

DOI <https://doi.org/10.30525/2592-8813-2022-3-12>

CRIMINOLOGY RESEARCH OF THE INFLUENCE OF INTERNET CONTENT ON INTERPERSONAL COMMUNICATION AND BEHAVIOR OF MINORS

Nataliia Yuzikova,

Doctor of Science of Law, Professor,

Professor at the Department of Administrative and Criminal Law

Oles Honchar Dnipro National University (Dnipro, Ukraine)

ORCID ID: 0000-0003-0879-2228

Yzikovans@ua.fm

Abstract. The article examines the influence of the Internet on the child's development, behavior and interpersonal communication. The relevance of this problem lies in the search for a balanced and responsible use of information resources. The information field has a constructive effect on the cognitive, motivational and emotional sphere of the minor. The conducted criminological analysis made it possible to single out the main forms of destructive influence of the network on minors, which lead to: commission of offenses, popularization and adaptation of negative and dangerous behavior patterns (cyberbullying, trolling, cybergrooming, sexting, train surfing, rough riding); justifying and encouraging the use of profanity; formation of internet addiction; suicide or victimization. Prophylactic measures in the information sphere are proposed, which are based on the formation of media literacy in the juvenile environment. These measures will contribute to the development of children's conscious attitude to information; formation of acceptable communication skills; achieving goals in real life; will increase the level of sociability, self-esteem and stress resistance in children. Preventive measures should be the basis of information security and acceptable development of the young generation.

Key words: internet security, media literacy, internet addiction, deviant behavior, delinquency, suicide, preventive measures, information policy.

Introduction. Scientific and technical progress, large-scale changes in information processes that took place in the 21st century significantly transformed social relations and affected the process of socialization of minors. Today, Internet resources play a decisive informative, educational, communicative and model value. The process of socialization of the minor's personality is accompanied by increased sensitivity to external and internal factors, after which the social status of the child changes significantly at this time. The specificity of a teenager's life world is reflected in his psyche, which includes types of internal contradictions, instability of the level of harassment. As well as points, aggressiveness, experience in taking extreme positions and vision. A certain increase in the level of aggressiveness can occur under the influence of computer games and other information of violent content, which the Internet is full of. The especially negative content of such information arises at the beginning of early adolescence, when the child adapts to the conditions of the educational institution, learns new standards of behavior, norms and values. Determining the nature and intensity of the influence of Internet content on the formation of consciousness, interpersonal communication and activity of minors plays an important role and is a key object of scientific criminological analysis and monitoring. The strategic development of the information society in the world requires the adoption of measures aimed at the effective use of modern information platforms. The expediency, timeliness and effectiveness of measures depends on objectively high-quality criminological monitoring of the current situation.

Main part. Taking into account the stated provision, the **purpose** of the scientific publication is a criminological analysis of Internet content and the identification of factors of destructive influence on the behavior and communication of minors. Which in the future forms the basis of strategies for the protection of minors from destructive influence.

Research methods were chosen in accordance with the established goal. For the criminological analysis of the mechanism of influence on the information space in the case of minors, general scientific and research methods of legal phenomena, basic principles and categories of dialectics, methods of analysis and synthesis, methods of modeling, system-structural analysis, formal-legal, grammatical and logical interpretation of law were used, as well as comparative jurisprudence

Results and their discussion. *Internet activity in cyberspace.* In scientific literature, «cyberspace» is defined as a single space (environment) created by all means of computer and information and telecommunication technologies during the interaction of people with each other [Karchevsky, Muzyka, 2015; Kravtsova, 2016: 10]. Thus, in the process of interaction, within this environment, influence on consciousness, views, ideals, worldview, etc. develops. The degree of influence and nature of the virtual world (constructive, developing or destructive) significantly adjust the process of socialization of a child who spends a significant part of time in the Internet environment (virtual world).

