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Socialization of personality in the conditions of informatization of the educational space

Соціалізація особистості в умовах інформатизації освітнього простору

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Abstract


The article reveals the content of socialization of the individual in the conditions of informatization of the educational space and substantiates the levels of which it consists. The psychological and pedagogical conditions of the integrity of the informational and educational space as a sociocultural system and the structural and functional components of the individual's socialization in the conditions of informatization of the educational space are proposed. The importance of cyber socialization of the individual in the conditions of informatization of the educational space is shown. The most general types of socialization that exist today in society under the conditions of informatization of the educational space are described: as offline socialization, and cyberspace socialization. The influence of the media cultural space and the virtual environment on the socialization of the


Анотація


У статті розкрито зміст соціалізації особистості в умовах інформатизації освітнього простору та обґрунтовано рівні з яких вона складається. Запропоновано психолого-педагогічні умови цілісності інформаційно-освітнього простору як соціокультурної системи та структурно-функціональні компоненти соціалізації особистості в умовах інформатизації освітнього простору. Показано вагомість кіберсоціалізації особистості в умовах інформатизації освітнього простору. Описано найбільш загальні типи соціалізації, що існують на сьогодні в суспільстві в умовах інформатизації освітнього простору: соціалізація в офлайн, соціалізація в кіберпросторі. Показано вплив медіакультурного простору та віртуального середовища на соціалізацію особистості в

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individual in the conditions of informatization of the educational space is shown. Emphasis is placed on the need to use virtual social networks for the socialization of the individual in the conditions of informatization of the educational space. A study was conducted that reflects the ways of socialization of the individual in the conditions of informatization of the educational space, and the specifics of the consumption of information products by modern youth.

Keywords: socialization of personality, informatization of educational space, virtual social networks, cyber-socialization, media-cultural space.

Introduction

The intensive development of information technologies creates a basis for the virtualization of the socio-cultural space, contributes to the unification of society's vital activities, and ensures the development of the information culture of the individual. The formation of a mass person is observed in the conditions of informatization of society, which has a certain set of values, the basis of which is the understanding that a person is a personality of the mass. Total communication, which informs about itself, sends information, communicates, is turning into an attribute of the modern world. This is gradually becoming the basis for the creation of a special type of culture based on the use of information and communication technologies in a global format (Haleta & Semak, 2020).

Today, the informatization of society puts forward increasingly high demands for the mental development of an individual capable of revealing the potential opportunities embedded in it, for self-realization, which is caused by the rapid growth of informational and technical levels of life. In the conditions of information overload, the formation of the personality of all spheres of social life takes place. Today's youth are representatives of the new generation of the Internet. Her worldview is not divided into "virtual" and "real" spaces.

The formation of the personality in the conditions of informatization of the educational space takes place through participation in processes during which social experience is transferred and assimilated, in social contacts, one's own experience, changes in the essence and structure of interacting subjects take place, socialization of the personality takes place, and a variety of human personalities is formed.

In the conditions of the informatization of the educational space, an important role in the process of socialization of the individual is played by education, the priority direction of which is self-development, focusing on the self-worth of a person's personality (Buchma, 2019).

Modern people, especially young people, are active consumers of digital technologies and mobile Internet users. She thinks differently, and not just confidently use new technologies. Psychologists note significant changes in mental processes in modern youth, in particular, thinking, memory, attention, and perception. The person of the digital age remembers the place where the information is, the way to get to it, not the information. The concentration of attention of a modern person is significantly reduced, and thinking is built on visual images, not on logic and textual associations, and involves the processing of information in short portions, which means a transition to a network model of thinking, from a linear one. At the same time, these features cannot be evaluated negatively and interpreted as shortcomings – such are the realities of today. Along with the assimilation of new knowledge, it is important that the young generation in the conditions of informatization of the educational space can resist manipulative influences and informational threats, the source of which is the Internet. This requires creative innovations in education and not only personality development based on individual characteristics but also orientation toward creative self-development and, the creation of innovative educational products (Panchenko, 2019).

умовах інформатизації освітнього простору. Наголошено на необхідності використання віртуальних соціальних мереж з метою соціалізації особистості в умовах інформатизації освітнього простору. Проведено дослідження, яке відображає шляхи соціалізації особистості в умовах інформатизації освітнього простору, специфіку споживання інформаційної продукції сучасною молоддю.

Ключові слова: соціалізація особистості, інформатизація освітнього простору, віртуальні соціальні мережі, кіберсоціалізація, медіакультурний простір.

Literature Review

In connection with dynamic and rapid social changes, external challenges and threats, and the variability of the world, despite the long history of the development of the theory of socialization, in today's conditions, there is an increase in the interest of scientists of various fields in the interpretation of the definition of the concept of "socialization", defining its new types, mechanisms, aspects in the conditions of informatization of the educational space.

Thus, in the context of modern socio-cultural processes, I. Koliada (2022) revealed the main characteristics of the transformation of the informational and educational space. The complexity of the structure of the modern educational space, which is characterized by a variety of ways of obtaining information, generalized knowledge, and a high level of communication technologies in the conditions of informatization of the educational space, is proven. It was determined that the form of sociocultural processes is the informational and educational space, which is why it is constantly being modified. The components of the transformation of the informational and educational space are highlighted: sociocultural objects that provide communication processes in educational activities, broadcast, and store educational information; subjects of educational activity between which the transfer of cultural heritage, social experience, and interaction takes place; resources that ensure the quality of educational activities, efficiency and speed of information transmission; tools that contribute to the introduction of innovative technologies, the implementation of the principles of educational activity.

