Publisher: Master Journals

Research Article

FEATURES OF SOCIALIZATION IN A DIGITAL CULTURE

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ABSTRACT

The scientific article attempts to explain the behavior of a person in the Internet space and the popularity of the Internet. Internet networks are considered not only as a source of information and a news resource, but as a powerful tool in the form of a separate digital environment with its own language, culture, values, and user behavior patterns. The main emphasis is placed on the fact that the Internet networks are an integral part of the socialization of the individual and can be qualified as a culture.

KEYWORDS

Internet networks; digital community; digital culture; digital socialization; behavior patterns; personal development

INTRODUCTION

The digitalization of society, the widespread development of Internet technologies, the spread of Internet networks are processes that have steadily and firmly entered people's daily lives.

Issues related to the impact that modern digital technologies have on the younger generation are in the focus of attention of researchers from various scientific fields: psychologists, educators, sociologists, culturologists, etc. It should be recognized that the process of digitalization concerns people of different ages, since it is difficult to imagine both professional activity and everyday life without the use of certain digital technologies.

However, a special interest in the younger generation in the framework of these studies is dictated by several points. Firstly, digital gadgets have been part of his daily routine since birth. And, although the number of Internet users among other age groups is steadily growing, the coverage of the youth audience remains the largest. Secondly, further social and cultural

development will depend on what values, behavior patterns, skills are formed in children.

The activity of a modern person is unthinkable without the use of modern digital technologies, without having the skills to use them. Digital technologies are becoming not just a tool for solving applied problems, they largely change the life of a modern person, determine the style and way of life. Therefore, the development of digital media becomes a necessary part of the socialization of the individual.

The problem of socialization is interdisciplinary. It is studied by teachers, psychologists, philosophers, sociologists. The study of the process of socialization in different sciences was the reason for the wide variety of the concept of socialization. Thus, representatives of philosophy consider socialization from the standpoint of a dualistic approach: the inner world of a person is represented by a biological entity, and the outer world is represented by a social one.

In the psychological and pedagogical literature [5], within the framework of the study of socialization, the psychological mechanisms of the mutual influence of society and the individual, methods, means, forms of education and personality formation are revealed.

MATERIALS AND METHODS

The key components of the current social situation of development include: early mastery of high-tech resources; long stay in the digital space; active development of online opportunities, including for self-presentation; expansion of the circle of social acquaintances, many of which are tied up and maintained only in the virtual space; insufficient digital competence; inconsistency of the education system with the changes in the digital society.
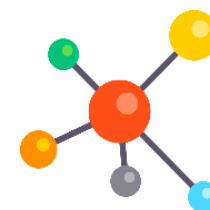
Initially, access to Internet networks was possible only from stationary computers, but today the Internet can be used anywhere in the world using mobile devices. In this regard, they talk about cybersocialization, virtual computer socialization. The dynamics of the last 10 years clearly proves the steady growth in the popularity of the Internet, which today is used by more than 75% of citizens of Uzbekistan for an average of three hours a day .

The expression "digital culture" has firmly entered the modern lexicon. The expression digital culture proposed by the philosopher R. Gere has several meanings. At its core, digital culture corresponds to the general idea of culture as a system of values that unites society in a certain era and at a certain level of development of social relations in it. Obviously, the interpretations of the digital economy and digital society determine the specifics of digital culture.

In Western literature, the desire to identify the specifics of digital culture can be traced at least since the late 1990s (Levinson, 1999). In the 2000s, the research field expanded in this direction (Gere, 2002; Harris, Taylor, 2005: Kressel, 2007; Digital Culture ..., 2008). In Technology as Experience, John McCarthy and Peter Wright argue in particular that any account of what is often referred to as user experience must include the emotional, intellectual, and sensual aspects of human interaction with technology, as they are not just used, but constitute an inseparable part of life. For example, Microsoft's Digital Culture: Your Competitive Advantage defines it as follows: "Digital culture is the shared, underlying, and deeply rooted underlying assumptions, values, beliefs, and norms that characterize how an organization encourages and supports the use of technology to perform most effectively. work" (Digital culture ... , 2017: 24).

In the conditions of digital culture, the process of personality formation, the process of socialization is complex and ambiguous. In the very process of a

teenager's entry into digital culture, several directions can be distinguished. Each of them, in turn, combines many issues that have become the object of study and discussion of specialists. First, socialization in cyberspace involves the mastery of digital means and the use of digital resources for social interaction. Thus, the Internet environment realizes its function as a communicative sphere.