Since the birth of the Internet in October 1969, when a group at the University of California, Los Angeles, led by Dr. Leonard Kleinrock, sent messages over the ARPANET (a computer network) at Stanford Research Institute (Kromhout, 2009; Modesti, 2009), the world has changed dramatically. One of the important indicators of these changes is Internet activity. The number of Internet users increased from 414,794,957 (6.8%) in 2000 to 3,424,971,237 (46.1%) in 2016 (Internet Live Stats, 2017). Today, in the last civilized countries, the number of Internet users is more than 50% of the population of these countries. So in Great Britain there are 60273385 users, which is 92.6%, in Latvia, Lithuania, Estonia, Poland, China, USA, France, Ukraine, Japan, Sweden (Internet Live Stats, 2016). To a large extent, the indicator of Internet activity is explained by the availability of the Internet, the intensification of the use of information and telecommunication technologies. Humanity is absorbed by the information space, from temporary visits to individual Internet resources to permanent online presence. A useful component of the global information space «without borders» is: information, convenience in communication, opportunities for business, shopping, entertainment, etc. Along with this, there is a destructive, negative side: these are malicious programs, theft of personal data, the development of cybercrime, online fraud, etc.

For minors, the Internet opens up enormous opportunities, and their ability to learn and flexibility makes it impossible for them to master the Internet and feel at home there faster than adults. Being one-on-one with a computer or mobile phone, a teenager feels that he lives and acts, that he is involved in the big world.

The communicative function allows teenagers to combine the ability for receiving information on news feeds, sending text (graphics, audio, video) in the form of e-mail. In addition to receiving and exchanging information, the Internet allows you to communicate online on Instagram, Twitter, Facebook, Messenger, Skype, Viber, Jabber, WhatsApp, Telegram, etc. Online communication helps adolescents to neutralize those obstacles that often make direct contact painful: real or imagined flaws in their appearance, speech defects, some character traits (timidity, shyness, etc.). With a high degree of anonymity of communication, these shortcomings are easy to hide, and in the case of intrusive inquiries, you can simply stop communicating, which contributes to the asynchrony of communications. Communication offline is delayed by messages, and communication is possible with one interlocutor, and with many people on forums, chats, blogs.

At the same time, as the psychologist professor of the Massachusetts Institute of Technology pointed out, we have sacrificed our real communication for the virtual one in social networks such as Facebook, which unite relationships between people and deprive them of the basic elements of communication. The Internet brings us closer to people far away, but also distances us from those near us (Turkle, 2012).

Positive and negative influence of Internet content. Cyberspace affects the cognitive, motivational and emotional sphere of a minor, his self-awareness, expands the educational and cultural space.

The World Wide Web fascinates with its possibilities, but at the same time, teenagers do not take into account the number of network risks that they can face. Wide coverage of the audience contributes to the increase of Internet participants with their views, which may be antisocial in nature, which leads to a certain marginalization of a certain part of network users. In some cases, the computer for a child becomes not a source of positive development, but a toy, as a result of constant use of which Internet addiction, destructive behavior, and deformation of interpersonal communication can be formed. In the environment of minors, uncontrolled Internet activity creates a negative informative field. According to the «boomerang» principle, it determines unacceptable, including criminal, behavior of a person. Canadian sociologist Malcolm Gladwell (Gladwell) rightly points out that a person violates the law not only (and not even so much) because of bad heredity or improper upbringing. What he sees around him is also of great importance and influence on his behavior.

Criminological analysis of the real content of the Internet allows us to identify the following criminogenic properties of resources that have a socially abnormal impact on users and encourage the commission of offenses and the formation of destructive interpersonal communication: declaration of new distorted ethical and aesthetic norms and values; denial of family values; promotion of antisocial lifestyle, dangerous extreme behavior, sexual depravity, suicide; justification and justification of disrespect for society, acceptable norms and values, audacity, violence, cruelty, aggression; agitation of social, racial, national and religious intolerance, xenophobia, extremism and terrorism; romanticization and idealization of the criminal world, criminal subculture, informing about methods and ways of preparing and committing crimes.

