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*meoldom@gmail.com***DEVELOPMENT OF THE ADULTS' SUBJECTNESS ACTIVITY IN FACEBOOK**

Abstract. The article deals with various aspects of subjectness activity development in social networks, Facebook in particular. The definitions of the following concepts are given: "subject", "subjectness", "levels of subjectness activity", "subjectness activity", "structural organization of the subjectness activity", "representative subjectness". The components of the subjectness structural organization, the level of its manifestation and related phenomena are analyzed. The structural organization of the self-development subjectness (activity) is defined: formation and achievement of personal goals, motivation to self-development; intellectual initiation (reflection and introspection, determination of thinking) and other metacognitions; self-sufficiency; social activity; freedom of choice and responsibility for it; initiative; self-realization; communicativeness, predictive thinking. A special role of self-development subjectness facilitated by self-design and development of intelligence, as factors of subjectness activity and existence of subjectness in general, is noted. A questionnaire on the subjectness activity level of social networks users was developed. The technologies of forming the subjectness activity of Internet users in the form of Internet training were developed and described. The experimental study "Internet training on the subjectness activity development of adult social networks users" was conducted in two phases.

The average value of subjectness activity level of different groups of Internet users was determined.

It was confirmed that the development of subjectness activity of adult users of social networks corresponds to the level of their motivation to self-development and development of intellectual initiation, as well as other intellectual metacognitions.

The main advantages and limitations of online trainings in social networks were described. The prospects for further research of subjectness and subjectness activity were presented.

Keywords: subject; subjectness; subjectness activity; subjectness activity development; social networks.

1. INTRODUCTION

Every day the Internet is increasingly penetrating into the public sphere, and therefore lives are virtualizing. The processes of learning, working, communication already occur in the virtual space, and this trend will only deepen over time. Social networks have been gradually replacing ordinary life, "live" communication, covering the entire spectrum of communications: from entertainment to professional. The subjectness and subjectness activity in the virtual learning space become relevant in connection with further integration of infocommunication technologies like the Internet and virtuality in everyday life, related with different activities in virtual space, such as: work, learning, communication, entertainment, etc.

Virtualization of life, technical and technological progress, social networks, information technologies and closely related media manipulations, phenomena of populism, misinformation, information "throwing" and "fake", hybrid wars, etc., become more and more relevant processes with each new day, which have an impact on society in general, and affect an increasing number of people.

The Internet in general and social networks in particular have mixed impact on user development. For social well-being and success in overcoming new challenges, it is important that a person, being in virtual space, should remain a subject. This is possible due to development of subjectness activity in general, as well as its individual components. The individual components of the structural organization of subjectness are: motivation to self-development; intellectual initiation, reflection and introspection, determination of thinking and other metacognitions; self-sufficiency; social activity; freedom of choice and responsibility for it; initiative; self-realization; communicativeness, predictive thinking [1].

By this time, the subjectness activity development of the social networks adult users has hardly been researched. Thus, there are questions of the psychological specificity of such users' subjectness activity level and its individual structural components; the development of the appropriate theoretical model and the development methods; technologies of subjectness activity development by means of the Internet.

Due to ambiguity of the influence of these processes, there arises the question about significance of subjectness and subjectness activity in life that is saturated with virtuality.

Determination of the psychological features of social networks adult users' subjectness activity and its structural organization as well as the technology of its formation is very important due to many reasons: from individual remnants of social infantilism traditions (post-Soviet, for example) to new present-day challenges like life virtualization, robotization and technologization. The whole spectrum of possible consequences of increasing subjectness activity requires additional investigation. But as for now we can assume that these may result in improvement of people's well-being, increasing economic activity, overcoming the infamous "inferiority" complex, developing the civil position, reducing the negative impact of the social networks and the Internet, effective overcoming of misinformation, propaganda, manipulation, information pressure; assisting in information wars etc. There are also such possible positive effects as increasing self-control and self-confidence, more stable self-identification, self-awareness of vital values and goals, emotional stability etc.

The purpose of the article is to highlight the methodology and results of the research of the subjectness activity development of social networks adult users.