In addition to the above, the concept of "digital culture" reflects a special level of digital literacy and competencePreviously, a person did not need the ability to work effectively with large databases, search, select and process the necessary information using information technology, and only today this is becoming more and more firmly integrated into public life.

Given this aspect and the possibility of identifying the division of respondents by age, in order to better understand the overall picture of Internet use statistics, it is advisable to analyze the dynamics for the last 2 years when such surveys were conducted - 2019 and 2020.

According to the survey at the beginning of 2019 among 500 respondents:

- 320 respondents (64.2%) use the Internet daily;
- 73 respondents (14.6%) use the Internet several times a week;
- 105 respondents (21%) use the Internet occasionally and only one (0.2%) found it difficult to answer

According to a similar survey as of early 2020:

- 339 respondents (67.8%) use the Internet daily;
- 75 respondents (15%) use the Internet several times a week;
- 83 respondents (16.6%) use the Internet occasionally, three (0.6%) found it difficult to answer.

There were practically no negative answers that would indirectly indicate that respondents do not use the Internet at all (0.2% in 2019 versus 0.6% in 2020).

From the presented dynamics it follows that the popularity of the Internet is increasing every year.

Only at first, the Internet was perceived by us as a source of information and a news resource, but today it is a powerful tool that, in fact, can replace real life. Historically, the Internet, or the digital environment, was originally created for one purpose - to provide users with additional information. Therefore, the postulate that the desire of an individual to become part of the digital environment can only be due to the need for information or the need for learning. Initially, Internet networks did not have the goal of socializing society.

Scientists are actively discussing how digital technologies affect our mood, mental health, social behavior. Dan Romer of the University of Pennsylvania published data from a longitudinal study of the impact of information and communication technologies on the physical and psychological health and educational success of young people. The findings confirm some of the concerns. So, it turned out that television negatively affects school performance, and reading books positively correlates with academic success. Moderate use of the Internet for educational purposes rather contributes to the development and success in education, while at the same time, intense involvement in the Internet space, video games can act as symptoms of psychological distress, even signs of depression. [8].

A fair question arises: why is the Internet currently considered not only as a source of information, but also as a separate, isolated digital environment with its own language, culture, values, user behavior patterns and other attributes?

Social networks are the most striking manifestation of communicative interaction on the Internet. Social networks, according to researchers, help to satisfy the basic needs for communication and self-expression. The process of socialization in the above context should be understood as the development of the individual and the upbringing of a person in society, taking into account cultural aspects, generally accepted models and patterns of behavior, accepted norms and stereotypes.

The issue of the relationship between communication in the online environment and in the real world is ambiguous. On the one hand, it is noted that the use of the Internet isolates people from each other, leads to a decrease in empathy, the ability to recognize the emotions of other people, and an increase in the subjective feeling of loneliness [Bogacheva, Sivak, 2019, 33]. Social networks can affect the psychological well-being of a teenager, cause psychological anxiety and anxiety, provoke depression [Twenge, 2019, 108-117]. On the other hand, it is emphasized that social networks are a significant space for the development of a young personality. Young people use social media to build relationships with friends and wider peer groups [Ahn 2011, 1438].

Social networks contribute to the strengthening of social contacts that have already been established in real social life. Teenagers join a particular social network, to some kind of community in a social network, because their friends are already members of them and invited them there. Therefore, indeed, "the virtual world complements and expands social life in the real world" [Palfrey, Gasser, 2011, 35].

According to the Social Blade analytical center, today there are about 130,000 children's channels on the YouTube platform, designed for an audience of up to 7 years old, while the number of subscribers is 6 billion people, and the number of views has grown to 2.5 trillion, but we are talking about about global statistics, where the Internet entered everyday life much earlier. It is fair to say that the above platform is just one of many similar online platforms that host video content for people of all ages, including children, and YouTube's policy is to host videos and monetize them only for actual actual views.

However, more and more often in modern literature one can see the concept of "Internet socialization", which implies the development of a personality through its interaction with a digital space that has the same characteristics as a familiar society - language, culture, norms, behaviors, stereotypes.

Social interaction within the Internet space is directly related to positioning oneself within the virtual environment. This is manifested in all the practices that a teenager performs on social networks, on forums and other virtual platforms: he posts photos, leaves comments and messages, puts likes, etc. As a result of all this online activity, the digital identity of the user is formed. In this context, the digital environment and the participation of the individual in it today can be considered as not an imposed, but a logically natural element of life, a participant or consumer of which each individual becomes in the process of his own development. The arguments presented above convincingly speak in favor of the fact that the totality of the Internet space and all its participants should be qualified by a single term - "digital community".

