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Olena Chernykh

ORCID iD 0000-0002-6950-1327

Applicant at the Department of Social Pedagogy,
Luhansk Taras Shevchenko National University,
1 Gogol Square, 92703 Starobilsk, Ukraine
hrightsonline@gmail.com

TEENAGER'S SAFE ONLINE BEHAVIOR AND THE LEVEL OF KEY COMPETENCIES DEVELOPMENT

In the article the results of research on level of development of basic competencies of teenager's safe online behavior are described. Among basic competencies «Understanding of the human rights concept in the Internet»; «Online participation»; «Personal health management during work with digital devices»; «Address for support and protection» are meant. Qualitative, quantitative and correlational analyses of teenager's responses regarding their knowledge, skills and attitudes towards Internet use, experience of Internet use are reflected.

Keywords: address for support and protection; e-participation; human rights online; key competencies of teenager's safe online behavior.

Introduction. In 2016 44,1 % of the population in Ukraine are Internet users (Ukraine Internet usage and Marketing Report, 2016). Significant part of the users are children and young people.

The issue of safe behavior of children online is a relatively new area for researches in social pedagogy in Ukraine. For the purposes of our study, we find the idea of the researches of foreign researchers are interesting: nine elements of digital citizenship (Ribble, 2008; Ribble, 2009), the ladder of online participation (Bernoff, & Li, 2010), the attitude to health (Murashkevych, 2012; Ezhova, 2010), parental assistance to the safe Internet use (Livingstone, & Helsper, 2008). The content of international documents on children's safety online (especially on human rights online) gave us opportunity to create a survey and to develop criteria to define the level of basic competences teenager's safe online behavior.

The purpose of the paper is to present the results of the study aimed on defining the level of teenagers' safe online behavior.

Methodology. For gathering information we used a survey among teenagers aged 13 to 16 from schools located in different types of settlements (urban, rural) and different geographical regions (East, Center and West of Ukraine). The main sample was 637 high school students and consisted of few other samples. The first sample of 323 students, including 130 boys and 193 girls acted as experimental group (hereinafter – EG). The second sample – 314 high school students, including 135 girls, 179 boys who were the control group (hereinafter – CG). The need to divide into EG and CG is explained by the fact that the author will implement the technology of socio-pedagogical support for the formation of safe online behavior of teenagers (hereinafter – the Technology) directly working with the EG, and will

compare the results of the experiment in the future. Criteria for the development of four key competencies: cognitive (knowledge), attitudinal (attitudes), behavioral (behavior of teenager during the Internet use). We consequently developed three levels of the development of competencies of safe Internet behavior of teenagers: high (13–18 points), middle (7–12 points) and low (0 to 6 points). Where 1 point is one «correct» answer. In order to define the levels of the development of competencies of safe Internet behavior of teenagers we finalized a questionnaire for high school students, which contained 21 questions, including questions to identify the development of four key competencies: understanding of the human rights concept in the Internet; online participation; personal health management during work with digital devices; address for support and protection.

Developing criteria to define the level of competences (Chernykh, 2016), we referred to researches of Prensky M. (2001), Ribble M. (2008, 2009), Livingstone S., Carr J., Byrne J. (2013), documents of international organizations (Council of Europe, 2014, UNHRC, 2016). We based on ladder of online participation, suggested by Bernoff J. and Li C. (2010) for the elaboration of the questions related to online participation. We used the evaluation criteria of attitude to health by Murashkevych O. (2012), Ezhova A. (2010) for a competence «Personal health management during work with digital devices». We used the documents of international organizations such as United Nation and the Council of Europe (Council of Europe, 2014; UNHRC, 2016) working on the competence «Address for support and protection». We used nine questions to determine the correlation between age, gender, place of residence, time of the Internet use by teenagers and parents, parental assistance to the safe Internet

use (Livingstone, Helsper, 2008) and the level of key competences.

Results of the research. On the question «What device do you use most often surfing the Internet?» respondents mentioned: mobile phone/smartphone/tablet – 70,28% EG (64,01% of CG), the laptop – 15,79% EG (17,83% CG), desktop computer – 13,93% EG (18,15 % CG).

On the question «How often do you use the Internet during a day?» it was received following: «1–3 hours» – 27,24% EG (31,53% CG), «4–6 hours» – 54,18% EG (50,32% CG), «7–9 hours» – 9,60% EG (8,60 % CG), «9 hours and more» – 8,98% EG (9,55% CG).