The objectives of the research are to determine the structural organization of subjectness activity; to determine the level of the subjectness activity of social networks users; to develop technologies for forming the subjectness activity of Internet users; to conduct an experimental study of the subjectness activity of social networks adult users.

2. THEORETICAL BACKGROUNDS

Theoretical and methodological basis of the study are:

- Studies of the subject-activity approach performed by K.O. Abulkhanova, A.V. Brushlinsky, G.S. Kostiuk, S.D. Maksimenko[2], V.A. Petrovsky[3], S.L. Rubinstein, V.O. Tatenko;
- Research of the various aspects of subjectness and subjectness activity and their development by Z. Adamska, V.M. Bykov, A.V. Bykova, N.Ya. Bolshunova [4], O.Osnitsky, M.A. Sidorova;
- The concept of subjectness activity as factor of self-development and development of intellectual metacognitions by M.L. Smulson [5],[6],[7],[18];
- The designing of educational, developmental and therapeutic potentials of online trainings by M.M. Nazar [8],[9],[14],[17];
- Psychological studies of cyberspace, the Internet and infocommunication technologies by J. Gackenbach, A.N. Joinson, M. Stel, J. Suler, S. Turkle, C.R.

Wolfe, Yu.Yu. Babayeva, O.E. Voyskunsky, A.E. Zhichkina, Yu.M. Kuznetsova, Ye.I. Mashbyts [10],[19], O.K. Tikhomirov, N.V. Chudova.

- Latest studies on the problems of subjectness and virtual learning space by O.P. Pinckhuk [11], N.B. Ellison [13], P.P. Ditjuk[15],I.G.Kovalenko-Kobilyanska, [20].

A subject is a person that is active under the influence of their own intellect. A subject is also defined as a carrier of a mental map [21],[22],[23].

Subjectness is the dynamical structural organization of a subject, which is subordinate to a certain activity and consists of intellectual capabilities, mental models, motivations and has several levels: subjectness (highest), co-subjectness, un-subjectness, pre-subjectness and reactivity (lowest). For example, subjectness of self-development (activity) has the following structural organization (components): formation and achievement of personal goals; motivation for learning and self-development; intellectual initiation (reflection and self-analysis, determination of thinking) and other metacognitions; self-sufficiency; social activity; freedom of choice and responsibility for it; initiative; self-realization; communicativeness; predictive thinking[21],[22],[23].

Speaking of subjectness in virtuality, it is appropriate to use the term “representative subjectness”. The representative subjectness is the representation of subjectness in mediated environment relative to the subject, including virtual. Subjectness in the representation may depend on the influence of the subject's imaginations about the game conditions; their desires and goals; motivation; the chosen role; knowledge of the environment in which the representation takes place, etc[16],[23].

Structural organization of the subjectness activity is a set of elemental connections and components that provide it [1],[23].

The subjectness activity has certain levels of development. The levels of subjectness activity development on the example of self-development[1],[23] are as follows:

- Subjectness (the highest level): the purposeful self-development and development of others, based on own conscious self-interest, goals and objectives;
- Co-subjectness: the purposeful joint development, based on the mutual interests, goals and objectives;
- Un-subjectness: the conscious deliberate development under the influence of interests, goals and objectives of other subjects;
- Pre-subjectness: the development under the influence of others without awareness of own interests and tasks;
- Reactivity (the lowest level): the chaotic development under the influence of the environment and other subjects.

This classification is based on the concepts of self-development and subjectness activity by M.L. Smulson and on the self-designing paradigm by N.V. Chepeleva [5],[6],[7],[24].

Levels of the subjectness development are the dynamical strengthening or weakening of the subjectness properties under the influence of their own factors or external influence for the most effective activity in a specific situation, based on motivation and goals [23].

Subjectness activity is the activity that is self-motivated by a person's interests under the influence of their intellect, aimed at achieving the subject's goals and solving their personal tasks [1],[23].