Due to the openness of the profile in the social network and the availability of information about a person, there is a problem of security in cyberspace. For this reason, the process of socialization in the digital environment involves the development of safe behavior skills, the ability to withstand negative pressure, and an understanding of responsibility for

one's actions on the Internet. Thus, digital socialization includes the formation of digital competence. Digital competence in children directly depends on the digital competence of surrounding adults: parents and teachers. Secondly, socialization in the digital world involves the mastery and use of digital resources in the learning process. Research shows that digital technologies are, first of all, tools, and their impact on the learning process largely depends on the strategy for using them.

In order to successfully study, work, live, communicate in the modern digitalized world, it is necessary to form digital competence. Despite the differences in details, according to most experts, digital skills (digital skills) include the ability to use ICT, information literacy, digital collaboration, digital problem solving and creativity, digital identity.

We believe that the development of digital literacy is a necessary condition for improving pedagogical and educational competencies. Nevertheless, we suggest thinking about the risks associated with involvement in the digital and Internet space. In our study, we sought to assess the attitude of students to the digitalization of education, the degree of their satisfaction with the educational environment. The study involved 146 students and undergraduates of TSUE in various fields. The research methods were: a modified questionnaire "Satisfaction with education using digital resources" and analysis of students' essays on the digitalization of education using the phenomenological method of text analysis. As a whole, students rate their satisfaction with the content of education highly. The survey data are presented in Table 1.

Table 1.

Satisfaction with the content of education

Answer options	Number of responses in %
Everything is fine, no changes needed	5,09
Overall good but could be improved	75,34
Improvements needed	17,52
Everything needs to change	2,05

When analyzing educational conditions (material, technical, personnel, classroom), we also noticed a trend towards a positive assessment (see Table 2). It is curious that students evaluate the digital environment more positively than other conditions.

Table 2.

Satisfaction with the conditions of education

Answer options	Number of responses in %
Everything is fine, no changes needed	21,92
Overall good but could be improved	47,95
Improvements needed	28,08
Everything needs to change	2,05

Students rate their satisfaction with the teaching methods implemented by the university highly. In the analysis, we divided the methods into traditional (lectures and practical classes) and digital (tasks on the online platform, chatting with teachers, meetings on google meet, etc.). The results are presented in Table 3 and 4.

Table 3.

Satisfaction with traditional teaching methods

Answer options	Number of responses in %
Everything is fine, no changes needed	17,8
Overall good but could be improved	51,37
Improvements needed	30,15
Everything needs to change	0,68

Table 4.

Satisfaction with digital teaching methods

Answer options	Number of responses in %
Everything is fine, no changes needed	15,75
Overall good but could be improved	58,9
Improvements needed	25,35
Everything needs to change	0

A qualitative analysis of the attitude of students to the digitalization of education was also carried out using the phenomenological analysis of essays. Students were asked to write an essay on the topic "My attitude to the digitalization of education." We have identified semantic units in the texts of the respondents, which made it possible to trace certain trends in the assessment of the digital environment, its impact on the educational process and the students themselves, and to analyze the effects of the digitalization of education. The results of the study are presented in table 5.

Table 5.

Summary data of the analysis of the essays of the respondents

Condensed meaning	Themes	Generalized Topics
Extensive learning opportunities (from home, from work, during illness, etc.)	Extensive opportunities for digitalization	Positive effects of digitalization of education
More structured material	Easily accessible material for study	Positive effects of digitalization of education
Easier to search for information (links to	Easily accessible material for study	Positive effects of digitalization of education

articles, videos are given, texts are added)		
The ability to distribute time (longer or faster to study a particular course or topic)	Independence in education and self-regulation of time	Positive effects of digitalization of education
Ability to learn more information in context (using other textbooks, etc.)	Extensive opportunities for digitalization	Positive effects of digitalization of education
Familiar environment	Anxiety reduction	Positive effects of digitalization of education
Less physical and social activity (no need to leave the house, communicate directly)	Decreased activity and productivity	Negative effects of digitalization of education
Fear of personal contact outside the digital environment (fear of embarrassment in person, fear of the need for a quick response in a conversation)	Fear of being wrong	Negative effects of digitalization of education
Deterioration of physical well-being (great load on vision, decreased vision, pain in the back and shoulders, fatigue, overwork)	Ailments	Negative effects of digitalization of education

Based on these data, we have identified two generalized topics of statements: "positive effects of the digitalization of education" and "negative effects of the digitalization of education". At the same time, the respondents' value judgments, as a rule, sounded like this: "I really like the digital format", "Thanks to technology, I can…", "Digital resource is necessary for…", "There are minor shortcomings…", "Some difficulties should be noted…" , "Something I don't like about digital education…". That is, young people are more enthusiastic about the advantages of digitalization, but they also see many disadvantages. The positive side of the digitalization of education included four topics, the negative side - three, the number of condensed meanings is ten and seven, respectively. The share of positive statements about

the digitalization of education, as we can see, gave a small quantitative advantage.

