entered the social life of society at the beginning of the 21st century. Thus, it has become one of the most important institutions of the individual's socialization. In this regard, a special term has appeared to define the process of socialization in the Internet space - "cybersocialization"[8]. At the same time, the educational system, along with the family, being the most important institution that transmits professional, and social experience accumulated by mankind to the younger generation, has not fully realized the change in its role in socialization and the emergence of a powerful "competitor". The influence of the educational system and trust in it from the younger generation is steadily decreasing, the influence and trust in informal sources of information - the Internet, the so-called "cyberinformation" is growing, the gap between generations is increasing, the well-established and socially controlled process of transferring the social experience of previous generations to the younger generation is being disrupted. Along with broad opportunities, the spontaneous nature of cybersocialization poses serious security threats to the younger generation. Some researchers even introduce the concepts of "positive cybersocialization" and "negative cybersocialization" [1]. There is a certain conflict between socialization and cybersocialization [3,4]. The educational system is losing its role as one of the main public institutions influencing the socialization of the younger generation. The uncontrolled, spontaneous nature of being in a digital environment, freedom of choice when immersed in virtual reality create threats to the successful socialization and security of the younger generation, due to the insufficient development of critical thinking, immaturity of volitional processes and the lack of formation of a positive worldview based on the inviolability of spiritual values. Overcoming the revealed

II. PREPARATION OF THE PAPER

Thus, it is necessary to solve the following problems first, to solve the following tasks:

firstly to make the process of cybersocialization manageable and predictable;
secondly, to strengthen the role of education in the process of cybersocialization of youth;
thirdly, to activate teacher training, training of teaching staff to work with young people undergoing the processes of cybersocialization.

In order to implement the tasks set, we will consider three questions:

1. The essence and main characteristics of the concept of "cybersocialization".
2. The tasks of the educational system in the process of making the cybersocialization of youth predictable and manageable.
3. Factors contributing to the successful cybersocialization of youth and overcoming the risks of the impact of antisocial phenomena of cyberspace on the safety of youth.

III. DETAILS

The essence and characteristics of the concept of cybersocialization.

Let's consider the concept of cybersocialization introduced into scientific circulation by V.A. Pleshakov, who interprets this phenomenon as "the process of qualitative changes in the structure of self-consciousness of the individual and the motivational-need sphere under the influence of infocommunication technologies" [8]. Such Russian and foreign researchers as S.V. Bondarenko, S.V. Garnik, G.U. Soldatova, A.A. Nesterova, A.L.Zhuravleva, Chaney E.G., Delaney T., Madigan T.F.

expressed their point of view on the essence of this process [2,4,11,12]. The authors of the article find, in this context, an interesting point of view of AisinaNesterova, who interprets the term "cybersocialization" as a process of "mastering and appropriating a person's social experience acquired in online contexts, reproducing this experience in a mixed offline/online reality and forming his digital personality as part of a real personality"[1]. We share this part of the understanding of the term cybersocialization. However, the proposal to consider this process separately from socialization as a whole seems controversial to us. From our point of view, socialization is a single process, as a result of which an individual integrates into the social environment, reveals his capabilities and satisfies his needs in a specific environment in a specific historical period. For modern society, cyber technologies are part of the natural social environment with its diverse spheres [9]. Accordingly, cybersocialization is one of the types of socialization, along with gender-role, family-household, professional, political, subcultural-group and at the same time can be included in each type of socialization as a method. For example, an individual actively participates in family chats, creates professional podcasts and is the author of a blog on interests, thereby using cyber technologies for socialization in a particular area. At the same time, forming his image on the Internet, creating himself as a virtual, digital personality, an individual socializes himself in the Internet space, i.e., cybersocializes.

Because of this, cybersocialization can be considered both as a separate type of socialization and as a method. Thus, cybersocialization is an integral feature of modern human socialization, in other words, the socialization of a modern person is impossible without his adaptation to virtual reality, that is, without cybersocialization. From our point of view, cybersocialization, based on the general meaning of the concept of socialization, is part of the general socialization of a modern person and, therefore, represents a positive phenomenon in general.

Let's highlight the main characteristic features of cybersocialization of youth:

- the individual's awareness of his goals, needs, rights and responsibilities in virtual reality;
- mastering skills that makes it possible to interact (navigate, use) with virtual reality (cyber technologies);
- the ability to use cyber technologies in accordance with their needs and interests in professional selfdetermination and personal development;
- the ability of an individual to control his behavior in virtual reality in order to develop his own personality in accordance with his needs;
- awareness of the features of your real and digital personality, their interrelation and differences,
- ability to cope with information overload;
- ability to critically analyze digital information.

Accordingly, if an individual becomes addicted to the Internet, receives information stress, falls under the influence of the destructive influences of "black or gray Internet", becomes the object of fraudulent actions or experiences serious difficulties in mastering basic digital

technologies, we can talk about digital maladaptation, or about problems with cybersocialization.

Thus, the authors consider cybersocialization as one of the types of the process of socialization of an individual in modern reality, a characteristic feature of which is the formation of a digital personality based on the successful formation of personal characteristics and the ability to realize individual interests in interaction with digital technologies. This definition shows that the process of cybersocialization is inextricably linked with the socialization of personality in general and proves the need to give the processes of cybersocialization a manageable character. Recall that the existence of individuals with a modern cyber environment remains a spontaneous process and in many cases is fragmented and unsystematic. The spontaneous nature of cybersocialization can cause disadaptation of an individual in real society, Internet addiction, information stress, nihilism towards public institutions, loss of trust in official sources of information, inability to critically process information, immersion in the so-called "dark Internet", as well as "semiliteracy" in the use of Internet technologies, for example, a high level of adaptation in the use of social networks, game spaces and programs and the simultaneous inability to master digital programs for other purposes, for example, for selfstudy or work. Thus, the virtual environment, being a reflection of the real world, carries not only positive opportunities for social development, but also certain threats and risks. The role of a catalyst for successful cybersocialization should be played by the educational system.

