SAINT PETERSBURG UNIVERSITY

Odintsova Maria Maratovna

PREFERRED INTERNET CONTENT AS A PREDICTOR OF YOUNG PEOPLE'S LIFE MODEL COMPONENTS

Scientific Specialty 5.3.1 General psychology, Personality psychology, History of psychology

Thesis is submitted for the degree of Candidate of
Science in Psychology

Translation from Russian

Thesis Supervisor:

Doctor of Psychological Sciences,
Professor
Kostromina Svetlana Nikolaevna

Saint Petersburg

2024

TABLE OF CONTENT

INTRODUCTION

Significance of the study

The last decades of society development are increasingly studied by researchers [Dzhamalova B.B., 2019; Pavlenko E.S., 2014; Pavlova N. D., 2020, Soldatova G.U., Teslavskaya O.I., 2018, Chernyshev A. S., 2020; Chigrina N.V., Zhupnik O.N., 2015] in terms of the complexity of ongoing social transformations, including the change of mechanisms of continuity of sociocultural experience within and between generations, as well as the rethinking of values. For this reason, the study of various aspects of life authorship, as well as empirical studies of the processes of designing a person's own life course, constructing life plans and goals occupy a special role among research tasks.

The ongoing changes reflect not only global socio-economic shifts in the functioning of society and people's expectations of their own opportunities for self-realization, achievements and well-being, but also the contradictions of the current social context that affect the way people plan their lives.

Firstly, in modern reality, a stable contradiction between the ideas of a "happy and carefree life", a "free" life perspective, personalized life success and traditional, territorially and culturally determined values, fixed ideals of self-determination and the requirements of society [Ginzburg M.R., 1994] is clearly manifested.

Secondly, there is a shift in the ways in which life experiences, values, meanings and ideas are transmitted, especially among young people. The high-tech nature of the modern world is changing the daily routine and rhythm of life, which were acceptable before the regular use of information technologies, the Internet and gadgets in everyday life. The digitalization of modern life changes the very perception and nature of young people's social interaction and the processes of assimilating information. On the one hand, offline life still involves traditional types of life activities (study, work, relationships, hobbies, etc.), on the other hand, young people are immersed in digital space. It has become an integral part of their life space, and digital personality, - a part of the real personality [Soldatova G. U., Rasskazova E. I., 2020]. As a consequence, the results of online activities are

reflected in real life and vice versa; the boundaries between online and offline modes of life are erased, a common mixed life space is formed.

Thirdly, in modern society, there are growing tendencies to demonstrate the image of a proactive personality everywhere. The fast and accelerated pace of life is becoming a variant of the norm, requiring a high degree of readiness for potential changes. In social networks, young people not only encounter a large flow of information in all kinds of formats (photos, videos, music, text, etc.) but also share it and communicate through "memes," "tags," and "posts". Most of this information demonstrates the image of a "successful free person", is positive and contains implicit encouragement to imitate ("Do as I do"). At the same time, people prefer to publish the most attractive aspects of their lives and hide the unsuccessful ones. This format of interaction in the digital space cannot but affect the life plans of young people who are potentially success-oriented. Through inclusion in the digital space, as well as in direct communication with a significant other, the process of interiorization of basic meanings and appropriation of certain patterns of social behavior takes place. By being selective in their consumption of Internet content, young people form certain preferences and ideas about their own future. They broadcast them in the peer community in the format of posts, reposts and messages in social networks [Fatkin, J.M., Lansdown T.C.C., 2017; Scott A. Golder, Michael W. Macy, 2014; Gavrichenko O.V., 2010; Grebennikova O.V.,2011; Izotova E.I., 2010; Kostyak T.V., 2011]. This cyber socialization expands the space of options for choosing one or another life trajectory. Cultural patterns of behavior in building one's own life give way to ideas present on the Internet, values, ideals, transmitted not intergenerationally, but intragenerationally [Odintsova M.M., 2019].

The degree of problem development

The life course research is a rather developed area in social sciences and humanities. In Russian and international psychology, the "life" issues were studied by S.L. Rubinstein, who introduced the concept of "life course of personality" into the scientific discourse of Russian psychology, S. Bühler, E. Berne, V. Frankl, D.P. McAdams, B.G. Ananiev, K.A. Abulkhnova-Slavskaya, V.N. Druzhinin, A.G.

Asmolov, N.V. Grishina and others. In addition, the field of life space (K. Levin) of a person is actively developed, where along with the study of dynamic aspects of life, such phenomena as style of life [Adler A.,2017; Kryukova T. L., Saporovskaya M. V., Khazova S. A., 2014], life orientations [Barsukova, O. V., 2013; Grachev A. A., 2008; Korzhova E. Y., 2006; Project Y. L., 2017; Shlyazhko O. Y., 2016;], life context [Grishina N.V., 2018a; Znakov V.V., 2016; Heckausen H., 1986; Steg L.,2013; Webster G.D., 2009], life space [Grishina N.V., Kostromina S.N., 2020; Martsinkovskaya T.D., 2020; Nartova-Bochaver S.K., 2011; Fedorova E. P., 2009; Ustiantsev V. B., 2006], as well as their manifestations in the fluid, changeable, sometimes uncertain reality [Elder G., 1994; Asmolov A. G., 2015; Dubovskaya, E. M., 2014; Martsinkovskaya T. D., Poleva N. S., 2017; Neveleva V. S., 2012].

Today we can state that the main problem is not in expanding the conceptual apparatus of "life" issues, but in operationalization of the main constructs that provide valid empirical studies of life script. From this point of view, the construct "life model" was proposed and conceptualized, which is viewed as a fragment of a life script in a certain sphere of life activity [Kostromina S.N., 2020]. The advantage of this construct is (1) its accumulating function, namely, that it integrates cultural, normative values, as well as goals, beliefs and life guidelines proposed by the older generation (intergenerational) and transmitted by the generation of peers (intragenerational); (2) the emphasis on the activity/passiveness of a person in building their life in various spheres (work, relationships, sphere of the self). Consequently, the concept of life model allows us to resolve the methodological contradiction in empirical studies of script plans.

To study the correlation between the content of the life model and the life space represented in the virtual, online world, it is necessary to refer to the results of studies related to the psychology of the Internet. Thus, the specifics of immersion in the information space of the Internet [Asmolov A.G., 2019], the impact of modern information technologies on personality [Voyskunsky A.E.,2020; Suler J., 2004; Fatkin, J.M., Lansdown T.C., 2017] have been identified. Over the past decades, various phenomena of digital space have been studied: the concept of network

identity [Kondakov A.M., Kostyleva A.A., 2019; Flenina T.A., 2014; Shneider L.B., Symanyuk V.V., 2017; Lahlou S., 2008]; intragenerational transmission of preferences, socialization through social networks [Marcinkovskaya T.D., 2010; Soldatova G.V., 2018; John A. Bargh, 2004]; life space in the digital world [Proekt Y. L., 2014; Moskvicheva N.L., 2020]; social networks as a space for self-realization of young people [Glotov S. A., 2021; Kyuregyan A. A., 2021; Nikulova E. A., 2018; Dennen V. P., 2014; Kolmes K., 2012].

Today, it is possible to note changes in the views on digital space and its role in the life of an individual. Researchers, for a long time, in attempts to subject the logic of life in virtual reality to analysis and structuring [Fong K., Mar R.A. 2015; Guadagno R.E., Okdie B.M., 2008], expanded the understanding of the mechanisms of the impact of information technology on the individual [Gubanov, D. A.., 2010; Efimova, G. Z., 2016; Koroleva N.N.,2014; Rubtsova, O. V. 2019], expressed often polar opinions concerning the social and psychological effects of information technology: from extremely positive [Polivanova K.N., Koroleva D.O., 2016; Izotova E.I., 2010; Kim J., Lee J.-E. R., 2011; Schwartz H. A., 2016] to negative [Morozov A.V., Radchenko L.E., 2010; Soldatova G.U., 2013; DeSmet, A., Veldeman, C., 2014]. Currently, the question is raised not so much about the general impact of digital space on a person, but about specific actions in the Web, the nature of communication in social networks, blogs [Kelly L. Schmitt, S. Dayanim, S. Matthias 2008; Dennen V.P., 2014], the content aspect of the translated information [Golubeva N.A., 2011; Pavlova N.D.,2020; Soldatova G.V., 2022]. Such studies consider only individual personality traits [Zvereva E. A., Khvorova V. A., 2022; Koroleva N. N., Bogdanovskaya I. M., Lugovaya V. F., 2014; Luchinkina A. I., 2022; Azucar D., Marengo D., 2018], in one way or another affecting human activity on social networks or the Internet [Guadagno R.E., Okdie B.M., 2008; Khalaila, R., Vitman-Schorr, A. 2018; Sushkov I.R., Kozlova N.S., 2015], its information preferences (content) or contacts (groups in the network) [Schiffrin, H., Edelman, A., 2009; Grebennikova O.V., 2011]. At the same time, there are virtually no studies on the nature of the impact of the digital space development on a person's life course

and on the associated life scripts and life models of a person. At the same time, as T.D. Marcinkovskaya rightly believes, the change in the very definition of life course, life script, in the direction of its high plasticity in relation to external factors of the environment and the life space of the individual reflects the influence of the virtual world [Marcinkovskaya T.D., 2019, 2020].

As a result, despite the high relevance of the problem of life authorship in the modern world in both international and Russian psychological science, the number of studies devoted to it is still limited. One of the unresolved questions is: to what extent are life models mediated by the information exchanged between young people in the Internet? How does Internet content in general influence the components of young people's life models and the way they plan their lives? The questions of the consistency of preferences in the choice of Internet content and the personal traits of young people who use information technologies in their daily life remain open. Of particular interest, in our opinion, are the informational characteristics of the preferred Internet content and how this fragment of information in the digital space (content in social networks, where young people communicate and exchange information of value to young people) is coordinated with the components of young people's life models and their personal traits.

The aim of the research: to study the contribution of preferred Internet content to the components of young people's life models.

The object of the study: young people's preferred Internet content and their life models.

The subject of the study: characteristics of preferred Internet content as predictors of the components of young people's life models

Tasks of the study:

1.   To make a theoretical and methodological analysis and summarize the main results of research in Russian and international literature on the role of information technologies in human life and in the design of life.

2. To determine the theoretical and methodological system for studying the preferred Internet content and the content of life models of young people, presumably interconnected with each other.

3. To develop a methodological toolkit for identifying the preferred Internet content, as well as an algorithm for analyzing the Internet content broadcast by young people in social networks.

4. To identify and describe the segment of popular Internet content in terms of its representation of empirical indicators of life models.

5. To select and prepare psychodiagnostic techniques for the study of young people's life models and their personal traits.

6. To conduct an empirical study of young people's preferred Internet content, personality traits and life models.

7. To describe the content and types of young people's life models, as well as the structure and components of preferred Internet content in social networks.

8. To identify the characteristics of the preferred Internet content in social networks that determine the content of life models.

9. To describe the role of personality traits in the correlation with life models and preferred Internet content.

Theoretical hypothesis of the study

Preferred internet content on social media influences the components of young people's life models.

Research hypotheses:

- The content of empirical referents of life models broadcast in social networks and demonstrated in the real world has similarities.

- The preferences of the Internet content of social networks are predicators of the types of life models.

- The choice of preferred Internet content is mediated by personal traits, such as the degree of activity, aspiration for autonomy and axiological orientation.

- Characteristics of existential motivation, self-relationship and axiological orientation are predictors of the content of life models.

The theoretical and methodological basis of the study

- The theoretical and methodological basis of the study was the following approaches and principles:

- system approach (E.G. Ydin, B.F. Lomov, V.A. Ganzen, G.P. Shchedrovitsky, etc.), in the context of which the content of life models is studied (N.V. Grishina, E.V. Zinovieva, S.N. Kostromina, N.L. Moskvicheva);

- subject-activity approach (S.L. Rubinstein, A.V. Brushlinsky, K.A. Abulkhanova-Slavskaya, etc.), in the framework of which a person is considered as a personality actively creating their life, as the author of life (A. Längle, V.N. Druzhinin, A.G. Asmolov, etc.);

- event approach (S. Bühler, E. Berne, V. Frankl, D.P. McAdams, S.L. Rubinstein, K.A. Abulkhnova-Slavskaya, V.N. Druzhinin, N.V. Grishina, etc.) to determining the structure and content of a person's life script;

- biographical approach (through reference to the life experience and life situations of respondents) (B.G. Ananyev, N.A. Rybnikov);

- concepts of digital space (D. Bell, E. Toffler) in the context of information socialization (E.P. Belinskaya, T.D. Marcinkovskaya), the influence of Internet communication and being in digital space on personality (A.G. Asmolov, A.E. Voiskunsky, T.A. Flenina, J. Suler, R. Brubaker) and the study of the role of social networks in the life of young people (G.V. Soldatova, L.V. Matveeva).

The research methods

The following methods were used to conduct the present study:

1. Questionnaire method for determining preferences in the choice of Internet content in social networks:

a) The author's questionnaire for studying the youth's preferred Internet content in social networks [Kostromina S.N., Odintsova M.M., 2019].

b)   Standardized questionnaires that solve the problem of identifying possible personal predictors of life patterns:

- Self-relationship test-questionnaire (V.V. Stolin, S.R. Panteleev) [Stolin V.V., Pantileev S.R., 1988];
- Value Questionnaire (VQ) by S. Schwartz [Karandashev V.N., 2004];
- Test of Existential Motivations "TEM" by A. Längle, P. Eckhardt in the adaptation of Koryakina Y.M. [Koryakina Y.M., 2015].

2.   Biographical method for studying the content and characteristics of young people's life models. Based on it, a half-structured interview "Life Models" was developed [S.N. Kostromina, 2020].

3.   The method of semantic analysis of the content of popular communities of the social network "Vkontakte". The method was used to study the characteristics of community posts' texts as components of life models in the main spheres of life activity broadcast on the Internet. Special attention was paid to the summary statistics of the data (number of words, text volume, keywords, text core, etc.) collected using special algorithms of semantic analysis.

4.   The expert assessment method to confirm the consistency of the selected methodologies, as well as to clarify the content of the author's questionnaire on the preferred Internet content.

5.   Content analysis and semantic analysis to identify and describe the content of empirical referents of life patterns broadcast on social media.

6.   Methods of mathematical and statistical data processing.

Mathematical and statistical data processing was carried out using the following methods: descriptive statistics, factor analysis (MMC - the method of main components followed by Varimax rotation, as well as data verification by CMR and Bartlett's criterion of sphericity), k-means cluster analysis, discriminant analysis (Fisher's function coefficients, as well as non-standardized, stepwise selection method).

Data processing of the empirical study was performed using IBM SPSS Statistics 26 Base statistical analysis program and Microsoft Excel.

Semantic analysis and visualization of the results of content analysis was performed using the online SEO software "Advego", programs: voyant-tools, worditout.

Characteristics of data and respondents

When working with the content of social media communities, 229,073 posts from 20 communities over a 2-year period (2019-2020) were analyzed.

The total number of respondents who took part in the empirical part of the study was 316, of which 150 participated in the stage of development and testing of the questionnaire about preferred internet content and 166 in the main stage of the study (110 girls and 56 boys). The age of the participants ranged from 18 to 27 years old. The mean age of the subjects was 21.2 years (SD = 2.7).

Scientific novelty of the study

For the first time, a comprehensive study of young people's life models in terms of the influence of preferred content on social networks on them was conducted.

The definition of preferred Internet content is proposed - posts of popular communities presented in social networks taking into account user interest (preference for active or passive use of a social network; desire to communicate or read information in social networks; interest in content regarding a certain sphere of life: work, self-development, family, relationships).

The content characteristics of the Internet content preferred by young people were structured and summarized: "Orientation to information about successes and achievements"; "Interest in family and relationship topics"; "Interest in self-realization and development"; "Inclusion in social networks"; "Interest in entertainment and educational content"; "Interest in communication with friends". Based on the content analysis of texts of popular communities on the social network "Vkontakte", the components of life models broadcast in the digital space were identified for the first time.

The types of life models were differentiated: "Active and purposeful", "Family-oriented", " Generation-oriented", "Focused on stability and family support", "Internally contradictory".

Personal predictors of young people's life models have been identified: the completeness of living life, the value of security, the focus on solving life tasks, the value of achievements, self-management, and the rejection of traditions. The significance for the content of the life model of personal traits such as orientation to achievements and self-confidence, as well as the desire to fully live life has been proved.

The characteristics of the preferred Internet content predicting to a greater or lesser extent the type of life model have been determined: interest in information about education, self-realization, relationships and family.

Personal traits correlated with preferences of Internet content in social networks (existential motivation, value of achievements, value of universalism and denial of conformity) are described.

Theoretical significance of the research

The concept of "preferred Internet content", its meaning and structure are operationalized, expanding the conceptual apparatus of Internet psychology and specifying the ideas about the semantics of virtual communication in social networks. Its development supports the conceptualization and clarification of the content of such psychological phenomena as: digital personality, digital stress, digital well-being, digital trust, etc.

A contextual matrix structure for psychological analysis of preferred Internet content by life spheres was developed. It contributes to the development of psychosemantics and understanding of meaningful messages in digital space.

The types of young people's life models have been identified, supplementing the theoretical-methodological and empirical data about their structure and content previously described in the scientific literature.

The role of the Internet in intragenerational communication was clarified, enriching the sections of personality psychology in terms of understanding the

processes of broadcasting life content and life goals in social networks and their impact on people's life models. The findings fill the existing gap in the research of the Internet's influence on young people's life construct and the correlation of young people's values and life plans with the content popular on the Internet.

Materials about the content component of intragenerational transmission of values and attitudes in social networks contribute to the study of information socialization processes and expand the understanding of the influence of Internet content on the content of life models, contributing to the development of an interdisciplinary approach in such branches of psychological science as: personality psychology, Internet psychology, cyberpsychology, social psychology.

The practical significance of the study results

The developed system of semantic referents of life models for assessing the representation of their components in social networks and the matrix for analyzing the posts of popular communities is an effective tool for further analysis of the content of social networks and can become the basis for conducting research on the study of digital personality and the impact of digital technologies on young people.

The developed set of methods can be used to study the life models of young people of certain subcultures or social groups, allowing us to compare different social groups and identify changes in the processes of life script construction and transformation of young people's life plans. In conjunction with the developed and tested questionnaire for the study of Internet content, this questionnaire is an effective psychodiagnostic system for the study and clarification of the relationship between preferences in the digital space and the values and life models of specific social communities (students; young people who study exclusively online; young people interested in a certain genre of music; creative youth, etc.).

The data on attitudes and life orientations of young people in the sphere of relationships (building a family) and career can be used in professional and personal counselling and for the development of programs of personal development and self-development, as well as used in the special courses on the psychology of personality in digital space on the influence of information space on personality, the

characteristics of building relationships and information transmission in digital interaction, everyday activity and resources for coping with life's challenges and problems, as well as in the development of a new approach to the psychology of personality in digital space.

The results obtained are of interest for psychologists and specialists of professional educational institutions, who improve their qualification in the sphere of counselling practice and educational work with young people. The results of the thesis research will be useful for training specialists in the field of online psychological counselling, scientific research of personality on the Internet and the media.

The main scientific results

1. It is shown that the content of life models is mediated by the preferred Internet content: special influence is exerted by interest in information about education and self-realisation, attention in social networks to information about relationships and family. Outlined in the publication:

   - (pp 201 -202) Odintsova M.M. Interrelation of Internet content and life models in the space of the possible// Ananiev Readings-2021: Proceedings of the International Scientific Conference, 19-22 October 2021 / Under the general editorship of A.V. Shaboltas. Edited by V.I. Prusakov. - SPb.: Scythia-print, 2021. - pp 201-202

2. It is shown that the content of life models is mediated by the personal characteristics of young people. Outlined in the publication:

   - (p. 1) Odintsova M.M. On the phenomenon of self-determination in the context of the content of life models of young people// Proceedings of the International Youth Scientific Forum "Lomonosov-2023" / Edited by I.A. Aleshkovsky, A.V. Andriyanov, E.A. Antipov, E.I. Zimakova. [Electronic resource] - Moscow: MAKS Press, 2023. URL: https://lomonosov-msu.ru/archive/Lomonosov_2023/data/28564/160891_uid70127_report.pdf

3. The main hypothesis of the study that preferences of Internet content of social networks act as predictors of the types of young people's life models was confirmed. Presented in the publications:

- (pp. 154-155) Odintsova M.M. Content of social networks as a predictor of life model construction in the sphere of profession// Vestnik RSUH. Series: Psychology. Pedagogy. Education. 2021. № 1. pp. 142-161. URL: https://www.rsuh.ru/upload/main/vestnik/ppo/Vestnik_ppo_1_(2021)_09.pdf

- (pp. 201-202) Odintsova M.M. Interrelation of Internet content and life models in the space of the possible// Ananiev Readings-2021: materials of the international scientific conference, 19-22 October 2021 / Under general editorship of A.V. Shaboltas. Edited by V.I. Prusakov. - SPb.: Scythia-print, 2021. - pp. 201-202

4. A system of semantic referents of life models is developed to assess the representation of their components in social networks. A matrix of empirical referents of preferred Internet content for analysing posts of popular communities is constructed. Presented in publications:

- (pp. 35-42, personal contribution: 0.8 printed pages) Kostromina S.N., Odintsova M.M. Semantics of life models in the information field of social networks // Vestnik of St. Petersburg University series "Psychology" Vol. 11 No. 1 (2021), 24-47 pp. URL: https://psyjournal.spbu.ru/issue/view/583;

- (pp. 148-149) Odintsova M.M. Content of social networks as a predictor of life model construction in the sphere of profession// Vestnik of RSUH. Series: Psychology. Pedagogy. Education. 2021. № 1. pp 142-161. URL: https://www.rsuh.ru/upload/main/vestnik/ppo/Vestnik_ppo_1_(2021)_09.pdf

- (p. 1.) Odintsova M.M. Semantic space of life models in social networks// Proceedings of the International Youth Scientific Forum "Lomonosov-

2020". Second edition: revised and supplemented / Edited by I.A. Aleshkov. I.A. Aleshkovsky, A.V. Andriyanov, E.A. Antipov. [Electronic resource] - Moscow: MAKS Press, 2020. - 1 electron. opt. disc (DVD-ROM); 12 cm. - 3000 ex. URL: http://lomonosov-msu.ru/archive/Lomonosov_2020_2/date/session_28_19429.htm

5. Theoretically substantiated the interrelation of digital space and personal characteristics of young people, life models of young people. Outlined in the publications:

- (1st page, personal contribution: 0.3 printed pages). Flenina T.A., Bogdanovskaya A.B., Semenova M.M., Streltsova A.P.The interrelation of personal properties and aspects of network identity of youth// Letters in Iss. Offline: an electronic scientific journal. 2015. № 8. C. 2395. URL: http://www.emissia.org/offline/2015/2395.htm

- (p.1) Odintsova M.M. The role of popular Internet content in the formation of life models of young people// Proceedings of the International Youth Scientific Forum "Lomonosov-2019" / Edited by I.A. Aleshkovsky, A.V. Andriyanov, E.A. Antipov. [Electronic resource] - M.: MAKS Press, 2019. - 1 electronic optical disc (DVD-ROM); 12 cm. - System. requirements: PC with 486+ processor; Windows 95; DVD-ROM disc drive; Adobe Acrobat Reader. - 1600 Mb. - 11000 copies. ISBN 978-5-317-06100-5 URL: https://lomonosov-msu.ru/archive/Lomonosov_2019/data/section_26_16356.htm

6. The factor structure of the life model is empirically proved, the types of youth life models are described: "Active and purposeful", "Oriented on family creation", "Oriented on their generation", "Oriented on family support and stability", "Internally contradictory". Outlined in the publication:

- (pp. 201-202) Odintsova M.M. Interrelation of Internet content and life models in the space of the possible// Ananiev Readings-2021: proceedings of the international scientific conference, 19-22 October 2021 / Under the

general editorship of A.V. Shaboltas. Edited by V.I. Prusakov. - SPb.: Scythia-print, 2021. – pp. 201-202

7. A battery of methodologies for studying the life models of young people of separate subcultures or social groups has been formed and tested, which makes it possible to make a comparative analysis of the groups and identify changes in the processes of constructing the life scenario of young people. Presented in the publication:

- (p. 201) Odintsova M.M. Interrelation of Internet content and life models in the space of the possible// Ananiev Readings-2021: proceedings of the international scientific conference, 19-22 October 2021 / Under the general editorship of A.V. Shaboltas. Edited by V.I. Prusakov. - SPb.: Scythia-print, 2021. - pp 201-202

8. The author's questionnaire for studying the activity of young people in social networks and their preferred Internet content is proposed. Personal predictors of the preferred Internet content are revealed. Presented in the publication:

- (345 p. personal contribution: made development and piloting) Kostromina S.N., Odintsova M.M. Content of social networks and blogs as a semantic space for the study of life models of young people// In the book: Ananiev Readings - 2019: Psychology to Society, State, Politics materials of the international scientific conference. 2019. pp. 344-345. URL: https://www.elibrary.ru/item.asp?id=42481369

Basic statements to be defended:

1. The type of young people's life model is determined by a set of characteristics reflecting orientation towards (1) "Normative family events", (2) "Well-being of the family", (3) "Closeness to their generation", (4) "Autonomy and independence", (5) " Adaptability and readiness to change". (6) "Traditional family structure", (7) "Striving for stability", (8) "Purposefulness". In accordance with them we can distinguish 5 types of life models: "Active and purposeful", " Family-oriented", " Oriented to own generation", "Oriented to stability and family support" and "Internally contradictory". The differentiating features of life models are:

different attitudes to building their own family and to the generation of their contemporaries, different degree of similarity in views with parents, different degree of activity and purposefulness, as well as the manifestation of the desire for change as opposed to the desire for stability.

2. The preferred Internet content of social network users determines their belonging to one of five groups: (1) "Not interested in social network content"; (2) "Actively interested in Internet content about achievements and self-realization"; (3) "Passively interested in Internet content about self-development and achievements"; (4) "Actively interested in entertainment and leisure Internet content"; (5) "Interested in Internet content about close relationships and communication".

