

Internet as an Instrument of Influence on Value Settings of the Youth

¹Svetlana Puzikova, ¹Zabira Madaliyeva, ²Natalia Kudro, ¹Roza Kasymova and ¹Kuanysh Moldasan

¹Department of Pedagogics and Educational Management of Al-Farabi Kazakh
National University, Almaty, Kazakhstan

²Department of Military Forces Management and Service,
Academy of the Border Service, Almaty, Republic of Kazakhstan

Abstract: The main results of the interdisciplinary research investigating the similarities and differences of the students' value settings formed under the impact of the Internet are presented in the article. The aim of the article is to determine the role and the influence of the global informational network on everyday life and goal setting of young people. The 713 respondents, the students of all academic years of learning from the universities of China and Kazakhstan have taken part in the research. The methods of the research: sociological poll, Carl Gustav Jung's techniques for the determination of the degree of the dependence of young people on Internet. The article defines the value settings of the student from China and Kazakhstan. Two dynamically developing countries have the aim to keep the culture and traditions in the process of globalization, unification of cultural patterns of behavior and preserve the cultural identity overcoming the Internet dependence which is considered as the threat to the traditional values and mental health of young people.

Key words: The value settings, the internet dependence, the destructions in the course of young people socialization, the information security, the prevention of the addiction

INTRODUCTION

It is obvious that the analysis of the value settings of the youth gives an opportunity to predict the directions of cultural development of the present and future society. Ten-year crisis of the educational system has filled the consciousness of the young people with chaotic and distorted information which complicates the process of the full-fledged socialization and damages the cultural continuity of generations and assimilation of the traditional human values.

The fragmentariness of the perception of the world, the nihilism of the humanistic values and ideals, the frustration, the growth of the different types of the youth's deviation are the negative consequences of this process. Nowadays the volume and the influence of the information suggested for personality through internet have increased tremendously so it is possible to say that information is an important factor of socialization which is as powerful as a family, school or a reference group. The internet is a central agent of the young people's socialization. Nicholas G. Carr is the famous American scientist-publicist, the expert in the field of the processes of management and information transfer, together with his group of researchers-psychologists have made the

deplorable inference that fast and regular scrolling of the websites leads to the loss of the human brain's capability to think profound and analytically. It turns the regular users of the network into people, who are impulsive and unable to carry out the intellectual work.

The young person using internet is affected by diverse information every second and the content of this information can be useful or aggressive, manipulative, disorganizing an inner world of the personality. The scientists and parliamentarians of the different countries worry about surrounding daily life and the leisure sphere of the personality social networks which spread tsunami of disinformation in the most sophisticated form. They urge to know how to be protected from negative impact of this process without forbidding it (Omar, 2014). The internet as a mobile type of communication undertakes the legislative functions, imposing the values and norms of communication in a society, adjusting the value settings of the behavior of the huge groups of young people. October 5, 2016 people of different ages which is not always correct. The specialized literature describes the emergence of severe forms of the dependency because of the person's communication with the global informational networks. The specialists' attention is focused primarily on psychological aspects of the global network's impact

and addiction as an unhealthy condition of mentality of the internet users (Kuss *et al.*, 2014). Nowadays the specialists intensively study the interrelation between the internet and social wellbeing of citizens and the government in general (Contarello and Sarrica, 2007). The research works emphasize the importance not be concentrated on social risks, it is necessary to develop the potential of the modern informational technologies, their reasonable reserves of the growth of the human labor's productivity (Smith *et al.*, 2015).

The reliable instrument of the prevention of the negative youth deviations is the investigation of the actual values of young people, their value settings. As we think, it is important to find out the ways of the optimization of the students' socialization in order to visualize the prospects of the cultural capacity of future society development.

