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DIGITAL DEMENTIA. CYBERBULLYING AND DIGITAL ADDICTION.

Abstract. Information technology development and involvement of children and teenagers in network provoked the emergence of school violence of a new type – cyberbullying. It is persecution of children with the use of various mobile devices. Why children become the victims of abuse in the network and how to protect them in the virtual world? Through internet-enabled devices, students can be active digital users and need to develop respect for others, self and intellectual property as online consumers and creators. They need to build trust in an online space and be trusted. Some simple tips to survive include follow acceptable use policies, use online material ethically, including citing resources and/or requesting permissions, report cyberbullying, threats and other inappropriate use. Many children live on the Internet: a network for them – the social world where they want to gain recognition among peers all that in the real world for them is problematic. Experts sound the alarm more, and more children carry out the lion's share of the time with gadgets. And it negatively is reflected in cognitive a child development. There is sure "clip thinking."

Keywords: digital technologies, virtual reality, clip thinking, cyberbullying.

Introduction

Industry 4.0 which expresses the expansion of technology and advancement in Information communication technology. This phenomenon comes with the concepts of internet of things (IOT) that has aroused the spread and use of internet. Its more interesting today that most internet users are the youth which comes with its own concomitant fair share of challenges. From social media and cyberbullying to cybercrime, internet addiction and online privacy concerns, today's students face a wide range of difficult issues that previous generations never had to think about.

The digitalization is strategic priorities of development in all around a world. According to the leading world experts, by 2020 a quarter of the world economy will be digital, and implementation of the digital technologies in economy allowing the state, business, and society to interact effectively. Development of the human resources will create a new generation of patriots with excellent ICT skills. This program is one of the strategic directions of Digital Kazakhstan economy development. Governments can play an essential role in enhancing digital literacy through the country's primary education system. Digital literacy skills lead to stronger creativity, self-expression and improved interpersonal relations, and provide a foundation for the responsible use of technologies.

Some of the main barriers to broadband ICT development are the high prices of the Internet, the lack of an enabling policy environment, high costs of infrastructure, low revenue potential and low digital literacy rates.

Today a considerable number of people uses the Internet, origin and promoting of social networks generally erased age and frontiers of the virtual communication of people. The transformation that is taking place within the Information Communication Technology (ICT) space has resulted in an increase in

the usage of the internet. Upon this change, using digital tools is increased, primary requirement for individuals is being to use ICT effectively not only for entertainment but also searching for and sharing information, communication, access, law and consumption (Isman and Canan Gungoren, 2014). As a result, teachers, school leaders and parents are required to add a whole new idea or paradigm: digital citizenship; in educating their students and incorporating the idea into the educational curriculum in order to train and churn out responsible digital citizens. The elements of digital citizenship are not so different from the basic principles of traditional citizenship, thus, being kind, respectful and responsible, and just do the right thing.

Problem Statement

In June 2018 the Russian Parliament prompted of ban of the smartphones in a school. That wasn't a first attempt in CIS. The recent attempt of the ban of phones repeated the fate of April campaign 2018 when deputies Zhogorka Kenesh tried to deprive of school students of means of communication during the educational process.

It seems that the parliamentary committee on social policy, education, science, culture and health care on tradition once in half a year considers the corresponding drafts of resolutions.

Main arguments of supporters of the ban on smartphones:

- ✓ distract children from an educational process that reduces their progress;
- ✓ influence the mentality of teenagers;
- ✓ negatively affect health (including on sight) pupils;
- ✓ prevent teachers from working.

Attempts of the bans of use of smartphones in educational institutions were also made in 2017 when the deputy Taalaybek Masabirov (Kyrgyzstan party) took a similar initiative.

To it with the same offer left Makhabat Mavlyanova, the deputy Zhogorka Kenesh from The Republic - Ata-Zhurt party. However, so far, as they say, things are right where they started.

In Kazakhstan on use of smartphones at schools of a ban does not exist. The Ministry of Education and Science tries to separate from this question, having provided administrations of educational institutions independently to solve this problem.

In this regard, some schools decided to find a way out of the current situation. So, already in some regions of the country administration together with parental committees allowed pupils to use only push-button telephones?

These innovations appeared in eight areas (Almaty, East Kazakhstan, Zhambylsky, West Kazakhstan, Mangistau, Pavlodar, North Kazakhstan, and Turkestani).