The criminogenic influence of the information space of the Internet is manifested in the formation of destructive interpersonal communication, illegal activity, suicide. Against the background of uncontrolled and purposeful influence through the placement of provocative or prohibited information on the Internet are destructive changes in personality traits and qualities. Cognitive (form beliefs, desires, intentions) and communicative (demonstrate illegal and anti-social behavior) factors contribute to the formation of distorted moral attitudes, deviant behavior and antisocial lifestyle.

With the use of Internet resources, a violent crime against a child can be committed. (Titochka, 2022:173) characterizes the positive experience of the USA in combating violent crimes against minors (sexual violence and kidnapping). Thus, in the USA, the issue of protecting children from crimes is the main priority defined in the Strategy and the project «Safe Childhood». Preventing, stopping and investigating crimes against children and strengthening the nation's response to this growing threat to youth is accomplished through the cooperation of law enforcement agencies at all levels and non-profit organizations. Taking into account the analysis of the experience of the USA, (Titochka, 2022:174) concludes that it is necessary to create a single legal act in Ukraine, which would outline the main provisions regarding the features of the state response and work with minors who have become victims of socially dangerous acts .

Factors of the destructive influence of Internet content on the behavior and communication of minors. Within the scope of the article, we will focus on some (five) factors of destructive influence that determine antisocial, socially dangerous or criminal behavior of minors, as well as abnormally affect social relations and personal communication. Among the factors of destructive influence on behavior and communication in the juvenile environment, the following were singled out.

First, the limitless possibilities of the information space of the Internet lead to the formation of juveniles' feelings of impunity, permissiveness, which determines the offense. Today on the Internet, especially in social networks, the following methods of influence have become widespread, which creates destructive interpersonal communication: cyberbullying – a form of virtual «terror», mainly in the juvenile environment, which consists of aggressive attack, provocation, terrorism and bullying; trolling – posting provocative messages on the Internet (forums, discussion groups, blogs, chats) in order to provoke a flame (dispute for the sake of dispute), conflicts between participants, mutual insults,

etc.; cybergrooming – establishing sexual contacts or sexual harassment of minors through the Internet content; sexting – sending personal photos, intimate messages by phone, e-mail, social networks.

The emergence of such forms of influence that generates destructive interpersonal communication requires an appropriate response of the legislator (criminalization). At the same time, the Criminal Code of Ukraine (Criminal Code of Ukraine, 2001) enshrines criminal liability for: An offer of a meeting made by an adult, including using information and telecommunications systems or technologies, to a person under the age of sixteen, in order to commit any sexual acts against him or her; lewd acts, if after such a proposal was committed at least one act aimed at making such a meeting take place (Article 156-1 of the Criminal Code Harassment of a child for sexual purposes); Intentional access to child pornography using information and telecommunication systems or technologies or its intentional acquisition, or intentional storage, import into Ukraine, transportation or other movement of child pornography without the purpose of sale or distribution (Article 301-1 of the Criminal Code Access to child pornography pornography, its acquisition, storage, importation, transportation or other movement, production, sale and distribution).

In the USA, when investigating violent crimes against children, the FBI identifies the following among its priorities: Internet networks and enterprises engaged in the production, trade, distribution, and sale of child pornography; production of child pornography, including the production of child pornography, which is related to coercion or misleading of a child; trade, possession of child pornography; distribution of child pornography, etc. (Federal Bureau).

The Australian College of Queensland even violates the privacy of students, with the written consent of parents. Teachers view any suspicious content on students' phones. If they find evidence of sexting or cyberbullying. Then students are expelled. (Miroshnikova, <https://osvitoria.media/experience/zaborona-telefoniv-u-shkolah-argumenty-prybychnykiv-ta-krytykiv/>)

Secondly, the use of psychological techniques in the information and telecommunication network «Internet», which forms a favorable attitude to suicide. According to the World Health Organization (WHO), more than 800,000 people commit suicide each year, and many more attempt suicide. According to the WHO, suicide is the second leading cause of death among young people aged 15-29 globally.

