

**SYSTEM OF SOCIO-PSYCHOLOGICAL FACTORS OF CONFLICT
CONDUCT OF MODERN YOUTH IN MEDIA SPACE**

ORCID: 0000-0003-3155-8851

In the article, on the basis of the general law of cultural development, a dynamic model of the Internet as a social and psychological object is formulated, a conceptual apparatus of research is formalized and definitions of social and psychological factors of youth aggressive behavior on the Internet and socio-psychological predisposing factors of aggressive behavior are introduced. The purpose of the article is theoretical analysis and substantiation of social and psychological factors of youth aggressive behavior on the Internet. To achieve this goal, it is necessary to solve the following main research objectives: to analyze and develop a dynamic model of the development of the Internet as an object of social and psychological research; formalize ideas about social and psychological factors of youth aggressive behavior on the Internet; to identify and substantiate the socio-psychological factors of youth aggressive behavior on the Internet and to classify them. The methodology of the work is based on the general genetic law of cultural development and the systematic general representation of cyberspace by the youth. The classification and main socio-psychological factors of youth aggressive behavior on the Internet were developed: predisposing factors (personal and cyberspace environments) and situational factors (factors reflecting the objective and subjective components of the social virtual situation). It is shown that the field of application of the results is training programs for reducing the aggressive behavior of young people in cyberspace. The problem of researching the system of social and psychological factors that determine the aggressive behavior of young people on the Internet has highlighted the urgent task - substantiation of social and psychological factors of aggressive behavior of young people on the Internet.

Key words: *model, Internet, virtual communities, cyberspace, virtual situation, factors, youth, aggressive behavior.*

Introduction. One of the main trends in the development of modern society is the rapid increase in the scale of social application of new information technologies. A special place in this process is taken by the Internet, which has significantly increased the number of interpersonal communication tools through various services: forums, blogs, group internet games, social networks, voice chats, etc. - which is

especially attractive to young people. A virtual environment has been created for various types of cyber relationships; in particular, new types and forms of aggressive behavior of youth on the Internet have emerged, characterized by significant diversity and insufficient study of both these forms and social and psychological factors that determine the forms of youth aggression on the Internet.

This requires the analysis and revision of known psychological theories and models of aggression, the study of the dynamics of the Internet and virtual social groups (virtual communities) as socio-psychological objects, the identification and research on their basis of socio-psychological factors that determine the aggressive behavior of youth in Internet, as well as the specifics of their impact on objects of aggression (victims), etc.

Therefore, it can be argued that there is an objective problem related to the need for theoretical analysis, justification and research of the system of social and psychological factors that determine the aggressive behavior of youth on the Internet.

Analysis of research and publications. A large number of monographs, review publications, and dissertation works are devoted to the study of problems of aggression, factors of aggressive behavior, including youth. Foreign scientists have made a major contribution to the study of the factors that characterize and determine aggression in the real space (real reality).

In these works, the system of determinants of aggression was considered from the standpoint of a particular theory of aggression and model, and in some cases, researchers proceeded from diametrically opposed views on the nature of aggression. In order to systematize and analyze such factors, some authors attempted to classify the determinants of aggression that were based on different patterns of aggressive behavior.

The purpose of the article is theoretical analysis and substantiation of social and psychological factors of youth aggressive behavior on the Internet.

In order to achieve this goal, it is necessary to solve the following main research objectives: 1) to analyze and develop a dynamic model of the development of the Internet as an object of social and psychological research; 2) formalize ideas about social and psychological factors of youth aggressive behavior on the Internet; 3) to identify and substantiate socio-psychological factors of youth aggressive behavior on the Internet, and to classify them. The author's concept is based on: 1) the general genetic law of cultural development, formulated by L. Vygotsky; 2) a systematic SGAM model of aggression that takes into account the aggressive behavior of youth (human) in both real and virtual space. This concept is validated and consistent with numerous studies of cyberspace.

Outline of the main research material. In literature, the word "factor" corresponds to the term "factor"; they are also served by domestic authors.

The term "factor" (from the Latin factor - the one that does, does, makes, causes) causes ambiguity in the scientific literature, which is primarily related to the field of science and the peculiarities of its use. Consider the definitions of the term used in psychology.

In the psychological encyclopedic dictionary Yenikiyeva is understood as a factor driving the main force, the main cause of the phenomenon, a significant circumstance of the process. A close definition of this term is given in the dictionary.

Dictionary Zhmurova interprets the factors of aggressive behavior as "the set of causes and conditions that initiate aggression or determine its character and individual features"; socio-psychological factors are factors that are formed at the level of social groups and affect the aggression of the individual.