Tajikistan became one of the first countries in Central Asia where the thought of a question of the use of smartphones at schools. So, in spring 2007, Dushanbe took measures for restriction of their use.

It turned out to be a consequence of the adoption of the law "About traditions and ceremonies," and also was considered within the company on the fight against luxury.

By order of the Minister of Education use of phones in territories of schools, colleges, and higher education institutions was forbidden

In 2009 deputies of the lower house of parliament of Tajikistan approved amendments to the laws "About Education," "About the Higher and Postgraduate Professional Education" and "About Primary Professional Education."

From now on at comprehensive schools, specialized secondary educational institutions and higher education institutions use mobile phones not only for pupils and students but also for teachers is forbidden.

Uzbekistan in this plan went in the way. The resolution of Cabinet of Ministers No. 139 of 2012 regulated "creation of necessary conditions for ensuring further efficiency of the educational and educational process, a decrease in risks in safety or health of the studying youth and receiving a quality education".

From now on the Provision of an order of use of mobile phones in educational institutions of the Republic of Uzbekistan began to work. According to this document at the visit of an educational institution it is necessary to transfer the phone to the Without Sound mode

The introduced rules concern not only pupils but also teachers, visitors and other persons who arrived at the educational institution and are in its territory.

Pupils are forbidden to carry the phone in pockets, to hang up it on a neck and to put on a table

When using phones in educational institutions, there is one exception – all limits on the use of means of communication are lifted at the emergence of an emergency.

Italy became one of "pioneers" of Europe in the course of a ban of smartphones in educational institutions. In 2007 the Ministry of Education of the country officially forbade pupils to use mobile phones at schools of the country.

Main arguments:

- ✓ disturb teachers;
- ✓ distract school students during lessons, therefore, the material is wrongly acquired;
- ✓ become the reason of deviant behavior of pupils as at schools cases when phones were used for shooting of fights for an exchange of video and their subsequent distribution became frequent.

According to the law, can withdraw the smartphone from the school students using phones at lessons and even expel from an educational institution

Great Britain does not lag behind a ban also. So, in June 2018 the minister of digital technologies, culture, mass media, and sports Mathew Hancock suggested forbidding mobile phones at schools. Fight for progress became the main argument. However, so far the law is not adopted.

To be fair, It should be noted that in 33% of the British schools the secret ban on the use of smartphones works. The parliament of France adopted on July 30, 2018, the law according to which pupils aged from 3 till 15 years are forbidden to use the mobile phones and other devices having a connection to the Internet. The ban extends on preparatory, initial and average schools. Lyceums can impose a ban at discretion.

Did not do without exception — new rules do not extend on children with limited opportunities. Germany also intends to take part in this process. Today use of the mobile phone is not authorized only at schools of Bavaria, in another territory of Germany so far it is not present.

However, it is quite apparent that there will be changes soon. In October 2018 the public research institute Kantar Public published results of researches according to which 9 of 10 residents of Germany insist on a constitutional ban of the use of mobile phones at schools. It is unlikely the German authorities will ignore the opinion of 86% of citizens.

Digital Rights

Ribble, (2008) asserts that digital citizens must possess characteristics such as to understand human, cultural, and social issues related to technology and to practice legal and ethical behavior; advocate and practice safe, legal, and responsible use of information and technology; to exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity; to demonstrate personal responsibility for lifelong learning; and to exhibit leadership for digital citizenship.

This paper seeks to explain digital citizenship and elaborate on the redefined nine general areas of behaviors. It further explains the digital rights and responsibilities of internet users in the internet world. The paper recommends further strategies that could help people to become responsible digital citizens.

According to Common Sense Media White Paper (2011) digital citizenship is the ability of internet users to competently use technology; interpret and understand digital content and assess its credibility; create, research, and communicate with appropriate tools; think critically about the ethical opportunities and challenges of the digital world; and to make safe, responsible, respectful choices online. This definition was broken down into nine elements under three tenant by Ribbles and Bailey (2007), see box 1.

According to Pew Research report (2015) African-American and Hispanic youth report more frequent internet use than white teens. Among African-American teens, 34% report going online “almost constantly” as do 32% of Hispanic teens, while 19% of white teens go online that often.