3. METHODS

We used the following research methods: theoretical analysis of the modern sources on the research topic; comparison and synthesis of the scientific data; the author's individual methods: diagnosis of the subjectness activity level of social networks users (two versions)

and questionnaire on self-goalsetting; diagnostic and control tests to determine the components of the structural organization levels of subjectness activity: the PT Scale (decentration) of M. Davis's "Interpersonal Reactivity Index" [12], "Life Orientation Test - Revised" by M. Sheer and C. Carver (LOT-R, Scheier, Carver) [25], "The Ability to Predict" by L.A. Regush [26], questionnaire "The level of subjective control" (option A) (Bazhin, Golinkina, Etkind) [27]; the new version of "Badner's tolerance-intolerance scales for uncertainty" in T.V. Kornilova's adaptation [28]. Methods of training: online mini-lectures, video lectures, online exercises for the development of subjectness activity and its individual components; forming experiment in the format of Internet training of the subjectness activity development of social networks adult users; mathematical methods for the data processing by using of SPSS, Excel, Google Spreadsheet: correlation analysis etc.; questionnaire; observation.

4. ORGANIZATION AND THE RESULTS OF RESEARCH

We have conducted the experimental study "Internet training on the subjectness activity development of the adult social networks users" in virtual educational environment on the webpage of the Department of Modern Information Technologies of the Institute of Psychology named after G.S.Kostyuk of the National Academy of Educational Sciences of Ukraine <http://moodle.newlearning.org.ua>. Technically the experiment was organized using the Moodle MOOC system, Google Forms, Department's group in the Facebook social network and a private page with approximately 4000 friends and subscribers *ibid* [23].

The purpose of the Internet training was the formation and development of subjectness activity of social network adult users advancing its key structural components, relevant skills and abilities.

The feature of this training is the age limit: starting from 18 years it is allowed to use social networks and most of the Internet services without parental consent.

The Internet training structurally is divided into 5 weeks and includes 7 short lectures, one video lecture, 25 exercises on the subjectness activity development and its components, outcomes and questionnaires.

The first week of the Internet training is devoted to the topic of self-development and contains the following exercises: "Self-development and learning barriers", "The qualities that promote self-development and learning", "Professions", "The house of my goal", "10 years later", "20 years later". The goal of this block of lectures and exercises for Internet users is to acquire the following skills in the current and desired situation: self-development; awareness of personal limitations and advantages on the way to self-development, personal goals and ways of their accomplishment; possible ways of professional and personal self-fulfillment; reflection; self-prognosis [23].

The second week of the Internet training is devoted to the topic of critical thinking, its decentralization and the development of relevant skills, which includes such exercises as: "Fact or Opinion", "Guidance for Newcomers", "Devil's Lawyer", "Critical Thinking Algorithm" and "Competitors". The exercises and lectures of this block are aimed at understanding and gaining of the skills in decentralization of thinking; self-reflection; freedom of will and freedom of choice; autonomy; ability to make decisions; effective goal-setting; understanding of oneself and own needs; tolerance to the thoughts of others; counteracting to manipulations, psychological and informational pressure; balance and self-confidence; development of intellect and creative thinking [23].

The third week of the online training is devoted to the topics of intellectual initiation, autonomy, responsibility and freedom of choice, development of relevant skills. It contains the following exercises: "Steps of Confidence", "Your Goal", "The Principles of Free Choice", "Positive Expectations". The block of lectures and exercises is aimed at

understanding and gaining the skills in: self-statement of tasks, goal setting; planning and projecting of activities; setting priorities among the goals and order of their achievement; motivation; principles and rules of setting goals; finding the optimal way of achieving goals; time management; search for necessary resources to achieve goals; awareness of alternatives; freedom of will and freedom of choice; choosing priorities of your life; making independent decisions and building your own destiny [23].

The fourth week of the online training is devoted to the topics of initiative, self-realization and development of the relevant skills. It contains the following exercises: "Enemies and Friends of Initiative", "Daily Initiative", "Self-Realization", "Money and Self-Realization", "My Exercises", "The Image of Success", "Happy moments". This block of lectures and exercises is aimed at understanding and gaining the skills in: initiative; social activity; overcoming internal obstacles on the way to goals; improving your own efficiency; responding to criticism; encouragement on the way to your goal; self-realization; self-actualization; self-projection and self-development; internal integration and personality synergy; successful behavior and happy life [23].

