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PSYCHOLOGICAL MECHANISMS OF DIGITAL INFORMATION USE THAT CONTRIBUTE TO THE EROSION OF SOCIAL NORMS IN THE MINDS OF YOUNG PEOPLE

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Abstract: This paper examines the psychological impact of digital information consumption on the consciousness of young people, emphasizing how it provokes shifts and distortions in social and moral norms. The article explores the mechanisms through which cognitive dissonance, identity crisis, and the dominance of virtual standards influence the emergence of deviant and maladaptive behaviors among youth. Special attention is given to psycho-preventive and educational strategies designed to mitigate these effects and foster healthier patterns of digital interaction.

Key words: digital media, youth psychology, deviant behavior, socio-normative distortion, cognitive dissonance, virtual norms, identity crisis, media influence, psychoprevention, social networks.

Annotatsiya: Ushbu maqola raqamli axborot iste’molining yoshlar ongiga psixologik ta’sirini o‘rganadi, uning ijtimoiy va axloqiy normalarda o‘zgarishlar va buzilishlarni keltirib chiqarishini ta’kidlaydi. Maqolada kognitiv dissonans, identifikatsiya inqirozi va virtual standartlarning ustunligi yoshlar orasida deviant va moslashmagan xatti-harakatlarning paydo bo‘lishiga qanday ta’sir qilishi mexanizmlari o‘rganiladi. Ushbu ta’sirlarni yumshatish va raqamli o‘zaro ta’sirning sog‘lomroq shakllarini rivojlantirishga qaratilgan psixoprofilaktik va ta’lim strategiyalariga alohida e’tibor qaratilgan.

Kalit so‘zlar: raqamli media, yoshlar psixologiyasi, deviant xulq-atvor, ijtimoiy-normativ buzilish, kognitiv dissonans, virtual normalar, identifikatsiya inqirozi, ommaviy axborot vositalarining ta’siri, psixoprofilaktika, ijtimoiy tarmoqlar.

Аннотация: В данной статье рассматривается психологическое воздействие потребления цифровой информации на сознание молодёжи, с акцентом на том, как оно провоцирует сдвиги и искажения социальных и моральных норм. В статье рассматриваются механизмы, посредством которых когнитивный диссонанс, кризис идентичности и доминирование виртуальных стандартов влияют на возникновение девиантного и дезадаптивного поведения среди молодёжи. Особое внимание уделяется психопрофилактическим и образовательным стратегиям, направленным на смягчение этих последствий и формирование более здоровых моделей цифрового взаимодействия.

Ключевые слова: цифровые медиа, психология молодёжи, девиантное поведение, социально-нормативные искажения, когнитивный диссонанс, виртуальные нормы, кризис идентичности, влияние медиа, психопрофилактика, социальные сети.

INTRODUCTION

In recent years, the rapid advancement of digital technologies has penetrated almost every aspect of human life. The Internet, social networks, and various forms of mass communication have become for young people not only a means of interaction but also a crucial space for self-expression, knowledge acquisition, and the construction of social identity.

However, this digital integration has brought about a range of new psychological and social challenges. Of particular concern is the increasing prevalence of deviant behavioral tendencies among youth in the virtual environment, which has drawn growing attention from researchers and mental health professionals.

Traditionally, deviant behavior is understood as a departure from the moral and legal norms accepted by society. The inclination of young people toward such behaviors in online contexts can be explained by several interrelated factors.

The boundless nature of cyberspace, the possibility of anonymity, and the relative absence of social control create conditions in which young individuals perceive themselves as “experimental personalities.”

Consequently, actions that might be socially condemned or difficult to realize in real life can be easily enacted in the digital world.Phenomena such as cyberbullying, verbal aggression in online communication, the dissemination of provocative content, and the expression of extremist ideas have become increasingly common manifestations of this tendency.

From a psychological perspective, these behaviors often stem from unmet internal needs and complex interactions between the individual and their social environment.The digital sphere plays a significant role in shaping personal identity. During adolescence and early adulthood, the search for one’s sense of self and the desire to establish a place in society are accompanied by intense psychological crises. Within this developmental context, the virtual environment serves as a double-edged factor — capable of both facilitating and complicating the process of identity formation.