The report also revealed that nearly three-quarters of teens have or have access to a smartphone and 30% have a basic phone, while just 12% of teens 13 to 17 say they have no cell phone of any type. African-American teens are the most likely of any group of teens to have a smartphone, with 85% having access to one, compared with 71% of both white and Hispanic teens. These phones and other mobile devices have become a primary driver of teen internet use: Fully 91% of teens go online from mobile devices at least occasionally. Among these “mobile teens,” 94% go online daily or more often. By comparison, teens who don’t access the internet via mobile devices tend to go online less frequently. Some 68% go online at least daily.

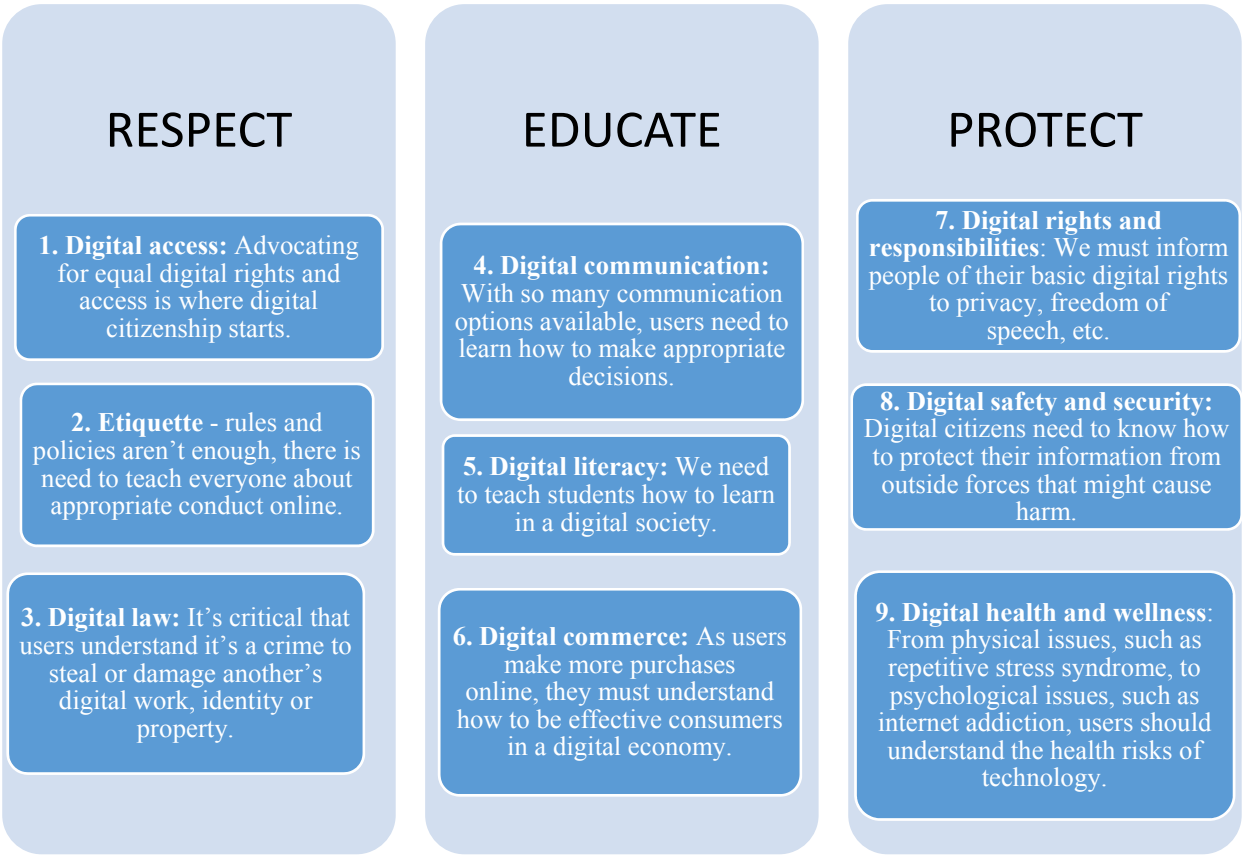

Figure 1 - Digital Competence

This phenomenon has exposed the youth to a lot of danger such as cyber fraud, cyber bullying and host of other. As we thinking smart cities and digitalization of quadrant of society, community leaders, schools and parent to aid in grooming their children to become responsible digital citizens in using the internet and knowing their rights and responsibilities.