Games with death have always been interesting for teenagers. Even before the advent of the Internet (in the twentieth century) there were test games: stand on the rails in front of the train and jump at the last moment, jump from the bridge into the water, catch the trolleybus and drive to the next stop. These so-called tests of courage allowed the brave to get a charge of adrenaline and increase their credibility among peers. A significant number of death groups have recently been found on social networks: «Whales are swimming up», «Wake me up at 4:20», «f57», «f58», «Quiet House», «Rina», «Trouble», «Sea of Whales», «50 days before my ...» , the most common among teenagers is a dangerous virtual game «Blue Whale».

Whales are mammals that can die voluntarily on their own. These animals are associated in the ideologues of death groups with freedom, including the conscious choice to die. Teenagers compare themselves to whales thrown out by the ocean. Ocean means society, family or loved one. According to descriptions from the death groups, whales wake up or die at 04:20. It is at this time that teenagers wake up to get a new job. Why does a child become interested in games? For the Blue Whale, it is interest, curiosity, even fear. Additional factors are the mystery of the organizers and the lack of understanding of their motives. One of the simplest tasks for participants can be to invite 50 friends to the group, and participants send out invitations to their friends. The group's administrators are actively monitoring the pages of new members, focusing on the so-called lost children – children who have problems in the family, with friends, depressed states, can not realize themselves. When performing the tasks of administrators, children feel supported, administrators can even be authorities for children.

The interactive game «Momo» is distributed through mobile applications. Momo's avatar features a spooky female figure created by Japanese puppet master Midori Hayashi. Amateur, has nothing to do with this game. To the participants of the game, an anonymous number sends an invitation to communicate. After that, the participant of the game begins to receive scary photos, often with scenes of violence. Then you are asked to perform various tasks. If a person refuses, he is threatened.

Curators of new groups use anime illustrations (Japanese animation) to impose suicidal thoughts on children. As you know, many teenagers are fond of Japanese cartoons. Therefore, it is not so difficult to find out which of the anime characters the child likes best. Then the curators come up with different situations that the hero may get into, and ask the child to draw it. Gradually, the task is filled with motives for death, which imposes on the teenager the idea of suicide.

Third, in the process of socialization of the child there is a weakening of the influence of family institutions, education, instead. Instead, the influence of informal groups is growing. This is due to the performance of peers in adolescence and adolescence, an extremely important function – providing emotional comfort, which is the basis of interpersonal relationships and a kind of information channel.

To form a certain stereotype of thinking on the Internet, special psychological technologies are used, such as distraction or concentration of attention, creation of illusions of perception, mental simplification, limitation of material, distortion of facts, emotional incitement, etc. The most powerful means of influence in the information space of the Internet are films, online videos, jokes, anime and clips that convey to the audience not dry facts, but through bright images, emotional characters, exciting plots dictate certain models (stereotypes) of behavior and lifestyle paradigms.

Recognition and identification of the child in a juvenile environment is especially important at this age. Such self-affirmation, the desire to imitate the behavior of others occurs through various forms, including dangerous, extreme, which are filled with social networks. Involvement of children in «trainsurfing», rufriding (travel on the roof of the train) or «hooking», «ruffing» (illegal penetration on the roofs of high-rise buildings), extreme photos. As well as dangerous games, such as «Run or die», when the child is asked to cross the road as close as possible in front of moving vehicles.

In countries where «trapping» has become widespread, the law provides for liability. According to the legislation of Ukraine, a fine in the amount of 119 to 255 hryvnias is envisaged for such an offense. In the UK – a fine of 50 to 1,000 pounds, in Germany – a fine of up to 50 thousand euros. In the United States, liability is established by local state law: a fine of \$ 50 to \$ 100 or arrest for 10 to 30 days. The most severe punishment for trapping is provided in Canada. This is a fine of 130 to 10 thousand US dollars or a year in prison for freight trains. According to the law, travel on freight trains is regarded as illegal entry into the property of the railway.

