OPEN INTERNATIONAL UNIVERSITY OF HUMAN DEVELOPMENT "UKRAINE"
ŠIAULIAI UNIVERSITY
FACULTY OF SOCIAL WELFARE AND DISABILITY STUDIES
DEPARTMENT OF SOCIAL EDUCATION AND PSYCHOLOGY

Joint master study programme "Social Work"

2nd year of studies

Jolita Šidagytė

The Analysis of the Online Participation of Teenagers at Social Risk: The Aspect of Social Work

Master's thesis

Supervisor of the Master's thesis -

Lektr. Dr. Eglė Gerulaitienė

2015

<h1 style="text-align:center">Contents</h1>

Summary

Theoretical analysis of the online participation of teenagers at social risk: the aspect of social work was conducted in the Master's Thesis.

107 persons participated in the research: 101 pupils living in Šiauliai city, Šiauliai region and Mažeikiai region visiting the children's day center and studying at schools, 5 social workers of Lithuanian children's day centers and 1 Ukrainian social worker working with children at social risk.

The method of questionnaire was applied in order to reveal peculiarities, behavioral peculiarities and self-awareness of online participation of teenagers at social risk. One tried to evaluate teenagers' consciousness in recognition of potential Internet dangers, personal experience in the face of danger, character of knowledge about safe searching. The statistical data analysis (Statistical Package for Social Sciences 22.0, the methods of descriptive statistics: average of frequencies, standard deviation, Spearman correlation analysis, Reliability Analysis) was conducted.

The interview was aimed at determination of opinion of Lithuanian and Ukrainian social workers working with teenagers at social risk about young men's participation in a virtual space, specifics of behavior, consciousness, competence knowledge in recognition and evaluation of the Internet dangers. One also aimed to reveal the character of social workers' safe participation in the Internet.

The research showed that the Internet provides to teenagers at social risk the great and additional opportunities, i.e. what they do not get in their families. Children living with grandparents or with only one parent are more active users of Internet social networks in comparison with other children, they seldom recognize the Internet dangers and more quickly become emotionally dependent on the Internet. The adults' control or its absence determines the expression and frequency of online participation of teenagers at social risk. The evaluation of teenagers' behavior and emotional state when being "online" revealed a great domination of pupils from the 7th grade. The girls more frequently recognize the dangers of virtual space than the boys do; but the girls used to publish more information about themselves.

The research results show that the participation of teenagers at social risk in social networks is unconscious. Young people are not able to "filter" and select proper information, usually equate the virtual world with reality. Online participation of teenagers is reasoned by satisfaction of needs, parents' inattention and search for new acquaintances. It was also determined that social workers have enough knowledge and competences for save use of the Internet and consultation of children in respect of benefits and dangers of the Internet.

Key-words: children at social risk, social work, self-awareness, competence.

Introduction

Social practical relevance of the research. People are very social creatures according to their nature, i.e. they all have more or less expressed need for communication, presence of someone who thinks the same way, need for creation of relationships. In the process of communication a person satisfies his primary needs, and the aspiration for communication is the expression of various social needs (Almonaitienė 2010). In other words, it is a creation of social networks − when a person creates, develops and maintains the personal relations with other people. A wish to communicate, be acknowledged and to have a certain status is a personal aspiration of every individual. Today a communication has become much easier because of possibility to use the Internet. There are no limits for communication. People communicate at any time of day and night and in any part of the world. The information from the whole world has become acceptable. In spite of the fact that the real objections of the Internet invention were absolutely different, i.e. the military and scientific ones, the humanity has humanized it. Social networks are the consequences of such humanization. But a person with a sensitive psyche who gets involved in such network becomes dependent on it, cannot tear away, feels no limits and differences between a virtual and real life. The social networks help creating a person withdrawn into himself. Teenagers and young people are the most typical users of such networks. It was proven also by information of the Statistics Lithuania: the young people are the main Internet users. In the year 2013 97.7 per cent of 16-24 age-group and 92.6 per cent of 25-34 age-group used the Internet[1].

Without doubts the Internet is a means of mass information and fulfills the traditional functions of a public space. According to Habermas (1990), a public space is a social and communicational arena where everyone has equal opportunities and can express his/her arguments on public issues and, thus, to form a public opinion. The majority of young people are attracted by such space, by its anonymity and availability.

Today the Internet has become a part of children and youth's everyday life. It was noticed that young people transfer eagerly the communication with their friends to virtual space, what can stimulate the appearance of dependence on social networks. The authors Wells and Mitchell (2008) noticed that the teenagers at social risk are inclined to overuse the Internet and social networks in comparison with their age-mates. These teenagers are easily involved into virtual space due to emotional, psychological and social problems. Social networks (Auer, 2013) influence negatively shut-in personalities, socially shy children and young people who inadequately accept and evaluate the experiences offered by a virtual space. In spite of the fact that the World Health Organisation has not yet recognized the dependence on computers and

---

[1] http://osp.stat.gov.lt/pranesimai-spaudai?eventId=1717

Internet games as an illness; nevertheless, the problematic use and excessive use of computers are discussed in increasing frequency. One could name a lot of Interned advantages: a perfect way to spend free time, irreplaceable means of communication, great assistant in work and studies. However, besides all privileges offered by the Internet, there also appeared many problems related to it. Various means helping to guarantee the security in the Internet have been invented recently. The regulation of harmful Internet content is a crucial problem of development of information-oriented society. This issue is discussed both in the scientific community, at mass media and country level. Nevertheless, the public notice shall be constantly paid to it. One shall protect children, especially those at social risk, when fighting with illegal and harmful Internet content and behavior. Such children feel themselves especially unprotected not only in social environment, but also in social networks. It is very difficult to work with children, because a social worker must understand how children communicate, with whom and about what they communicate taking into consideration their age and level of development. The importance and urgency of this issue both on Lithuanian and international level is underlined by various conferences and projects („Social web- Socialwork", EU Kids Online). In such a manner one tries to help professionals working with children and young people to improve their knowledge in the sphere of safe Internet in order to intercept the dangers of the Internet. The results of numerous researches showed that children often do not care about their privacy and privacy of other people. They publish information about themselves and other people. In a virtual space children used to behave in a risky way. It was noticed that teenagers transfer eagerly the communication with their friends to virtual space, what can stimulate the appearance of dependence on social networks. Teenagers' irresponsible behavior in the Internet may be determined by the lack of general information about people, their protection and possible danger. In order to intercept in time the dangers of the virtual world, the professionals and social workers shall be prepared properly for recognition of the Internet dangers.

A lot of preventive programmes are organized in order to decrease and stop the dangers of social networks. In the year 1999 the European Commission (EC) Information Society and Media Directorate-General began implementing the programme "*Safer Internet*". This programme is aimed at increase of people's (especially children and young people's) awareness in the Internet, informing about dangers, possible flows of harmful information and cases of violence in the Internet. In 2005, the programme was started in Lithuania. Other programmes such as "*Safer Internet LT SIC*", "*Helplines*" where the Internet victims can call, "*Girls' Line*" for girls at social risk, are also implemented in Lithuania.

Academic relevance of the research. The researches related to problem Internet use by teenagers are becoming very popular all over the world. One speaks about the dependence on the

Internet. However, the expression and behavioral peculiarities of the online participation of teenagers at social risk are still very rarely discussed on the level of academic social work. The persons belonging to this group represent the main object of social work. Only few Lithuanian theorists of social work have studied the behavior and self-awareness of the online participation of teenagers at social risk. The research conducted by Klanienė and Jokūbaitienė (2012) revealed that excessive use of the Internet is typical for the teenagers at social risk. Such excessive use is expressed in the problems of time control. The fact that the teenagers at social risk are inclined to use the Internet more often was also defined by the authors Wells and Mitchell (2008). Mačėnaitė et. al. (2011) analyzed the protection of children's privacy in the Internet. Fraser and Dutta (2010) wrote about the power of social networks. They revealed a new phenomenon – "competition in collecting friends". In such a way a person seeks for recognition, status, influence and power not only in a real world, but also in a virtual one. Riemerschneider (2009) writes about the dependence of children and young people on the Internet. The danger of social networks to children and youth was discussed by Glenny (2012). Ruškus (2009) studied teenagers' behavior in the electronic space. The rapid widespread of electronic abuse and its prevention were reviewed by Mažionienė, Povilaitis, Suchodolska (2012). They noted that the consequences of online harassment are usually more complicated than the consequences of abuse in real life, because it spreads more rapidly and is difficult to control. The expression of the Internet and social networks in teenagers' life was studied by the Ukrainian scientists Posokhova (2006), Minakov, Yurchenko (2013), Litovchenko, Maksimenko, Boltivets (2010), Kocharyan, Gushchina (2011), Ivanova (2001). The German authors (Heiniger, Müller 2013) claim that the social Internet and social work is a natural combination, and a social worker shall have competences to recognize and stop the appearing of dangers. Beringer (2013) discusses the possibilities and means of social work in the virtual space. Therefore, here not only parents, but also the professionals and socials workers are of a great importance. In his work Kovacs (2013) mentions that a social worker is „Fahrlehrer" (a driving instructor) who teaches and helps modern youth who has grown up with Facebook using the Internet in a right way. The review of foreign literature revealed that the social work is an integral part in order to intercept the Internet dangers. A social worker working with the youth, especially with those at social risk, is one of the main persons leading to safe and friendly virtual world.

Theoretical and practical relevance of the research. In spite of the fact many international researches have been conducted in respect of teenagers' problem use of the Internet and dependence on it, there is a lack of wider and more detailed data analysis about the expression, behavior and peculiarities of the online participation of teenagers at social risk, conducted from the aspect of social work. Such researches could help evaluating and understanding a self-

consciousness of the online participation of teenagers at social risk, their competence to act safely in the Internet and to protect themselves from potential electronic dangers. The research data will provide knowledge about the occupation of disabled women and will reveal their attitude to the perspectives of their own future. Basing on the research results, the social workers and organizations working with teenagers at social risk will get an opportunity to understand better the problem Internet use by the teenagers; they will be able to improve and create new educational preventive programmes aimed at solution of this problem. The research data will present information about the expression, behavior and self-consciousness of the online participation of teenagers at social risk in the context of children and social workers.

Social, practical and academic relevance of the research allow reasonably defining the following **problematic issues**:

- What are the possibilities of social work in solution of problem Internet use by teenagers at social risk?
- What are the perspectives of social work opportunities in development of teenagers' self-awareness for safe online participation?

The object of the research – expression and peculiarities of independent Internet use by teenagers at social risk.

Hypothesis – teenagers at social risk have lower level of self-consciousness and competence of online participation.

The aim of the research – to reveal the peculiarities of online participation of teenagers at social risk from the aspect of social work through analysis of behavior and awareness of consequences.

Tasks:

1. Using the theoretical analysis, to analyze the expression, peculiarities and possible dangers of virtual social networks use in respect of safety and self-awareness of teenagers at social risk.
2. Basing on the analysis of academic literature, to review the range of problems of social detachment in the context of Lithuanian social policy.
3. In the course of quantitative research to determine the peculiarities and expression of online participation behavior among teenagers at social risk.
4. To reveal the peculiarities, expression and self-awareness of online participation behavior of teenagers at social risk from the aspect of social workers.

Methods of the research. In order to reveal the expression, behavioral peculiarities and self-awareness of online participation of teenagers at social risk, the research method of triangulation principle, i.e. the combination of various methods, was applied.

Theoretical. Analysis of pedagogical, psychological and sociological literature, expression of online participation of teenagers at social risk from the aspect of social workers.

Empirical.

1. Method of quantitative research. The method of partially structured questions was selected in order to reveal peculiarities and expression of online participation of teenagers at social risk. The questionnaires were given to teenagers at social risk (grades 6-10). The research results were processed with Statistical Package for Social Sciences 22.0, with the help of which the statistical and comparative data analyses were applied:

   a. The methods of descriptive statistics: average of frequencies, standard deviation
   b. Spearman correlation analysis
   c. Reliability Analysis

2. Method of qualitative research. In order to make the research results as much objective as it is possible, the method of partially structured interview was chosen for collection of data. The received data were processed by using the method of qualitative content analysis. The interview was conducted with social workers working with teenagers at social risk.

Sample and time of the research. The participants of the empirical research were selected by the means of convenient selection. 101 teenagers at social risk living in Šiauliai city, Šiauliai region and Mažeikiai region visiting the children's day center and studying at schools participated in anonymous questionnaire. 1 Ukrainian and 5 Lithuanian social workers working with children at risk took part in the qualitative research. The research was conducted in March – May, 2015.

Main definitions:

Children at social risk – shall mean a child under 18 years of age who is involved in vagrancy, begging, does not attend school or experiences behavioural problems at school, abuses alcohol, narcotic, psychotropic or toxic substances, is gambling dependent, is involved or tends to be involved in criminal activities, has experienced or is in the threat of experiencing psychological, physical or sexual abuse, violence in the family, which limits his possibilities of education and participation in society (Law on Social Services).

Social work. The social work profession promotes social change, problem-solving in human relationships, and the empowerment and liberation of people to enhance well-being. Utilizing theories of human behavior and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work (International Conference on Social Work, 2001, Copenhagen).

Social network – shall mean a system of individuals' interrelations relating them by relations of various intensity and closeness (Morris, 2012).

Competence shall mean the total of knowledge, abilities and orientations, which allows every person living a productive personal life, pursuing the objectives, learning though whole life, being active citizen, participating in social life, looking for appropriate work (Djafari, Kendzia, 2004).

Structure of Master's Thesis: summary, introduction, two chapters: the first chapter covers the results of theoretical research; the second chapter consists of presentation of results of quantitative and qualitative researches; conclusions, recommendations, summary, list of references (91references) and appendices. The research data are illustrated in 9 tables, 11 pictures. The appendices present the examples of research questionnaire, data of qualitative research analysis. Volume of work – 87 p.

1. THE DANGERS OF SOCIAL NETWORK USE BY TEENAGERS AT SOCIAL RISK THEORETICAL REVIEW

1.1. Internet use as a social construction/learning

The problem the Internet, social networking usage problem is viewed through the prism of social learning. The work is based on the assumption that teen problematic Internet use social networking phenomenon is social learning. This theory recognizes that man learns by observing other people, especially when they see how they are for the behavior is promoted or if he admired them (Zukauskiene 2007). Social learning, Psychology dictionary (1993, p. 286) construed as "learning species - animal or human being new forms of behavior and learn how to mimicking or watching other animals and human behavior. It is stated that environmental factors and individual feedback to imagine them symbolically - as internal environmental model Rotter, a social learning theories, developed the concept of behavioral learning. He tries to explain how people learn behavior by interacting with other people and the environment. The author notes that the person's behavior, needs and objectives are not independent, they are functionally related systems. The individual reacts in such a learned behavior, which, in that situation, provide greater satisfaction (Perminas, Goštautas, Endriulaitienė 2004). This social phenomenon of adaptation when highlights the personality adaptation to social and environmental needs. Fit in, to belong to any group or community of many young people, especially disadvantaged adolescents need. Malinauskas (2011) on the basis Ungar study confirms that this group of teens friends inherent behavior and appearance of the copy, as a conscious strategy to achieve personal and social power. Today is impossible to achieve in real life in a virtual world. Bergmann and Hüther (2011), speaking about children's dependence on computer notes that in any way seek happiness child survival. "That's why once felt happy psyche remained alive, whether it was a deliberate intention or unconscious striving to achieve fame, power, or even otherwise masked, and took other forms of happiness aspiration" (p. 17). Their personal and social needs of young people moves into the virtual space, which can be realized in the most secret desires, to manage the situation, feel a hero games, social networks and survive a variety of emotions. This transfer to the virtual space allows to feels powerful, strong personality worth admiration. So there is little social risk children self-esteem, a feeling of self-satisfaction and recognition.

That individual reaches full fullness Roter releases 6 needs categories (Table 1)

Table 1

Needs category

NEEDS	
	Recognition / status
	Defense / dependence
	Predominance
	Independence
	Love and affection
	Physical comfort

These needs are unique to every individual, regardless of age, sex or status. Each of us strive in different ways, one discovers the fullness of working a favorite work of others in the family, others on the Internet, social networks. The status of the virtual role plays obviously the same importance as in the real world. Regardless of social class, many people, especially teenagers seeking recognition, which provides social satisfaction. Social status has traditionally been granted by grade, position, title, wealth, race and so on. Status was some power, authority attribute. Bandura notes that people learn not only to themselves by trying one or other behaviors, but also by observing others. We learn not only from their own mistakes, but also from the mistakes of others or successful behavior. Learning takes place while the protagonist promoted or punished for their actions (Lekavičienė ect. 2010).

1.2. Problem Internet use from the point of view of Symbolic interactionism

The term "symbolic interactionism" appears as the naming, which represents a relatively unique approach to human social life and behavioral research (Blumer, 1969). Symbolic interactionism looks at the situation of the entire society, and coming from the perspective of the actors involved in it. These theories representatives interested in socially disadvantaged groups and humiliated aspects (Leonavičius 2005). Goffman (2000), one of the first began to talk about the creation of false identities. He examined the symbolic interaction between people in everyday environments. According to him, for many people the self presentation is similar to the drama. Each of us is a social actor, which seeks to create the impression that reflects us. All of these assumptions author gets in a virtual space, where fancy fake own "I" "play" time.

Authors Frazer and Dutta (2010, p.74) talking about the virtual world notes that "the avoidance of stigma and prestige are the most important motivators of online social interaction. Online personal identities are developed and delivered as *a social performance* ".According to Mead (Blumer, 2004), society is a never-ending process of routinization of solutions to repetitive problems. According to him, the public - it's a whole people participating in the exchange of symbolic gestures. Symbolic interactionism concerns the role interaction, socialization process, social action and deviant behavior. Symbolic interactionism fact is that the interaction between people is like a continuous dialogue in which participants monitor, reflect each other's intentions and responds to them. *Self-perception* of the H. Cooley terms arise only through interaction with others. It is not the human body's inner part, it stems from the experience and developed through interaction with other people. The individual's own self-perception formed the understanding and acceptance of others (Leonavičius, 2005). While continuously variable and imprecise, this

perception is like our social behavior manager - we behave in a way that maintain their existing or desired image.

In the virtual world each allowed to become anyone, regardless of gender or age, both men and women as well as children, adolescents and adults tend to accentuate the qualities expected by the opposite sex. According Gofman (2000, p.17), the individual is willing to put yourself in their favor... It is perfectly clear from the teen online communication. Social networks attempt to create the "right" image. Young people, especially the disadvantaged children, adults, or takes them appealing, impressive personality traits, interests and creatively adapt them to your-self. The aim is to gain the confidence of friends, they are promoting themselves and strengthen their positive image. Symbolic interactionism authors emphasize that the individual characteristic of put myself in the place of another person, or to take another role. This process is particularly prevalent in the virtual space, social network profile, the new "I" video creation. People can perform this complex process, since childhood is taught to give meaning to things, actions and events.

According to Mead, communication through signs is not one-sided - individual not only adapts to the other provisions, but also changing them. Individual adopt other provisions with respect to their and interprets them in its own way, so his reaction is not immediate, but different, and this in turn leads to further changes in the social interaction process (Blumer, 2004).

Other opinion of yourself is very important during adolescence. Today formed their identity in the virtual world, which generated attention and approval, help young people gain confidence and further consolidates or shapes your identity. In other words, the teenagers use a different identity to develop.

1.3. Problem Internet use in accordance with Ecological systems theory

Ecological systems theory model, explains that people are dependent on the system and the various systems in the environment, which meets / does not meet the needs of every individual. These theories object - this individual and the environment ratio, highlighting its disfunctionality (disruption). (Šinkūnienė, 2010). The individual interacts evolves and adapts to the environment, because the man is linked to the environment and is highly dependent on changing environmental factors, conditions. So the tendency that the environment is changing, and changing the man and vice versa man changing environment. Environment and it is strongly influenced by the changes taking place and influence child development and adolescent development. This is especially true in today's world of technology. Where teens, especially at-risk adolescents, use of the Internet can be seen as a dysfunction that occurs not only on the child's inner qualities, but also for the environment that surrounds it. If individuals are able to

develop successfully in a changing environment and receive support from the environment, it means going mutual adaptation (Šinkūnienė, 2010).

This model states that the individual is surrounded by various systems: micro, meso, exo and macro, of which man draws experience.

Ecological systems theory emerged prior to the Internet revolution and the developmental impact of then available technology (e.g., television) was conceptually situated in the child's microsystem. Given the continuously increasing complexity and availability of childhood technology, it is propose the ecological techno-subsystem, a dimension of the microsystem. As illustrated in Figure 1, the techno-subsystem includes child interaction with both living (e.g., peers) and nonliving (e.g., hardware) elements of communication, information, and recreation technologies in immediate or direct environments. From an ecological perspective, the techno-subsystem mediates bidirectional interaction between the child and the microsystem (Johnson, Puplampu 2008).
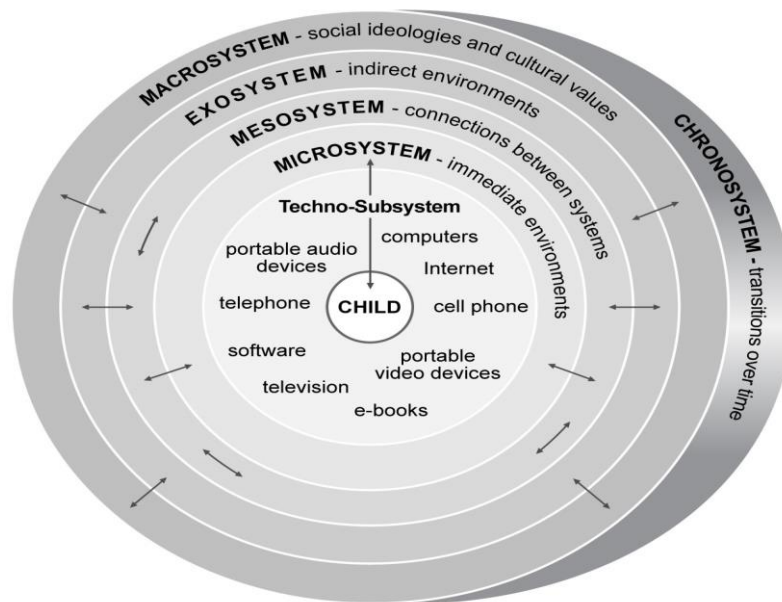
Figure 1. **The Ecological Techno-Subsystem**

Microsystem could be as online communication with peers. Parental use of the Internet at work, an element of the *exosystem*, may indirectly affect children's home Internet access. School Internet portals are *mesosystemic*, allowing parents online access to their children's homework assignments, attendance records, and grades. *Macro-analysis* establishes the cultural value of some uses of the Internet (e.g., as a tool for learning) and the social devaluation of other uses (e.g., as a tool for social deviance). Internet applications and social expectations of Internet competence change in relation to life transitions such as starting school (e.g., the chronosystem).