V. Kyrychenko (2020) presented the results of empirical studies of personality socialization in the conditions of informatization of the educational space, which reveal the problem of formation of the picture of the world of the individual. A strategic model of the interaction of the digital information space and the personality is presented, and the scientific conceptualization in the virtual information space of the psychological determination of the functioning of the personality is deepened; it is proven that the informatization of the educational space acts as a platform of information and resource support with automated banks of knowledge and data, as a didactic cluster for the use of various educational material existing in computer networks; as a dynamic system of subject-informational and socio-pedagogical relations with the use of information and communication technologies. It has been proven that the informatization of the educational space provides an organizational structure in which educationally managed activities and spatial transformation of educational activities are carried out.

Based on scientific investigations in the context of the formation of the media educational space as an environment of socialization, N. Hirlina (2024) showed the peculiarities of the influence of the processes of formation of media culture on educational processes. It is proved that the problem of radical transformations of the process of socialization puts the determination of the space of human beings and media culture in the conditions of the spread of electronic media, informatization of society in the foreground in the educational environment, which gives grounds for considering the media cultural space as the basis of the educational space, which has an impact on the space of being and human development. As an environment of socialization, the sphere of culture is gradually turning into a media-cultural environment. The representation of the general trend of the development of mass electronic communications ensures the process of formation of the media-educational space of socialization. The main feature of the media-educational space has been clarified: "infinity in the physical-spatial relationship of opportunities for human development, which are expanding simultaneously with the further development of global mass media".

V. Buchma (2019) also deals with this problem and proves that media culture and information mediation of the media in the conditions of informatization of the educational space turned into system-creating functions during the formation of the educational environment of human socialization, the result of which is the creation of a living space of a person, which actively contributes to the formation of collective and individual identities, based on in the media educational space, affects the perception of the world and social practices. The scientist singles out the main issues of socialization of teenagers, who are representatives of the new generation of the Internet, in the conditions of information space, shows (as opposed to personal communication) the advantages of communication in Internet networks, ways of forming communication skills in teenagers for their socialization in the conditions of informatization of society.

Important for today is the problem that is gradually becoming the subject of scientific research, this is the study of social virtual reality, which is little analyzed by scientists. Therefore, clarifying the specifics of

personality socialization in the conditions of virtualization of social processes by Y. Haleta, & A. Semak (2020) is relevant nowadays. Scientists draw attention to the fact that social virtual reality cannot be associated only with the computerization of society, and any innovations in various spheres of society should not be attributed to it. The explanation of the essence of virtual reality by scientists is constructive due to the spread in society of simulations of phenomena and processes that are related to computerization and take place outside of it as well.

The analysis of the socialization of youth in the conditions of the informatization of society was carried out by such scientists as O. Bukovska, T. Mazur, & L. Anyshchenko (2021). It is important to present a new type of social individual – Homo virtualis in the modern information society, a person as a carrier and consumer of virtual culture. Scientists have grouped theoretical approaches to the problems of socialization in the conditions of a virtual information environment, changes in a person's worldview are shown during the formation of a virtual personality. The concept of "virtual personality", and "Internet socialization" is revealed. It is shown that social networks are an institution of youth socialization, where traditional forms of socialization are transformed, forming new models of behavior, norms, attitudes, and values, acting as a special social space in the conditions of informatization of the educational space. The influence of social Internet networks on the socialization of youth is shown, and the motives of student youth being in social networks are revealed, which is related to the possibility of maintaining and manifesting the desired virtual individuality, freely expressing an opinion (satisfying the need for self-expression, communication, manifestation of personal freedom). It has been proven that social networks exert a socializing influence on modern youth along with other (family and friends) institutions of socialization. If the relationship between these institutions is balanced, then social networks contribute to the interaction between the environment and the subject and contribute to the formation of new forms of interaction.

Important for today is the problem that is gradually becoming the subject of scientific research, it is the socialization of the individual in the conditions of informatization of the educational space, the study of social virtual reality, which is little analyzed by scientists. The concepts of "personality socialization", "virtual personality", and "Internet socialization" are revealed; it is shown that social networks are an institution of youth socialization. The main characteristics of the transformation of the information and educational space are revealed; the components of the transformation of the information and educational space are highlighted; the strategic model of the interaction of the digital information space and the personality is presented, the scientific conceptualization in the virtual information space of the psychological determination of the functioning of the personality is deepened. Constructive is the explanation by scientists of the essence of virtual reality in the modern information society, of man as a carrier and consumer of virtual culture; theoretical approaches to the problems of socialization in the conditions of a virtual information environment are grouped, changes in a person's worldview are shown during the formation of a virtual personality. Based on the scientific investigations of a few scientists in the context of the formation of the media-educational space as a socialization environment, the features of the impact of the formation of media culture on educational processes are shown.

Purpose of the research: to reveal the content of the socialization of the individual and to show its importance and necessity in the conditions of informatization of the educational space.

Methodology

To achieve the goal of the research, a set of research methods was used: theoretical – analysis of methodological literature, pedagogical literature, philosophical literature, psychological literature, study of pedagogical experience and methodological materials of higher education, as well as special literature on the problem of personality socialization; methods of systematic, comparative, retrospective analysis to compare different views on the problem under investigation; empirical – prognostic methods (summarization of independent characteristics, expert evaluations), diagnostic methods (surveys, questionnaires, interviews), observational methods (observation, self-assessment, self-observation), experimental (conducting a pedagogical experiment) to determine and verify the definition of the main information tools that form the worldview of a modern personality, clarification of the main ways of human socialization in the conditions of informatization of the educational space, identification of the peculiarities of the student's interaction with the information environment; methods of mathematical statistics – for analysis of the obtained results.