3. Among the personality traits that act as predictors of preferred Internet content are: (a) "Fundamental confidence and success orientation" (existential motivation and the value of achievement) and (b) "Activity, autonomy and individualism" (the value of universalism and rejection of conformity). Young people who strive for autonomy, individualism, and are achievement-oriented in their lives have a high interest in Internet content about achievement and self-actualization. The manifestation of aspiration and ability to cope with life's difficulties through overcoming insecurity, fear and anxiety is more characteristic of young people who prefer content about entertainment and leisure.

4. The content of life models is mediated by the preferred Internet content, namely two main predictors: (1) "Focus on self-education and self-realization" (interest in information about education and self-actualization); (2) "Focus on close relationships" (attention and interest to information about relationships and family on social networks). For young people with the types of life models "Focused on creating a family", "Focused on family stability and support" and "Active and purposeful" content about building any type of relationship and about family is significantly important. For "Internally contradictory" - about self-realization and different types of education. Young people with the "Oriented to own generation" type of life model are least influenced by Internet content.

5.   Personal factors differentiating life models are "Completeness and security of living" (completeness of living life, value of security, focus on solving life tasks) and (2) "Achievements and self-confidence" (value of achievements, self-management, rejection of traditions).

Validity and reliability of the research results

The validity and reliability of the results presented in the thesis study are ensured by extensive substantive theoretical analysis of scientific papers on the topic of the study, the adequacy of the application of valid psychological methods, the representativeness and volume of the sample, the consistency of the purpose and objectives of the study, the use of modern methods of mathematical and statistical analysis of the obtained data, the evidence and reasoning of the conclusions.

Approbation and implementation of the results

Materials and conclusions of the paper were discussed at the Department of Personality Psychology, Faculty of Psychology, St. Petersburg State University.

The results of individual stages of the research were presented at scientific conferences, forums and symposia: XXVI, XXVII, XXX International Conference of Students, Postgraduates and Young Scientists "Lomonosov", section "Psychology" (2019, 2020, 2023), International Scientific Conference "Ananyev Readings - 2019: Psychology to Society, State, Politics", International Conference "Networks in the Global World" (NetGloW'20), session 'Social Media Networks', I All-Russian Student Scientific Conference of the Vygotsky Institute of Psychology. L.S. Vygotsky Institute of Psychology, within the framework of the festival 'Days of Student Science of RSUHU 2020', International Scientific Conference 'Ananyev Readings - 2021. 55 Years of the Psychology Department at St. Petersburg State University: Relay Race of Generations", International Scientific Conference "Ananyev Readings - 2022. 60 Years of Social Psychology at St. Petersburg State University: From Origins to New Achievements and Innovations".

On the subject of the thesis __8___ printed and electronic works were published, including articles in Russian peer-reviewed scientific journals from the

VAK list ("Vestnik of St. Petersburg University", Vestnik of Russian State University of Psychology. Series "Psychology. Pedagogy. Education"):

1. Flenina T.A., Bogdanovskaya A.B., Semyonova M.M., Streltsova A.P. The correlation of personal properties and aspects of network identity of young people// Letters in Iss. Offline: an electronic scientific journal. 2015. № 8. C. 2395. URL: http://www.emissia.org/offline/2015/2395.htm

2. Odintsova M.M. Content of social networks as a predictor of life model construction in the sphere of profession// Vestnik RGGU. Series: Psychology. Pedagogy. Education. 2021. № 1. C. 142-161. URL: https://www.rsuh.ru/upload/main/vestnik/ppo/Vestnik_ppo_1_(2021)_09.pdf

3. Kostromina S.N., Odintsova M.M. Semantics of life models in the information field of social networks // Vestnik of St. Petersburg University series "Psychology" Vol. 11 No. 1 (2021), 24-47 pp. URL: https://psyjournal.spbu.ru/issue/view/583

4. Kostromina S.N., Odintsova M.M. Content of social networks and blogs as a semantic space for the study of life models of young people// In the book: Ananiev Readings - 2019: Psychology to society, state, politics materials of the international scientific conference. 2019. C. 344-345. URL: https://www.elibrary.ru/item.asp?id=42481369

5. Odintsova M.M. The role of popular Internet content in the formation of life models of youth// Proceedings of the International Youth Scientific Forum "Lomonosov-2019" / Edited by I.A. Aleshkovsky, A.V. Andriyanov, E.A. Antipov. [Electronic resource] - M.: MAKS Press, 2019. - 1 electronic optical disc (DVD-ROM); 12 cm. - System. requirements: PC with 486+ processor; Windows 95; DVD-ROM disc drive; Adobe Acrobat Reader. - 1600 Mb. - 11000 copies. ISBN 978-5-317-06100-5 URL: https://lomonosov-msu.ru/archive/Lomonosov_2019/data/section_26_16356.htm

6. Odintsova M.M. Semantic space of life models in social networks// Proceedings of the International Youth Scientific Forum "Lomonosov-2020". Second edition: revised and supplemented / Edited by I.A. Aleshkov. I.A. Aleshkovsky, A.V.

Andriyanov, E.A. Antipov. [Electronic resource] - Moscow: MAKS Press, 2020. - 1 electron. opt. disc (DVD-ROM); 12 cm. - 3000 ex. URL: http://lomonosov-msu.ru/archive/Lomonosov_2020_2/date/session_28_19429.htm

7. Odintsova M.M. Correlation of Internet content and life models in the space of the possible// Ananiev Readings-2021: proceedings of the international scientific conference, 19-22 October 2021 / Under general editorship of A.V. Shaboltas. Edited by V.I. Prusakov. - SPb.: Scythia-print, 2021. - c 201-202

8. Odintsova M.M. On the phenomenon of self-determination in the context of the content of life models of young people// Proceedings of the International Youth Scientific Forum "Lomonosov-2023" / Edited by I.A. Aleshkovsky, A.V. Andriyanov, E.A. Antipov, E.I. Zimakova. [Electronic resource] - Moscow: MAKS Press, 2023. URL: https://lomonosov-msu.ru/archive/Lomonosov_2023/data/28564/160891_uid70127_report.pdf

Structure of the thesis

The thesis consists of an introduction, three chapters, conclusion, conclusions, list of references and appendices. The main text of the thesis is set out on _220___ pages, contains __24__ tables and _31__ figures. The list of references includes _207__ sources, including _47___ in a foreign language.

CHAPTER 1. PREFERRED INTERNET CONTENT AND LIFE MODEL: THEORETICAL AND METHODOLOGICAL APPROACHES TO STUDY

For a long time, the study of the problem of the content and development of a person's life course was focused around the mechanisms of transferring life experience and certain strategies for constructing one's life, which were transmitted from older generations to younger ones [Karpova V. M., 2019; Lavrenchuk S. Y., 2010; Dubrov D. I., Tatarko A. H., 2016]. Rapid changes in modern society, which have a constant, fluid nature, have also affected the features of the environment of intergenerational and intragenerational interaction. Young people actively use virtual reality and digital space, updating and reading blogs, vlogs, using other means to communicate and broadcast values, interests, fashion trends, etc. The transparency of young people's everyday life contributes to a situation in which features and some of the components of life scripts are transmitted not only vertically (intergenerational transmission), but also horizontally (in other words, among peers/intragenerationally). This assumption can be supported by the fact that the life experience of the younger generation is unique in relation to the older one. The older generation cannot transmit the experience of using smartphones for social networking to the generation whose childhood was inextricably linked to the digital environment, but who have not yet become parents.

In the first chapter of the thesis research, we review the main approaches to the study of life model and analyze such concepts as life course, life script and the relationship between an individual's life script and the Internet content of social networks.

1.1. Digital space: communication characteristics and preferred Internet content

1.1.1. The Internet as a communication space for young people

Many studies are devoted to the problem of psychological mechanisms of the influence of information technologies on a person [Asmolov A. G., 2019; Voyskunsky A. E., 2020; Soldatova G. U. et al., 2020; Matveeva L. V., 2004;

Rubtsova, O. V., 2019; Flenina T. A. et al., 2015]. Most methodological and empirical studies support the idea of the complementarity of real and digital space [Marcinkovskaya, T. D., 2010, 2019]. At the same time, this mixing of spaces affects most spheres of life, including communication of young people [Schiffrin H., Edelman A., Falkenstern M., Stewart C., 2010].

Indeed, today active communication, and most importantly, expanding communication opportunities (according to the social media monitoring system Brand Analytics, the share of active authors from 18 to 24 years old in the social network VKontakte at the end of 2018 ranks second (23.3% or 8,493,500 users)[1] are used by young people every day. The Internet creates all conditions for the transmission of meaningful information among a generation of peers (friends and acquaintances). Social media has become a standard method of communication. In 2011, according to some data, two-thirds (66 per cent) of American adults used social networking sites, with Facebook[2], Twitter[3], LinkedIn[4] and MySpace among the most popular[5].

In the Russian digital space, the most popular social networking sites are VKontakte, Odnoklassniki, and Mail.ru[6]. VKontakte is recognised as the most popular resource in Russia in most electronic online news publications, as it unites people and establishes communication.

Describing the interpersonal communication of the younger generation in social networks (adolescents 13-16 years old (N=604), G. U. Soldatova [Soldatova G. U., 2018] talks about the differences in the depth of communication in social networks and the separation of the concepts of real and virtual friendship. The

---

[1] Social Media Monitoring System "Brand Analytics". Electronic resource: URL: https://br-analytics.ru (date of reference: 14.08.2020)

[2] Meta Platforms Inc. is recognized in the Russian Federation as an extremist organization and its activities are prohibited (including in relation to products - the social network Facebook)

[3] Blocked in Russia

[4] Blocked in Russia

[5] Users have become more likely to like and sit on social networks from computers. RBC. URL:https://www.rbc.ru/technology_and_media/16/04/2020/5e98175d9a7947beb10bf01d (дата обращения: 13.08.2020)

[6] Social networks in Russia, autumn 2016. Figures, trends, forecasts // AdIndex.ru. 8 December 2016 URL:https://adindex.ru/publication/analitics/100380/2016/12/8/156545.phtml (date of access: 20.06.2020)

advantage of the former is a higher degree of trust, emotional exchange, mutual assistance. However, according to O. A. Maksimova's research, this does not detract from the trend of growth in the importance of communication activity and the number of friends in social networks among young people aged 16-24 [Maksimova O. A., 2010]. Consequently, it can be stated that communication and the search for new friends online is part of the Style of life of young people today [John A., 2004; Kelly L. Schmitt, S. Dayanim, S. Matthias, 2008; Smith A., 2011; Obar J. A., 2014; Sushkov I. R., Kozlova N. S., 2015; Khuzeyeva G. R., 2010].

It should be noted that the transfer of information and its intragenerational transmission through virtual communication has certain rules constructed by young people themselves:

- the Internet has well and clearly articulated boundaries (login, password), so often the transfer of information and attitudes occurs when a certain social or other request appears [Asmolov A. G., 2019];

- the information space of social networks has its own language, including Russian, English, jargon, the language of mimic gestures - emoticons, the language of design, etc. [McLuhan M., 2005]. Under these conditions, the perceived and broadcast information in social networks affects the already existing system of concepts, values and attitudes [Nikishina V. B., Petrash E. A., 2020]. Young people with the help of social networks not only satisfy the need for information and communication of interest, but also for self-realization, increasing their social status [Moskvicheva N. L., 2020];

- the rule of communication "here and now". Internet communication provides an opportunity to combine communication and autocommunication: texts sent to another become simultaneously available to both the recipient and the sender. For this reason, a response is expected from the recipient immediately after reading [Parkhomenko A. N., 2012; Soldatova G. U., Rasskazova E. I., 2019];

- the uncertainty of message perception in social networks provokes conflict and leads to the formation of unproductive communicative patterns.

Therefore, in social networks young people unite into certain communities in the info-communication field, creating not only new projects, but also new trajectories of their own activities. Online social media today are not just a tool for communication and expressing one's own opinion - they have become a certain environment for the transmission of ideas and information, certain moral judgements and values [Ahmad I., 2014; de Kerckhove D., 2013]. This phenomenon of rapid exchange of information and ideas among young people may indicate the intragenerational transmission of life orientations in the digital space.

1.1.2. Internet content: preferences and trends

Internet content is one of the main sources of information, competing in importance with educational institutions, intergenerational transmission of knowledge, traditions and values within one family [Khalaila R., Vitman-Schorr A., 2018; Uvarina E. Y., 2010]. At the same time, the set of tools (social networks, blogs, messengers, etc.) for obtaining information in traditional and new media is rapidly expanding, which can stimulate young people to become not only consumers but also content creators. Such content is not known to be reliable for young people, as they are quite critical of information from social networks and other Internet sources, and their selectivity is quite high [Soldatova G. U., Rasskazova E. I., 2020].

However, it is not only selectivity that imprints on the content of Internet content perceived and consumed by young people, but also their stable preferences. Preference as a psychological phenomenon is interpreted in different ways: as attitudes [Lichtenstein S., Slovic P., 2006], as values, as a set of value judgements [Scherer K. R., 2005], as motives [Leontiev D. A., 2016], etc.

What is important for us are preferences that are not simply conditioned by a random combination of situational factors, but at the same time are fixed due to their high subjective significance. Such preferences can be called sustainable preferences. In this way, preferences form the basis of selective perception of reality, and, consequently, of attitudes and behavior.

At the same time, when studying preferences in Internet content, it is important to take into account the specifics of its consumption, described in sociology and economics by the term "consumer preferences" [Scitovsky T., 1993; Engel J., Blackwell, Miniard, 2000; Laver J., 1946; Hastie R., 2001]. Consumer preferences refer to the phenomena of pre-behavior that characterize a consumer's choice of a good or service based on prior experience or information analysis. Since young people are consumers of Internet content, it is necessary to consider their selectivity based on previous experience and opportunities to use social networks (as spaces of intragenerational transmission of values and interests).

So, preferred Internet content can be characterized as a reflection of the general stable attitude of a social network subject (as a consumer of Internet content) to the posts of popular communities in social networks from the point of view of conducting a certain meaning.

Also, if we consider the content of the relation between Internet content preferences and other more general personality properties, then in most cases it can be bilateral in nature. The focus on one or another type of Internet content is conditioned by relatively stable preferences and the subject's tendency to consider it as a means of satisfying certain needs, re-evaluating values and gaining knowledge that contributes to planning one's own life.

The information space created by young people synthesizes new trends in the spheres of life:

- **in professional -** it is a demonstration of the demand for employment of people who can easily maneuver among information flows that dictate the main trends in the development of a particular industry [Kolmes K., 2012; Norbäck M., Styhre A., 2019; Soldatova G. U. et al., 2013]. The popularity of IT specialists and other professions that involve a remote format of work (give the employee the opportunity to be more mobile during the working day) assumes a different format of working time and space is increasing [Keith N., 2017]. Work begins to be of a project and temporary nature, a young person practically works for himself. It is important to note the emergence of new options for earning

money, new professions related to the digital space. One of such professions is blogging. Existing studies of blogs demonstrate that 8 million US citizens run blogs [Dennen V.P., 2014; Guadagno, Okdie, Eno, 2008]. Evidence of the professional significance of blogging for young people is also contained in the studies we have conducted. Thus, the testing of the questionnaire on the preferred Internet content (N=60) showed that slightly more than half of the respondents want or are not against becoming bloggers. Most respondents noted that this activity can bring material income (40%) and become an opportunity for self-realization (22%) [Kostromina S. N., Odintsova M. M., 2019]. Such an increase in the popularity of blogs and blogging can be attributed to the fact that in the digital age, people increasingly express themselves in virtual environments outside of time and space, because it is there that they can most freely express their feelings and thoughts. At the same time, the blogger often becomes an opinion leader and trendsetter;

- **in the formation of attitudes of political/apolitical behavior, manifestation of citizenship.** A prime example of a proactive stance on this issue is conservative commentator Andrew Sullivan's statement " The Revolution Will Be Twittered [7]", made during his observation that social media play a central role in facilitating social change. At the same time, Malcolm Gladwell has strongly criticized the activism of the internet community in 'Small Change: why the revolution won't be tweeted[8]'. In his writings, he denied the correlation between the rise in popularity of social media and the social changes taking place. In his opinion, social media activities will never become a substitute for face-to-face activity [United Nations, 2017; Derné, S., 2005; Davidson, W. B., & Cotte, P. R., 1998]. Both positions demonstrate the public's understanding of the fact that social media occupies a significant part of every citizen's life and plays a significant role in shaping various social movements. Today, organizers at all

---

[7] Blocked in Russia
[8] Recognised as extremist and banned in Russia

levels - from the city district administration to the organizer of a student group in college - use social media to interact with their audiences;

- **in the entertainment sphere:** popularization of online network games and communication about games in social networks. The fascination with games can contribute to better socialization and communicability of the individual, as well as psychological relief. However, we note that such data are usually obtained on specific examples of games, that is, they cannot apply to the entire game repertoire provided by Web portals [Voyskunsky A. E., 2020; Asmolov A. G., 2019].

Therefore, to present day, many studies of personality in the digital space reveal both negative and positive aspects of the Internet's influence on a person [Voyskunsky A. E., 2020; Asmolov A. G., 2019; Flenina T. A. et al., 2015; Soldatova G. U. et al., 2020; Matveeva L. V., 2004, etc.]. But still there is no specification of factors or description of the processes of social networks' influence on the life scripts, orientations and values of young people as some of the most active users of the Internet, which acts as a tool for self-education, a means of obtaining current news, a generator of new social communities [Almansa O. Fonseca, 2013]. At the same time, it is appropriate to suggest that the Internet has become a medium for intragenerational transmission of values, life attitudes, which affects the processes of socialization, meaning and life orientations in the conditions of constantly changing reality. In turn, social networks acquire the status of a general background of life, with its own rules and trends. In the process of active use of social networks, the digital identity (digital persona, digital unconscious) of young people is connected with real identity, a situation of mixing contexts, meanings is created [Azucar D., 2018; Fong, K., Mar, R. A., 2015; Voyskunsky. A. E., et al., 2013; Kovaleva, Y. V., 2020] and experience, affecting the authorship of life and representations of it. According to this logic, preferred and broadcast Internet content can be defined as an objectively recorded fact of attempted intragenerational transmission.

Meanwhile, the key difficulty in studying intragenerational communication through Internet communication is to determine the degree of influence of preferred Internet content on the content of life models, as well as to identify the most significant information for young people from the general flow of information disseminated in the digital space. Since it is in social networks and the blogosphere that the preferred information becomes the center of attention and citation of certain "image-messages", as the information is delivered in an accessible spoken language, it gives a sense of unity with the mega-community of subscribers.

So, the processes described above demonstrate the changes in the information space and the accelerated pace of young people's immersion in it. These features create all opportunities for transferring or copying certain aspects of a person's real daily activities and life model events into the digital space.

1.2. Life script and life model as a subject of psychological research
1.2.1. Life script in the context of a person's life course

When studying the life course as a set of all stages of life, from birth to death, it is reasonable to explain the causality of its individualization.

Turning to the history of this concept in psychological science, the following theses about the content and determination of the life course should be noted:

- **focus on self-realization and activity in the implementation of the life course, coping with difficulties and achieving the set tasks**

S. Bühler describes the life course as "the result of self-development of the spirit" [Bühler S., 1933, p. 58] (also the scientist's contribution is described in the article by Loginova N. A. [Loginova N. A., 1980]). However, her works describe a kind of individualization of the life course, which excludes the influence of social interrelations and society as an important component of human life, in connection with which this approach to the consideration and description of the life course was criticized.

Similar ideas in describing the life course were adhered to by A. Maslow, who defined the life course as a person's attempt to fulfil their potential. Based on the

developed theory of the psychology of being, the scientist presents the concept of self-actualization of the individual in the unfolding of the individual's life course [Maslow A., 2016].

L. Zondi also described the life course in a similar way. However, the distinctive feature of his works is the described determination of the life course. According to L. Zondi's teaching, the life course is determined by the following factors: ancestral unconsciousness of a person; unconscious nature of motivation; social environment (promoting or hindering human development); specifics of a person's worldview, conditioned by the mentality of a certain historical period; the presence of talent, abilities and level of intelligence; "Metaphysical-Self", which is revealed through overcoming the above factors [Zondi L., 2002].

- **awareness of choice and degree of freedom in the realization of the life course**

E. Fromm believed that the concept of freedom plays a special role in human life. According to his concept, human behavior on the life course largely determines the properties of freedom, which he has [Fromm E., 1992]. Also, Karpinsky K. V. emphasizes the importance of fateful factors that limit the freedom of choice and influence the life course of an individual [Karpinsky K. V., 2008].

- **the importance of social and cultural context, personal attitude of a person to the events experienced in their life course**

The existential tradition reveals the correlation of ideas about life course and life events and fate. Thus, I. Yalom in his works describes the relationship between the events occurring in life and the effects produced by them, which are reflected in the personality [Yalom I., 2000].

From our point of view, for a more detailed description of the concept of life course we should refer to the works of S. L. Rubinstein and B. G. Ananyev. S. L. Rubinstein made an invaluable contribution to the development of the Russian concept of life course. He considered the problem of life course, taking into account the whole range of manifestations of the subject, as well as his ability to actually change his life [Marcinkovskaya T. D., 2008]. In his concept, the life course is both

a whole and specific stages that can be turning points for a person making efforts. A special role in the life course plays a meaningful personal attitude to the experienced nodal moments/events of life when creating one's own history, which forms a "subjective picture of the life course"[9]. According to S. L. Rubinstein, a person is the author of the specifics of their life course, which is revealed through the system of relationships in society and the world and has its own periodization. S. L. Rubinstein's ideas about the life course of an individual were developed in the works of K. H. Abulkhanova-Slavskaya, L. I. Antsyferova, A. V. Brushlinsky.

For example, in the works of K. H. Abulkhanova-Slavskaya [Abulkhanova-Slavskaya K. A., 1991] when studying the concept of life strategy, we can find the features of life course significant for psychological science. Abulkhanova-Slavskaya believes that the life course should be subjected to periodization, and not only age (childhood, youth, maturity, old age), but also personal, starting from youth.

Periodization - or stages of the life course that reveal its properties - is also an important research problem that cannot be solved without taking into account the influence of society. According to B. G. Ananyev, the periodization of the life cycle exists in a temporal context and is based on historical events, change of ways of perception, change of the individual's Style of life and, accordingly, the system of relationships, change of value orientations, goals and meaning of existence, change of career status positions, roles [B. G. Ananyev, 2001].

B. G. Ananyev's ideas were developed in the studies of L. M. Vekker, L. A. Golovei [Golovei L. A., 2017], N. A. Loginova. The works of his followers emphasize the role of man as a subject of relationships and the manifestation of his traits in the construction of his own life.

The provided analysis of psychological discourse regarding the content of the term life course confirms the idea repeatedly mentioned in the works of Russian psychological scientists about the necessity to consider human life from three positions: event-based, existential, and sociocultural [Bochaver A. A. 2008; Grishina

---

[9] This term is a certain image that is formed under the influence of temporal and spatial parameters of human life and has inherent characteristics, regularities of its functioning and development [Rubinstein S. L., 2013].

N. V., 2018b; Kostromina S. N., 2020]. Consequently, the event-based approach implies the description of the life course through the sequence of events in a person's life. The existential approach is focused on the study of the life course on the personal experience of a person, their attitude to their own personal story and its interpretation. And the age-based approach is focused on the study of the life course taking into account age stages and developmental stages. In general, the highlighted approaches to the study of life course differ from each other by the description of its creative forces and interaction with the environment.

We could say that the life course is the mastery of certain social roles, the development of social competence, the formation of a person as a social subject, the subject of his life, where a special role is played by his authorship in relation to life. However, we still have to admit the lack of a balanced methodological framework that would take into account all aspects of the construction of life course from the occurring events to the individual subjective reflection of reality [Bochaver A. A., 1977; Mamardashvili M. K., 2015; Manukyan V. R., 2003; Mordovina D. A., 2014].

Determinism of life course, along with such basic elements as heredity and extreme situations, is associated with such phenomenon as "life script". This concept appears as the main, quite significant in the structure of studying the basics of personality psychology, in the works of both foreign and Russian researchers-psychologists [Kluckhohn K., 1998; Berne. E., 1998; Adler A., 1997; Ananyev B. G., 2001; Rubinstein S. L. 2012; Druzhinin V. N., 2000; Nurkova V. V., 2012; Golovakha E. I., 2008; Grishina N. V., 2011; Abulkhanova-Slavskaya K. A., 2018]. In their works, there is a high degree of structuring of this concept, suggesting the presence of some defining components.

The first and one of the most widespread in international studies vectors of studying the life script can be called psychoanalytical. Within the framework of this research direction, the content of the life script, which determines a person's life, is formed through the experience of interaction with parents and the world in childhood. Among the proponents of such a study of life script we can distinguish E. Berne, V. Joynas, J. Stewart, Z. Freud, K. Steiner and others.

In E. Berne's concept, the content of the life course is predetermined by some peculiarities of development in childhood for each person. Being a follower of Z. Berne, based on the three-component structure of "Id", "ego" and "superego", describes the life script of a personality from the following positions. He believed that due to external suppressive influences that overpower the "tendency to live", negative "life scripts" are formed, which cause a person certain difficulties in self-realization and living the events of adult life. Life script is defined by E. Berne as an unconscious life plan based on a decision made in childhood, supported by the family, justified by subsequent life events and culminating in the chosen alternative. The scripts are divided into four types: I I am good; They are good; II I am good; They are bad; III I am bad; They are good; IV I am bad; They are bad [Berne E., 1988].

Therefore, in accordance with the psychoanalytical vector of research, the basis of the content of the life script is laid in childhood and is instinctive in nature. The life script appears to be connected with stressful and crisis situations experienced in childhood and - as a logical addition - does not coincide with the intentions of a person, in other words, it manifests itself in the unconscious plan of building a life.

The shift of psychoanalytic theories towards the study of the concept of "life script" can be evidenced by the works of A. Adler and G. Allport. Thus, A. Adler in his works "The Science of Living" and "Individual Psychology" pointed out the possibility of each person to strive for perfection, accompanying this striving with action planning and, as a result, the ability to predetermine their future life [Adler A. 1997; Adler A. 2017]. Similar views were shared by G. Allport [Allport G., 2002], pointing out that the active formation of personality as a process of personal growth is accompanied by a high degree of responsibility for planning one's life.

