

Transformation of Social Deviations of Teenagers in the Conditions of Digitalization of Modern Society

Rodionova V.I.* Shvachkina L.A. Bilovus V.K.

Don State Technical University, a branch in Shakhty, Russia,

*Corresponding author. Email: rodionova.disser@mail.ru

ABSTRACT

This article discusses the specifics of the impact of digitalization on the state of teenagers social deviations in modern society. The characteristic features of adolescent behavior are analyzed taking into account the age-specific features of the course of socialization of this age cohort. The necessity of sharing a personal-situational approach when considering the social deviations of teenagers in the context of digitalization, as well as the principles of consistency and determinism, were identified and justified. Based on the study, the author suggests that in a positive way, the digital resource is very mobile and dynamic, has an instrumental function for teenagers, and it is the basis for the search for like-minded people, social contacts and information. The authors emphasize that digitalization makes it possible to create a new layer of social reality, one where conditions for destructive forms of social behavior appear, with more freedom than in real life. Summarizing the study, the authors outline ways to positively overcome the current situation.

Keywords: digitalization, adolescents, socialization, social deviations, deviant behavior, Internet space, minors, Internet addiction, social adaptation, social reality

1. INTRODUCTION

The issue of entering the digital era is a key issue on the agenda of modern society and finds relevance in everyday practices of the social sphere and culture. The rapid spread of digital technologies, their implementation in our everyday life, outlines a new problem field, initiating the need for awareness and study of these processes. The age groups of the population react differently to innovation in communications regarding the consumption of information, methods for its storage and transmission, and in their own way they understand the tasks of interacting with digital technologies.

Meditation on the achievements of the digital culture of modern society supplements the new paradigm of the development of society based on real-time data exchange using digital technologies. To date, it has already provided great opportunities for the electronic processing, storage, and transmission of huge amounts of information, including information support of many systems. In essence, digitalization was conceived in order to solve a number of economic problems related to electronic business, electronic commerce, and the formation of their technical support. All that we have now is a side direction of the development of digital technologies, which is manifested in the transformation of the socio-cultural sphere in full. In many ways, the “digit” is presented as an interactive event or process: on the one hand, markets, platforms and technologies, on the other hand, consumers of digital products and services. All of the above indicates a successful solution to engineering problems in the field

of digitalization. But beyond the limits of technical discoveries, their social consequences remain, affecting the social behavior of a person. The difficult issue is still the full accessibility of information of different ages (not corresponding to the level and readiness of perception by this age category) for different ages and categories of the population and the social consequences that are caused by the lack of proper control in this area.

The transformation of the structure and content of everyday social practices is one of the global social consequences. Daily use of Internet resources is becoming the norm for citizens.

Having overcome spatial and temporal limitations in the socio-cultural sense, digitalization is not only a new way to expand social and cultural space, but also it changes the boundaries of what is permitted, norms and meaningful components of deviations of different age groups. The acute points of growing up were also manifested in the value-immature part of the population — in teenagers. Modern adolescents successfully assimilate the fruits of scientific and technological progress and include cultural and informational resources in everyday socialization practices. Often this process goes uncontrollably, becoming a source of various social deviations. The relevance of this problem is growing every year and requires close attention and scientific research.

The purpose of the article is to analyze the transformation of social deviations in teenagers in the development of digitalization.

The object of analysis is the social deviation of modern adolescents.

The subject is the specifics of social deviations in the digitalization of modern society.

The article is structured as follows: Section 2 discusses the characteristics of adolescent socialization and literature related to digital socialization and deviation issues; Section 3 presents the methodology; Section 4 analyzes the obtained empirical results; Section 5 presents the findings.