We conducted a study in 2019 and 2024, which reflected the ways of socialization of the individual in the conditions of informatization of the educational space, and the specifics of the consumption of information products by modern youth.

The purpose of the study was to define the main information tools that shape the worldview of a modern person, to find out the main ways of socialization of a person in the conditions of informatization of the educational space, to identify the features of the student's interaction with the information environment.

The conducted research and its results make it possible to talk about certain trends of student youth in the use of information media to determine the main information tools that shape the worldview of a modern person, to find out the main ways of socialization of a person in the conditions of informatization of the educational space, to identify the peculiarities of the student's interaction with the information environment, which we singled out based on the comparison of the results of 2019 and 2024.

Results and Discussion

1. *The content of the socialization of the individual in the conditions of informatization of the educational space and the level from which it consists.*

Man is the main subject of special research in connection with the deployment of informatization in modern society because it is here that the horizon of using the advantages and new opportunities of the information society opens up. The reason for the virtualization of the modern information society is the objective need to move to a qualitatively new level of information technologies, without which there cannot be a new reality, the development of the immanent need of man for creativity (Shmigol & Yushkevych, 2019).

In the process of development, the individual moves towards individuality and further towards personality, from a potential person who is considered as a socially active person, to an acting subject. Socialization of an individual is a multifaceted complex process of assimilation and transfer of social experience by people in society. Socialization of an individual can be considered an integral process consisting of three levels:

- *Personification* (becoming a person);
- *Individualization* (establishment of individuality);
- *Identification* (becoming a person).

The implementation of the processes of personalization and individualization occurs simultaneously and is not separated from the process of identification in time.

Individualization makes it possible to ensure that a person acquires uniqueness and individuality, and identification involves mastering the achievements of the spiritual and material culture of an individual. Thus, if the identification of a person makes him like everyone else, and brings him to the level of the general, then individualization allows him to find himself.

Personalization integrates individualization and identification, turning the human into a creator. The entire process of socialization gathers in the individual, as in the focus: it is the individuality of the dydyna, and the human in a person, and the active implementation of all that has been learned in its activity.

The process of including the flow of information from the past to the present has a selective character. Socialization is not a mechanical transmission of the sum of attitudes, skills, and knowledge. The introduction of informational computerized interaction into the process of socialization of an individual contributes to informational computer socialization – the formation of a new type of it, which, compared to the traditional form of transfer of social experience, has a certain specificity.

In the field of virtual and informational reality, there is informational computer socialization of the individual, which is carried out with the help of the functions of the pedagogical activity, which have computerized education, upbringing, and training, that is, informational computerized interaction (Shmyhol & Yushkevych, 2022).

In the socio-psychological context, the socio-cultural environment in the conditions of informatization of the educational space is a part of the cultural-educational and socioeconomic space where the socialization of the individual is carried out.

An integrated sociocultural system in the conditions of informatization of the educational space is an environment that:

- Stimulates group interests;
- Activates human interaction;
- Promotes the spread of new cultural values;
- To develop, with the help of force and action, creating the world anew;
- Ensures the transformation of external relations into an internal environment;
- Contributes to the acquisition of new qualities, and assimilation of social experience necessary for life;
- Forms a mechanism of attitude towards basic values;
- Creates, as a special environment, the inner world of a person – a "microcosm".

Socialization of the individual in the conditions of informatization of the educational space is possible under the conditions of formation of communicative ability as a purposeful process of formation of the ability to dialogic communication. In the formation of communicative ability, a significant reserve is laid in the individual himself, in his ability and potential to know himself. That is why it is necessary and important to carry out an individual approach to each student in the educational space, to carry out intensive work on the detection, prevention, and overcoming of individual phenomena of communicative incompetence among the educational team.

The personal and emotional openness of the teacher and the student, trustworthiness, sincerity of communication, and psychological attunement to each other's current situations, are the main principles of dialogic interaction of the individual in the conditions of informatization of the educational space (Buchma, 2019).

The tasks of orientation in the social world are especially acute:

- Growth of social uncertainty;
- Fundamental economic and socio-political changes;
- Problems of social identification.

The information environment performs the function of socialization of the individual, contributes to the solution of the assigned tasks, carries out the categorization, classification, and selection of phenomena and facts of the social life of a person, and their interpretation through a wide variety of prosocial models of human behavior, which affects the formation of value orientations of the individual during informational socialization. Informational socialization with this approach is the result and process of reproduction and assimilation by a person of experience in working with information of any kind and type accumulated by humanity (Panchenko, 2019).

2. Psychological and pedagogical conditions of the integrity of the informational and educational space as a sociocultural system and structural and functional components of the socialization of the individual in the conditions of informatization of the educational space.

Today, the Internet is becoming one of the main sources of personality formation and socialization. The source of personality development and a completely new personal space that requires new cultural practices is today a trend towards the growth of high-quality educational content. In the educational process of a higher school, it should be taken into account that thanks to the Internet, the memorization mechanism of students is changing. Education seekers copy information mechanically, which they do not have time to comprehend; create a large number of virtual bookmarks while working on the network, to which, in many cases, they never return; delegate some of the important information without memorizing it, because you can always turn to a reliable source. Thus, those seeking education focus on the practice of "Google and apply" and use their own memory less, turning the Internet into a transactional mechanism for the informatization of the educational space.

The education coalition launched by UNESCO promotes the deployment of the global online educational platform Learning Passport to provide all subjects of educational activity with the preservation of cross-cultural translation of knowledge for targeted professional activity. The lack of formation of the socio-cultural needs of teenagers and the acute need for knowledge and competencies of youth to ensure the values of society require compliance with the principle of the integrity of the informational and educational space as a socio-cultural system.