MATERIALS AND METHODS

In order to obtain the results of investigation we used comparative contrastive method, the analysis of the documents, polling, including Carl Gustav Jung's techniques for the determination of the degree of the dependence of young people on internet. During February and March 2016 research 237 students of all academic years of learning from Shenyang University of Technology and Shenyang Normal University of the specialties "Russian Language" and "Physics" and 268 students of all academic years of learning from Al-Farabi Kazakh National University of all 8 specialties of mechanic-mathematical faculty have been interviewed.

Gender structure of the Chinese students: the males -46, 81% and the females -53.19%. Gender structure of the Kazakhstani students: the males -47, 59% and the females -52.41%. The research was not limited by the analysis of the value settings of the students

from Al-Farabi Kazakh National University of mechanic-mathematical faculty. We have compared the received results with the research of the students of humanitarian specialties (68 respondents of the international relations faculty) the students of all academic years of learning (the males -25.5 %; the females 74.5%). Other students from different Kazakhstani universities have also been interviewed about. The 80 students of all academic years of learning from Abai Kazakh National Pedagogical University the physics and math faculty (the males-45.01%; the females-54.99%) and 60 students of all academic years of learning from International Information Technology University of three specialties: "radio engineering", "electronics", "mathematical and computer modeling" (the males -70%; the females -30%).

RESULTS AND DISCUSSION

We will compare students from China and Kazakhstan in their attachment to the global network during the solution of the current problems. The Chinese students use internet much more often. The work in a global computer network absorbs all amount of the personal time budget. While answering the question "how often do you visit the websites to obtain necessary information?" the Chinese students have unanimously answered that they used internet every day. The Kazakhstani respondents also use websites but not very often (Table 1).

How often (on average) do young people use internet? It is difficult to define a steady tendency. However, the fourth-year students as a rule, reduce the amount of the time spent in internet. Moreover, those who have internet-addiction (>6 h of internet usage) do not change practically the way of life in internet space (Table 2-4). From the respondents we wanted to find out the purpose of internet usage the respondents had to

Table 1: Percentage ratio of the respondents visiting internet daily

Students	First-year	Second-year	Third-year	Fourth-year	Total(%)
China	100	100.00	100.00	100.0	100.00
Kazakhstan	88	50.96	79.57	95.7	78.56

Table 2: Percentage ratio of respondents who spend time in internet from 1-3 h

Students	First-year	Second-year	Third-year	Fourth-year	Total(%)
China	56.67	49.15	32.76	58.33	49.23
Kazakhstan	38.00	41.40	51.61	34.80	41.45

Table 3: Percentage ratio of respondents who spend time in internet from 3-6 h

Students	First-year	Second-year	Third-year	Fourth-year	Total(%)
China	33.33	37.29	41.38	30.0	43.0
Kazakhstan	40.00	35.70	72.58	21.7	42.5

Table 4: Percentage ratio of respondents who spend time in internet >6 h

Students	First-year	Second-year	Third-year	Fourth-year	Total(%)
China	10	13.56	25.86	11.67	15.250
Kazakhstan	22	22.90	3.23	43.50	22.910

Table 5: The distribution of the respondents' answers: "how do you usually spend your time in internet? (in the percentage from 100%)"

The variants of the answers	Chinese students (the choice in percent %)	Kazakhstani students (the choice in percent %)
Internet communication	35.54	31.99
Information retrieval for reports and classes	11.82	25.03
Scrolling, watching news	16.95	26.95
Computer games	18.95	14.38
Personal variant (watching movies, serials)	44.84	1.65

Table 6: The usage of internet resources depending on a year of learning

The students of two countries preferences in percent % from the number of respondents	First-year	Second-year	Third-year	Fourth-year
The students of the universities	China/Kazakhstan	China/Kazakhstan	China/Kazakhstan	China/Kazakhstan
Internet communication	23.33/33.0	30.51/32.0	65.0/33.34	38.33/29.6
Information retrieval for reports and classes	3.33/35.0	11.86/25.0	12.07/20.43	20/19.7
Scrolling, watching news	13.33/18.0	13.56/27.0	27.59/26.88	13.33/35.9
Computer games	16.67/14.0	16.95/14.0	24.14/17.2	18.33/12.3
Personal variant (watching movies, serials)	53.33/0	44.07/1.85	58.62/2.15	23.33/2.6