2. LITERATURE REVIEW

It is noted in the scientific literature that conditions were formed and are multiplying in society for provoking the growth of various kinds of social deviations of adolescents, usually with a negative value. This was caused, among other things, by the negative impact of social networks as a digitalization product. Various antisocial patterns of behavior are being increasingly promoted on the Internet, and the younger generation is actively seeking to try on them. In adolescent settings, negative stereotypes of behavior are especially strongly cultivated. The presence of modifications of the deviant behavior of adolescents has a strong influence on the normal socio-psychological environment of educational institutions and society as a whole. The finding of ways out and overcome deviations in the behavior of adolescents, the search for effective ways and methods of analyzing the presented situation, requires the efforts of researchers from various fields of social knowledge.

The issues of revealing the deviant behavior of adolescents in its various aspects always occupied the attention of researchers in the social sphere. The main characteristics of the deviant behavior of adolescents were disclosed in the studies of M. Apter [1], I.Yu. Borisov [2], Ya.I. Gilinsky [4], L.B. Schneider [3], D.I. Feldstein [7]. The term "deviant behavior" was introduced into the scientific language by Y. I. Gilinsky. He writes that "deviant behavior is understood as an act, a person's action, or a social phenomenon expressed in mass forms of human activity that do not correspond to the norms (standards, patterns) officially established or actually established in this society" [6, p. 74].

The researcher M. Apter believes that the need for deviant reactions is not clearly manifested in all people, but only in very active and impulsive ones. The dominant procedural motivation is associated with high activity and low reactivity [1]. In other words, deviations are manifested due to the fact that a teenager performs an action impulsively, not thinking enough about it. I.Y. Borisov in the context of the contemporary problem of deviant behavior of teenagers examined, analyzes the concept of "hedonistic risk" and understands deviation as "a method of psychological impact on need, in which the actualization of needs is achieved by creating dangerous situations that threaten their satisfaction" [2]. Accumulation of the spectrum of emotional experiences that arise at the time of danger becomes the goal of "hedonistic risk" [2], the scientist believes. Thus, a

teenager satisfies the need in the form of initiatives in relation to his well-being or his self-esteem, wants to prove himself in a particular situation in a special way, to surprise himself, others, and, of course, adults. This explains many of the forms of deviant behavior that, according to adults, seem unmotivated.

L.B. Schneider in his works provides a significant list of specific causes of deviant behavior in school-age children, of which he particularly emphasizes the following: an unfavorable situation in the family; desire for independence; stressful life situations; the inability of a teenager to resist harmful influences; street influence [3]. The above, in our opinion, also contributes to social deviations in the network.

The main forms of social manifestations of deviations in adolescents were considered in the works of the following scientists: S.A. Kravchenko [5], I.A. Semikashva. The depth and severity of the problem, prevention, the essence of social preventive work with students of educational institutions were investigated in publications of B.V. Kupriyanov, I.A. Gromov. Activities on the prevention of social deviations in secondary school students were considered in the works of P.D. Pavlenok, L.N. Buylova [6].

In the works of domestic scientists studying deviant adolescents, psychological characteristics of adolescent manifestations are given. Teenagers are rude, aggressive, quick-tempered, outrageous (D.I. Feldstein [7]). In addition, researchers deeply analyze the forms of social communities of adolescents that exist on digital platforms in which deviations are not only discussed but also encouraged (T.Y. Bolbot [8], V.M. Matviyuk, N.G. Pyankova [9], S.K. Tamazyan [10], L.N. Yuryev). The aspects of the deviant behavior of teenagers in the modern situation, the victim behavior of minors in the face of changing the value matrix of society became the subject of scientific analysis in the works of V.I. Rodionova [12], [14], L.A. Shvachkina [13], [15], [16] and other researchers.

3. METHODS

The aim of our work was to study the features of the manifestation of social deviations of adolescents experiencing Internet addiction and its products presented on digital platforms. The theoretical and methodological basis of the study was a personality-situational approach when considering social deviations in the context of digitalization. In the study of adolescent socialization in the digitalization aspect, the principle of systemicity and determinism was applied.

The goal of the study can be achieved using a number of methodological approaches of sociology and pedagogy. Therefore, the study applies pedagogical, informational, sociological approaches.

The combination of a variety of facts and processes with the need for further generalization was carried out using the principle of concreteness. The system analysis method is important for this study.

