Adolescent self structure in a situation of Internet communication

N. A. Darialova

Taras Shevchenko National University of Kyiv, Kyiv, Ukraine
Corresponding author. E-mail: natalia.darialova@gmail.com

Abstract. The article presents the practical analysis of communication in virtual space, which is the leading type of communication for modern teenagers. We give the specificity of own "I" positioning in the Internet network. The typology structure of adolescent personality in the situation of Internet communication is presented.

Keywords: communication, teen, Internet network, virtual communication, personality structure.

Introduction. Virtual communication in recent years has become an indispensable attribute of modern life. The unconditional benefit is the possibility of easy and quick channel for transmission of information over any distance. But at the same time the virtual space is a problem area for a large number of people, as a substitute for direct contact between people. Particularly acute this problem applies to teenagers, because interpersonal communication at this age stage is the leading activity and the psychological development of the younger generation depends largely on its quality.

Overview of publications on the topic. The main feature of adolescence is that at this stage personality is undergoing a transition from childhood to adulthood, there are new important psychological formations and all aspects of quality adjustment are reformed. This conversion process determines all the main features of the individual. This age is considered to be the most difficult stage in traditional educational aspect.

Problems associated with the development of identity in adolescence, are seen in the writings of many scholars, including: L. I. Bozovic, L. S. Vygotsky, D. B. Elkonin, A. V. Zaporozhets, J. L. Kolominsky, I. S. Cohn, G. S. Kostyuk, V. S. Mukhina, A. A. Rean, D. J. Feldstein, R. F. Savin and others. Theme features dedicated to adolescent communication are in scientific works given by A. V. Mudryk, M. V. Shakurova, N. F. Maslova, R. V. Ovcharov and others. Thanks to the rapid restructuring of the body, interest to the appearance sharply increases in adolescence. A new physical image of self appears. Teens are stung by the real and imaginary flaws of appearance. Boys are more positive about their looks and physique features, than girls, according to many studies. Moreover, the whole tempo of puberty affects the physical image of self and identity. Teens with early physical maturation are in the most favorable position; acceleration creates more opportunities for personal development. Teens with early physical development are generally more confident and less stressed [1, 2, 4].

The leading activity in adolescence is an intimate, personal communication, possibilities of modern teenagers in the implementation of these activities are greatly enhanced [3, 4]. In addition to traditional forms of direct communication teenagers use different types of mediated communication. One type of mediated communication is Internet communication, which has some peculiarities.

1. Anonymity and reduce of psychological risk during communication process. Despite the fact that sometimes there is an ability to get some information and even a photo of virtual companion, this information is not enough to create real and more or less adequate image of the interlocutor. In addition, there is concealment or presentation of false information about themselves. Because of this anonymity and impunity on the network, there appears another characteristic associated with decreased psychological and social risk in the communication process – affective looseness, some irresponsible members of communication. Men on the network can detect and reveal greater freedom of expression and actions (up to the image, obscene speech, sexual harassment) because the risk of exposure and personal negative evaluation by others is minimal.

2. Originality of processes of interpersonal perception in the absence of non-verbal information - usually a strong impact on the idea of talking with the mechanisms of stereotyping and identity, as well as setting the desired qualities in a partner.

3. Voluntary desirability and contacts. Internet user voluntarily ties all kinds of contacts either avoiding or interrupting them at any time.

4. Such difficulty as that emotional component of communication is no longer strong, inability to use most of the non-verbal means of communication and self-presentation. Yet, there is a persistent desire to fulfill the content of the text emotionally, results in the creation of custom icons to indicate emotions or words to describe those emotions (in brackets after the main text letter).

5. The pursuit of atypical, inappropriate behavior – often Internet users represent themselves on the other side than in a real social interactions, in unrealized role scripts they play offline and in inappropriate behavior.

6. A possibility of simultaneous communication of a large number of people located in different parts of the world, and therefore living in different cultures [8].