The fifth week of the Internet training is devoted to the theme of predictability and development of relevant skills, it includes such exercises as "The Storm", "Prognostication", "The Trajectory", "Integration". This block of lectures and exercises is aimed at understanding and gaining the skills in: prognosticity; analysis of events, phenomena, etc.; prognosis making; evaluation of the probability of events occurrence and their consequences; evaluation of the impact of a particular phenomenon, event, etc. on the outside world; establishment of cause-and-effect relationships; upgrading and integrating of all knowledge and skills acquired during this Internet training [23].

The summary of the training provides the feedback from the participants of the Internet training, as well as its expected benefits, including the functions of self-reflection, prognosticating and projecting of the participants' own future.

Each exercise engages participants in active work during online training sessions: active discussion of tasks with other participants or tutor (via private messages or publicly available comments, both on the Moodle platform and in the Facebook social network), placement of answers to the tasks and their discussion. Along with that, passive participation was available in reading/writing mode and/or in self-reflection, without a response to the people or the Internet training tutor.

The difference of this Internet training between Facebook and the Moodle platform was the privacy settings: the Facebook was in a "friends-only" mode. In addition, the Moodle version of the training had the possibility of anonymous access for users.

The first empirical phase of the Moodle-based study started on June 1, 2017 and lasted until June 2018. In the Facebook the empirical phase lasted from February 13, 2018 to June 2018. The data was collected through online questionnaire. All specified research methods were used during this phase, except the second version of the questionnaire on the subjectness activity level of social networks users. Up to 20.05.2018 more than 130 participants completed the "Internet training on the subjectness activity development of adult social networks users" on the Moodle platform, and over 70 ones took it on the Facebook-adapted version. The sample consisted of two groups: basic and control. The basic group included full, partial or passive (without public responses) participation in the training. The control group included participation only in filling out the questionnaire. 28.85% of the respondents indicated that they had volunteer experience; 21.15% had blogger experience. The sample had 17.6% male participants and 82.4% female. The age of the participants was as follows: 68.6% were 31-50 years old; 17.6% were 18-30 years old; 11.8% were 51-70 years old, 2% were from other age groups. 60.8% of the participants had higher education, 25.5% had postgraduate education, 7.8% vocational secondary education, the rest of 5.9% had other

education (secondary, incomplete higher education, doctorate, etc). The most part of the sample lived in the cities with more than 1,000,000 inhabitants (52.9%), cities of smaller size (27.6%), regional centers (11.8%). The control group of the sample was 49%; 33.3% of the sample completed the Internet training fully, and the rest of 17.7% were the people with partial and passive participation [23].

It should be noted that the sample of the first phase, those who passed the online training, mainly consisted of people with higher and secondary education, while the control group had a significant number of postgraduates, PhD`s and Doctors of Sciences, who had an increasing effect on the subjectness activity average level of the control group sample [23].