In contrast to the psychoanalytical vector in the study of life script, it is worth noting the narrative direction. In this vector, the interpretation of predetermination comes not from the life experience of childhood experiences, but from the subjectively perceived personal history of a person, or the life history of a

subjectively important character, figure, close relative, etc. In this vector, the important thing is the reflection of the subject's consciousness of the lived events. From the point of view of the narrative vector, what is important is the reflection of the lived events in the subject's consciousness. It is this reflection and perception that form the life personal history [Kalmykova E. S., 1994; Kalmykova E. S., 2002]. A person, acting as the author of their life experience, forms a life script based on fictional and real life stories created individually or collectively (fairy tales, myths, legends, tales, biographies and memoirs of famous figures of science and art, etc.). According to N. Fry, we can distinguish four genres of narrative that define personal history and, consequently, life script: Comedy (after a series of challenges and suffering follows harmony in relations with the world and a happy ending of the story); Romance (victory over evil, challenges and suffering occurs due to the manifestation of love, idealism and personal dignity); Tragedy (personal vices and shortcomings lead to the loss of a certain social status and happiness); Irony (the hero fails before insurmountable obstacles, losing hope and dreams) [Frye N., 2000]. So, the predetermination of the life script already comes from the person himself, his attitude to certain stories, his desire to realize them, as well as consistency with the inner perception of the world.

As a separate vector in the study of life script, it is necessary to highlight research in Russia. Thus, to date, among Russian scientists the most common approach to the study of life script as a set of specific life events that determine the life course. At the same time, an important difference between this vector of study and the previous ones is the special place of the individual in the construction of such a script. Due to the inseparable connection between life script and life course, domestic studies are traditionally based on the works of S. L. Rubinstein. Also in the framework of life script description, many Russian researchers consider the personality as a subject of activity, as the author of their own life, surrounded by a certain event series [Abdulmanova D. M., 2010; Grishina N. V., 2011; Dupra-Kushtanina V. A., 2014; Kostromina S. N., 2018; Kotelnikova Y. A., 2014; Skleinis V. A., 2021]. Following this description of personality in the context of life script

research, it is studied through autobiographical narratives and semi-structured interviews. Consequently, life script, according to domestic research, is defined as a set of features, integrative properties of personality, through which important aspects of the life course can be reflected. Life script describes the meaningful components of the life course, but not as the outcome of some self-realization, but as a process.

In addition to the subject-oriented description of life script among Russian studies, the importance of culture in its study should be highlighted. N. V. Grishina divides the script into normative, which "includes a set and approximate sequence of events typical for a given culture", and non-normative, i.e. not corresponding to traditional values passed from generation to generation [Grishina N. V., 2011]. The inseparable connection between life script and culture is most clearly seen in the concept of cultural life script [Buchmann M., 1989; Nurkova V. V., Dnestrovskaya M. V., Mikhailova K. S., 2012]. The inseparability of culture as a social construct and life script is indicated by the results of scientific papers of K. S. Mikhailova, V. V. Nurkova, which demonstrate similar memories of people even taking into account the uniqueness of the lives lived. Thus, in the Russian tradition it is customary to study the life script, on the one hand, taking into account the subjectivity of the individual [Brushlinsky A. V., 1997], the person as the author of their own life, and on the other hand, taking into account the cultural context and traditions formed by society.

For this reason, the vector of studying the life script as a result of the transmission of cultural experience and traditions of the people should be singled out. Modern studies by international researchers describe the cultural life script as an image of the prototype of the life course within a culture [Arnett J. J., 2011; Dasen P., 2000; Derné S., 2005; Schlegel A., 2001; Kluckhohn K., 1998; Bohn A., Berntsen D., 2008]. Accordingly, within the framework of this direction, life script is a kind of cultural model of ideas about the sequence and time of life events most significant for human life [Bohn A., Berntsen D., 2008].

A review of approaches to the study of life script allows us to conclude that in the international tradition the psychoanalytical approach dominates, and in Russian

psychology - the subject-activity approach of S. L. Rubinstein. They serve as a basis for the study of the life script of a personality. At the same time, in most modern psychological studies, life script is usually studied considering cultural and age specifics. The key point in describing the life script is the eventuality that "lays out" a person's life course. Life script is a set of features, integrative properties of a personality (life experience, subjective attitude to life events, perception of cultural traditions and norms, etc.), through which a person's life course is realized.

1.2.2. The variety of "life phenomenology" in the study of a person's life script

Nowadays, the construct "life script" appears in many psychological and multidisciplinary studies, often being reflected in other concepts that are close in meaning but different in the angle of attention. For example, such as: personal history, identity, Style of life, life orientations [Grachev A. A. 1999; Korzhova E. Y. 2006], lifeworld [Vasilyuk F. E. 1984], life strategies [Abulkhanova-Slavskaya K. A. 1991], types of life position [Leontiev D. A. 2019], life context and life space [Levin K. 2000].

In this case, it is necessary to determine the similarities of the term with other concepts that have common substantive grounds for describing the functional components of the life script. Let us study some of them as close in meaning and as complementary to the content of psychological phenomenology of life script.

Life story. The introduction into the scientific discourse and popularization of life history is associated with the name of McAdams. Within the framework of the narrative approach, D. P. McAdams relied on two important principles in describing life histories as a research construct: the principle of synchronization (coordinated connection of different roles and relationship systems of a person) and diachronicities (connecting them in the time of life) [McAdams D. P., 2008]. The "life story" construct allows describing a person's life in a continuous logically consistent picture, where all events are integrated among themselves by certain individual meanings and a person's attitude to them. Having put forward the idea of

individualization of life experience, McAdams proposed to use life stories also in the consideration of the concept of identity, which allowed to reveal the specifics of the construction of life in its time period. Identity in this case integrates a reconstructed past, a perceived present and an anticipated future in order to give one's life a semblance of coherence, intention and meaning. This approach suggests that the inner world can become a factor of temporal instability while remaining a critical factor in the vitality of human individuality. The distinctive feature of a life story, as opposed to a culturally defined life script, is the emphasis on its uniqueness for each individual. Thus, life history as a phenomenon in terms of the breadth of description is closer to the definition of a life course and, contrary to the life script, is mainly based on a person's personal perception of their own life.

Style of life. The origin of the term "life course" should be considered to be the concept "style of life", which is close in sound, but somewhat different in meaning. Style of life, being the object of A. Adler's research, implies a set of complementary traits, ways of behavior and habits that determine the uniqueness of an individual's life picture [Adler A., 2017]. Style of life is an explanation of all events that happen to a person on the life course. At one time, the typology of styles of life proposed by Adler, based on two basic parameters "social interest" and "activity", was not very successful, perhaps due to some simplicity. However, the originality of this construct in the study of life course lies in the emphasis on the most significant aspects of life for a person, the peculiarities of social interaction and the specifics of behavior in daily life. The idea of style of life in his works is indirectly supported by A. Maslow, which is expressed in his description of the concept of categorization of people in relation to the dominant need in the structure of motives. Dividing life into deficit and existential life, he defines two practically opposite styles of live: the orientation of a person to the immediate needs, security (such "conservatives") and the orientation to the maximum self-realization and striving for new things (such "innovators") [Maslow A., 2016].

Lifestyle. In contrast to style of life, according to Adler, lifestyle emphasizes the everyday activity of a person, the characteristics of their adaptation to the

variability and fluidity of life [Adler A., 1997]. In this interpretation, style of life is similar to a life script, since its study requires taking into account the features of daily behavior, adaptive strategies, coping strategies and life creation strategies, which ensure its exclusivity [Grishina N. V., 2011].

Life orientations. A. A. Grachev and E. Y. Korzhova made a special contribution to the development of this concept. Life orientations are presented as general subject-object orientations that manifest themselves depending on the specifics of a person's life situation [Korzhova E. Y., 2015]. For example, E. Y. Korzhova identifies the criteria of a person's life task, largely determining life orientations. Life tasks are determined by the specifics of interaction between a person and a life situation and are divided into: maintaining health, ensuring the integrity and identity of the individual; ensuring the adequacy of behavior (striving for self-expression, self-actualization); spiritual growth (satisfying the need to search for meanings in the system of spiritual values, the meaning of life in spirituality) [Grachev A. A., Korzhova, 2015]. [Grachev A. A., 1999; Korzhova E. Y., 2006]. Thus, the choice of a priority life task for general life support turns out to be the basis for the construction of life orientations, which, in turn, lie at the origins of the construction of life course. Throughout life, a person manifests their life orientations in deeds and actions in relation to themself and to the world [Kronik A. A., Kronik E. A., 1989], which means that personality is essentially a connecting instrument of a person's inner and outer world. The choice of life orientations and their content can be predetermining factors for the construction of a life script, its content and direction.

Lifeworld. The concept "lifeworld" was proposed by E. Husserl [Husserl E., 1999]. The philosopher defined it as the world of obviousness, as something self-evident. Later, with the development of psychological science, the meaning of the term lifeworld expands. The notion of the world in the context of human psychological being was first voiced in the paper by S. L. Rubinstein. L. Rubinstein "Man and the World" [S. L. Rubinstein, 2012]. There the world was considered as a set of people communicating with each other and things correlated with each other.

At the same time, the world of being is an organized hierarchy of different forms of existence as an ontological characteristic that determines the existence of things. The prerogative is the world of the sensual, perceived by man. To present day, following S. L. Rubinstein's ideas about the world of being, K. S. Divisenko offers a very precise formulation of this concept. First of all, the lifeworld provides an opportunity for "the subject to live and act, adapt to the conditions of life and bring them in line with their needs in intersubjective interaction. The lifeworld is a necessary resource and a result of social interaction. Consequently, communication allows the subject to articulate his lifeworld through a sign system, as a result of which it can be perceived and understood by the Other" [Divisenko K. S. S. [Divisenko K. S., 2010, p. 186]. Thus, the lifeworld is a broader concept and is rather contextual in relation to the life script.

Life context. To begin with, it is important to note the origins of ideas about life context, which go back to K. Lewin's concept of field [Lewin K., 2000]. Applied to personality psychology, this concept is refracted through the concept of "life space" of an individual. Life space in accordance with K. Lewin's topological theory of personality is the totality of a person and their surrounding psychological environment (directly perceived by an individual). That is, the life space includes not only the event context, but also the personality for itself, because a person stays in the life space even being alone with himself. Following the ideas of K. Lewin's life space (his contribution was also described by D. A. Leontiev in his article [Leontiev D. A., 2013]), N. V. Grishina divides the life context into those considered through the concept of social situation (in the psychology of everyday life) and those considered through the concept of "life space" (in the psychology of life course). So, life context is a kind of sociocultural world and everyday reality at the same time, where a person exists. Concretization of the life context in this case can occur through the concepts of "sociocultural situation as a unit of description of sociocultural reality and in the concept of life space as a unit of description of the reality of an individual" [Grishina N. V., 2018a, p. 15].

We should note that attempts to harmonize life context and life space are also found in studies that describe life space and personality in its everyday existence (taking into account all forms of human activity: real actions and virtual interactions in information space). Thus, life context becomes a reflection of a person's everyday life [Richards R., 2009; Guseltseva M. S., 2012]. Like life space, life context is subject to transitivity, some instability, multiplicity of all its components [Marcinkovskaya T. D., 2015]. Life context is a phenomenon accompanying the life script and manifested in sociocultural everyday life. In this regard, the life script as a component of the life space is projected into the digital space (as part of the real or common life space).

The analysis shows that life script is practically synonymous with some concepts, for example, life history or style of life. And others - life orientations, life context, lifeworld - are the context for the life script or broader concepts to be studied from the perspective of human interaction with the world.

However, to today, many phenomena consistent with the life script are the subjects of study of representatives of different fields of psychology but are poorly connected with each other. At the present stage, the issue of integration can be considered only as a perspective for the development of theoretical and methodological ideas in the field of studying the life course [Geronimus I. A., 2010; Demin A. N., 2012; Semenova V., 2002] and the place of a person in it.

1.2.3 The life model as a research construct

One of the main problems of using concepts close in meaning to the life script is their partial correspondence. However, an even bigger problem is the methodological contradictions in their use. In most studies devoted to the life course of an individual, they are considered as independent phenomena, which makes it difficult to apply them in the study of script plans.

The above-mentioned tendencies were the basis for the emerging interest in the phenomenon of life model, its construction and reconstruction. Proposed by S. N. N. Kostromina and N. V. Grishina the idea of "life model" allows us to solve the

problem of theoretical contradiction in the definitions of life script under the condition of combining its various components [Kostromina S. N., 2020].

Life model is a set of significant life events. Their content and sequence correlate with the spheres of human life activity, which are components of the life script. The authors describe the life model as "fragments of the life script, implemented by a person in particular life spheres; the totality, content and logic of life events related to one of the main spheres of human activity: professional self-determination (work, study, building the trajectory of professional activity), building close relationships (desire for closeness with other people, the nature of kinship relations, orientation to the creation of their own family), the desire for self-realization and self-development. [Kostromina S. N., 2018, p. 349]. The spheres of life activity are matched with the specific needs of a person. In this logic, the sequence of events is the result of the realization of basic psychological needs of the individual.

It is important to note that despite the event-based approach to describing life patterns, their central feature is the nature and logic of connections between different life events. Each event acts as a reference point of the life course. Moreover, the content of the life model is determined to a greater extent by the "philosophy of life" (manifested in a person's attitude to a sphere of life activity, the system of ideas about "due" and "desired", as well as the degree of activity in each sphere) [Moskvicheva N. L., 2019].

Empirical studies of life models allowed us to verify the theoretical construct "life model", as well as to test the schemes for describing life models. Based on the results of several extensive studies, it was revealed that it is reasonable to describe the content of life models: first, through the significance of a particular sphere of life for a person; second, through the degree of activity to implement the tasks of the significant sphere of life activity (it can be manifested both in the creation of new experience and the reproduction of parental experience, traditional patterns of behavior). In this case, activity depends on significance, but it is defined by it quite

ambiguously. In the case of discordance of these components, we will talk about the degree of contradiction/inconsistency of the life model [Kostromina S. N., 2020].

The authors topologized life scripts and identified two types of life models. The first one characterizes a person with a low level of independence and autonomy and a high orientation to reproduce in their life script the samples of parental behavior, accepted standards in the traditional culture of the community. The second type is trait of a person with a high degree of independence and autonomy. Based on the cluster analysis, the above-described types of life models are transformed into six variants: "Independent and goal-oriented", "Innovators", "Conservatives", "Conservatives focused on personal well-being", "Conservatives focused on status and prestige", "Contradictory") [Kostromina S. N., 2020].

Moreover, the socio-psychological determination of life models has been described [Moskvicheva N. L., 2020]. It was traditionally believed that the result of life script construction is meaningfully based on the outcome of intergenerational transmission, when attitudes, beliefs, normative life plan, etc. were transmitted from generation to generation, from older to younger. The influence of parents and the transmission of parental life models on perceptions of future family and close relationships was found to be stronger than that of peers. However, due to changes in the forms and environments of communication between people, as well as in connection with the emergence of multiple channels of transmission of values and attitudes, there is an increase in the influence of intragenerational transmission mechanisms. Besides, this transmission is extra-territorial and multidimensional, as it takes place both in real and digital space. For example, perceptions of future professional life are less influenced by the parental model and are closer to the values of the peer generation. Probably, this can be associated with a more diverse representation of professional development paths in the peer environment and social media than in parents' stories [Kostromina S. N., 2019].

The findings are strongly supported by the role of social media in the lives of today's youth. The generation mapping out their lives today has grown up immersed in the digital environment since childhood, unlike their parents. Being in the digital

space has become part of their daily lives, where ideas about life perspectives are broadcast and discussed on online blogs, networks and channels. Young people share life experiences and knowledge that their parents often cannot pass on to them. As a result, the role of traditional cultural models shaped by society is diminishing in the context of digitalization of the living space and intensification of globalization processes. The described changes affect the processes of building a life script and life models as fragments of life scripts, which means that the issues of life planning in the context of new realities of everyday life are moving to a new level of research. It can be assumed that in the situation of mixed reality the content of life models is a combination of the results of intergenerational and intragenerational transmission (the content of which, in particular, is the preferred Internet content of social networks), as well as the psychological characteristics of a person.

Consequently, the life model as a research construct should be regarded as a fragment of a life script realized in a sphere of life. At the same time, in the study it is important to focus on the processual nature of life model formation, the specifics of life spheres that matter, and the young person's activity in it.

In the modern world, the life model becomes a projection of the entire life space of an individual, accumulating and integrating cultural, normative and values proposed by the older generation (intergenerational), as well as the goals, beliefs and life guidelines transmitted by the generation of age mates (intragenerational).

1.3. The content of life models in real and digital space
1.3.1. Intergenerational transmission of the content of life models

Intergenerational transmission of values and attitudes as one of the key mechanisms for constructing life models is a rather difficult process to study [Schwartz R., 2004; Lazursky A. F., 2001; Myasishchev V. N., 1995; Skinner R., 1995; Sobchik L. N., 2003; Satir V., 2000]. N., 1995; Skinner R., 1995; Sobchik L. N., 2003; Satir V., 2000]. Methodological solutions in each of the fields of science studying intergenerational transmission show the necessity of an integrated approach to the consideration of intergenerational transmission of experience and beliefs

because of their complementarity. One of the research problems is the correct integration of different approaches and data to reveal the underlying components of such transmissions.

Many psychological and social studies are devoted to the issue of the intergenerational transmission process itself, but rather the result of the transmission of certain values and attitudes. Thus, Annette M. C. Roest and colleagues, studying the gender-role model of socialization theory on the example of 402 Dutch families (parents and children) over a five-year period, found that the transfer of values from parent to child was determined by the significance of the value (both for the adult and for the child) [Roest A. M. et al., 2010]. In this case, the high importance of work as a male responsibility was associated with a high involvement of the father in the transmission of this value orientation. The high value of hedonism was similarly aligned with the high importance of this value for the parent generation. Similarly, in the work of S. Y. Lavrenchuk with the participation of different generations of women, to study the intergenerational transmission of the content of life models in women, based on a survey and interviews of 90 women aged 17 to 86 years (30 families as a group - grandmother, mother, daughter) it was revealed that the greatest influence of family and intergenerational transmission is affected by women's perceptions of "successful woman", locus of control - ego, level of self-esteem and expression of behavior styles of destructive range (involuntarily create what one tries to avoid in one's destiny, actualizing in one's own life the stress of ancestors, maintaining it and passing it on to the next generations), styles of interpersonal communication (aggressive, authoritarian, aggressive, suspicious) [Lavrenchuk, S. Y., 2010].

However, it is difficult to state unambiguously that values of parents and children are similar. Since in modern conditions of society development this type of transmission constantly faces new barriers. Thus, T. D. Marcinkovskaya, supporting the ideas of Z. Bauman [Bauman Z., 2008], points out that one of the main reasons for the difference in life models of different generations and people in general is a certain modification of social contacts [Marcinkovskaya T. D., 2015]. They are

becoming increasingly short, weakened and superficial, in particular, between members of the same family. Such trends were confirmed in the study by D. I. Dubrov, A. N. Tatarko, who studied intergenerational transmission in small and large cities (respondents from 91 Moscow families and 62 families in rural areas, n = 306 people) [Dubrov D. I., 2016]. In addition to the fact that the results of the study confirmed the importance of the sociocultural context of residence (urban and rural environment), with the similarity of values of adolescents and their parents (in families living in the city, the similarity in self-determination values is higher than in families living in rural areas). It was also found that young people's value orientations were more similar to the values of their peers than to those of their parents, regardless of the size of the city.

Similarly, the study by Karpova V. M. shows that the family values of parents are not fully transmitted to children. The reason for this is distortion not only at the stage of accepting the transmitted values, but also at the level of primary building of communication [Karpova V. M., 2019]. It was revealed that when transmitting the value of the family, a decrease in its importance for the younger generation is characteristic. The decrease in the effectiveness of intergenerational transmission is also noted by S. Y. Lavrenchuk [Lavrenchuk S. Y., 2010]. At the levels of normative ideals and individual priorities the indicators of conformity, traditions, generosity, universalism and security decrease. Polyushkevich O. A. on the results of the study adds that the life script of conditionally younger generation is constructed as "interpersonal relations - self-development - family - study - work - rationalism - new impressions" [Polyushkevich O. A.]. [Polyushkevich O. A., 2008, p. 2011]. At the same time, normative events appear to a greater extent in older generations [Polyushkevich O. A., 2020].

The difference between generations in ideas about priority values, life plans, and attitudes can probably be associated with distortions in their understanding due to sociocultural changes. Thus, in the study by A. S. Zolotareva revealed significant differences in the understanding of the social emotions of shame and guilt among different generations in the same family. In particular, for the younger generation,

the family sphere is associated with the feeling of shame (negative evaluation of oneself), while for the older generation - with the feeling of guilt (negative evaluation of the deed and action) [Zolotoreva A. S., 2017].

The data obtained in these and similar studies can serve as a marker that the differences in life models and obstacles to intergenerational transmission lie in global societal change, which is gradually having a greater and greater impact on the individual. This includes the change in information fields, or rather their multiplicity and mix: newspapers, books, television, and the Internet. The difference of information fields and information spaces among generations causes intergenerational distrust of the broadcasted information. Consequently, it is no longer a question of an information gap between generations, but rather a social one.

It can be assumed that young people contrast normative ideas about life course patterns with the values and ideals of "new life" that are common among their peers (in the space of social networks, entertainment portals and messengers), but sometimes unfamiliar to their parents.

Therefore, differences in the significance of certain values may be due to the significant social and technological changes that have occurred in Russian society over the past half century, especially since the 2000s.

1.3.2 Intragenerational transmission of the content of life models

In the context of the problem of studying the intragenerational transmission of life models and script components, the increasing differences between generations is often noted. The more dynamic and extensive the changes in the world, the stronger the conditionality of the content of life models by communication with peers. Technological progress has undoubtedly contributed to the revision of this issue.

When defining a generation, age cohorts are most often discussed, and among the criteria separating generations are usually considered such as: historical era, age, family role and identification with this or that generation [Mannheim K., 1952; Strauss W., 1991; Sytske Besemer, Shaikh I., 2017]. But a generation is also a special

subculture. Psychological analysis allows us to identify the following components in the generation [Kostromina S. N., 2019; Danilov A. N., 2017; Lumpieva T. P., 2020; Maximova O. A., 2010]: cognitive, axiological and behavioral. The cognitive traits of a generation include: the worldview, or the internal picture of the world, social perceptions, specifics of perception, etc.; the axiological ones include value and meaning-life orientations, specifics of attitude to objects and subjects of the surrounding world. Behavioral aspects of life of an individual generation represent a style of life, behavioral strategies, features of interaction with people, social attitudes, etc. [Sivrikova N. V.]. [Sivrikova N. V., 2015]. Among the above-mentioned components, it is value and meaning-life orientations that play a system-forming role.

At present, there are no unified criteria for determining the boundaries of generations. The contradiction between the approaches to their definition lies in either taking into account or, on the contrary, in excluding the cultural context of a particular country [Samoukina N. V., 2009]. In this thesis, we will consider a generation as a relatively autonomous social community of people united by a common cultural and historical localization and, accordingly, a common experience. Therefore, youth as a separate generation is characterized by its psychological features specific to this age group, a certain stage of the life cycle, social status and socio-historical nature [Ananyev B. G., 2001; Vygotsky L. S., 2005; Kon I. S., 2003].

The age range of youth is usually defined by the period from 18 to 25 years old, which correlates with the phases of adolescence and the border with the period of maturity [Kursheva O. V., 2014; Simonovich N. E., 2015]. As the most socially oriented definition we can cite the thesis of V. T. Lisovsky: "Youth is a generation of people passing the stage of socialization, assimilating, and at a more mature age already assimilated, educational, professional, cultural and other social functions; depending on specific historical conditions, the age criteria of youth can vary from 16 to 30 years old" [Lisovsky V. T. Lisovsky] [Lisovsky V.T., 1996, p. 55].

Today, according to the classification of generations of the famous economist and demographer Neil Howe and historian William Strauss [Strauss W., Howe N.,

1991], based on the account of historical and social processes with their social norms and ideals, young people born after the year 2000 can be called generation Z[10].

G. U. Soldatova rightly points out that the young generation is united not only by personal traits or sociocultural conditions, but also by the way of interaction and perception of information technologies [G. U. Soldatova et al., 2020]. According to the results of her research, modern youth perceive the Internet as a habitat, a part of everyday life [Soldatova G. U., 2018]. This attitude to the digital space outlines the perspective of young people's life activity, where they undergo the processes of digital socialization (during which the mechanisms of forming relationships with the surrounding world and personality formation changes). At the same time, some studies have revealed that young people aimed at self-determination and independent thinking will not rely on the values broadcast on the Internet (as a source of socialization and intragenerational transmission) [Flenina T. A., 2014].

The transformation of traditional sociocultural practices, including the practice of social interaction and communication, gives young people a multivariant way of communicating their ideas and values acceptable to a generation. The result of communication can be not only the exchange of information and ideas, but also the emergence of a new structure of interests, the connection of youth subculture with new information technologies (new music, films, etc.) [Marcinkovskaya T. D., 2010].

In the case of Russian youth, all the above characteristics allow us to consider it as a socioculturally conditioned group with age boundaries from 18 to 26 years old, age-appropriate psychological features, which implies some similar features of one generation within a single cultural space of Russia. Young people are not yet committed to a certain style of life and have not yet developed ingrained habits of behavior. Therefore, they are more open to everything that is new and unusual. At the same time, it is important for them to be part of a community, to feel a sense of belonging, which provides a basis for being active both online and offline.

---

[10] Report: GenZ research based on CriteoShopperstory. URL: https://www.criteo.com/ru/wp-content/uploads/sites/10/2018/07/2018-Gen-Z-Report-RU.pdf (accessed 20.10.2020)

Young people are focused on expanding social contacts and self-realization. It is for this reason that the community of values achieved through online communication is important to them. However, it should be remembered that even within one generation there is a split in the attitude towards the normative/traditional model of values [Danilov A. N., Grishchenko J. M., 2017]. Thus, the features of the content of life models of young people are increasingly studied through the prism of authorship in relation to individual life experience and structuring a holistic picture of the world. In connection with the above, it is relevant to study the content components of the result of intragenerational information transmission (online and offline), its harmonization with perceptions of life and its prospects.