Table 7: Percentage ratio of the respondents' answers: "I use internet very often in order to play favorite game"

The variant of the answer "yes"	First-year	Second-year	Third-year	Fourth-year	Total (%)
Chinese students	23.33	15.25	25.59	13.33	19.36
Kazakhstani students	9	16	17.2	21.7	15.96
The variant of the answer "no"	First-year	Second-year	Third-year	Fourth-year	Fourth-year
China	11.67	11.86	12.07	58.33	23.48
Kazakhstan	81	75	73.12	69.6	74.68
The variant of the answer "other"	First-year	Second-year	Third-year	Fourth-year	Fourth-year
China (I watch entertaining programs, serials; I am scrolling internet);	65	72.88	60.34	29.31	58.66
Kazakhstan (Internet communication with parents, the retrieval of the useful information)	0	5	9.68	4.34.75	

Table 8: Percentage ratio of the affirmative answers of the respondents: "do parents control the process of internet usage?"

Students	First-year	Second-year	Third-year	Fourth-year	Total (%)
China	10	3.39	3.45	6.67	5.88
Kazakhstan	3	7.13	0.00	4.30	3.61

determine independently a percentage of their habitual distribution of time in internet. The results of the analysis showed that Chinese and Kazakhstani students have identical preferences. More than a third of students spend time in internet for virtual interpersonal communication, instead of natural, direct personal contact. The students of two countries spend the considerable amount of the time budget for computer games and websites scrolling instead of target use of internet potential for intellectual development or accumulating professional skills and knowledge (Table 5).

The analysis of the internet resources usage depending on a year of learning proved that the students of the fourth year reduced the amount of their time spent in internet for entertainment and communication with peers. For Chinese students the importance of the internet as an assistant in educational process has been increased, The Kazakhstani students lose their interest in watching news or scrolling the websites. However, the interest in computer games is recovered (Table 6).

In order to reveal the pronounced signs of the on-line games addiction we wanted respondents to confirm or disprove the following statement: "I use internet very

often in order to play favorite game". The results of the poll show unexpected distinctions between settings of the students of two countries. We believed that the Chinese students would demonstrate the lower indicators of game addiction as the cultural tenor of life of the Chinese society always demands and demanded the reverent attitude to time resources. The cult of labor, socially useful activity, respect for own culture and traditions of the people, according to a hypothesis, had to affect the use and preferences of the internet space. However, we revealed the divergence of the hypothesis: the Chinese students were more inclined to game addiction (Table 7).

How seriously and attentively the agents of the primary socialization-the nearest and dearest parents perceive the problem of the prevention of computer addiction? It is considered that students are already independent persons, adults. How the nearest and dearest people can help government and society to prevent such illness? Do relatives control their offspring? We asked a question whether parents control the process of internet usage and how they can influence on this situation. Affirmative answers were distributed in a following way (Table 8). As we see, the majority of the parents do not

Table 9: Percentage ratio of the affirmative answers of the respondents: “parents don’t control this process”

Students	First-year	Second-year	Third-year	Fourth-year	Total (%)
China	71.67	81.36	87.97	90.0	82.75
Kazakhstan	97.0	74.57	100.00	95.7	91.82

Table 10: Percentage ratio of the affirmative answers of respondents: “the teacher of the university is able to impart the skills to use the time rationally”

Students	First-year	Second-year	Third-year	Fourth-year	Total (%)
China	1.67	3.39	0.00	0.0	1.27
Kazakhstan	11.00	30.00	23.66	56.5	30.14

Table 11: Percentage ratio of the affirmative answers of the respondents: “the teacher of the university is unable to impart the skills to use time rationally”