In summary, it could be argued that the theory discussed are unique and each one explains the problem and interpreted in different ways, it is subjective. Therefore, in order to increase social risk teen use of social networks consciousness social worker should intuitively under its jurisdiction, the situation relied on to follow one or another theory to the child's welfare.

1.4. Range of problems of social detachment in the context of Lithuanian social policy theoretical vision

1.4.1 Phenomenon of children at social risk in the aspect of social detachment

Social exclusion is defined as a society existing civil rights restriction to certain groups of people, involuntary departure from the social and economic values. Social exclusion - it is conditional and the multiplier phenomenon that would also include social values and personal characteristics"(Katinaitė, Kublickienė 2007).

Stanišauskienė (2004), found that the socially excluded lack of commitment, they tend to "write off" myself, learning experience lack of competence - they are more likely than others would like to know what to study, where and how to do it.

Meanwhile Maniukaitė (2007) social exclusion linked to the values of society ignoring. According to her, this is what all citizens should be significant and an appreciation, finding themselves excluded persons is alien and unacceptable, their values are low - they do not need to think about what is important in life, to develop plans for the future, choose the appropriate means of implementing them. EU observers of social exclusion social exclusion is defined as a process by which an individual or group is isolated from the main social mechanisms (rights, labor market, family or other informal groups, state), which produces and distributes social resources " (Taljūnaitė, 2005, p. 170).

The European Union, more than 120 million people at risk of poverty or social exclusion. This exclusion is increasing every year. According to 2011 statistics[2] 24% of the EU population (120 million people) is at risk of poverty or social exclusion, including 27% of children, 20.5% of persons over 65 years and 9% of the working population.

The most common causes of social exclusion, according Brazienės (2004), poverty, unemployment, lack of education, absence of social life. Zaleckienė (1998) divide these circumstances expands and links with the place of residence (rural population increased social exclusion), age and sex.

The social groups at risk children fall for a variety of reasons. In most cases it is determined by the child's environment, ie, the child's family life or social status of the family.

---

[2] http://ec.europa.eu/social/main.jsp?langId=de&catId=751

This group of teenagers faced with the surrounding hostility, negative attitudes, which affect their personal self-esteem, self-confidence and life satisfaction. These negative stereotypes are compounded by the risk of integration into society. It should be noted that modern technology also contributes "to children at risk of social exclusion increases, which reduces their chances. Berger (1995) notes that most people tend to become what they consider them and the surrounding expectations formed by their consciousness. So unfavorable assessments and prejudices may be crushed by someone to push mimic their established visual.

1.4.2. Situation of children at social risk in Lithuania

Today, one of the most pressing problems of social work Lithuania is disadvantaged in the emergence of a group of persons. The emergence of such groups is a huge issue that is very much talked about. In theory, this problem is solved very easily, but in practice it has solved almost impossible. Despite the improvement in the economic situation, a number of family law, child protection laws, Children's Rights Convention, Lithuania growing number of children who belong to social risk group. The main group of the public "doctors" is social workers.

The term **risk children** in the scientific literature at issue in very different ways and ambiguously. Many social work experts work highlights the main criteria on which defines children at risk. According Kvieskieinė (2000), **at-risk children** is characterized by social exclusion, which affects involuntary alienation from the social and economic values. Ignatavičienė and Zukauskiene (1999, p. 3) **children at risk** is treated as a "neglected children, dysfunctional (the problem), or dysfunctional single-parent families of children who regularly suffer psychological, physical or sexual abuse, as well as aggressive peers and ostracized children and children who already have committed minor offenses or crimes.

Social Services Law **children at risk**, it is - a child under the age of 18, who vagabond and begging, do not attend school or have behavioral problems at school, abusing alcohol, narcotic, psychotropic or toxic substances, is addicted to gambling, has engaged or willing to engage in criminal activities, which are experienced or at risk of psychological, physical or sexual abuse, domestic violence, and for these reasons, its ability to develop and participate in public life is limited.[3]

2012. 31 December the Republic of Lithuania 'social risk families with children, accounting for a total of 10389 recorded disadvantaged families with minor children 21303. During 2012 in 1766 entered in the accounts of social risk families with children grew by 3140. [4]

---

[3] http://www3.lrs.lt/pls/inter2/dokpaieska.showdoc_l?p_id=270342&p_query=&p_tr2=
[4] http://www.socmin.lt/lt/seima-ir-vaikai/vaiko-teisiu-apsauga/statistika-vta.html

Lithuania social work with disadvantaged children aims to make children's needs to respond to the quality of life, their social functioning as much as possible consistent with the public welfare. Social work with children at risk begins from family support, helping it to function successfully in society and to solve life problems.

These teens have a lot of social and interpersonal problems, have lower cognitive achievement. Often risk children identified as anti-social behavior, deviant, delinquent, immoral, criminal. Behavior that does not meet the norms of society, the tendency violate existing social norms. Teenagers who suffer from chronic poverty, parental unemployment, have more difficulties in communicating with their peers, have behavioral adaptation problems at school, low self-esteem, depression are feeling, lonely, emotionally more sensitive than those whose families equipped (Harland et al., 2002).

In summary, it could be as essential features of at-risk children, as severe adaptation, both at school and among peers, learning difficulties, lack of motivation, low self-esteem and sense of self-confidence, the tendency dependence of (alcohol, drugs, smoking) and delinquent behavior. Social-risk children, children who are unable to meet their basic needs and who feel unsafe, unloved, unclaimed and worthless. Moreover, they are still teenagers. Therefore, they are themselves are special and require special attention. Social work with children at risk of social or otherwise called "difficult" children are not very easy, it is quite difficult, but very creative.

1.4.3. Significance of social policy in creation of child's well-being

Child's situation both in Lithuania and throughout the world, is closely related to social policy and social spheres. In order to successfully tackle the problems of child welfare, it is important to review child protection practices in the country. Do not forget that children's issues are complex and specialized, so one-sided decision is not enough. Unbalanced child welfare policy has a negative impact on childhood development. This limits the possibility of children to become fully-fledged personalities (Kvieskienė, Indrašienė, 2008).

In order to ensure the child's welfare state policy strategy and its implementation plan for 2005-2012 and child care (care) system reorganization strategy and its implementation plan for 2007-2012 continuation of Social Security and Labour approved the Child Welfare 2013-2018 program. Its aim - in the child's interests and needs, to create conditions for a child to grow biological family, the development of preventive and comprehensive services for children and families, and children deprived of parental care - appropriate care (care) or adoption conditions are consistent with the best interests of the child and the need to grow family environment or an environment close to the family, to properly prepare for an independent life in the family and in society. The program aims to develop services for children and families by reducing poverty and

social exclusion, with particular emphasis on prevention and early intervention in the development of out-patient services for children and families to reduce child growing social risk families and deprived of parental care.[5]

During the first decade of independent Lithuania was to help legal-strategic child welfare law: the restructured for this purpose for the institutions to adopt a child welfare legislation, legislation, documents created different levels of strategy and implementation plans to become actively involved in NGOs, schools and other education institutions have a social worker and educator posts (Kvieskienė, 2005). In 1994, Lithuania was started in children's rights protection framework and institutional framework. 1995. 3 July the Seimas ratified the United Nations Convention on the Rights of the Child, the basic principles (Kvieskienė, 2003) (Table 2):

Table 2

The United Nations Convention on the Rights of the Child principles

Child protection	- the right to grow up in their family and get professional help; - the right to be protected from social and individual violence.
Child supply	- the right to resources and services, distributing them among children and adults; - especially focusing on children with disabilities, children with special needs and children who are at risk of poverty, parental neglect and violence or engage in criminal activity.
Child participation	- to act, to express their views and influence decisions individually and collectively in the family and in society.
Child policy	- social policy, which provides the necessary child's social development to achieve a normal standard of living, that is. y. healthy eating, be safe and be able to participate in education and positive socialization programs.

1.4.4. System and strategies of social services to children at social risk

Children's rights are protected by the Constitution of the Republic of Lithuania, the Civil Code, which incorporated in 1998 acted in child custody law, as well as the Code of Civil Procedure. Children's rights determined by the Child Protection Framework act (1996), Education, Special Education, protection of minors from the negative effect of public information, the Children's Rights Ombudsman for the child's temporary guardianship (care) of the Regulations. Social support for at-risk children and their families is regulated by the State Benefits to Families Raising Children act (1994 m.). Children at risk responsibilities are defined by Administrative Offences and the Criminal Code (Family Law, Protection of the Rights of the Child, 2003). Social activities with children at risk is governed by the 2004 Government of the Republic of Lithuania approved by the Children and Youth Socialization Act, 2001 Social educators Educational Establishments program, the 2004 Social services need a person of principles and procedure 2003. Working with disadvantaged families methodical

---

[5] http://www.socmin.lt/lt/seima-ir-vaikai/vaiko-teisiu-apsauga/strategijos-ir-programos.html

recommendations et al. A separate children's risk group, their rights reflects the different laws and regulations (Dromantienė, 2006).

National or local level through legislation and other child-related situation of the child or affect decisions not given sufficient attention to the impact assessment of the child, such as preparing the budget, the allocation of financial resources. Often various decision-making aspects of financial or other interests are raised above the interests of the child. To declare the child's best interests a priority principle can be justified acts or decisions are actually violating the rights of the child. It can also be manipulated in the interests of the child or children's mutually exclusive with each other, or adults or children and so on. interests to certain objectives.[6]

Often children's injuries and death caused by physical abuse. It should be noted that in addition to physical violence, children have to suffer and sexual, and psychological abuse. As shown by the child rights organization "Save the Children Lithuania", Public opinion and market research center Vilmorus and Vytauto Didžiojo University study "The role of the State in order to prevent child abuse, data (Svirskaitė-Tamutienė, 2001), physical and psychological abuse especially children often suffer violence. In order to protect children from abusive parents, Civil Code (CK) establishes parental authority limitation Institute, which basically corresponds to the CMF the restriction of parental rights. CK 3.180 provides that the court may decide on a temporary or unlimited restriction of parental power if parents treat their children cruelly.

All of these and other instruments to ensure the child's welfare policy in Lithuania. Social workers, social workers and other professionals in accordance with and on the basis of laws and resolutions to protect children from harmful situations and saved from possible damaging action or circumstances. Kvieskienė (2005) points out that in order to reduce social exclusion need to legally formalize and finance at individual programs, but proven follow-up programs.

1.5. Peculiarities of digital communication in public space

New social media interactivity in recent years is widespread and growing. The Internet has become a media tool. The ideal public space for discussions among various segments of society. Every person, regardless of age, sex, race, education, status can freely participate in the discourse. The Internet helps people to organize themselves into groups to exchange information anywhere, anytime. Virtual space ensures every citizen the freedom and unfettered access at all times to start a conversation, ask, answer, oppose, criticize, to express their attitudes and beliefs and to be unauthorized, anonymous. What makes oppose the concept of equality.

---

[6] http://www3.lrs.lt/docs2/OCCCOSZW.PDF

Dutta and Fraser (2010), talking about privacy and publicity aspects argue that this difference is no longer online, it is defunct. "People do not present themselves not to ask for public inspection, analysis, criticism, commentary, and others, well dangerous things (p.425). According to the authors, the Internet effortlessly, it's without a press permit, without costly investment, it gives people a universal public speech.

Young people with a passion are looking for their place in society. Modern technology helps young people in their needs and autonomy expressed in the public area. *Networked publics*, by Boyd (2014) are publics that are restructured by networked technologies. As such, they are simultaneously (1) the space constructed through networked technologies and (2) the imagined community that emerges as a result of the intersection of people, technology, and practice. Publics provide a space and a community for people to gather, connect, and help construct society as we understand it.

According to author, teens engage with networked publics for the same reasons they have always relished publics; they want to be a part of the broader world by connecting with other people and having the freedom of mobility. social media services like Facebook and Twitter are providing teens with new opportunities to participate in public life, and this, more than anything else, is what concerns many anxious adults. Networked publics creates new opportunities and challenges.

They are:

• persistence: the durability of online expressions and content;

• visibility: the potential audience who can bear witness;

• spreadability: the ease with which content can be shared;

• searchability: the ability to find content.

Virtual communication, according to Döring (2003), the human dimension, when given the opportunity to exchange information (communication), cooperation (collaboration) and the emergence of communities (community). The essential feature of Internet use result-oriented, intimate, especially disgraceful question issue or issues to discuss, share. This is a virtual communication platform where people change different themes, here communication, social contacts, dating, exchange of experiences among the key features of the virtual space.

 Web 2.0 today especially popular term (more common in foreign literature and in Lithuanian), which summarizes the advanced Internet technologies and solutions. This is the second generation of World Wide Web for "reading - writing, however, it relates to the use of social networks, which allow people to collaborate actively create content, build knowledge and share information online. Web 2.0 offers increased potential for cooperation among users (see. Fig. 2)

| Documents (Google Docs) • Photos, pictures (Photopeach) • Audio, video (youtube, Teachers TV) • Virtual Worlds (Sims, Second Life) • Maps (Maps, Google Maps) • Calendars (Kiko Trumbo) • E. briefcases (Mahara, Exabis | ⇐ **Web 2.0** ⇒ | • Social networks (Facebook, Twitter, etc.). • Web site (Yola) • Blogs (blog, Write) • Social Bookmarks (Twine, Digg) • Wiki (Wikipedia, Wikispaces) • Charts (Xerta) |
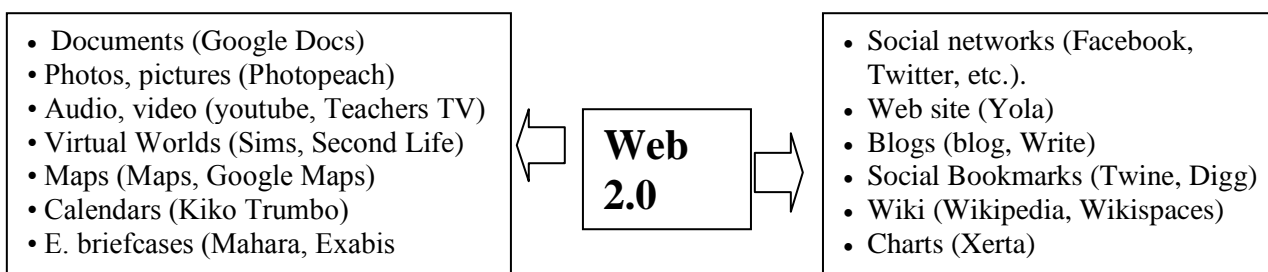
2. Figure. The second generation of World Wide Web

Communication is a basic human need, which affects not only the individual's quality of life but also provides the basis for social participation, is a never-ending process.

Language authors (Bergmann, W., Hüther, G. 2011 p.48) is my own reflection, self-knowledge in various world phenomena and interfaces ... defines bodily and mental identity. Cyberspace language is completely different, it is instrumental and symbolic language. Digital communication is perceived as a new form of interactivity, where social processes are mediated by the exchange of technical measures such as computer, mobile phone. Virtual communication regarding their available benefits is not decreasing, but increasing.

Döring (2003) describes the Internet as the ideal place to develop social relations. Virtual communication is characterized by specificity, it allows you to execute an action at a distance. This is the instrumental version. The author distinguishes 4 virtual communication features (see 3 tables).

Table 3

Virtual communication features

Text format	Computer-mediated communication is usually based on the written language norms. Information, which is more or less conveyed a verbal communication is clear. In this regard, it developed a potentially useful "special language", which compensates for verbal communication features. During smileys, descriptions of actions, Shortening, etc. It can be expressed in terms of the emotional state of the conversation partner properties.
The spatial distance	Direct communication at a distance, in different geographical locations. Characterized in that communication between two or more people share the absence of the same physical space.
Synchronicity and asynchrony	Communication can take place simultaneously (at the same time, but the place is different, eg.: conversation, discussion) and asynchronously - when match time communication, be it e-mail. Letters forums. Induction communication person has more time to think before communicating.
"Public" or "private" communication	Depending on the means of communication used (communications tools) communication can take place between the two parties (one-to-one) or by interacting with large groups of people (one-to-many or many-to-many). The private nature of communication, it is private messaging, chat (e. Mail) with other participants in the conversation do not see a public discussion (forums, chat) shared information can all read.

Meanwhile Misoch (2006) describing the virtual communication distinguishes five basic instant messaging features (Table 4).

Table 4.

Virtual communication features

1. Body Language	Computer language to convey non-verbal signs as facial expression, gestures, body posture, posture. Unconscious body language as flushing, sweating,

	cyberspace is not conveyed directly.
2. Text form	Computer communication takes place usually in written form. Non-verbal communication, feelings can be expressed in symbols, so-called "smiles" (smileys) (sadness, joy, laughter, etc.).
3. Space	Different individuals geographic place of residence is not an obstacle. Physical presence is not important.
4. Synchronicity	Asynchronous communication. At the same time, several themes can communicate with different people, such as: email, discussion groups and forums.
5. Digitality	Communication information can be documented and preserved.

Virtual communication body language, expression of feelings, characterized by communicating Face-to-Face, when undergoing socio exchange disappear. So body language tells what a person does not want to say, want to conceal. Carefully listening and observing other people's body movements could get very much information. Meanwhile digitality to be associated with electronic bullying. All the information which has already been presented as a negative, humiliating nature is preserved. It is invisible to the audience search.

In summary, it can be said that virtual communication has spoken and written language features. Here pattern is a reflection of the spoken language, essentially a virtual language is emotional.

Virtual communication is very important, and often - and only those who lack the real interpersonal relationships or have communication difficulties. Teenagers who feel lonely and are not satisfied with their personal life, engaging in social networks feel safe, confident. One of the main features of online communication, is the ability to edit, adjust their posts, who in real life is not possible. Social media, communication via SMS undermines children's social skills and emotional knowledge. Live communication "face to face" teaches important social skills, understanding, sensual. Immersion in virtual communication even more crippling disadvantaged young person's personality, which is already characterized by a lack of social skills, communication, feelings of expression issues. So working with disadvantaged teenagers, the social worker should be as modern as today's youth interested in the latest technologies, their features, benefits and harm.

1.5.1. Specific features of social network use

First of all we should find out what is social-networks and how they are fascinated by the man of today. Social Network - is a reciprocal relationship between the individual system, linking them to each different intensity and proximity relations (Morris, 2012). Social contacts are important, public support for the element. Every person has its own, individual network. Social networks operate on many levels, from family to society. Rapidly gaining popularity online social network, which according to Šinkūnienė (2010) - is an online communications

platform for people to join or create networks of like-minded users. The author sums up the social networking service features:

1. In order to create a profile (description) are asked to submit personal data;

2. Provided with the means to enable users to spread their material (photos, blogs and ect.);

3. given the opportunity to contact and make contact with other users based on their profile information provided.

Ruškus (2009) said that social internet networks quickly becoming a group, People choose real or virtual friends, exchanging not only information but also moods, impressions, time schedules, events, etc. Social networks allow them involved belong to one or another group with the same interests, those groups expand their interests, meet new people who have the same interests, share news, organizing no longer virtual but real events. There is no doubt that social networks play a socialization role.

Social networks, as has already been mentioned, encourages communication between people, there fraught by new acquaintances, the emergence of new communities, groups, united by common interests, values, attitudes, goals. So the real social life takes place in a virtual world where time, space, distance is no obstacle. The Internet gives people more opportunities to be active. Where can quickly express your opinion in a very short period of time to obtain the necessary information or even a quick and easy shopping. More and more people can not imagine their leisure without the virtual space. It is an ideal place to meet friends, chat, share new experiences, experiences, discuss or find new love. EU Kids Online II study Lithuania is the second most popular social networks (76%), just ahead of us Netherlands (80%), 59% of 9 to 16 year olds have a social networking profile, as children get older, the higher the percentage who use social networks : 9-10 years 26% 11-12 years 49% 13-14 years 73% 15-16 years and 82%.

Adolescence adolescents seek independence, which affects the desire to be popular, recognized and feel important. It is particularly important that these needs they could get from other peers. The young man in order to adapt to their peers assume values as increasing the impact of adolescent socialization. During this period, according to Leliūgienė (2003), socialization going on very intensively, during adolescence, appears parallel values and attitudes in the world of systems provided by different agents of socialization - parents, teachers, peers and others "(p. 284). Successful socialization, the author submits that determines how much a young person will be able to realize their talents, goals, how many are socially mature or be in the public interest and will create favorable conditions for themselves life activities. Unsuccessful socialization develops low self-evaluative, socially passive personality. Misfit youth often becomes a hermit, an object of ridicule, in other words, a white crow. So the virtual reality world contributes to the unmet needs where there peer recognition, circle of friends.