The average value of subjectness activity level in the control sample, according to the questionnaire on the subjectness activity level of social networks users №1 (Table 3) was 33.76 points out of 50 (or 3.376 out of 5); the participants who had passively passed Internet training had 31.25 points out of 50; the participants who had passed the training partially and fully had 35.47 out of 50 (or 3.547 out of 5). That is, the growth of subjectness activity among participants who took full participation and performed tasks differs by 8.4% from those participants who chose passive participation. The following gender characteristics of subjectness activity in the general sample were revealed: men had the average score 35 points out of 50, while women had 34.55. The age characteristics of subjectness activity in the general sample are as follows: the participants aged 18-30 had an average score 35.75 out of 50; the participants aged 31-50 had an average score 33.05; the participants aged 51+ had an average score 35.42. The average indicators for the general sample according to the education criterion are as follows: participants with specialized secondary education had the average score 32 points out of 50; higher - 34; postgraduate 35.16; doctorate 38.33. The average indexes of the general sample according to the residence criterion: the inhabitants of cities had 34.5 points out of 50; regional centers 36; cities with more than 1,000,000 inhabitants 33.59. The participants who indicated volunteering experience had an average level of subjectness activity 35.13 points out of 50, and those who had blogger experience 36.55. The average value for the control question "Has my activity become more conscious?" was: control group 3.73 out of 5; full participation - 4.17. The average value of the total sample by PT Scale (decentration) of M. Davis`s "Interpersonal Reactivity Index" was 17.36 points. The average sten score of the questionnaire "Level of subjective control" (option A) was 3.4. The average indicators in the overall sample of intolerance to uncertainty, based on the new version of "Badner's tolerance-intolerance scales for uncertainty" in T.V. Kornilova`s adaptation was 28,88 points; tolerance to uncertainty was 30.61 points. The average results of the L.A. Regush test "The ability to predict" by scales were: Total 25,03; Analyticity 69%; Consciousness 72%; Flexibility 63%; Prospectivity 67%; Evidence 68%. The average results of the life orientation test revised by M. Scheier and C. Carver, on the scales were: Optimism 7.86; Pessimism 6.96 [23].

It showed that the data of the questionnaire on the subjectness activity level of social networks users had a positive strong correlation coefficient with the data of the PT Scale (decentration) of M. Davis`s "Interpersonal Reactivity Index" (Table 1). The total points of participants in the questionnaire on the subjectness activity level of social networks users had an average positive correlation with the general scale of the test "The ability to predict" by L.A. Regush (Table 2). There were average positive correlations between the data of the scales of the test "The ability to predict" by L.A. Regush: general and analytical, general and prospectivity, general and awareness, general and evidence; the average positive correlation between the data of the questionnaire on the subjectness activity level of social networks users and the production scale of the questionnaire "The level of subjective control" (option A) [23].

Table 1

Results of mathematical data processing by the Spirman method. Correlation matrix of Questionnaire №1 on the subjectness activity level and the PT Scale (decentration) of M. Davis`s "Interpersonal Reactivity Index" (Phase 1)

	s1	s2	s3	s4	sa	d1	d2	d3	d4	d
s1	1,000	,729**	,813**	,078	,813**	,917**	,736**	,844**	-,214	,844**
s2	,729**	1,000	,653**	,439	,653**	,431	,320	,452	,125	,452
s3	,813**	,653**	1,000	-,223	1,000**	,747**	,722**	,661**	-,101	,661**
s4	,078	,439	-,223	1,000	-,223	-,218	-,156	,040	-,071	,040
sa	,813**	,653**	1,000**	-,223	1,000	,747**	,722**	,661**	-,101	,661**
d1	,917**	,431	,747**	-,218	,747**	1,000	,786**	,857**	-,276	,857**
d2	,736**	,320	,722**	-,156	,722**	,786**	1,000	,749**	-,410	,749**
d3	,844**	,452	,661**	,040	,661**	,857**	,749**	1,000	-,540*	1,000**
d4	-,214	,125	-,101	-,071	-,101	-,276	-,410	-,540*	1,000	-,540*
d	,844**	,452	,661**	,040	,661**	,857**	,749**	1,000**	-,540*	1,000

Table 2

Results of mathematical data processing by the Spirman method. Correlation matrix of Questionnaire №1 on the subjectness activity level and the "ability to predict" test by L.A. Regush (Phase 1)