Adolescent new formation is a "sense of adulthood" as a special form of consciousness. By D. B. El'konin, "sense of adulthood" is a new formation of consciousness through which the adolescent identifies and compares with others (adults or friends). Feeling of adulthood is independent directly from puberty and turns in the quest for independence, the desire to protect the important aspects of lives from interfering parents. Teenagers claim equality in relationships with adults and are in conflicts, defending their "adult" position. If teenagers achieve the new top activities, based on a sense of adulthood – intimate, personal communication, by the end of adolescence consciousness is sufficiently developed, which is the negation of adulthood thanks to self-reorientation. In adolescence, communication with peers becomes absolutely exceptionally significant. In the

communication and interaction with their environment, teenagers formed a mechanism of social perception as a reflection. Communication is so attractive that children forget the lessons and home responsibilities. Links with parents are emotional in childhood, not as immediate for a teenage, as they are now less dependent on them. They have secrets and no longer trust parents. A teenage defends the right for friendships with peers, does not tolerate any discussion and comments about not only his shortcomings, but also advantages. Adolescents seek to realize their identity, to determine their ability to communicate in dealing with adolescent peers. To make these aspirations, they need personal freedom, personal responsibility, which they defend as the right to adulthood. Thus, teen usually takes a negative stance about parents.

I. S. Con focuses on the interest in the opposite sex peers, contributing to the development of selective observation: even small changes in behavior, mood, feelings and reactions of a peer who is liked are noticed by teens. The attention to their emotional state due to communication with sympathetic peers is growing. Adolescence, by I. S. Cohn – is a period of the formation of a qualitatively new relationship with adults. Teens do not agree on the characteristic of childhood unequal relationship because they do not fit their own notions of adulthood and independence. They demand respect for self and dignity, confidence and independence, which is substantially limiting the rights of adults and expanding their own. Failure to obey adult orders, neglect of duties, protest – all this is nothing but a struggle for a change in the existing relationships. New forms of relationships are gradually replacing the old, but they co-exist for a long time, causing conflicts, misunderstandings and difficulties in communicating with adults.

Recently, many works, which present the results of research related to the problems of communication in cyberspace and Internet addiction, are given. (Y. D. Babayev, E. O. Belinska, O. A. Huzman, S. V. Devterova, A. Y. Zhichkina, S. V. Zaitseva, N. A. Lyashenko, N. P. Petrov, K. N. Petrov, O. E. Voyskunskyy, I. B. Prihodko) [5, 7, 8].

O. E. Voyskunskyy stresses that Internet communication directly affects both the teenager and their relationships with friends, family and the environment. In some cases, the Internet network allows to restore lost connections. Features in Internet communication networks allow a teenager to construct identity of their own choice, to compensate the shortcomings, resolutely contact strangers, which can be an incentive to work on oneself in real life. But in most cases, virtual communication is no substitute for real communication teenager with friends, although the impact of such relationships can be quite noticeable, isolation, loss of social contacts and irritating friends during live communication and failure of their duties. Excessive communication through the Internet has a negative impact on the psyche and social ties. The teenager becomes tense, emotionally unstable; looses contact with friends.

Constantly being in the virtual space, teens forget about social structure and other forms of entertainment. Thus, we note that the communicative component of a teenager on the Internet has its own specific characteristics, allowing teenage to construct identity of their own

choice, to compensate for deficiencies and be as he or she wants himself or herself to be. Admiring Internet communication, teenagers don't realize the dangers the Internet communication network. World Wide Web, as a powerful factor of social development, has a significant impact on the adolescent way of thinking, the features of their world view. The popularity of the Internet statistics among young people from different countries can say without any exaggeration that the Internet – is the environment, where developing modern adolescents get to know the world, themselves and others. Cognitive component of teens on the Internet allows searching and assimilating the information posted on Web sites. The goal of which is to expand, deepen and clarify their own view of the world, real and virtual reality.