Students	First-year	Second-year	Third-year	Fourth-year	Total (%)
China	98.33	96.61	100.00	100.0	98.70
Kazakhstan	89.00	3.39	76.34	39.2	51.98

Table 12: Percentage ratio of the answers according to the years of learning: “if I spent less time in internet playing video games, watching movies”

Chinese students	First-year	Second-year	Third-year	Fourth-year	Total (%)
Options in percent (%)	75.0	67.80	82.76	43.33	67.22

Table 13: Percentage ratio of the answers according to the years of learning: “If I could use my time rationally”

Chinese students	First-year	Second-year	Third-year	Fourth-year	Total (%)
Options in percent (%)	25.0	32.20	17.24	56.67	32.78

Table 14: Percentage ratio of the affirmative answers of respondents: “do you think that the overwhelming computerization is so convenient for us but at the same time it damages the person and society in general?”

Students	First-year	Second-year	Third-year	Fourth-year
China	100	94.92	96.55	98.33
Kazakhstan	28	32.70	76.34	82.60

Table 15: Percentage ratio of the negative answers of the respondents: “do you think that the overwhelming computerization is so convenient for us but at the same time it damages the person and society in general?”

Students	First-year	Second-year	Third-year	Fourth-year
China	0	5.85	3.45	1.67
Kazakhstan	72	46.2	19.35	17.40

control the relationship of their children with internet (Table 9). Whom the young man is listening to? What the teacher of the university can do as the agent of the socialization who is forming the settings of the students’ behavior? Will the teacher of the university be able to impart the skills to use the computer time rationally? The answers of the respondents were distributed in a following way (Table 10). Categorical “no” has sounded in the answers of the vast number of the Chinese respondents (Table 11). We asked students the question, revealing the danger of computer addiction: “I would have more time if” Two options dominated in a percentage ratio of the answers of the Chinese respondents) if I spent less time in internet playing video games, watching movies) if I could use my time rationally (Table 12 and 13).

The Kazakhstani students demonstrate another approach. Answering the same question: “I would have more time if”, they have pointed out: “if the learning process and job were not for”-29.19%; “if the internet and computer were not for”-50.6%; “if the laziness were not for” -7.55%; “other” -12.66% (there is a reference to the serious loss of time due to phone conversations, inabilities to plan time, lack of will power) (Kuss and Lopez-Fernandez, 2016). There was another question for

students: “do you think that the overwhelming computerization is so convenient for us but at the same time it damages the person and society in general?” the affirmative answers (“yes”) were distributed between students in a following way (Table 14). As we see, the opinions of the Chinese and Kazakhstani students are different. The answer “no” is in Table 15. As we see, the Chinese students are more careful in determination of the prospects of the society development. In addition, we wanted to identify the position of the respondents concerning the role of the computer literacy in a vital success of the individual. The answers to the question: “what factors influence on a successful life of the personality?” are in Table 16 and 17.

The Chinese students gave the answers within the frame of the role expectations. Basically they appreciate “the ability to communicate”, a good education, the talent and skills and connections with necessary people” (Table 16). The Kazakhstani students from year to year of learning period change their priorities resolutely (Table 17).

The comparative table represents quite curious similarities and distinctions in value settings of the students of two countries. Meanwhile, the students of both countries identify the insignificant role of the

Table 16: Results of the answers of the chinese respondents: “what factors influence on a successful life of the personality?”

The qualities of the personality	First-year	Second-year	Third-year	Fourth-year
The skills and talent	13.33	13.56	12.07	15.00
The attractiveness of the personality	10.00	8.47	8.62	11.67
The ability to communicate	20.00	20.34	20.69	18.33
The adaptable skills	5.00	5.08	5.17	3.33
The luck and succes	5.00	3.39	3.45	5.00
The help of the parents	8.33	8.47	8.62	6.67
The connections with necessary people	13.33	13.56	15.52	15.00
Good education	16.67	16.95	17.24	16.67
The diligence	5.00	5.05	5.17	5.00
The computer literacy	3.30	5.08	3.45	3.33

Table 17: Results of the answers of the Kazakhstani respondents: “what factors influence on a successful life of the personality?”