Development of a dynamic model of development of the Internet as a social and psychological object. Alexey Leontiev, characterizing the development of social and psychological research, wrote that it is the socio-psychological problems that remain the least developed in our science. Nowadays, it is relevant and relevant to the socio-psychological studies of the factors of aggressive behavior of youth on the Internet.

There is a need to study the dynamics of formation and development of the social and psychological component of the Internet, without which it is impossible to understand the emergence of aggressive behavior of youth in cyberspace, its forms and specific impact on the victim, and therefore, to develop methods of reducing cyber aggression. Therefore, it is necessary to build a model for the development of the Internet as a social and psychological object, which will determine the features of the global social system of cyberspace, its structure on the Internet, as well as the interaction with social structures and elements (individuals) of real space (real reality).

Attempts to develop models of the Internet as a social and psychological object are in a number of studies. Generally, they are based on empirical approaches developed by their authors.

In order to develop a dynamic model for the development of the Internet as a social and psychological object, it is advisable to use a theoretical approach based on the general genetic law of development, formulated in the writings of the prominent psychologist L.S. Vygotsky, who made a significant impact on the development of psychology. —For us to say about the process is—external ”- to say—social ”. Any higher mental function was external because it was social before it became internal, actually a psychic function; it was first the social relations of two people. A means of influencing oneself is first and foremost a means of influencing others or a means of influencing others on a person. We can formulate a general genetic law of cultural development in this form: any function in a child's cultural development appears on the scene twice, in two plans, first - social, then psychological, first between people, as

a category intersychic, and therefore within the child, as a category intrapsychic On the basis of the general genetic law of cultural development LS Vygotsky developed a dynamic socio-psychological model of Internet development. In Fig. 1 shows the process of the emergence (emergence) of cyberspace and the development of the system: 1) factors (technical, social, socio-psychological and psychological) that determine social interaction on the Internet; 2) events - content creation, virtual communities (virtual social groups), social networks, online culture, etc .; 3) results - the process of "settlement" ("development") of cyberspace, interactive interaction of real space with cyberspace, etc.

Starting from the technical factors that enabled the creation of the Internet, guaranteeing the security and reliability of data exchange between computers, etc., the Internet first became a social factor, subsequently became a group of social and psychological factors that determine the interaction of youth (people) in the network, including aggressive behavior. Subsequently, this led to the formation of systemic mental representation of cyberspace, the emergence of virtual communities (virtual social groups, social networks) and the Internet culture (virtual culture).

Today it is difficult to imagine what changes in human psychology and behavior will lead to further development of the Internet and information technology. The President of the National Academy of Pedagogical Sciences of Ukraine, Academician V.G. Kremen noted that computer technologies of the future are likely to be matched by a new philosophy, a new psychology, a new ethics and a new pedagogy that remains to be worked out. It can only be noted that in the future this will become one of the most important areas in psychological research.

According to the purpose and objectives of the study, in the group of social and psychological factors of virtual social interaction we distinguish socio-psychological factors of aggressive behavior on the Internet. This requires clarification and formalization of the concept of "socio-psychological factors of aggressive behavior on the Internet."

According to the analysis of studies of socio-psychological factors of aggressive behavior, aggression is always the result of complex interaction of various factors, so in psychology there are a number of approaches to the study and classification of factors that explain human behavior, including aggressive.

Despite numerous discussions and discussions, there is currently no single approach to both the behavioral and behavioral factors themselves, including the Internet and their research.

For example, two types of factors are considered: dispositional and situational; consider aggressive behavior as a result of the interaction of transitive and situational factors. According to this approach, aggressive behavior is the result of the interaction of situational factors with predisposing factors.

It is appropriate to use this approach in the research of social and psychological factors of aggressive behavior on the Internet, because it considers prepositional factors as those that act before the beginning of the aggressive behavior, which allows us to formalize ideas about the factors, construct their classification, conduct research, and develop effective measures to reduce cyber aggression.

On the basis of this approach, the model of dynamics of development of the Internet as a social and psychological object, as well as the system general model of SGAM aggression, can be considered as a consequence of virtual interaction of situational factors (cyberspace with predisposing factors) of cyberspace.

From a large number of factors that determine the aggressive behavior of youth on the Internet (cyberspace), based on the objectives of the study, it is necessary to identify and investigate the socio-psychological factors of aggressive behavior on the Internet. To do this, we introduce a formalized definition of socio-psychological factors of aggressive behavior on the Internet.

Definition 1. Socio-psychological factors of aggressive behavior on the Internet are called factors that are formed at the level of virtual communities and properties (features) of cyberspace, which affect the aggressive behavior of an individual or people in virtual social situations.