		s1	s2	s3	s4	sa	p3	p4	p5	p6	p7	p8		
Spearman's rho	s1	Correlation Coefficient	1,000	,722**	,804**	-,115	,804**	,441*	,356	,412*	,030	,304	,251	
		Sig. (2-tailed)	.	,000	,000	,577	,000	,024	,074	,036	,886	,131	,217	
	s2	Correlation Coefficient	,722**	1,000	,605**	,253	,605**	,076	,073	,241	-,115	,220	,009	
		Sig. (2-tailed)	,000	.	,001	,212	,001	,714	,721	,236	,575	,280	,966	
	s3	Correlation Coefficient	,804**	,605**	1,000	-,408*	1,000**	,374	,138	,520**	,002	,090	,123	
		Sig. (2-tailed)	,000	,001	.	,039	.	,060	,502	,007	,993	,663	,548	
	s4	Correlation Coefficient	-,115	,253	-,408*	1,000	-,408*	1,000	-,449*	-,083	-,166	-,256	-,173	-,304
		Sig. (2-tailed)	,577	,212	,039	.	,039	,021	,686	,417	,208	,398	,131	
	sa	Correlation Coefficient	,804**	,605**	1,000**	-,408*	1,000	,374	,138	,520**	,002	,090	,123	
		Sig. (2-tailed)	,000	,001	.	,039	.	,060	,502	,007	,993	,663	,548	
	p3	Correlation Coefficient	,441*	,076	,374	-,449*	,374	1,000	,466*	,448*	,474*	,565**	,640**	
		Sig. (2-tailed)	,024	,714	,060	,021	,060	.	,016	,022	,014	,003	,000	
	p4	Correlation Coefficient	,356	,073	,138	-,083	,138	,466*	1,000	,066	,112	,409*	,102	
		Sig. (2-tailed)	,074	,721	,502	,686	,502	,016	.	,750	,585	,038	,620	
	p5	Correlation Coefficient	,412*	,241	,520**	-,166	,520**	,448*	,066	1,000	-,035	,100	,125	
		Sig. (2-tailed)	,036	,236	,007	,417	,007	,022	,750	.	,866	,626	,542	
	p6	Correlation Coefficient	,030	-,115	,002	-,256	,002	,474*	,112	-,035	1,000	,057	,247	
		Sig. (2-tailed)	,886	,575	,993	,208	,993	,014	,585	,866	.	,781	,224	
	p7	Correlation Coefficient	,304	,220	,090	-,173	,090	,565**	,409*	,100	,057	1,000	,379	
		Sig. (2-tailed)	,131	,280	,663	,398	,663	,003	,038	,626	,781	.	,056	
	p8	Correlation Coefficient	,251	,009	,123	-,304	,123	,640**	,102	,125	,247	,379	1,000	
		Sig. (2-tailed)	,217	,966	,548	,131	,548	,000	,620	,542	,224	,056	.	

** . Correlation is significant at the 0.01 level (2-tailed).
 * . Correlation is significant at the 0.05 level (2-tailed).

Also there was average positive correlation between the dispersion of the questionnaire on the subjectness activity level of social networks users and the scale of the new version of the "Badner's tolerance-intolerance scales for uncertainty in T.V. Kornilova's adaptation. It was determined that the correlation analysis of the data of the questionnaire on the subjectness activity level of social networks users among the sample of participants who had completed the "Internet training on the development of subjectness activity of adult social network users", revealed the strong positive correlation between the level of subjectness activity and scales of self-development motivation and goal-setting. The strong positive correlation between the scales of self-realization and communicativeness was determined. There was an average positive correlation between the level of subjectness activity and the scales of initiative, prognostication and communicativeness [23].

Table 3

Questionnaire №1 on the subjectness activity level of social networks users for Phase 1

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Question	Points				
It is usually easy and interesting for me to learn	1	2	3	4	5
I am worried about my future	1	2	3	4	5
My goals correspond to my desires	1	2	3	4	5
I try to get approval from people surrounding me	5	4	3	2	1
I wouldn't say that chance or fate have much impact on my life	1	2	3	4	5
The desire for creativity is the basis for various undertakings	1	2	3	4	5
The main thing in our lives is to bring benefit	5	4	3	2	1
My predictions are usually correct	1	2	3	4	5
Most often, I write a message or an e-mail first.	1	2	3	4	5
I can be friendly with people I can not stand	1	2	3	4	5

The second empirical phase of the study started in July, 2018 and lasted until January, 2019. The data was collected through an online questionnaire. During the phase we used only the questionnaire on the subjectness activity level of social networks users №2 (Table 4) and basic questions like gender, type of participation etc. Questionnaire №2 is slightly modified and complemented with questions about assertiveness. Up to January 2019, 126 participants filled in online questionnaire №2. The sample consisted of two groups: basic and control. The basic group took full, partial or passive (without public responses) participation in phase 1 of the training. The control group took part only in filling out the questionnaire. The male percentage of the sample was 22.8%, female 77.2%. The control group of the sample was

