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THE EFFECT OF MASS MEDIA ON THE PROCESS OF SOCIALIZATION OF AN INDIVIDUAL

ABSTRACT

Socialization is regarded as a process of integration of an individual in the society, various types of social communities (a group, a social institution, a social organization) by acquiring the elements of culture, social norms and values, which serve as the basis for forming the socially critical personal features. It could happen under the chaotic influence of social circumstances on the individual as well as by means of nurture (purposeful personality formation). Socialization is exercised by way of an individual acquiring social experience and acting on it in their activity. As the result of integration, an individual acquires the stereotypical behavioral norms and values of the social environment he is operating in. Under the modern conditions various mass media play a crucial role in the process of personality formation, thus, such institutions as family and educational establishments should aim to curb the influence of the television and internet websites on the formation of personality.

Social environment, as a combination of social and psychological conditions, which an individual lives and faces on a regular basis, has critical impact on their development. Therefore, it is crucial to skillfully use the potential of the environment in the process of bringing up a personality.

Keywords:
socialization, personality, mass media, society.

Modern society is characterized by the growing role of mass media in every person's life. Nowadays alongside with such traditional sources of information as television, radio, magazines, newspapers and the Internet, new channels and means of transmitting data are rapidly developing (mobile connection, social networks, etc.). Consequently, media are becoming one of the most powerful factors affecting the process of socialization of a personality. Primarily, mass media should play an important role in establishing the mindset and values of an individual, presenting the appropriate patterns of typical social behaviors without simultaneously distorting the very notion of moral values. By means of mass media adolescents get to know the behavioral norms which are regarded in the society as pertinent to a particular social group.

Academic works regarding the influence of mass media on the process of socialization of an individual comprise works by K. Matviienko, S. Shandruk, L. Matsenko, O. Petrunko and others.

Socialization as a social issue has been a matter of concern for academics from various spheres and has been extensively studied throughout the history. The first research on the issues pertinent to socialization emerged in the late 60s of the previous century. Specifically, B. Parygin regarded social adaptation in relation to the historical development of the humanity, claiming that not only the emergence of a human and their separation from the animal world, but also the overall development of humanity throughout the years has been related to socialization. From his perspective, socialization refers to the 'multifaceted process, which comprises biological prerequisites as well as the introduction of an individual into the social environment, which stipulates social cognition, social communication, acquiring the skills of practical activity in both material world and the plurality of social functions, roles, norms, duties as well as bringing about changes to the surrounding (both material and social) world' (Парыгин, 1971, s. 165).

In the 70s of the 20th century, various aspects of the socialization process and its terminological conceptualization were researched by E. Kuzmin, Y. Levada, V. Markov, A. Mudrik, V. Sukhomlinsky and others. Specifically, E. Kuzmin insisted on prioritizing such mechanisms of socialization as imitation, suggestion, conformism, conscious emulation of patterns and influence of mass media on communication and culture (Кузьмин, 1967, s. 173).

The 80-90s of the 20th century are characterized by the growing interest in socialization as a psychological phenomenon. In this period peda-

gogical science raises the important issues of functions, mechanisms and specifications of socialization.

Modern researchers, in particular, A. Kapskaya, consider that socialization refers to gradual introduction of an individual into a social environment, which is accompanied by acquiring and reproducing the social norms as a result of interaction between an individual and both spontaneous and purposefully created living conditions at each developmental stage (Капська, 2003, s. 112).

Besides, scientists define the key elements of socialization. From the perspective of T. Kravchenko, a child's socialization comprises the following stages:

- adaptation (adaptation of an individual to the social environment and partial adaptation for the environment to the individual, facilitating the concordance of mutual demands and expectations);
- social role (a stereotypical behavioral pattern, which is stipulated by the social position of an individual in the system of social and interpersonal relationships);
- social status (a normative pattern of behavior in a social system, comprising the aggregate of the corresponding rights and liabilities);
- social norms (standards of activity and rules of behavior in the society);
- moral standards (moral principles of behavior, based on the socially accepted views of the essence of the good and evil and ethical antinomies typical of a particular culture);
- social attitudes (subjective orientation towards social values);
- social behavior (behavior regulated by individual and public conscience, social institutions, legal norms and morality);
- values (something valued by an individual); value systems (conscious intrinsic social values, which meet the demands of an individual);
- social conscience (reflection of the social reality)
- social experience (the outcome of the previous development of the society, a record of the essential results of human activity);
- social relations (relationship between the representatives of particular social groups pertinent to the position occupied by each in the social structure);
- socialization factors (drivers and conditions which influence an individual in the process of acquiring the cultural norms of a particular society)

– socialization agents (individuals who set the corresponding parameters in terms of the notions, attitudes and values of an individual);

– ways of socialization (specific types of interaction between an individual and the environment) (Кравченко, 2010, s. 13).

