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Том XIV

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ОБРАЗОВАНИЕТО, БИЗНЕСА И ТУРИЗМА“**



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EDUCATION, BUSINESS AND TOURISM“**

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ДЕЗІНГІБІЦІЯ ВІРТУАЛЬНОГО СПІЛКУВАННЯ СТУДЕНТІВ В УМОВАХ ДІДЖИТАЛІЗАЦІЇ ОСВІТИ

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Abstract. Virtual communication has changed the way we interact with other people. The concept of disinhibition in virtual communication has been considered in scientific sources for two decades, but still has a wide range for new research and possibilities for empirical approbation of existing scientific literature. The article contains the results of an empirical research about disinhibition of students' virtual communication in the context of digitalization of education. Were characterized psychological features of students that are prone and not-prone to the phenomenon of disinhibition in virtual environment.

Key words: *online disinhibition, virtual communication, virtual environment, digitalization of education, predisposition to aggression, students.*

В статті розглядаються результати емпіричного дослідження явища дезінгібіції віртуального спілкування студентів в умовах діджиталізації освіти. Охарактеризовані студенти схильні до явища дезінгібіції.

Ключевые слова: *онлайн дезінгібіція, віртуальне спілкування, віртуальна середовище, діджиталізація освіти, схильність до агресії, студенти.*

The formulation of the problem. Today, in the Era of Global Pandemic, the digitalization of educational space is an integral part of the student learning process. Virtually, all types of interaction and communication in the educational process today are limited to the virtual environment, which contributed to many research about phenomena in it. Interacting online students often lose social responsibility and the effect of social desirability, which, with appropriate characterological tendencies, allows individuals to express themselves from the other side. The concept of disinhibition has two directly opposite essences, the benevolent side of the phenomenon allows the student to freely express his opinion, feel more relaxed, easier to respond to negative comments, but the negative side of disinhibition increase the tendency to "flaming", students often begin conflicts with an incitement and sarcasm. We believe that this research of the phenomenon of disinhibition in the virtual environment should help to create conditions not only for personal development of the student, but also to improve his interaction with other participants in the educational process.

Analysis of the recent research and publications. In the psychology literature, the term "disinhibition" describes in works: Zhmurova D.V, Prentiss-Dunn S., Rogers R., Seagal J., Dubrovsky V., Kessler S. Research about personality changes in the virtual

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environment were investigated by Reicher S., Babayeva Y.D, Voiskunsky O.E, Smyshlyaev O.V.

A study of users' identity of computer networks and self-presentation processes in the network J. S. Donath, J. R. Beniger.

Studies of disinhibition in the virtual environment have been substantiated in the works of J. Suler, McGuire T., Self S., Meyer R., Reinhold H., Duvall, Wickland, Metzger K., Zanna M., Barak, Boniel-Nissim, Lapidot-Lefler.

Basic material. The aim of this article is: to analyze the phenomenon of disinhibition in virtual communication of students and highlight the results of empirical research, to investigate the features of the manifestation of disinhibition in students that are prone and not-prone to the phenomenon of disinhibition in virtual environment.

In the psychological literature, the term "disinhibition" describes a person's rebellious tendency to ignore social constraints and seek for stimulations [16].

Disinhibition in Zhmurov's D.V. works defines as "unconscious weakening of the deterrent effect of social sanctions and prohibitions" [1]. The phenomenon of disinhibition includes various types of personality behavior, from simple rudeness to insults and humiliation of the interlocutor on the other side of the screen pc.

S. Prentis-Dunn and R. Rogers [7] describe disinhibition as: "a product of low attention to public behavior, which leads to a further decrease in the importance of evaluative opinions from others".

Professor John Suler of Ryder University (USA) introduced the concept of "online disinhibition effect" to describe the effect that cyberspace has on a person, this effect making possible to act person in virtual space more freely than in real society [2].

Thanks to the virtual space, people learn the latest electronic ways of communication and have learned to act in an open communication environment. The Internet promotes the development of personality and includes him/her (personality) in the process of communication, even when in real life a person may have certain barriers to communication.

Wong Randy Y. M., Cheung Christy M. K., Chan Tommy K. H. in their work states: Building upon Zimbardo's study, Joinson described disinhibition as "any behavior that is characterized by an apparent reduction in concerns for self-presentation and the judgement of others". This line of studies argued that some online behaviors, such as self-disclosure, online aggression, online flaming, and cyberbullying, are the result of the online disinhibition effect". [16, p. 2]

In cyberspace, disinhibition can be described as less inhibited behavior compared to a person's behavior in real life. For example, H. Reinhold states: "The environment is by nature a place where people are often suddenly able to reveal much deeper than they would intend to do without the mediation of screens and aliases" [10, p. 27].