Conclusions of the first chapter

1.   The rapid development of information technologies determines the merger of real and digital spaces [Suler J., 2004, 2017; Sergeeva A. S., Sergeev S. F., 2017; Sergeev S. F., 2018; Ahuja, A. K., 2014; DeSmet, A., 2014]. The Internet is becoming a medium for intragenerational transmission of values, life attitudes, which affects the processes of socialization, life course construction, and meaning-making. Social networks acquire the status of a common background of life, with its own rules and trends, fashion. Digital space acquires the status of a part of everyday life, where the processes of self-realization and intragenerational transmission of values and attitudes take place.

2.   Preferred Internet content is a segment of information in the digital space and can be presented in the form of posts of popular communities in social networks. Its content is formed taking into account the user's interest: preference for active or passive use of social network; desire to communicate or consume information in social networks; interest in content regarding a certain sphere of life (work, self-development, family, relationships).

3.   Life model is defined in this study as a fragment of a life script realized in a sphere of life (sphere of work, family, sphere of close relations, sphere of "Self"). The processual nature of the life model is conditioned by its changeability and dynamism in relation to the peculiarities and properties of the external environment,

the young person's activity and the personal significance of life spheres. The life model integrates cultural, normative and transmitted values, goals, beliefs and life orientations of the peer generation and the older generation.

4.   The content of the life model of modern young people (as representatives of the progressive generation of information technologies) is hypothetically determined not only by interaction with the older generation, but also with the generation of age mates.

5.   The multifactoriality of life model construction, on the one hand, should take into account the age aspect (generation), on the other hand - the degree of subjectivity (authorship of life), on the third hand - the event and situational series (events on the Internet, the increasing progress of technology and variability of the virtual world, change of preferences).

CHAPTER 2. ORGANIZATION AND METHODS OF RESEARCH OF YOUTH LIFE MODELS CORRELATED WITH PREFERRED INTERNET CONTENT

Taking into account that the study of personal life script and life models in each of the spheres of life activity of a young person is associated with the analysis of both the image of the future and the context of everyday life, in developing the research design we relied on the methodology of (1) the system approach (in particular, in the study of life models of young people), (2) the subject-activity approach, according to which a person is the subject of their own life, and (3) the existential approach (special attention is paid to the ontological foundations of human life; the person is seen as an active creator of their life, as the author of life). However, this methodology should be extrapolated to the already well-established, and at the same time dynamically changing, system of intergenerational interactions of young people in digital space/social networks due to the increased interest in the information digital space and mixed real and digital spaces in the processes of life construction.

Therefore, in the study of Internet content, we were guided by the results of research on the role of social networks in the lives of young people [Soldatova G. V., 2022; Marcinkovskaya T. D., 2010], as well as the impact of Internet communication and, in general, virtual reality on personality [Voyskunsky A. E., 2020; Asmolov A. G., 2019; Flenina T. A. et al., 2015; Matveeva L. V., 2004, etc.].

In accordance with the stated goal and objectives of the study, the following components of the life model were considered as components of the life model: value and semantic component, affective component, behavioral component, events and features of individual life experience. The study examined the manifestation of the above structures in the content of life models in the sphere of profession, family relationships, close relationships, and self-actualization. The study also examined in detail the relationship between the content of life models and the specifics of the preferred Internet content.

2.1. Purpose, objectives and organization of the study

The aim of the empirical part of the study is to investigate the contribution of preferred Internet content to the components of young people's life models.

Object of the study: young people's preferred Internet content and young people's life models.

Subject of the study: characteristics of preferred Internet content as predictors of the components of young people's life models.

The empirical referents of the construct "life model" were young people's expectations of their own self-realization, family formation, communication, romantic relationships, arranging their own housing, etc. The three leading spheres were: work, relationships, relationships with their families, communication, romantic relationships, etc. That is, three leading spheres: work, relationships and "Self", as well as the basic markers of life patterns identified in previous studies [Kostromina S. N., 2020].

Preferred Internet content presented in social networks was assessed in terms of user interest (preference for active or passive spending time in a social network; desire to communicate or consume information in social networks; interest in content regarding a certain sphere of life activity: work, self-development, family, relationships) and representation of empirical referents of life models (as a space of intragenerational transmission of life values and semantic meanings).

In accordance with the purpose of the empirical study, the following tasks were formulated:

1. To make a theoretical and methodological analysis and summarize the main results of research in Russian and international literature on the role of information technologies in human life and in the design of life.

2. To determine the theoretical and methodological scheme of the study of the preferred Internet content and the content of life models of young people, presumably interconnected with it.

3. To develop a methodological toolkit for identifying the preferred Internet content, as well as an algorithm for analyzing the Internet content broadcast by young people in social networks.

4. To identify and describe the segment of popular Internet content in terms of its representation of empirical indicators of life models.

5. To select and prepare psychodiagnostic techniques for the study of young people's life models and their personal traits.

6. To conduct an empirical study of young people's preferred Internet content, personality traits and life models.

7. To describe the content and types of young people's life models, as well as the structure and components of preferred Internet content in social networks.

8. To identify the characteristics of the preferred Internet content in social networks that determine the content of life models.

9. To describe the role of personality traits in the correlation with life models and preferred Internet content.

Theoretical hypothesis of the study

Preferred Internet content on social media influences the components of young people's life models.

Research hypotheses:

• The content of empirical referents of life models broadcast in social networks and demonstrated in the real world has similarities.

• The preferences of the Internet content of social networks are predicators of the types of life models.

• The choice of preferred Internet content is mediated by personal traits, such as the degree of activity, aspiration for autonomy and peculiarities of value and meaning orientations.

• Peculiarities of existential motivation, self-relationship and value-meaning orientations are predictors of the content of life models.

The empirical study was carried out in four phases during 2018 - 2021.

The first step included the development of the research program, compilation of a set of methods and techniques that reveal the content of youth life models, predictors that determine them, and potential factors that influence them. At the same stage, the author's questionnaire was developed and tested to determine the preferred Internet content among young people. The questionnaire was compiled based on the results of theoretical analysis of problems in the field of Internet psychology, the multidimensionality of human interaction with digital space, and the study of the mechanisms of the social network "VKontakte". The necessity of singling out this stage is due to the novelty of the problem under study, its coordination with the characteristic features of life models described in the scientific literature, as well as the lack of special tools for its study in accordance with the purpose of our research.

At the second step, an empirical study of life patterns of young people was conducted, analyzing and describing the data obtained, as well as determining the content of life models and identifying the role of preferred Internet content. The material was collected between 2019 and 2020 through a voluntary online questionnaire posted and developed using the Google Forms application.

The aim of the **third step** of the study was content analysis and description of the representation of life model components in popular communities of the social network "VKontakte". The data obtained made it possible to assess the significance of presumed referents of life models and their relations with other lexical units in the messages of social network users. Based on content analysis, an assumption about the impact of information broadcast in social networks on life models in the spheres of building a family, career, etc. was formulated.

The fourth step of the research. Based on the results obtained during the empirical study, the characteristics, as well as the main components of life models, their connection with psychological features of personality and interests in the digital space were identified and described. This made it possible to identify the role of preferred Internet content in the formation of young people's life models.

It is important to note that the main empirical study can be divided into two relatively independent parts. **One** of them was devoted to the development of tools

and **semantic analysis** of the **Internet content preferred by young people** in order to identify the components of life models being broadcast. **The other** was devoted to **studying the life models** of young people and their perceptions of their parents' life models, as well as their psychological characteristics and activity in social networks.

It is important to note that the main empirical study can be divided into two relatively independent parts. One of them was devoted to the development of tools and semantic analysis of the Internet content preferred by young people in order to identify the components of life models being broadcast. The other was devoted to studying the life models of young people and their perceptions of their parents' life models, as well as their psychological characteristics and activity in social networks.

2.2. Characteristics of the sample

The study involved young people who saw the announcement about the voluntary survey in social networks: young people serving in the army (7%), students of LETI (majoring in software engineering and applied information technologies) (15%), students of the Institute of Philosophy and the Faculty of Psychology of SPbU (educational programs in philosophy, psychology, pedagogy) (37%), final-year students of the SPb State Budgetary Educational Institution "College of Metro" (programs related to the professions of a locomotive driver and locomotive engineer) (13%), students of Pedagogical College No. 8 (programs related to pedagogical activity in primary grades) (28%). The distribution of students by education direction (humanities/engineering) is uneven, thus young people studying training in humanities prevail in the sample.

The total number of respondents was 316 people (150 of them participated in two stages of approbation of the questionnaire about the preferred Internet content).

The main stage of the study involved 166 people aged 18-27 years (the period of late adolescence and the period of early adulthood [Stepanov S. S., 2004]. The average age of the subjects was 21 years (SD =2.7), of whom 110 were girls and 56 were boys. An important socio-demographic indicator was the degree of mobility of

young people: 27% (45 people) of respondents live in St. Petersburg temporarily, 65% (108 people) permanently, and 8% (13 people) live in other cities. Thus, the majority of respondents were young people living primarily in St. Petersburg, but there were also respondents from other cities (Saratov, Moscow, Volgodonsk, etc.). Additional information about the sample, which is not subject to further detailed analysis, is located in Appendix 2.

2.3. Research methods

When choosing research methods, we were guided by the already available results of research on life scripts and life models [Grishina N. V., 2011; Kostromina S. N., 2018], as well as by the data contained in the scientific literature on the impact of Internet communications on a person [Asmolov A. G., 2019; Flenina T. A., 2014].

The following methods were used in the empirical part of the study:

1.   The questionnaire aimed at studying the content and specifics of young people's life models [Kostromina S. N., 2018]. We used the questionnaire/semi-structured interview "Life models" (Appendix 4), developed by Kostromina S. N., Grishina N. N., Grishina N. V., Zinovieva E. V., Moskvicheva N. L. for the study of script life plans [Kostromina S. N., 2020].

2.   Questionnaire survey to determine preferences in the choice of Internet content in social networks. To solve this problem, the author's questionnaire about the preferred Internet components of young people in social networks was developed (Appendix 3) [Kostromina S. N., Odintsova M. M., 2019].

3.   Psychodiagnostic examination to identify **possible psychological predictors** (personal traits, personal value orientations, characteristics of self-relationship and life position, existential motivations) of life models. The choice of methods was made based on the results of studies already conducted in this field and considering the revealed connection between specific personal traits and the content of life models. All the techniques used were standardized for the Russian sample: Self-relationship test-questionnaire (V. V. Stolin, S. R. Panteleev) [Stolin V. V., Panteleev S. R., 1988]; Value Questionnaire (VQ) by S. Schwartz [Karandashev V.

N., 2004]; Test of Existential Motivations "TEM" by A. Längle, P. Eckhardt in the adaptation of Koryakina Y. M. [Koryakina Y. M., 2015].

4. **The main method for studying the representation of young people's life models in digital space** was content analysis of the semantic space of posts of popular communities of the social network "VKontakte" to assess the features of texts for the translation of life model components in the main spheres of life activity (paragraph 2.4.2). Further, a categorical interpretation of the findings was carried out.

Consequently, we used a variety of tools, including standard techniques tested in psychological diagnostic practice, as well as the author's tested questionnaire, algorithms of semantic analysis of social network content and questionnaire.

Data for primary processing were 273 variables from the author's life model questionnaire, 40 variables from a questionnaire on preferred Internet content, and 210 parameters from personality questionnaires.

2.3.1 The Life Models Questionnaire.

Life models and ways of communicating certain values and attitudes related to life plans were diagnosed using a modified version of the Life Models questionnaire developed at the Department of Personality Psychology of St. Petersburg State University [Kostromina S. N., Grishina N. V., Zinovieva E. V., Moskvicheva N. L., 2018].

This questionnaire, which can be called a semi-structured interview, underwent several stages of development due to the need for adjustments, clarifications of both the general research design of the interview and the wording of questions and answer options relevant to the empirical referents of life models.

The general structure of the questionnaire is presented in accordance with the content characteristics of the theoretical construct "life model" in three spheres of life activity: the sphere of relationships, the professional sphere, and the sphere of the self.

The reference points of the general structure of the questionnaire are: (1) specific life events of young people and their parents; (2) reference questions

describing activity in the sphere of close relationships and professional sphere; (3) statements revealing attitudes and beliefs related to one or another sphere; (4) questions reflecting the experience of significance of a certain sphere of life activity; (5) questions aimed at revealing the degree of identification of young people with their generation and the degree of closeness with the parents' generation. There is a separate set of questions related specifically to young people's perceptions of their future and the actions that young people are willing to take to achieve their life goals.

The updated/second version of the questionnaire, which was included in the methodological toolkit, consists of 95 questions. Repeated testing was conducted on 188 participants (young people) living in large and small cities of Russia [Kostromina S. N., 2020].

The questionnaire is presented in the appendix (Appendix 4).

The results were processed through the procedure of data factorization and cluster analysis, which allowed us to identify the types of life models (p. 3.2).

2.3.2 Author's questionnaire "Preferred Internet content in social networks by young people"

The questionnaire was designed to explore the preferred Internet content among young people. The questionnaire was developed in two stages.

The first stage (pilot) involved filling out printed forms by junior students of St. Petersburg universities and applicants aged 18 and older (40 people). The pilot version of the questionnaire contained four blocks of questions: (1) about young people's involvement and activity in social networks (4 questions); (2) about the main motivations for using social networks (4 questions in the form of incomplete sentences); (3) about preferred reading/viewing information in social networks (11 questions); (4) about the content of preferred blogs (8 questions). After approbation and processing of the results, some questions (and answer options) of the questionnaire were subjected to adjustment. The final version of the questionnaire included two blocks of questions: about preferred content in social networks (3

multiple-choice questions) and about activity in social networks and information of interest in the blogosphere (video/insta[11]-blogs) (4 multiple-choice questions).

At the second stage, the sample size for the questionnaire was 110 people, of whom 68% were graduates of Bachelor's, Specialist or Master's degree programs (Table 1). The age of the participants ranged from 18 to 27 years (M = 22, SD = 2.8). 54% (59 people) were female and 46% (51 people) were male.

Table 1. Distribution of the pilot study sample by level of education

Distribution by education level		
educatione	respondents	%
Higher (bachelor's degree, speciality, completed)	44	40
Master's degree	31	28
Have only high school education	15	14
Bachelor's degree	15	14
Studying at the master's programme	5	4

The questionnaire was administered remotely using Google forms between May and August 2019. The second stage was also used to refine the list of questions of the questionnaire, their adjustment, deletion of some questions.

For convenience, we will describe in this part of the paper the results of approbation of the developed questionnaire.

The most preferred social networks were instagram.com[12] (51% - 56 people) and vk.com (81% - 88 people) (Fig.1). In social networks the most interesting are news feed (31% of respondents - 33 people) and communication (15% of respondents - 16 people) (Fig.2).

---

[11] Recognised as extremist and banned in the Russian Federation

[12] Meta Platforms Inc. is recognized in the Russian Federation as an extremist organization and its activities are prohibited (including in relation to products - the social network Instagram)

Number of respondents who prefer to use this social network

■ Численность респондентов,предпочтающих использование данной социальной сети
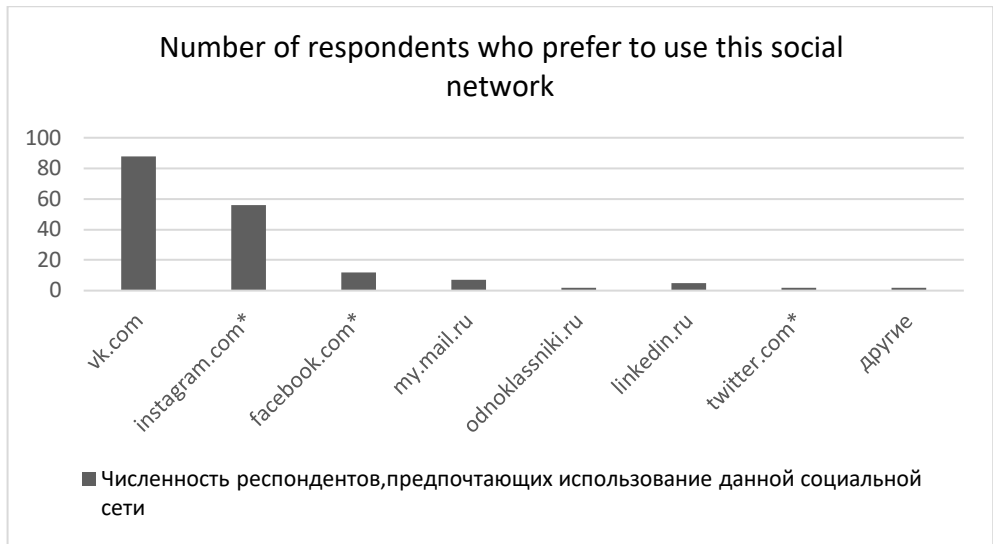
* Recognised as extremist and banned in the Russian Federation

Fig. 1. Results of answering the question about the most preferred social networks (it was possible to choose several answer options)
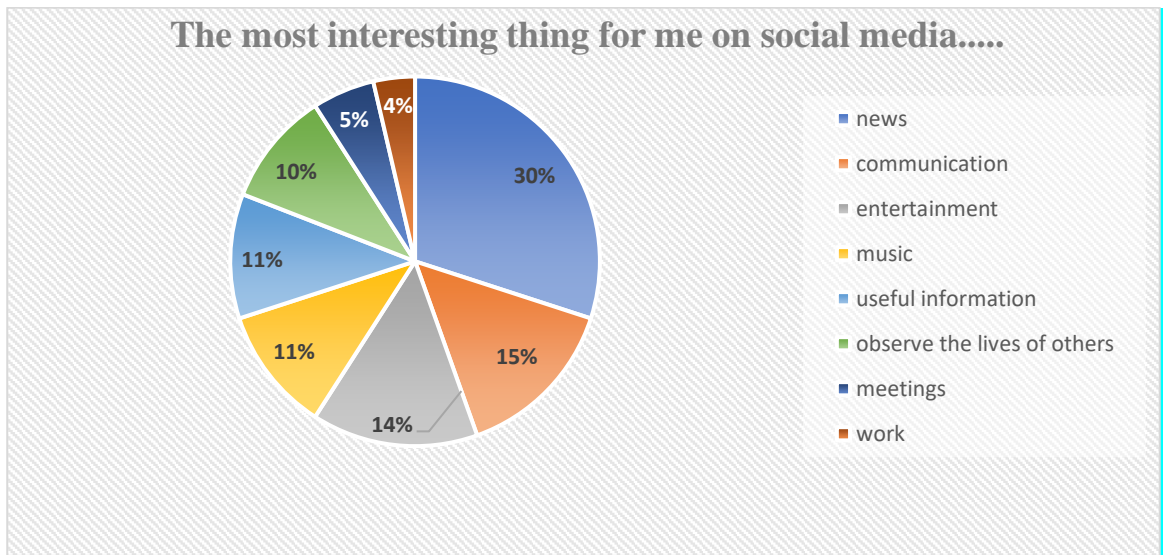
Fig.2. Distribution of answers to the unfinished sentence "The most interesting thing for me in social networks is..."

Posts about travelling (55%), success (24%), leisure (40%) attract more attention of social media users (Table 2).

Table 2. Respondents' social media preferences. Results of the pilot study

Among others, which social media post will get more of your attention (you can choose multiple answers)?		
Answer	respondents	%
about travelling	61	55
on how to spend your free time	44	40
about success	26	24

about food	26	24
about love	24	22
happiness	22	20
about friends	19	17
lifestyle	17	15
about family	12	11
self-realisation	9	8
about work	7	6
home improvement	5	4
about achieving a goal	3	2
about money	3	2

According to the results of the content analysis of unfinished sentences, social networks are considered not only as an opportunity to communicate (this is the opinion of almost half of the questionnaire respondents), but also to constantly receive up-to-date information about the world (40%) (Fig.3).
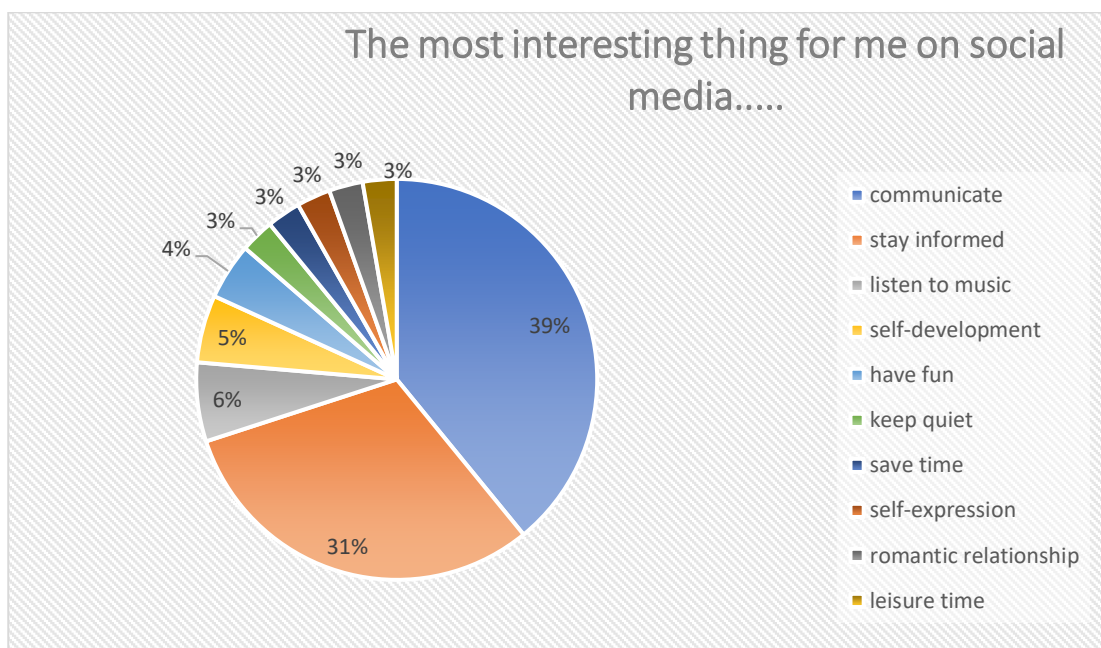
Fig.3. Distribution of answers to the unfinished sentence "Social network is an opportunity to..."

The most preferred types of activity in social networks among respondents were "reading posts" (82%), "sending interesting posts to friends" (55%), and "liking" (37%) (Fig. 4). It can be assumed that these most preferred types of activity demonstrate a mechanism for selecting the most interesting material (read - repost - like), which not only attracts attention, but is also close in content to the interests, perceptions and values of young people, and therefore has the potential to affect the life models of young people.

Preference for the type of activity on social media
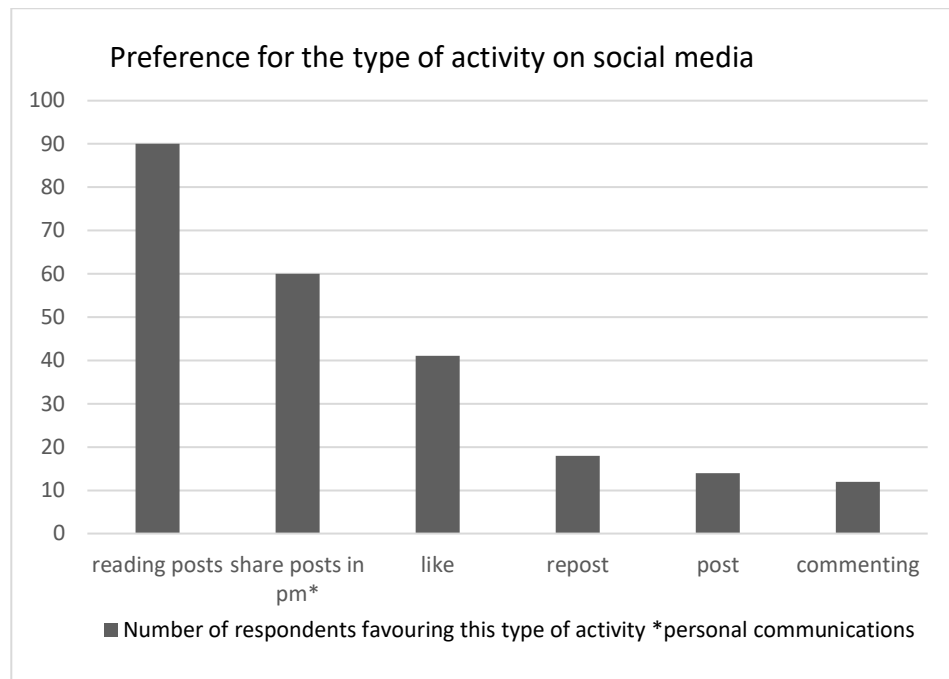
Fig.4. Results of answering the question about the most preferred forms of activity in social networks (it was possible to choose several answer options)

The results of the second block of questions about blogs showed that in addition to social networks, the attention of Internet users is attracted to specific blogs, which are often entertaining in nature. Among other types of blogs, the most attractive for respondents were videoblogs (more than half of respondents recognize them as attractive) and insta-blogs (blogs on the social network Instagram[13]) - 35% (Fig.5).
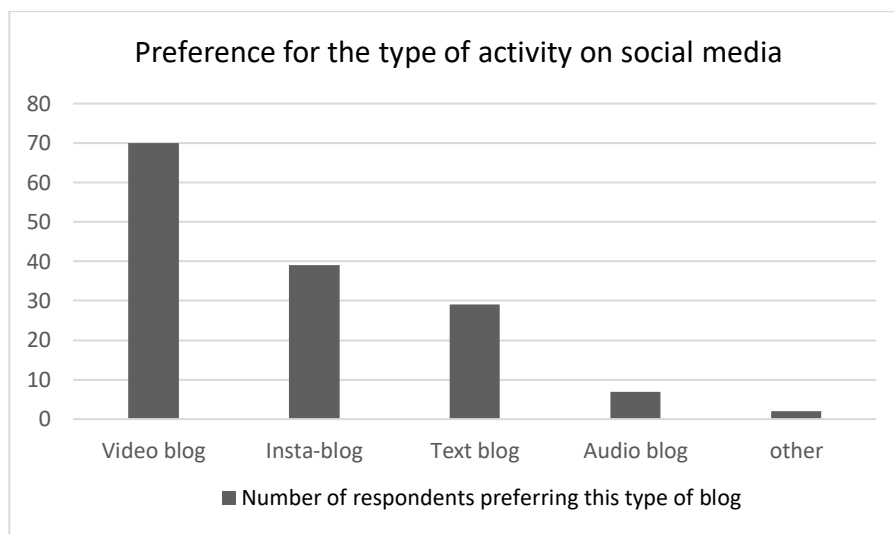
Fig. 5. The most attractive blog formats for respondents of the pilot study

---

[13] Meta Platforms Inc. is recognized in the Russian Federation as an extremist organization and its activities are prohibited (including in relation to products - the social network Instagram)

The most interesting topics of blogs, similar to the results of the first block of questions about social networks, are: travelling (51% - 56 people), leisure (18% - 20 people), success (18% - 20 people), beauty (18% - 20 people).