According to the A. P. Belinska and O. E. Zhychkina, virtual communication compared with normal social contacts has increased emotional ease. It often goes fast: the interlocutors having close relationships that grow in mutual affection, friendship, if the parties are of the same sex, between a guy and a girl there often come more intimate forms called "virtual love." Virtual romance between teenagers develops very quickly and lasts a maximum of six months. The most common "virtual affair" – is a state of extreme emotional disturbance, bordering on euphoria. But mostly, the reality of such relationships quickly disintegrates.

S. V. Devterova in her study tried to find out and categorize the features of online communication members in case of adolescents 15-16 years. The results show the relationship between several features of Internet communication and individual traits of a teenager. The type of adolescent's personalities, who are most actively using online communication for whereas reasons were established. Exploring virtual communication psychological problems of children and adolescents, I. B. Prihodko concludes that those are diffident children, who find it difficult to establish contact with in the real life with people of common age, actually they are looking for a circle of communication in the virtual world. Such teens are influenced easily through their psyche, they are virtually unprotected from the onslaught of news [8].

The goal of the study is to give teenage self- structure in a situation of Internet communication.

Materials and methods. Adolescence is considered by many researchers (L. I. Bozovic, K. Lewin, A. E. Sorokumov, M. N. Zabrotska) to play an important role in the development of the individual. This is critical, transitional, stage of puberty crucial and important changes in the psyche. The chronological boundaries of this age stage match of the 8-9 grade school, because due to O. E. Voyskunskyy the amazing changes occur precisely in this period of adolescence. On the basis of this studied age of teenagers 13-15 years old was chosen . Also, in the process of sampling, we were guided to the results of studies L. I. Bozovic, A. Rean, J. B. Evdokimova, P. M. Jacobson, I. Kon give us, under which adolescence is a period of formation of personality traits, self-identity, self-awareness, self-esteem, attitude. The views given by I. V. Dubrovin, AG Ruza, P. M. Jacobson, E. Erickson are important for our study. According to them self-affirmation and self-expression are the main vectors of adolescent development.

Thus, the basic criteria for sampling our research are:
- teenage,
- studying in secondary and special schools in Kyiv,
- intrenet communication dependence.

The study was attended by students of 8-9 grades of Ukrainian college named by V. A. Sukhomlynsky, specialized school number 272 and school number 247 in Kyiv. The sample was 352 persons aged 13 to 15 years. The study was attended by 179 boys and 173 girls.

At the preparatory stage of our study conversation was held with the school psychologist and the class teacher for each student individually selected for the study. Also all important criteria and parameters of our study were discussed. The study was conducted in two stages. The first - pilot study conducted for the selection of diagnostic techniques that could objectively assess the position of respondents on virtual communication and identify the relationship of personality characteristics of the adolescent and propensity for relationship. The second phase was conducted ascertaining experiment in which, using selected diagnostic material, we made a study of the characteristics of personal aspirations and needs in different areas of life, explored the influence of objective response. Also the image that is created by a teenager in network was taken as a subjective factor. To study the relationships and interdependence impacts, the sample was divided into groups according to age, completeness of the family, relationships in the family, of the need for virtual communication, time spent online, the importance of the Internet and virtual life, the number of used Internet-resourses, social networking, email, communicating on Skype, conducting electronic diary, searching for information for learning and personal development, news browsing, downloading music, apps and games, as well as through the use or non-use of resources prohibited for minors. To test the hypotheses and implementation of research tasks, we used the following empirical methods like questionnaires, observation, interview, sociometry: Questionnaire B. Bass "Direction of personality", technique "Self- attitude" S. R. Pantileyev and V. Stolin, test presented by Raydas "Self-confidence", technique for diagnosing "Perception of others" by V. Fey, predisposition to internet addiction by Kimberly Young, the author's form "Internet in the life of a teenager" and methods M. Y. Orlov "The need to communicate" and " The need to achieve."