The essence of the interaction of the subject and society, manifested in reliance on the potential of society in the implementation of the process of socialization of adolescents, reflects the pedagogical approach. To analyze the social deviations of teenagers, the procedural approach and the theory of the relationship field of P. Stompka were used [11]. In our work we used the sociological approach of Y. I. Gilinsky, the theory of social anomie by S.A. Kravchenko.

The information approach in the conceptual plan is actively used in social technologies, the main area of work should be informing teenagers about the correct behavior in social networks, about the requirements of the state and society to comply with established social norms and the development of acceptable social behavior for this age group.

The paper uses methods of theoretical analysis of scientific literature on the problem under study, quantitative and qualitative methods of collecting empirical information, which include questionnaires, a comparative method.

4. RESULTS AND DISCUSSION

As a result of mastering digitalization products, modern adolescents have the opportunity to live in double reality, in one of which social control has been weakened by adults, parents and social institutions, which allows expanding and transforming the rules and norms of their being. Adolescence is an exceptional period in a person's life when there is a sharp reaction to the expansion of animated and informative capabilities of new digital resources. However, due to age, they cannot always correctly evaluate the information received, especially presented in a figurative form.

Hence the contradictions that are difficult to implement social norms and reproduce social reality itself. One concerns the broad digital technological possibilities of access to information for modern adolescents and the inability to fully control its correct perception. The second contradiction marks the problem of the relationship between the volumes of digitized information, including cognitive, educational, upbringing segments, along with the age-old, criminal, aggressive component and its content. All this is directed by a common stream towards a rather unstable, but striving for a whole new psyche of a teenager. In general, this situation can be described as one that has a weak managerial resource for the application of digital cognitive culture. Accordingly, if earlier, the traditional process of socialization was unidirectional and regulated in nature, now its state can be described as prefigurative and partially regulated. All digitized information, including the Internet resource and various media, exists mainly spontaneously and has an uncontrolled nature of perception.

Difficulties and crises and experiences accompany adolescence. This is the time to create ways of emotional response, sustainable forms of behavior, character traits, the formation of "Me", gaining a new social position. At the same time, the young man has stronger feelings of

anxiety and psychological discomfort. For adolescence, imbalances in development, increased interest in their physical characteristics, an aggravated reaction to the opinions of others, and protests are characteristic. There is an interest in his own social identification, a teenager asks the questions "Who am I?", "Why am I living?", "With whom am I standing?" This is primarily due to imbalances in development, with premature development or its delay. A teenager has many questions about his or her growing body. Parents are not always ready to answer "uncomfortable" questions, and then a network resource comes to teenager's aid. In general, digitalization for the teenager and not only created a new layer of social reality where an adolescent has the opportunity not only to communicate and keep "little secrets", but also to show destructive forms of social behavior. Parents of adolescents are very worried today about what is happening on social networks, the factors of criminality, aggressiveness and other things. At the same time, the new reality aggressively participates in the socialization of the adolescent and has the ability to manipulate a fragile consciousness, instills other values.

The complexity of the stage of socialization in adolescence and the favorable soil for the development of teenage deviations in the Internet space give rise to a number of negative epiphenomena, which are presented in Figure 1:

