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INDIVIDUAL-PSYCHOLOGICAL ASPECTS OF PREVENTING CYBERATTACKS IN ADOLESCENTS

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Abstract. This article covers the psychological analysis of cyberbullying prevention. It also describes psychological mechanisms that cause cyberbullying to adolescents in the internet environment. Cyberbullying avoidance has been analyzed for the use of psychology as a subject of research and as a criterion that determines the main essence in psychological research. Indicators of cybersecurity and internet addiction and an assessment survey of an individual's self-attitude have been cited.

Keywords: virtual world, cyberspace, exposure, personality, psychological trait, conformism, causes of adolescent cyberspace, conditions for cyberspace distribution, adolescents on computers, data protection, social network.

Since the second half of the 20th century in the world, the acceleration of modern information technology and internet provider has also caused a number of social and psychological conflicts in the era of globalization of the 21st century, in relation to the impact on every aspect of the scientific and practical activity of the individual, in particular, on the educational processes of the adolescent personality. Due to the increased popularity of the speed and degree of flexibility of information transmission in the psychological character accentuation of adolescent students at the same rapid pace as today, the Prevention of cyberattacks serves as one of the main tools. Therefore, the scientific study of cyberbullying and its psychological impact on the personality of a teenager is gaining relevance.

Cybercriminals are seen as a psychological phenomenon. The prevalence of this phenomenon among adolescents has been reported. As the main reasons, the following stand out: striving for superiority, a feeling of subjective deficiency, envy, revenge, entertainment, conformism, problems in family relationships, low levels of empathy, lack of ability to resolve conflicts and individual characteristics of an individual.

Let's give the following reasons why adolescents experience cyberbullying:

1. A. According to Adler, striving for superiority is the Basic Law of human life. This feeling is innate: we can never get rid of it, because this aspiration is life itself. Dominance as a goal can be in both negative (destructive) and positive (constructive) directions. Developed Social Interest takes into account the well-being of other people. The essence of the concept of Social Interest is that people are able to subjugate their need for social interests and personal things. Negative orientation occurs in people with low adaptability, those struggling to adapt. An example of the pursuit of superiority among adolescents can be, for example, the struggle for social status in a peer group.

2. The feeling of subjective deficiency is in this a false and illogical belief that the psychological and emotional feelings of a person expressed in their feelings are superior to those of others. This occurs in adolescents in their own mistakes and failures. A. According to Adler, the feeling of deficiency activates a person this activity: he seeks to fill the shortcomings that exist from birth. To overcome the feeling of deficiency, he will do everything to be more perfect in life. Cyberbullying ranges from virtual (subjective ideal) self-image, which includes all the necessary conditions to compensate for adolescent feelings of inadequacy, to self-affirmation by discriminating against others.

3. Envy. Envy is the same competition, only hidden: a person strives to win, but even if the imaginary opponent does not doubt about it, holding the score and competing in the same person envy is both motivation and limitation. On the one hand, a person, jealous, tends to be superior to or above what the other person has. If there is no envy, people do not seek superiority and do not make discoveries. It is necessary to do something very good "for everyone to envy", which is funny, but often gives good results. Jealousy can be very much among adolescents, from appearance to any success in life.

4. Revenge. Revenge is an act that results from encouraging a worthy response to reality, or an illusory injustice committed earlier; in some cultures, revenge is

considered a norm and a noble act; including in Islam, revenge is condemned. Revenge begins with this rage attack, stemming from an unexpected internal explosion. The desire for revenge is accompanied by an increase in strength and strength, a fire is lit in a person's soul, because his pride is damaged. In this case, those who are engaged in cybercrime will develop a feeling, such as correcting the situation or protecting themselves and other people.

5. Entertainment. In cybercriminals can begin with the usual jokes. But the jokes are different: they make a harmless joke, which makes everyone happy. The joke is to exalt yourself like that. After all, it's funny, and I'm not a humorist. That is, as in all other cases of conflictogenic behavior, the internal motives for directing humor to a partner are self-promotion by belittling the other. Many teenagers reveal photos or personal pictures for interesting information. In the future, making jokes can develop on the internet and now control the management of difficult work.