According Hurrelmann (Hipeli, 2012), a young person development, becoming a socially beneficial entity takes place when independence between the inner and outer reality is efficiently recycled. Successful socialization one hand there is the interaction of social and natural environment, on the other hand biogenetic potentials and the bio-physical, biochemical, psychological processes (Fig. 3)

Internal factors
• Genetic predisposition
• Mental abilities
• Temperament
• Personality Structure

External factors
• Family
• Friends
• Upbringing and Education
• Social organizations
• Information measures
• Working conditions
• Living conditions
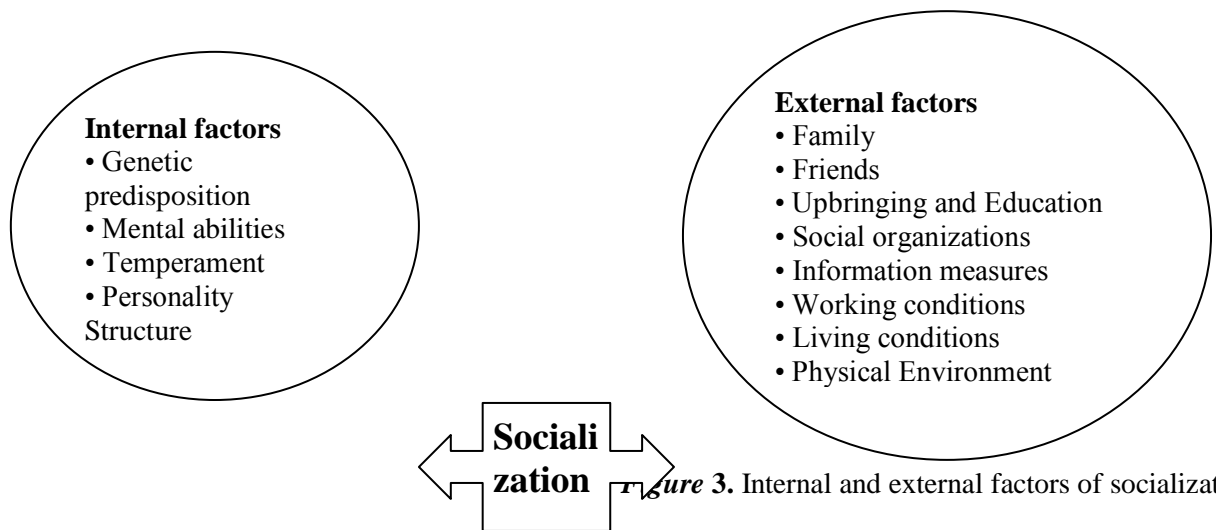• Physical Environment

Sociali zation

Figure 3. Internal and external factors of socialization

Socialization is based on the personal development process and points out that at the same time and interact individual characteristics and social environment. Socialization process of the young men learn by observing socially acceptable norms of social behavior. Under this construct it can be said that the social teaching is based on the premise that human development is the social learning process sequences. Social Teaching takes place in a virtual space. So the kids can try out online so their impact, influence others and new roles. An individual from the experience acquired through social exchanges in virtual space (online) and reality (offline) to foster their social roles and to adapt over time.

Social risk children socialization plays a big role in the socialization of information technology, ie, Internet, social networks, online games. Normally, children learn from their parents, but many young people take over the virtual world rules adopted values. They often identify themselves with games, movie heroes and take over their behavior. This group of parents of children with a lack of awareness, knowledge and social skills, how to educate their children. Frequent family can not bring up children in common human values, morality, spiritual attitude, but also can not transfer public standards of conduct and rules. Social work inherent connection with the other person's needs. It is therefore particularly important role to play in social workers. Often the social worker's personal contribution to give the child and his family support, assistance, helps to live their lives and become full-fledged member of society.

The virtual world, these young people are much more dangerous than the rest of their peers because their environment is injured. They lack competence presence in online spaces,

particularly so often become victims of electronic bullying "cybermobbing. If everyday life, these children are trusting, give up the negative influence of the Internet and it is easy to become victims. Wells, Mitchell (2008) highlights that online abuse often disadvantaged teenagers than other peers. Teen lacking social-emotional skills-growing single-parent, parents the emigration of families have suffered, parents going through divorce easily engage in a virtual world and online increasingly becoming victims of crime, have aggressive behavior manifestations on the Internet. Therefore, social workers, social educators must respond promptly to the hazards and find ways and methods on how to avoid potential threats.

Children lacking social skills, social risk young people, especially those who in their everyday life, sees the negative samples or experienced traumatic experiences, it is easier than other peers begin to use alcohol, drugs, prone to criminal activity or plunged into the Internet space (Malinauskas, 2011).

Bylotaitė (2009) explained why young people are attracted by the Internet. Consumers are attracted to the anonymity, computer availability and ease of use of the Internet. "Internet people a lot easier to get social support, they quickly feel sexual arousal and pleasure of playing and experiencing success" (p.211).

Internet addiction caused by the same reasons as the other dependencies. Young people feel lonely, no friends, so looking for the consolation of a computer screen, here are happy to hide from problems. If a young person in our created world does not find what he really needs to grow, to mature, to surpass yourself, to be recognized, to take responsibility, to make decisions himself, this virtual space it is easy to find everything. Internet young person particularly attractive its interactive content, easy access, a full-fledged participation in the illusion, the opportunities to stay anonymous and make new acquaintances. Finally, the object of addiction begins to shape human values, behavior and changing the whole personality. Morahan (2000) found that men with a higher propensity to problematic use of the Internet than women (12.2% of men and 3.2% for women). Meanwhile, Young (1998) study revealed that women are more likely than men to become dependent on the Internet (239 women, 157 men).

1.5.2. Internet dangers from the aspect of social work

Participation in internet social networks and their advantages, the child's behaviors, expressions, personality development is becoming a threat to the social and labor studies. According Leliūgienė (2012), the Internet is rapidly spreading useless and incorrect usage of the content information. "Covering freedom of speech in cyberspace often disseminated defamatory or contrary to the moral standards of information" (p.77). These multipliers often find like-minded followers. The author also talks about the amount of useless information and Internet
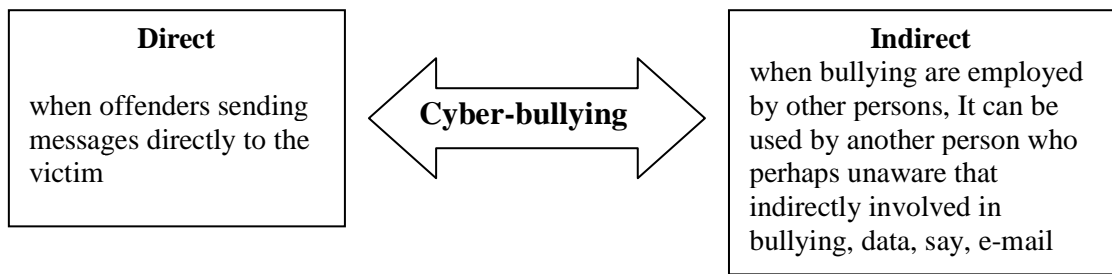
crime increases. Emphasizes the main crimes: the creation of viruses, hacking, financial scams, copyright violations, sending unwanted advertising. The most common threats faced by young people is associated with the release of private information, reputation damage, e. mail addresses are used to send unwanted messages, threats, bullying or harassment.[7]

So much time passing in the virtual space, which offers a new experience, a new acquaintance, threatened to deal with threats. For poor parents control children, especially disadvantaged young people who spend a lot of time online. This confirms Klanienė and Jokubaitienė (2012) study results, risk group teenagers a day spend more time online than at-risk teens. This group of teenagers even three times more likely than other abused online. Excessive Internet abuses consequence - or becoming a victim of online victimization, according Ruškus (2010), when an Internet user experience Web threats and harmful consequences. International survey (EU Kids Online II), children who use the Internet, it became clear that disturbs them and makes you feel uncomfortably different types of risks on the Internet (12% of 9-16 year-olds). Žibanienė and Brasienė (2013) reports the results of the study also confirms that online social networks are the things that make them feel uncomfortable young age (44.15% girls and 12.95% boys this).

One of the threats is *cyber-bullying.* Electronic or also known as cyber-bullying is one of the most aggressive forms of behavior. This is intentional and repeated aggressive actions in cyberspace directed against the victim (Kohlbrunner, 2010). Bullying takes place in the Internet space where the person being harassed online text messages, e-mails, mobile phone, as well as publishing and sending inappropriate content text, picture, fabrications, videos about the person or the publication of his private data. Often teenagers into social networking moves and continues bullying, begun in real life, that is confirmed by 88.1% of students who think that the Internet is widespread electronic bullying (Žibanienė and Brasienė 2013). EU Kids Online II international study shows that Lithuania experienced cyberbullying of students the percentage is lower than the country's average and amounts to 5%, but Lithuania bullying taking place onscreen and in real life, the prevalence rate is among the highest in comparison with other countries of the results - even 19 %, which may mean that the children are widespread in various forms of bullying. Often bullying is taking place in real life moves into the virtual world and vice versa.

Kowalski et al. (2012) distinguish direct and indirect electronic bullying (Figure 4)

Direct	Cyber-bullying	Indirect
when offenders sending messages directly to the victim		when bullying are employed by other persons, It can be used by another person who perhaps unaware that indirectly involved in bullying, data, say, e-mail

*Figure 4.*Cyber-bullying

Cyber-bullying from the classic Face-to-Face-Bullying also has the same criteria (Gasser, 2012):

- conscious, aggressive actions;
- recurrent actions;
- physical and / or social power inequality between the aggressor and the victim.

The author distinguishes cyber bullying categories (Table 5.)

Table 5.

Cyber-bullying categories

Insults public space	chat room or discussion groups
Slander	humiliating and dissemination of false information to harm the reputation of (photos or videos).
Impersonation	spoofing
Intricacies	fraudulently extracted and released personal information to others
Persecution	threatened to do something
Isolation	intentional discharge of another person from the group

Application of information technologies in electronic bullying spreads quickly, so the process is virtually impossible to manage. The most common electronic bullying is anonymous, so offenders often go unpunished.

Another of the risks to the online space is **sexting** - usually by telephone, send messages or pictures (your own), with hidden sexual, ambiguous idea or explicit content. International study EU Kids Online II data 15% of 11-16 year olds have received peer to peer sexual messages or images, ie, talk about having sex or naked or people having sex images. 3% is they have sent or posted such messages. It is observed that girls often send photos of their naked body to show themselves or make an impression on others, but did not think about the possible consequences. Meanwhile, the guys are more likely to spread to other personal pictures to ridicule or revenge.

As for the danger of the Internet faces another threat is **grooming**. Online grooming is defined as the manipulation of children for sexual exploitation of children, inclusion in a child prostitution or pornography. Online grooming can be called a number of requests to engage in sexual activities or discussions with an adult, unwanted sexual material demonstration, harassment, threats and other forms of aggressive communication on the Internet, what causes stress, fear and stigma. Grooming executed when an adult intentionally establish contact with a

minor in order to fulfill a sexual offense (Katzer, 2010). According to the author's victims are mostly girls than guys. The project "Girls 'Program' study of social risk girls lacking the love, attention and warmth, which does not receive neither the family nor the immediate environment of the early onset of sexual behavior are easily lured men, especially older. In this way, unconsciously seek to compensate for the security and love, as well as the lack of fatherly love.

One of the risk behaviors communicating online, it is **meetings with online contacts**. Children often fail to realize the imminent danger that meetings with "friend" could end tragically. This can result in physical or emotional violence, or even become a victim of violence. Social-risk children, mostly girls, lacking love and attention to even the smallest family focus is perceived as an expression of recognition or "true" love proof. 9% of 9-16 year-olds met directly (physically) to the person with the previously communicated online. 1% of all children (or one of the nine preceding meeting) have been bothered by that meeting (EU Kids Online II).

As for the danger facing not only disadvantaged children, but other peers often they **do not realize the negative effects of Internet use and properly underestimate the risks**. Therefore, it is important to teach children not only to evaluate the Internet, but also see potential threats and carve the view that "it will not happen to me" (Mačėnaitė, 2011). Professionals to timely prevent a virtual world threats must be properly prepared to identify Internet threats. So at this point the important role of social workers, some parents can not pay to help children solve problems Kovacs (2013) in their work treats the social worker is Fahrlehrer (driving instructor), who teaches, helping today's young man overgroup with Facebook proper use of the Internet.

1.5.3. Competence of social network use

Common sense of *competence* - the knowledge, skills and attitudes a whole, enabling each person to live a full life, achieving goals, lifelong learning, active citizenship, participation in society, to find a suitable job (Djafari, Kendzia 2004). The authors note that disadvantaged young people lack knowledge and skills to use computers and the Internet. A number of foreign authors (Hipeli 2012, Beringer 2013, Riemenschneider, 2009) attaches great importance to the use of the Internet (self-) competence, they observe that the lack of competence is characterized not only young people but also adults, that is parents, teachers and social workers. It is about what skills and understanding of the people should have. Media competence implies the conscious and responsible use of modern technologies. This includes knowledge of how to meet their needs using modern technology, a critical assessment of these measures and individual behavior. Hipeli notes that teenagers today without much difficulty coping with modern technology, are quickly embracing the use of skills online, but hardly able to select "filter" relevant information, real and virtual life identify themselves. Meanwhile, adults who have not

grown up with modern technology, which runs adjacent to, have knowledge and lack of skills, characterized by insecurity. In accordance with safety regulations it is possible to protect themselves from threats here. Therefore, in order to exploit the available high-quality and innovative online tools they should learn to communicate and to use them properly. The author regards the modern technological competence, characterizes it as a fundamental objective of education and training. Modern technology competence identifies with the knowledge of traffic rules and compliance that children can move safely, you need to know the rules and follow them. In order to prevent problematic use of the Internet and the potential risks need to develop young people's online expertise. Here an important role is social workers who have to carry out preventive educational work both with the child and his family. Social risk families are often not aware of the dangers and threats dormant cyberspace.

Djafari, Kendzia (2004) distinguishes five main issues of why disadvantaged teenagers are characterized by low use of modern technology competence:

1. The staff has insufficient information technology skills;

2. The educational institutions are often outdated equipment;

3. The lack of financial resources of computer hardware maintenance;

4. Disadvantaged young people lack self-awareness of information technology;

5. Prejudice in working with disadvantaged young people (they did not fail).

In order to overcome these problems, it is necessary to raise the skills of workers. This is one of the aspects of the professionalization of work, these young people develop computer competence.

Digital competence demand is growing and changing very rapidly. It includes a variety of skills. This is - the ability to take advantage of opportunities offered by ICT and responsible and innovative technologies in the educational institutions and the workplace. The ability to critically evaluate the information content and sources. Digital competence is a skill that a person must develop in order to become competent in the digital environment (Beringer 2013). According to the author, the disadvantaged teens doing more harm than risks in social networking sites, but the knowledge of modern technology, lack. The best protection against the dangers is the ability to circumvent them.

Adolescence, this stage of development, which is accompanied by the constantly evolving needs and skills. The older the children are, the higher their social network dimension, ie exchange of information and discussions on topics relevant to them. The age groups of Internet competence is perceived as a social need, introducing yourself and checking how they may affect others.

Social risk adolescents are low-tech exercise of competence. Because of its proximity range does not have a suitable model, parents are incompetent peers, as well as use of the Internet lacks competence. The Internet, a virtual world of today is a new social employee object, which over time will become not only social work, but also society as a whole phenomenon.

According to (Žibanienė and Brasienė 2013) study, which attempts to clarify students' opinion about their current knowledge, skills to operate safely on the Internet, it became clear that even 80.6%. Teen (of which 50.6% of girls and 30% boys) think they have enough knowledge. It also showed that 93.5% surveyed students pay to change privacy settings on a social networking profile, 92.9% the ability to block messages from those which do not want to get 91.8% ability to find information on the safe use of the Internet, 89.4% - Remove the visit websites story, and 74.7% block unwanted advertising, or spam. So in this research report, it is clear that contemporary youth use of modern technology competence is high enough to be able to protect themselves from potential danger.

1.5.4 Prevention of problem Internet use: aspect of social work

According to the Davidavičienė (2006), prevention activities are aimed at developing a healthy lifestyle, to form pro social behavior or learning to develop social and life skills to reduce risk factors on human life. To protect adolescents from problematic use of the Internet or hazards to which they may encounter online is the importance of the prevention of not only the emergence of the problem, but also to prevent its occurrence.

In terms of online risk prevention, it should be noted that such controls carried out in the legal level. A variety of laws to protect minors from harmful Internet content (Protection of Minors against the Detrimental Effect of Public Information Act, Electronic Communications Act, the Council of Europe Convention on the Protection of Individuals with regard to Automatic Processing of the Republic of Lithuania Government Resolution No. 290 and ect.).

1997 was a breakthrough in the history of EU social policy, because in that year the Amsterdam Treaty specifically to children and their interests. A number of provisions: for social isolation, discrimination, education, media, can be applied to protect the rights of children and to protect (Kvieskienė, Indrašienė, 2008). The author notes that the European Commission attaches great importance to the harms children postmodern challenges of globalization and influence. 1996. The European Commission published a *Green Paper* to protect minors and human dignity from harmful audiovisual services and information online. It promotes the safe use of the Internet, because modern technology is an integral part of teen life.

An important role in terms of a safer Internet, play educational program in Lithuania. Implemented in various events, campaign (Safer Internet Day), conferences (Internet Academy

on wheels TEOBUS), competitions ("School of Safe Internet", "Safer Internet Day in my school) program (girls' program),"Hot Line" deals with topics about illegal or harmful content and (or) illegal online activities. Most social networking sites are also committed to protecting minors online. Some websites have age restriction, does not register children younger than a certain age, but this rule is usually broken by the children themselves, who are signing refers to an incorrect date of birth.

Unfortunately, the online space for openness and accessibility do not always allow effective implementation of all the laws of the preventive and prohibitive measures (Ruškus 2010). For children, adolescents protect against online dangers, plays an important role in passing the environment in which he spends the most time ie parents, brothers, sisters, friends, social educators and social workers.

It is noted that sometimes people behave in cyberspace and resolutely advocating bolder than in real life. When people interact on the Internet, they are likely to say or do things that would not in reality, never would say to another to meet face to face. People in the virtual world can feel freer. According to the author Mažionienė (2012) "liberation" in cyberspace can lead to both the positive and the negative consequences. Because of the anonymity can create the illusion that you are not visible on the Internet. Ability to be anonymous or imagining that you are anonymous in cyberspace, can promote someone to do what he would not, if his identity is known, for example, to incite hatred, express racist or nationalist views and so on. As already mentioned, in order to educate children respect for others, plays an important role in the child's immediate environment, e.g. parents, teachers, adults, who should show by their example and behave themselves respectfully with others. It is also important to talk with children about what is permitted and what - is not acceptable in society and develop their empathy, ie, the ability to look at the situation in the other person's eyes. According to the authors, in developing children's ability to communicate respectfully recommended not to speak with one of the consequences or of punishment. Threats of applicable penalties can only provoke anger and a desire for children break agreements. What is more important to emphasize the benefits of the rules, explain why it is necessary to talk about what behavior is expected of children and why.

The role of the school social risk adolescent life is very important. Often, this group of parents has a variety of social-psychological-economic problems and their understanding of modern information technology is low. In this case, the school is the object that is to develop young people's social networks in understanding consciousness. Social workers and teachers should encourage young people to engage in favorite activities, attending sports clubs. The teenager can not retreat into, he needs to understand that there is more leisure activities than to visit social networks.

It is important to schools systematically organizing various preventive events to discuss the Internet and online social networks borne threats as well as the children themselves included in preventive activities. Education on the subject to help teens understand the potential risks, enhance their social and psychological resilience.

2. THE ANALYSIS OF THE ONLINE PARTICIPATION OF TEENAGERS AT SOCIAL RISK

2.1. Methodology and methods of the research

Research methodology, according to Tidikis (2003), the reality of cognitive theory, which investigates the scientific way of thinking and the principles of research methods and techniques (Kardelis, 2005). Ruškus (2010) argues that research methodology includes epistemology (the treatment of cognition of reality?) and method (how the data collection and analysis method used?). The aim of methodology - to help the researcher to understand more than scientific product, but at the investigative process (2005).

People by their very nature are extremely social beings, ie, more or less expressed the need to communicate, to have a like-minded, to establish a relationship. Communicating person to meet their basic needs, and the desire to communicate a variety of social needs expression (Almonaitienė 2010). Thanks to modern media communication has become easier and more accessible, which does not restrict the time, place, space, distance. Internet very easily and quickly makes a man dependent on communication and interaction. Interacting with one another, individuals define their identity, rights and duties relative to each other (Kardelis, 2005). In this case, the risk of teen use of social networks is perceived as symbolic interactionism paradigm. When you focus on an individual's ambition to put myself in the other person's place or to take another role. This process is particularly prevalent in the virtual space, social network profile, the new "I" video creation. To become an individual in society sociable, communicating with other individuals having certain rules of conduct, norms, it sort of "debited by" to have an one's eye mimics and consciously or unconsciously turns its rules of conduct rules. "The man in the symbolic field, trying to understand the actions, gestures and behavior of other people, and would behave accordingly universally accepted norms, ie, under that identity, which is supported by the society in the near group, and it is gradually becoming a part of his inner world, it is not only his behavior but also the social element of thinking" (p. 254, 2005).

Human socialization begins with its immediate environment, i.e, family, which paves the way for successful development. Environment and it is strongly influenced by the changes taking place and influence child development and adolescent development. This is especially true in today's world of technology. Where teens, especially risk groups, use of the Internet is treated as a dysfunction that arises not only because of the child's inner qualities, but also for the environment that surrounds it. Environment strongly influences adolescent socialization because they learn from the experiences. Family, friends, school, media, information technology forcing a teenager to act, to change, modify behavior, norms values. If individuals are able to develop

successfully in a changing environment and receive support from the environment, it means going mutual adaptation (Šinkūnienė, 2010).

The study epistomologija looking for answers to questions about how knowledge is born as a human being creates knowledge, knowledge of the world (Ruškus, 2010). The paper is based on positivist epistemology that assumes the natural sciences methods in the social sciences and subjective - interpretative epistemology, which assumes hermeneutic - phenomenological tradition-based education (2010). The reality is interpreted on the basis of survey participants stories - their perspectives. In this case, the risk of teen use of social networks, the problem of consciousness can be seen from the perspective of social workers.