Results and it's discussion. For the data structuring we used factor analysis. The result of the application of which was the isolation of variables, that together form a semantic unit to which one variable is dominant and will unite around it all the rest. As a result, we get the structure of adolescent interpersonal communication, which will vary depending on the leading personality characteristics. Factor analysis performed by principal component of the rotation by Varimaks.

Factors exhaust 66.2% variable "need for achievement" 64.8% variable "need to communicate," 65.7% variable "communication". The findings suggest that most factors explain the scale orientation of the individual to communicate, the expected attitudes of others (63.7%), self-control (61.9%).

Factors that are subject to interpretation include: 1st factor is the actual value of 2.7; Factor 2-2.3; Factor 3-2;

Factor 4-1.9. Those are the most optimal four factors to determine the number of patterns of interpersonal communication online. Highlight 4 factors, which together account for 44.35% of the sample, which is quite high (Table. 1). The first factor alone explains 12.3% of the sample, the second – 11.4%, the third – 10%. That sample persons included in each factor decreases with the decrease in number.

The first factor includes variables: the need for communication, the need to achieve, a low level of Internet addiction, self-confidence, self- interest and low integral sense (tab. 2).

The second factor: the expected treatment of others, their attitude, low self- control, selfinterest#, low self-acceptance, self-confidence.

The third, self-understanding, low rates in self orientation, acceptance of others, self-doubt.

By the fourth factor, self-incrimination, low performance of orientation in communication, poor perception and easygoing attitude of other members of the team to respondents, the orientation on job, auto sympathy and self-esteem.

Based on the data we have developed a typology of communication structures teenagers on the Internet according to leading personality qualities. Thus, the first type were classified as those with a high need for communication and to achieve, they are confident and have high self interest, while they may have low rates of Internet addiction and integral sense. This structure we call "the need to communicate". It actually is the most important integrated structure of adolescent interpersonal communication on the Internet, because it describes the features of modern virtual teenage communication.

The next structure is characterized by high rates of treatment expected from others to themselves and low – on the criterion of self-control, those people are dependent conformal. They also inherent arrogance and self interest, but they do not take themselves as they are. This group we called "dependent on the opinions of others." The third structure – the "other direction" is defined by the central parameter self-understanding, but in this group are mostly high rates of acceptance of others and low self-confidence and direction of others. The fourth type of structure is characterized by the most self-incrimination, but at the same time there are typical high rates of self-esteem and auto sympathy. Those who belong to this group, focused on job and did not like to communicate are not interested in the opinion of others. We call this factor "self-incrimination".

Conclusion. Thus, as a result of the study we were able to identify the individual components involved in the communication process in the virtual space and on the basis of the data structures to develop a typology of adolescent communication on the Internet. This allows us to understand the reasons for lowering the need for direct contact, such as isolation and increase of stiffness. Also, this typology explains the leading role of virtual communication for modern teenager, who underestimated the level of claims. In the future, this typology allows us to develop a corrective program to work with adolescents for whom virtual communication dominates real.

Table 1. Factor loading indicators for the individual components involved in the communication process in virtual space

Variables	Factor			
	1	**2**	**3**	**4**
The need to achieve	,776	,239	-,036	-,044
The need to communicate	**,785**	,082	,158	,029
Perception of others	,037	-,158	,633	-,076
Internet addiction	-,708	,112	-,100	-,077
Self- oriented	-,201	-,172	**-,688**	,098
Communication- oriented	,322	-,178	,301	-,657
Job-oriented	-,189	,347	,350	,521
Integral feeling	-,328	,223	,021	,039
Self- respect	-,135	,034	,159	,238
Auto sympathy	,231	,358	-,192	,421
Wanted attitude from others	-,128	,744	-,069	-,251
Self interest	,425	-,121	-,183	-,021
Confidence	,184	,319	-,296	,107
Attitude to others	-,104	,255	,107	-,622
Self- acceptance	,081	-,471	,187	,020
Self- control	-,072	**-,773**	-,024	-,124
Self- incrimination	,319	-,002	,005	**,641**
Selfinterest#	-,041	,495	,071	,082
Selfunderstanding	-,115	-,138	**,685**	,162
Self- confidence	,456	,011	-,422	,201