Fourth, the search capabilities of the Internet allow minors not only to broaden their horizons, but also in the process of being on the Internet to obtain information about criminal activities (manufacture and sale of drugs, explosives, suicide, extremist activities, theft, fraud, etc.).

With the help of the Internet, the popularization of sexual depravity, pathological manifestations of a person's sexual orientation, the justification and open encouragement of the widespread use of profanity and other forms of profanity, the formation of legal nihilism. Thus, in the juvenile environment, the Internet resource can be used for the distribution of narcotics, weapons, pornography, prostitution and other illegal behavior.

Fifth, the development of juvenile addiction to computer games with elements of aggression and violence that lead to spiritual and moral devastation. In such seemingly realistic worlds, for example, the world-famous online computer game Manhunt2 (Rockstar Games), which the developers position as stealth action from a third party. In this game, all the norms of morality are often violated: cruelty, insidiousness, deception, betrayal, contempt for the weak are encouraged, which are encouraged by accruing various bonuses. Due to the high content of aggression, cruelty, violence, this game was

banned in many countries. Complete immersion of the child in a computer game, direct control of a particular character who commits violent and aggressive actions, leads to the fact that a minor, identifying himself with him, can not objectively and correctly in terms of morality and morality to assess what happens. As a result, the facts of committing crimes in the virtual world, motivated by nervous and mental disorders due to quarrels, are already known in reality.

The analysis of different points of view of the authors considering this problem allows to allocate the following main reasons of formation in minors of dependence on computer games with elements of violence and aggression: entertainment, recreation, compensation, the desire to experience excitement (fear); the desire to virtually experience aggression (the effect of empathy); identification with an aggressive character or a victim character (identification effect); ignoring restrictions (the effect of "forbidden fruit"); attempt to see violence (aggression), reflecting their own experience; study of the surrounding criminal world (understanding the role of violence in society and in the area of residence of the audience); gender effect, etc.

Researchers (Andrienko, 2014; Vakulich, 2006; Pshenichnikova, Glazunov, 2018; Goldberg, 1996; Griffiths, 1998) note that the main reasons for Internet addiction are availability, anonymity of transmitted information, the search for new sensations, relieving emotional stress, the desire to get away from problems, finding friends, communication.

From the point of view of researchers, meeting the needs of Internet-addicted children in terms of support, approval, and communication is shifting from everyday life to virtual life. Thus, in Internet-addicted schoolchildren, there is a decrease in self-esteem, the expression of an integral feeling for/against one's "I", and an increase in the level of self-blame. According to researchers (Sakhnenko, 2015:130; Turetska, 2007), for Internet-addicted children, a changed self-perception is desirable and approved by the virtual community with which they actively interact.

At the same time, Internet addiction negatively affects the educational activities of students. Such a child builds a negative strategy of behavior in society, does not always adequately perceive and understand the information obtained through gadgets, which confirms the need to prevent this type of addictive behavior. Therefore, the system of prevention of Internet addiction should be a stable element of the educational system implemented in the educational institution.

Prevention of the destructive influence of Internet content and the formation of a child's acceptable communication.

Prevention of the destructive influence of the information field on the child has a dualistic nature. The first – forms the main directions of the state policy in the sphere of protection of the juvenile community from the destructive influence of Internet content. The second – ensures the realization of the rights and freedoms of minors in the information sphere.

In Ukraine, since 2018, a psychological service has been introduced in the education system of Ukraine (Regulations on psychological service in the education system of Ukraine, 2018 <https://zakon.rada.gov.ua/laws/show/z0885-18#Text>), which ensures timely and the systematic study of the psychophysical development of education seekers, the motives of their behavior and activities, taking into account age, intellectual, physical, gender and other individual characteristics, contributes to the creation of conditions for the fulfillment of educational and educational tasks of educational institutions. Prevention is aimed at the timely prevention of deviations in the development and formation of personality, interpersonal relations, prevention of conflict situations in the educational process.