S. Self and R. Meyer wrote: "Hot, emotional, often anonymous discussion is a common, if not universal, property of computer communication". [11].

J. Schuler identifies the following characteristics of the disinhibition effect of virtual communication:

- Dissociative anonymity ("you don't know me"), the essence of which is that in conditions of anonymity people can separate their actions in cyberspace from the real world and the real person. In this case a person believes that she may not take responsibility for her actions;
- invisibility ("you do not see me") – avoids the establishment of psychological contact;

• asynchrony ("see you later") – the ability to communicate in some cases without the need for immediate reaction to the words or actions of the interlocutor, which is an important disinhibitory factor;

• introjection ("it's all in my head") – the likelihood that online communication may feel like everything is happening exclusively in person own imagination;

• minimization of power ("we are equal") arises through the indirect perception of the attributes of a higher social status, as well as the ability to ignore them. However, it should be borne in mind that in cyberspace we can talk about the existence of a qualitatively different, but still hierarchy [12].

Often individuals feel more real in virtual communication, and this becomes a substitute for their usual lifestyle, behavior. Considering the cause of this process among students revealed a large number of cumulative factors that complement each other and as a result expressed in a stronger effect.

The reasons for the development of disinhibition can be divided into three groups of theories: the theory of deindividualization, the theory of reduced social influence, the theory of social presence.

There are 3 types groups of theories that, on our opinion, can explain the causes of disinhibition: the theory of deindividualization, the theory of reduced social influence, the theory of social presence.

The concept of deindividualization was one of the first proposed by Lebon, who believed that man, being in the crowd, seeks to merge, to a state where the usual restrictions on individual behavior are removed. F. Zimbardo singled out the characteristics that lead to deindividualization and as a result develops violent, aggressive, hostile behavior: anonymity, arousal, sensory overload, psychoactive substances. Over time, some additions have been made to the theory of deindividualization regarding to the role of reduced self-control and the influence of the social environment on individual behavior.

According to S. Prentiss-Dann and R. Rogers [8], deindividualization is caused by two factors: a decrease in traceability and a decrease in attention to one's own behavior (which is the result of reduced self-control and the use of lower internal standards). A decrease in traceability includes anonymity or group membership leads to a decrease in the importance of other people's reactions, as described in previous our studies [3].

J. Seagal, W. Dubrovsky, S. Kessler and T. McGuire [13] compared the levels of disinhibited verbal communication and behavior, which is determined by being on an anonymous forum, in social networks (without the effect of anonymity) and in live communication. The experiment was that a group of three people had a goal to achieve interaction and mutual understanding in the appropriate given conditions, having tasks with a dilemma of choice. When the researchers compared the level of disinhibited communication (defined as unfriendly comments, remarks, or other manifestations such as swearing, name-calling, and insults), they recorded a higher level of disinhibited verbal behavior in each experiment when people used computers to communicate. The highest level of disinhibited verbal behavior was recorded among users of the anonymous forum.

S. Reicher believed that under conditions of anonymity, the social components of an individual's identity become more pronounced than personal components [9]. According to the theory of deindividualization, social identity, self-esteem based on membership in a social group, increases in comparison with external groups.

It should be noted that there is a difference between anonymous personalities in messengers, forums or games and students, as noted by Nemesh O.M., in textual anonymous virtual communication, others can learn a lot of information about a person according to her own words, but can't see or hear her that contributes to disinhibition, but

during lecture the virtual communication of students they are identified, so the effect of disinhibition is caused by the ability to turn off communications such as the camera and microphone or during text communication [4].

The possibility to avoid negative reinforcements, signs of disinterest, rejection or indifference allows the student to freely express their opinion and reduce feelings of discomfort in the case of failure. In addition, often discussing personal intimate or very emotional things, especially student psychologists during trainings, look away from the interlocutor, thanks to virtual communication, the student can more openly share their secrets, which is a consequence of the disinhibition effect [7].

Reduced social influences during undirected communicating individuals, as another explanation for disinhibition, that contribute to non-normative and antisocial behavior.

According to the theory of reduced social influences, a low level of influence leads to: a decrease in the importance of the message from another person, in favor of the goals set in the dialogue; reducing the influence of the usual social hierarchy by ignoring or hiding status, personal position, financial status, age, etc.

One of the reasons for the reduction of social influence can be considered by asynchrony. For example: text communication at different times, network delay during conferences in messengers, the ability to refrain from immediate reaction to interlocutor, and so on.