Besides, it should be highlighted that an individual is a total of all psychological traits of a human. In the strict sense, an individual is an organized structure of individual qualities and behavioral patterns which play a decisive role in terms of the socialization of a personality (Hilgard, 1972, s. 658).

As mentioned above, mass media play a crucial role at any developmental stage of an individual's life. However, a child's developmental and psychological characteristics stipulate their extreme vulnerability and sensitivity to the impact of mass media. It is accounted for by the fact that at an early age children undergo considerable changes, which are accompanied by the emergence of new interests, building relationships with adults and peers, craving for independence and others. Frequently children lack the essential knowledge and life experience, which they try to compensate for using data obtained from the Internet and other media.

Also K. Kelly and L. Donohew accented on the theory of primary socialization which identifies media as a secondary factor in the socialization process (Kelly, Donohew, 1999, s. 1033).

The thorough analysis of the essence and the intensity of performance enables one to define the rate of child's socialization both at school and in everyday life. Thus, high rate of socialization is represented by a child actively participating in organizing and holding on-site and extra-curricular events, showing initiative, being able to interact with other students, taking active part in school governance, acknowledging responsibility for their behavior, conscientiously performing their duties, acknowledging the necessity of abiding by laws and legal norms, showing respect and willingness to help and support others, expressing friendliness, solving conflicts through cooperation and compromise, demonstrating emotional stability.

Medium rate of socialization is intrinsic to those students who occasionally take part in organizing and holding on-site and extra-curricular events, are selectively interested in community services, take responsibility for their actions, being able to interact and perform their duties on most occasions, acknowledging the necessity to submit to discipline involved in constructive interaction.

Low rate of socialization is typical of those students who fail to participate in organizing and holding on-site and extra-curricular events, showing no initiative and lacking interpersonal skills, preferring the role of a follower, failing to acknowledge responsibility for their actions, being careless at performing their duties, failing to take the responsibility for the results of their activity aswell as independently formulate their own moral values, prone to conflicts, displaying lack of amiability to those with different views.

The researchers share the view that the process of socialization of an individual starting from birth, is a life-long process. Its success rests on numerous intrinsic and extrinsic factors. These factors could be categorized into four groups:

- megafactors (space, planet, world), which have a certain impact on the social adaptation of an individual;
- macrofactors (country, race, society, state) which influence all the people residing in a particular country;
- mesofactors (nationality or ethnicity, place of residence, being a part of certain mass media (radio, television) or a certain subcultures);
- microfactors (family, neighbors, educational establishments, work team, etc., which affect the process of a social adjustment of an individual).

In the works on Social Psychology the sources of socialization are boiled down to the following: technological and social changes in the society, urbanization, materialism and poverty, mass media, social and emotional stress, family problems, life events and stress associated with them, influence of peers, school, religion and other social institutions (Асмолова, 1990, s. 360).

Evidently, the major role in the process of socialization is played by various social institutions. The social institutions refer to the establishments which impact the process of socialization, directing it. They develop the personality, broadening a child's scope of the knowledge about the world, as well as the perception for the desirable and non-desirable behavioral patterns (Танчин, 2008, s. 5). Some social institutions accidentally influence the personality in the process of their social development and adjustment, others do that purposefully. Social institutions which exert purposeful influence on personality formation comprise family, education, culture and religion. Mass media have both purposeful and accidental influence on the process of socialization.

It is essential to outline two approaches to the process of socialization of an individual. The first one is a model by Herbert Bloomer, which highlights that in the course of interaction people become active creators of the worlds, capable of both individual and spontaneous definitions of the situation and, therefore, ready for the constant change of the nature of social organisation. The second approach is presented by Manford Kuhn, whose works focus on the fact that human nature is socially structured and relatively stable, social situations are regarded as relatively stable systems of positions, expectations and standards, human behavior is stable and conformist, while interaction is more connected with broader social structures than with individual behavior. Consequently, H. Bloomer emphasizes the necessity of subjective 'I', whereas M. Kuhn stresses the need for 'I' reflected in the theory of roles as a relatively stable system of behaviors, which is essentially a reaction to the existing behavioral patterns of others (Turner, 1985, ss. 395-405).