Preventive activities of the state and the corresponding policy in the information sphere should be aimed at: bringing information to the child about the mechanisms of influence of Internet content on personality, communication and the possible destructive consequences of such influence; development of acceptable communication skills, achievement of goals in real life, ability to self-affirmation and self-regulation; the formation of minors' resistance to negative social phenomena, the formation of personal motives and a system of values that correspond to a healthy way of life.

An important component of the safe and useful use of Internet content is the formation of media literacy in society, especially among minors. The process of forming media literacy should include informing the child about: models of safe and responsible behavior, the culture of communication on the Internet; ways to protect personal data; possible legal, social and psychological consequences of improper use of the Internet. This will contribute to the formation of the child's consciousness, interpersonal communication and positive activity of minors. The effectiveness of preventive measures depends not only on the systemic, targeted nature, but also on their implementation at the level of teachers, parents and children.

Conclusions. Summarizing, we note that Internet content has a dual nature: on the one hand, it contributes to information, communication, socialization and development of the child, and on the other hand, it creates danger and negative consequences when using information resources. Therefore, the urgent direction of ensuring the safety of minors in the Internet information and telecommunications network is – protection from information and actions that encourage: behavior that is dangerous for the child's life; suicide; illegal activity; internet addiction; formation of antisocial attitudes, self-serving or violent orientation with a whole set of negative stereotypes with a corresponding model of behavior; formation of negative stereotypes of thinking and manipulation. This should be related to the key tasks of national security and the future of society. The formation of media literacy should become an integral part of a consistent and complete process of learning from primary school, and not be fragmentary, as is the case today.

Systematic preventive activities in the information field will contribute to the formation of a conscious and responsible attitude to the use of the Internet in children; will allow to develop the skills of interpersonal communication, will increase the level of sociability, self-esteem and stress resistance in children.

References:

1. Andriienko A. O. (2008) Internet-zalezhnist yak forma zalezhnoi povedinky. [Internet addiction as a form of addictive behavior]. Chernihiv: ChDIPSTP. P. 288–292. [in Ukrainian].
2. Chala M. S., Chastakov A. V., Lytvynenko O. V. (2014) Bezpeka ditei v Interneti: poperedzhenia, osvita, vzaiemodiiia. [Safety of children on the Internet: prevention, education, interaction]. Kirovohrad. 184 p. URL: <http://konf.koippo.kr.ua/blogs/index.php/blog2/> [in Ukrainian]
3. Goldberg I. Internet addiction disorder. *CyberPsychol. Behavior.* 1996. № 4. P. 403-412. [in English]
4. Griffiths M. D. (1998) Internet addiction : Does it really exist? *Psychol. Inter. intrapersonal, interpersonal and transpersonal implications.* № 4. P. 61-75. [in English]
5. Hladuell M. Perelomnyi moment. [Crucial moment] URL: <http://biznes-knigi.com/avtor-malkolm-gladuell/2282-perelomnyy-moment-kak-neznachitelnye-izmeneniya-privodyat-k-globalnym-peremenam-malkolm-gladuell.html> [in Russian].
6. Internet users by country (2016). URL: <http://www.internetlivestats.com/internet-users-by-country/> [in English]
7. Karchevskiyi N. V. (2015) Nepravomernii dostup k kompiuternoi yformatsyy: uholovno-pravovoe yssledovanye. Monografiya. [Illegal Access to Computer Information: a Criminal Law Study]. Kyiv : «MP Lesia». 208 p [in Ukrainian]
8. Kravtsova M. O. (2016) Zapobihannia kiberzlochynnosti v Ukraini. Monohrafiia. [Prevention of cybercrime in Ukraine. Monograph]. Kharkiv : Panov, 212 p. [in Ukrainian]
9. Kromhout, W. W. (2009, Oct. 15). UCLA, birthplace of the Internet, celebrates 40th anniversary of network's creation. UCLA Newsroom. URL: <http://newsroom.ucla.edu/releases/birthplace-of-the-internet-celebrates-111333> [in English]
10. Miroshnykova A. Zaborona telefoniv u shkolakh: arhumenty prybychnykiv ta krytykiv. [Banning phones in schools: arguments of supporters and critics]. URL: <https://osvitoria.media/experience/zaborona-telefoniv-u-shkolah-argumenty-prybychnykiv-ta-krytykiv/> [in Ukrainian]