The research method. According to the Ruškus (2010), research methods this technology and procedures to obtain research data, they are divided into quantitative and qualitative. In order to disclose the risk group of teenagers using the Internet, social networks consciousness by applying the principle of triangulation method. Triangulation, according to Babbie (2013), to understand how the different methodologies or (sometimes) theories, domain, collecting a combination of techniques. This is a qualitative and quantitative methods of coordination. The research methods are based on the scientific literature analysis. The study is structured and planned, and research methods and data of the instrument constructed before proceeding.
In order to reveal the purpose of the study, the work of the techniques used:

Theoretical. Pedagogical, psychological, sociological literature, the risk of teen use of social networks to determine self-perception.

Empirical. *Quantitative research methods* - methods for which final results are expressed in figures (Tidikis, 2003). These methods enable a deeper and more accurate to examine the dynamic and statistical regularities. A distinctive feature of these methods, according to Ruškus (2010), is that they are structured and closed, and the survey variables to give in advance.

Qualitative research methods are varied and closely related to the ontological and epistemological postulates (2010). Qualitative assay data is "rich" and closer to the last detail of the respondents perceive the world and a deeper understanding of their attitudes (Tidikis, 2003). The author notes that the quality of the object puts the essential features, characteristics, structure, i.e, the data obtained provide a deeper and more complete information about the object. Qualitative research is focused on understanding how people interpret their experience, how they construct their world and what values they attribute to their experiences.

In summary, it can be said that these methods of effectively complement one another, and their interaction, according to Tidikio (2003) gives a more comprehensive, more objective and more reliable results.

Data collection method. In order to disclose the risk group of teenagers using the Internet, social networks, self-image, selected the questionnaire method. The respondents to choose the target patogiosios sampling. The main criteria - age and belonging to social risk. Quiz - Questions page for certain knowledge collected (Tidikis, 2003). This study used an anonymous and semi-closed questionnaire.

In order to more detailed and more objective test results at work also used the interview method. According Tidikis (2003), in an interview, the verbal information that allows you to get to know the study participant. Interview to grasp the experience of study participants to learn opinions concerning the issue, which they express in their own words (Bitinas et al. 2008).

In this work selected semi-structured interview technique. Semi-structured interviews are not very strict forms, so lets turn the conversation in the right direction. It is planned that the key issues will come up in advance, and during the interview and may be asked additional questions to better understand the survey participants opinions concerning the issue.

The survey sample and selection. In order to make a precise and comprehensive insight into the phenomenon under investigation study was conducted with two groups of people. The first - teenagers belonging to social risk and the second - social workers working with disadvantaged teenagers.

The study sample was made up using the selection when lifting the criteria to be met by future research participants. The first group of study participants were selected according to the following criteria:

- Class - 6-10 grade students;
- Social situation, teenagers in social risk.

The second group of study participants were selected according to the criteria:

- Social workers working with at-risk teenagers.

Empirical research participants were selected by patogiąją selection. According to the Tidikis (2003) patogioji selection, this non-randomized, where an investigator selects the people to him comfortable.

The research ethics. Research is especially relevant ethical issues that require a balance between investigator desire to objective information and the subject's safety. In this study we observe the fundamental principles of research ethics (Kardelis, 2005)

• Confidentiality

• Anonymity

• Voluntary

• Customer self-determination

According to the author, it is the essence of anonymity that the study participants provided information despite its openness and anonymity, would not identify the identity of the research participants. Thus, in anonymous, all study participants names have been changed. Each study participant was given the right to self-determination, study participants answered questions on a voluntary basis, reserving the right not to respond to those questions that does not want to answer. The qualitative study was requested permission to record conversations recorder. Before starting a quantitative and qualitative study, participants were acquainted with all the information about the investigation, that is what the research topic, what is the objective of the study and its benefits.

Data processing. Ongoing school-age teenagers at social risk survey. It is analyzing the results.

The interview was recorded in the recorder. The obtained data was overwritten in the recorder. Later, analyzed and categorized by topic.

Data analysis method. Get a qualitative survey data read, analyzed, and then formed the category and subcategory. Get the quantitative survey data using a statistical software SPSS (Statistical Package for the Social Sciences) (version 22.0), the aid was subject to the following statistical methods**:**

- descriptive statistical methods: frequency average, standard deviation;
- Spearman correlation analysis;
- reliability analysis.

The survey was conducted in 2015 February - May. It was handed out 105 questionnaires returned 101's.

2.2. Sample of the research

The study included 101 disadvantaged children, most of the sample consists of 59 girls (58.4%) and 42 boys (41.6%), attending the 6th -10th grade pupils. All respondents are students who study high school, ie 69.3% secondary - 15.8% and 14.9% of the school progymnasium. The study involved the city of Siauliai and Siauliai district children who attend day care centers disadvantaged children and learners of Siauliai and Mazeikiai district schools in disadvantaged pupils. 55.4% of them live in the village or town, 32.7%. - big city and 11.9% - in the city.

Interviewed respondents were 6-10 grade students who study Siauliai city and district schools and the school district Mazeikiai. Teen distribution percentage of classes is illustrated in Figure 1.
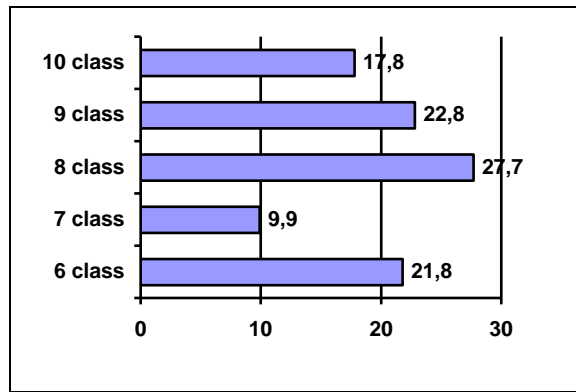
Fig. 1. Distribution of the respondents according to classes, *%*

Most of the teens are high school students who already have a common life experience and knowledge, can self-assess what is good and what is not. So mostly teenagers participated in the survey is an eight (27.7%), 22.8% for the nine is far less of the youngest respondents, ie, sixth-graders - 21.8%, tenth consists of 17.8%, and at least 9.9% - of seventh.

In order to find out the composition of children's family, they were the statements to measure the composition of their family. (Figure 2)
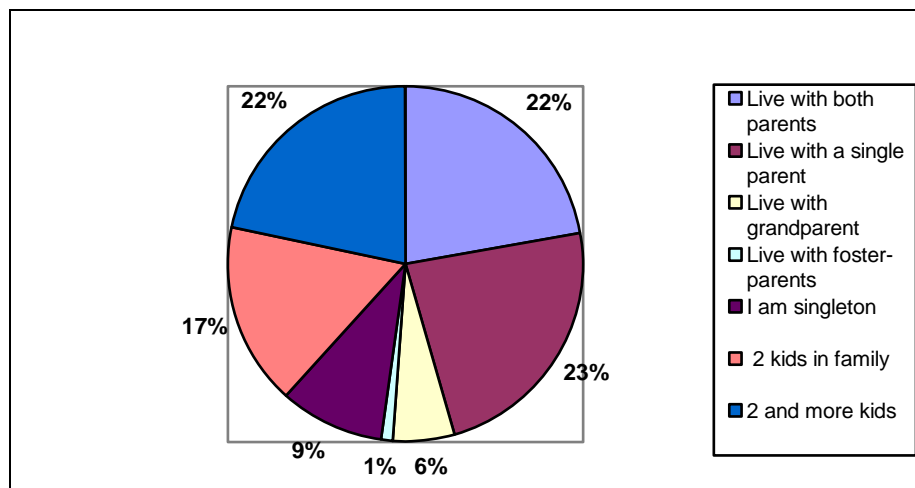
Figure 2. Family composition, %

It is expected that the situation of the family will see their participation in social networks essential differences, and to find the cause of problematic Internet use. As can be seen, that children living with a single parent (23%) and family are more than two children (22%). These results confirm the consistent trend in society that social risk family - it's the large, single-parent households. This is one of the risk factors affecting the engagement of child participation in the online space.

Almost all respondents 92.1% said that the home has a computer with Internet access, while only 7.9% - do not. Having a computer with Internet access, it uses from 1 to 15 years. For some children a computer with Internet access at home is a novelty, and the other usual contemporary living thing. Staying home computer without the respondents still used by other members of the family, usually the mother, father, sisters or brothers.

Regardless of whether the teenager has a computer with internet access or not, the time spent in its range from 1 h. up to 10 hours a day. As shown in the chart (see. Fig. 3), the respondents participation in virtual space it takes about 1 to 4 hours. Of course there are those who spend most of the day while surfing the web, and it also poses a threat to become victims online.
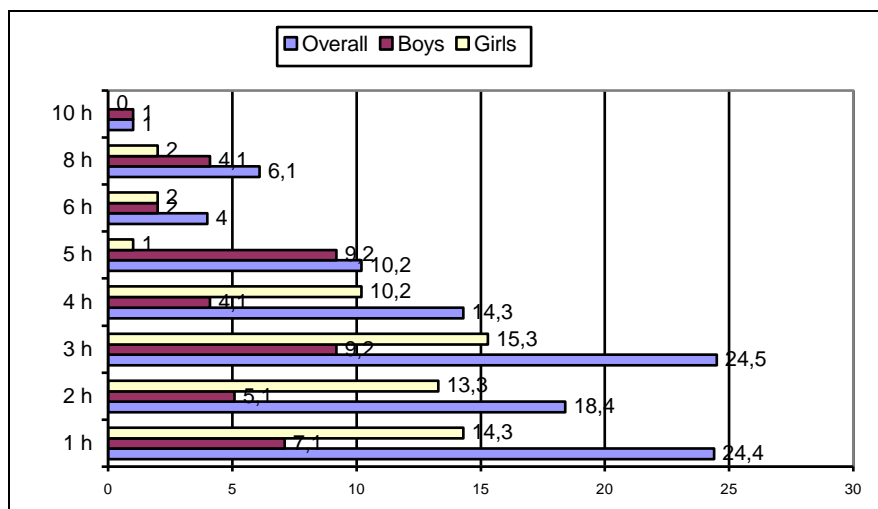

Figure 3. Time spent surfing the internet, %

On average, adolescents (n = 98) on the Internet spends over three hours a day (3.23). As can be seen guys tend to spend more time on the Internet than women, averaging from 1 to 3 hrs., And the guys from 3 to 5 hours or longer. It can be concluded that the guys dedicating more time for virtual communication, spend less time domestic work, doing homework and active leisure. Wells and Mitchell (2008) characterized the disadvantaged teens 'online' is 4 or more days per week, 2 hours or more a day. Long time spent online can lead to teenage criminal activity, becoming victims of sexual exploitation.

2.3 Behavioral peculiarities of expression in the presence of the Internet space disadvantaged teenagers.

The study was intended to find out how many teenagers use social networks. The questionnaire survey found that social networks are used by 95% of respondents. According to the Ruškus (2010), online social networks - rapid growth of Internet usage aspect of online social networks quickly becoming a group, People choose real or virtual friends, exchanging not only information, but also photographs, impressions, time schedules, events, and so on. t. Active teens use social networks to express that they love technology and innovation, anxious fast rewards and satisfaction. Dwyer (2007) notes that the main reason for the use of social networks - a convenient, inexpensive and easy way to build relationships with other people.

The remaining 5% by claiming that it does not use social networks indicated that they had to create their own individual online social networks. It could be concluded that teenagers do not know, what it's a social network or was inattentive answering the questions.

When asked what social networks used by many of the respondents said that they had used Facebook (98%.), Followed by YouTube (78.2%), Google+ (58.4%), at least use the One "(40, 6%) and Twitter (26.7%). (see. Fig. 4)
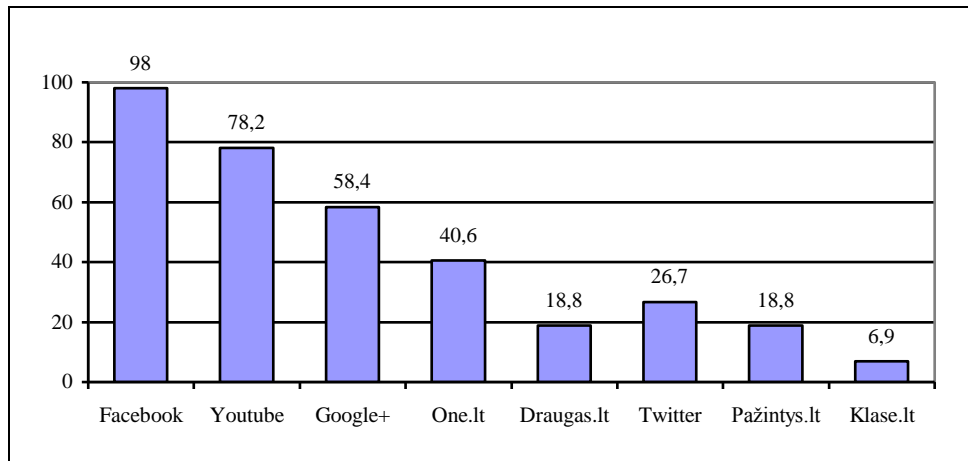
Figure 4. *Respondents use social networks*, %

Teen indicated and other online social networks like Instagram, ask.fm, Hotnot, Spotify. So study confirms other studies (Ruškus, 2010, Bacys 2012, Dwyer, 2007, Kneidinger, 2010), that not only in Lithuania, but also in the context of the world's most popular social network among young people is on Facebook.

2.3.1. Motives, objectives of teenagers at social risk after logging in social networks

Another issue was made in order to clarify the basic objectives of connecting to social networks see fig 5.
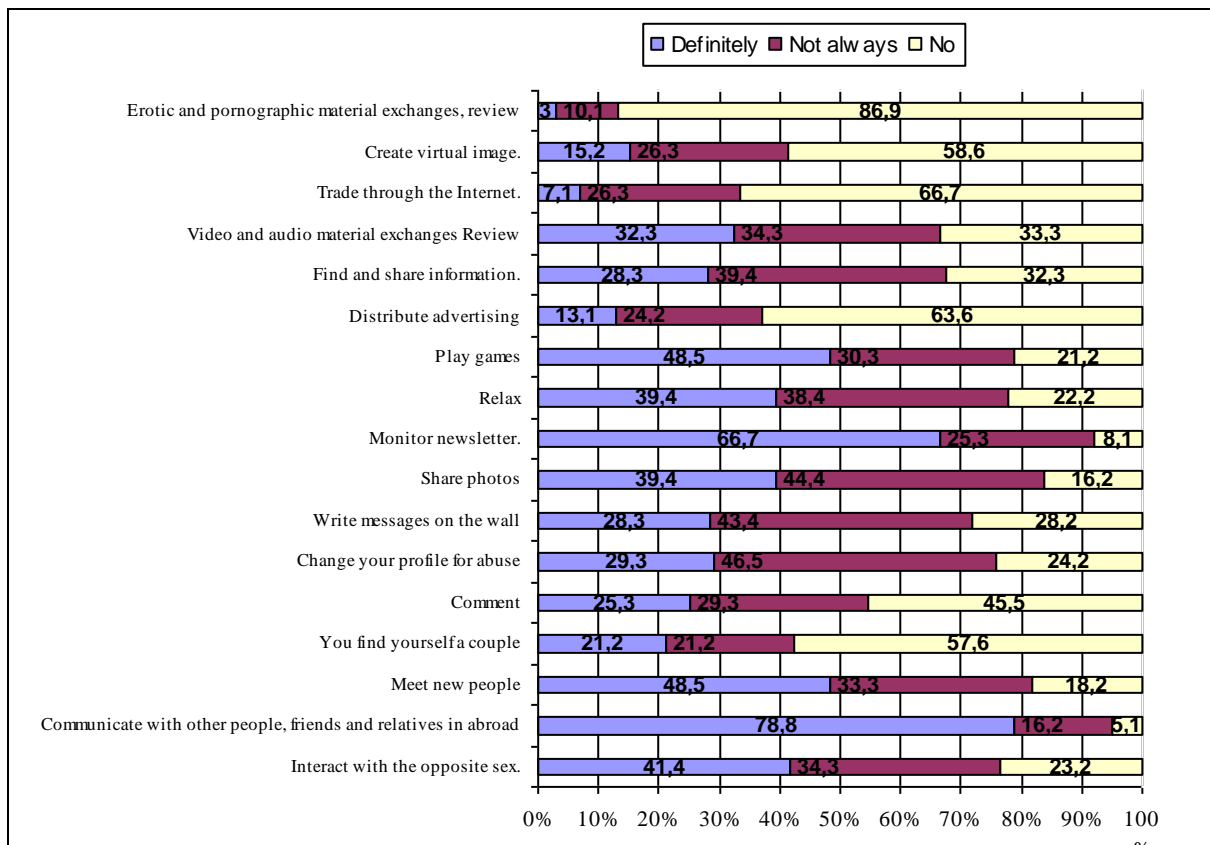
Fig. 5. Respondents objectives connected to social networks, %

The results revealed that the main adolescents (N = 101) aims: to communicate with other people, friends and relatives in foreign countries (78.8%), watch the news (66.7%), meet new people and play games (after 48.5%) and communicating with the opposite sex (41.4%). The results of the study coincide with the Bacio (2012) study, teens, connected to the social networks: communicate - 80.0 per cent., watching the news - by 76.3 % playing games - 51.3 % Teenagers are not interested in erotic and pornographic material exchange and review (86.9%), as well as not relevant to the internet (66.7%), it can affect teenagers material situation, because it is a social risk children and their families and their social status restricts trade through the Internet. According Ruškus (2009), trade through the Internet can be assessed in two ways. On the one hand, young people's involvement in the commercial market relations develop their capacity to understand the specifics of the market, making economic decisions, to analyze actions and consequences, to communicate not personal, and economic considerations. On the other hand, young people's involvement in market relations can have a negative impact on their motivation and results, personal professional perspective, when too much, emotionally and socially, involvement of a market relationship and begin to live alone at that. As well disadvantaged teenagers are not interested in advertising distribution (63.6%) and a virtual image creation (58.6%). Reviewing the gender impact of participation in social networks motives noticed that guys do not tend to find yourself a couple (M=1.83, p=0.03), do not use the internet

(M=1.57, p=0.02) and are not interested in erotic and pornographic material exchange profile (M=1.36, p=0.0).

Visits to social networks motives differences by grade (see. Table 1-2).

Significant differences by Anova Table *Table 1*

	Proposition	p-significance
A1	Interact with the opposite sex	0,04
A3	Meet new people	0,00
A9	Monitor newsletter	0,00
A14	Video and audio material exchanges review	0,03
A15	Trade through the Internet	0,04
A17	Erotic and pornographic material exchange profile	0,02

Table 2

Classes average

Class	A1 mean	A3 mean	A9 mean	A14 mean	A15 mean	A17 mean
6	1,77	1,82	2,23	1,64	1,09	1,09
7	2,20	2,50	2,30	2,10	1,50	1,10
8	2,43	2,57	2,86	1,89	1,43	1,00
9	2,35	2,22	2,65	2,30	1,65	1,30
10	2,22	2,50	2,67	2,28	1,39	1,33

In assessing the objectives and motives by class revealed such differences (p=0.04), the high school students, the seventh (M=2.20), an eight (M=2.43), ninth graders (M=2.35) and tenth (M=2.22) are more likely to interact with the opposite sex than sixth graders (M=1.77), which completely uninterested communication with the opposite sex. Sixth graders (M=1.82) below to meet new people, as a 7-10th grade pupils (7th grade M=2.50, 8th grade M = 2.57, 9th grade M=2.22, 10th grade M=2.50), which makes it more likely. In comparison by class of eighth (M=2.86) more than watching the news the other classes of students (p=0.00). Meanwhile, video and audio material exchange and review more relevant is the seventh, ninth and tenth graders than six-formers (M=1.64) and an eight (M=1.89). As already mentioned, the teenagers are not interested in trade via the Internet, but it could be as seventh (M=1.50) and ninth graders (M=1.65), which may, in exceptional cases, however, makes use of online shopping to buy or sell an item. Erotica and pornography found themselves in the final use of the social networking purposes instead of rank. It is likely that teens their personal views on such web browsing meant in good faith, although this theme is characterized by social sensitivity and loud neeskaluojama. However, this does not mean that absolutely is not used, as we see in grades 9-10, pupils are relatively more drunk than the lower classes students interested in erotica and pornography, in order to have sexual maturation and cognitive.

After reviewing the results of the relatively large differences visiting social networks between classes not revealed, but we can assume that sixth-graders participation in virtual space is primitive, superficial, they are not active participants in social networks. This may have an age at maturity, their childishness.

Since the overview of disadvantaged teenagers motives presence in online social networks by sex, age (i.e class), wanted to know whether marital status affects their objectives in social networks (see. Table 3)

Table 3

Spearman correlation according family status

Proposition		live with bouth parents	live with only one parent	live with grandparents	live with foster parents	one kid in the family	2 children in the family	more than 2 children
A4 Find yourself a couple	r			**0,247**	0,221			
	p			**0,01**	0,02			
A5 Comment	r			**0,312**				
	p			**0,00**				
A7 Write messages on the wall	r			**0,205**				
	p			**0,00**				
A9 Monitor newsletter	r	-0,215		**0,199**				
	p	0,03		**0,04**				
A10 Relax	r		**0,219**		-0,207			
	p		0,02		0,03			
A11 Play games	r			**0,211**	-0,215			
	p			**0,03**	0,03			
A12.Distribute advertising	r					-0,208		
	p					0,03		

It is obvious that children who live with their grandparents (r=0.247) are relatively more likely to find yourself a couple or living with foster parents (r=0,221). Teens who live with their grandparents also are more likely to comment (r=0.312), post messages on the wall (r=0.205). It is noted that teens living in a family with both parents (r=-0.215) monitors the frequency of updates to social networks than those living with their grandparents (r=0.199). Social networks as a way of relaxation to name more often adolescents living with one parent (r=0.219) than those living with guardians (r=-0.207).