These two approaches being diametrically opposed, present an individual from the viewpoint of an individualistic approach and, correspondingly, an approach dependent on the surroundings.

It is essential to separately examine the notion of tertiary socialization. This term originated from the Latin «tertiarius» referring to people with alcohol or drug abuse. However, eventually the academics concluded that these types of abuse are one of the symptoms of deviant behavior, therefore, the theory and the model of tertiary socialization could be applied for devising the preventative measures relating to deviant behavior in general (violence, gambling, Internet addiction and others).

Tertiary socialization, according to A. Griaznov, refers to the process which results in shifting away from a certain social group and an eventual comeback to the normal surroundings, acquiring or renewing the social status, introducing socially acceptable norms and behavioral patterns into personality system as well as getting round to a healthy lifestyle (Грязнов, 2008, ss. 86-91).

The main goals of tertiary socialization could be defined as follows: assisting an individual in terms of shifting away from a certain social group, simultaneously coming back to the healthy lifestyle grounded on the use of the mechanisms of socialization (imitation, identification, mimicking, etc.). The tipping point in tertiary socialization is the wish of an individual to improve their behavior and get rid of the addiction (alcohol, drug or gambling) and 'make a fresh start'. The factors which affect this process are, essentially, microfactors (family, friends, referent groups) and mesofactors (various social institutions).

Prior to analyzing the role of mass media in the process of socialization of an individual, it is essential to define the notion of mass information and communication, its constituent parts, the way it functions as well as the peculiarities in the performance of its separate means. Firsov claims that 'mass communication is the socially stipulated process of spreading information (knowledge, spiritual values, moral, legal and other norms) in the society towards extensive and randomly located audiences with the help of specific institutions, which use technical means for this purpose (press, radio, television)(Фролова, 1991, s. 240). According to this definition, mass communication is regarded in relation to two aspects: as a sub-category of communication, which is performed for the whole society being essential for its survival, and as interpersonal communication between different individuals.

Having analyzed numerous definitions and scientific approaches, it is right to assume that mass media can be regarded as a social institution, which spreads social information, which is digitally recorded with the help of technical means for a wider audience, as well as the broad network of establishments, which collect, process and spread information.

This work is based in the premise that the activity of mass media should have a solely positive impact, which is reflected by the following functions:

– informing the citizens of important issues (for both the government and citizens) in the sphere of education (as a compliment to the activity of specialized educational establishments – schools, colleges, universities and academies);
– criticism and control, which are realized on the basis of public opinion and law;
– call for active duty, which encourages individuals to take up certain political actions or, conversely, inaction;
– innovations – initiating political change by stating major problems for the authority and the public;
– shaping public views on the key spheres of social life;
– operative function, which facilitates the policies of certain parties and social movements (Бутенко, 2006, s. 167).

Alongside with the positive impact, mass media have negative influence on the conscience and socialization of an individual. In order to control and prevent this negative effect on citizens' well-being, special bodies of public control should be created. Their primary goal is to monitor the compliance with the terms and conditions of telebroadcasting, which is the do-

main of the National Board of Tele- and Radiobroadcasting formed by the Parliament and the President based on the principles of parity.

The negative impact mass media may have on individuals comprises the following aspects:

- psycho-physiological, connected with basic emotions, which imples that subconsciously the actions of the character are perceived through the reality in which the end justifies the means and violence is regarded as a natural phenomenon;
- social psychological, based on the compensation effect offering the spectator an illusion that their cherished dreams are realized by emulating the character of a TV program;
- informative, which is essentially reflecting the practical data which proves useful for the audience: how to be successful in romance, avoid risks, stand one;s ground in a critical situation;
- aesthetic, aimed at the segment of the audience that seek to justify the use of violence or aggression by referring to it as a creative and naturalistic phenomenon (Федоров, 2004, s. 44).

Mass media find it easy to manipulate human conscience. In this context it is relevant to mention the interpretation of a personality by Niccolo Machiavelli, who regarded it as a paradigm of the following characteristics:

- domain-specific treatment of individuals as objects of manipulation;
- adjusting moral norms to the goals set;
- focusing on achieving success while neglecting the human needs of those 'standing on the way to the goal';
- low degree of emotional engagement on the way to satisfying certain needs (Hołyst, 2014, s. 440).