The integrity of the informational and educational space as a sociocultural system can be ensured by psychological and pedagogical conditions for personality development:

- Subjects of educational activity, between which the transfer of cultural heritage, social experience, and their interaction takes place;
- Socio-cultural objects that provide communication processes in educational activities, broadcast, and store educational information;
- Resources that ensure the quality of educational activities, efficiency, and speed of information transmission;
- Tools that contribute to the introduction of innovative technologies and the implementation of the principles of educational activity.

Educational institutions of various types and subordination, cultural institutions that form a valuable component of education are, in this case, objects belonging to the educational activity management system. Let's consider the structural and functional components of personality socialization in the conditions of informatization of the educational space.

Spatial-semantic component. Within the information-educational space, which subordinates the virtual space and the real post of socio-cultural institutions, it is this component that preserves the spatial architecture of the organization of educational activities, helps to implement spatial transformations (navigating information-educational resources, restructuring the number of study groups, establishing a typology of relationships in the semantic network).

Content-methodical component. Ensures the formation of conceptual and value foundations of professional and educational activities. The value system of a humanistic society is broadcast by the information and educational space, which contributes to the preservation of national identity, the formation of values within the framework of cross-cultural integration, and the mastery of world cultural heritage.

Communication and organizational component. The information and education space allows for the integration of information and education resources into a single cluster, ensures the coordinated development of the socio-cultural sphere, uses various communication channels, and characterizes the roles and statuses of the subjects of educational activity (Koliada, 2022).

3. Cyber socialization of the individual in the conditions of informatization of the educational space.

The problem of cyber socialization of the individual in the conditions of the informatization of the educational space is relevant, which is a process of changes in the structure of the self-consciousness of the individual, the socialization of the individual in cyberspace, which occurs in the context of human life, as a result of and under the influence of modern computer and information technologies. In the cyberspace of the virtual Internet environment, the cyber socialization of a person is especially clearly manifested, that is, due to the use of his resources in the process of communication with virtual agents of socialization (blogs, social networks, forums, e-mail, teleconferences, chats, online games). In the process of cyber socialization, a person develops several new interests, expectations, values, goals, motives, attitudes, and needs, as well as forms of social and psychological activity, directly related to the virtually new life space of a person – cyberspace (Panchenko, 2019).

The cyber addiction of the young generation is so great that, sometimes, plunging headfirst into the virtual world, a person begins to lose touch with the ability to independently create a life that he likes, the connection with the real world, begins to lose touch with the ability to independently create those norms, which are convenient for the user, those laws that can be broken. A young person can transfer the norms created in the virtual world to real social relations, thereby destroying the already formed normative

foundations of modern society, which today is essentially informational, therefore, in the general socialization of the individual, cybersocialization and informational socialization are among the main ones. Today, in society, there are the following most common types of socialization in the conditions of informatization of the educational space: offline socialization, and cyberspace socialization.

The process of primary socialization in cyberspace is divided into two stages: archetypal and instrumental-cognitive.

With the help of communication in membership groups, the subjective reality of cyberspace is formed at the archetypal stage of socialization. Information appears, the individual will form an idea of what cyberspace is, and learn the social norms of cyberspace, which contributes to the motivation for continuing cybersocialization.

The moment of the first entry into the Internet space is the moment of transition to the instrumental-cognitive stage of cyber socialization from the archetypal one. At this stage, the socialization of the individual in the conditions of informatization of the educational space takes place in two dimensions at the same time:

- In the network society during the interaction of the Internet user with him (assimilation of the value structure of the Internet community and the roles of this or that individual);
- In the social community of cyberspace (learning navigation skills, electronic literacy, etc.).

4. The influence of the media cultural space and the virtual environment on the socialization of the individual in the conditions of informatization of the educational space.

The media-cultural space is the main component in the modern educational space, which has a decisive influence on the environment of human existence in the 21st century and its formation.

In modern society, focusing attention on the media-cultural component of the analysis of the educational dimensions of human socialization opens up possibilities for the interpretation of the media-cultural space. It is this space in the culture of the information society that most deeply and voluminously reflects the dynamics of the "communication turn" and contributes to the transformation of mass media into a decisive factor in the socialization of an individual.

The sphere of media as a generalized characteristic of mass information and communication is the main determinant of the formation of media educational space with new opportunities, and risks of human development as a postmodern space of socialization.

Modern society, media-informational in nature, emphasizes the fact that the mass media have a decisive influence on the educational environment of socialization. Going beyond the functional imperative of informing, the mass media become the creators of media reality as the environment of human existence. Mediareality as a component of the space of human socialization goes beyond the sensory, empirical experience of a person and is characterized by sensuality. In the process of generating new socio-cultural realities, as a result of the interaction of electronic media and people, a media-educational space emerges, which is a specific educational space (Bratanich, 2015).

The driving force and component of global socio-cultural transformations are the components and factors of systemic socio-cultural changes: media space, media reality, and the process of mediatization of educational space, which are innovative processes of change in the form of global cultural and educational innovations that transform social space into an uncertain environment of human socialization (Sabat et al., 2023).

The procedurality of the social space of the postmodern era is characterized by expressive subjectivity because the real content of this environment is the individual innovative practices of people. It is about establishing in the social space the relationship between the mass media activity of the subjects of the media cultural space and the socializing influence of the medialized educational space, which determines the integrity and characteristics of the changes of the media and information innovative society and, accordingly, the specifics of the personality formed in this environment and its environment socialization.