It is clear that marital status has an impact on teen participation in social networks motives. Teens who live with grandparents or with one parent are more likely to grandparents who, for elderly often lack the knowledge and competencies of modern technology, so they are not interested and do not know what their grandchildren are doing online. As well as children living with one parent, who is usually the only breadwinner, due to time constraints, employment, possibly due to the low technological excellence, devote less time to children, their leisure, employment control. As can be seen, adult control or lack thereof affects disadvantaged teen participation in social networks motives, their frequency. This clearly shows that the parents physical and psychological closeness reduce potential threats to becoming victims of online teens and harmful use of the Internet.

2.3.2. Teenagers in the online self-awareness about the potential consequences

To find out teen use of social networks consciousness, they asked what they seem dangerous in cyberspace (see Figure. 6)
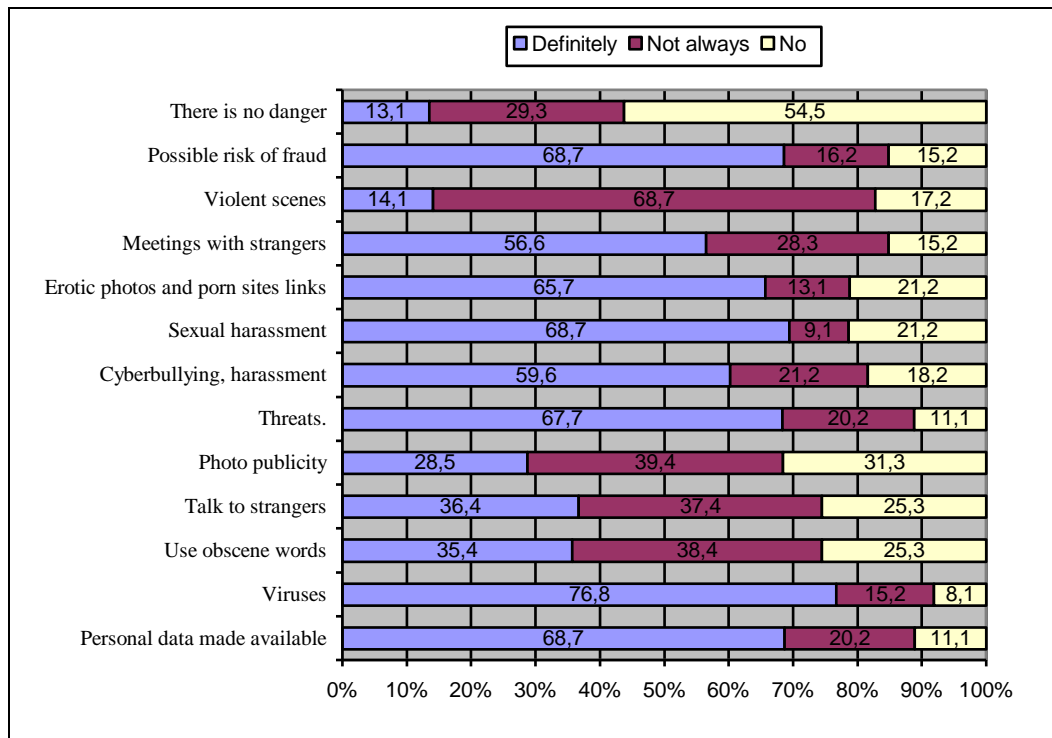
Fig. 6. According to the respondents, social networking risks, %

Assessing threats and perceived risk, it is noted that the risks and threats perceived in part. There are teenagers who do not think there is a danger and teenagers who are easily recognizable danger. The results show that one of the major risks and threats in cyberspace are viruses (76.8%), other factors that teens may consider a threat that poses a threat to the personal data publicity and sexual harassment and possible fraud risks (after 68.7%), threats (67.7%), erotic photos and porn sites links (65.7%), electronic bullying (59.6%) and meetings with strangers (56.6%). However, teenagers publicity photos (39.4%), use of obscene words (38.4%), communication with strangers (37.4%) and violent scenes (68.7%) treated as less dangerous and threaten the factors. Often disadvantaged teenagers passing environment, as family, friends, determines their behavior, communication method. Use of obscene words or violent scenes are common in their daily environmental phenomenon, it is not surprising that cyberspace contained in these threats are treated as less dangerous, because they are aware of it as a normal phenomenon.

The assessment of social risk teen awareness about the threats to the results analyzed separately by gender and marital status (see. Table 4 and Table 5)

Table 4

Internet use self-perception of potential threats, the risk of gender

Proposition	Mean		t-test	p
	Boys	**Girls**		
B7. Cyberbullying, harassment	2,12	**2,61**	3,222	0,00
B8. Sexual harassment	2,21	**2,64**	2,635	0,01
B9. Erotic photos and porn sites links	2,21	**2,58**	2,051	0,04
B10.Meetings with strangers	2,21	**2,54**	2,206	0,03
B11.Violent scenes	2,29	**2,66**	2,433	0,01

In terms of sex showed the following differences that girls are relatively more underlying sees danger in cyberspace. Girls electronic bullying, harassment (M=2.61), sexual harassment (M=2.64), erotic and pornographic photos page links (M=2.58), meetings with strangers people (M=2.54), and the violent scenes often more dangerous than the (M=2.66) than boys. It can be seen that the boys getting harder to understand and recognize potential dangers in the Internet.

Table 5

Internet use self-perception of potential threats, the risk according to family status (Spearman correalation)

Proposition		live with bouth parents	live with only one parent	live with grandparents	live with foster parents	one kid in the family	2 children in the family	more than 2 children
B1 Personal data made available	r			**-0,251**		-,0243		
	p			**0,01**		0,01		
B5 Photo publicity	r							**0,279**
	p							**0,00**
B6 Threats	r						-0,202	**0,220**
	p						0,04	**0,02**
B7Cyberbullying, harassment	r		**-0,206**					
	p		**0,03**					
B8 Sexual harassment	r						-0,202	**0,270**
	p						0,04	**0,00**
B10 Meetings with strangers	r							**0,203**
	p							**0,04**
B11 Violent scenes	r							**0,200**
	p							**0,04**

Thus, marital status, the composition also influences teen awareness in recognizing potential threats to social networks. Teenagers living with grandparents (r=-0.251), and one child in the family (r=-0.243) personal data publicity (p=0.01) tend to be seen as less dangerous. Children who have more than one brother or sister (large family r=0.279) publicity pictures seen (p=0.00) as a potential danger. Also, these children (r=-0.202) more threats on social networks sees as a dangerous than two children in the family (r=0.220). Other dangers that adolescents perceived less dangerous, ie electronic bullying, harassment seems less dangerous to live with one parent, and sexual harassment also seems more harmless children, in two children in the family

(r=0.202) than large families for children (M=0.270). Violent scenes and encounters with stranger large families children seem dangerous.

So the kids more or less recognize the danger of the Internet. It is noted that children growing up among two or more children often sees the Internet at risk than other children who live in one or two families. It is likely that their awareness has older siblings experience that helps other children to be more vigilant and protect themselves from the dangers on the Internet.

2.3.3. Teenagers' emotional state when being "online

How important a teenager is a virtual space, its possibilities and emotional state to be "online" reveals respondents results (see figure 7).
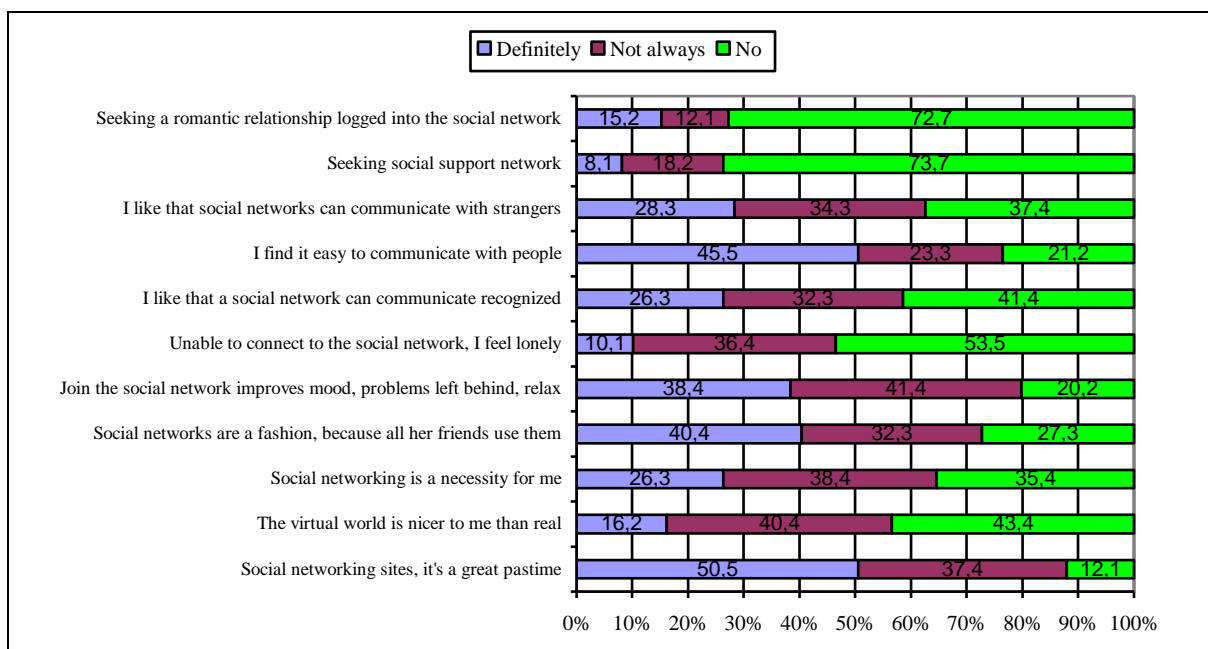

| Definitely ■ Not always ■ No |

	Definitely	Not always	No
Seeking a romantic relationship logged into the social network	15,2	12,1	72,7
Seeking social support network	8,1	18,2	73,7
I like that social networks can communicate with strangers	28,3	34,3	37,4
I find it easy to communicate with people	45,5	23,3	21,2
I like that a social network can communicate recognized	26,3	32,3	41,4
Unable to connect to the social network, I feel lonely	10,1	36,4	53,5
Join the social network improves mood, problems left behind, relax	38,4	41,4	20,2
Social networks are a fashion, because all her friends use them	40,4	32,3	27,3
Social networking is a necessity for me	26,3	38,4	35,4
The virtual world is nicer to me than real	16,2	40,4	43,4
Social networking sites, it's a great pastime	50,5	37,4	12,1

Fig.7. Respondents' use of social networking behaviors, %

The results show that social risk teenagers are not emotionally and psychologically addicted to social networking. Half of the respondents (50.5%, of which 28.3% - girls and boys - 22.2%) of social networks is identified as an excellent way of leisure. Most of the adolescents (40.4%, of which 22.2% - girls, 18.2% - boys) say that online social networks are fashion because all her friends use them. Almost half of the respondents stated that social networks allow free communication, easier for them to communicate with other people in cyberspace than in real life. Virtual communication social risk adolescents reduces or eliminates exclusion, inequality issues, this is a great alternative, allowing to meet communication needs. 38.4% (16,2% guys improves mood, 29.3% sometimes girls) of teenagers connected to social networks improves the bride, this might be a concern, as well as addressing the needs, the opportunity to realize them in the virtual space. But the vast majority of young people (43.4%) say that real life is cuter than virtual, but here the guys and girls are differences of opinion, 18.2% boys in a virtual world is sometimes

45

enjoyable, while the vast majority of girls by 26.3% contrary to the opinion of the guys, the virtual world is not nicer to them for real. Slightly more than half of the respondents (53.5%) is not emotionally dependent on social networks, do not feel lonely because being able to connect to social networks, but perhaps more girls (26.3%) sometimes feel lonely. 73.2% of teenagers seeking help and 72.7% for romantic social networks.

Thus, these results could be seen in two ways, as if the virtual space can be easier and easier to meet their communication needs, improve mood, relax, but they are preferable to the real world and the virtual cuter.

In assessing social risk teen's emotional state at the "online" by classes (see. 6 and 7 Tables) and familie status (see Table 8)

6lentelė

Anova table

Proposition	p-significanse
C2 The virtual world is nicer to me than real.	0,02
C3 Socialiniai tinklai man yra būtinybė	0,01
C7 I like that a social network can communicate recognized	0,01
C8.I find it easy to communicate with people	0,00
C9.I like that social networks can communicate with strangers	0,00
C11.Seeking a romantic relationship logged into the social network	0,02

7 lentelė

Emotional state at the "online" by classes

Class	C2 mean	C3 mean	C7 mean	C8 mean	C9 mean	C11 mean
6	1,45	1,45	1,45	1,82	1,27	1,09
7	2,20	2,30	2,40	2,70	2,60	1,90
8	1,61	1,89	1,79	2,18	1,86	1,21
9	1,96	2,09	1,87	2,22	2,0	1,48
10	1,73	2,06	2,17	2,67	2,33	1,83

The effects of age, in this case, class, teen behavior, emotional experiences, feelings connected to social networks, in other words, to be "online". In assessing the significance of the respondents revealed that the seventh (M=2.20) more virtual world is cuter than real (p=0.02) than the 6th grade pupils (M=1.45), an 8th grade pupils (M=1.61) for 9th grade pupils(M=1.96) or 10th grade pupils (M=1.73). Also they (7th M=2.30) more social networks are a necessity than the 9th (M=2.09), tenth (M=2.06), and 6th graders (M=1.45) and an 8th (M=1.89) rarely identifies social networks as a necessity. 7th grade pupils(M=2.40) and 10th grade pupils (M=2.17), social networking anonymity, as the aspirational them more than other classes of teenagers fascinated by the anonymity, that it can not recognize communicate, suggest that their behavior, communication manners It may change in a virtual environment and reality. Communication in the virtual disappearance of various communication fear difficulties, inequality and marginalization which often faces social risk children. This is confirmed by the results obtained,

7th -10th graders easier to communicate with other people than the 6th (M=1.82). Communicate with strangers sixth graders and eighth-assess carefully enough, while the seventh, tenth and ninth graders the more positive fact. This allows you to assess how teen unconsciousness recognizing hazards. Romantic relationship search in cyberspace disadvantaged teenagers are not aspirational but this does not mean that they are not interested in full. As shown in the 7th (M=1.90) is still sometimes tend to look for a romantic relationship.

The seventh-striking dominance may be related to their adolescence period beginning when going home, "I" identity search, the desire to dominate, to be recognized among others. Senior students have already passed, they "filled" offered by social networking opportunities and perhaps they are survivors of the social networking emotional dependence, importance, while sixth graders yet to mature, ready.

Table 8

Social risk adolescent emotional state at the "online" by familie status (Spearman correlation)

Teiginys		live with bouth parents	live with only one parent	live with grandparents	live with foster parents	one kid in the family	2 children in the family	more than 2 children
C1 Social networking sites, it's a great pastime	r			**0,245**	-0,240		**0,210**	
	p			**0,01**	0,01		**0,03**	
C2 The virtual world is nicer to me than real	r			**0,319**				
	p			**0,00**				
C3 Social networking is a necessity for me	r						**0,275**	
	p						**0,00**	
C4 Social networks are a fashion, because all her friends use them	r			**0,213**				
	p			**0,03**				
C5 Join the social network improves mood, problems left behind, relax	r	-0,214	**0,205**	**0,329**	-0,213			
	p	0,03	**0,04**	**0,00**	0,03			
C6 Unable to connect to the social network, I feel lonely	r						-0,239	
	p						0,01	

These results highlight the importance of the role of adult control, children who live with both parents and/or guardians tend to adequately assess the benefits of social networking, they are not dependent on the Internet, possibly related to the increased free time, increased use of parental control. Children living with their grandparents are usually not controlled, they are free of restrictions on the activities at home, at home, as they try to compensate for the lack of attention to the need, however, for his grandparents elderly, possible health problems give enough time for teens. These children (r=0.245) more often than other social networks as a good way of spending leisure time (p=0.01), a virtual world for them (r=0.319) is cuter than actual (p=0.00), not wanting to stand out from the other It says that online social networks are fashion because all her friends are interested in them (p=0.03). Again highlighting the need to be

recognized, to be a member of the group. When connected, improves mood, forget the problems and relax not only living with his grandparents (r=0.329) and living with a single parent (r=0.205).

Social risk teenagers asked their opinions on the Internet more advantages or disadvantages? According to them, the Internet opens up higher and wider communication possibilities they see more advantages than disadvantages. Among the most common benefits children identify the communication circle expansion, new opportunities for love, and among the most frequently mentioned risk of viruses, threats, potential frauds (see. Table 9).

Table 9

Advantages	Disadvantages
"You can contact with next kin", „you can connect with friends and find information, you can contact with relatives, you can communicate with others, to learn something, get to know new nepažystamais for people siuntiesi photos, and more, relax, because there are no rules "with other human beings can communicate, new acquaintances and relaxation, make friends, learn everything, play games, because I love it, you do not see human afraid to communicate, find friends, fun, new people, new friends, relax, new friends, have access to the different way people", "relax", "easier to communicate, I really do not go to where the danger, makes new friends with whom to play, helps not feel so lonely", "a lot of friends from another city, country, fun exciting, relaxation and new singles "	"There may be no such kinds of people to bully, to the Pretender, who may be giving away money, the farther the more dangerous it becomes to communicate with strangers and to expand their circle of friends" hooked "on the people, which can not only threats" can damage the computer "going into the unknown sites can be viruses, the viruses" may be apostasy others, viruses, viruses, there are many people who create viruses, mocking, threatening, can threaten , curse, "may lose self-confidence, can crash a computer, viruses, damaged program, scams, viruses, bullying, harassment."

One of the ways to combat the dangers of social networking is to protect your payment data provided. Pupils were asked about their personal information in online publicity so¬cialiniuose networks. Thus, two-thirds (64%) of teens say that do not provide personal information about themselves in social networking sites. However, the results of analysis refutes their assertion that do not publish personal information about yourself (see. Fig. 8)
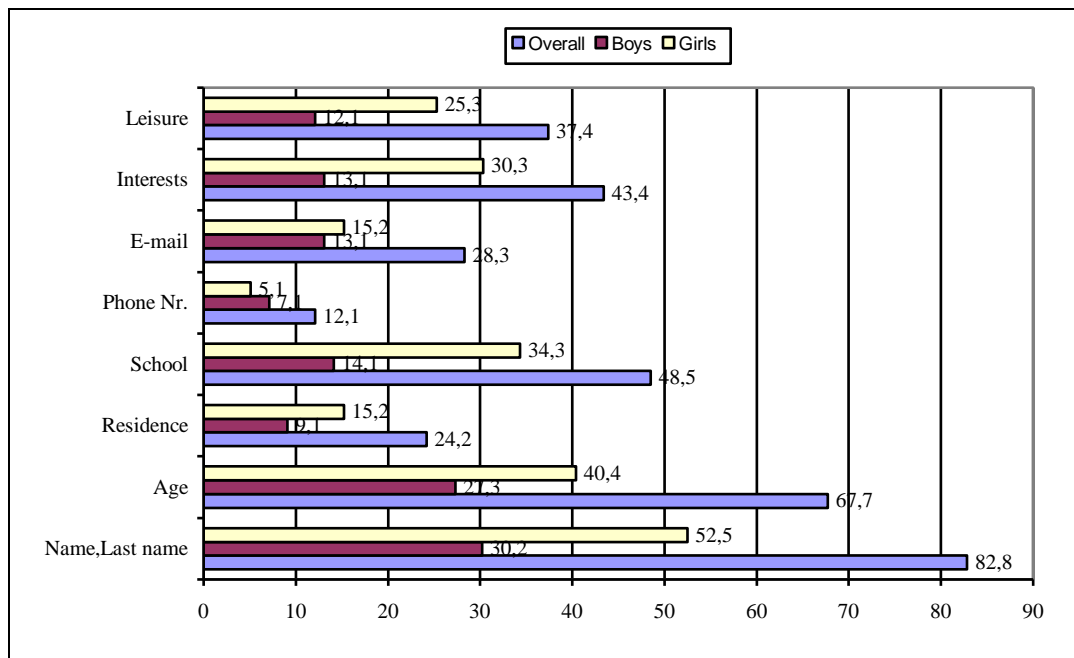
Fig.8. *Personal information in the social profile*, %

It can be concluded that teens do not realize what is personal information. Most of the teenagers usually indicate their name and surname (82.8% of all respondents, of which 52.5% girls, 30.2% - males), age (67.7%, girls - 40.4%, male - 27,3%), educational institution (48.5%), leisure (37.4%). Teens also do not avoid the specified phone number (12.1%), and place of residence (24.2%). This is in line with Курченко, Кочарян (2011) survey results that 46% of children aged 10-17, social networking profile indicates a personal phone number, 36% - home address.

Girls tend to give more information about themselves than boys. This can result in their desire to make new friends, love, without thinking about the risks. In assessing the significance by sex showed that girls (M=0.90) more social profiles indicate your real name and surname (p=0.03) and boys (M=0.58) was higher educational institution (p=0.03) . In assessing the significance of the correlation by marital status revealed that children living in large single (r=-0.200) rarely provide personal information over the two children of the family children (r=0.224). Noticeable nuances between full and part family, that is children living with both parents (r=-0.213) rarely identify their place of residence or living with a single parent (r=0.224). But teenagers behave unlike recommends Mačėnaitė et al. (2011), that the Internet should be kept to a minimum publish your personal information. Rough handling of the children themselves tell a lot of personal information, and even entire strangers, and it useful bullies sex offenders and those mocking. Wells and Mitchell (2008) study revealed that 65%. disadvantaged teenagers provide personal information online and 40%. teens are sending information about themselves to other people. Kneidinger (2010) found that 75% of teenagers share information about hobbies, or other active operations, 66% publicize their pictures or videos of themselves.

49

Thus, it is clear that social risk children lack the knowledge, understanding what is personal information, what and how much you can reveal about ourselves to others. What threats can arise if irresponsibly and recklessly tell you about myself.