Predisposing socio-psychological factors of aggressive behavior on the Internet will be determined on the basis of the developed model of aggression SGAM, as well as known (existing) definitions.

Definition 2. Socio-psychological predisposing factors of aggressive behavior are factors that exert their influence before the onset of behavior, by increasing or decreasing the pull of a person (individual, individual) or person (population) to commit aggressive behavior.

Socio-psychological situational factors of aggressive behavior on the Internet include the main, most important features of the virtual situation in cyberspace (Internet), such as the presence of provocation or aggressive responses. They are influenced by the individual (youth) through cognition (cognition), affect and arousal. In addition, situational factors are dynamic, easy to change, so there are opportunities to influence their activity that can be used to reduce aggression on the Internet.

Based on the developed models and formalized representations (see definitions 1, 2), the classification of socio-psychological factors of youth aggressive behavior on the Internet is made.

The following are the main socio-psychological factors that determine the aggressive behavior of young people on the Internet (cyberspace).

Personality - characterizes an individual in terms of the amount of knowledge about the features of social interaction with the environment in both real and cyber space, as well as the emotional features of such interaction.

According to social-cognitive theory, knowledge is presented in the form of a structure consisting of information packages stored in the individual's memory. This knowledge, once arose, is regarded as part of the individual's personality. The source of their origin is usually associated with the early interaction of the individual with the environment of the real space as a child, as well as with the experience (knowledge of features) of interaction with the virtual cyberspace (Internet).

How a person interprets and reacts to different events and social situations, both in real and cybernetic space, depends on the characteristics of his knowledge structure, their activation and the emotional reactivity of the individual in the knowledge structure.

Dissociative imagination factor. The term "online life feeling" is also used to refer to this factor.

Some view youth interacting with online (online life) virtual communities as a kind of game with rules and norms that are not applied in everyday life (real space) - it's just a game (dissociative ideas). They believe that they should not be held responsible for their aggressive actions in cyberspace, that this is not real and has nothing to do with real reality (real space). Under the influence of the anonymity factor, the actions of this factor may increase.

Factor of finite set (set) of forms of aggressive behavior in cyberspace. Determines forms of aggression that affect the victim's neuro-emotional state (the object of cyber aggression) based on the capabilities of Internet hardware and software. These include: flamingos, harassment, slander, exclusion, incarnation, public disclosure of secrets, deception, gepisling, trolling, griffing, phishing, sociotechnics, cyber-harassment, cyberbullying.

A factor in the culture of virtual youth communities on the Internet.

Consider the situational factors of youth aggression that reflect the objective component of the virtual social situation.

Role factor reflects the accepted virtual community model of virtual interaction adopted in the youth internet culture.

Virtual Type Factor determines the type and features of software and hardware interfaces of the Internet (such as blogs, message boards, social networks, chats, multiplayer games, etc.). Defines the virtual boundaries of the social situation in cyberspace.

The interactive virtual interaction factor characterizes the situationally predetermined language turns, vocabulary, intonation, language, symbols, forms of aggressive influence, etc. used by participants of virtual social interaction.

The aversive factor (from the Latin. Aversatio - disgust), an unpleasant event. Characterizes cases of aggression, especially collective, where aversive stimulus is perceived in the form of deprivation (deprivation), injustice, frustration, etc. This is

one of the main causes of violence in virtual communities. It works in both cybernetic and real space.

Let us consider the situational factors of youth aggression that reflect the subjective component of the virtual social situation.

A factor in the subjective interpretation of the virtual social situation. It determines the social behavior of the individual in virtual communities (cyberspace).

The factor of goals of aggressive behavior of youth in cyberspace is central, system-creating; characterizes the purpose of aggressive behavior.

The factor of rules and norms characterizes generally accepted in the virtual community perceptions of permissible and unacceptable behavior in specific virtual social situations.

The factor of emotional perception of the virtual social situation (the factor of emotions) characterizes the emotional perception of the virtual social situation by the individual.

These socio-psychological factors collectively form a system that meets the criterion of conventional objectivity.

Let us reveal the factors that cause the aggressive behavior of young people on the Internet.

Lack of child and youth behavior control programs in cyberspace.

Technological determinism in the development of the Internet. The action of the factor is based on the methodology according to which the development and use of information technology leads to predetermined results both in the development of the Internet itself and in the social sphere of cyberspace.

Legal problems of youth aggressive behavior in cyberspace. In developed countries, such as the United States, there is a large body of legislation governing cybercrime.