6. Conformism. Conformism is a change in behavior or belief as a result of a group's actual or imaginary pressure. Compliance with group norms can be clear or closed. Conformism manifests itself in a tendency to avoid independent decisions, in a passive, flexible direction to the perception of ready-made solutions, standards of behavior, assessment. There are several types of conformism. We will consider two of them: compliance and approval. Sometimes we show conformity without truly believing in what we are doing. We tie a tie or wear a shirt, although we don't like both. Conformism, such as external, is called conformity. We obey the demands of others to be worthy of encourage or avoid punishment. If our agreement is a response to a specific order, it can be called submission. In cyberbullying, the behavior of adolescents who join a group of offending peers can also be described as accepted by the group and earned its respect. Sometimes adolescents themselves begin to sincerely believe in this, the group forces them to do something

7. Problems in family relationships:

- lack of parental attention-as a result, cyberbullying becomes the only way for a teenager to attract attention to his person;

-an overly harmonious style of family upbringing, the absence of behavioral restrictions, the scope of the allowed circle, that is, the general lack of control adolescents with the least parental control in studies resort to cyberbullying. Family conflicts increase the likelihood of cyberbullying among adolescents;

8. Lack of ability to resolve conflicts. Conflicts that arise at this stage are an integral part, attribute of the development of an individual's growth and emotional development. Many are used to understanding conflict as something negative, but positive components can be found in conflicts: the child learns to solve problems and find a common language with peers, to understand and accept the other person's point of view, as well as to protect yourself through socially acceptable forms, which undoubtedly contributes to the development of the individual. In interpersonal relationships, seemingly simple things such as the way you dress or speak, the way you eat or smoke can also cause conflict – this applies to the field of taste, fashion and other similar motives. Only constructive communication and trusting relationships help to make the most correct decision in getting out of a conflict situation, identify hidden problems and establish a normal state. However, given the features of the development of a person in adulthood, we understand that a teenager cannot yet resort to constructive communication with an opponent, which is very difficult even for many adults. Not knowing how to find the most successful way to resolve a conflict or calculating your position is most importantly, without comprehensively accepting the opinion of the opponent, the teenager can transfer this conflict to cyberbullying. There it is at his disposal – a large audience of listeners, with the help of which he feels stronger and moves to a new, more advanced level of defense of his interests.

9. Individual and personal characteristics of a person (accentuation of character, problems in the emotional-volitional sphere, etc.) consider some of them. In character accentuation, the uniqueness, sharpness, imbalance of certain character traits make it a certain disagreement. But with a certain pronounced accentuation, a teenager may be most susceptible to cyberbullying. For example, a hysteroid or

demonstration type, the main characteristics of which are egocentrism, extreme selfishness, insatiable thirst for attention, respect, the need to confirm and recognize actions and personal abilities. A teenager can fully satisfy many of these needs during cyberbullying: do not touch his own personality, gain a lot of attention, support a large audience, exalt yourself by belittling another. Cyberbullying is a way to throw aggression into the online space, while gaining a dominant position in the conflict.

All of the above reasons are interconnected with each other. So, for example, feeling inferior, a teenager is more jealous of developed and successful peers, as a result of which he seeks superiority over the people around him. In addition, family problems lead to the appearance of disorders in the personal sphere of the teenager and can aggravate the adolescent crisis. Part of these reasons are simply the age characteristics of the adolescent personality: conformism, acceptance by peers, the desire to have a high social status among them, etc. But, in addition to the reasons for cybercrime, there are favorable conditions that allow the offender to carry out his plans. These include:

- rapid growth of Information Technology;
- availability of information in all its manifestations;
- incorrect perception;
- disclosure of personal information by adolescents on social networks (pages social networks: personal photos, address, phone, etc.);
- high assessment of actions that surprise peers;
- not afraid of punishment;
- lack of computer literacy in adolescents due to restrictions;
- insufficient attention by parents to inform children about the safety of the use of computer techniques also does not monitor the child's activity on the internet.

Informational-psychological security is the preservation of destructive ideas that, by directly influencing the human psyche, subtract it from its own beliefs, sacred ideals, beliefs. Therefore, the extirpation to information and psychological security, first of all, the spiritual and spiritual influence on the values directly related to man

and society, man and state, the individual and his inviolability, national and national values, including customs, traditions, historical and cultural heritage, generational succession, the prospect of a nation, arises from the presence of destructive ideas and aggressive ideologies. The problem of information and psychological security becomes even more acute when we assume the influence of information in the formation of social thought, the ever – expanding methods and methods of using information technology.