It is revealed that half - 50% (55 people) of the respondents want or are not against becoming bloggers.

At the same time, according to the respondents' answers, blogger's activity may be of a professional nature: according to 42% of respondents (46 people), blogger's activity is conducted for the sake of money, while 24% of respondents (26 people) believe that it is for the sake of self-fulfillment (Fig. 6).
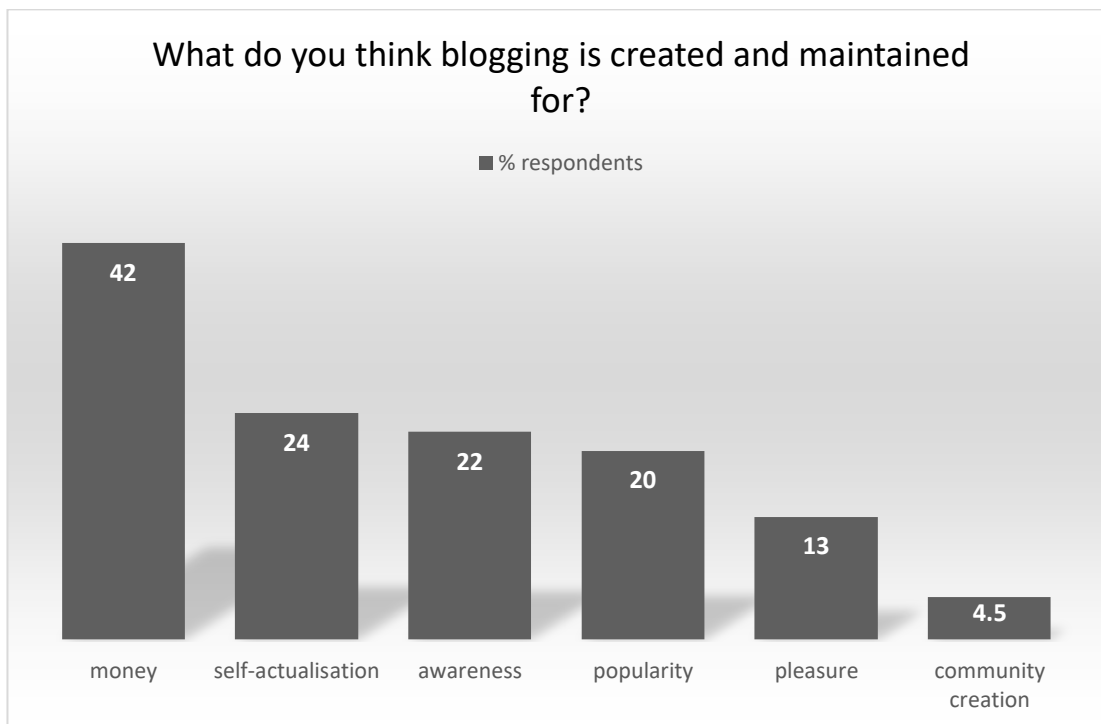
Fig.6. Respondents' perceptions of the goals of blogger's activity

It should also be noted that to the question "What would you be guided by when choosing a blog (you can choose several answer options)?" all respondents mention: topics, manner of behavior and content of the blog.

Having summarized the results of the analysis of the obtained data of the pilot study using the developed questionnaire, we can state that the questionnaire can serve as an effective way to solve the following research tasks:

- identification of types of digital space with popular Internet content. Thus, based on the results of the questionnaire we can conclude that one of the resources of active exchange of preferred information and values in the digital space is social networks, in Russia in most cases it is VKontakte. The content of community posts in this social network can be analyzed in detail to further study the intragenerational transmission of life creation attitudes;

- confirmation of the hypothesis about the algorithms of transmitting content of interest to young people to each other and narrowing the focus of analyzing the content of social networks. Young people in the process of digital interaction are more focused on the mechanism of information transmission and its consolidation as a selection of the most interesting material, according to the scheme: "read – reposted - liked". In this case, the post, presumably, can be located in the field of a certain entertainment community in the social network. This information narrows the focus of the research to the content of popular communities in social networks and their correlation with the personal value orientations and preferences of young people in real life;

- getting information that will potentially correlate with external monitoring of social media content. Young people's interest in social media is attracted by new information: it is enjoyable to share, and particular attention is drawn to content that includes descriptions of travel, leisure and success. This could presumably characterize young people as seeking constant movement, fun and achievement that is emotionally satisfying;

- confirmation of the hypothesis that the digital space of Internet communications forms the values of certain content of professional and labor activity, which results in their transmission among young people. The blogosphere is not only a content for obtaining new information and communication, but also an environment for the formation of a new kind of profession "blogger", which, like any job, brings both money and

opportunities for self-realization. However, blogging, videoblogging in particular, is a very difficult phenomenon to analyze: thus, the information about them obtained in the course of the questionnaire was not sufficient to include this block of questions in the main stage of the empirical research of the thesis.

At the third stage, the questionnaire was finalized. Some of the questions were excluded as uninformative or of low importance for solving the tasks set in the research. In view of the narrowed focus on social networks, questions about the blogosphere were excluded from the questionnaire. The final version included 9 questions. The content of the questionnaire can be divided according to two principles:

- **the principle of consistency** of the degree of immersion in the information field of social networks and the information preferred for reading/listening/viewing;

- **the principle of identifying the sphere of life** and its characteristic features that are the most popular (based on the results of content analysis of social network communities) and attract more interest among active participants of the Internet community.

Two types of questions were left: multiple-choice questions and incomplete sentences. The questions were distributed into 3 blocks:

1. *Questions about the degree of digitally immersive experience.* For example:

"How much time on average do you spend online per day?"

a) 0-3 hours

b) 3-5 hours

c) 5-8 hours

d) More than 8 hours

2. *Questions that focus on young people's interests in social media, the information they share.* For example:

"What information do you like to share on social media from the categories below (you can choose multiple answers)?"

a) Work

b) Activity

c) Romantic relationships

d) Friendships

e) Success

f) Family

g) Hobbies

h) Achievements

i) Profession

j) Education

k) Other:

3. *Questions related to the selectivity of the form of interaction, response to information in social networks*. For example:

"What type of activity in social networks is more preferable for you (you can choose several answer options)?"

a) liking

b) reposting

c) posting

d) reading posts

e) commenting

f) sharing interesting posts with friends

g) other, specify what exactly....

A total of 40 parameters were obtained from the questionnaire. The fully developed questionnaire is given in the appendix.

2.3.3 Test of Existential Motivations "TEM" by A. Langlais, P. Eckhardt, adapted by Y. M. Koryakina.

The inclusion of this psychodiagnostic technique in the study, as well as other techniques further presented in the paper, is conditioned by the results of research on the role of personal traits (such as values, responsibility, self-attitude, existential motivations, etc.) in the formation of an individual life script of a person [McAdams D. P., 2008; Avanesyan M. O., Bakanova A. A., et al., 2019].

From this point of view, we assumed that the degree of expression of various aspects of existential motivations may contribute to the content of a life model.

The TEM questionnaire was developed within the framework of the existential-analytical theory of A. Langlais. The scientist significantly expanded and supplemented the concept of human striving for meaning. According to his ideas, living four motivations is the main condition of existential fulfilment. These fundamental motivations are subdivided into:

(1) feelings of strong agreement about current conditions of being (major themes: fear, anxiety, insecurity, space, protection, supports, trust, courage);

(2) values lived when relationships are available (major themes: feelings, apathy, grief, time, intimacy, relationships, values);

(3) attitudes toward self and another who is not like you (major themes: respect, fairness, self-worth, authenticity, loneliness, shame, guilt, conscience);

(4) attitudes toward the future and meaning (main themes: field of endeavor, future, will, meaning, despair, existential vacuum).

The version of the questionnaire used in the present study is not the only one [Krivtsova S. V., 2009]. We used an adapted version by Y. M. Koryakina. The test is a tool for studying the preconditions of existentially fulfilled life. It contains statements about a person and their relations with the four aspects of being. The test was tried out on a Russian-speaking sample. In our study we used the form of the fourth edition of the questionnaire [Koryakina Y. M., 2010, 2011].

The test has 4 subscales, each consisting of 14 questions with six answer options ranging from "agree" to "disagree". There is no neutral category, as it has no affirmative power.

When completing the questionnaire, the subject is asked to relate each statement to the response experience that occurs after reading it and to express their degree of agreement with it, based on the proposed 6-step gradation of responses. In analyzing the data obtained, for each response to a question, the subject is assigned a raw score corresponding to that response, ranging from 1 to 6. The results are then quantitatively and qualitatively evaluated. The score for each of the questionnaire scales is determined by calculating the sum of the scores of the questions comprising it. The sum of scores on the four subscales forms the total value of the test - the total TEM score.

Questionnaire subscales:

•   Fundamental confidence. It is a motivational force for physical survival and spiritual overcoming of conditions of being, associated with experiences such as: "being able to be", "having strength". It assesses how successfully a person can cope with the very fact of being in this world and the conditions that are a given.

•   Fundamental value. The aspiration to obtain joy from life and the fullness of the experience of values, to achieve that the person "likes to live" their life. This scale describes a person's relationship with life. It demonstrates how significant the process of life is for them.

•   Self-Worth. Personal desire to be authentic and fair, "to have the right to be as you are". The scale evaluates the degree of a person's right to be himself, to relate the requirements of the situation, decisions and actions to his own essence, whether he is able to assert, protect and defend his "Self".

•   Meaning of life. Motivation for existential meaning and the creation of that which has value in order to "act appropriately". The data on this scale reveals how much a person is able to feel needed, requested by life and respond to requests. This scale can be used to assess what position (passive or active) a person takes in the search for meaning.

- General TEM score. An analogue of existential fulfilment of personality demonstrates satisfaction with the correctness of the course of one's own life.

To identify trends in social desirability, answers to the questions that make up the pairs (5 and 25, 10 and 41, 18 and 23, 27 and 56, 31 and 51), which are differently oriented but close in semantic content, are compared. If a respondent gives identical answers to both questions of each pair, then the interpretation of their results should be treated at least with caution.

2.3.4 Self-attitude questionnaire (V. V. Stolin, S. R. Panteleev)

The self-attitude questionnaire was developed based on V. V. Stolin's hierarchical model of self-attitude structure. This version of the questionnaire is aimed at identifying three levels of self-attitude, differing in the degree of generalization: 1) global self-attitude; 2) self-attitude differentiated by self-esteem, autosympathy, self-interest and expectations of attitude towards oneself; 3) the level of specific actions (readiness for them) in relation to one's "Self".

As a starting point in interpreting the data, the expression of certain traits and self-attitudes is assessed. In the process of life, a person cognizes himself and accumulates knowledge about himself, they form a meaningful part of his perceptions of himself. A person does not care about the knowledge about himself: what is revealed in them is the object of his emotions, evaluations, and becomes the subject of his more or less stable self-relationship. In our understanding, self-relationship should affect the life plans and goals that a young person sets for himself.

The questionnaire includes the following scales.

Scale S - measures the integral feeling "for" or "against" the subject's own self.

Scale I - self-esteem.

Scale II - autosympathy.

Scale III - expected attitude from others.

Scale IV - self-interest.

The questionnaire also contains seven scales aimed at measuring the expression of attitudes towards certain internal actions towards the subject's "self".

Scale 1 - self-confidence.

Scale 2 - attitude of others.

Scale 3 - self-acceptance.

Scale 4 - self-directedness, self-consequentialism.

Scale 5 - self-recrimination.

Scale 6 - self-interest.

Scale 7 - self-understanding.

Global self-attitude is an internally undifferentiated feeling "for" and "against" oneself. The text of the methodology, the key and features of interpretation are presented in the Appendix.

2.3.5 The Schwartz Value Questionnaire (VQ)

The use of Schwartz's value questionnaire, which is widely used in different countries to study the dynamics of changing values in groups in connection with changes in society, is conditioned by our assumption that the construction of life plans takes place in accordance with certain normative attitudes, including value orientations.

The Schwartz questionnaire is actively used to study individuals in connection with their life problems. It makes it possible, when identifying values influencing the personality, to divide them into normative and personal ones in accordance with the logic of providing questions of the methodology, which is important in the context of our research. The questionnaire helps to determine the degree of separation between the declared statements and the behavior of the person.

In accordance with the concept of Schwartz Shalom H., values reflect "learnt" needs that directly depend on the culture, environment, and mentality of a particular society.

The Schwartz questionnaire is based on the theory that all values can be divided into social and individual values. The questionnaire was developed by Schwartz in 1992.

The questionnaire consists of two parts. Both parts of the questionnaire were used in this study. The task of the first part of the questionnaire is to study the values, ideals and beliefs that influence the personality. It contains 2 lists of values (57 values in total). The test taker rates each of the values on a scale of 7 to -1, answering the question "Which values are important to me as guiding principles in my life? Which values are less important to me?".

The rating scale is interpreted in the following way:

7 - extremely important as a guiding principle of your life value (usually there are one or two such values);

6 - very important;

5 - fairly important;

4 - important;

3 - not very important;

2 - not very important;

1 - unimportant;

0 - completely indifferent;

-1- this is the opposite of the principles you follow.

The second part of the Schwartz questionnaire is a personality profile and consists of 40 descriptions of a person characterizing 10 types of values (motivational types). A scale from 4 to -1 (from "very much like me" to "not at all like me") is used to evaluate the descriptions.

Here is a brief definition of motivational types according to their central purpose, described in the descriptions of the methodology [Glukhanyuk N. S., 2005]:

o   Power - social status, dominance over people and resources;

o   Achievement - personal success according to social standards;

o   Hedonism - enjoyment or sensual pleasure;

o   Stimulation - excitement and novelty;

o   Self-Direction - autonomy of thought and action;

o   Universalism - understanding, tolerance and defense of the well-being of all people and nature;

o   Benevolence - preserving and promoting the well-being of loved ones;

o   Tradition - respect and responsibility for cultural and religious practices and ideas;

o   Conformity - discouraging actions and behaviors that may harm others and are not in line with social expectations;

o   Security - the safety and stability of society, relationships and self.

During primary data processing, the average score of the answers selected by the examinee according to the key is calculated for each part of the questionnaire ("Values Overview" and "Personality Profile"). Processing and mathematical calculations are carried out separately for each of the 10 types of value orientations. The value of the average score in relation to the others makes it possible to judge the degree of significance of this type of values for the examinee.

The author points out the importance of taking into account the fact that in most cases the results obtained in the first and second parts of the questionnaire do not coincide, since the value orientations of a person at the level of normative ideals cannot always be implemented in behavior due to the limitations of a person's capabilities, peculiarities of group pressure, observance of certain traditions, following patterns of behavior and other reasons.

2.4 Main Stages of the research
2.4.1 Procedure for the main part of the empirical study

The start of the empirical study was the publication of a link in a social network to undergo a psychodiagnostic complex and questionnaire. Everyone was involved in the study through communication in social networks, face-to-face and online communication in ZOOM. Regardless of the engagement format, young

people completed questionnaires and surveys in the Google Forms application. Some respondents answered the questions of the psychodiagnostic package in the presence of the researcher.

The procedure for the presented material (its categorization into series and blocks) was as follows:

First (Block 1) the questionnaire "Life models" was filled out. Then (Block 2) personality questionnaires (Test of Existential Motivations "TEM" by A. Längle, P. Eckhardt adapted by Y. M. Koryakina, Value Questionnaire (VQ) by Sh. Schwartz; Self-relationship test-questionnaire by V. V. Stolin, S. R. Panteleev). In conclusion (Block 3) - developed questionnaire about the preferred Internet content in social networks.

The average working time was 1 hour. Data collection was carried out from summer 2019 to December 2020.

2.4.2 Procedure for collection and content analysis of posts of VKontakte social network communities

The representation of empirical referents of life models in the information field of social networks was assessed based on posts in popular Internet communities. A selection was made of 20 communities on entertainment topics, which are not strongly related to a specific sphere of life or specific types of activities (excluding such communities, the topics of which are aimed only at young mothers or only for people associated with advertising), with a number of subscribers of more than 4 million. Among the communities are Lepra, Borscht, MDK, Sarcasm, and Laugh Till You Cry. The participants of these communities are of different ages, and who were subscribed to the news feed updates were the subjects of the main stage of the empirical study. The selection was designed to help segment the spheres of life and their characteristic features, which are the most popular and arouse more interest among active young users of social networks.

After collecting data from the posts of popular communities over the last year, a semantic matrix was constructed. The matrix, built from several groups of

keywords for searching posts (tags), is organically combined with empirical referents of the construct "life models" and the results of previous studies of life models [Moskvicheva N. L., 2020].

Most of the selected keywords can be divided into two groups. The first group included words related to the sphere of relationships and was united by such tags as family and relationships (close, partner, romantic). The second group of words referred to the sphere of work, profession and education, with the corresponding tags. The sphere of leisure and keywords emphasizing the procedural characteristics of life models were identified separately. The last ones did not refer to the sphere of life activity but revealed the degree of importance of this or that sphere, the degree of activity and involvement of a young person in the realization of their plans.

Important is the differentiation in the matrix of potential values into "traditional" and "new" values, which is based on two types of transmission: intergenerational and intragenerational, respectively. Such categorization was revealed in previous studies of the content of "traditional values" [Moskvicheva N. L., Rean A. A., Kostromina S. N., Grishina N. V., Zinovieva E. B., 2019].

Such a distinction in the matrix is due to the fact that young people have a special life experience different from their parents' generation. The full description of the matrix is presented in Table 3.

Table 3. Matrix of search and content analysis of posts according to life spheres

Spheres of life	Tag words (by which community posts were grouped)	Potential components of life models (with indicators) presented in the posts
Relationships	*Family*	"Traditional" values need in relationships, wedding, marriage, fidelity, hearth, house, flat, children, many children, provider, support, traditional gender roles (husband - head of the family, wife - good hostess, etc.).
		"New" values desired singleness, free civil marriage, many love partners, non-traditional orientations, only child, nanny, separate, no children, rented flat, residential mobility.
		Relationship with other spheres of life activity
		Material values: money, rich family, wealth, etc.
	Close relationships	Romantic: love relations, everything that is connected with the relationship of partners, sexual relations
		Friendship: relationships involving support, meetings, fun activities

		Type of activity: areas of activity in the relationship
		Connection with other spheres of life
		Material values (money): expensive gifts
Professional sphere	*Work/Profession*	Mobility/nature of activity: career movements, active/passive nature of work, characteristics of actions/interactions at work, in profession, designing
		Search, all words that are related to job search.
		Specialities: areas of work and specific specialities
		Connection with other spheres of life
		Material values (money): earnings, salary, high-paying job, profit, receiving material rewards for activities
	Education	Skills: practical skills to be acquired in the educational process
		Knowledge: thematic knowledge to be acquired through education.
		Connection with other spheres of life
		Tangible assets (money): paid/free
In all areas	*Activity*	Intellectual: thinking, reasoning
		Physical: sports, etc.
		Connection with other spheres of life
	Achievements	Achievement content
		Connection with other spheres of life
	Success	Success content
		Connection with other spheres of life
	Main thing in life	Connection with other spheres of life

Subsequent collection, sorting and structuring of the obtained data for analysis required building certain digital algorithms for searching and describing the results that could be discovered and extracted from popular VKontakte communities with the help of special programs.

At first, the programmers developed a program to analyze any text, which contained a request to search for information. As a result, it became possible to build semantic fields relative to a tag word. Keywords from Table 3 were used as tag words. The formulation of search queries (which would contribute to the construction of semantic fields of each of the categories) was coordinated with the programmers who had previously developed a program for the analysis of any text (Table 4 presents an example of text analysis) for a more efficient result.

Table 4. Principle of uploading post data from VKontakte communities

Word 1	Word 2	Word 3	target word	Word 4	Word 5	Word 6

It should be noted that this stage took a little longer than expected due to the enhanced information security of the social network.

Then the algorithm was applied to each of the matrix categories (Table 3) based on the uploaded post materials of 20 communities. The posts for the last 2 years containing 10 tags/marker words (in all cases), which were specified in the matrix for each sphere of human activity and searched using automated programs, were subjected to search and subsequent semantic analysis. Thus, community posts were downloaded and merged into separate databases for the domains of human activity listed in Table 4. In total, over 200,000 posts were collected and stored in specially designed databases. Each database was then manually checked for duplicate posts and advertorial posts. Posts that had only a graphic image without text were removed from the database.

Data were analyzed using automated algorithms for community data collection and community posts based on big data processing methods [Golubeva N. A., 2011]. The posts were shortened, i.e. qualitative-quantitative analysis was performed according to the scheme of 3 words before and 3 words after the key concept/tag word (each word was placed in a separate cell of the table in the following sequence: Word 1; Word 2; Word 3; requested word; Word 4; Word 5; Word 6), denoting the sphere of life activity. Slang expressions were also replaced with normative ones, and cases of slang or diminutive words were excluded.

To conduct semantic analysis of links to the requested categories, the received information was run through the online SEO program "Advego"[14], which provides for content analysis, error detection and the formation of a request for more detailed data, as well as grouping of the obtained results. The results in the form of tag fields was visualized based on the following programs: voyant-tools[15], worditout[16].

Mathematical processing and interpretation of the data of the psychodiagnostic part of the study were carried out through the application of methods of descriptive statistics, content analysis, semantic analysis, factor analysis

---

[14] Online programme: Advego. Semantic analysis of text online, seo-analysis of text. URL:https://advego.com/text/seo/ (date of access: 10.05.2020)

[15] Онлайн-программа: VoyantTools. Voyant Tools is a web-based reading and analysis environment for digital texts. Voyant Tools, Stéfan Sinclair & Geoffrey Rockwell (2020) Privacy v. 2.4 (M54). URL: https://voyant-tools.org/ (date of access: 10.07.2020)

[16] Онлайн-программа: Worditout.Transform your text into word clouds. URL: https://worditout.com/ (date of access: 10.07.2020)

(MMC method of "main components" followed by Varimax rotation, as well as data verification by CMR and Bartlett's sphericity criterion, maximum iterations to convergence were assigned -200), k-means cluster analysis, discriminant analysis (Fisher function coefficients, as well as non-standardized, stepwise selection method) (Fig. 7).
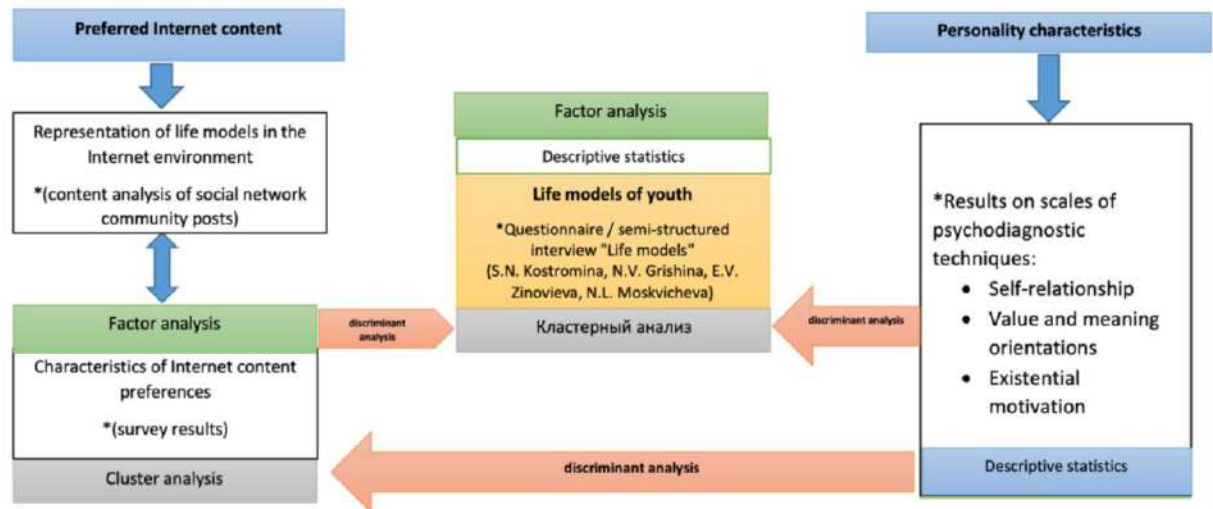
Fig.7. Scheme for analyzing and processing the research data

The following variables were analyzed:

- Coded responses of the Life Models Questionnaire followed by factorization;

- Coded answers to the questionnaire about the preferred Internet content with subsequent factorization.

- Scales of the Test of Existential Motivations "TEM" in the adaptation of Koryakina Y.M.: Scale "Fundamental Trust"; Scale "Fundamental Value"; Scale "Self-Worth"; Scale "Meaning of Life", Total TEM score.