The investigation revealed (see. Figure 9), the students create a profile online social networks are not publicly available to everyone, consciously or not, however, prevent yourself from openly and do not know.
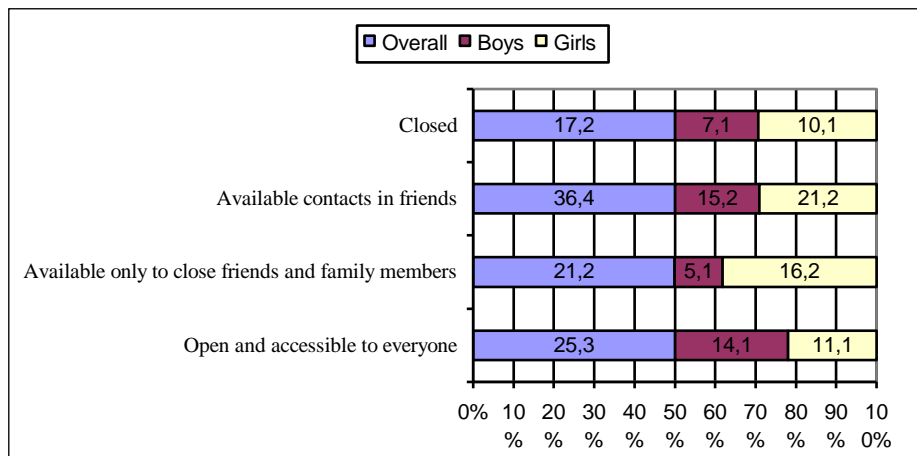

Fig. 9 *Profiles type of social network,%*

The vast majority of teenagers (36.4%) questionnaires social profile is accessible only to friends contacts in when it can only view friends of friends or people they are connected on the network. However, a quarter of teenagers (25.3%), time to open your profile, vol. y. available to everyone, it is public. Girls tend to keep their profile as a less open and protect themselves from unwanted strangers and people reviews. It can be argued that men (14.1%) are more likely than girls (11.1%) prefer their determination to make a public, it can look each. This is confirmed by Brasienė and Žibėnienė (2013) study, the boys (6.2%), other than in girls (3.7%), Tend to keep their profile visible and accessible to strangers and unwanted people. One would think that adolescents, especially girls, it is important that online social networks place information is visible only to their friends, acquaintances or persons in their contacts.

Respondents do not tend to present themselves on behalf of others, 87.9% of adolescents in social networking sites does not change its name, and without identifying with another personality, only 12% presents itself under a different name. They are virtual parallels with real-world and real life is guided by the rules, their online social world, communication is not a game, it's just a different way of communicating. Maybe high school students or adults social networking time as a game, a chance to escape from reality, from the true self, "I".

Another question the teens, or in "another person, change your behavior? Of the students who responded, 40.4% say that they do not change, in part - by 21.2%, and only 9.1% say that their behavior changes. The aim was to learn how to change teen behavior in another person?

The results showed that teens really do not live in a social network "second" life. And their communication and behavior do not change.

Interesting to change their behavior in another person and they stated that:

"I'm lifts", „maybe I start to play", „I get more confidence", "changes immediately, „much more ambitious, not afraid of make fun of oneself", „flirting, lying, becomes interesting".

These hearings reveal that online social networks allows them to freely interact with other people, they become bold, confident. This shows that in reality they are not so, the timid, do not trust myself personality, fear loudly express their opinion, that would not be a laughing stock.

The survey revealed that respondents were mainly friends and still have a virtual space where friends count prevail from 1 up to a thousand and more. This once again highlights the social networking opportunity for social relationships (whether that virtual) and meet communication needs, here to people choose friends disappear physical limits, ie You can simultaneously communicate with multiple (see. Figure 10)
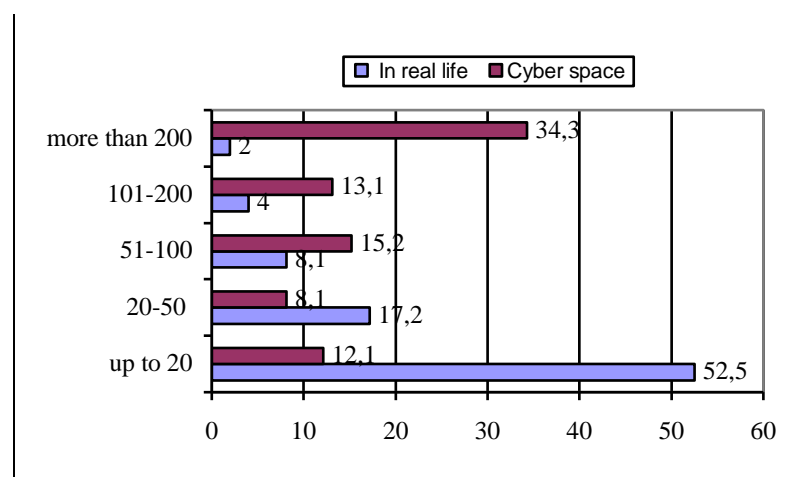

Fig.10. *Number of friends in cyberspace and in real life*, %

As shown in the figure half of teens (52.5%) say that in real life to up to 20 friends, while the number of friends in the virtual space beyond the 200 and more (34.3%).

It is clear that social networking easier, simpler and faster you can go and become friends.

With people of all ages teens communicate, the study showed that most commonly with peers (93.9%) and older persons (69.7%), followed by the younger (38.4%) and a quarter (25.3%) of adolescents interact with adults. Both girls (56.6%) and boys (37.4%) and communicates equally with their peers and with older (girls 39.4% and boys - 30.3%), but more boys (14.1%) than girls (11.1%) tend to interact with adults.

The analysis of social risk adolescents by class, showed such differences, which causes concern, sixth graders ($p=0.18$) are more likely than an eight ($p=0.04$) to interact with adults. seventh and tenth frequently interact with older students and friends than students in other classes. This is particularly dangerous for young nesusiformavusiai personality, because of their

51

age, they can easily become adult victims and to include sexual exploitation, pornography, pedophilia, and to include a wide range of criminal activities.

So noticeable teen careless attitude in choosing communication interlocutors who are older than them. Social work with at-risk teenagers, especially the youngest adolescents is particularly important. Revealed a need for preventive action to protect against potential threats on the Internet.

In order to increase social participation in risk teens a safe online environment, it is important to find out their knowledge of the dangers of surfing the web. The survey revealed that the majority of teenagers (91.9%) are aware and know about the dangers underlying social network, only a minority (8.1%) do not know (see Figure 11).
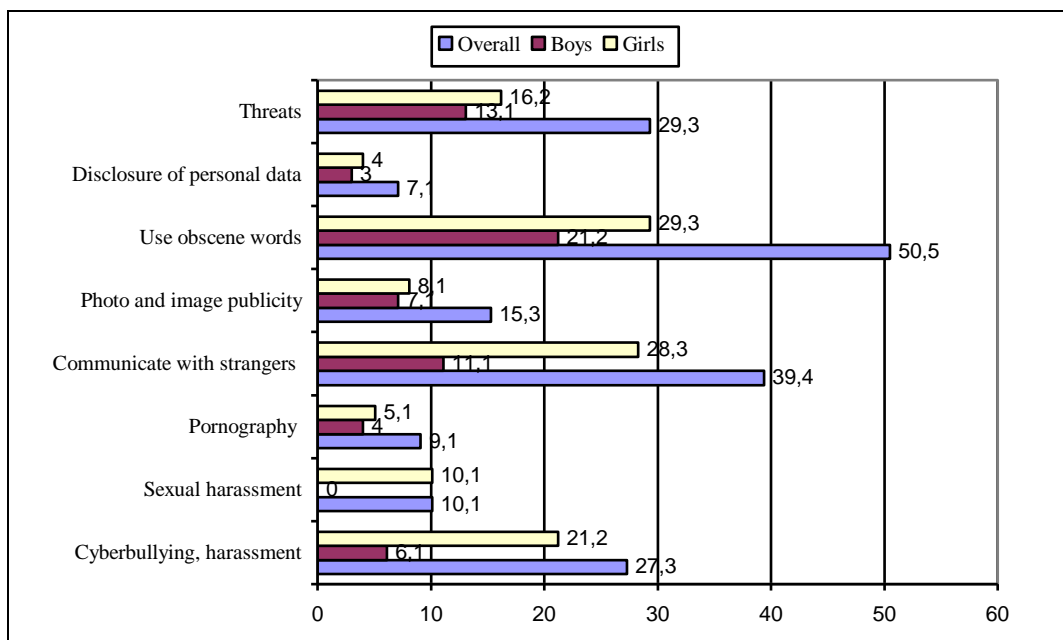

Fig. 11. *According to the respondents, the potential threat to the social network*, %

Among the risks to which teens most commonly encountered is the use of obscene words (50.5%), communication with strangers (39.4%), threats (29.3%) and online bullying (27.3%). Girls more often than boys are confronted with dangers on the Internet. Based on the results obtained would suggest that teens sees a wide range of potential Internet threats, but details of their personal information publicity raises serious doubts as to posible threat awareness.

Gofin and Avitzour (2012) notes that the Internet threats being confronted students with insufficient social skills who have difficulty making friends, bored. Moreover, the vast majority of teen identify various threats likely to experience the web, but insufficiently protects your personal data.

Faced with problems in virtual space or teenagers ask for help and to any person. Most often they do not apply themselves and try to solve their woes. This once again proves that teens aspire to be self-sufficient, independent of the other, ie, adult and try to solve their problems themselves, do not want to appear weak, and parents may lack the competence and the other a

shame to turn. So it can be said that faced with threats to students are more likely to survive an uncomfortable situation for yourself than to ask someone for help.

2.3.4. Teenagers' skills and knowledge to act safely in the Internet space

The examination of students' opinion about their current knowledge, skills to operate safely on the Internet, even 71.2% of the respondents (of them 39.4% girls and 32.3% boys) think they have enough knowledge (see. fig. 12).
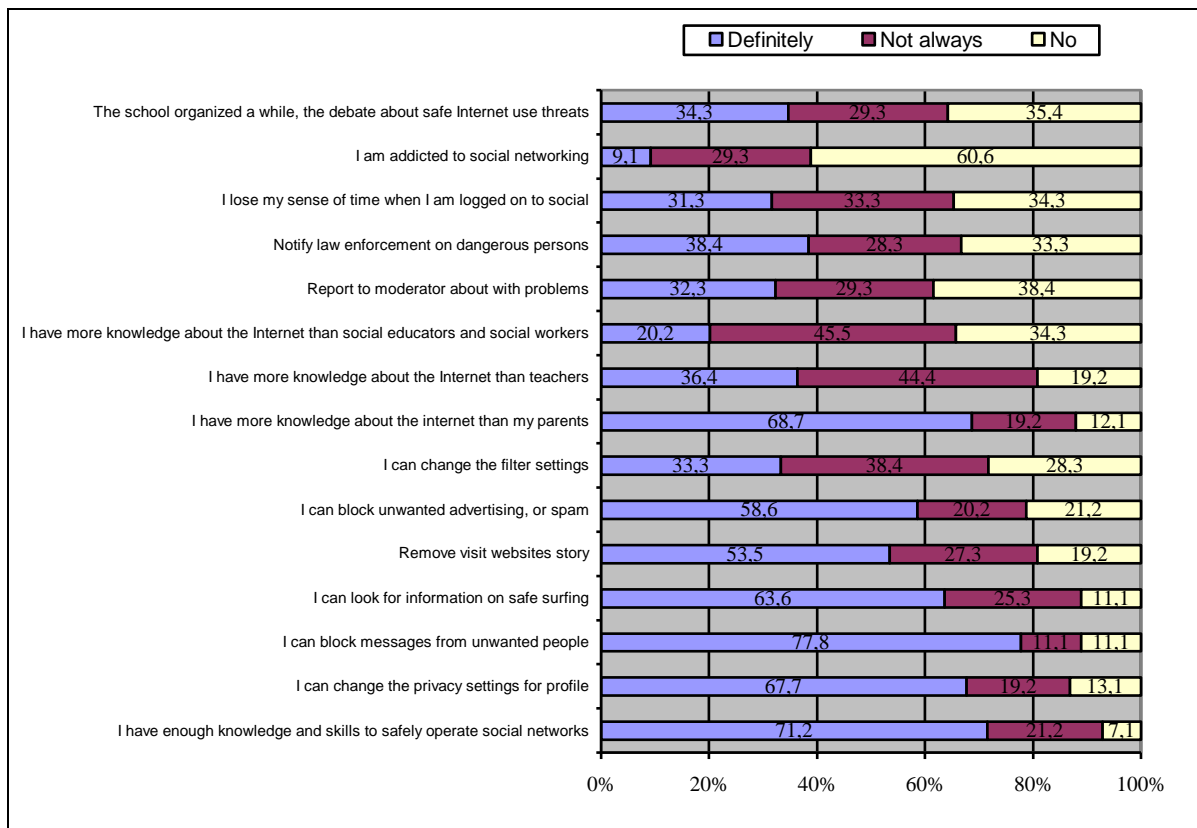

Figure. 12. Respondents skills to operate safely online, %

The study revealed that students both girls and boys, in their opinion, have the competence to act safely online. As far as their knowledge is objective, it is difficult to assess how much subjective, but you have to believe that teenagers objectively evaluate themselves. However, students are faced with the following challenges: girls (11.1%), difficulty with visiting the site to remove the story, change the filter settings (17.2%) have less knowledge of how to inform moderators about with problems (21.2%) and on law enforcement dangerous individuals (21.2%). As well as children living with foster parents (M=-0.204) difficulty in finding information about safe surfing (p=0.04). Both boys (37.3%) and girls (37.4%) say that they have more knowledge than their parents. The boys (M=2.10) more likely to have more knowledge than social educators, social workers, and girls (M=1.71), contrary to the opinion of the boys, and argues that social workers have more knowledge than they. Students' opinion, they are not dependent on social networks. Meanwhile, the girls (20.2%) joined the social networks increasingly lose their sense of time than boys (11.1%), and adolescents living with grandparents

(M=0.274) often lose their sense of time, in "online". In assessing the competence of adolescents by class reveals the knowledge and ability to safely operate the Internet level.

The seventh to tenth grade students often have more knowledge than their parents, while sixth graders (M=1.95) denies they believe that parents are more competent than they are. 8th-10th grade contrary to the six-formers (M=1.59) and seventh (M=1.90), and believes that they may have more knowledge than the teachers. However tenth (M=1.94), sixth graders (M=1.36) and seventh (M=1.36) and my hesitant that social workers have more knowledge than they are, while an eight (M=2.0) and ninth graders (M=2.13), again in conflict and are inclined to believe that more often have more knowledge for social workers.

In assessing these results, it can be said that teenagers participation of social networks, life is not a necessity, not an emotionally and physically dependent on them. In order to know whether the school participates in educational prevention about the safe use of the Internet, its benefits and dangers, one-third (34.3%) of teenagers say that yes, the school held a secure Internet a while, discussions and other one-third (36.4%) of respondents say the school is not preventive activities on the Internet benefits at risk. 8th-10th grade students said that school is not an educational prevention activities about the benefits of the Internet, as well as damage to its safe use, according to the sixth-graders (M=2.32) and seventh-(M=2.40), the school sometimes going educational activities. These results could be seen in two ways. First, how many teenagers themselves to actively participate in school activities, and as far as the school itself involved in combating the risk of stopping the spread of the Internet.

Summing up the results of quantitative research could exclude certain groups, which highlighted the crucial and important factors that determine the social risk problematic adolescent participation in cyberspace expression, behavior and awareness. The main factors are:

Family: by ecological systems theory (Shaffer, 2009, Šinkūnienė, 2010), until the child is very small, its surroundings are a family. In this case, it is essential to harmonious family relations and child. Often it happens that children discover the desired communication because the parents can not or will fail to pay enough attention to their children. For this reason, children tend to look for other ways of getting attention, in this case the focus can be found on the Internet. The results revealed that children who live with grandparents or with one parent are more active users of online social networks than other children. The results highlight the importance of the role of adult control, children who live with both parents and / or guardians and children from large families tend to adequately assess the benefits of social networking, they are not dependent on the Internet, possibly related to their more free time, more frequent parent adult control. Children living with his grandparents and with one of the parents is usually not controlled, they are free of restrictions in the home, at home, on their little leisure time,

employment. As can be seen, adult control or lack thereof affects disadvantaged teen participation in the resolution of social networks and their frequency. This clearly shows that the parents' physical and psychological closeness reduce potential threats to becoming victims of online teens and harmful use of the Internet.

Class: After reviewing the results of the relatively large differences visiting social networks between classes not revealed, but we can assume that 6th grade participation in virtual space is primitive, superficial, they are not as active participants in social networks, as high school students. This can lead to such factors as the age at maturity, their childishness. In assessing adolescent behavior, emotional experiences, in "online", highlighted the big seventh-dominance. It could be associated with the beginning of the period of adolescence, when going home, "I" identity search, the desire to dominate, to be recognized among others. Senior students have already passed, they "filled" offered by social networking opportunities and perhaps they are survivors of the social networking emotional dependence, the importance of active participation in social networking sites is no longer as significant as the seventh, while sixth graders yet to mature, ready.

Gender: In terms of sex showed the following differences that girls are relatively more underlying sees danger in cyberspace than guys. Perhaps the boys getting harder to understand and recognize potential dangers in the Internet than girls, which are more sensitive and emotional, they carefully evaluate what is dangerous. However, girls tend to give more information about themselves than boys. This may lead to their desire, the need to make new friends, expand the circle of love, by nature women are more social than men. It is noted that they attached to social networks often lose the sense of time than the guys.

2.4. Peculiarities of social networks use by teenagers from the aspect of social workers

The study included five Lithuanian social workers working with disadvantaged teenagers Siauliai city and district children's day-care centers and 1 Ukrainian social worker. Following an interview with social workers and the agreement entered into the recorder. One survey took place in writing, by e-mail. Respondent received from Ukraine in an interview via e-mail, which unfortunately is very noninterpretable, making it difficult to assess the comparative aspect.

2.4.1 Social networks „*It's a Fashion"*

With increasing popularity of online communication, the Internet has become an important social pupils development context. Children quickly learn to use computer technology, easily familiar to computer technology innovation and discovering new opportunities for them. The

assessment of the respondents, i Social workers working with disadvantaged children, the opinion was singled category - **disadvantaged teenagers in social networking reasons**:

Social communication quest according Grimmelmann (2009), social relationships - to keep in contact with the people and acquaintances and build new relationships. Ruškus (2010) Secondary Grimmelmann that teenagers are particularly important to be recognized as peers or groups who want to belong, to which they wish to align, or they want to communicate, and this recognition they are trying to achieve through an appropriate impression of yourself. The respondent from Ukraine agrees with Lithuanian representatives to virtual social networks satisfy the need for communication

"... the desire to be recognized, to belong to any group. ... Love new search ... to have to support so-called" lik'ų "(Interview No.2). "Communication options" (No.6). "I think that in most cases they thus satisfy their communication needs could also tempt new people, make friends easily" (No.5). The representative of Ukraine said that online networks, it is a place where teens can freely realize themselves, there are no limits, they are not punished. "The desire to realize and implement their ideas in a false name, often with impunity" (No.6)

Parental inattention. Family and relationships are important child's personality formation and the physical and mental health factor (Tilingaitė, 2009). Poor relations or lack of communication between family members can be one of the reasons why a teenager prone to problematic Internet use. Risk adolescents to abuse the Internet to promote parental control, lack of attention, because single-parent, divorced or emigration of parents in families have suffered less attention and time to devote to his teens (Klaniene, Jokubaite, 2012).

"... Parents' lack of interest in their children, lack of employment ..." (no. 3). Parents' lack of interest, due to neglect that children spend free time on social networks "(no. 1).

Follower *"... Famous people tracking social networks, they wonder how the stars live, what you did today or what you bought, because they openly share their personal life. And young people like that and they also behave .. "(No. 2)*

Fashion among peers. Žibėnienė and Brasienė (2013) said: "If you are not on Facebook, then you are not at all" that allows students to thought that online social networks are an integral part of everyday life.

"It is the fashion <...> they all have" (No. 3), in other words it is a fashion - herd children". (No.4)

Technological advances. According Ruškus (2010), children are a unique computer technology, especially the Internet, consumer group. Children are especially quickly learn to use computer technology, computer technology easily assimilating innovation. Frequent use of social networks

are the norm for modern teens. People, especially younger, have come to realize the virtual world as a natural social space. Social workers complement authors statements.

"I think that young people imagine their life without social networks, it's their house" (No. 3) <..> after all, we live in such a period shaped communications. They must be modern. This is the modern way of communicating such "(No. 1)" All these days,, loves computers and the Internet more (No.4)

2.4.2. *"Their way of interacting is another one"*

The analysis of the social workers interviewed, distinguished another category, the risk of teen involvement in social networking activities. Divided into sub-categories: **communication** - an important factor in teen life. Often, teen Internet use is associated with a desire to communicate. According to the Suler (2004) people who are not implementing their own needs in real life, most often tend to surf the Internet in order to meet their needs. One of the most common needs of people are looking for communication. Both the Ukrainian and Lithuanian social workers explicitly agree that social networking helps to realize the need for communication.

<..> .. maybe mostly communicates girls, it is very communicates (No.3) "... older, I think, is more communication" (No. 2). ... communicate, that their communication style different from each other understand and share, like, the mood .... girls generally tend to associate "(No. 1). Communication (No.6)

Social risk teens feel a great need to communicate, unable to meet the real space, realizing the social network. Thus, the Internet can be a great tool to meet that demand.

Other activities provided Teens - **playing games**. Ruškus (2010) said, the game itself is a necessary activity for children and adolescents. However, the availability of the Internet created preconditions for change form and content of the game. So modern advances in technology allows the game to move the format, content and educational functions of the real into the virtual space. Most of the social workers, among them Ukrainian, agrees that online games are popular among teenagers

"This is how much of their language I hear - it's mostly games, boys prefer more games (..), they are important for any level you like me to go, asks for help, they live in" (No.1). "However, I think that boys usually play "(No.3). "younger, mostly boys playing games" (No.4). "Games" (No.6)

New love quest, This is one way to make friends, to be recognized or to belong to any group. Boyd and Ellison (2007) said that the virtual social networking users are encouraged to find their acquaintances and strangers and thus maximize their individual virtual social network. In addition, these networks provide the opportunity to organize themselves into some virtual groups or organizations to share information among themselves and spread it to others. In this

way, the users there social connections, they become dependent on others, since every utterance, every photograph or even conversations with people becoming publicly visible and requires a certain reaction.