We live in new society, according to Podolskiy (2010), where it is so hard to argue and think logically presently; to look for new and unexpected solutions, we live in a vast information field where necessary data can be received on one click or a general voice command. The inability to analyze information is a consequence of the fact that its image is not late in thoughts is for a long time and quickly replaced with another, as when switching channels or viewing news.

Producers of the consumed information learned to adapt to modern people and invest large money in the development of the film industry and books, resorting to more plain texts filled with shortened phrases with weak logical communications.

Clip thinking is not less convenient for commerce and advertising. Advertising is aimed at emotions, but not at the judgment. Therefore, it is much simpler to appeal to the "lowest" feelings of people and to be sure that it and will attract the potential buyer.

In 2010 the Russian philosopher and the culturologist K.G. Frumkin allocated five main reasons for the emergence of clip thinking:

- ✓ Development of modern technologies, and, respectively, increase in the information flow;
- ✓ Need to accept the more significant volume of information;
- ✓ Multitasking;
- ✓ Acceleration of a rhythm of life and attempt to be in time behind everything to be aware of events;

The growth of democracy influenced on spread of Information in society. Recently on pages of media information that "clip" harmful influences modern society often meets and is one of the acute social issues. However, everything is not so unambiguous. Clip mind is a new and diverse phenomenon which has both positive and negative sides. Clip thinking is the acquired quality which is formed from the changing living

conditions and a rhythm of life. Features of "clip mind" are the speed of data processing, the prevalence of visual perception, a problem with the perception of the long linear sequence and consistent information. It antithetically to the conceptual thinking described by L.S. Vygotsky which allows the person to find and distinguish vital signs of objects is easy to go deep into information and to carry out its analytical the review. The one who has the conceptual type of thinking studies thoroughly and analyzes information, however because of this time for processing leaves more. Psychologists often call such people "people of the book".

Cyber-addiction

How often it is necessary to hear: "My child for hours sits at the computer – yes all of them are such!" Actually not all some children use the Internet and gadgets generally for study, others – have a good time in free time. But, unfortunately, there are teenagers who cannot really do without the Internet, spend the most part of time there, neglecting study, real-life communication, hobbies, more and more moving away from close people. Today's parents need to know signs of Internet dependence in time to help the child to return to normal life. In the National medical research center of psychiatry and narcology of V. P. The Serbian MZ Russian Federation on clinical base of neurologic office of KDTs Morozovskoy of children's city clinical hospital of the Moscow Department of Healthcare the research "Diagnostics and Treatment of Dependence on the Personal Computer, the Internet and the Mobile Devices Providing Access to Network" was conducted. 220 children and teenagers aged from 9 up to 17 years (133 young men and 97 girls) who asked in 2013-2016 for the psychotherapeutic help finding signs of behavior, dependent on the Internet, were involved in a research. The doctor of medical sciences Lev Perezhogin developed and implemented in practice the original program of the psychotherapeutic help to children and teenagers with Internet dependence.

The psychologists who are engaged in development understand that the health of children includes social communications, creative games developing imagination and interaction with the real world of nature. Unfortunately, discourages the conquering and fascinating world of screens and slows down these developments.

We also know that children are more inclined to addictive escapism if they feel lonely, others, useless and missing. Thus, the best solution to this problem is the help to children in receiving substantial experience in real life and live relations.

The child who is carried away by creative activities and tied to the family has a smaller probability of running away into the world of digital imaginations. Even if it has the best and loveful support, the kid can get to the Matrix when interacts with hypnotic screens and test the addictive effect. Eventually, about one of 10 people are predisposed to this or that form of dependence.

Cyber Bullying

The modern space of daily communication is characterized by a bright new feature, namely its distribution to the virtual world. And if for present adults skills of contact with the help of e-mails, instant messages, chats are a superstructure over already acquired skills of communication alive, then present children and teenagers master both those and other skills practically at the same time. Concerning teenagers, it is possible to say that socialization process substantially moves to the Internet (Kondrashkin, Hlomov, 2012) — together with acquaintances, reference groups, development of various social roles and norms. All those communicative processes which happen in usual space "are kind of duplicated", sometimes amplifying, and being sometimes compensated by virtual communication, however anyway acquiring new lines. And though historically virtual life, obviously, again in relation to real, it is possible to expect also the return influence and transfer of the communicative situations and rules widespread in the Internet, in "real" space of communication.