Some academics have made a point that the dominant issue of Machiavelli's concept is cognitive rather than emotional in nature, which stipulates the extreme resistance to social influence.

The researchers made an attempt to trace the correlation between the frequency of viewing programs with scenes of violence and the propensity to antisocial and unlawful behavior in real life. It specifically referred to the youngsters aged between 11 and 25 years old. The findings demonstrated that those willing to take risks in real life are less prone to watching TV programs regardless of the presence of violent scenes, as they perceive themselves as individuals with active rather than passive social roles. Those ones attracted by the unlawful activities on TV, though weaning off them in real life, were

eager to watch materials containing the elements of violence, especially the documentaries on crime and, thus, were satisfied by the 'subliminal' perception (Снігульська, 2007, s. 51).

From the perspective of T. Chernova, children tend to watch television predominantly in their adolescence. Television provides them with ready-made, easily interpreted images, which leads to high-school students spending long hours in front of the screen, getting more passive, lazy and less creative (Чернова, 2010, s. 203). At the times of the USSR, there was a bulk of research conducted with the view of examining the degree of the children's 'consumption' of television programs, which showed that 90% of the students watch films on television, some of them – up to 20 films a week, including those banned for their age limit. The findings included the close correlation between long hours of watching television programs and low grades at school (Баженова и др., 1989, s. 6).

Medical experts claim that outwardly immoral films and horror films can be a threat to agile children. Addiction to these kinds of films triggers antisocial behavior, aggression, vandalism and crime (Ануфрієва, 2005, s. 115).

The long-term research in 2000 confirmed the hypothesis that viewing scenes of violence may boost aggression in individuals. A group of American academics led by the Professor of Columbia University J. Johnson throughout 1975-2000 have been watching 700 families from new York. The experts concluded that violence and aggression are triggered by all types of television produce: the news, sports programs, commercials, films and even kids programs. According to the findings, during prime-time there are up to 3-5 violent acts featured on the television, while in kids programs, cartoons, in particular, it increases to 20-25. In the course of the research, it was discovered that individuals with aggressive behavior in the childhood tended to get less aggressive with years and eventually could lose interest in watching television. It supported the view that it is long hours of viewing television programs, which leads to aggression, not the contrary.

Besides boosting he level of aggression, the researchers point out one more negative effect of mass media on socialization: feeling of detachment from reality. A child, surrounded by television or computer reality gets the impression that they may have direct influence on the events created by them, the main characters of this reality.

The authors have conducted the survey among 45 students of middle and high school in Nikolaev (Ukraine) with the view to define their attitude

to modern mass media. The students were questions in relation to a number of issues. The result proved to be as follows:

– 67% of those asked claimed that they spend over 5 hours a day online, 10% spend more than 7 hours, 23% more than two hours. These findings reveal the negative trend, as a child should have active pastime in the open air, interacting with various real people, learning to build relationships with the surroundings. Besides, this trend may demonstrate the lack of parental control in terms of the amount of time spent by children online;

– 85% of the respondents claimed that they spend time online playing new games. This trend is astounding, given that there is a wide range of socially hazardous games, namely, 'The Blue Whale' and others. Taking part in such games could be a threat for health and even life for modern children due to the fact that according to the rules of the game, children should cause harm to their health on regular basis. In the course of the interview, the researchers discovered that the children were aware of such games.

– 65% of those surveyed claimed to be using the Internet for social networks. It may also have negative consequences, as the virtual interaction may serve as a substitute for the real one. Children lack the opportunity to learn to build relationships with real people, which may negatively affect their socialization. Besides, the authors were amazed that 20% of students spend time online searching for the data related to love and sex. Normally this topic is a matter of concern for the students of older age, especially, given that mass media may not be the most reliable source of information in terms of this issue. Under such influence, children may get wrong insights into the notions of family, gender roles and gender relationships;

– 99% of the respondents pointed out that they could not live without the Internet and television. Other types of mass media do not seem to be of any interest to them.

Thus, modern mass media are actively involved in the traditional system of nurture institutions, integrating in the system of social educational process, television programs, journals, newspapers, the Internet and radio should bring about elements of nurture, being appropriately controlled and organized.