Table 2. Adolescent virtual communication structure, depending on personal qualities

Need in communication	Dependence from the view of others	Oriented on others	Self- incrimination
Need to achieve	**Wanted attitude from others**	Acceptance of others	On communication
Need to communicate	Self confidence	On self	On job
Internet addiction	Self acceptance	**Self understanding**	Self respect
Integral feeling	**Self control**	Self confidence	Auto sympathy
Self interest#	Self interest		Attitude of others
Self confidence			**Self- incrimination**

LITRETURE

1. Божович Л. И. Личность и ее формирование в детском возрасте / Л. И. Божович – М.: Педагогика, 1968. – 387 с.
2. Barbatsis G., Fegan M., Hansen K. The performance of Cyberspace: An exploration into computer-mediated reality // Journal of Computer-Mediated Communication, 1999, vol. 5(1). [WWW document] URL http://www.ascusc.org//jcmc/vol5/issue1/barbatsis.html.
3. Выготский Л. С. К вопросу о динамике детского характера / Л. С. Выготский // Собр. соч.: В 6 т. – М.: Педагогика, 1983. –Т. 5. –С. 153-165.
4. Donath J. Identity and deception in the virtual community. http://judith.www.media.mit.edu/Judith/Identity.html.1997.

5. Jones Q. (1997). Virtual-communities, virtual settlements & cyber-archaeology: A theoretical outline. *Journal of Computer-Mediated Communication* [Online], 3(3). http://www.ascusc.org/jcmc/vol3/issue3/jones.html
6. Кон И. С. Психология старшеклассника / И. С. Кон. – М.: Просвещение. -1982. – 191 с
7. Петрова Н. П. Компьютерное образование: неблагоприятный прогноз? /Н. П. Петрова / Hard'n'Soft. -2006. – N. 7.
8. Петров К. Мобильная революция / К. Петров / Мир Internet. -2001.- № 5.

REFERENCES

1. Bozhovic L. I. Personality and it's formation in childish age / L. I. Bozovic - M.: Pedagogy, 1968. - 387 p.
2. Barbatsis G., Fegan M., Hansen K. The performance of Cyberspace: An exploration into computer-mediated reality //

Journal of Computer-Mediated Communication, 1999, vol. 5(1). [WWW document] URL http://www.ascusc.org/jcmc//vol5/issue1/barbatsis.html.

3. Donath J. Identity and deception in the virtual community. http://judith.www.media.mit.edu/Judith/Identity.html.1997.
4. Jones, Q. (1997). Virtual-communities, virtual settlements & cyber-archaeology: A theoretical outline. Journal of Computer-Mediated Communication [Online], 3(3). http://www.ascusc.org/jcmc/vol3/issue3/jones.html
5. Kon I.S. Psychology of high- school student / I. S. Con. - M .: Education. -1982. - 191 p.
6. Petrov K. Mobile revolution / K. Petrov / Internet World. - 2001.- Number 5.
7. Petrova N. P. Computer Education: bad forecast? /N. P. Petrova / Hard'n'Soft. - 2006. - N. 7.
8. Vihotsyy L. S. To the question of childish nature in dynamics/ L. S. Vihotskyy // Coll. cit .: In the 6 t. - M.: Pedagogy, 1983 - V. 5. - P. 153-165.

Структура позиционирования собственного «Я» подростка в ситуации Интернет-общения
Н. А. Дарьялова

Аннотация. В статье представлен практический анализ общения в виртуальном пространстве, который является ведущим видом общения современного подростка. Приводятся особенности позиционирования собственного «Я» в Интернете. Представлена типология структур подростковой личности в ситуации Интернет общения.

Ключевые слова: общение, ребенок, Интернет, виртуальное общение, структура личности.