Emergence of the Internet allowed taking place to "virtual communication" which became for many a resource and opened additional social opportunities. The anonymity admissible on the Internet allows the person to experiment with different social roles and different I, without being afraid of negative assessment or social sanctions which would follow at communication alive. It is confirmed by data of 2005 according to which a quarter of teenagers on the Internet pretends that they other sex, age, ethnos, political views, sexual orientation, than actually; slightly more than a half have more than one e-mail address or a nickname (Lenhart et al., 2005). According to other data, 39% of teenagers tried to play someone or were represented by other person in instant messaging (Lenhart et al., 2001). On the one hand,

it can be useful to learn it to the teenager who looks for a case more about himself. However, on the other hand, virtual communication created the risks connected with new possible answers of the environment. For example, the anonymity increases the probability of a meeting of the teenager on the Internet and, perhaps, in the real world with someone who uses a fictional role too and is at all not that who is represented and also reduces the habitual level of bashfulness and provokes such forms of behavior (for example, an secret talk) which do not practice in real life. However, the author and participants of a situation can be deciphered that can be wrapped in a psychological trauma. The anonymity reduces the level of personal responsibility and turns the slanderer into an element of almost simultaneous information environment where it is easy to take cover from the aggression of offended

With increased use of technology and high usage of the internet by young people, it is imperative that schools take some responsibility in making sure students of all ages know what are their rights and responsibilities as a digital citizen, what appropriate digital behaviour is, and how to protect themselves and their technology from external threats.

Digital citizenship involves knowing how to utilise technology in order to engage appropriately and responsibly in society. A digital citizen applies their skills and knowledge in using a computer, mobile phone or web-ready device, and the internet, to participate in and contribute to personal and school environments.

Rights and responsibilities

Digital rights and responsibilities set an expectation that each user will follow the rules and procedures, as identified in school and at home. In an ideal world, when someone posts, shares, comments, emails and so forth, others will enjoy the information without abusing it, passing it off as their own work, or use it to threaten or harass. Unfortunately, this is not always the case and it is important to set some boundaries and maybe advocate the mantra of do not harm. Students need a clear understanding of how to behave in an online world.

Through internet-enabled devices, students can be active digital users and need to develop respect for others, self and intellectual property as online consumers and creators. They need to build trust in an online space and be trusted. Some simple tips to survive include follow acceptable use policies, use online material ethically, including citing resources and/or requesting permissions, report cyberbullying, threats and other inappropriate use.

Digital Rights and Responsibilities are the "privileges and freedom extended to all digital technology users, and the behavioral expectations that come with them" (Ribble & Bailey, 2007). In other words, your students have the privilege and freedom to engage in technology use during school as well as at home. However, there are expectations that accompany the privileges and freedom to use technology. Students must act responsibly as they participate in the digital world.

One crucial step in supporting your student's digital rights and responsibilities is to become familiar with the Acceptable Use Policy from your child's school. An acceptable use policy is a policy written to inform parents, staff and students about their rights and responsibilities in using technology within the school setting. Within this policy, parents can read about the purpose of technology within the classroom, the rules and consequences accompanying technology use, and the behavioral expectations and etiquette when participating in the digital society. Schools often require a parent's signature as well as a child's signature prior to the child accessing any technology within the school building. Contact your child's teacher or school administration for more information regarding the current acceptable use policy. If your school does not have one, be an advocate for your children and initiate the process to developing one in your child's school. In the Resources section below, you will find a pamphlet describing one school's current acceptable use policy.

Using technology responsibly involves an understanding of many issues. Most importantly, parents and educators want students to be safe when using technology. Students must understand the rules for technology use within the school and at home so that they can have safe experiences online. Students also must learn the consequences that accompany making unsafe and inappropriate choices in digital world. For example, at school loss of privileges is a potential consequence of making illegal and inappropriate choices online.