An analysis of the attitude towards digitalization of young people showed interesting and somewhat contradictory trends. On the one hand, technologies give us new, wider opportunities, allow students to make the learning process more convenient, adjust it according to their learning strategies and educational needs, that is, make education individualized, reduce anxiety. In their essays, students also noted the opportunity to be themselves (authentic, not playing a role), to contact with different people (teachers from different universities, participate in various webinars), more free in choosing a communication group. Something similar is mentioned by the famous philosopher Harmut Rose in his theories of acceleration and resonance [9]. On the other hand, we meet a whole range of fears, risks, tendencies towards social disunity In the early stages of the development of the Internet, the possibilities of the creators of web resources were limited, the desire to expand the Internet space, to fill in new information was due to one goal or need - to share knowledge. Today, the creation of such resources is a business, an opportunity to receive and extract profit from the target audience (monetize the created pages), which explains such a rapid spread of the Internet and a steady increase in the number of users. From the point of view of marketing, each Internet resource, platform, site, social network, separate page is created taking into account a specific portrait of a potential target audience, which should ensure the conversion or transition of the user from the status of "visitor" to the status of "potential consumer".

CONCLUSION

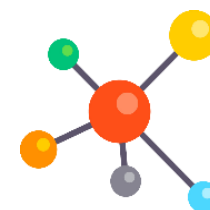The question of whether the characteristics of a person's activity on the Internet can serve as a reliable marker of the psychological well-being of an individual is still debatable. To date, there is evidence that the frequency and duration of being in the global network, as well as the content of the user's digital traces, significantly correlate with indicators of psychological distress (feelings of loneliness, depressive tendencies, etc.). At the same time, there is a mutual dependence of activity on the Internet and the level of psychological well-being. So, for example, a subjective feeling of loneliness can lead a young person to leave for the virtual world, and his passion for virtual communication, in turn, makes communication in the real world even more difficult (reflecting on the subjective feeling of trouble).

Thus, before our eyes, a grandiose process of immersion of traditional culture into a digital environment is taking place, where the usual culture is irretrievably losing some of its characteristics and forming new ones. But this is not a linear process of acquiring a new quality, but a fundamental leap in development, where highly developed information technologies are used, which ultimately lead to the formation of an independently thinking person, armed with strong skills in the digital field and focused on the digital format of information perception.

Several key conclusions can be drawn at once.

Firstly, the Internet today is not an imposed product, and all network users have a certain incentive to visit it.

Secondly, incentives may fade over time, but they also form certain individual behavior patterns in users. Therefore, in the absence of a stimulus, the model of behavior must be excluded and deposited in the unconscious. In this case, it is appropriate to give an example with smartphones, to which the majority has already developed a stable habit and which, like the Internet, also appeared relatively recently in a historical context.

Third, limiting the use of digital technologies is not an effective way to achieve psychological well-being. It must be taken into account that today the information environment is part of the general environment in which young people live and develop. Therefore, the main task of educators and psychologists is not to limit the online activity of students, but how to develop their digital literacy skills, "information hygiene" and safe behavior practices on the Internet.

So, digital culture, which includes not only digital devices, technologies for working with them, but also social practices and systems of relationships that develop as a result of their use, has become an integral part of modern world culture. Therefore, the process of socialization of the younger generation also implies cybersocialization as an entry into digital culture.

The development and use of digital resources can be singled out as the main areas of cybersocialization.

1. To solve the problems of social interaction, communication and self-presentation in cyberspace.

2. To search for the necessary information in the learning process.

3. For leisure activities and the formation of hobbies. The Internet, related means of communication, technologies for providing and presenting information are becoming one of the main ways of forming personal preferences, interests, and value orientations. Therefore, the Internet and social networks are the same agents of socialization as family and school.

Therefore, one of the urgent tasks facing the adult environment of the student, parents and teachers, is to help the child understand his capabilities and reveal himself, using both traditional methods and modern digital technologies.

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