The most characteristic feature of the media-cultural space is the limitlessness of the formation of real opportunities and human development, which are constantly expanding in the process of improving the mass media (Hlushych, 2022). Therefore, global mass media should be interpreted in the conditions of the media and information society as the most dynamic factor in the formation of the sociocultural space in its development of human existence and socialization, mainly in the form of a virtual simulacrum world. The socio-cultural real environment of socialization is created by the mass media, and value meanings and cultural patterns are formed and transmitted in it to the level of a person.

Information mediation of socialization processes in the modern media and information society, on the part of media culture and mass media, has transformed into the creation of a media-cultural space as an environment for human existence and socialization (Kuchai et al., 2017).

Media culture has been enriched by a whole range of categories. It includes the concepts of "informatics", "information culture", "virtual reality", "communicative culture", "communicative", "electronic culture", "cyberspace", etc. The concept of media culture is reflected in several generalizing and specifying terms: media space, media education, media pedagogy, media reality, media text, media management, etc. Under the influence of mediatization processes of social life, the traditional understanding of the process of socialization as a person's entry into culture has also changed. It is gradually turning into a media-cultural environment and the sphere of culture as a socialization environment (Plakhotnik et al., 2023).

The development of media culture led to the large-scale processes of virtualization and visualization of society, and on this basis, the formation of the media educational environment, media reality, life activities, and the formation of a person took place. As an environment of socialization, media cultural space is characterized as a result of the development of mass communication and informatization processes, which are implemented through the activities of electronic mass media, and the result of such activities is the formation of virtual simulated reality. One of the results of the development of electronic mass media is the process of forming a media-cultural space of socialization. The socializing influence of the mass media should be emphasized, taking into account the focus on the organization of social communication.

The media-cultural space should be considered a component of such a social fabric that directly determines the environment of socialization, which is controlled and purposefully created by society. The main characteristics of the socio-cultural environment are reflected in the media-cultural space of the created mass media (Sulym et al., 2023).

Based on a simulated constructed reality, the problems of socialization in the media-cultural virtual space are manifested as a result of the natural functioning of electronic mass media and the peculiarities of their influence on human behavior and the spiritual world.

Modern scientific ideas of media culture boil down to its definition as a social, irreplaceable basis of human activity and development. Because even taking into account the risks associated with the invasion of mass media culture, the actual cultural patterns retain the ability to value-integrate society and ensure its viability and stability (Hirlina, 2024).

When studying the influence of the virtual environment on the socialization of the individual, it is necessary to emphasize the contradictory nature of the Internet socialization of the individual in the conditions of informatization of the educational space, which is specified in the following provisions:

- 1) Opposition "**freedom-control**". Geographical distances do not play a role in the process of communication. People often create "virtual personalities" for themselves on the Internet, describing themselves in a certain way. Those individuals who are characterized by low social rigidity construct their own actual personalities, and those individuals who never construct virtual personalities are characterized by high social rigidity. As a result, those individuals have a broad social identity with low social rigidity, and individuals with high social rigidity generally have a social identity in their identity. Note that the Internet does not belong to anyone, does not make special demands on a person, is not controlled by anyone, and contains serious threats of destruction of culture, personality, and manipulation of consciousness, which can lead to "blurring" of the boundaries of one's own "I", to the virtualization of consciousness;
- 2) Opposition "**infinity-limitation**". With the help of the Internet, the socialization of young people takes place with an already partially socialized individual. This process has a fundamental difference from

primary socialization, which consists in the fact that the real society and network community of the individual is his immediate environment and the individual himself finds himself in his ideas with "others" taking into account the objective reality mastered by him earlier. In the forms adopted in the network community, the stage of secondary socialization is realized. On the one hand, an individual is provided with a potentially unlimited circle of information exchange and communication, and on the other hand, this circle is limited to a rather narrow and closest sector for this person.

A person always has the full opportunity to reproduce himself on the Internet. An individual in the chat turns to the sites that he likes and can communicate with those who suit him.

The organization of a multi-level Internet network allows you to socialize simultaneously in two dimensions. The user socializes simultaneously in the following dimensions after connecting to the Internet:

- Network community with which the user interacts in the process of communication;
- A social community of the network space-time continuum.

As a result, Internet socialization not only forms a personality with a new non-linear worldview, with a new way of assessing the situation but also makes strict demands on the personality.

An important factor of the virtual environment, which affects the socialization of the individual in the conditions of informatization of the educational space, is that the social system, which in the conditions of virtuality has norms of communication, its own peculiarities of language, and the social hierarchy of participants. It is these features that speak of virtuality as a special innovative and necessary environment for the socialization of an individual.

The informational and symbolic artificial environment affects the process of formation of a value-meaning personal system, which is a regulator of human behavior. In the process of multifaceted interaction, socialization takes place, which, by the modern requirements of the man-made world, contributes to the development of the individual (Kuchai et al., 2022).

The formation of network culture and the virtualization of society, on the one hand, make it difficult, and on the other hand, enrich the entire process of personal identity formation. Virtual reality creates new opportunities for identity construction, expanding the number of "others" with whom a person interacts.

Virtual or network identity cannot be considered as subjects of activity and behavior, as independent entities, or as alternatives to personal "real" identity. This is only the result of the self-presentation of the individual in the virtual space, one of the aspects of identity (Haleta & Semak, 2020).

Today, social networks provide an opportunity to communicate in space and are a virtual dimension of people's lives, which facilitates the process of information exchange, which does not have territorial, cultural stratification, or time-space limitations. It is valuable that people with limited physical, socio-psychological, and economic capabilities have been allowed to discover the world through the informational digital environment: to communicate with other people at a distance, to travel, to share their own experiences, and to gain new experience (Kyrychenko, 2020).

5. The use of virtual social networks for the socialization of the individual in the conditions of informatization of the educational space.