On the question «How often do your parents use the Internet?» teenagers noted: «1–3 hours» – 72,14% EG (73,89% CG), «4–6 hours» – 21,36% EG (20,70% CG), «7–9 hours» – 3,72% EG (4,1% CG), «10–12 hours» – 0,93% EG (0,64% CG), «more than 12 hours» – 1,86% EG (0,64% CG).

On the question «From whom do you receive info on treats in the Internet?»_respondents said that the sources of this information are: «teachers» – 50,15% EG (48,41% CG), «parents» – 43,03% EG (45,86% CG), «friends» – 22,91% EG (22,61% CG), «occasionally find such information in the Internet» – 22,91% EG (19,11% CG), «I deliberately look for such information in the Internet» – 15,79% EG (13,69%CG), «from nobody» – 2,17% EG (1,59% CG), «from TV» – 0,31% EG (0% CG).

Choosing unlimited number of suggested answers to the question «What kind of support regarding the safe use of the Internet do you receive from your parents?», the respondents chose the following:

- «They restrict my time to use the Internet» – 22,91% EG (24,84% CG);
- «They help me to choose things to buy via the Internet» – 23,22% EG (22,29% CG);
- «They install filters and programs that block unwanted content» – 17,34% EG (17,20 % CG);
- «We look through some sites together» – 16,72% EG (17,20% CG);
- «They observe what I look at in the Internet but do not comment it» – 11,76% EG (9,24% CG);
- «We discuss and critically assess the content of websites, social media posts» – 12,38% EG (14,01% CG);
- «I do not get any support from parents on safe Internet use» – 54,80% EG (37,90% CG). In our opinion, the last high percentage option is caused by the fact that parents are «digital immigrants» (Prensky, 2001) and they can not be aware about possible Internet treats.

Competence is «Understanding of the human rights concept in the Internet». Choosing unlimited number of all the correct answers, teenagers noted that examples of human rights violations in the Internet are following:

- «to hack other person's account and to act on one's behalf» – 77,71% EG (77,71% CG);

- «bullying, threatening a person you don't like in a private communication in the Internet» – 61,30% EG (55,% CG);

- «to post false information, insulting rumors about other people on one's own page» 55,11% EG (46,82% CG);

- «to disclose private details of other people's lives» – 51,70% EG (48,09% CG);

- «to post photos without consent of the people present there» – 38,39% EG (49,36 % CG);

- «to re-send a conversation with a person to another person» – 26,32% EG (23,57% CG).

Let's look at the results of the answers to the questions regarding one's reactions on online content that should be changed/removed (alike errors, frauds, violent content, violation of human rights, an intellectual property infringement). Reactions are following:

- «Choose the option «to report» in social networks» – 58,51% EG (54,46% CG);

- «To remove this information if I put it» – 41,18% EG (31,21% CG);

- «To write to an administrator of the site/group/portal» – 31,58% EG (31,53% CG);

- «To inform parents» – 17,03% EG and 16,56% CG;

- «To report to police» – 4,02% EG and 5,73% CG;

- «To notify teachers» – 2,79% EG and 1,59% CG;

- «I have never seen/faced with such things» – 2,17% EG and 3,82% CG.

- «Do nothing» – 21,98% EG (25,80% CG);

- «Nothing, because nothing depends on my reactions» – 0,62% EG (0% CG).

Among the suggested options regarding human rights online as «correct» respondents marked the follows:

- «Human rights online belongs to each person» – 48,30% EG (47,45% CG);

- «Every user has the right to know and understand how his/her data is processed in the Internet» – of 47,99 % EG (49,36% CG);

- «The right to education online I can fulfill in my everyday life, for instance using online courses» – 38,70 % EG (37,58% CG);

- «Private companies in the Internet have an obligation to respect human rights» – 36,22% ED (32,17% CG);

- «Children and young people are entitled to special attention and assistance while use the Internet» – 30,03% EG (30,57% CG);

- «The anonymity in the Internet is not an absolute and may be disclosed in case of threats to public order, protection of the rights of other persons» – 22,60% EG (25,80% CG).

However, these objectively incorrect statements were chosen as «correct» statements by the respondents:

- «Human rights can be applied only offline» – 41,80 % EG (43,63% CG);
- «On my own page I can post anything I want (including disturbing images and hate speech), because it is my freedom of expression» – 22,60% EG (25,80% CG);
- «Freedom of expression is the most important thing, even if I violate the human rights of other person» – 9,29% EG (12,10% CG).