"... older, I think that seeks new love, a larger circle of friends" (No. 2) "... looking for new friends" (No. 3).

Publicity photos, preview. Pociūtė and Krancaitė (2012) the activities of the social network identifies as the use of passive, ie, when interest in what friends announced their profile on the "wall", reviewed friends photos, read comments According to them, often dominated the second consumer activity, vol. y. the majority of time is spent following the others loaded content, and not for the publication of their material online. This passive participation and emphasize the social workers, and agree that it is extremely popular among children.

"Peer slideshow" (No.2) "... poses pictures ... pictures constantly going on" (No.1), held constant change profiles, their publicity photos "(No.4). "Self-promotion as well as not least, sharing their nuotraukom (No.5)

In summary, both social workers, speeches and research works suggest that adolescent participation in the online space differs by gender. Girls are more inclined to get involved in the activities of Internet social networks (Lenhart 2009; Ruškus 2009), while boys are more likely to engage in computer games, gambling, video having access sites (Lenhart 2009) .

2.4.3. "*So that the other ones would not use them*"

In clarifying the risks of teen involvement in social networks consequences, the risk study participants revealed that one of the most common risk among teens is **bullying**. Ruškus (2010) highlights the dangers and threats need to be treated in three ways. One, this is what teens perceive themselves at risks and threats, on the other, what they do not recognize as risks and threats, thirdly, that what teenagers actually experienced the incidents. It should be noted that too much time passing in the virtual space, which offers a new experience, a new acquaintance, threatened to deal with threats. For poor parents control children spend a lot of time online. Naturally there is going where people rallying, although virtual, can cause some communication problems, such as bullying. In real life, children can in different ways to mock each other - insult, tease, mock, nickname, push, fight and otherwise. Electronic or also known as cyber-bullying is one of the most aggressive forms of behavior. This is intentional and repeated aggressive actions in cyberspace directed against the victim (Kohlbrunner, 2010).

"As the most common risk single out bullying" (No.3). "I think that bullying ... when so-called" friends "on social networks to make fun of them or spread false information on their behalf." (No.2) bullying, mockery among themselves. But maybe they are not as dire as in

reality, there may be easier to move away, throw away from friends .. (No.1) "I think that often-bullying .." (No.5)

Online social networks are the things that make children, young people feel uncomfortable. One of these dangers that not formed personality can strongly influence, expressed **pornography**. Erotica and pornography - intimate relations knowledge according Ruškus and Sujeta (2011), there are thousands of pornographic images on the Internet for sites that are accessible to every Internet user in spite of his age or belief. The Internet opens up such opportunities for teenagers, which does not provide neither family nor school (Ruškus 2010). International study EU Kids Online II data 15% of 11-16 year olds have received peer to peer sexual messages or images, ie, talk about having sex or naked or people having sex images. 3% is they have sent or posted such messages. YISS-1 That study found 19% of youth surveyed had recceived an online request to Engage in sexual activities or sexual talc district to give personal sexual Informatik to ana dult (Wells, Mitchell, 2008). About this speaks Lithuanian and Ukrainian social workers.

"Should be especially harmful to their psyche pornography, which is easily accessible (No.1)" pornography "(No.6)

Adolescent curiosity, the desire to dominate, recognition of achievement, lack of experience, naivety, at the maturity of **open access** to their personal information, they are the most sexual activity, pedophilia. Ruškus (2009) argues that social networks can meet people who are hiding their true identity, presents itself under a different name, using manipulative methods may include still naive enough to experience unprecedented and a young man to his mental or physical health of the dangerous things that can turn into bullying and degrading comments.

"... That the others do not benefit them, their naivete adults or friends, guys girls. (No.1) ... exploitation, involvement in dangerous activities "(No.5)

A social worker from the Ukraine tells that risk groups who are disadvantaged children gives up easily: *"Cyber crime, fraud (No.6)*

2.4.4. *"In order no one would forget to greet a happy birthday"*

Another category that will help assess adolescent self-consciousness in the presence of a virtual space to be disadvantaged teenagers of personal information in social profiles.

Any activity in cyberspace is often made public. Sometimes publicity are the goals and aspiration. On the other hand, we can survive and need for privacy, ie the desire to be invisible, anonymous. Such a desire can arise when a heavy share experiences reveal personal information about themselves (Mažionienė et.al. 2012). According to the authors, the information got into the internet becomes publicly available - it can often see not only parents, but also teachers and other

adults. Communicating in cyberspace, it is inevitable publicity and it is difficult to remain completely anonymous. This is often due to the fact that users themselves recklessly provide their personal information, which they can identify. Willard (2007) said, is often recommended nepateikinėti your personal information in cyberspace. However, it is difficult to check the Internet to comply with the rules, as is often asked to provide certain contact information or other details about himself. It emphasizes that communication in cyberspace is essential to know how much is safe to reveal about themselves and what should not publicize.

Almost all social workers argue that disadvantaged teenagers are usually provided by **personal contact information** about themselves. Contact information helps to identify the person: full name, address, telephone and so on. Willard notes that this information is not necessary - often not even necessary to enter your real name, but it is sufficient to select a nickname and can actively participate in the network or virtual life site. Almost all social workers agree that teens tend to give a lot of personal information about themselves.

"... The name, date of birth, that nobody not forget to congratulate the birthday of ... residence" (no. 2) "Most states your full name, address ..." (No.3). "The name is really the same, there is some nicknames" (no. 1). "It refers to age and place of residence are, and that school, e-mail, phone number, everything is possible, without thinking about the possible danger" (No.5) However, some social workers are differences of opinion, according to their social risk children do not provide some information about themselves, they tend to "beautify" it.

In most cases the information is different for each person. According to the communication can be one of Siauliai,, another friend (hey) from Vilnius. Rarely make profile photos, because they do not like. beautiful clothes, fashionable phone with which it can be photographed. Such children experiencing poverty tend to lie in any situation in life "(No. 4)" I would say that the information about yourself to others are generally positive, they adorn, to blend in with the others. They want to be in the spotlight "(No.5)

Photos with location direction. Sharing this kind of information is important and interesting for children and young people. In this way, they share their experiences with their peers, receives popularity, commented, "lik'ų. Without considering how much it is dangerous, and very easy to identify their location.

"Especially the girls changing, making photos, describes herself - now I am here, in a cafeteria meals and so on." (No.1). "... This is the information itself and the other members of the family photos, your location while" (No.2). "Maybe a little less frequently puts it family photos. Very fond of doing the so-called "Self" and the signature, which was, with whom, and so on. say "Today we were at the Foxes were nice" (No. 3).

Another disclosure of information about ourselves is **an expression of emotional states**. It contains information about the issues, difficulties encountered, joy, lived beautiful moments and so on. Cyberspace is a place where teens can boldly and openly share their experiences.

"... still such a thing I noticed is that serious share experienced in real life terms, apparently from some sites ..." any of the girls share emocijom, friendship, as I am happy that I have a girlfriend .."(No. 1). "The signing any comment, I'm sad today, or things got fed up and see a hundred questions, what happened pasipasakok ..." (No. 3)

The representative of Ukraine, who has more than 10 years. work experience with at-risk children say that children do not avoid sharing information:

"About their successes, not their fulfillment desires, sometimes aggressive ambitions, sexual" exploits "and desires" (No. 6)

Another important aspect of why teenagers so willingly and quickly engage in online and social networking activities, and they also openly share information in order to be affected by such factors as low teen life satisfaction, their relationship with their parents, peers are not strong (Pociūtė, Krancaitė 2012; Livingstone, 2008). These teens use the Internet as a communication environment as the opportunity to establish personal and intimate relationships with others. The teen endless desire to meet their needs leads to a risky, dangerous activity behavior in the Internet space. Unfulfilled expectations in the real space, the implementation of online social networks. The desire to get recognition, to the group, community activities they openly share their personal information. The study revealed teenagers personal information to the cause. As previously mentioned, it is a social risk teen **unconsciousness**.

"Although they know the risks, but are unable to adequately assess. I think that they do not think that what is happening in the social network, and can move into the real life "(No. 3). "I think that really do not care about the possible risks .." (No.2).

Another factor why teenagers easily reveal personal information about themselves is **attention seeking**. Adolescence are particularly important peers. They spend more time with them and their incentives are more sensitive, more sensation seeking, adjusting to groups whose members are (Jokubaite 2014). The pursuit of peer support, satisfaction with mutual relations, opportunities for self-realization group can translate as many children to provide personal information.

"... As soon as possible to find their friends and have a large number of them and this is important ... like trying to have a focus." (No.3) of the girls want to show about themselves that they are older (1).

Social risk teenagers for their hardship, social reluctant to disclose the true information, they tend to color, to beautify reality. Two social workers who have experience with children at risk shows a different experience than the other respondents.

"Better living children usually do not hide your personal information and will be happy to demonstrate their use. The harder it is social risk children or children living in child care at home all the information about yourself disclose (No.4) "I think that <..> information about themselves they disclose only the most trusted. and this may be the Internet "friend", although there are those children who do not shy away strangers to tell about myself more than it should be "(No.5)

2.4.5. *"Children of this generation are clued up about technologies"*

The risk of teen's ability to safely operate online- it the fifth category. Safe participation in virtual space can protect not only young people but also adults of the dangers on the Internet. Common sense of competence - the knowledge, skills and attitudes a whole, enabling each person to live a full life, achieving goals, lifelong learning, active citizenship, participation in society, to find a suitable job (Djafari, Kendzi 2004). Media competence implies the conscious and responsible use of modern technologies. This includes knowledge of how to meet their needs using modern technology, a critical assessment of these measures and individual behavior. Hipeli (2012) notes that teenagers today without much difficulty coping with modern technology, are quickly embracing the use of Internet skills. Social workers consider the risk of teens still have the **knowledge how to operate** safely on the Internet.

"Hmm, I think that maybe recently expanded a little knowledge ... really have the knowledge, but do pay to use them, here is another matter" (No.3) ..nemanau that at this age children have enough knowledge on how to the safe operation of the Internet "(No.2). "I think that this generation of children more knowledgeable about technology ... technical things children more knowledgeable, they have more technical knowledge" (No.1)

But for teenage maximalism, at maturity, based on their online behavior more emotional than logical reasoning. Navigating cyberspace **is impulsive**.

"They are less familiar people, they also have more naivety, because there are no more burned .." (No.1) "They do not care whether it's good or bad, led by curiosity doing online, do not follow warnings. As long as no, what incident, threat, then they nesusivokia about safe surfing on the Internet "(no. 2). They really do not care about the possible consequences and threats only after all aware that a poorly made or done. "(No.3). "I often go to all the pages they open them all thrown links. I should limit and supervise these children's online activities "(No. 4) Those children are not aware that it can happen to them what is wrong, not for nothing is said in one ear came and went through another .. I think that there are still naive immature" (No. 5)

The survey revealed that teenagers hardly able to "filter" information on the Internet. According Hipeli (2012), teenagers hardly able to select "filter" relevant information, real and virtual life is susitapatinami. All Lithuanian social workers explicitly agree that fail to select the information on the Internet.

"I can not tell you that fail, but often lose their vigilance, to forget ... I think that the distraction led by curiosity: here and maybe something interesting?" (No.3). "I do not think that the information they are able to" filter "incoming flow of information accepted as true, even without checking. (No. 2). "... It is not that they lack a critical approach, they are emotionally immature and mature .... not an artificial intelligence after all, children do first, and then think of doing - after all, a lot of fun." (No. 1). "Older children from 17 years ago already are able to select and filter information. The smaller children in need of care because they have no sense of fear and correct them in some way and select a good pay "(No.4). "I think not. This is what seems to us wrong, they look good, positive and exciting. They choose what they are interested in, what you want to find out. They take as a joke. If fun, so why not look "(No.5)

2.4.6. *"It is easier for them to become the Internet victims"*

Distinguishable category -risk teens becoming victims of Internet-based reasons. One of the major factors why disadvantaged young people may become victims of on-line **are socially disadvantaged in their close environment.** Jokubaitė (2014), when ascertaining the causes of risky behavior on the Internet, except for three families at the level of groups of factors: psychological family atmosphere, family composition, the material situation. The family is the primary social factor affecting adolescent and attitudes formation. Internet usage frequency, duration, and risks faced by closely related to various family characteristics. Wells and Mitchell (2008) teen group study showed that alienation, lack of emotional warmth, conflicts, communication problems in the family is closely related to teenagers get involved in online social networks. It is noted that teens who feel isolated, misunderstood, lacking support, understanding and attention to the family.

"They are a lot easier to become victims of on-line at the lack of adult supervision. For almost all cases, parents have little expertise on how to use a computer or the Internet. They do not know are not interested in what the child is doing on the computer, as interested, but about damage or threats, I still have no knowledge of. In the absence of parents or other older adult supervision, control, and they easily engage in dangerous activities are often deceived "(No.2). "I think that they are strangers patiklesni proposals. Not considering the consequences of such children is spontaneous. The entire online activity must be supervised by parents or educators" (No.4).

Unfavorable family psychological atmosphere prevailing therein violence and aggression, alcohol and drug abuse, dysfunctional values of dominance, the adolescent neglect, various educational error encourage teen involvement in risky online behavior and leads to negative consequences (Jokubaite 2014).

Another factor that has nominated social workers are striving for **recognition of others**.

"Because of the desire to fit in the group, have more friends, can become someone's victims. Their great desire to be a better, firmer, coercing a child can make a hasty decision, and only then realizes the damage. "(No.3). "... Can easily become victims online for other people ... large groups influence" (No.2). "They are very trustful, as well as for variety and entertainment of the fib (No.5)

2.4.7. *"She felt herself important and was proud of these relationships"*

The study aimed to find out the personal **experience of social workers** at social risk risky teen behavior in the Internet space. The investigation revealed that these professionals both in Lithuania and Ukraine's representative, their work practice with children at risk, had to deal with adolescent problems that result in a virtual space.

The most frequent cases of bullying, when so-called friends on social networks to make fun of them, or spread false information on their behalf. In fact, after that they hardly experiencing bullying, which moves into the public space. They are more severe and have increased more severe consequences"(No. 2)

"Primary school schoolgirl nearly half a year as communicated legal age girl with a 26-year-old man. Peers boasted intimate text messages. Successful accident made it possible to prevent further communication, it felt important and proud of the relationship. "(No. 3)

"The only case where the guy hacked his game and took advantage of its password data collected points. For him it was a great tragedy. "(No. 1)

"There have been cases that have become sellers deceived, money paid goods received. They are familiar with their unfit children who only wanted to take advantage of. Very painful cases not even have had to face. "(No.4)

"One girl is told that it fell out of the school with a classmate, the classmate that faceboocke wrote a message to everyone that the girl's mother is an alcoholic, vodka swiftly she lives with cockroaches and the like. and no one be friend with it. I do not really remember, but the content is very unsightly. We pasikalbėjom it with the class teacher and solved the problem "(No.5)

"Yes, a child who has limited use of the Internet at home, ran away from home. After three days of search engines, found the Internet club. This is a classic case of Internet addiction "(No.6)

I would hope that the negative experiences are minimized and that children responsibly and sensibly behave online. Lessons negative experience would be an example to others and, after saying "It's better to learn from the mistakes of others than from your own."

In assessing the risk of adolescent competence, knowledge about safe participation in the Internet space, it was interesting to **learn and the ability of social workers to act safely online**. The study revealed that Lithuanians and Ukrainian have enough knowledge, skills and competence, but agrees that the need to constantly improve and qualifications.

"As much as I need at the moment, I think that it is enough" (No.1) "Yes I am constantly interested in information technologies, as well as higher rates of participation in training and workshops (No.2).

"I hope so ... I participate in seminars where we are introduced to the innovation, threats and so on" (No.3). "I think that as I have enough knowledge and skills to use the internet, social network, computers in general. Modern technology is not something terrible day already today "(No. 4) to this day I think I have enough" (No.5). "Yes, but where the need to constantly work to improve the qualifications" (No. 6)

Summing up the investigation, it can be said that the social risk teen participation in social networks is based on their needs, parents inattention, new love-seeking and frequent using social networks are the norm modern adolescents. The main activity, according to social workers who are engaged in a game, a new quest for love, communication, publicity photos, preview.

Threats facing and endanger their emotional, mental and physical development, bullying, pornography and exploitation. Young people still tend to reveal personal information about themselves on social networks. The most common name refers to the name, date of birth, place of residence, educational institution, etc. they also do not shy away from raising friends, family photos, photos with location identification capabilities, and their descriptions. Personal information publicity, social workers think may lead to such causes as teens at risk awareness and peers, other people's attention seeking. In assessing young people's ability to safely operate the Internet, it became clear that they have the theoretical, technical knowledge on safe participation in cyberspace and knows there's dangers, but noted that they fail to "filter" to select the right information, they often identifies the virtual world with reality. Most social workers consider them sufficient to existing knowledge and skills to safely operate the Internet and can advise children about online risks and benefits.

Conclusions

1. The method of theoretical analysis helped evaluating and revealing the peculiarities and self-awareness of online participation of teenagers at social risk through the prisms of social work. The Internet provides to such young people great and additional opportunities, i.e. what they do not get in their families. Participation in a virtual space is defined as the process of problem Internet use crippling the personality of teenager at social risk, which is already distinguished by the lack of social skills, problems with communication and expression of feelings. Therefore, when working with such teenagers it is very urgent to create and apply an effective model of safe Internet use. Perhaps, the organization of teenagers' debates on various Internet topics would be very efficient means. The only thing is obvious – no prohibition or moralization means will help to comprehend better the dangers of the Internet. Therefore, the education of competence of teenagers' online participation in social networks becomes the object of social work.

2. Today the appearance of people at social risk has become one of the most urgent issues of Lithuanian social work. The appearance of such social groups is a great problem, which is actively discussed. In spite of improvement of economic situation, the number of children at social risk continues increasing in Lithuania. Social workers are the main "doctors" of such social group. In order to decrease teenagers' social withdrawal and to guarantee children's well-being, it is very important to legalize and finance not separate programmes, but successful continuous programmes.

3. Summarizing the results of quantitative research, one could define certain groups, which revealed very important and significant factors determining the expression, behavior and self-awareness of problem online participation of teenagers at social risk. The main factors are:

Family: Child's socialization begins in a family; further child's development and well-being depends only on it. The harmonious family and child's relationships are of great importance. The teenagers at social risk do not get a comfort, love and communication in their families because of parents' impossibility or inability to pay enough attention to their children. Due to this reason children try to look for the other ways of getting attention, in other words – the virtual social networks. The significance of adults' control was determined. Young people living with two parents, foster parents and teenagers from families with many children are inclined to evaluate adequately and more carefully the advantages offered by social networks; they are not dependent on the Internet and are able to recognize the potential Internet dangers. A greater occupation at free time, a greater control of parents and adults influence safer online participation. Children living with grandparents or with one parent are more active users of Internet social networks in comparison with other children, they seldom recognize the Internet dangers and more quickly

become emotionally dependent on the Internet. The adults' control or its absence determines the expression and frequency of online participation of teenagers at social risk. Parents' physical and psychological presence decreases a potential danger of becoming the Internet victims and harmful Internet use by teenagers. Children living with grandparents or with one parent are usually uncontrolled; they are not limited; too little attention is paid to their free time and occupation.

Class: the participation of the 6th grade pupils in a virtual space is quite primitive and superficial. They are not so active users of social networks in comparison with senior pupils. The evaluation of teenagers' behavior and emotional state when being "online" revealed a great domination of pupils from the 7th grade. It could be related to the beginning of their adolescence, when they try to find their "I" identity, desire to dominate and to be recognized by other people. The pupils of senior grades have already passed this period. They "are full" with opportunities of social networks and probably they have passed the emotional dependence and role of social networks. For them the online participation in social networks is not so important, as it is for the 7th grade pupils; while the pupils form the 6th grade are not ready and mature enough for it.

Sex: The evaluation form the aspect of sex revealed the following differences: the girls more often recognize the dangers of virtual space than the boys do. Probably, it is more difficult for the boys to understand and identify possible Internet dangers than for the girls, who are more sensitive, emotional and evaluate more carefully the dangerous things. However, the girls are used to download more information about them. It may be determined by their desire and necessity to get new friends and expand the ambit of acquaintances. After logging in the social networks, the girls more often lose a sense of time in comparison with the boys.

It is obvious that a person who does not use the Internet is out of the up-to-date information. For teenagers it is very important to be in the centre of significant events. The Internet is inevitable and actively used; the opportunities of the Internet were discovered and acknowledged by teenagers.

4. In the course of qualitative research, the interview conducted with social workers proved the unconscious participation of teenagers at social risk in social networks. Young people are not able to "filter" and select proper information, usually equate the virtual world with reality. Online participation of teenagers is reasoned by satisfaction of needs, parents' inattention and search for new acquaintances. It was determined that the main teenagers' activities are the following: games, search for new acquaintances, communication, publication and review of photos. Abuse, pornography and exploitation are the main and the most frequent risks being dangerous for their emotional, psychological and physical development. Social workers have

enough knowledge and competences for save use of the Internet and consultation of children in respect of benefits and dangers of the Internet.

5. Hypothesis of the Research – teenagers at social risk have lower level of self-consciousness and competence of online participation – was partially proven.

Recommendations

For the Ministry of Education and Science, Ministry of Social Security and Labour of the Republic of Lithuania

- It is recommended to implement more preventive programmes for children at social risk. The programmes shall be aimed at protection of young people from the Internet dangers, and shall help children understanding how to use the Internet properly, how much time to contribute to it, how to behave in certain situations.
- It is recommended to organize prevention not only in the form of lectures, but in group discussions or socialization groups, in which teenagers could discuss, reflect, share their experience with other age-mates and perform certain practical tasks.
- In schools and other institutions working with children at social risk it is recommended to organize more various project teams and clubs and to motivate participation in them.