On the one hand, the digital environment provides vast opportunities for discovering positive role models, engaging in creative expression, and developing social competence. On the other hand, the continuous flow of destructive content and distorted moral standards can have a detrimental effect on the psychological development of young individuals.

A particularly widespread phenomenon in this context is cognitive dissonance.

When young users encounter online content that contradicts their personal beliefs or moral values, they often experience inner conflict and emotional discomfort. Over time, this may lead to confusion regarding accepted social norms and a gradual weakening of their internalized moral boundaries.

Another critical aspect is the formation of virtual norms. Within certain online communities, aggressive or even unlawful behavior can be normalized or presented as socially acceptable. This fosters the development of a “secondary social reality” among youth—one that often contradicts the ethical and legal principles of the real world.

The family environment also plays a decisive role in this process. Insufficient parental control, emotional neglect, or the lack of supportive communication frequently push young people to seek validation and belonging in the digital space—where positive models are not always prevalent. As many psychologists note, attempts to compensate for emotional emptiness can result in involvement with radical, extremist, or high-risk online communities.

At the societal level, the issue is further amplified by the low level of digital literacy, ineffective monitoring of online information flows, and educational practices that fail to account for the psychological characteristics of modern youth.

These conditions collectively reinforce the spread of deviant behavioral patterns in the digital environment. This article explores the psychological factors through which digital environments influence deviant behavior among youth.

Special attention is given to phenomena such as cognitive dissonance, identity crises, and the formation of virtual norms.

Furthermore, the study examines psycho-preventive strategies designed to safeguard young individuals from the adverse effects of digital media.The relevance of this topic is underscored by several factors: first, digital environments have become an integral part of daily life for modern youth; second, the rise of deviant behavior poses significant risks to social stability and safety; and third, the psychological understanding of these phenomena remains insufficiently developed within the scientific community.

The findings of this study may serve as both a theoretical and practical foundation for deepening insights into youth behavior in digital spaces, as well as for developing effective guidance and prevention mechanisms.

Main Body

The digital social environment now occupies a central role in the everyday lives of young people. The Internet, social networks, and media content have become essential tools for shaping worldviews, values, and social roles. However, the influence of this environment is not uniformly positive; in many cases, it contributes to the development of deviant behaviors.

Deviant actions are characterized as deviations from the moral and legal norms accepted in society, posing threats both to individual psychological development and to broader social stability. The content consumed daily by youth helps form new—and sometimes distorted—perceptions of social norms and values.

The normative standards emerging in digital spaces often differ significantly from those established in the offline social context. Internet “trends,” viral challenges, and content that romanticizes violence or deviant behavior spread rapidly among young people. These dynamics have a direct impact on processes of self-awareness, the perception of social expectations, and moral decision-making.

From a psychological perspective, these processes exert considerable pressure on cognitive functioning, emotional responses, and the ongoing construction of personal identity. Key factors include cognitive dissonance, adaptation to virtual norms, social imitation, and the pursuit of recognition. Together, these influences may

prompt young people to make decisions that conflict with the norms of offline life. In many cases, virtual sociality is rooted in external approval and visibility, which can undermine an individual's internal value system.

Adolescence and early youth represent critical periods for identity formation, during which individuals strive to establish a coherent sense of self. Digital environments provide opportunities to experiment with various roles and behavioral models.

However, elements such as anonymity, limited oversight, and rapid modes of online communication can also stimulate aggressive, provocative, or antisocial behaviors.The phenomenon of cognitive dissonance warrants particular attention. Youth often encounter content that contradicts their personal beliefs and values, generating internal conflicts. In navigating these conflicts, some young people may reject existing social norms or engage in norm-violating behaviors.

Another risk factor is the development of virtual norms: in certain online communities, aggression or the dissemination of harmful content may be perceived as "normal" or acceptable conduct.The emergence of deviant behavior is influenced by an interplay of personal, familial, and social factors.

Personal vulnerabilities include low self-esteem, emotional instability, and a pronounced need for social recognition. At the family level, insufficient parental oversight and lack of emotional support serve as additional risk factors.

At the societal level, key challenges include low digital literacy and inadequate content regulation mechanisms on social media platforms.

Addressing these issues requires the implementation of psycho-preventive and psychocorrective strategies. Enhancing youth digital literacy, promoting active involvement of parents and educators, and employing cognitive-behavioral interventions and group training sessions to resolve internal conflicts can yield positive outcomes.