The educational system is the most important institution of socialization in general. Thanks to it, society transmits moral, social, aesthetic and other social norms, values and traditions to the younger generation. Formation of the cyber environment with its uncontrolled by spontaneously emerging content, values and norms, and at the same time having the strongest influence on the younger generation, puts to serious test the ability of the educational system to maintain its status as a leading institution of socialization. In order to maintain its positions, the educational system must first of all realize its responsibility and its tasks in the process of cybersocialization [9].

From the authors' point of view, the main tasks of the educational system as an institution of cybersocialization is to form the ability of the younger generation: first, to self-knowledge, awareness of their capabilities and needs as a person existing in modern society, simultaneously in offline and online reality; secondly, the ability to self-development and self-education, the formation of independent development trajectories based on the use of various forms of education (online and offline forms); thirdly, the ability to interact with the offline and online environment in accordance with their abilities and needs; fourth, developing the ability to critically evaluate information while maintaining resistance to the negative impact of the cyber environment, the ability to self-regulation and self-education; fifth, to maintain the ability to continuously and systematically learn digital technologies that provide skills to work with digital equipment in the digital information

space, the ability to independently master innovative digital solutions.

However, studies show a reduction in the trust and influence of the education system among a significant part of today's youth. In these conditions, the most understandable and natural way for the educational system to maintain its positions in socialization and the implementation of the tasks set is to activate the use of cyber technology. Today, in most countries of the world, including Russia, there are strategies for digitalization of education. We consider it a significant achievement of the concept of digitalization of education in Russia that it proclaims the idea of a balance of online and offline education. Thus, it compares favorably with the strategies proclaimed by world leaders [13]. It is offline education that has reliable tools for influencing the personality and his thinking, is able to create conditions for the development of self-knowledge of the personality, critical thinking, moral attitudes, volitional processes, since psychological mechanisms for the formation and protection of personality are created on the basis of Interiorisierung, i.e., the formation of the internal structures of the human psyche through the assimilation of the structures of external social activity (interiorization (from Lat. interior — internal)). The concept of Interiorisierung was introduced by French psychologists (P. Janet, J. Piaget, A. Vallon at the beginning of the 20th century.) However, offline education does not mean the full preservation of technologies and methods of classical education. In this context, it means learning based on personal interaction with a teacher and a team of students [10]. Digital technologies should be integrated into offline education as tools, for example, when working offline, it is possible to analyze information from information databases, interact with experts online, use video content from the Internet, use information technologies to visualize scientific data, etc., [7]. It is important to emphasize that such transformations can be carried out only with the full cybersocialization of the teacher's personality, i.e., teachers mastering digital technologies to a sufficient extent and mastering a worldview that combines the whole real and virtual space into a single whole, teachers acquiring along with a real virtual personality.

The ability to manage the processes of cybersocialization by teachers is a complex process. Favorable factors contributing to its success are that this process takes place on the basis of a high level of socialization of the teacher's personality in the real world, however, due to the age and professional characteristics of teachers, there are a number of problems and threats for a successful cybersocialization of teachers themselves [6].

These problems and threats are associated with resistance to changes characteristic of certain age groups and personality types, lack of information support, as well as the peculiarities of cyberspace, which is an innovative environment and exists on the basis of spontaneous, informal rules and norms [5,14]. Cybersocialization of a teacher can also take place and presuppose:

- the teacher's awareness of their goals, needs, rights and responsibilities in virtual reality;
- ability to cope with information overload;
- ability to critically analyze digital information;

- mastering skills that makes it possible to create a virtual reality, digital personality;
- the ability to create his own informational content;
- freely use such means of influence as social networks, personal blogs, video conferences and video lectures;
- mastering the methods of online teaching;
- mastering programming skills
- the ability to master new technologies independently or under the guidance of specialists, the ability to manage his digital development.

It is necessary to understand that it is the cybersocialization of the teacher that is at the same time a condition:

- successful cybersocialization of the younger generation, prevention of threats and risks arising from the collision of the world with the mysterious cyber reality and
- implementation of the main directions of IT application in education, namely:
- creation of a digital university, digital environment;
- the use of digital technologies in teaching, teaching and scientific work;
- use of opportunities for broad interaction and cooperation with experts, business partners, etc.;
- creation of a digital campus, digital platforms, infrastructure.

Unfortunately, we are forced to state that today, the pace of digitalization of education and cybersocialization of teachers is insufficient to successfully solve the problem of managing cybersocialization of youth and overcoming security threats associated with cyberspace.

IV. EXAMPLES OF REFERENCE ITEMS

Thus,

- 1) it is necessary to consider the process of cybersocialization as part of the process of socialization as a whole, and one of the conditions for the realization of the cognitive needs of the individual;
- 2) the security interests of the younger generation and society as a whole require that the process of cybersocialization be managed;
- 3) the main factors of the successful process of cybersocialization of the younger generation is a strategy aimed at creating a balance between offline and online education, enhancing the digitalization of education and the cybersocialization of teachers.

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