The theory of social presence was developed by social psychologists John Short, Ederin Williams and Bruce Christie and consists of psychological processes such as social orientation, motivation, group thinking and sense of community group even through the screen, as in our case communication is a virtual environment. Social presence is demonstrated by the way we write messages and the interpretation of these messages by our interlocutor. Social presence is responsible for how participants in the communication process relate to each other, which affects to their ability to interact effectively [6].

This theory explains the effect of disinhibition in the virtual communication of students during learning by lack of signals of physical presence, from a both sides, their own and from other participants in the educational process.

So as a conclusion the disinhibition is supported by the lack of passive connections (nonverbal signals) between students.

Due to the existence of a program based on face-to-face communication, the lack of non-verbal signals is eliminated (not completely), which in some way suppresses the effect of disinhibition.

Studies have shown that the failure of online learning can be explained by the lack of effect of social presence in online audiences. Without the usual classroom attributes, non-verbal interaction with participants in the educational process and visual reinforcement, the effectiveness of educational interaction suffers a lot, which negatively affects the assimilation of the material [15].

Social presence is an important component in the process of improving the effectiveness of education, especially in distance learning, Tu [5] argues that in a distance learning situation, social presence exists in three concepts: social context, online communication and interactivity.

The social context, according to Tu, includes a focus on a specific task, topics of discussion, social relations and social process [14].

Increasing the effect of social presence and reducing the distance between teacher and students contributes to the humanization of the educational process.

Depending on what technique are used during remote learning, synchronized sessions can include both audio and video communication, allowing the exchange with emotion and

to involve sensorial perception, as well, as all the richness of non-verbal communication, which is manifested by the tone of voice and facial expression that promotes effect of social presence and improves the quality of the educational process.

The disinhibition effect is not the only factor that determines how people react and behave in cyberspace. Undoubtedly, there are important individual characteristic in developing the disinhibition effect. Some may be more susceptible to the development of this effect. The power of latent feelings, needs and motives has a significant impact on people's behavior. People with a demonstrative style of behavior tend to show excessive emotionality. Compulsive people feel less trapped [4].

The effect of online disinhibition interacts with personality variables and in some cases manifesting itself in small deviations from the basic behavioral pattern but sometimes causing significant changes not only in behavior but also in personality.

The research of what is revealed or hidden in the personality of students within the diversity of virtual spaces can be a real experimental finding for understanding the subtle dynamics of the Self.

In order to study they psychological characteristics of students that are prone to the effect of disinhibition of virtual communication, was conducted an empirical research with 24 respondents: 8 girls and 16 boys, students and cadets of Lviv State University of Life Safety, various specialties of study, aged 20 to 25 years.

The following psychodiagnostics methods were used in our empirical research: A. Megrabian and N. Epstein's "Scale of emotional response" to determine the level of empathy development; "Empathic abilities" V.V. Boyko; to determine behavioral preferences in a conflict situation – the method of K. Thomas; to determine the style and structure of interpersonal relationships and their features – the method of T. Leary; a modified questionnaire by D. Russell and M. Ferguson to determine the subjective level of experiencing feelings of loneliness and the need for solitude; method of assessing the "level of communicative tolerance" V.V. Boyko.

In order to get more the accuracy of further research, we took 38 statements from the questionnaire Wong Randy YM, Cheung Christy MK, Chan Tommy K. H [16], which aims to diagnose components (invented by Shuler), that contribute to the development of disinhibition, the total group of respondents was divided into two groups: group A (prone to online disinhibition) and group B (not prone to online disinhibition).

As a result of comparative analysis, we obtained the following results about the characteristics of students who are prone and not prone to disinhibition effect (Table 1.).

Table 1 Comparison of psychological characteristics of respondents of group A and group B prone and not-prone to disinhibition of virtual communication

№	Psychological characteristics	Group A (%) (prone)	Group B (%) (not-prone)
1.	High level of loneliness	60%	40%
2.	High level of desire for solitude(privacy)	72%	28%
3.	The high ability to self-control during communication	15%	85%
4.	Authoritarian behavior	72%	28%
5.	Selfish behavior	85%	15%

6.	Aggressive behavior	80%	20%
7.	Suspicious behavior	60%	40%
8.	Benevolence	10%	90%
9.	Ability to quick adaptation	35%	65%
10.	The desire to find compromise	28%	72%
11.	The desire to avoiding people	40%	60%
12.	Attitudes that promote empathy	12%	88%

The results of a comparative analysis of group A students (prone to ~~online~~ disinhibition) revealed a high level of loneliness, the desire for solitude, a low level of attitudes that promote empathy, high suspicion, authoritarianism and aggression.