Thus, by summing up the answers, we received the following results on the level of development of competence «Understanding of the human rights concept in the Internet»: high level – 7,43%EG (7,32% CG), middle level – 48, 61%EG (43,63%CG), low level – 43,96 %EG (49,04% CG).

Competence «Online participation». Answering an opened question «Could you provide some examples on how or by what means can you participate in discussions on the issues you concerned in the Internet?», the largest number of participants pointed that: «by the social network» – 34,98% EG (40,76%CG), «chatting» – 14,55% EG (12,42% CG), «messaging/ conversation with friends» – 10,22% EG (13,38% CG), «by posting», «by my school page», «by Skype», «giving likes», «by using forums»; «by searching necessary information», «playing» – less than 5% of both EG and CG; «by signing petition», «by Viber», «by video calls», «I do not care about the issues in the Internet»; «by voting» – less than 1% of both EG and CG; «I do not participate in the discussion in the Internet» – 3,41% EG (3,18% CG).

Choosing from two suggested options regarding what the respondents do most often while using the Internet, teenagers replied: «read, listen to something, just look at something» – 78,95% EG (80,25% CG); «have a social network profile, visit a social network» – 63,47% EG (64,01% CG); «add photos, put likes on photos/posts/pages» – 26,63% EG (23,57% CG); «administrate a group/blog/one's own website, upload videos, music and audio, write posts/articles, launch online campaigns» – 14,55 % EG (16,24% CG); «update status in social networks, post information on the page» – 8,98 % EG (7,64% CG); «engage into products ratings, comment, participate in online discussions, join to the editing of articles in Wikipedia, take part in online surveys, comment on the legislative initiative» – 7,43 % EG (8,28% CG).

Thus, we can observe that, in accordance with ladder of online participation considerably high percentage of teenagers are: «spectators» – 78,95% EG (80,25% CG), «joiners» – 63,47% EG (64,01% CG), «collectors» – 26,63% EG (23,57% CG), «creators» – 14,55 % EG (16,24% CG), «conversationalist» – 8,98 % EG (7,64% CG), «critics» – 7,43 % EG (8,28% CG).

In order to identify attitudes regarding participation through the Internet, it have been suggested to continue the phrase: «I am glad, that thanks to the Internet I can...» with an unlimited number of options. So, the respondents have chosen:

- «draw attention to issues that concern me» – 45,20% EG (42,99% CG);
- «organize voting and discuss anything that concerns me and my peers» – 40,87% EG (41,72% CG);
- «create posts/photos/videos that raise awareness on local issues and to encourage discussion» – 39,94% EG (36,62% CG);
- «participate in voting on school activities» – 34,37% EG (33,12% CG);
- «participate in discussion of initiatives in our city\ village\ region\ country\ world» – 27,55% EG (31,21% CG);
- «evaluate sites and any campaigns/products» – 21,05% EG (23,57% CG);
- «play games, listen to music» – 2,79% EG (3,82% CG);
- «prepare for lessons» – 0,62% EG (1,27% of CG);
- «communicate with friends» – 0,62%EG (1,91% CG).
- «I don't know» – 8,67% EG (5,73% CG).

By summing up the answers, we received the following results on the level of development of competence «Online participation»: high level 1,86% EG (0,64% CG), middle level – 40,87% EG (42,99% CG), low level – 57,28% EG (56,37% CG).

Competence «Personal health management during work with digital devices». An opened question «What is a negative effect on your health that is caused or may be caused by the Internet use?» served us to define an impact teenagers perceive and recognize as harmful to their health. As expected, most attention they paid to the response options associated with the influence of the Internet on physical health: «vision deterioration» – 69,66%EG and 69,43%CG; «deterioration of posture, back pain, stoop» – 10,22%EG and 8,28% CG; «headaches» – 2,79%EG and 2,55% CG; «influence on the nervous system» – 1,55% EG and 2,23% CG. «Addiction» as a negative impact was highlighted by 7,43% EG and 6,37%CG. «Impact on mental health» noted 5,88%EG and 6,9% of CG. The answer is «no negative impact» chose 5,26% EG and 4,46%CG. «I don't know» replied 9,60%EG and 8,92%CG.

This significantly high percentage of responses regarding the negative effect on one's vision (69,66% EG and 69,43%CG), most probably, can be explained by a large number of comments from adults usually have been used regarding TV screens alike «don't sit close to the TV – its bad for your eyes», and by respondents own experience of vision deterioration due to long stay in the Internet.