Consequently there is an emergent need for implementing elucidatory preventative measures among children and their parents. It is crucial that this

work be held at several levels and have complex nature as it is impossible to solve it locally. The main trends in preventing the negative impact of mass media on the socialization of an individual could be working with mass media, working with children and their parents, involving schools as institutions.

The guidance for the social counsellors, psychologists and social workers should stipulate the creation of a specially designed course or program aimed at informing children about the consequences of the negative impact of mass media on their mental health.

Additionally, social counsellors and school psychologists could use a variety of workshops with the elements of art therapy, elucidatory and preventative counselling, involving parents.

Parents have to be aware that from an early age children get accustomed to specific types of mass media, which suggests that, primarily, parents should consciously select the least harmful types of mass media with the view to protect children from their disruptive impact. Also parents should monitor the range of mass media their children use, to ensure that these means correspond with the system of their family values, viewing mass media with their children, decreasing their own exposure to mass media. It should be integrated as a part of upbringing and as a child's developmental procedure, and, if there should be a certain deviation, parents could seek timely counselling from the specialist.

Conclusion

The analysis of the scientific works and modern social pedagogical research demonstrates that socialization of an individual is a two-sided process of adaptation to the surroundings. The key elements of child socialization comprise: social adaptation, social role, social status, social norms, personality values, socialization agents, socialization factors and others. Mass media alongside with the family, school, religion and culture shape the moral norms and icons, values and social behavioral patterns. Similarly, sociological research has proven the ambigual impact of mass media on shaping a child's conscience. On frequent occasions mass media, demonstrating violence, aggression and selfishness, manipulate a child's conscience. For that reason, television programs, journals, newspapers, the Internet and radio should be of educational nature, tightly controlled by family, school and the corresponding bodies of authority. Thus, shaping a personality is a process of social development of an individual as an actor, a member of the society and a citizen. This process takes place due to the educational impact of family,

school, society, interaction with the surroundings, human ability to adapt to the exterior environment, participation in the social activity. Socialization stipulates the development of an individual as a social member of the community or the group as a result of the impact of the surroundings on their inner development. Personal development may be incidental, purposeful and self-driven. As mentioned above, the positive educational effect on human development could be as well exercised by mass media – television, radio or press – as one of the components of social surroundings. By means of informing about socially meaningful facts, events, phenomena and processes, they develop in the young generation the appropriate attitudes to this information, facilitating their spiritual enrichment, social growth, developing the right attitude to life, active partaking in social activity. However, it should be noted that mass media are unable to substitute such social institutions as family or other social groups, what's more, they could exert disruptive influence in terms of shaping the personality, therefore, it is essential to control the process of obtaining various sorts of information as well as the degree of access of various age groups (particularly, children) to it.

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WPŁYW ŚRODKÓW MASOWEGO PRZEKAZU NA PROCES SOCJALIZACJI OSOBOWOŚCI

STRESZCZENIE

Socjalizacja jest postrzegana jako proces integrowania jednostek w różne typy wspólnot społecznych (grupa, instytucja społeczna, organizacja społeczna) poprzez asymilację elementów kulturowych, norm społecznych i wartości, na podstawie których kształtowane są istotne społeczne cechy osobowości. W tym znaczeniu może się ona przejawiać w warunkach spontanicznego oddziaływania na osobowość w różnych okolicznościach życia w społeczeństwie, a także w warunkach edukacji (celowe kształtowanie osobowości). Socjalizacja odbywa się poprzez asymilację jednostki przez doświadczenie społeczne i jej reprodukcję w działaniu. W wyniku socjalizacji człowiek przyswaja stereotypy zachowań, norm i orientacji wartości środowiska społecznego, w którym funkcjonuje. W nowoczesnych warunkach różne mass media odgrywają kluczową rolę w procesie kształtowania osobowości, a takie instytucje społeczne jak: rodzina, instytucje edukacyjne powinny kontrolować wpływ telewizji, Internetu itp. na proces kształtowania osobowości.

Środowisko społeczne jako zbiór warunków społecznych i psychologicznych, w których osoba żyje i cały czas jest aktywna, wpływa na jej rozwój w największym stopniu. Dlatego potencjał środowiska powinien być umiejętnie wykorzystywany w procesie kształcenia jednostki.

Słowa kluczowe:
socjalizacja, osobowość, środki masowego przekazu, społeczeństwo.