26%, 66.9% of the sample took the complete Internet training, and the rest of 7.1% were partial and passive participants. The average value of subjectness activity level in the control sample, according to questionnaire on the subjectness activity level of social networks users №2, was 48.84 points out of 75 (or 3.256 out of 5); the participants who passed the complete training had 54.04 out of 75 (or 3.602 out of 5). The average value on the control question "Has my activity become more conscious?" was: in control group 3.781 out of 5; full participation 4.447.

Table 4

Questionnaire №2 on the subjectness activity level of social networks users for Phase 2

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Question	Points				
I can remind a friend of the debt	1	2	3	4	5
Friends have a great influence on me	5	4	3	2	1
It is comfortable for me to travel alone	1	2	3	4	5
I rarely get bored	1	2	3	4	5
In conversations I always use that language which I consider necessary to communicate, not interlocutor's	1	2	3	4	5
I am worried about my future	1	2	3	4	5
It is usually easy for me to learn	1	2	3	4	5
I try to get approval from the people surrounding me	5	4	3	2	1
The desire for creativity is the basis for various undertakings	1	2	3	4	5
My goals correspond to my desires	1	2	3	4	5
I can be friendly when I need it	1	2	3	4	5
Most often, I write a message or an e-mail first	1	2	3	4	5
The main thing in our lives is to bring benefit	5	4	3	2	1
I wouldn't say that chance has much impact on my life	1	2	3	4	5
My predictions are usually correct	1	2	3	4	5

5. CONCLUSIONS AND PROSPECTS FOR FURTHER RESEARCH

The technologies of forming the subjectness activity of Internet users in the form of Internet training were developed, tested and performed in two phases during the experimental

study. "The questionnaire on the subjectness activity level of social networks users" (two versions) was developed and used specifically for this training. During the first phase of the Internet training a considerable growth of subjectness activity could be seen among the persons who took full participation and performed the task at the time of the completion of the Internet training. Among those participants who chose passive form of participation the growth was 8.4%. Self-awareness of the participants in the Internet-training increased by 8.8%, compared to the control group. The average value of subjectness activity level in the control sample, according to the questionnaire on the subjectness activity level of social networks users, was 3.376 out of 5; participants that passively passed Internet training had 3.125 out of 5; the participants who passed it partially and completely had 3.547 out of 5.

The second phase of experimental study showed that the subjectness activity level was 3.256 points out of 5 among the participants of the online training from control sample, according to the questionnaire on the subjectness activity level of social networks users №2, and the participants who passed the training program completely from phase 1 had 3.602 points out of 5.

As a result of the online training, the average value of subjectness activity of participants who had successful participation increased from 3.547 points in the first phase to 3.602 after the second phase, while the control group without training had 3.376 points on first phase.

Consequently, the development of subjectness activity of adult users of social networks corresponds to the level of their motivation to self-development and the development of intellectual initiation, other intellectual metacognitions.

It can best be said that the development of subjectness activity in Facebook in the form of online training has significant efficiency. At the same time, its effectiveness is largely limited by self-motivation of potential participants. For greater effectiveness of the subjectness activity development in general and coverage of the wider population, it is necessary to attract more resources and implement a long-term targeted impact, using state policies, media, educational institutions, families and others.

The main advantages of online trainings in social networks are the opportunity to choose your own pace and style of development or learning, scalability, the possibility of privacy, accessibility, mass-volume, flexibility, constant communication with the author or the tutor and other participants, remoteness, fast feedback, saving time and other resources.

The main limitations of online trainings in social networks are high role of the author \ tutor \ source authority, limited information about the state of personality and its current progress, reduced control ability, dependence of result on the participants' level of motivation to self-development and achievement of their goals, and the platform not being adapted for learning purposes.