- Scales of the self-attitude questionnaire (V.V. Stolin, S.R. Panteleev): S - integral "Self"; I - self-esteem; II - autosympathy; III - expected attitude from others; IV - self-interest; 1 - self-confidence; 2 - attitude of others; 3 - self-acceptance; 4 - self-management; 5 - self-accuzation; 6 - self-interest; 7 - self-understanding

- Scales of Schwartz's value questionnaire (on normative values and personality profile - 20 scales on 10 values: **Conformity; Tradition; Kindness; Universalism; Self-reliance; Stimulation; Hedonism; Achievement; Power; Security**.

We turned to factor analysis in order to establish for a large number of variables a narrower set of properties (dimensionality reduction), indicating the relationship between the characteristics. The results of the factor analysis were used to cluster the sample according to the leading characteristics (factors) of young people's life models.

The grouping of attributes in relation to the features of life models was carried out using cluster analysis. Its results made it possible to identify groups of participants by types of life models.

Discriminant analysis was used to determine the role and influence of personality traits and preferred Internet content. The constructed discriminant models reflect the distribution of life model types depending on the participants' personality traits and their preferred Internet content.

The significance levels used in the study were $p < 0.05$.

The results of the main stage of the study were processed using the statistical analysis program IBMSPSS Statistics 26 Base and Microsoft Excel.

2.5.2 Data processing of posts of popular communities in social networks

To perform semantic analysis of posts of popular social network communities, links to the requested categories, the following series of operations were performed:

- Describing the results obtained, identifying errors and creating a request by GUAP programmers for more detailed data.

- The obtained information was run through online semantic analysis of SEO URL: https://advego.com/text/seo/.

- Visualization of the obtained results by forming tag fields in the following online programs:

- Online program VoyantURL: https://voyant-tools.org/?corpus=0af569c899f196c9bab29584b0a8be6a

- Online program WordITOut URL: https://worditout.com/word-cloud/create

CHAPTER 3. ANALYZING THE RESULTS OF THE EMPIRICAL STUDY OF PREFERRED INTERNET CONTENT CORRELATED WITH THE COMPONENTS OF YOUNG PEOPLE'S LIFE MODELS

This chapter is devoted to the results of an empirical study of life models and the relationship between their content and information space, namely the content of social networks filled with certain content, as well as to the study of the influence of young people's personal traits on life models.

The chapter gradually analyses the characteristics and structure of the Internet content preferred by young people, and identifies the personal traits interrelated with preferences. Further, the chapter describes the components of life models in the main spheres of life, describes the components of young people's life models, classifies and typologizes them. The representation of life models in social networks (Internet content in the form of posts) is described. At the end of the work, using discriminant analysis, potential predictors influencing the content of life models among personal traits and preferred Internet content were identified.

3.1. Analysis of Internet content preferred by young people

The analysis of the preferred Internet content was based on a developed ad hoc questionnaire [Kostromina S. N., Odintsova M. M., 2019] (see Appendix 3).

First, it was important for us to clarify the degree of respondents' involvement in the information space (Internet, social networks, etc.), since the active use of social networks and prolonged presence on the Internet can confirm the issue of the merging of real and information space among young people described in Chapter 1.

The assessment of the degree of immersion of young people in the virtual community revealed the number of the most frequently used social networks: 68% of respondents use two to four social networks in communication. The length of time spent in the digital space daily was also established (question "How much time do you spend online daily on average?"). The data obtained is presented in Figure 8.

The diagram shows that more than 60% of respondents spend more than three hours a day on the Internet.
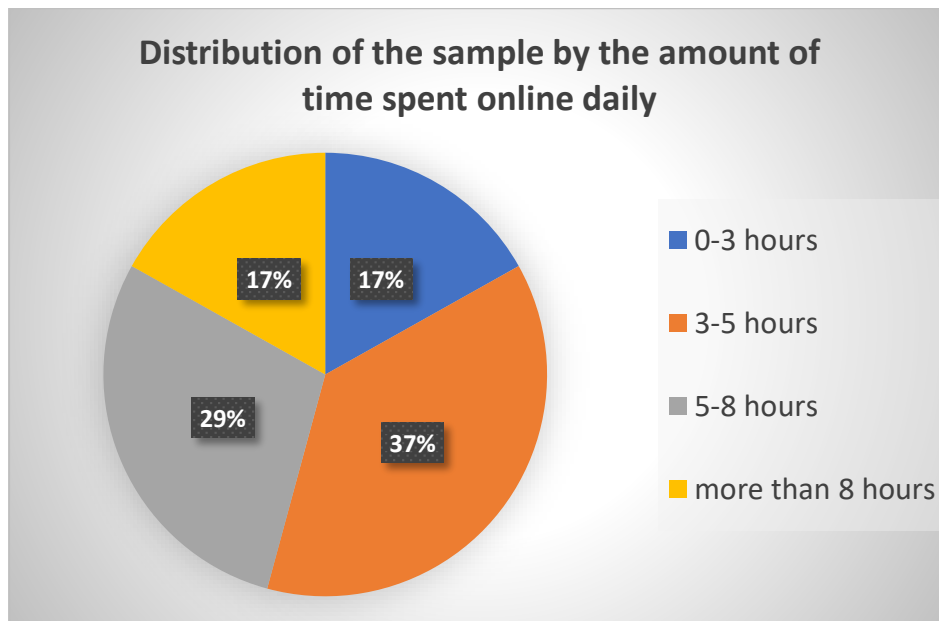
Fig. 8. Time spent on the Internet per day by young people

The majority of respondents are immersed in the digital space, so much so that they actually live in a mixed space (real and digital). At the same time, the role of social networks in the lives of young people was difficult to define unambiguously. Young people perceive social networks as a space for satisfying various needs: as a place for watching videos - 97% (162 people), socializing with friends - 86% (144 people), reading news - 68% (113 people) (Fig. 9).
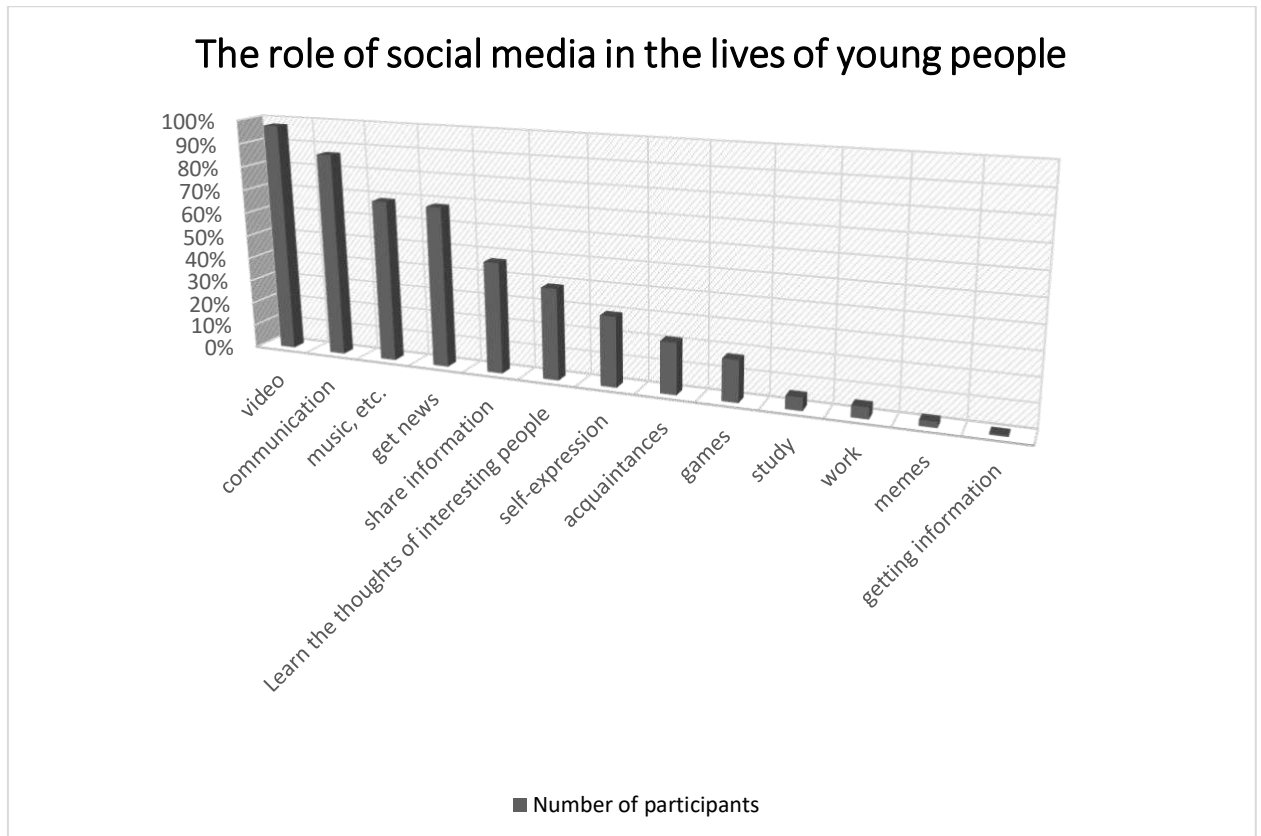
Fig. 9. The role of social media in the lives of young people

Now let's turn to preferences regarding the choice of the most frequently used social network. As expected, most respondents indicated "VKontakte" or vk.com among the most preferred social network (90% - 150 respondents), also Instagram.com[17] (71%, or 118 respondents) (Fig. 10). These data once again confirmed the validity of the choice of the social network "VKontakte" when analyzing the representation of life model components in social networks (p. 3. 3.).

---

[17]Meta Platforms Inc. is recognized in the Russian Federation as an extremist organization and its activities are prohibited (including in relation to products - the social network Instagram)
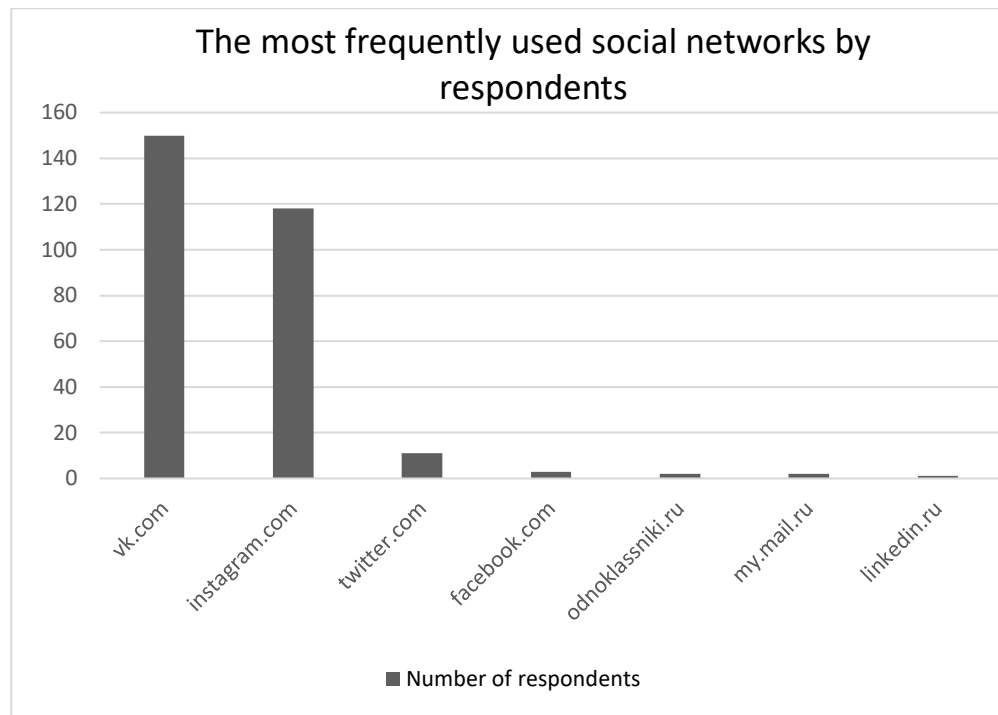
Fig. 10. The most frequently used social networks by young people

As for the topics of the selected Internet content in social networks, young people most like to share information about hobbies - 61% (102 people), friendships - 47% (78 people) and activities - 33% (55 people) (Fig. 11). It can be assumed that these answers correspond to the basic principles of social networks designed to build communication and friendship.
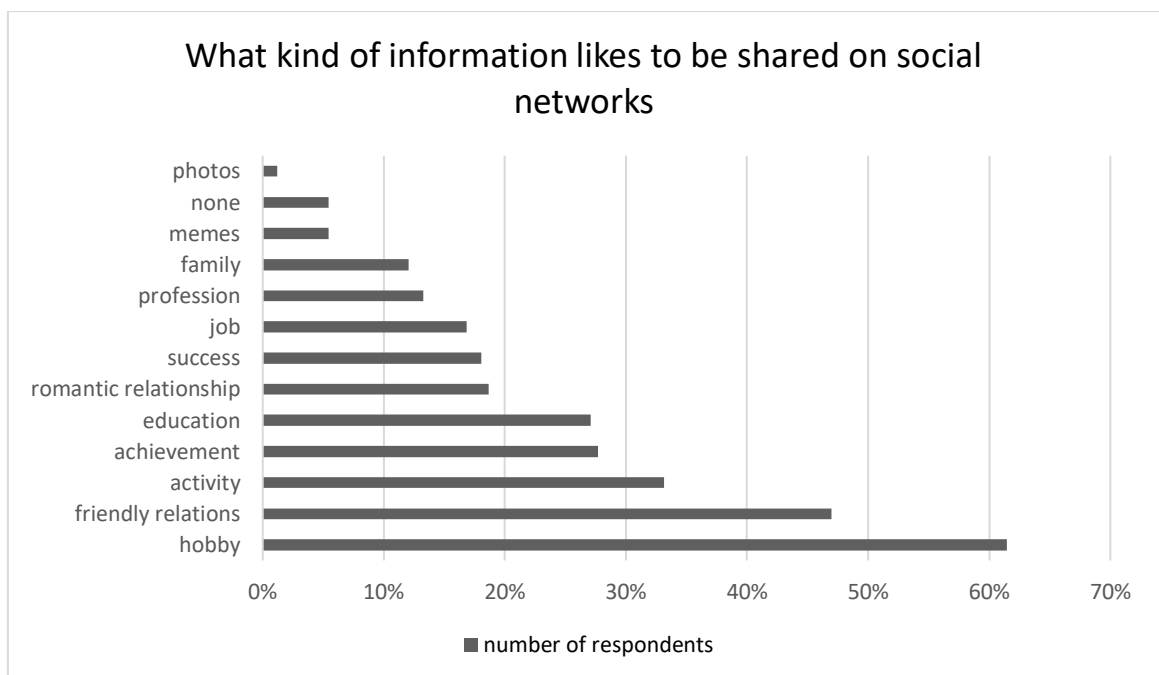
Fig. 11. What information young people share on social networks

In addition to posts about hobbies (58% of the sample, or 97 people), a large number of young people are attracted to posts about travel - 54% (89 people) and self-actualization - 44% (73 people) (Fig. 12).

The topics of the posts that attract the most attention

■ number of respondents
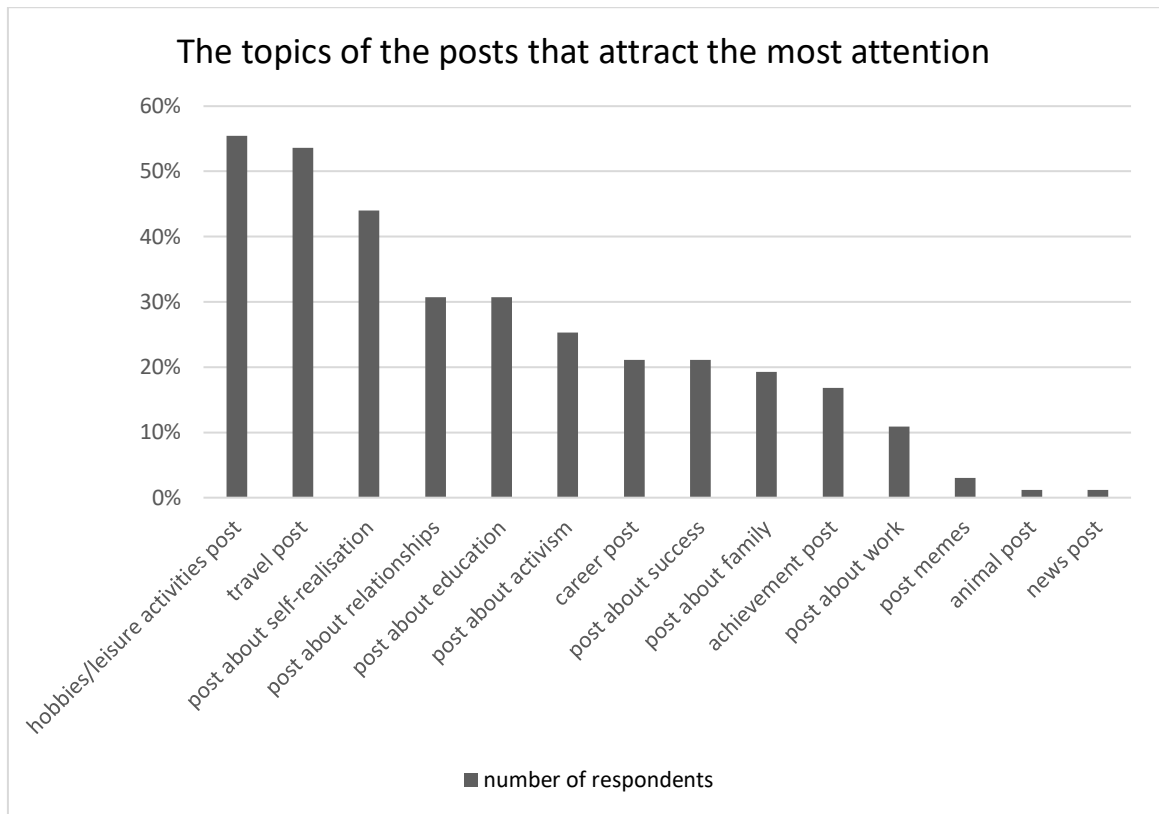
Fig. 12. Topics of posts that attract the attention of young people on social networks

It should also be noted that young people most often read information about leisure and hobbies. Interestingly, 31% of the sample do not tend to read information about family in social networks. At the same time, 86% of the respondents read posts about different activities in social networks. Information about education is read by more than 80% of respondents (Fig. 13).
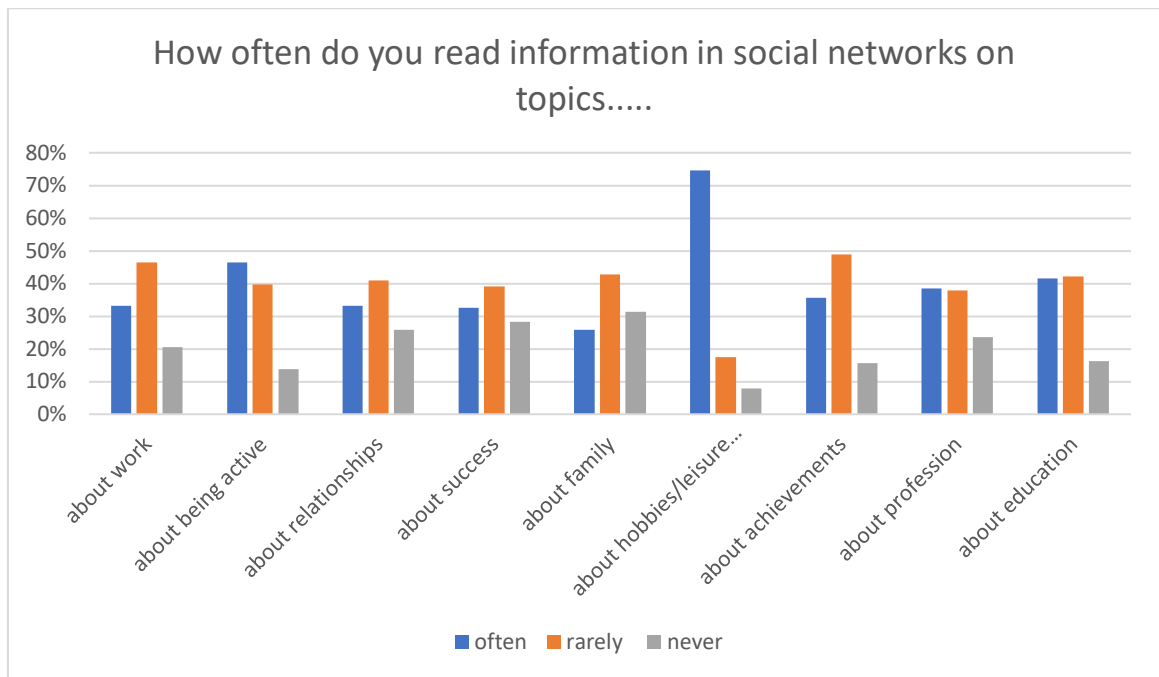
Fig. 13. Topics of respondents' preferred posts in social networks
*Columns indicate the share of respondents who answered the question.

Equally important are the actions that young people take with their preferred social media posts. To identify the degree of activity regarding information in social media, a question was asked about its types in social networks, also determining which of them are the most preferred. The answer involved choosing from several options according to the possibilities to react to some post in the communities. The most preferred actions were simply reading - 67% of the sample (112 respondents), like - 64% (107 respondents), sharing interesting posts with friends in private messages - 51% (85 respondents) (Fig. 14). That is, passive actions in relation to a post are the most preferable. Young people seem to take note of it, comprehend the information received, but do not always choose to broadcast it further to the public.
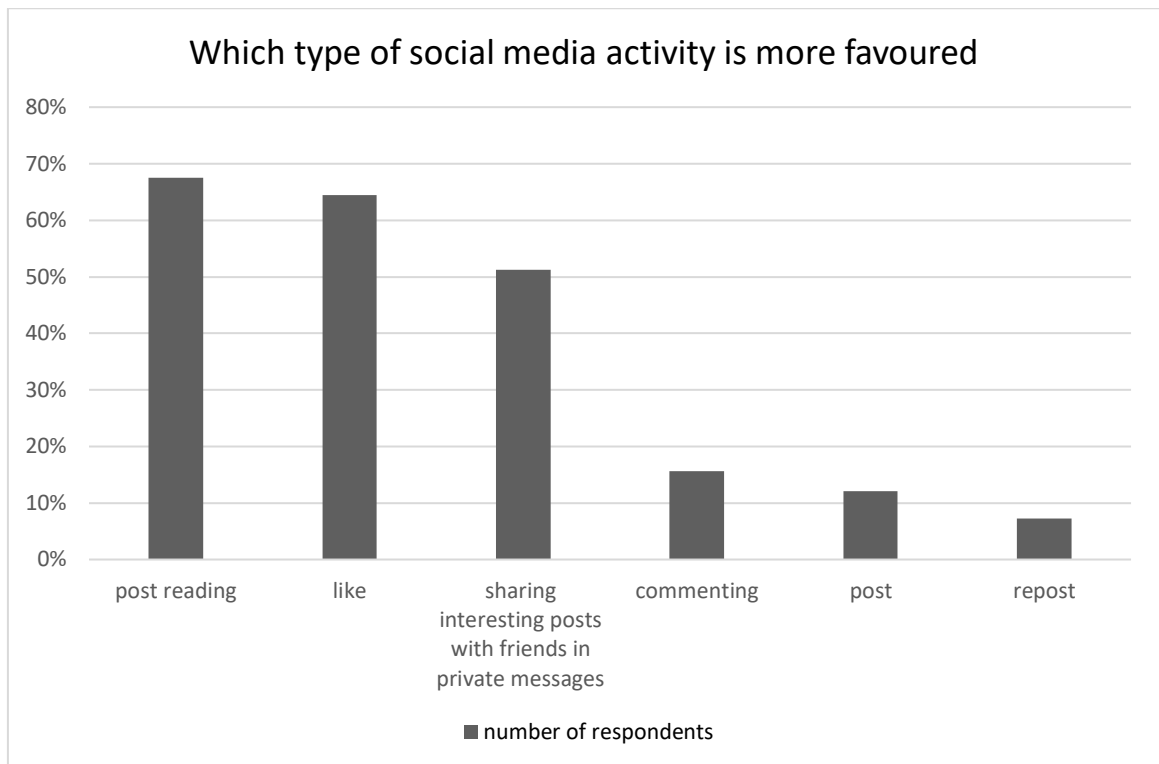
Fig. 14. Preferred types of activity with a post on a social network

Therefore, this information partially confirms the conclusion of the pilot study of the questionnaire about the mechanism of content broadcasting: viewed - read - liked - shared.

Summarizing the results obtained, we can draw the following conclusions. Of all the variety of social networks "VKontakte" is the most popular among the participants of our study, which corresponds to the all-Russian trend. Young people spend quite a lot of time on the Internet and they like posts that can be shared after reading: about leisure and hobbies, activities and travelling. However, the algorithm "viewed - read - shared" sometimes does not work. Thus, 76% of respondents read information in social networks about work and profession, but not many share it, only 17%. Consequently, the desire for activity, mobility, entertainment and pleasure is already evident in the choice of preferred content.

3.1.2 Factor structure of Internet content preferred by young people

In order to determine the structure of relationships between the variables related to the preferred Internet content, the data were factorized. A total of 40

variables were involved in the factor analysis (based on the author's questionnaire, see Appendix 3).

It should be noted an important feature in the processing of the obtained data. Factor analysis was conducted on the answers of 160 respondents (the number of the sample in the distribution by types of life models). This decision was made in order to conduct a comparative analysis between the types of life models in terms of preferred Internet content.

No variable was excluded during the analysis of the commonality table (no variables with extraction equal to less than 0.200). Factor extraction method used: the method of main components; rotation method: Varimax with Kaiser normalization. The rotation converged in 10 iterations.

The factor analysis identified 6 generalizable factors (components) that allow the interpretation of more than 41.3% of the explained cumulative dispersion (a full table of the explanatory cumulative variance of the six components is presented in Appendix 5).

The six-factor model was selected based on the plot of component eigenvalues followed by extraction of six components using the scree plot (Cattell criterion) (+/- one value from the inflection point). Below is a plot of eigenvalues, which indicates the significance of the first six factors (Figure 15).