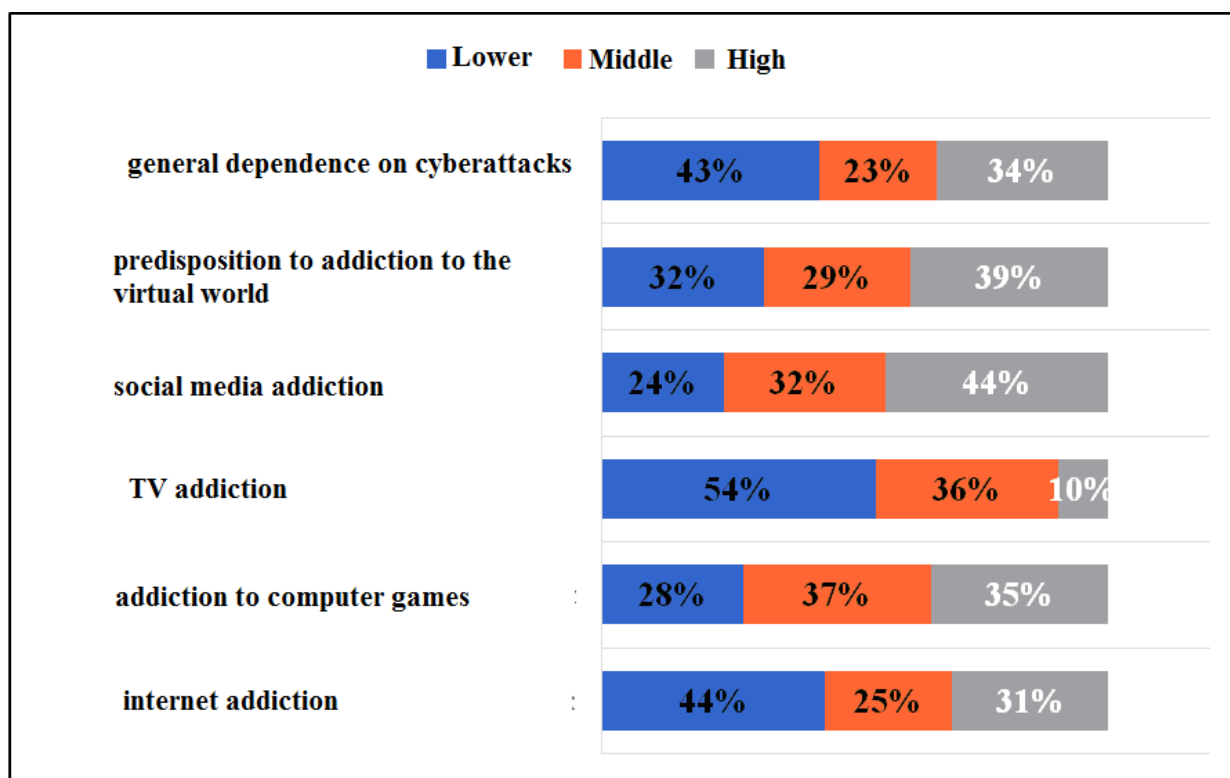


Image 1

Cybersecurity and internet compliance survey indicators

After carrying out certain psychodiagnostic work, the information obtained is collected and processed quantitatively and qualitatively. Indicators of cybersecurity and internet addiction detection questionnaires were recorded on the first scale, i.e. the overall addiction scale to cyber attacks was high in 34% of testers, 39% on the virtual world addiction scale, 44% on the social media addiction scale, 10% on TV addiction, 35% on computer game addiction, and 31% on the Internet Addiction Scale.