For social workers who work with children and teenagers at social risk

- Significant help of social workers when working with teenagers inclined to problem Internet use.
- It is recommended that a social worker would acquire as much necessary information as it is possible. The information shall be both about the Internet dangers and excessive use of the Internet by teenagers, so that the social workers could notice this problem and to prevent it in due time. For all professionals working with children and teenagers.
- It is recommended that the professionals, who work with teenagers and have noticed the features of problem Internet use, would work not only with children but also with members of children's families. Very often the problem Internet use is related to children relations in their families; therefore, it is very important to involve the family members into solution of this problem.

References

1. Almonaitienė J., Antininė D., Lekavičienė (2010). *Bendravimo psichologija šiuolaikiškai*. Vilnius: Alma littera

2. Auer, C., (2013), Cyberbullying - Belastungen und Folgen. Eine explorative Befragung von Jugendlichen, Eltern und Lehrpersonen.

3. Babbie, E. (2013). *The Practice of Social Research.* Wadsworth, Cengage Learning.

4. Bacys T. (2012) *Paauglių priklausomybė nuo socialinių tinklų internetinėje erdvėje.* http://www.zurnalai.vu.lt/files/journals/180/articles/1390/public/9.pdf (žiūrėta:2014-12-16)

5. Berger P.,L. (1995). *Sociologija*. Kaunas: Littera

6. Bergmann, W., Hüther G. (2011), *Priklausomybė nuo kompiuterio: kuo vaikus taip traukia modernios informacijos priemonės*. Vilnius: Vaga

7. Beringer, B. (2013) *Vernetzung in der virtuellen Welt? Social Media in sozialpaedagogischen Einrichtungen*. Prieiga per: http://www.sozialinfo.ch/fileadmin/dummy/Brunnenbrosch%C3%BCre_2013_Beringer.pdf (žiūrėta: 2014-10-16)

8. Blumer H. (1969) *Symbolic Interactionism. Perspective and Method.* Englewood Cliffs: Prentice-Hall.

9. Blumer H. (2004) *George Herbert Mead and Human Conduct*. Walnut Creek: Rowman Altamira

10. Boyd, D (2014) *It's complicated. The social lives of networked teens.* Prieiga per: http://www.danah.org/books/ItsComplicated.pdf (žiūrėta:2014-11-10)

11. Boyd D. M., Ellison N. B. (2007). *Social network sites: Definition, history, and scholarship* // Journal of Computer - Mediated Communication. Vol. 13(1), 87-94.

12. Bylotaitė, L. (2009) *Priklausomybių anatomija*. Vilnius: Tyto alba

13. Davidavičienė A.G., Jakučiūnienė D., Latauskienė E., Monkevičienė O., Motiejūnienė E., Našlėnas G., Paliūnaitė I., Šeibokienė G., Šimaitis A., Šuminienė A. (2006), *Mokytojo knyga. Alkoholio, tabako ir kitų psichiką veikiančių medžiagų vartojimo prevencijos programai įgivendinti. Vilnius*

14. Djafari N., Kendzia M., (2004) *Internetkompetenz für benachteilige Jugendliche.* Offenbach: INBAS Gmbh

15. Döring, N. (2003). *Virtuelle Identitäten — Cyber-Beziehungen — Online-Gemeinschaften?* Wiesbaden: Springer Fachmedien Wiesbaden GmbH

16. Dromantienė, L. (2006). *Vaiko teisių apsauga Lietuvoje: socialinių darbuotojų vaidmuo.* Tyrimo ataskaita. Prieiga per: file:///C:/Users/Namai/Downloads/9_dromantiene_salaseviciute.pdf (žiūrėta 2014-12-23)

17. Dwyer C. (2007). Digital relationships in the 'MySpace' generation: Results from a qualitative study. *Proceedings of the 40th Hawaii International Conference on System Sciences.* Prieiga per: http://csis.pace.edu/~dwyer/research/DwyerHICSS2007.pdf (žiūrėta 2015-02-15).

18. Europäische kommision. Prieiga per: http://ec.europa.eu/social/main.jsp?langId=de&catId=751 (žiūrėta 2015-02-15).

19. Fraser, M. ir Dutta, S. (2010) *Mano virtualieji aš*. Vilnius: Eugremas

20. Gasser, U., Cortesi, S., Gerlach, J. (2012). Kinder und Jugendliche im Internet. Risiken und Interventionsmoglichkeiten. Bern: Hep

21. Glenny, M. (2012) *CyberCrime– Kriminalität und Krieg im digitalen Zeitalter*. Der deutschsprachigen Ausgaben

22. Grimmelmann (2009). *Saving Facebook*. Prieiga per: http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1262822 (žiūrėta: 2015-02-10)

23. Goffman, E (2000). Savęs pateikimas kasdieniniame gyvenime. Vilnius: Vaga

24. Gofin, R., Avitzour, M. 2012. Traditional versus internet bullying in junior high school students. *Maternal Child Health Journal.*

25. Harland Ch., Brenchleyb R., Walkera H. (2002). *Risk in supply networks. Journal of Purchasing & Supply Management 9* (žiūrėta: 2014-11-10)

26. Habermas, J. (1990) *Strukturwandel der Öffentlichkeit. Untersuchungen zu einer Kategorie der bürgerlichen Gesellschaft.* Frankfurt am Mein: Suhrkamp

27. Hipeli, E. (2012) *Netzguidance für Jugendliche. Chancen und Grenzen der Internetkompetenzfoerderung und ihrer Vermittlung.* Wiesbaden: Springer VS

28. Ignatovičienė, S., Žukauskienė R. (1999). *Rizikos grupės vaikai.* Vilnius: LR švietimo ir mokslo ministerijos leidybos centras

29. Young, K.S. (1998)*. Internet addiction: The emergence of a new clinical disorder.* Prieiga per:*http://www.tojet.net/articles/v10i1/10115.pdf* (žiūrėta: 2014-12-29)

30. Johnson G., M., P. Puplampu K. (2008). *Internet use during childhood and the ecological technosubsystem.* Prieiga per http://www.cjlt.ca/index.php/cjlt/article/view/172/168 (žiūrėta: 2014-12-29)

31. Kardelis K. (2005). *Mokslinių tyrimų metodologija ir metodai*. 3-asis pataisytas ir papildytas leidimas. Šiauliai: Lucilijus

32. Katinaitė P, Kublickienė L. (2007). *Socialinė atskirtis ir integracija*. Vilnius: Socialinių tyrimų institutas

33. Katzer C. (2010). *Gefahr aus dem Netz. Der Internet-Chatroom als neuer Tator fur Bullying und sexuelle Viktimisierung von Kinder und Jugendlichen*. Koln: Unveroff.

34. Klanienė, I. ir Jokūbaitienė, R. (2012) *Rizikos grupės paauglių (12-14 m.) piktnaudžiavimo internetu prevencija mokykloje.* Socialinis ugdymas. 2012. Nr. 19 (30)

35. Kneidinger B. (2010): *Facebook und Co. Eine soziologische Analyse von Interaktionsformen in Online Social Networks.* Wiesbaden: VS Verlag für Sozialwissenschaften.

36. Kohlbrunner, G. (2010) *Cyberbullying im Jugendalter. Erleben und Coping*. Zurcher: DAP

37. Kovacs, Z (2013) *Facebook-Führerschein.* Coburg: Grinn

38. Kowalski R.M., Limber S.P., Agatston P.W. (2012) *Cyber bullying. Bullying in the digital age.* Blackwell publishing

39. Kvieskienė G. (2000), *Socializacijos pedagogika. Įvadas į socialinę pedagogiką*. Vilnius: Baltoji kopija

40. Kvietkienė G. (2003). Socializacija ir vaiko gerovė: monografija. Vilnius: Vilniaus pedagoginis universitetas

41. Kvietkienė G. (2005). *Lietuvos Respublikos II-III jungtinės ataskaitos dėl Jungtinių Tautų vaiko teisių konvencijos įgyvendinimo Lietuvoje NVO komentaras.* Vilnius: Vilniaus pedagoginis universitetas

42. Kvieskienė, G., Indrašienė V. (2008). *Socialinio darbo ypatumai vaikų globos namuose: metodinė priemonė.* Vilnius: Lodvila

43. Leliūgienė I. (2003). *Socialinio pedagogo (darbuotojo) žinynas*. Kaunas: Technologija

44. Leliūgienė I. (2012). *Sociaedukacinis darbas bendruomenėje*. Kaunas: Technologija

45. Leonavičius, V. (2005) *Sociologijos teorijos*. Kaunas: Spindulys

46. Lietuvos respublikos socialinės apsaugos ir darbo ministerija. Prieiga per: http://www.socmin.lt/lt/seima-ir-vaikai/vaiko-teisiu-apsauga/statistika-vta.html (žiūrėta 2014-11-11)

47. Lietuvos Respublikos civilinis kodeksas. Trečioji knyga. Šeimos teisė http://www.infolex.lt/ta/60696:str3.180

48. Lietuvos respublikos vaiko teisių apsaugos kontrolieriaus komentaras dėl Lietuvos Respublikos ataskaitos apie JT Vaiko teisių konvencijos įgyvendinimo Lietuvoje 2004 – 2008 m. http://www3.lrs.lt/docs2/OCCCOSZW.PDF (žiūrėta: 2014-11-11)

49. Lietuvos respublikos socialinės apsaugos ir darbo ministerija http://www.socmin.lt/lt/seima-ir-vaikai/vaiko-teisiu-apsauga/strategijos-irprogramos.html (žiūrėta: 2014-11-11)

50. Lietuvos respublikos vaiko teisių apsaugos pagrindų įstatymas http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=279424& (žiūrėta:2014-11-11)

51. Lietuvos respublikos vaiko globos įstatymas http://www.litlex.lt/scripts/sarasas2.dll?Tekstas=1&Id=27809&Zd=&Vr=1 (žiūrėta:2014-11-11)

52. Lietuvos statistikos departamentas http://osp.stat.gov.lt/pranesimai-spaudai?eventId=1717 (žiūrėta: 2014-11-11)

53. Livingstone, S. (2008). Teenager`s use of social networking sites for intimacy, privacy and self-expresion. *New Media & Society*. Iš *Sage* duomenų bazės. (Žiūrėta 2014-10-25).

54. Malinauskas R. (2011). *Rizikos grupės vaikų socialiniai įgūdžiai: monografija.* Kaunas: Lietuvos kūno kultūros akademija

55. Maniukaitė G., (2007). Visuomenės silpnieji ir atstumtieji: vertybių konflikto ypatumai Lietuvoje, sociologija Nr. 2.

56. Mačėnaitė, M., Paulikienė, D., Skersytė, I., Šinkūnienė, D. (2011): *Patyčios socialiniuose tinkluose ir viešoje erdvėje.* Kaunas

57. Mažionienė M, Povilaitis R., Suchodolska I. (2012), *Elektroninės patyčios ir jų prevencija*. Nyderlandų karalystės ambasada

58. Morris, M. (2012), *Concise Dictionary of Social and Cultural Anthropology*. Oxford: Wiley-Blackwell Publications

59. Morahan-Martin, J., & Schumacher, P. (2000*). Incidence and correlates of pathological Internet use.* http://www.internetbehavior.com/jandk/internet%20abuse%20addiction.pdf (2014.10.15)

60. Misoch, S. (2006). *Online-Kommunikation*. Konstanz: UVK

61. Müller, Ch, Heiniger, M. (2013) *Soziale Medien und Soziale Arbeit*. Prieiga per: *http://www.sozial-pr.net* (2014.10.15)

62. Perminas A., Goštautas A., Endriulaitienė A. (2004) *Asmenybė ir sveikata: teorijų sąvadas* . Kaunas: VDU leidykla:

63. *Psichologijos žodynas* (1993). Vilnius: Mokslo ir enciklopedijų leidykla

64. Pociūtė and Krancaitė (2012) *Paauglių aktyvumas vs. Pasyvumas interneto socialiniame tinkle „Facebook" ir sąsajos su jaučiamu vienišumu bei asmenybės bruožais.* Prieiga per: http://www.zurnalai.vu.lt/files/journals/124/articles/812/public/60-79.pdf(žiūrėta:2015-03-01)

65. Riemenschneider A. (2009) Lebenswelt Internet – Onlinesucht bei Jugendliche und mögliche Konsiquensen für die Soziale Arbeit. Hamburg: Diplomica Verlag Gmbh

66. Ruškus J. Žvirdauskas D., Kačenauskaitė, V. (2010). *Interneto vartojimo grėsmių suvokimas ir patirtis: moksleivių viktimizacijos prielaidos*. Tyrimo ataskaita. Prieiga per: www.mruni.eu/lt/mokslo_**darba**i/sd/archyvas/dwn.php?id=270724

67. Ruškus J. Žvirdauskas D., Kačenauskaitė, V., Žvirdauskienė, R. (2009). *Paauglių elgsena elektroninėje erdvėje*. Tyrimo ataskaita. Prieiga per: http://www.draugiskasinternetas.lt/repository/dokumentai/11_03_24/tyrimas%20elgsena%20elektronineje%20aplinkoje.pdf (žiūrėta: 2014-10-25)

68. Ruškus, J. (2010). *Socialinio darbo magistro baigiamojo darbo rengimo metodiniai nurodymai*. Kaunas: Vytauto Didžiojo universitetas.

69. Shaffer D. R. (2009) *Social and Personality Development.* USA: Cangage Learning

70. socialinės apsaugos ir darbo ministerija Prieiga per: http://www.socmin.lt/lt/seima-ir-vaikai/vaiko-teisiu-apsauga/statistika-vta.html (žiūrėta: 2014-10-25)

71. Socialinių paslaugų įstatymas Prieiga per: http://www3.lrs.lt/pls/inter2/dokpaieska.showdoc_l?p_id=270342&p_query=&p_tr2 (žiūrėta: 2014-10-25)

72. Svirskaitė-Tamutienė I. (2001). *Valstybinių institucijų vaidmuo siekiant užkirsti kelią vaikų prievartai // Vaiko teisių apsaugos kontrolės institucijos*. Vilnius,

73. Stanišauskienė, V. (2004). *Specifiniai socialiai atskirtųjų asmenų mokymąsi sąlygojantys veiksniais*

74. Suler, J. (2006). *Computer and cyberspace addiction*. *International* Journal of Applied Psychoanalytic Studies. Vol. 1(4), 359-362

75. Šinkūnienė J.R. (2010). *Socialinis darbas: Profesinė veikla, metodai ir klientai*. Vilnius: MRU

76. Taljūnaitė, (2005). *Pilietybė ir socialinė Europos integracija: monografija.* Vilnius: Mykolo Romerio universitetas

77. Tidikis, R. (2003). *Socialinių mokslo tyrimų metodologija*. Vilnius: LTU

78. Tilingaitė G. (2009) Probleminio naudojimosi komiuteriu vertinimas Kauno X gimnazijoje. (Magistro darbas) Kaunas: KMU

79. Tyrimas „Tikslinių grupių poreikių analizė Lietuvoje vaikų privatumo klausimais". www.eprivatumas.lt

80. Zaleckienė J. (1998). Asmuo, visuomenė ir valstybė. Socialinė atskirtis. Vilnius

81. Žibėnienė, G., Brasienė, D. (2013). *Naudojimasis internetu, internetiniais socialiniais tinklais ir galimai patiriamos grėsmės: mokinių nuomonė. Tyrimo ataskaita.* Prieiga per

file:///C:/Users/Namai/Downloads/004_Zibeniene_Brasiene%20(3).pdf (žiūrėta:2014-10-25)

82. Žukauskienė R. (2007) *Raidos psichologija.* Vilnius: Margi raštai

83. Vaiko gerovės valstybės politikos koncepcija. Prieiga per: http://www3.lrs.lt/pls/inter3/oldsearch.preps2?Condition1=211767&Condition2=%C4%AFvaikinti (žiūrėta: 2014-11-11)

84. Wells M., Mitchell, K. J. (2008) *How Do High-Risk Youth Use the Internet? Characteristics and Implications for Prevention*. Prieiga per: http://www.unh.edu/ccrc/pdf/CV178_online%20first.pdf (žiūrėta:2014-11-05)

85. Willard, N. (2007). Youth Risk Online Insight for Professionals Who Work With Youth. Presentation Notes. Center for Safe and Responsible Use of the Internet. Prieiga per internetą: http:// csriu.org (žiūrėta 2014-09-13).

86. Иванова Е.В. (2001) *Использование Интернет-ресурсов в образовательных целях (на основе анализа зарубежного опыта)* http://www.gpntb.ru/win/inter-events/crimea2001/tom/sem1/Doc31.HTML (žiūrėta:2015-05-10)

87. Кочарян, А.Б., Гущина Н.І. (2011) *Виховання культури користувача Інтернет. Безпека у всесвітній мережі: навчально-методичний посібник.* http://elibrary.kubg.edu.ua/1547/1/Internet.pdf (2015-05-10)

88. Литовченко І., МаксименкоС., Болтівець С. та ін. (2010) *Діти в Інтернеті: як навчити безпеці у віртуальному світі: посібник для батьків.* Prieiga per: http://bezpeka.kyivstar.ua/f/2/materials/the_benefit_for_parents/A5_Ukrainian.pdf (žiūrėta:2015-05-10)

89. Минаков А.В. (1999). *Некоторые психологические свойства и особенности Інтернет как нового слоя реальности.* Prieiga per: http://flogiston.ru/articles/netpsy/minakov (2015-05-10)

90. Посохова В. (2006) *Особливості життєвого планування Інтернет-залежної молоді // Психологічні перспективи*. Prieiga per:http://www.irbis-nbuv.gov.ua/cgi-bin/irbis_nbuv/cgiirbis_64.exe?C21COM=2&I21DBN=ARD&P21DBN=ARD&Z21ID=&Image_file_name=DOC/2006/06pvvizm.zip&IMAGE_FILE_DOWNLOAD=1 (žiūrėta:2015-05-10)

91. Юрченко О.Ю., (2013) *ПРОБЛЕМИ БЕЗПЕКИ ДІТЕЙ В СОЦІАЛЬНИХ МЕРЕЖАХ ТА ІНТЕРНЕТІ (ВІКТИМОЛОГІЧНИЙ АСПЕКТ).* Prieiga per:*HTTP://WWW.PAP.IN.UA/3-1_2013/8/YURCHENKO%20O.YU..PDF* (žiūrėta: 2015-05-10)

Magistro darbo santrauka

Magistro darbe atlikta teorinė socialinės rizikos paauglių dalyvavimo internetinėje erdvėje: socialinio darbo aspektu analizė.

Tyrime dalyvavo 107 dalyviai: 101 Šiaulių miesto, rajono ir Mažeikių rajono vaikų dienos centrų ugdytiniai ir bendrojo lavinimo mokyklų moksleiviai, 5 Lietuvos vaikų dienos centrų socialiniai darbuotojai, 1 Ukrainos socialinis darbuotojas dirbantis su rizikos grupės vaikais. Anketinės apklausos metodu siekta išsiaiškinti, socialinės rizikos paauglių dalyvavimo internetinėje erdvėje raišką, elgesio ypatumus, savimonę. Siekta įvertinti jaunuolių sąmoningumą atpažįstant potencialias grėsmes internete, asmeninę patirtį susidūrus su pavojais, žinių pobūdį apie saugų naršymą. Atlikta statistinė (SPSS 22.0, aprašomosios statistikos metodai: dažnių vidurkis, standartinis nuokrypis, Spearman koreliacinė analizė, patikimumo analizė (Reliability Analysis) duomenų analizė

Interviu apklausa tirta Lietuvos ir Ukrainos socialinių darbuotojų, dirbančių su rizikos grupės paaugliais nuomonė apie jaunuolių dalyvavimo virtualioje erdvėje veiklą, elgesio ypatumus, sąmoningumą, kompetencijos žinias atpažįstant ir įvertinant internetines grėsmes. Taip pat, siekta atskleisti socialinių darbuotojų saugaus dalyvavimo internetinėje erdvėje pobūdį.

Tyrimu nustatyta, kad socialinės rizikos paaugliams internetas suteikia didžiules ir papildomas galimybes tai, ko dažniausiai nesuteikia šeima. Vaikai gyvenantys su seneliais arba su vienu iš tėvų yra aktyvesni internetinių socialinių tinklų dalyviai nei kiti vaikai, jie rečiau atpažįsta pavojus internete, greičiau emociškai tampa priklausomi nuo interneto. Suaugusiųjų kontrolė arba jos nebuvimas įtakoja socialinės rizikos paauglių dalyvavimo socialiniuose tinkluose raišką, jų dažnumą. Vertinant paauglių elgseną, emocinius išgyvenimus, esant „online", išryškėjo didelis septintokų dominavimas, jie dažniau ir aktyviai reiškiasi internetinėje erdvėje, kas didina grėsmę tampant internetinėmis aukomis. Merginos dažniau įžvelgia pavojus slypinčius virtualioje erdvėje nei vaikinai, bet jos dažniau atskleidžia informacijos apie save nei vaikinai.

Tyrimo rezultatai rodo, kad socialinės rizikos grupės paauglių dalyvavimas socialiniuose tinkluose yra nesąmoningas. Jaunuoliai negeba „filtruoti" atsirinkti tinkamą informaciją ir neretai sutapatina virtualų pasaulį su realybe. Jų dalyvavimas virtualioje erdvėje yra grindžiamas poreikių tenkinimu, tėvų nedėmesingumu, naujų pažinčių ieškojimu. Taip pat, nustatyta, kad socialiniams darbuotojams užtenka turimų žinių ir kompetencijos saugiai veikti internete ir gali konsultuoti vaikus apie interneto naudą ir grėsmes.

Esminiai žodžiai: socialinės rizikos vaikai, socialinis darbas, savimonė, kompetencija