Virtualization of all spheres of life of modern society, the use of virtual social networks for the socialization of the individual in the conditions of informatization of the educational space actualizes the problem of formation and preservation of identity. When using virtual social networks, communication in the Internet environment with other students and teachers can lead to an increase in the difference between the "virtual self" and the "real self", therefore there is a danger to the participants in the educational process losing their identity due to a significant strengthening of the process of virtualization of the educational space (Tretko et al., 2023).

We note that the fact that it is necessary to indicate one's gender, ethnicity, age, etc., can have a positive effect on the student's social interaction in the virtual space.

A student, remaining anonymous, can:

- Count on interaction (more equal) with individuals who have a higher status outside the online learning group;
- Control the information that other representatives of the virtual group will know about him;
- Demonstrate a higher level of thinking associated with social inhibition;
- To create a new professional identity, thanks to which he will be judged on the contribution he made to his studies, and not based on his previous life (Chester & Gwynne, 1998).

It should also be taken into account that virtual anonymity is associated with:

- With a higher level of self-disclosure;
- With antisocial destructive behavior (Shmyhol & Yushkevych, 2022).

Let's single out the motives for using social virtual networks by educational space seekers:

- An easy way to always stay in touch and be mobile;
- Quick finding of the necessary information;
- An easy way to communicate with other people;
- The ability to constantly be aware of the events that are happening in the lives of friends, staying on social networks;
- Easy finding in social networks of people with professional interests and like-minded people;
- Creation of a place free from adult control by social networks;
- Filling time with social networks during study or working hours;
- A way to avoid loneliness;
- Possibility to relax after studying or working;
- A simple manifestation of one's individuality in social networks;
- An easier solution to one's own problems in social networks (Kyrychenko, 2020).

Each member of the information society has a digital counterpart that can represent an image that corresponds to a real person or be an exact copy of the person, to some extent be included in the digital information network. Therefore, social virtualization is a process of personalization of the individual in a social digital environment. The use of virtual social networks provides an opportunity to construct a picture of the world of the individual in the conditions of informatization of the educational space, in the 21st century. has almost completely moved into virtual space.

Modern social networks have become a platform for the socialization of the individual in the conditions of informatization of the educational space, for a full-fledged social representation of the individual: cultural, political, religious, and gender.

An informational virtual environment consists of a set of simulacra, and they function independently of the real physical world, according to their own laws of space, time, and physics, formed as a result of interaction with the real physical world (Luchynkina, 2019). A virtual digital world is created as a reproduction of the real world. The digital virtual information environment has led to the appearance of physical social deprivation. This phenomenon is manifested in the fact that a person consciously distances himself from his physical social environment and begins to satisfy basic social needs in a virtual environment. Consequently, opportunities and space for communication in the social and physical environment are reduced. This can manifest itself most acutely in the communication system of different generations, which relate differently to the use of information and communication tools with the help of which interaction and socialization of the individual takes place in the conditions of the informatization of the educational space (Kyrychenko, 2020).

6. Experiment

According to the results of a survey conducted by the research company «Factum Group» on behalf of the «Internet Association of Ukraine», as of 2020, the share of Internet users is 71% (22.96 million), and 65% of the population has Internet at home. Young people are the most active on the Internet. Thus, the share of users aged 15 to 24 is 97%, from 25 to 34 – 96%. Almost every third person over the age of 65 is an Internet user (only 14% a year ago) (Dubinskiy, 2019).

According to the analytical agency «We Are Social» and «Hootsuite» platform, in the «Global Digital 2020» report on the global digital market, the number of Internet users has increased to 4.54 billion, which is almost 60% of the world's population. The average Internet user spends 6 hours and 43 minutes online every day (Kemp, 2020).

Information and communication tools form a special type of social ties. This type of social relations is based on the perceived absence of physical obstacles to the implementation of mutual relations and communication with other subjects of social relations. This was facilitated by the emergence of social networks, which in the virtual environment due to the flexible system of modular self-construction of the personality allowed to expand the circle of communication of both the acquirers of the educational space and people in general. The virtual substitute, the virtual counterpart of a person is constructed on the internal ideas of the subject of social relations about the socially acceptable standard personal characteristics of the student, which are positively evaluated, approved, and supported by the majority of humanity. Thanks to the virtualization of culture, post-modernization processes are strengthened. The transformation of the individual into an image completed the liberation of man from social coercion. The human physiological (biological) body disappears in the digital environment and a virtual body appears, which a person, erasing the natural differences of nationality, race, gender, appearance, etc., endows with arbitrary features.

Sociological agency GfK Ukraine (2017), commissioned by the "New Europe" Center, conducted an interesting study, as a result of which a socio-psychological portrait of people of youth and early adulthood was outlined in modern times – generation "Z".

2,000 people aged 14 to 29 participated in the study, which took place throughout Ukraine. For this socio-age category of persons, as a result of a representative survey, it was established that:

- 91% of respondents follow their profile and are registered on social networks (comment on the news, express a certain attitude to the information while viewing the news feed);
- 18% (every fifth respondent) never read printed information, books, newspapers, magazines, etc., which suggests that this type of social experience and knowledge dissemination is losing its dominant position.
- 19% of respondents noted that the environment in which they were brought up was "bookish", but digital communication means of access to knowledge replaced the "bookish" environment;
- 33% of respondents believe that the level of training in universities meets the demands of the labor market and that higher education institutions provide high-quality and modern education and contribute to the socialization of the individual in the conditions of informatization of the educational space, while other respondents believe that universities do not provide sufficient knowledge that is needed in production, do not sufficiently contribute to the socialization of the individual in the conditions of informatization of the educational space, which leads to the need to engage in self-education;
- 98% of respondents consider Internet resources as resources for finding solutions to professional and everyday tasks, flagships of alternative education;
- 100% of respondents actively use information resources of the network to construct an individual model of the world, socialize in the conditions of informatization of the educational space and in terms of acquiring knowledge;
- 97% of respondents consider the information feed in social networks as a resource for building a picture of the world, which is formed based on both the personal preferences of individuals who are in the status of interlocutors-comrades (friends) and users. It is this that expands a person's limits of knowledge of the world, and initiates the personality in its aspirations "to grasp the entire depth of the universe too far from itself" (Vahanova, 2003).
- 100% of the respondents consider the digital social environment, and mass media as a priority compared to their own experience, because it is the people who are in the status of "friends" in the contact environment that contribute to the socialization of the individual in the conditions of informatization of the educational space.