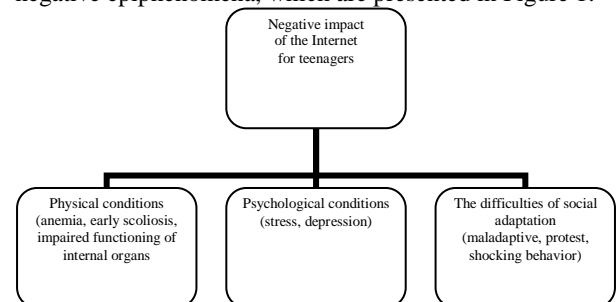


Figure 1 Negative impact of the Internet for teenagers

The cause and effect of the risks presented in Figure 1 lie in a special, new phenomenon. Immersion of adolescents in a virtual environment leads to addiction, the risk of early maladaptation of the individual, including psychological and social, is growing, and the state of physical health is deteriorating. Currently, the socialization of children and adolescents proceeds under the conditions of "systematic formation of reflexes and stereotypes of virtual reality" [1, p. 56]. Summarizing the above, we indicate that adolescents show signs of deviant behavior in connection with constant communication in virtual reality or only in it. Psychological discomfort occurs in a teenager when it is impossible to access the Internet. This is the initial stage of dependence on new technologies. A complete loss of control over actions, the manifestation of aggression and often a tendency to violence in real life are observed in adolescents at severe stages. A teenager can evaluate his or her actions basing on the rules adopted in computer games, where success can be associated with the destruction of the enemy, and therefore the loss of human life. Starting a new game, the teenager again sees

opponents and players alive. Much different happens in real life. Murders committed by juvenile delinquents end with a court and a measure of restraint of freedom. Virtual games and quests, where the price of winning is equal to human life, are of great concern. Work with adolescents in the real life of society, the involvement of social educational institutions, families, public organizations in the development and implementation of work with imperfect children is an alternative to this situation.

In the Rostov region, much attention is paid to the problem of controlling the deviant behavior of adolescents on the network. So, in addition to conversations and round tables on topics of interest, a survey was conducted of adolescents about their attitude to social networks. In general, the working hypothesis of the study was based on the assumption that a significant portion of adolescents is prone to deviant behavior in the Internet space. As subhypothesis, the assumptions were chosen that the majority of young adolescents use the Internet daily, that adolescents believe that deviations in the Internet space do not affect the real way of life in society, that all adolescents begin to use the Internet in early adolescence, and all of them use the Internet as a learning tool. Most teenagers, communicating on social networks, try to impose their own opinions; many of them are ready for a response to provocation on the Internet. All teenagers visit sites prohibited for people under 18 years old, a significant part of teenagers are uncomfortable in situations when they can not use the Internet.

The number of respondents is 140 people aged 12 to 19 years. The survey was conducted online. The age composition of the survey participants is shown in Figure 2.

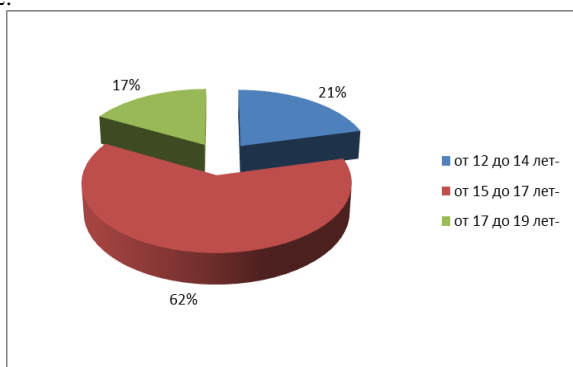


Figure 2 Age structure of participants in a sociological survey

The data presented in Figure 2 allow us to conclude that the majority of survey participants were adolescents aged 15 to 17 years (62%). 21% of the participants are the age category of children from 12 to 14 years old and the smallest percentage (17%) was young people aged 17 to 19 years.

The next question was about the frequency of using the Internet. The answers were distributed as follows: the majority of respondents (70%) use the Internet more than once a day; 12% of participants use the web once a day and almost the same amount (13%) use it less than once a week. The smallest percentage of respondents (2%) use the Internet several times a week. Statistical data of the results of the answer to this question is presented in Figure 3.

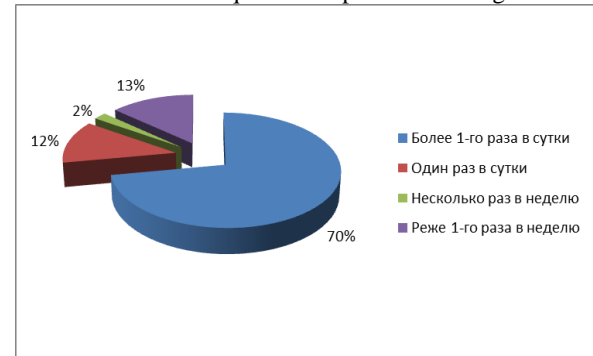


Figure 3 Results of the answer to the question: "How often do you use the Internet?"