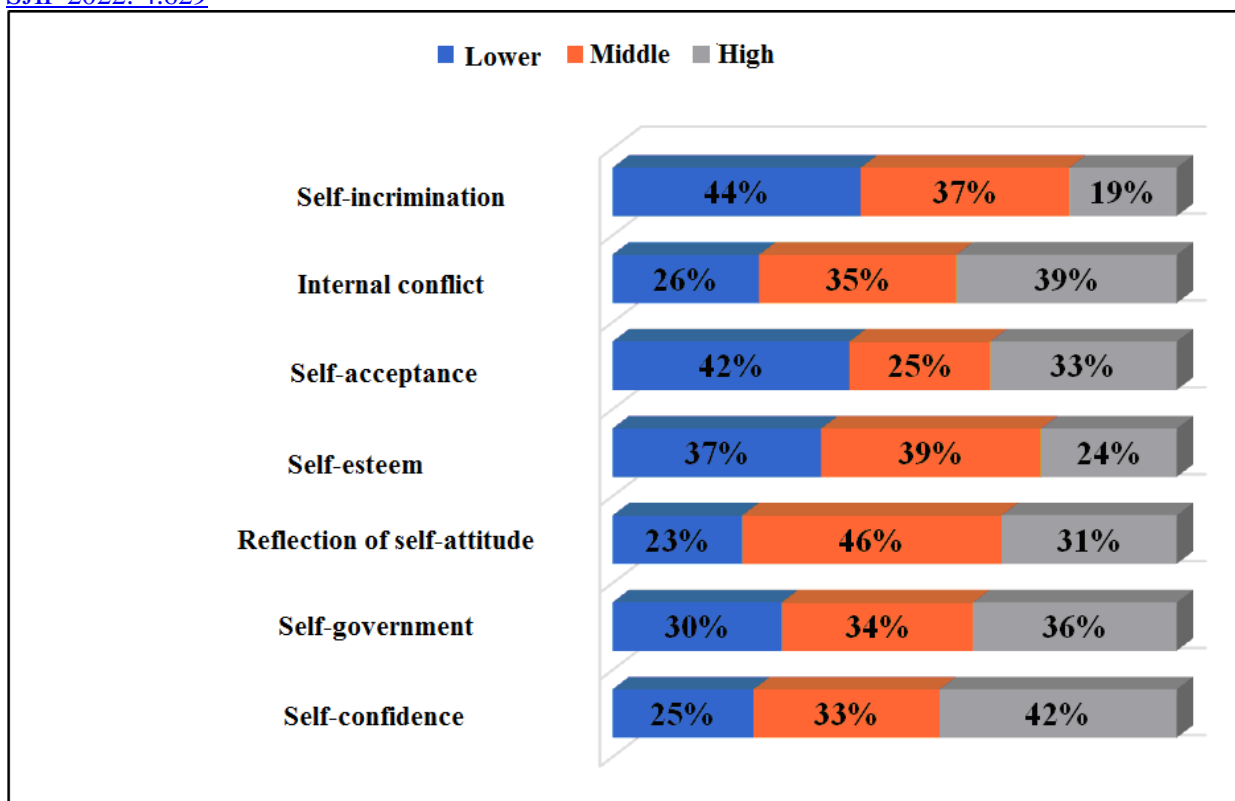


Image 2

Indicators of the questionnaire for assessing the self-attitude of an individual

Based on the results obtained from the study, it can be seen that the levels obtained in the questionnaire for assessing an individual's self-attitude are clearly expressed in the following scales. The obvious differences were manifested by differences such as internal conflict 39 %, self-acceptance 33 %, self-attitude reflection 31 %, self-government 36%, and self-confidence 42%. Self-attitude reflects the Examiner's perception of the meaning of personal "I". Self-attitude is to some extent determined by the personal values experienced by oneself. It manifests itself through a very wide range of emotions: from self-esteem to self-abuse.

In conclusion: the emergence of such a phenomenon as cyberbullying is not only age-related, but there are also a number of reasons that depend on the presence of special social and information conditions that contribute to it.

In helping adolescents socially in this situation, one must rely on the following principles: systemicity; adaptation and resilience; safety and reliability; support; humanism and relationships between peers. When these principles are applied

individually and in a group way, a successful result is achieved, such as assessment, recovery, personal experiences, feelings of dignity and more ambitious abilities in the world. Also by discussing a film as close as possible to a teenager's life situation, the teenager learns to analyze and systematize himself.

Adolescents who spend most of their time alone will be more likely to suffer from cyberbullying. When the level of severity is high, the teenager has difficulty changing his behavior or thoughts about something. The higher the level of anxiety, frustration, and stiffness a teenager has, the less he feels comfortable.

Another key to helping adolescents affected by cybercriminals is to learn how to use social media correctly.

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