11. Modesti, K. (2009, Oct. 29). How the Internet was born at UCLA. Los Angeles Daily News. URL: <http://www.dailynews.com/article/ZZ/20091029/NEWS/910299877> [in English].
12. Pro zatverdzhennia Polozhennia pro psykholohichnu sluzhbu u systemi osvity Ukrainy (2018). Nakaz MON. [Order of the Ministry of Education and Culture on the approval of the Regulation on psychological service in the education system of Ukraine]. URL: <https://zakon.rada.gov.ua/laws/show/z0885-18#Text> [in Ukrainian].
13. Pshenichnikova A.Iu., Hlazunov S.V. (2018) Osoblyvosti profilaktychnoi roboty z podolannia internet-zaleznoi povedinky ditei shkilnoho viku. [Peculiarities of preventive work to overcome Internet-dependent behavior of school-aged children]. *Sotsialno-humanitarni nauky ta suchasni vyklyky*. Dnipro : SPD «Okhotnik». P. 231–233 [in Ukrainian].
14. Sakhnenko T. I. (2015) Teoretychni aspekty pidhotovky maibutnikh sotsialnykh pedahohiv do profilaktyky zalezhnosti pidlitkiv vid sotsialnykh merezh. [Theoretical aspects of training future social pedagogues for the prevention of adolescent addiction to social networks]. Kharkiv : KhNPU. P. 130–131. [in Ukrainian].
15. Serhieieva N.V. (2010) Sotsialno-pedahohichni umovy profilaktyky kompiuternoï adyktzii pidlitkiv. Avtoreferat dysertatsii. [Socio-pedagogical conditions for the prevention of computer addiction among teenagers. Dissertation abstract]. Kyiv. 19 p. [in Ukrainian].
16. The Federal Bureau of Investigation's Efforts to Combat Crimes Against Children: URL: <https://oig.justice.gov/reports/FBI/a0908/final.pdf> [in English]
17. The case of Internet Live Stats. (2017, February). URL: www.InternetLiveStats.com [in English].
18. Titochka T. (2022) Zarubizhni kryminolohichni praktyky zapobihannia vchynenniu kryminalnykh pravoporushen proty nepovnlitnikh. [Foreign criminological practices to prevent criminal offenses against juveniles] *Baltic Journal of Legal and Social Sciences*. No. 1. DOI <https://doi.org/10.30525/2592-8813-2022-1-20> [in Ukrainian].
19. Turetska Kh. I. (2007) Internet–zalezhnist yak predmet psykholohichnoho doslidzhennia. [Internet addiction as a subject of psychological research]. *Visnyk Lvivskoho universytetu*. Lviv. Vyp. 10. P. 365–375 [in Ukrainian].
20. Turkle, S. (2012). Connected, but alone? TED ideas worth spreading. URL: https://www.ted.com/talks/sherry_turkle_alone_together/transcript?language=en [in English].
21. Vakulich T. (2006) Psykholohichni chynnyky zapobihannia Internet-zalezhnosti ditei. [Psychological factors in the prevention of children's Internet addiction]. *Tsentralnyi instytut pisliadyplomnoi pedahohichnoi osvity APN Ukrainy*. Kyiv. 19 p. [in Ukrainian].