Despite the prevalence of opposition of the "real" and "virtual" worlds, between them there is no clear boundary. According to R. Makhaffi, the forensic study from department of cybercrimes the Ministries of

Justice of the State of Mississippi, the Internet are a Wild, Wild West of the 21st century in which the concerning adventures, dangers, and bandits constantly meet: though the bullets flying on the Internet artificial, all of them can equally wound (Kowalski et al., 2011). We will stop here on that party of communication on the Internet which represents a distinct social problem and needs discussion and search of methods of the decision. It is about cyberbullying - new and promptly extending and abroad, and in Russia to a form of the persecution using possibilities of the Internet (first of all, anonymity and a considerable number of users) for aggressive prosecution of the person. Since in 1993 the Norwegian psychologist D. Olveus gave the definition of persecution which became standard in the nursery and teenagers: "bullying (persecution) is the deliberate systematically repeating aggressive behavior including inequality of the power or force" (Olweus, 1993) - this subject became one of the most discussed in the context of children's collectives (Bochaver, Hlomov, 2013) - as owing to injury of consequences, and owing to universal and daily prevalence. Recently besides traditional space of bullying where adults do not monitor a situation - at school, on the schoolyard, on the way to school and from school, in the school bus (Craig, Pepler, 1997), there were Internet platforms which are quickly developed by those who wanted to carry out persecution without approaching the victim alive. Aggressive prosecution of the person got new forms with use of various modern technologies. These forms of persecution called by cyber-bullying cause strong alarm in children, parents and experts in Europe and America and already begin to appear in Russia. The feature of information processes on the Internet consists that from there nothing disappears anywhere. And therefore even unchecked stigmatizing (from Greek stigma — "label, brand") information remains there forever. What the innocent will longer justify himself, the his dialogue with someone invisible, but, perhaps will be longer, the being row, the threat of psychological safety of the victim of slander is higher. Usual bullying is somewhat more honest and safer because in it there is no uncertainty which is present at virtual space. "The Russian feature is the fact that cyber persecution is quite often carried out for social or national motives, actually representing a kind of extremist actions" (Parfentyev, 2009). Cases of the suicides made by teenagers after cyber prosecutions are known.

This year we all were shocked to hear about the virtual game “Blue Whale”. One of my brother school classmates was playing in suicidal game. This game was designed to break kid’s resilience and push him to commit suicide. Unfortunately most of parents don’t have any idea what their kids meet in Virtual Reality.

Additionally, students must learn how to act ethically and legally. Students should be taught how to use material they find online appropriately. Many students, especially at the young ages, do not know about copyright laws and/or the meaning of plagiarism. As the educators and parents, it is essential that we model for them and instruct them on how to use "their own words" and not the authors' words. While at a young age, it may not be developmentally appropriate to teach students how to cite sources, it is necessary to explain that they have to remember to use their words and/or give credit to the author. While most students know what cheating is and looks like within the classroom, many have failed to realize that using some forms of technology during testing situations can be considered cheating. This issue is more frequent at the middle and high school levels, where many students have their cell phones with them at school. Texting during a test or an independent classroom assignment could be understood as cheating. It is important that students realize the impact that technology may have and only use it at the appropriate times.

According to the Russian data, 78% of children (i.e., practically all citizens) from 6 to 18 years daily use the Internet (Bespalov, 2010). The popularity of social networks where the user gets to himself an individual profile grows and can publish information of the different degree of frankness. At the same time understanding of the risks connected with lack of confidentiality, with violation of personal borders and a possibility of abuse of available information at teenagers, as well as at inexperienced adult users, often is not enough. More than 72% of teenagers have a personal profile on social networks. Up to 80% of the Russian children spread the surname, exact age, number of school in net, and at a third of the interviewed children of control of a profile allow all to see personal information on the user; abroad 62% of children post own photos in the general access (Soldatova, Zotova, 2011; Kowalski et al., 2011). At the discussion of possible behavior at the emergence of an unpleasant situation on the Internet of 77% of 6-9-

year-old children answer that will ask for the help parents, and among 15-17-year 54% plan to cope with a problem independently, at the same time without specifying, how exactly (Bespalov, 2010). The high user activity of children is combined with their weak awareness on dangers of Internet space and ways of their avoiding or overcoming in this connection the risk of hit of children in unsafe situations is high, and need of education and prevention is obvious.