Of great interest is the answer to the question regarding the understanding by adolescents of the negative impact on a person of a long stay on the Internet. Almost half of the respondents (49%) answered strictly positively. 21% considered this effect to be insignificant and almost the same number (22%) decided that there was no negative impact from the long-term use of the Internet. 8% of teenagers found it difficult to answer this question. Graphically, the results of this survey are presented in Figure 4.

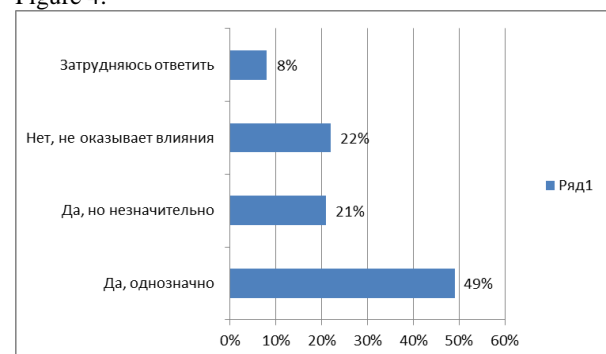


Figure 4 The results of the answer to the question: "Do you think that the long-term use of the Internet has a negative effect on a person?"

When answering the question: "At what age did you start using the Internet?" the majority (68%) answered that they were between 12 and 14 years old; 17% mastered it before 10 years old and found it difficult to answer 17% of adolescents.

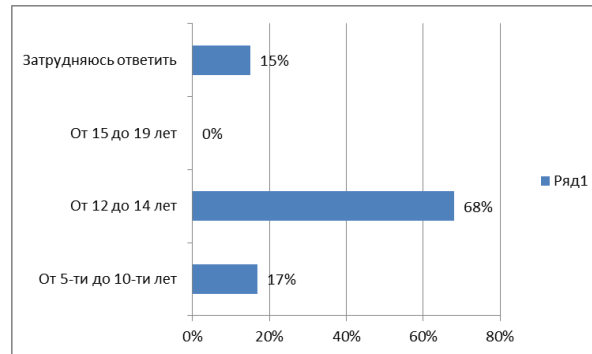


Figure 5 Distribution of answers to the question: “At what age did you start using the Internet?”

Table 1 Distribution of answers to the question regarding the purpose of using the Internet

No. in sequence	Answer wording	Survey results, in %
1	For educational purposes: to prepare for classes	41
2	With cognitive purpose: reading various scientific and fiction, developing a hobby	37
3	For entertainment purposes: watching movies, various videos, participating in games	67
4	Difficult to answer	0

Next question: “Mostly, for what purpose do you use the Internet?” assumed several answers, therefore, their distribution is shown in Table 1.

Summarizing the data in Table 1, it can be stated that the main purpose of using the Internet is entertainment, and

then such goals as educational and cognitive are distributed in order of priority.

The answers to the question regarding the main reasons that attract teenagers to actively use Internet resources for entertainment purposes are presented in Table 2.

Table 2 Reasons for attracting teenagers to actively use Internet resources for entertainment purposes

No. in sequence	Answers	Survey results, in %
1	Illegal informal organizations in networking	94
2	Lack of institutional control	63
3	Inconsistency of operation within the network	32
4	The horizontal nature of the interaction	30
5	Formation within a network of groups based on common interests	92
6	Possibility of quick contacts within the network	90
7	Difficult to answer	9

Analyzing the results of the sociological survey presented in Table 2, we can conclude that the dominant motives for the participation of adolescents in Internet resources with more than 50% of the responses are (in descending order):

- Illegal informal organizations in networking
- Formation within a network of groups based on common interests
- Possibility of quick contacts within the network
- Lack of institutional control

Basing on the purpose of our study, the interesting ones are the results of the answer to the question regarding the predisposition of adolescents to perceive the opinions of

others and to impose their own in the context of the Internet environment (Figure 6).