The qualities of the personality	First-year	Second-year	Third-year	Fourth-year
The skills and talent	5.0	7.7	41.94	17.4
The attractiveness of the personality	1.0	3.8	5.38	0.0
The ability to communicate	8.0	2.5	10.75	21.7
The adaptable skills	7.0	13.5	3.23	26.1
The luck and success	10.0	1.9	4.30	4.3
The help of the parents	3.0	3.8	2.15	0.0
The connections with necessary people	23.0	19.2	9.68	0.0
Good education	9.0	9.6	15.05	13.0
The diligence	13.0	11.5	7.53	17.4
The computer literacy	21.0	3.8	0.00	0.0

Table 18: Percentage ratio of ordinary internet users by results of Carl Gustav Jung’s techniques

Students	First-year	Second-year	Third-year	Fourth-year	Total (%)
China	21.67	32.2	13.79	46.67	28.58
Kazakhstan	10.0	40.0	83.87	26.1	39.99

Table 19: Percentage ratio of the students having problems connected with excessive use of internet

Students	First-year	Second-year	Third-year	Fourth-year	Total (%)
China	48.33	42.37	29.31	38.33	39.59
Kazakhstan	63.00	47.00	16.13	65.20	47.83

Table 20: Percentage ratio of the students, who need the help of the specialist-psychotherapist

Students	First-year	Second-year	Third-year	Fourth-year	Total (%)
China	30.0	25.42	56.9	15	31.83
Kazakhstan	27.0	13.0	0	8.7	12.18

computer literacy as a guarantee of the achievement of the aims of the life. Finally, it was important for us to establish the degree of internet dependency of the students of two countries. So, according to Carl Gustav Jung, the category which is characterized by the achievement of 29-49 points are ordinary internet users who can travel around the network as long as necessary without prejudice to the health. The respondent is able to control himself. The results of research revealed a third of such category of the students of both countries (Table 18).

The second category of respondents are the respondents who have gained 50-79 points. They have some problems connected with the excessive use of internet. If ignore such circumstances now, the computer addiction would a serious problem for them in a future as computer can absorb a private life of the personality (Table 19).

The third category of the respondents (80-100 points) have a serious problem now with excessive use of internet. Such students need the help of the

specialist-psychotherapist (Table 20). If we consider internet as the instrument of the influence on value settings of youth, it is necessary to define objectively the positive and negative factors of such influence. The positive influence includes the possibility of quick communication, information retrieval and expansion of self-education. We believe that the positive sides of the internet are realized on the basement of the reasonable approach and rightly dosed participation in internet space. Otherwise, the person is becoming dependent as a drug addict when the behavior of the men and the process of the formation of the value settings are governed not by intellect but instincts or “external circumstances”. Now scientists identify several types of a computer addiction with similar symptoms of other forms (alcoholism, narcomania). It is a web surfing (endless travelling around the world wide web), the search of the new intriguing information, cybersex dependency (an obsessional inclination to visit the porno websites), a computer film mania when the person spends days and