Cyberbullying, electronic bullying, online social cruelty is the separate direction of abuse defined as deliberate aggressive actions, systematically throughout certain time carried out by group or the individual with use of electronic forms of interaction and directed against the victim which cannot easily protect itself (Smith et al., 2008, p. 376). Cyberbullying includes the use of e-mail, instant messages, web pages, blogs, forums and chats, MMS-and Sms, online games and other information technologies of communication (Kowalski et al., 2011). It is a new area of researches with the not settled still terminological system. Some experts consider that cyberbullying is possible only among children and teenagers and when adults are engaged in it, it is necessary to call "cyber-harassment" cyber-stalking (Aftab, 2011). Others suggest to use the term incivility online or cyber incivility (Giumetti et al., 2012).

As well as traditional bullying, cyberbullying can be direct and indirect. Direct cyberbullying is direct attacks on the child through letters or messages. The indirect form cyberbullying is a form of attack where other people (both children, and adults) are not always involved in the abuse. The persecutor can hack the account of the victim and, imitating the owner, to send from this account of the message to acquaintances of the victim, destroying the communicative field of the victim and generating doubt in its moral qualities. One of the most popular scenarios is when the persecutor publishes information which endangers the victim in the network, for example, from her name places the announcement of the search of sexual partners. As well as traditional persecution, cyberbullying includes a continuum of acts on which one pole the actions which hardly are distinguished surrounding as prosecution, and on another - cruel behavior of an aggressor which can lead even to the death of the victim.

P Kovalski, S. Limber and P. Agatston in the book "Cyberbullying: Bullying in a digital century" (Kowalski et al., 2011) are given by the following ways of persecution most widespread now in electronic space.

The most emotionally rough form of cyberbullying is a flaming - ignition which begins with insults and develops into the quick emotional exchange of remarks, usually publicly, rarer in private correspondence. This situation happens between two interlocutors to initially equal positions. However sudden aggression brings the imbalance amplifying because the participant does not know whom his opponent can win round in this battle. Visitors of a forum, witnesses, can join one of the parties and develop rough correspondence, not up to the end understanding the first sense of collision and often considering a situation as a game, unlike initiators of aggressive dialogue. It is possible to compare it to a fight "a wall on a wall" where participants not up to the end understand neither that became a conflict occasion, nor what criterion of joining of colleagues to each other.

Reminding a flaming, but the unidirectional form of bullying harassment is (English harassment is oppression): these are usually persistent or repeating words addressed to the specific person and actions which cause in him irritation, alarm, and stress and at the same time have no reasonable purpose. Cyber harassment usually is expressed in the repeating offensive messages to the victim from which she feels morally destroyed to which she cannot answer because of fear or impossibility to identify the persecutor, and sometimes beside is forced to pay the received messages. The specific form of harassment is carried out by so-called griefers - the players who are purposefully pursuing other players in the multiuser online games.

But less manipulative and more directly aggressive cyberstalking is faithful - use of electronic communications for prosecution of the victim through the repeating causing alarm and irritation of the message, threat of illegal actions or damages which victims can be a recipient of messages or members of his family.

The sexting is a mailing or the publication of a photo and video content with naked and half-naked people. The children are more senior, the probability of their involvement in a sexting is higher. According to a research, 10% of youth of 14-24 years sent or published images themselves with sexual

implication, 15% received such messages directly from someone another (Kowalski et al., 2011). Among participants there are researches of the American National campaign for prevention of teenage and undesirable pregnancy of 71% of girls and 67% of young men sent "sixths" to the romantic partners; 21% of girls and 39% of young men sent pictures with sexual implication to people with whom they would like to have romantic relations; 15% of young men and girls sent them to someone, the acquaintance only on online communication (Lenhart, 2010). If a part of people distribute such messages within the harmonious relations in couple, then others pursue at the same time the aims of persecution and harming, for example, posting On the Internet photos of the naked former girlfriend as revenge for painful break in relations.

One more form of prosecution on the Internet is libeling (denigration): it is the publication and mailing of the humiliating and false information about the person, his distorted images, in particular in the sexual/or doing harm to its reputation look, etc. One of forms of slander is "online slam-books". Slam-books are notebooks in which schoolmates place various ratings and comments - "who the most beautiful girl in a class" "who puts on most worse", etc. As the platform for this purpose often serve the entertaining websites focused on school and university students. Some people visit them not to gossip and leave the comment, and just to check whether became the next subject to slander and spiteful entertainment of acquaintances (Lisson, 2008).

Also false information extends at delivery of for other (impersonation). The persecutor, using the stolen password, from accounts of the victim and kind from her face distributes negative, cruel or inadequate information to her acquaintances.