The data in Table 3 unequivocally confirm that in a real society, adolescents do not see the conditions for their socialization and, in addition, informal organizations of social networks attract the horizontal orientation of their members' social status.

As it can be seen, the results of a sociological survey indicate that our assumptions about impunity for deviations and weakening social control attract most teenagers, therefore, many of them visited at least once on

banned sites, and a small part visits them regularly, which suggests a high level the availability of such sites.

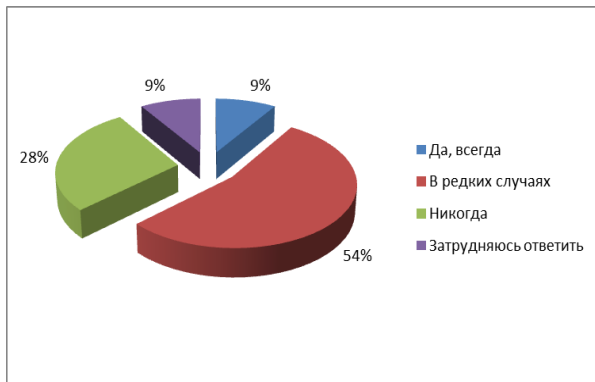


Figure 6 Distribution of answers to the question regarding imposing one's opinion on another and perceiving the opinions of others

Basing on the answers presented, it is optimistic that more than half of the respondents (54%) in rare cases perceive someone else's opinion. About a third of adolescents (28%) never impose their opinions and do not perceive the opinions of participants in the Internet space. An equal percentage of answers for the options "yes, always" and "find it difficult to answer."

As for the answer to the question regarding the main personal motives for involving adolescents in informal adolescent communities with a network structure, the results of the answer to this question can be seen in Table 3.

Table 3 Personal motives of teenagers engaging in online community networks

No. in sequence	Answers	Survey results, in%
1	The lack of conditions for the socialization of adolescents	86
2	The need for self-identification	68
3	Lack of a tight social control system	81
4	Lack of organizations to work with the younger generation	79
5	Difficult to answer	21

5. CONCLUSION

Thus, the daily use of digital resources in everyday life or education, the adaptation to a new digital social reality, becomes the norm of the behavior of adolescents. Adolescents are most exposed to all the influences of the information society, and due to their physical and psychological instability, they often find themselves in difficult life situations.

Describing the process of socialization of adolescents on the network, it is necessary to note the concern of the older generation about the uncontrolled assimilation of social roles, behavioral patterns, cultural norms and values by a young man, and the expansion of manipulative technologies for influencing adolescents' young minds.

Society, social institutions, the education system should take into account the new social reality and look for, propose alternatives to detect and solve the problems of adolescents, reflecting the contradictory nature of the modern social situation. In our opinion, only taking into account the existing and emerging social consequences of digitalization, it is possible to develop and implement effective practices of social support of modern adolescents in the system of upbringing and education.

As conclusions, we summarize that the main social resource attractive to adolescents in networks is another person and interaction with him. Next is a permanent information resource that is clearly structured, permanent, has textual and visual content, which attracts adolescents.

Ageless information makes a resource an attractive source for deviation.

The second conclusion is that the digital resource has an instrumental function for adolescents, it is the basis for the search for like-minded people, social contacts and information. Social communications of deviant adolescents rely on a resource where video, voice and text files and messages are exchanged.

The limited state of social conditions for the socialization of the personality of adolescents contributes to its distortion and overcoming the norm.

The unmet need for self-identification of the adolescent's personality in the family circle, the agents of their socialization are unformed and unprepared for digital changes and teenagers perceive this content, the lack of social institutions for working with adolescents in networks leads to social deviations, pre-suicidal and suicidal behavior. We cannot put up with such a social situation, we must constantly conduct preventive work, otherwise, the deviations of adolescents can develop into delinquent behavior of minor citizens, and then become a source of unlawful behavior of adult citizens, which will further lead to the disintegration of society as a whole.

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