To the question «What do you do to maintain your health while you use the Internet?» choosing unlimited number of options, respondents replied:

- «Constantly control the distance between eyes and screen» – 42,11% EG (43,63% CG);

- «Do not look at bad sites and do not interfere in discussions that frustrate me» – 34,06% EG (31,21% CG);
- «Reduce the time I spend in the Internet» – 29,10% EG (27,39% CG);
- «Do exercises for my eyes» – 20,43% EG (25% CG);
- «I try not to pay attention to negative content» – 18,89% EG (19,11% CG);
- «Discuss a negative content with friends\parents» – 8,67% EG (8,28% CG).
- «Do nothing» – 28,17% EG (31,53% CG).

Describing one's attitude to health associated with the use of digital devices and the Internet, almost half of the teenagers described by the phrase «My health is my business. I will deal with this issue when I will sick» (43,65% EG (51,59% CG); by the phrase «I am constantly looking for information to improve my health during work with digital devices» (36,22 % EG and 35,03% CG); by the phrase «I talk to my relatives/friends about how to use the Internet keep health safe» (13,93% EG and 13,38% CG).

By summing up the answers, we received the following results on the level of development of competence «Personal health management during work with digital devices»: high level – 0,62% EG (1,27% CG), middle level – 52,94% EG (52,87% CG), low level – 46,44% EG (45,86% CG).

Competence «Address for support and protection». An opened question «Whom can I address for support and protection in case of becoming a victim of someone's online activity?» teenagers responded that they can contact: parents – 58,21% EG (56,58% CG), police – 15,17% EG (13,69% CG), administrator of the site/group in a social network – 12,07% EG (10,83% CG), teachers, adults, friends – less than 5% in both groups, «I don't know» – 13,31% EG (12,42% CG).

Experience of receiving help and support targeted the question «If you or your friends had situations addressing for help/protection during Internet use, whom did you/they contact (unlimited options)»: parents – 33,13% EG (30,89% CG), friends – 27,55% EG (27,39% CG), service center or technical support of a site or my Internet/mobile operator – 26,93 % EG (23,57% CG), psychologist or social worker – 6,50% EG (7,96% CG), police or court – 6,50% EG (7,32% CG), teachers – 0,62 % EG (4,78% CG), «I did not address anybody» – 29,41 % EG (28,03% CG).

We observe that in responses of the last to questions, the first place is occupied by parents in both groups. It meant for us that activities targeting parents to improve their knowledge and skills in assisting to their children, should be put in our technology of socio-pedagogical support for the formation of safe online behavior of teenagers.

In order to discover a deeper understanding of personal attitudes of respondents toward protection mechanisms of human rights which have been

violated online, were offered to choose among three statements: «If human rights are violated online, I can get support and protection» – 58,20% EG (58,92% CG); «Honestly, I know nothing about it» – 27,55% EG (25,80% CG); «If human rights are violated online, I am not sure I can prove it and get support» – 13,62% EG (15,29% CG).

By summing up the answers, we received the following results on the level of development of competence «Address for support and protection»: high level – 0,31% EG (0,32% CG), middle level – 62,42% EG (60,37% CG), low level – 39,32% EG (37,26 % CG).

Finally, we have conducted statistical analysis of 633 questionnaires of teenagers from two groups. For statistical processing of the obtained data, we used correlation analysis and Pearson correlation coefficient, which is a parametric statistics criterion. Statistical analysis allowed us to identify the correlation between parameters at a significance level of 0,01 ($p < ,01$). We can say that there is a direct correlation between age and level of development of the competence «Understanding of the human rights concept in the Internet» (0,35*), «Personal health management during work with digital devices» (0,36*), «Online participation» (0,08*), and inverse correlation between age and level of development of competence «Address for support and protection» (-0,11*). Thus, we can assume that senior teenagers have a higher level of competencies «Understanding of the human rights concept in the Internet»? «Personal health management during work with digital devices», «Online participation» and the lower the level of competence of «Address for support and protection». We also see a direct correlation between age and time of Internet use during the day (0,14*): senior teenagers spend more time in the Internet during the day. Also we mentioned an inverse correlation between the device used by teenagers, and the level of development of competence «Online participation» (-0,16*), which shows that teenagers who use mobile devices for Internet have a higher level of competence «Online participation». An unexpected result for us was that no any significant correlation found between the time that teenager spend online and the level of their competences.