График собственных значений
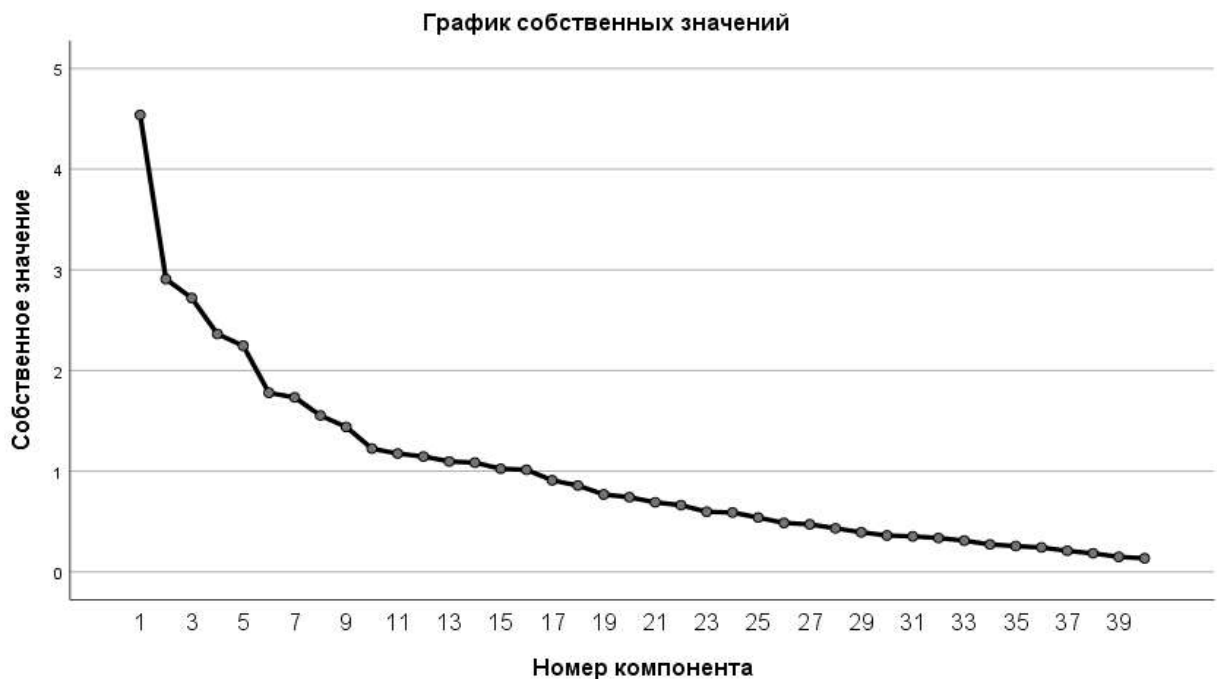
Fig. 15. Graph of eigenvalues by factors on the questions of the author's questionnaire

The maximum values of the variables in each factor determined the content and name of the factors. Table 5 presents the variables with loadings from 0.791 to 0.45. Note that values less than 0.2 were not considered when analyzing the matrix.

Table 5. Content of factors expressing Internet preferences of young people

№	Factor Name	% dispersion	Incoming variables	Factor loads
1	Orientation to information about successes and achievements	11,347	Often read information about social media activities	0,768
			Often read information about hobbies on social networks	0,734
			Often read information about achievements on social networks.	0,618
			I often read information about my profession on social networks	0,543
2	Interest in family and relationship topics		I often read information about relationships on social media	0,791
		7,271	I often read information about family on social media	0,747
			The most attention in social networks is attracted by a post about relationships	0,656
3	Interest in self-realisation and development		The post about education gets the most attention on social media	0,741
			I often read information about education on social networks	0,625
		6,801	I like to share information about education on social networks	0,622
			The most attention in social networks is attracted by a post about a profession	0,574
			The most attention in social networks is attracted by a post about self-actualisation	0,513
4	Inclusion in social networks		Preferred type of social network activity: commenting	0,618
		5,907	Large number of frequently used social networks	0,502
			Preferred social media activity: reposting	0,484
5	Interest in entertainment and cognitive content		The most attention on social media is attracted by a news post	0,715
		5,615	The post memes attract the most attention on social networks	0,685

6	Interest in socialising with friends		Like to share information about hobbies on social networking sites	0,620
		4,448	The most attention on social networks is attracted by a post about achievements	-0,558
			I spend a lot of time on social networks per day	0,529
			Preferred social network activity: sharing interesting posts with friends	0,454

Variables of the first factor include responses related to interest in social networks in such topics as: achievements, profession, work, active activity. The factor includes the following statements: "I often read information about active activities (0.77), - hobbies (0.73), - achievements (0.62), - profession (0.54)". Therefore, we labelled this factor as *"Orientation to information about successes and achievements"*.

The second factor summarized the statements related to showing interest in posts about family and relationships: "I often read information about relationships (0.79), - about family (0.74)"; "posts about relationships attract the most attention in the social network" (0.65). It was named *"Interest in family and relationship topics"*.

The third factor concentrated all the statements confirming the desire to receive information in social networks about education and professional self-realization. This included the following statements: "most attention in social networks is attracted by posts about education" (0.74); "I often read information about education in social networks" (0.62); "I like to share information about education" (0.62); "most attention in social networks is attracted by posts about profession" (0.57); "most attention in social networks is attracted by posts about self-actualization" (0.51). This factor was named *"Interest in self-realization and development"*,

The fourth factor was labelled as *"Involvement in social networks"* because it combined statements concerning active use of social networks: "preferred type of activity in social networks: commenting" (0.62); "- reposting" (0.49); "a large number of the most frequently used social networks" (0.50).

The fifth factor demonstrates the preference for entertainment information in social networks. It includes such characteristics as "news post attracts the most attention in social networks" (0.71), "- memes" (0.68), and therefore was named *"Interest in entertainment and educational content"*.

The sixth factor summarizes the variables that collectively describe an individual's use of social media for friendship and networking. The factor is formed from the following statements: "on social networks, I like to share information about hobbies" (0.62); "a post about achievements attracts the most attention on social networks" (- 0.56); "I spend a lot of time on social networks per day" (0.53); "I prefer to share interesting posts with friends" (0.45). We named this factor *"Interest in socializing with friends"*.

As a result, the obtained six-factor model demonstrates the different range of young people's interests in social networks, as well as the degree of their activity in the digital space. This model includes factors with the following names: Factor 1. "Orientation to information about successes and achievements"; Factor 2. "Interest in family and relationship topics"; Factor 3. "Interest in self-realization and development"; Factor 4. "Inclusion in social networks"; Factor 5. "Interest in entertainment and educational content"; Factor 6. "Interest in socializing with friends". At the same time, the factor related to communication (the main purpose of social networks) was in the last place in the six-factor model, explaining less than 5% of the total dispersion.

3.1.3 Grouping the study sample based on preferred Internet content

To group young people according to their preferred content, we carried out a cluster analysis based on the six-factor model of preferred Internet content identified earlier. Based on the results of clustering, 7 clusters were identified. The empirical task of this part of the study was the distribution of young people according to their preferences for information in social networks and possible typology of observations.

According to the distribution of the number of respondents in each cluster (Table 6), two clusters, namely 1 and 5, turned out to be the fewest, totaling 5% of the entire study sample. Due to these circumstances, both clusters were excluded from further research. In the subsequent analysis, 5 clusters out of 7 participated.

Table 6. Cluster in connection with preferred Internet content

№ Cluster	Number of respondents	Percent of total sample
1	2,000	1%
2	27,000	17%
3	16,000	10%
4	46,000	29%
5	7,000	4%
6	12,000	8%
7	50,000	31%

To compare the obtained groups, we analyzed the degree of expression of each factor in five selected clusters, which form the basis of the data on cluster end centers (the full table with cluster end centers is presented in Appendix 5), and made a general graph (Fig. 16).

Note that young people in all clusters are immersed in the Internet space with varying degrees of intensity.
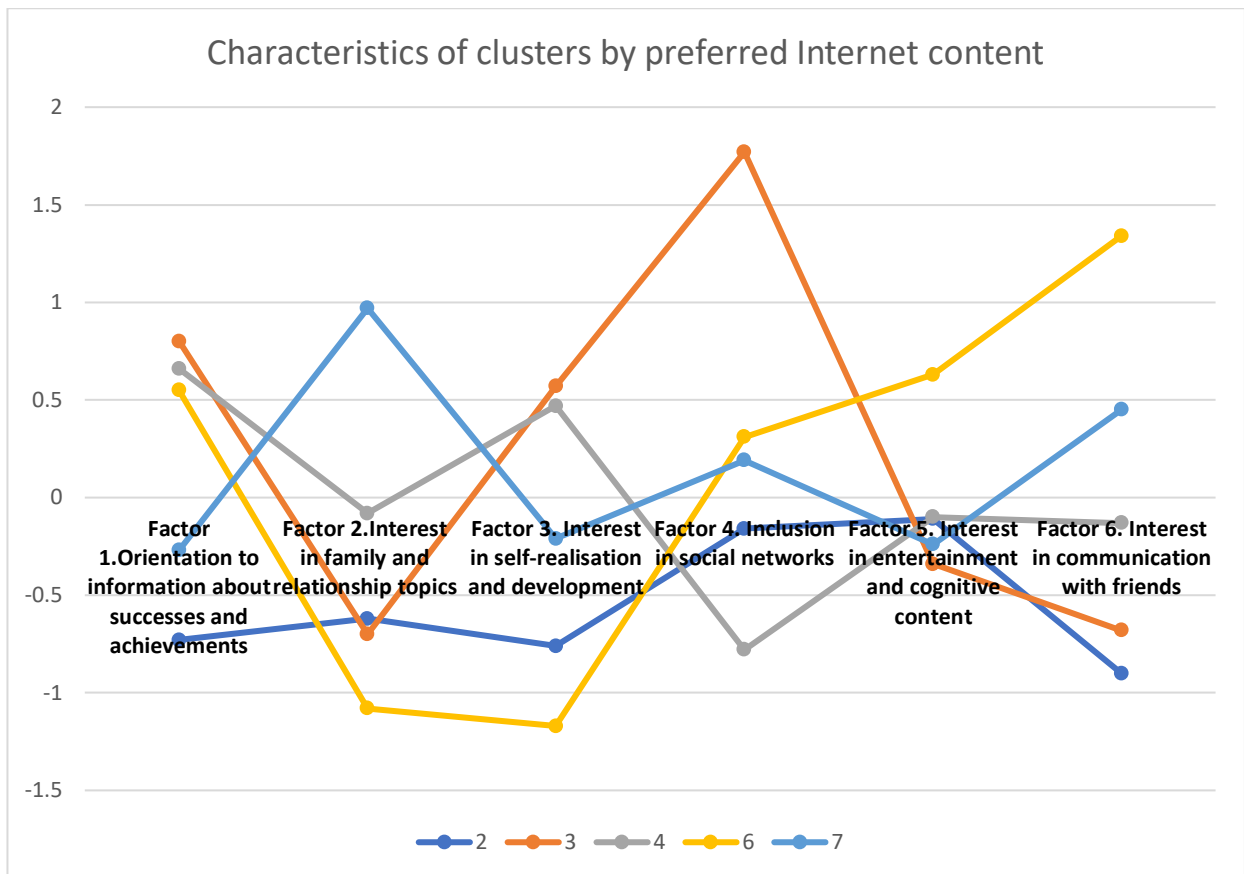
Fig. 16. The Comparative expression of the factors in clusters about the
preferred Internet content

Description of clusters

The second cluster accounted for 17% of the sample. This cluster united young people with low values in contrast to the other clusters, in fact, for all factors. Separately, the lowest values among the others for Factor 6 should be emphasized. "Interest in socializing with friends" (k= -0.90), Factor 3. "Interest in self-realization and development" (k= -0.76) and Factor 1. "Orientation to information about successes and achievements" (k= -0.73). Thus, young people in this cluster are less oriented than others towards active social networking activities related to communication, and they are not interested in reading posts, especially on the topics of self-development and achievements. The cluster can be called *Group 1. "Not interested in social network content".*

The third cluster (10% of the sample) includes respondents with high values for Factor 1. "Orientation to information about successes and achievements" (k= 0.80), Factor 4. "Inclusion in social networks" (k= 1.77), low on Factor 2. "Interest

in family and relationship topics" (k= -0.70), Factor 6. "Interest in socializing with friends" (k= -0.68), and high on Factor 3. "Interest in self-realization and development" (k= 0.57) and negative for Factor 5. "Interest in entertainment and educational content" (k= -0.34). According to the results, respondents in this cluster can be characterized among others as the most active in the social network, oriented towards reading posts about education and achievements. Young people in this cluster use social networks mainly to get acquainted with the achievements of others and demonstrate their own achievements, as well as to search for information for self-development and learning. They are not interested in entertainment, family and relationship topics and are less interested in social networking. The cluster can be called *Group 2. "Actively interested in Internet content about achievements and self-realization"*.

The fourth cluster, accounting for 29% of the sample, represents youth with a negative value on Factor 4. "Inclusion in social networks" (k= -0.78). They are distinguished by high values for Factor 1. "Orientation to information about successes and achievements" (k= 0.66), Factor 3. "Interest in self-realization and development" (k= 0.47). Young people in this cluster prefer to use social networks situationally for self-development, as well as for reading posts about education and achievements. Obviously, they are more likely to realize their interest in achievements in the real world. We labelled this cluster as *Group 3. "Passively interested in internet content about self-development and achievements"*.

The sixth cluster (8% of the sample) is characterized by high values among others for Factor 6. "Interest in socializing with friends" (k= 1.34) and Factor 5. "Interest in entertainment and educational content" (k= 0.63), as well as the lowest values of Factor 3. "Interest in self-realization and development" (k= -1.17) and Factor 2. "Interest in family and relationship topics" (k= -1.08). In other words, young people representing this cluster use social networks for entertainment, leisure and socializing with friends. They are not interested in reading posts aimed at self-development, building a family, etc. The sixth cluster was given the name *Group 4. "Actively interested in entertainment and leisure Internet content"*.

The seventh cluster, representing 31% of the sample, characterizes young people with the highest values for Factor 2. "Interest in family and relationship topics" (k= 0.97). We also note positive values for Factor 6. "Interest in socializing with friends" (k= 0.45) and low values for Factor 1. "Orientation to information about successes and achievements" (k= -0.27) and Factor 5. "Interest in entertainment and educational content" (k= -0.24). Thus, this cluster is the opposite of the previous sixth cluster. Young people in it show interest in all forms of relationships in social networks - friendly and romantic. They use the social network to chat with friends and read posts about family and relationships. However, they are not interested in information about achievements, news and entertaining posts with memes and similar information. The cluster was named *Group 5. "Interested in online content about close relationships and socializing".*

Comparative analysis of clusters based on Figure 16.

Two clusters *(Group 1. "Uninterested in social media content" and Group 5. "Interested in online content about close relationships and communication")* do not demonstrate activity and achievement orientation (negative values on Factor 1. "Orientation to information about successes and achievements").

Three clusters (Group 1. *" Not interested in social media content",* Group 2. *"Actively interested in Internet content about achievements and self-realization"* and Group 4. *"Actively interested in entertainment and leisure Internet content"*) are not interested in content about family and relationships (however, they are smaller in number than the clusters whose respondents are interested in this content) - negative values for Factor 2. "Interest in family and relationship topics".

Three clusters (*Group 2. "Actively interested in Internet content about achievements and self-realization", Group 4. "Actively interested in entertainment and leisure Internet content" and Group 5. "Interested in Internet content about close relationships and communication"*) demonstrate high inclusion in social networks in contrast to the rest of the study participants (higher values for Factor 4. "Inclusion in social networks" in comparison with others. "Inclusion in social networks").

The majority of clusters, except for the fourth one, demonstrate low Interest in entertainment and educational content (low values for Factor 5. "Interest in entertainment and educational content").

Separately, it should be noted the similarity of *Group 2. "Actively interested in Internet content about achievements and self-realization"* and *Group 3. "Passively interested in Internet content about self-development and achievements"*. They are distinguished only by their different inclusion in social networks (according to Factor 4. "Inclusion in social networks"), as well as their attitudes towards content about family and relationships (according to Factor 2. "Interest in family and relationship topics"). Young people in Group 2. have more negative attitudes towards posts about family and relationships and are also much more active in using social media.

Therefore, the research sample, according to the developed factor model of preferred Internet content, was divided into five groups based on clustering: *Group 1. " Not interested in social media content"; Group 2. "Actively interested in internet content about achievement and self-actualization"; Group 3. "Passively interested in internet content about self-development and achievement"; Group 4. "Actively interested in entertainment and leisure Internet content"; Group 5. "Interested in Internet content about close relationships and communication".*

These groups were further correlated with the respondents' life models, which allowed us to reinforce the results of the study to identify the influence of the preferred Internet content on the content of life models (p. 3.4).

3.1.4. Personal traits that determine Internet content preferences
Personal traits of the research participants: descriptive analysis:

Statistical processing (Fig. 17) of the data on the Test of Existential Motivations "TEM" showed that the majority of young people in the sample of the present study demonstrate an average score on all subscales of the methodology, as well as on the general TEM indicator. It should be noted that no low values on the subscale were recorded.
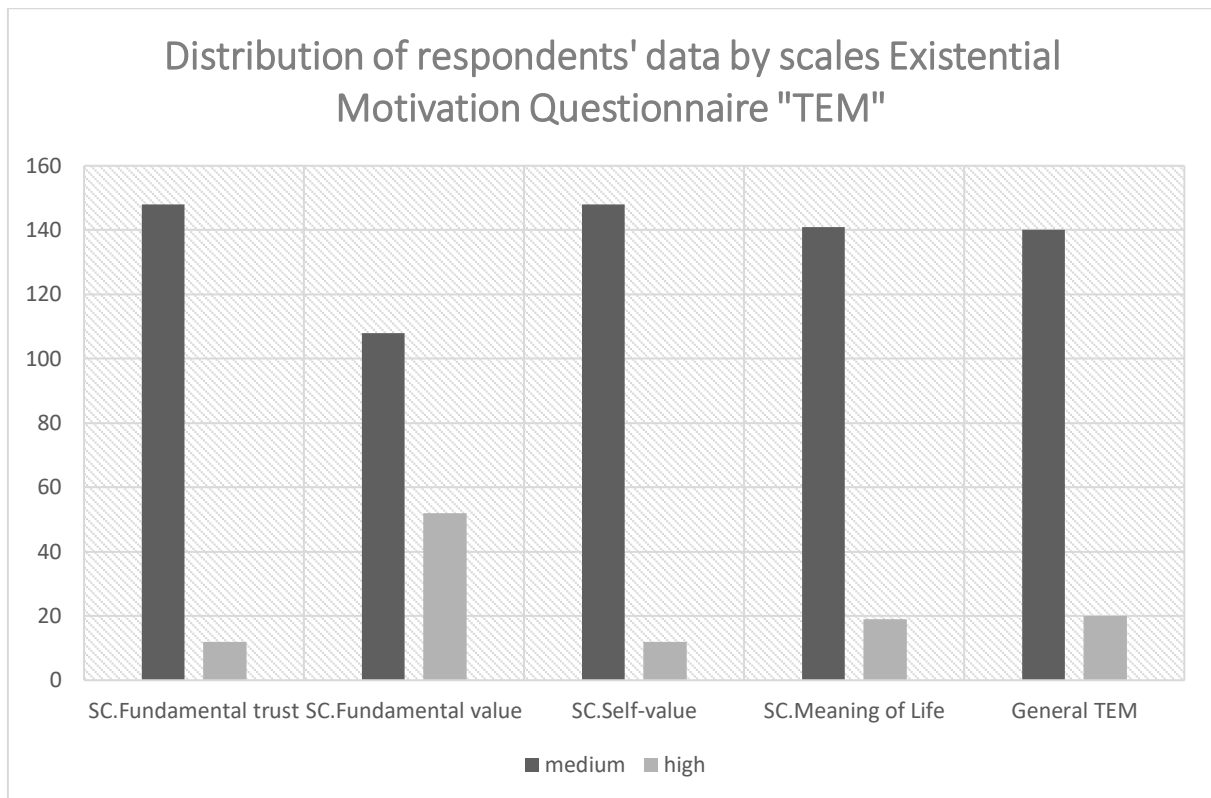
Fig. 17. Distribution of the study sample in relation to the values on the scales of the Test of Existential Motivations

Thus, 87% of young people demonstrated average expression of fulfilment of life, freedom and responsibility in decision-making (General TEM scale). At the same time, 13% of the participants have high results on the "General TEM" scale, which indicates a deep inner agreement with their own attitudes, decisions and actions, a high degree of congruence between personal attitudes and the requirements of the outside world.

As can be seen from the diagram, we obtained only average and high values on the scales of existential fulfilment. High values on the scales "Fundamental trust", "Fundamental value", "Self-Worth", " Meaning of Life" indicate that most participants demonstrate greater involvement in life, activity regarding decision-making and interactions in the context of living life, the ability to respond emotionally to the events of their own life, as well as the increasing ability to be themselves, to protect and defend their "Self" by accepting it.

One third (33%) of respondents have a high degree of emotional response to life events (results on the "Fundamental value" scale). Young people in this part of the sample have high claims regarding the very process of entering life, demonstrate

the ability to live values, as well as a personal position: to enter life again and again, despite all the shocks and sufferings.

The obtained data (Fig. 18) on the self-esteem questionnaire (V. V. Stolin, S. R. Panteleev) indicate that almost half of young people (49%) demonstrate high values on the integral S scale, that is, the respondents have an internally undeformed and stable sense of "for" and "against" themselves.
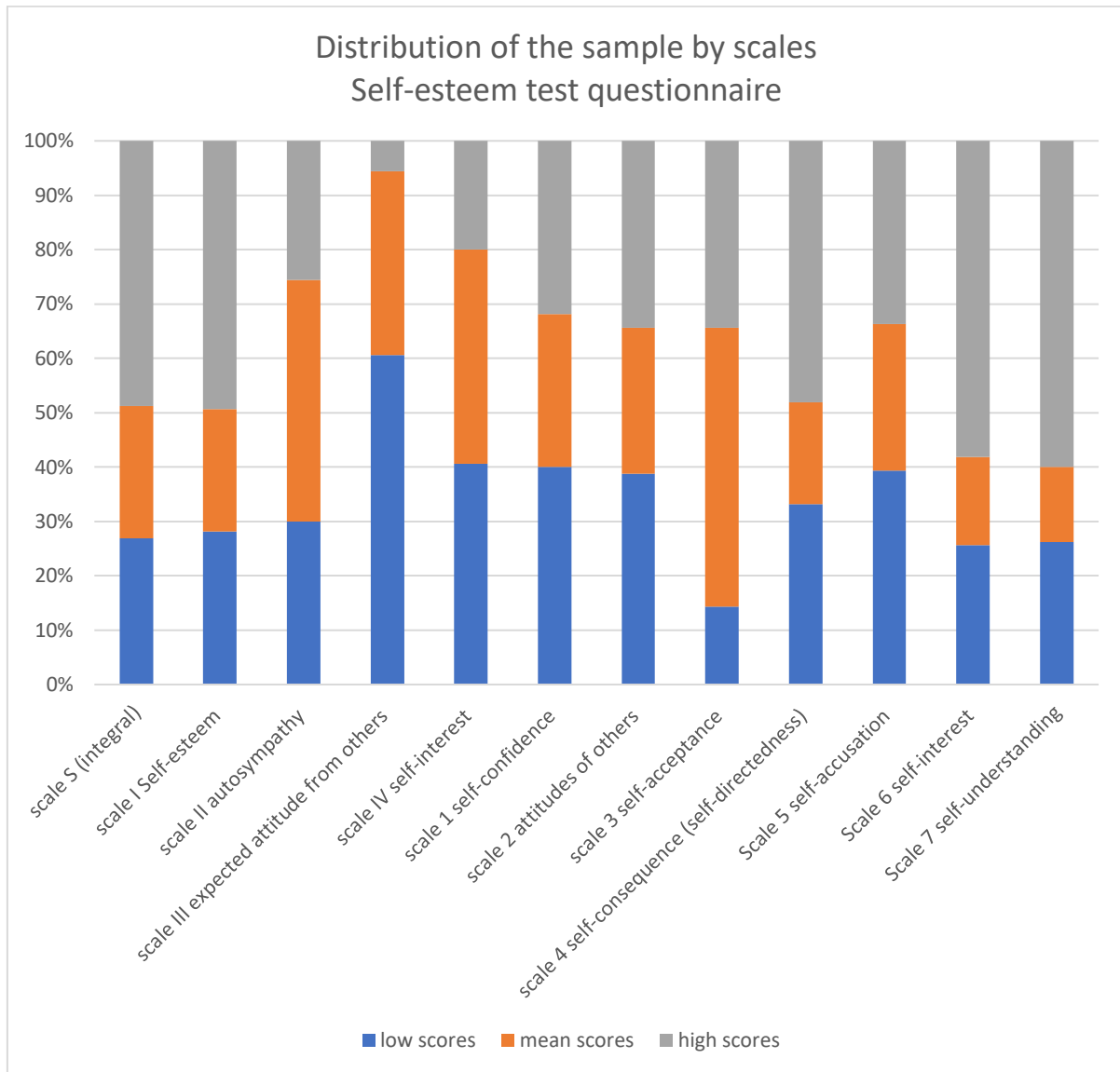
Fig. 18. Distribution of the study sample by values on the scales of the Self-Relationship Test Questionnaire (V. V. Stolin, S. R. Panteleev)

Same results apply to the frequency of values on Scale I "Self-esteem". Half of the respondents (49%) show a high degree of self-understanding, self-consequence and self-confidence.

On Scale II "Autosympathy", 44% of respondents have average values. However, special attention should be paid to the 30% of young people with low values on this scale: this characterizes them as those who are prone to self-blame and see themselves mainly as flawed (low self-esteem).

More than half of the respondents (60.6%) had low values on scale III "Expected Attitude from Others", which indicates that they view the attitude of others towards them as mostly negative.

On scale IV "Self-interest" the respondents were divided among themselves by low and average values. Some of them are really not ready to show proper attention to their thoughts and feelings, while others are confident in the interest of their own person to others and are at a sufficient level of intimacy with themselves.