There are no such legislative norms in the legislation of Ukraine, which causes impunity and growth of various forms of deviant behavior of youth on the Internet, including cyber aggression.

Conclusions. It is shown that the issue of research into the factors of aggression, both in real and cybernetic space, is receiving considerable attention, especially in foreign English-language publications. However, the presence of numerous theories of aggression, which examine the various determinants of aggressive behavior, does not allow to uniquely identify and investigate the socio-psychological factors of aggressive behavior of youth on the Internet. This makes research relevant in this area relevant. A dynamic model of the Internet is developed as a social and psychological object, based on the general law of cultural development. The conceptual apparatus of the research was formalized and the following definitions were introduced: socio-psychological factors of youth aggressive behavior on the

Internet; socio-psychological predisposing factors of aggressive behavior. The classification of socio-psychological factors of youth aggressive behavior on the Internet has been developed, which includes predisposing factors (personal and cyberspace environments) and situational factors (those that reflect the objective and subjective components of the social virtual situation). The following are distinguished: 1) predisposing personal factors of aggressive behavior of youth on the Internet (personalities, dissociative ideas, solipsic introjections); 2) predisposing factors of the virtual environment of cyberspace (anonymity, invisibility, self-organization, asynchrony, equality, incorporeality, violence in multimedia content of cyberspace, a finite set of forms of aggressive behavior in cyberspace, internet culture; 3) situational factors that reflect the objective component of the virtual social situation (roles, type of virtual environment, means of interactive virtual interaction, aversive event); 4) situational factors of youth's aggressive behavior, reflecting the subjective component of the virtual social situation (subjective interpretation of the virtual social situation, goals of youth's aggressive behavior in cyberspace, rules and norms, emotional perception of the virtual social situation, or the setting). youth behavior on the Internet (lack of programs to control behavior of children and youth in cyberspace, technological determinism in the development of the Internet, legal problems and aggressive behavior of young people in cyberspace, the lack of educational programs on the problems of youth kiberahresiyi). It has been shown that one of the promising methods of reducing cyber aggression is the development of non-aggressive behaviors, both on the Internet (cyberspace) and in reality.

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Ахтирська Ю.І.

СИСТЕМА СОЦІАЛЬНО-ПСИХОЛОГІЧНИХ ЧИННИКІВ КОНФЛІКТНОЇ ПОВЕДІНКИ СУЧАСНОЇ МОЛОДІ В МЕДІА- ПРОСТОРИ

У статті на основі загального закону культурного розвитку розроблено динамічну модель мережі Інтернет як соціально-психологічного об'єкта, формалізовано понятійний апарат дослідження і введено дефініції соціально-психологічних чинників агресивної поведінки молоді в мережі Інтернет та соціально-психологічних предиспозиційних чинників агресивної поведінки. Метою статті є теоретичний аналіз та обґрунтування соціально-психологічних чинників агресивної поведінки молоді в мережі Інтернет. Для досягнення поставленої мети необхідно вирішити такі основні завдання досліджень: провести аналіз і розробити динамічну модель розвитку мережі Інтернет як об'єкта соціально-психологічних досліджень; формалізувати уявлення про соціально-психологічні чинники агресивної поведінки молоді в мережі Інтернет; виділити й обґрунтувати соціально-психологічні чинники агресивної поведінки молоді в мережі Інтернет, а також класифікувати їх. Методологія роботи ґрунтується на загальному генетичному законі культурного розвитку та системній загальній репрезентації молоддю кіберпростору. Розроблено класифікацію і виділено основні соціально-психологічні чинники агресивної поведінки молоді в мережі Інтернет: предиспозиційні чинники (особистісні і середовища кіберпростору) та ситуативні чинники (чинники, що відображають об'єктивну і суб'єктивну складові соціальної віртуальної ситуації). Показано, що галузю застосування результатів є програми тренінгів щодо редукації агресивної поведінки молоді в кіберпросторі. У проблемі дослідження системи соціально-психологічних чинників, що детермінують агресивну поведінку молоді в мережі Інтернет, виділено актуальне завдання – обґрунтування соціально-психологічних чинників агресивної поведінки молоді в мережі Інтернет.

Ключові слова: модель, Інтернет, віртуальні спільноти, кіберпростір, віртуальна ситуація, чинники, молодь, конфлікта поведінка.

Ахтирська Юлія Ігорівна – здобувач кафедри практичної психології та соціальної роботи, Східноукраїнський національний університет імені Володимира Даля;

Akhtyrskaya Yulia – candidate of the Department of Practical Psychology and Social Work, Volodymyr Dahl East-Ukrainian National University.