nights with computer, game dependency as an obsession with network computer gaming and other things which is popular among young people. It is known that internet dependency forms the person who is socially defective, preventing him from real-life communication with surrounding people, depriving him of an opportunity to develop skills of immediate communication. It is rather serious problem for modern generation. Such a serious problem of the informational society cannot be easily solved. At the same time the social connections (family members, friends, colleagues) which are essential for human culture are blasted. The young man shows an apathy, a mental instability, nervousness, a dissatisfaction with life. Now a days the experts place emphasis on prevention from a computer game addiction as the growth of such computer dependency occurs due to neglect process of children upbringing in a family, feelings of loneliness which the person tries to avoid, gaining the victory over inner weakness on a virtual battlefield. The psychologist Irina Solovyova says that the danger of computer game dependency threatens everyone who spends time playing video games more than two hours a day. It is not a secret that this time barrier is considered as a norm among teenagers. Meanwhile, the British therapist Steve Poup compares the hours spent by gamblers in internet with the acceptance of a path of Cocaine. Moreover such comparison is not an exaggeration. The computer game addiction leads to the fact that the person since juvenile years refuses from friends, takes unhealthy food, loses interests in school; he becomes aggressive threat for wellbeing of the people around, his predilection for violence is evident. Modern China officially recognized a game addiction as serious illness of society on the equal basis with a drug addiction and the first clinic for the treatment of internet dependency appeared there in 2005. The country has about 300 centers for the treatment of computer compulsive gamblers. Experts believe that it is impossible to cope with the problem using violent measures and the isolation from people around. For the treatment of such specific patients the educative tools of the communicative environment and art are used; the gamblers are engaged in a calligraphy, learning of classical Chinese treatises, singing songs, doing sports, traditional Chinese gymnastics and other means of moral and physical improvement combined with drug treatment. The world practice uses the similar methods of the narcomania treatment the psychotherapy, active physical exercises and reflex therapy. The complexity of such disease treatment is revealed in the notion that the majority of the dependent people do not consider themselves as dependent and try to fight against the addiction that is

quite difficult. Scientists think that the distribution of internet dependency occurs due to the feeling of loneliness, the concentration of the modern parents on their jobs, personal achievements and career. In fact, it is a common problem of human society during the era of information.

Though there is another viewpoint which is considering a computer addiction as a process of adaptation of humanity to a new form of interaction with an informational field

There is a variety of opinion but it is necessary to notice that the serious destructive forms of person's behavior are connected with computer addiction. They are caused by deviations in functioning of a nervous system of the person which stops to be "human" in fact. The internet is the huge benefit facilitating the achievement of the aims by people. It exempts the person from routine and unproductive work. At the same time, it is the evil if the person tries to shift the functions of the relaxation and controlling of the intelligence and destiny development to the virtual environment.

CONCLUSION

The systematic professionally competent work of the diversified specialists (philosophers, teachers, psychologists and IT specialists) for the formation of computer literacy of the students and pedagogical literacy of the parents, for the training of the communicative abilities of young people, for their active involvement in socially useful activities since their childhood is necessary.

The sport and mass actions from early age, the promotion of mass sport, the mobilization of the children for informally organized art and leisure, creative activities based on media material which should be prepared by children themselves can become the resolution of the problem. The creation of student's film clubs or amateur theaters under the leadership of professionals can promote the opportunities of children's self-organization and self-checking. The educational actions organized by famous politicians, people of creative professions devoted to the use of internet technologies for achievement of the success would be in a great demand.

In order to form the media literacy of the students we recommend to use different occupations and out-of-class activities (leisure activities as well) including:

- The development of the scenarios and mini-scenarios of media culture
- The business games for preparation and creation the media texts by students according to the set subject

- The creation of the posters, newspapers, advertising booklets of a certain subject
- The shooting of the educational and creative movies with the use of modern computer programs
- The collective discussion of the works of media culture, for example, culminating episodes for the purpose of emotional and creative activity development
- The creation of the stories on behalf of the heroes (animated or unanimated), appearing in the media text
- The creation of the scenarios according to the solution of actual problems of society, collective discussion of prepared scenarios
- Collective watching of the programs, videos and collective discussions of screen media texts (movies, telecasts, internet websites)
- Only the complex approach can provide the successful resolution of the problem in order to preserve the values which are important for the society, the settings of the behavior of the modern generation of young people. The complex approach would develop students' goal setting for the solution of not virtual but real problems

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