At the same time, the individual is involved in the information content (Kyrychenko, 2020).

We conducted a study in 2019 and 2024, which reflected the ways of socialization of the individual in the conditions of informatization of the educational space, and the specifics of the consumption of information products by modern youth. The research was conducted according to the methodology of V. Kyrychenko (2020).

The purpose of the study was to define the main information tools that shape the worldview of a modern person, to find out the main ways of socialization of a person in the conditions of informatization of the educational space, to identify the features of the student's interaction with the information environment. 120 (2019) and 128 (2024) youth subjects took part in the study.

The electronic web system Qualtrics (<https://qualtrics.com>) was used to collect empirical material, which has tools for statistical reliability of the obtained data and control of sample representativeness. The questionnaire for student youth is designed according to the principle of indicating the degree of expression of the feature of choosing several options of answers on a graduated scale. Respondents were asked to answer the following questions:

- Which of the media do you consider to be means of mass information that provide ways of socializing a person in the conditions of informatization of the educational space (radio, television, press, web resources, public libraries, telephone services, social networks, search engines, mail (e-mail)) and which of them do you use most often (based on the calculation – 10 – I use it all the time, and 0 – I don't use it at all)?
- Which of the information media available to you in your everyday life most fully satisfies your information needs and broadcasts the most objective information?
- How much time per day do you spend consuming information in the media environment, viewing textual information (working on social networks, watching news, movies, reading web resources, books, blogs, literature, press, etc.)?
- Which of the information media do you trust the most as a source of true information and reliable and which can be used for (political, social, religious, etc.) propaganda?
- The subject of your interest is information on what content is in the process of using information media?
- Place the proposed properties of information media that you use in order of their importance for evaluating information media (from 1 to 8).

The conducted research and its results make it possible to talk about certain trends of student youth in the use of information media to determine the main information tools that shape the worldview of a modern person, to find out the main ways of socialization of a person in the conditions of informatization of the educational space, to identify the peculiarities of the student's interaction with the information environment, which we singled out based on the comparison of the results of 2019 and 2024.

The 2019 study provides an opportunity to analyze the empirical material and draw conclusions that 80% of respondents perceive television as the main source of obtaining socially important knowledge and a means of mass information.

The ratio of answers (in percentages) to the question: which of the media do you consider to be a means of mass information that provides ways of socialization of a person in the conditions of informatization of the educational space, allows seeing which media resources at the level of the individual's consciousness are perceived as mass media:

- 80% – television;
- 58% – the press;
- 47% – social networks;
- 41% – web resources;
- 31% – search engines;
- 12% – public libraries;
- 11% – mail (e-mail);
- 8% – telephone services;
- 7% – radio.

Note that 60% and 58% of respondents believe that telephone services (SMS, calls, etc.) and e-mail do not belong to mass media because they transmit confidential information and are used as a means of interpersonal communication to socialize a person in the conditions of informatization of the educational space.

Respondents most often use social networks (47%), search engines (31%), and web resources (41%); listen to the radio (7%), and use public libraries (12%) least often.

We can state that modern students receive from the Internet resources, the most globalized means of telecommunication, basic information that forms a person's picture of the world, and worldview, and promotes socialization in the conditions of informatization of the educational space.

Respondents believe that most television broadcasts objective information:

- 31% – mostly objective information;
- 30% – partially objective information.

According to this criterion, web resources and digital search systems also receive high marks, which makes it possible to say that the majority of respondents believe that Internet resources are perceived by young people at the level of their mass consciousness as a source of objective information and contribute to socialization in the conditions of informatization educational space.

So, in everyday life, respondents often use social networks, and search engines, constantly watch TV, rarely use public libraries, and read the press.

The level of correlation between the priorities of using information resources of "objectivity-subjectivity" and information indicators is at the level ($r = -0.24$), which indicates that the respondents consciously take into account that the resources broadcast do not always contain true information.

If we talk about the availability of information resources, according to the respondents, the following are available:

- 85% – social networks;
- 78% – electronic search systems;
- 59% television.

The least convenient and used in the educational process and human life are:

- 39% – the press;
- 31% – public libraries.

Because, according to the respondents, reading periodicals and using libraries requires effort and this inclines student youth to use digital social networks and television, that is, to turn to the most accessible means of information communication for socialization in the conditions of informatization of the educational space.

Respondents use information resources on average 3-4 hours a day, pay attention to consuming information in the media environment, viewing textual information (working on social networks, watching news, movies, reading web resources, books, blogs, literature, press, etc.), which indicates that they have a certain need for information consumption, formed dependence on information resources, regardless of the tasks of professional direction, ensures socialization in the conditions of informatization of the educational space.

According to the respondents, the source of the most truthful information is:

- 38% – public libraries;
- 32% – search engines;
- 30% – television;

Low indicators in:

- 4% – radio;
- 3% – telephone services;
- 3% – press.