The following qualities are characteristic of the respondents of group A in virtual communication: unfriendliness, hostility to others, cruelty, low level of adaptation and low level of desire for contacts.

On the other hand, respondents who are not prone to disinhibition have a high indicator in characteristics such as: friendliness, adaptation, willingness to compromise, developed empathy and a high level of self-control during communication.

According to the results of the questionnaire to determine behavioral preferences in a conflict situation, the following data were obtained: in group A, 43% of respondents have a high level of rivalry, avoidance - 30% of respondents, cooperation - 17% of respondents, compromise - 4%, adaptation - 6% of respondents.

According to the results of the method "Empathic abilities" V.V. Boyko respondents of group A have – very low level of empathy, the respondents of group B are dominated by high and medium level of empathy.

Thereby, according to the results of the percentage analysis, it was found that individuals prone to disinhibition do not have a high level of empathy.

In result of the analysis of the method "Diagnosis of communicative tolerance" V.V. Boyko for group A (prone to disinhibition) we got following characteristics: high level of non-acceptance of individuality other person, high level of conservatism and categoricalness, desire to make a communication partner pleasant for oneself, intolerance to discomfort and low level of adaptation during communication. This confirms the presence of negative attitudes, rigidity of thinking, dominance of individuals who are prone to disinhibition.

A high level of subjective feeling of loneliness was found in the respondents of group A according to a modified questionnaire of D. Russell and M. Ferguson, which encourages a person to search for ways to decrease level this feeling loneliness. Individuals prone to disinhibition with a high level of loneliness are characterized by impatience, excessive boredom, irritability, emotional instability and loss of self-control, active search for social contacts and relationships, even with delinquent individuals.

As a result of use the method of determining the style and structure of interpersonal interaction and their features T. Leary, we can observe that high scores on the scales of authoritarianism, egocentrism, suspicion and aggression and dominance in students of group A.

To compare the averages value of each type of interpersonal relationships between the two groups A and B was used comparison by Student t-test (Table 2).

Table 2 Comparison of types interpersonal relations prone and not-prone to disinhibition by method "Determining the style and structure of interpersonal interaction and their features" T. Leary

Group Scale	Authoritarian	Selfish	Aggressive	Suspicious	Submissive	Dependent	Friendly	Altruistic	Dominantly	
Group A	t-value	8,07±3,48	5,70±2,47	7,48±2,78	6,51±3,37	5,19±3,23	5,87±2,41	5,04±2,23	6,56±3,67	6,46±2,75
	Average Value	9,179487	6,341463	9,277778	8,777778	5,931034	5,271579	4,77847	6,363636	8,777778
Group B	t-value	7,09±3,78	4,41±1,93	5,43±2,59	5,29±2,83	6,60±3,85	6,41±3,37	6,34±3,87	7,09±3,67	6,63±3,51
	Average Value	5,777778	4,944444	5,583333	5,75	7,914286	7,631579	8,342857	9,277778	8,777778
T Group A and Group B (≥0,05; ≥ 0,01)	1,71	3,65	2,62	2,83	2,35	1,05	1,69	0,83	1,53	

Consequently, as a result, we found significant differences in the level ($p \geq 0.01$, $p \geq 0.05$). The scale "Aggressive" in group A (prone to disinhibition) is 7.48 ± 2.78 , in the second group B (not prone) 5.43 ± 2.59 , the significant difference is $= 2.62$ $p \geq 0, 05$.

Following this, the value in group A is more pronounced than in group B. In other words, in interpersonal relationships individuals from this group have qualities such as: demanding, sharp in the assessment of other people, propensity to irritate and blame others, irritation, cruelty, almost all qualities of antisocial behavior.

Values in group A on the scale "Suspicious" are 6.51 ± 3.37 , in group B it is 5.29 ± 2.83 , significant differences are $= 2.83$ $p \geq 0.01$. This scale allows us to confirm the presence in group A such qualities as isolation, frustration in people, easy resentment even without reason, a tendency to distrust, aggression.

The scale "Submissive" revealed differences $= 2.35$ $p \geq 0.01$, the figure in group B 6.60 ± 3.85 is more pronounced than in group A 5.19 ± 3.23 , so in group B individuals show such qualities as humble, restraint, flexibility, self-condemnation, passivity.

On the scale "Friendly" there were differences = 1.18 $p \geq 0.05$. In group B 6.34 ± 3.87 the value is more pronounced than in group A 5.04 ± 2.23 , which means the presence in group B following qualities, such as: willingness to cooperate, compromise solutions to problems, the desire to agree with others, focused on acceptance and social approval, the desire to meet the demands of all others, to be good without regard to the situation.