Opportunities for future research of subjectness and subjectness activity may lie in: creating a model of subjectness activity; further study of age and professional features of subjectness activity; research of collective subjectness activity; revealing features of subjectness and subjectness activity in different cultures; investigation of the subjectness in virtual environment; determination of the impact of new technologies on subjectness and subjectness activity. The impact of social networks on acceleration of the group and social dynamics is worth checking.

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РОЗВИТОК СУБ'ЄКТНОЇ АКТИВНОСТІ ДОРОСЛИХ У ФЕЙСБУЦІ

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Анотація. У статті розглядаються різні аспекти розвитку суб'єктної активності в соціальних мережах, зокрема в Фейсбукі. Дано визначення понять «суб'єкт», «суб'єктність», «рівні суб'єктної активності», «суб'єктна активність», «структурна організація суб'єктної активності», «репрезентативна суб'єктність». Проаналізовано складові структурної організації суб'єктності, рівень її прояву та феномени. Визначено структурну організацію суб'єктності саморозвитку (активності): вмотивованість до навчання та саморозвитку; інтелектуальна ініціація; цілепокладання - формування та досягнення власних цілей; соціальна активність; самостійність, свобода вибору та відповідальність за нього; ініціативність; самореалізація; прогностичність мислення; комунікативність. Розроблено методики діагностики рівня суб'єктної активності в користувачів соціальних мереж. Відзначено особливу роль у суб'єктності саморозвитку за допомогою самопроєктування та розвитку інтелекту як чинників суб'єктної активності та існування суб'єктності в цілому. Розроблено технології формування суб'єктної активності користувачів Інтернету у формі Інтернет-тренінгу, розроблено та проведено експериментальне дослідження "Інтернет-тренінг з розвитку суб'єктної активності дорослих користувачів соціальних мереж". Визначено середні значення рівня суб'єктної активності різних груп Інтернет-користувачів. Підтверджено, що розвиток суб'єктної активності дорослих користувачів соціальних мереж відповідає рівню вмотивованості до саморозвитку та розвитку інтелектуальної ініціації, інших інтелектуальних метакогніцій. Описано основні переваги та обмеження онлайн-тренінгів у соціальних мережах. Представлені перспективи подальших досліджень з питань суб'єктності та суб'єктної активності.

Ключові слова: суб'єкт, суб'єктність, суб'єктна активність, розвиток суб'єктної активності, соціальні мережі.

РАЗВИТИЕ СУБЪЕКТНОЙ АКТИВНОСТИ ВЗРОСЛЫХ В ФЕЙСБУКЕ

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Аннотация. В статье рассматриваются различные аспекты развития субъектной активности в социальных сетях, в частности в Фейсбуке. Дано определение понятий «субъект», «субъектность», «уровни субъектной активности», «субъектная активность», «структурная организация субъектной активности», «репрезентативная субъектность». Проанализированы составляющие структурной организации субъектности, уровни ее проявления и феномены. Определена структурная организация субъектности саморазвития (активности): мотивированность к обучению и саморазвитию; интеллектуальная инициация; целеполагание - формирование и достижения собственных целей; социальная активность; самостоятельность, свобода выбора и ответственность за него; инициативность; самореализация; прогностичность мышления; коммуникативность. Разработаны методики диагностики уровня субъектной активности у пользователей социальных сетей. Отмечено особую роль в субъектности саморазвития с помощью самопроектирования и развитие интеллекта как факторов субъектной активности и существования субъектности в целом. Разработаны технологии формирования субъектной активности пользователей Интернета в форме Интернет-тренинга, разработано и проведено экспериментальное исследование "Интернет-тренинг по развитию субъектной активности взрослых пользователей социальных сетей". Определено среднее значение уровня субъектной активности различных групп Интернет-пользователей. Подтверждено, что развитие субъектной активности взрослых пользователей социальных сетей соответствует уровню мотивированности к саморазвитию и развитию интеллектуальной инициации, других интеллектуальных метакогниций. Описаны основные преимущества и ограничения онлайн-тренингов в социальных сетях. Представлены перспективы дальнейших исследований по вопросам субъектности и субъектной активности.

Ключевые слова: субъект; субъектность; субъектная активность; развитие субъектной активности; социальные сети.



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