Cyber bullying and threatening behavior is two other major issues related to this topic of digital rights and responsibilities. Students need to remember that just as bullying is not tolerated in school, bullying online is not tolerated either. Threatening others through technology is also another inappropriate use of technology. Parents and educators must have discussions with students about these topics. Many do not realize the hurt and the negative effects of cyber bullying and online threatening and/or the consequences that accompany these inappropriate choices.

In order to become digital citizens, our students must understand their rights and responsibilities as participants in the digital world. By following their school's AUP, making appropriate choices when using technology, participating in technology lessons that teach safe and appropriate practices of technology use and reporting cyber bullying and threatening behavior, students will be able to engage in safe, ethical and meaningful experiences with today's technology.

Conclusion

So, we showed how the trend of moving of traditional forms of interaction to virtual space transforms ways of the organization of situations of persecution. An opportunity to avoid personal contact in aggressive interaction leads to the depersonalization of participants, feeling of unreality of the events at the persecutor and finally to the fact that prosecution becomes even crueler in the infinity. Transfer of such experience of communication, with loss of sensitivity and lack of support on feedback, in "real life" is fraught entirely with another answer of the environment at a meeting with which the teenager should face the social incompetence. It emphasizes the need for the development of psychological programs for the development of communicative skills as users among teenagers and youth.

Originality and possible threats of communications on the Internet yet not entirely reflected. We designated some differences in communication on the Internet and in realities which are known thanks to researches. However among users the analysis of the events seldom practices, there is no distinct "security system" of behavior on the Internet and distinct ethical standards. In this regard, there are regularly unpleasant, and sometimes also tragic situations. In RuNet, especially on social networks, there is now a wave of revelations of various crimes in the context of which various personal data from the life of criminals are actively published and duplicated. It is challenging to part cases when the publicity resists to concealment and has a positive effect for the community, and situations when it is total breaks personal borders and (even within professional journalism) turns into a cyberbullying. It is represented very importantly, especially in children's and teenage audience, to develop the conscious and valuable attitude towards the behavior on the Internet and to broadcast the progressive system of precautionary measures to reduce the risk that the child or the teenager will appear as a subject or the initiator of cyber prosecutions.

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САНДЫҚ ИНТЕЛЛЕКТІНІҢ БҰЗЫЛУЫ. КИБЕРБУЛЛИНГ ЖӘНЕ САНДЫҚ ТӘУЕЛДІЛІК

Аннотация. Ақпараттық технологияларды дамыту және балалар мен жасөспірімдерді желіге тарту мектептегі зорлық – зомбылықтың жаңа түрі-кибербуллингтің пайда болуына себеп болды. Бұл әр түрлі ұялы құрылғыларды пайдалану арқылы балаларды зақымдау. Неге балалар желінің құрбаны болуда, оларды виртуалды әлемде қалай қорғауға болады?

Көптеген балалар интернетте отырады. Олар үшін әлеуметтік желі әлем, олар құрдастарының нақты әлемде бәрі қиын екендігін мойындауын қалайды. Мамандарды балалардың гаджеттермен өз уақытының көп бөлігін алатындығы алаңдатады. Бұл баланың когнитивті дамуына теріс әсер етеді. Әлдебір "клиптік ойлау" туындайды.

Түйін сөздер: Сандық технологиялар, виртуалды шындық, клиптік ойлау, кибербуллинг.

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ЦИФРОВОЕ СЛАБОУМИЕ. КИБЕРБУЛЛИНГ И ЦИФРОВАЯ ЗАВИСИМОСТЬ

Аннотация. Развитие информационных технологий и вовлечение детей и подростков в сеть спровоцировало появление нового вида школьного насилия – кибербуллинга. Это травля детей с использованием различных мобильных устройств. Почему дети становятся жертвами травли в сети и как их защитить в виртуальном мире? Многие дети живут в интернете. Сеть для них – социальный мир, где они хотят получить признание среди сверстников, все то, что в реальном мире для них проблематично. Специалисты бьют тревогу все больше детей проводят львиную долю своего времени с гаджитами. И это негативно отражается на когнитивном развитие ребенка. Возникает некое "клиповое мышление."

Ключевые слова: цифровые технологии, виртуальная реальность, клиповое мышление, кибербуллинг.

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