According to the "Authoritarian" scale value is higher in group A 8.07 ± 3.48 than in group B 7.09 ± 3.78 , and this scale indicates the development of such qualities in group A as: persistent, ready to seek for dominance, which is manifested in excessive rigidity of thinking.

On the scale "Dependent", value in group A is 7.87 ± 2.41 higher than in group B 6.41 ± 3.37 , which characterizes people in group A like: timidity, the need for recognition, obsessive fears and high anxiety.

The "Altruistic" scale indicates a high rate in group B of 7.09 ± 3.67 in comparing to group A of 6.56 ± 3.67 , and characterizes respondents of group B as individuals with a high level of empathy.

The "Dominant" scale indicates a relatively identical value in the two of groups, so people in both groups are prone to rivalry and dominant behavior.

Also, on the scale "Egoistic" no differences were found between groups.

Eventually, due to the comparative analysis we made the following conclusions: the representatives of group A (prone to disinhibition) have high value on next scales "Dependent", "Authoritarian", "Aggressive", "Suspicious", "Dominant".

Thereby, this group is characterized by a tendency to hostility, cruelty, hostility to the environment, irritation, but at the same time they need support and recognition of other to reduce their feelings of anxiety.

We also used correlation analysis to process the obtained data.

Correlation analysis is a statistical study of the connection between random variables. In the simplest case – two samples (data sets) are investigated, but in general – their multidimensional complexes (groups).

Pearson's correlation coefficient was used in our research to identify relationships.

According to the correlation analysis, we got direct correlation between the prone to disinhibit and the tendency to authoritarian behavior ($r = .592^{**}$, $p \leq 0.01$); low ability to adapt ($r = .585^{**}$, $p \leq 0.01$); manifestations of aggressive behavior ($r = .642^{**}$, $p \leq 0.01$); dominant behavior ($r = .428^*$, $p \leq 0.05$); predisposition to categoricalness and conservatism ($r = .557^{**}$, $p \leq 0.01$); tendency to loneliness ($r = .456^*$, $p \leq 0.05$); and inverse correlation communication with a high developer ability to self-control during communication ($r = -.781^{**}$, $p \leq 0.01$).

Owing to frequency of being in virtual space, participating in virtual communication, person whom are prone to disinhibition remains conservative and categorical about new judgments, demonstrates rigidity of thinking combined with a low ability to self-control. These qualities often cause conflicts. Perhaps in real life a person is not prone to open aggression, but in the process of virtual communication the effect of disinhibition allows to bypass social norms and principles of morality, which leads to the free manifestation of authoritarianism, dominance, aggressive behavior.

In a results of correlation analysis at the p -level ≤ 0.05 $r_a \leq 0.01$ revealed a direct correlation between the not-prone to disinhibit respondents and the desire to find a compromise ($r = .574^{**}$, $p \leq 0.01$); ability to quick adapt ($r = .382^*$, $p \leq 0.05$); developed high level of empathy ($r = .464^{**}$, $p \leq 0.01$); manifestations of selfishness ($r = .697^{**}$, $p \leq 0.01$); ability to submit ($r = .572^{**}$, $p \leq 0.01$); lack of loneliness ($r = .829^{**}$, $p \leq 0.01$) and inverse correlation with the desire to change the communication partner ($r = -.372^*$, $p \leq 0.05$).

0.05). In other words, we got correlation between the disinhibition of respondents and the desire to compromise and it has been proven that most respondents are guided by the effect of social desirability and the desire not to get involved in conflict, this is facilitated by ability to quickly adapt to the interlocutor, well-developed level of empathy and lack of feeling loneliness.

The obtained results allowed to determine that students prone to disinhibition of virtual communication are characterized by the following internal personality correlates: authoritarian behavior, adaptation of low level of development, aggressive behavior, dominant behavior, categoricalness and conservatism, high level of loneliness, low level of self-control during communication.

Conclusion.

To recapitulate, it is empirically proven that disinhibition in students' virtual communication is a product of individual predisposition, level of self-control and the context in which persons acts. Such behavior leads to the fact that communication will be disinhibited; in other words, disinhibition affects not only the beginning of communication, but its entire process. As result of our work were clarified and in-depth a definition of disinhibition, described the reasons of its developing; identified individual personality traits that affect its development: propensity to authoritarian behavior, low level of flexibility, manifestations of aggressive behavior in the process of verbal communication, dominant behavior, intolerance to discomfort feeling during communication process, propensity to addiction, rigidity of thinking, feeling of loneliness.

We believe that one of the important methods of improving the quality of digitalization of education is the psychological support of students in order to correct the identified individual characteristics, and the development of the ability to communicate effectively in virtual environment.

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