Additionally, increasing the visibility of positive role models on social media and supporting creative engagement among young people serve as crucial protective measures against the negative influence of digital environments.

RESULTS AND DISCUSSION

Research indicates that the digital information flow profoundly reshapes young people's perceptions of social norms and moral values.

In online spaces, individuals often experience greater freedom in constructing and displaying their identities than in offline settings.

However, this perceived freedom frequently manifests as boundlessness, evasion of responsibility, and norm violations [1].

Trendy content, algorithmic promotion of popularity, and evaluation systems based on view counts reinforce in youth a tendency to seek attention not through adherence to moral and social values, but through provocation, sensationalism, and radical ideas [2].

Under these conditions, deviant behaviors—defined as actions that contravene accepted societal rules—cease to be viewed as marginal and instead become associated with what is "modern" or "exciting."

Analysis further shows that youth most commonly encounter deviant behaviors in contexts of cognitive dissonance: they are simultaneously aware of societal moral expectations and pressured to adapt to the "new norms" of digital culture. This tension often triggers behaviors that challenge traditional standards while aligning with perceived digital norms [3].

Among adolescents with a pronounced need for social recognition, these dynamics often create challenges in self-identification, giving rise to a state of "psychological duality" between offline and virtual values.

Moreover, the digital information stream is frequently unfiltered, uncontrolled, and manipulative, exerting negative effects on the cognitive evaluation system of youth and promoting impulsive, emotionally charged, and socially inappropriate behaviors.

Research findings indicate that several psychological mechanisms are particularly active in shaping deviant behavior among young people: social imitation, digital identification, violation of personal norms, conformity to social pressure, and the anonymity effect. High levels of deviant manifestations are especially prevalent among youth experiencing weak parental supervision or limited real-life social connections [4].

The expansion of digital social environments significantly influences socialization processes, moral values, and modes of self-expression. Virtual platforms have become integral to contemporary youth life, shaping communication skills, self-assessment processes, and attitudes toward societal norms.

Thus, explaining deviant behavior in digital settings solely by external social conditions or technological changes is insufficient. This phenomenon is closely intertwined with individual psychological needs, emotional states, motivational systems, and awareness of social roles.

Deviant behaviors among youth often stem from a desire for recognition, attention-seeking, and the acceleration of personal identity formation. The “anonymity effect” in virtual environments allows adolescents to experiment with roles, transgress social norms, and express themselves through antisocial forms of behavior.

At the same time, research indicates that preventive efforts against deviant behavior are more effective when they focus on the development of digital literacy, the cultivation of media-psychological resilience, and critical thinking skills, rather than relying solely on prohibitive measures.

Psychological defense mechanisms play a crucial role, as young people often seek to compensate for unmet needs in real life by engaging in virtual environments [5].

Consequently, this compensatory behavior can amplify manifestations of aggression, cyberbullying, susceptibility to extremist ideologies, or interest in online gambling. The continuous influence of digital media contributes to the relativization of social norms and values, weakening moral orientation and increasing the likelihood of deviant conduct among youth.

Adolescents from families with low levels of parental supervision and insufficient emotional support are particularly susceptible to deviant behaviors. From a psychological perspective, such behaviors can be understood as compensatory mechanisms aimed at addressing socio-psychological deficits.It is important to emphasize, however, that the digital environment itself is not inherently a source of risk.

When approached with sound psychological guidance and educational oversight, digital technologies can significantly enhance youth creativity, facilitate self-expression, expand social capital, and support knowledge acquisition.

Therefore, the primary challenge lies not in the technologies themselves but in the culture of their use and the conscious psychological engagement of young people with these tools [6].

CONCLUSION

The analysis of deviant behavior among youth in digital social environments must consider the interplay of factors at the individual, group, and societal levels. The development of effective psychological preventive and corrective programs requires attention to the needs, motivations, and emotional development of adolescents. Collaboration among parents, educators, and psychologists, coupled with improvements in digital literacy and strengthening of social support systems, is essential.

Consequently, the digital environment should be viewed not as a risk factor but as a space of opportunities for the psychological development of youth.

Achieving this requires a shared responsibility among all societal stakeholders—families, educational institutions, the state, and civil society organizations—to guide youth behavior in digital spaces toward constructive and beneficial outcomes.

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