On the question of the greatest trust in information media as a source of true and reliable information that can be used for (political, social, religious, etc.) propaganda, the formation of the worldview of a modern person, and the clarification of the main ways of socialization of a person in the conditions of informatization of the educational space, identifying the features of the student's interaction with the information environment, the respondents believe that the most threatening are:

- 60% – television;
- 40% – press.

According to the respondents, Internet communication tools are safer in this regard:

- 44% – digital social networks;
- 36% – web resources;
- 20% – search engines, although these positions are considered the most threatening in terms of influence on mass consciousness.

The subject of respondents' interest is information on this content in the process of using information media. The most popular are:

- 42% – world news;
- 38% – personal welfare information;
- 37% – popular scientific information for self-education;
- 30% – science and education.

The least interesting are:

- 17% – sports;
- 15% – events abroad.

Evaluating the properties of information media according to the criteria of accessibility, importance of content, quality of information, broadcasting, etc., the respondents state that the most important for them are:

- 60% – ease of access to information;
- 50% – objectivity;
- 30% – content of information.

The respondents received the lowest ratings for the following criteria:

- 4% lack of need for mental and physical efforts to perceive and process information;
- 3% – broadcast quality;
- 2% – possibility of feedback.

In the consumption of information by respondents, we note changes based on the results of the 2024 study, regarding the formation of the worldview of a modern personality, the clarification of the main ways of socialization of a person in the conditions of the informatization of the educational space, and the identification of the peculiarities of the student's interaction with the information environment.

Respondents include the following as mass media:

- 75% – television;
- 68% – social networks;
- 55% – press.

The press and television remain popular among young people.

The role of web resources (Internet resources) and public libraries is growing slightly, but they are not considered as mass media, as in 2019.

Correspondence (traditional and e-mail) and telephone services are not considered mass media.

To form the worldview of a modern personality, to find out the main ways of socialization of a person in the conditions of informatization of the educational space, to identify the peculiarities of the student's interaction with the information environment, respondents most often use Internet search systems and digital social networks, the share of their use is increasing, compared to other information resources. Radio and public libraries are the least used. Therefore, the information resources that the respondents consider to be mass media are dominant in the process of forming the worldview of a modern person, clarifying the main ways of socialization of a person in the conditions of informatization of the educational space, and identifying the peculiarities of the student's interaction with the information environment.

Respondents believe that no information resource is a source of reliable and objective information. The largest gap in indicators has 49% – public libraries, in 2019 this indicator was at the level of (31%).

The majority of respondents believe that the listed information resources disseminate partially objective information.

The indicators of social networks according to the criterion of accessibility of Web-resources are increasing – 98%. The indicator of availability of almost all information resources is increasing compared to 2019 (except for electronic and traditional correspondence).

Respondents received the most answers (70%) according to the indicator "trust to some extent" for each information resource and (57%) – "low level of trust".

The correlation between the indicators of trust and objectivity of the information source remains at the level ($p=0.34$), which means that the respondents trust only those information resources that disseminate reliable and truthful information.

Between the "frequency of use" and "objectivity-subjectivity" indicators, the level of correlation remains at the level ($p=-0.19$).

Most often, respondents use resources, as in 2019, but the indicators of the possibility of satisfying young people with informational resources of informational needs are increasing. In this regard, the most effective are search engines and digital social networks. The least effective are telephone services, press, and radio.

All the proposed resources are used comprehensively, which is important for the formation of the worldview of a modern personality, the clarification of the main ways of socialization of a person in the conditions of informatization of the educational space, and the identification of the peculiarities of the student's interaction with the information environment. Respondents are used to receiving information from different thematic areas and different sources.

Other results compared to 2019 have not changed.

However, the role in the process of forming the worldview of a modern personality, clarifying the main ways of human socialization, and identifying the features of a student's interaction with the information environment has not changed – the majority of respondents mainly use the educational space of mass media to satisfy their daily information needs, consume information from electronic information media (blogs, social networks, web resources).

In 2024, human interest, social relations, and interaction with other subjects of social relations, art, and culture will increase in the field of science and education.

Conclusions

The content of socialization of the individual in the conditions of informatization of the educational space is revealed, and the levels of which it consists are substantiated. The psychological and pedagogical conditions of the integrity of the informational and educational space as a sociocultural system and the structural and functional components of the socialization of the individual in the conditions of informatization of the educational space are proposed. The importance of cyber

socialization of the individual in the conditions of informatization of the educational space is shown. The most general types of socialization that exist today in society under the conditions of informatization of the educational space are described: as offline socialization, and cyberspace socialization.

The influence of the media cultural space and the virtual environment on the socialization of the individual in the conditions of informatization of the educational space is shown.

Emphasis is placed on the need to use virtual social networks for the socialization of the individual in the conditions of informatization of the educational space.

A study was conducted that reflects the ways of socialization of the individual in the conditions of informatization of the educational space, and the specifics of the consumption of information products by modern youth.

The purpose of the study was to define the main information tools that shape the worldview of a modern person, contribute to the identification of the main ways of socialization of a person in the conditions of the informatization of the educational space, and identify the features of the student's interaction with the information environment.

The conducted research and its results make it possible to talk about certain trends of student youth in the use of information media to determine the main information tools that shape the worldview of a modern person, contribute to the clarification of the main ways of socialization of a person in the conditions of the informatization of the educational space, to identify the peculiarities of the student's interaction with the information the environment that was identified based on the results of the study. The problem of radical transformations of the process of socialization, which puts the determination of the space of human existence and media culture in the conditions of the spread of electronic media, the informatization of society in the foreground in the educational environment, requires further research, which gives grounds for considering the media cultural space as the basis of the educational space, which has an impact on the space being and becoming a person.

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