Summary. The research of the development of key competencies of teenager's safe online behavior in Ukraine has allowed to draw the following conclusions:

1. 7 out of 10 teenagers in Ukraine use mobile phone/smartphone/tablet but not desktop computer to use the Internet. Nearly half of the sample said that the sources of information about the dangers in the Internet are teacher and parents. Most common used parental models to keep safe behavior of teenagers online are limitations and restrictions: restrict time to use the Internet; install filters and programs that block unwanted content.

2. It was found that middle and low level of competences of safe online behavior are dominant among adolescents.

3. 8 out of 10 teenagers said that they can violate the human rights of other persons online, they showed passivity in cases of human rights violations in the Internet by other people or organizations.

4. Senior teenagers have a higher level of competencies «Understanding of the human rights concept in the Internet», «Personal health

management during work with digital devices» «Online participation» and the lower the level of competence of «Address for support and protection»; senior teenagers spend more time in the Internet during the day.

Consequently, the technology of social and pedagogical support for the formation of adolescent's safe online behavior need to be elaborated and implemented in the schools based on result of our findings of online behavior of adolescents.

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БЕЗОПАСНОЕ ПОВЕДЕНИЕ ПОДРОСТКОВ В ИНТЕРНЕТЕ И УРОВЕНЬ РАЗВИТИЯ КЛЮЧЕВЫХ КОМПЕТЕНЦИЙ

Черных Елена, соискатель кафедры социальной педагогики, Луганский национальный университет имени Тараса Шевченко, пл. Гоголя, 1, 92703 г. Старобельск, Украина, hrightsonline@gmail.com

В статье описаны результаты исследования уровня развития базовых компетенций безопасного онлайн-поведения подростков. Среди ключевых компетенций «Понимание концепции прав человека онлайн»; «Онлайн-участие»; «Сохранение здоровья во время работы с цифровыми устройствами»; «Обращение за помощью и защитой». Отражены качественные, количественные и корреляционный анализы ответов подростков в отношении их знаний, навыков и ценностей относительно Интернета, опыта использования Интернета.

Ключевые слова: базовые компетенции безопасного поведения подростков в Интернете; обращение за поддержкой и защитой; онлайн-участие; права человека онлайн.

БЕЗПЕЧНА ПОВЕДІНКА ПІДЛІТКІВ В ІНТЕРНЕТІ ТА РІВЕНЬ РОЗВИТКУ КЛЮЧОВИХ КОМПЕТЕНТНОСТЕЙ

Черних Олена, здобувач кафедри соціальної педагогіки, Луганський національний університет імені Тараса Шевченка, пл. Гоголя, 1, 92703 м. Старобільськ, Україна, hrightsonline@gmail.com

У статті представлені результати дослідження рівня розвитку базових компетенцій безпечної поведінки підлітків в Інтернеті, що проводилось в Україні. Серед ключових автор вивчає такі компетенції: «Розуміння поняття права людини онлайн»; «Електронна участь»; «Збереження здоров'я під час роботи з цифровими пристроями»; «Звернення по допомогу та захист». Критеріями розвитку даних компетенцій обрано когнітивний, релятивний та поведінковий. У статті також відображені якісний, кількісний і кореляційний аналіз відповідей підлітків щодо їх знань, навичок і цінностей під час використання Інтернету, досвіду використання Інтернету, зв'язку між віком, статтю, місцем проживання, часом проведення в Інтернеті підлітком і батьками та рівнем розвитку ключових компетенцій безпечної поведінки в Інтернеті. За результатами дослідження представлено, що більша частина підлітків для користування Інтернетом частіше використовують мобільні пристрої; основним джерелом інформації про безпеку в Інтернеті для підлітків є вчителі та батьки; найпоширенішою моделлю поведінки батьків щодо формування безпечної поведінки підлітків в Інтернеті є обмежувальна; серед рівнів розвитку базових компетенцій безпечної поведінки в Інтернеті у підлітків в усіх чотирьох компетенціях майже у рівному розподілі превалює середній та низький рівень розвитку компетенцій. Отримані дані дають змогу стверджувати на необхідності впровадження запропонованої автором технології соціально-педагогічного супроводу формування безпечної поведінки підлітків в Інтернеті.

Ключові слова: базові компетенції безпечної поведінки підлітків в Інтернеті; звернення по допомогу та захист; електронна участь; права людини онлайн.

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