About 40% of respondents showed low values on Scale 1 "Self-confidence" and on Scale 2 "Attitude of others". That is, almost half of the sample is not confident in their own strengths and abilities and, in addition, believes that people around them have a negative attitude towards them.

At the same time, the majority of the research participants are in internal agreement with themselves (86% have high and average values on Scale 3 "Self-acceptance"). In 48% of respondents, high values were found in Scale 4 "Self-Consistency", which indicates an active position in relation to the decisions made concerning actions, the expression of an "inner core" and self-control. At the same time, almost a third of them have low values, which means that they are characterized by an inability to resist life circumstances and a low degree of self-regulation.

60% had high values on Scale 7 "Self-understanding", which means a high level of self-reflection, acceptance of one's own feelings and thoughts, and being in harmony with oneself.

Based on the results of the "Self-relationship" questionnaire, the study sample can be described as young people who are diverse in terms of the degree of expression of autosympathy, in most cases ready to be active, to show authorship of their own lives, listening to their own thoughts and feelings, but somewhat insecure

and worried about the negative (in their opinion) attitude of others towards themselves.

The results of the study of value orientations (Schwartz questionnaire) are presented in Table 7. We identified the ratings of values at the level of normative ideals and at the level of personal preferences expressed in activities. In the description of the questionnaire, S. Schwartz notes that the mismatch between the significance of a value as normative and as personal is a norm due to restrictions in society or other reasons preventing the realization of important values in a person's activities.

Table 7. Rating of values based on sample mean values

Motivational value types at different levels		
Grade	*at the level of normative ideals*	*at the level of individual priorities*
1	Самостоятельность Self-Direction	Гедонизм Hedonism
2	Гедонизм Hedonism	Самостоятельность Self-Direction
3	Доброта Benevolence	Доброта Benevolence
4	Достижения Achievement	Универсализм Universalism
5	Безопасность Security	Достижения Achievement
6	Универсализм Universalism	Стимуляция Stimulation
7	Конформность Conformity	Безопасность Security
8	Стимуляция Stimulation	Конформность Conformity
9	Власть Power	Власть Power
10	Традиции Tradition	Традиции Tradition

The most significant values at the level of normative ideals, as well as based on the "personality profile", are self-direction, hedonism and benevolence. Accordingly, the young people in the sample generally value pleasure and enjoyment of life; they are oriented in life towards creative activity, self-control and autonomy. At the same time, benevolence in interaction with the immediate community, preservation and multiplication of positive relationships are important for them.

The least significant values were power and traditions (lack of desire to gain control over others and high social status, denial of social norms of behavior, traditional way of society). Therefore, the study participants value independence, it is important for them that life brings pleasure and well-being in their relationships with others. At the same time, they attach less importance to traditional, normative forms of

behavior. For them social status is not important and there is no desire to control or subordinate anyone.

The influence of personality traits on preferred Internet content: discriminant analysis.

Discriminant analysis was conducted to determine the importance of young people's personality traits in their preference for Internet content. It allowed us to identify how the independent variables (personality traits) attributed to predictors determine interests and types of activity on social networks. Five groups derived from the six-factor model and describing young people's online preferences were used as a basis: *Group 1. "Not interested in social media content"; Group 2. "Actively interested in internet content about achievement and self-actualization"; Group 3. "Passively interested in Internet content about self-development and achievement"; Group 4. "Actively interested in entertainment and leisure Internet content"; Group 5. "Interested in Internet content about close relationships and communication".*

The independent variables were the values of the scales of the psychodiagnostic techniques used: the scales of the Test of Existential Motivations "TEM" (Scale "Fundamental trust"; Scale "Fundamental value"; Scale "Self-Worth"; Scale "Meaning of life"); the scales of the questionnaire of self-attitude (V. V. Stolin, S. R. Panteleev): I - self-esteem; II - autosympathy; III - expected attitude from others; IV - self-interest; 1 - self-confidence; 2 - attitude of others; 3 - self-acceptance; 4 - self-management; 5 - self-accusation; 6 - self-interest; 7 - self-understanding); Scales of the value questionnaire S. Schwartz value questionnaire scales on normative values and personality profile (20 scales on 10 values: **Conformity; Tradition; Benevolence; Universalism; Self-Direction; Stimulation; Hedonism; Achievement; Power; Security**).

The characteristic of the discriminant analysis results was calculated using the stepwise inclusion method. Based on the analysis of all values, the computer program identified the 6 most significant independent variables according to the Fisher significance level (less than 0.005), as well as based on Wilks' lambda values (shown in Table 8.). For the others, Wilks' lambda shows a low level of the

proportion of variance of the discriminant function estimates, indicating a low degree of difference between the groups on the remaining variables.

Table 8. Results with stepwise criterion for canonical roots of personality questionnaire scales

Step	Entered Variable	Wilkes' Lambda	point
1	SC. The meaning of life	0,868	0,000
2	SC. Fundamental value	0,747	0,000
3	Universalism (normative value)	0,644	0,000
4	SC. Fundamental trust	0,562	0,000
5	Conformity (personality profile)	0,502	0,000
6	Achievement (normative value)	0,452	0,000

Also, from the obtained classification matrix we can conclude that the respondents' data were quite accurately correlated with the previously identified clusters: *Group 1. " Not interested in the content of social networks"* - 52%; Group *2. "Actively interested in internet content about achievements and self-realization"* - 69%; Group 3. *"Passively interested in internet content about self-development and achievement"* - 26%; Group 4. *"Actively interested in entertainment and leisure Internet content"* - 58%; Group 5. *"Interested in Internet content about close relationships and communication"* - 38%. It should be noted that 41.7% of the initial grouped observations were classified correctly, which is considered a satisfactory indicator for a phenomenological study (Table 9).

Table 9. Classification matrix

	Classification results[a]						
	Name of group	Group 1.	Group 2.	Group 3.	Group 4.	Group 5.	Total
%	*Group 1. "Uninterested in social media content"*	51,9	0,0	25,9	7,4	14,8	100,0
	Group 2. "Actively interested in Internet content about achievements and self-realisation"	0,0	68,8	12,5	6,3	12,5	100,0
	Group 3 "Passively interested in Internet content about self-development and achievements"	15,2	17,4	26,1	10,9	30,4	100,0
	Group 4. "Actively interested in entertainment and leisure Internet content"	16,7	16,7	0,0	58,3	8,3	100,0
	Group 5. "Interested in Internet content about close relationships and communication"	12,0	12,0	30,0	8,0	38,0	100,0
	a. 41.7% of the original grouped observations were correctly classified.						

Four discriminant functions were identified, for which Table 10 summarizes the Eigenvalues for each function and the cumulative proportion of explained variance cumulated by each function. The table shows that Function 1 is responsible for 51.1% of the explained variance. That is, 51.1% of the total discriminative power is determined by this function, while Function 2 explains 36.7% of the dispersion. Consequently, we can take the first two first functions with a total dispersion of 87.8% as the most significant of the 4 canonical discriminant functions as the basis of the analysis.

Table 10. Function eigenvalues

Eigen values				
Function	Eigen values	% dispersion	Cumulative %	Canonical correlation
1	,477[a]	51,1	51,1	0,568
2	,343[a]	36,7	87,8	0,505
3	,086[a]	9,2	97,0	0,281
4	,028[a]	3,0	100,0	0,166

The first function (51.1% of the total discriminating power) was formed by such variables as: (1) " SC. Fundamental value (TEM)" (0.371), which shows the completeness of living values, significance of the very process of life, ability to freely address feelings and emotions, attractivity of life; (2) "SC. Meaning of Life (TEM)" (0.433), which demonstrates the sense of neediness, readiness to respond to life's demands, focus on solving life's tasks; (3) "Universalism" (at the level of normative ideals) (0,459), revealing the desire for understanding and tolerance in contact with other people, as well as the desire for well-being and its protection, and (4) "Conformity" (personality profile) (-0,497), according to the negative value describing the demonstration of intemperance regarding actions as opposed to obedience, education and self-control. So this function is characterized by high fullness of living one's own life, readiness to actively and independently solve life tasks and act, and despite the desire for the common good and tolerance, to show

unwillingness to restrain oneself, readiness to violate some social norms. We named this *function "Activity, autonomy and individualism"*.

The second function (36.7% of the variance) is determined by such variables as: (1) " SC.Fundamental trust" (0.193), which shows the ability to "be able to be", the ability to cope with the limitations and conditions of existence in the world through overcoming uncertainty, fear and anxiety; (2) "Achievements" (at the level of normative ideals) (0.448) - orientation to social competence and social approval as indicators of success. So, this function is characterized by readiness to accept the world with its limitations and difficulties, orientation to socially approved achievements in activities as an indicator of success (however, we note that such orientation is present only in the context of normative values). We named this function *"Fundamental trust and success orientation". (Table 11).*

Table 11. Matrix of the structure of two functions defining groups of preferred Internet content

Matrix of structure		
	Function	
Variable	**1**	**2**
SC. The sense of life	0,433*	0,182
SC. Fundamental value	0,371*	-0,242
SC. Fundamental trust	0,060	0,193*
Conformity (personality profile)	-0,497*	-0,004
Achievement (normative value)	-0,025	0,448*
Universalism (normative value)	0,459*	-0,030

* Highest absolute correlation between each variable and any discriminant function.

The distribution of groups by preferred Internet content in relation to the discriminant functions is presented in the scatter diagram of canonical scores of discriminant functions (Fig. 19).
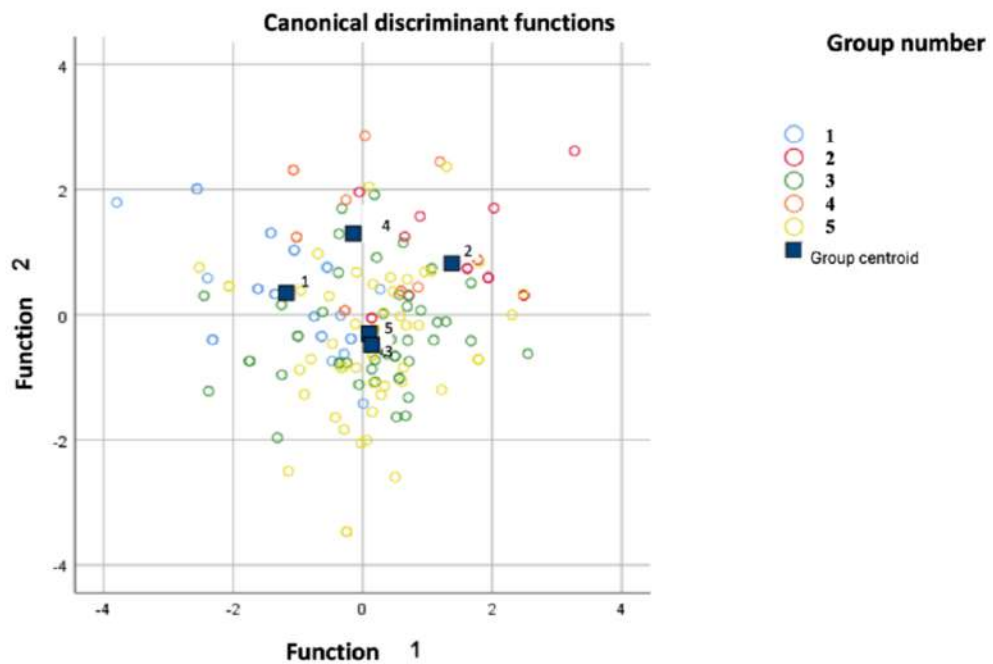
Fig. 19. Scatter diagram of canonical values on personality questionnaire scales based on discriminant functions*.

Groups: Group 1. " Not interested in social media content"; Group 2. "Actively interested in Internet content about achievement and self-actualization"; Group 3. "Passively interested in internet content about self-development and achievement"; Group 4. "Actively interested in entertainment and leisure Internet content";Group 5. "Interested in Internet content about close relationships and communication" Functions: Function 1. "Activity, autonomy and individualism";Function 2. "Fundamental trust and success orientation".

The diagram shows that the groups of Internet content preferences are located in certain areas of the plane. It is noticeable that the distance between the centroids of Group 5. "Interested in Internet content about close relationships and communication" and Group 3. "Passively interested in Internet content about self-development and achievements" is weakly distinguishable, which indicates their similarity. Groups 1, 2 and 4 are the most interesting for explaining the role of personality traits in the choice of Internet content.

Group 1. " Not interested in social network content" (centroid coordinates: -1,2/ 0,3 (Function1/Function 2, respectively)) is characterized by negative values relative to Function 1. "Activity, autonomy and individualism", as well as positive but close to zero values with respect to Function 2. "Fundamental trust and success orientation". Consequently, we can conclude that young people who do not show interest in information in social networks have a conformist position. It is not typical

for them to go against social norms and standards. At the same time, they have limited access to their feelings and emotions, are not ready to live life fully, be active in it, and respond to life's demands. On the other hand, plus scores for the second function indicate their orientation towards social approval as an indicator of success and their readiness to accept the limitations of the world.

Group 2. "Actively interested in Internet content about achievements and self-actualization" (centroid coordinates: 1.3/ 0.8 (Function1/Function 2, respectively)) also features positive values for Function 2. "Fundamental trust and success orientation", but to a lesser extent than Group 4 respondents. Their characterization is more determined by the parameters of Function 1. "Activity, autonomy and individualism", which is consistent with their preferred internet content on social media. Young people of this cluster are ready to live their lives actively, feel themselves a part of it, and despite the normative orientation to success as a social competence, in their actions they do not adhere to these orientations, but show an individual style (such a discrepancy is described in the interpretation of the scales of the Schwartz value questionnaire as a norm). Thus, realizing the limitations of society, young people tend to be oriented towards their own interests and desires and are ready to live confidently in a changing world full of limitations, feeling sufficiently rooted in it. This explains their interest in content that allows them to develop, set new life goals and successfully achieve them.

Group 3. "Passively interested in Internet content about self-development and achievements" (centroid coordinates: 0.1/ -0.3 (Function1/Function 2, respectively)) and *Group 5. "Interested in Internet content about close relationships and communication"* (centroid coordinates: 0.1/ -0.5 (Function1/Function 2, respectively)) are to a small extent determined by the characteristics of the two functions described above. Both clusters are characterized by almost zero values with respect to Function 1. "Activity, autonomy and individualism" and negative values with respect to Function 2. "Fundamental trust and success orientation". They show some anxiety towards the world around them, lack aspiration for social recognition and success. The described characteristics are more pronounced in

Group 5. "Interested in Internet content about close relationships and communication". At the level of tendency (according to Function 2), they do not feel adequately capable of coping with all the complexities of the modern world, nor do they feel rooted in it. In other words, young people from these groups probably use Internet content to fill in what is missing in their lives or what they do not feel confident in, thus expanding their picture of the world. However, the near-zero scores for both functions as a whole suggest that, for these clusters, the preference for Internet content on social media is probably driven by personal traits beyond the scope of this study.

The second function is most pronounced in Group 4. "Actively interested in entertainment and leisure Internet content" (centroid coordinates: -0.1/ 1.3 (Function 1/Function 2, respectively)) with almost zero values for Function 1. "Activity, autonomy and individualism". Young people in this particular cluster accept all the limitations and difficulties of the world to the maximum extent possible, feel quite strongly grounded in it, and their activity is maximally aimed at seeking social approval, displaying social competence, socially approved achievements and confirmation of their success by others.

Summarizing the above results of the discriminant analysis, it is important to note that similar in values for Function 1. "Activity, autonomy and individualism" are young people in Groups 3, 5 and to some extent Group 4. For young people who use social media content solely for leisure, socializing, broadcasting information about family and relationships, or who are passively engaged in social media to learn about other people's achievements and activities (perhaps seeing this as a source of self-development), personality characteristics such as active inclusion, desire for understanding and non-conformism have little or no influence (i.e. are not predictors) on the choice of social media content.

The information preferences of young people "Using content for leisure" (Group 4) are largely determined by their readiness for "all the complexities of the world", their sense of support in it, their autonomy and individualism, as well as their desire for socially approved achievements at the level of normative ideals and

values. These personality traits that influence social media information choices account for the similarities between Group 4 respondents and the other two, Group 1. *" Not interested in social media content" and Group 2. "Actively interested in Internet content about achievements and self-realization".* Another question is how the highlighted personality traits influence preferences. It is obvious that those who strive for self-development realize the task of living life to the fullest. They want to feel both necessary and free, to become socially competent and successful. Those who are not interested in Internet content demonstrate their freedom and independence, to some extent opposing themselves to the general trend of inclusion in social networks, thus realizing their non-conformism as a personal position. People who use networks for leisure and entertainment maintain a sense of well-being through communication, social competence, full living of their values and the process of life, express their feelings and emotions, thus overcoming insecurity, fear and anxiety.

3.2. Components of young people's life models

From our point of view, the key to understanding the trajectory of young people's life is their script ideas about goals, plans and forms of activity in the main spheres of life: work, relationships, and the sphere of "Self". Therefore, first of all, we analyzed the answers to the questions of the Life Models questionnaire, including those that could have a certain impact on the characteristics of life models. Following several authors, we analyzed the results of our study through the generalization of respondents' answers, the factor structure of life models obtained from the results of the analysis, as well as the subsequent typology of life models.

3.2.1. Descriptive statistics of the components of young people's life models

Based on the results of statistical analysis of the research sample, we will turn to the ideas about future professional and personal life and its planning, to certain life values and attitudes of young people themselves. However, in order to clarify the differences and similarities with the life scripts of parents, we will turn to the answers to the questions about the subjects' parental families. For example It is

important for us to emphasize the distinctive features of young people's planning of their lives in different spheres of life (and thus their closeness to their generation, to the information broadcast and transmitted between peers in social networks), on the one hand, and, on the other hand, possible similarity with the views of their parents.

Sphere of professional realization

The data received from respondents about their parents indicate the dominance of the professional life model in the family, which implies changing the workplace several times during life, in the choice of work - orientation on material security, to a lesser extent on passion. Prestige and social status are not so important in choosing a job but can be achieved without special motivation or aspiration for it (Appendix 2).

Own perceptions of professional life course are multidimensional. The main thing in choosing a job (multiple-choice question) most respondents consider getting pleasure from what one does (64%), as well as remuneration (52% of respondents).

More than half of the sample (94 people) would be ready to change their profession if they realized an error in its choice, and half of the sample (88 people) also noted a change in their professional path as an event that had happened or would definitely happen. This is in line with young people's perceptions of their parents' experience of the process of building a professional life course and testifies to the presence of intergenerational transmission mechanisms in their formation. Among the planned or desired events in the professional sphere it is also worth noting the getting a prestigious job (Fig. 20).

Events in the sphere of self-realisation, work

■ want things to happen   ■ will definitely happen   ■ have happened in my life
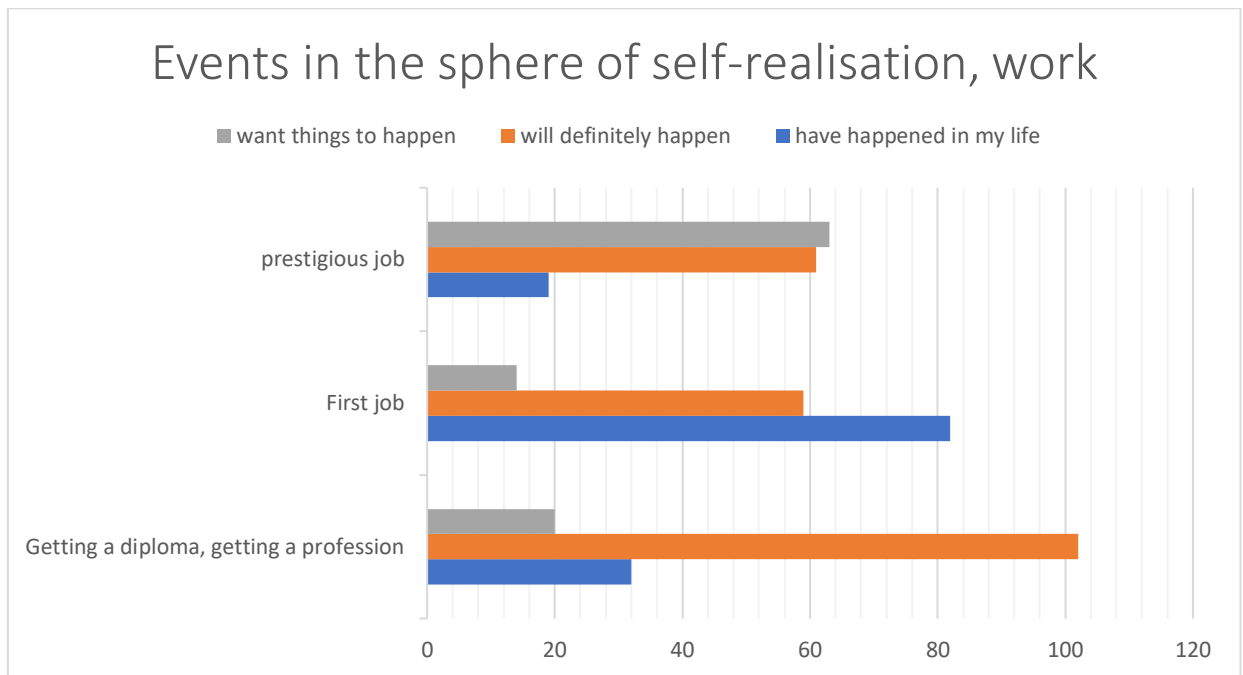
Fig. 20. Life events in the field of profession

Therefore, when describing the trajectories for realizing their career opportunities, young people demonstrated limited mobility. Most of them would like to stay in the same job, but at the same time to move up the career ladder, or to change jobs to a similar one in order to improve their own competence. That is, for respondents it is more important to move vertically (self-development and gaining new experience, getting a new position at the same place) rather than horizontally (changing jobs). At the same time, girls and boys show professional flexibility, i.e. readiness to change profession and, if necessary, retraining, as well as the desire to bear personal responsibility for the results of work (desire to work for themselves). At the same time, prestige or social status is less important for them when choosing a workplace, and pleasure from work is more important for them. The respondents' answers about their life and parents are similar only in flexibility regarding the change of the workplace and readiness for this event.

About family and relationships

According to the results of the study, it was revealed that the majority of respondents plan to make decisions jointly in the future family (70%). Chores will be delegated to the family member who has time (87% of respondents think so). The answers correspond to the respondents' memories of their parents'

relationships. Most young people support the tradition of their parents' family to meet relatives on important occasions.

When choosing a future spouse, girls and boys consider the following important: support and reliability, love, common interests and values.

Among the main relationship events (Fig. 24) that will happen or have happened, respondents name such events as love (88 %), wedding (64 %), birth of children (66 %), birth of grandchildren (63 %). However, almost a third of respondents (32%) do not consider the appearance of a happy family and children to be an obligatory event in their lives. Only 35% of respondents agree that official marriage is more reliable than civil marriage. Only 20% agree that single people are unhappy.
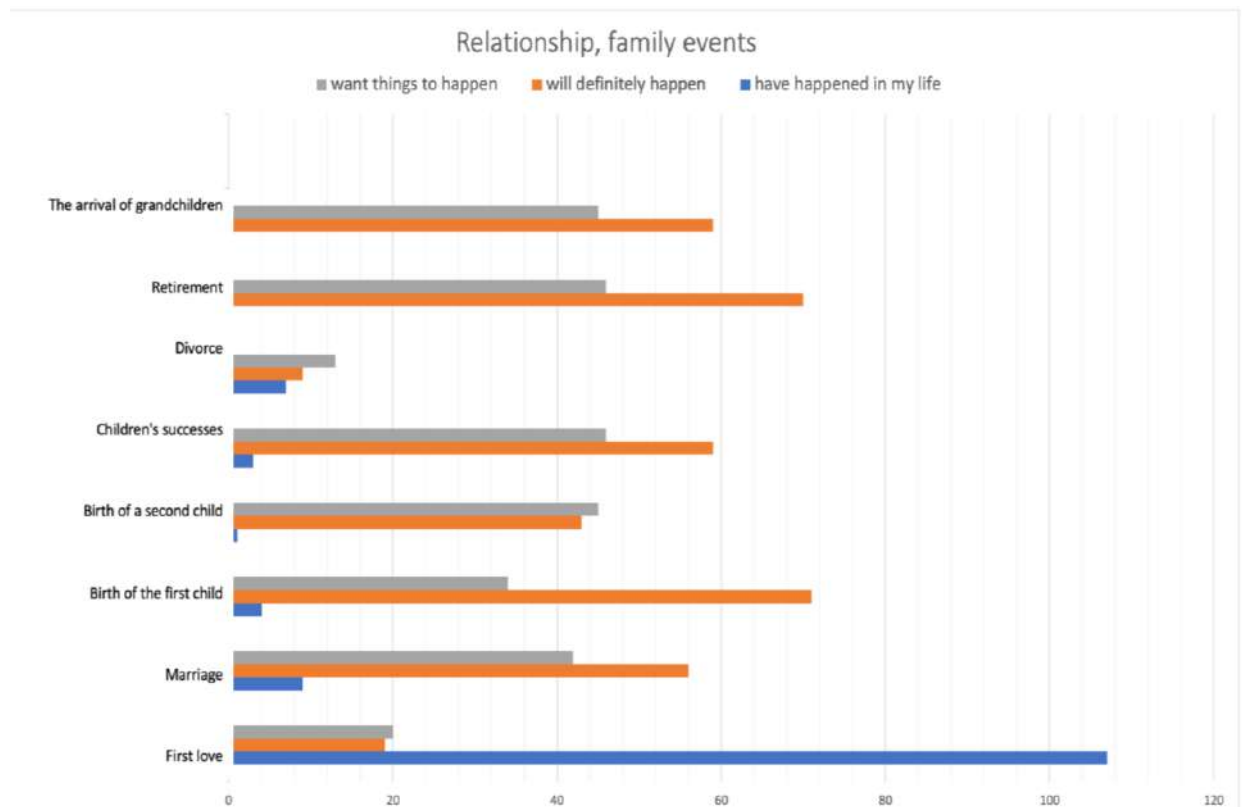
Fig.21. Family and relationship life events

It is important to note that among the life events that will definitely happen in their lives, young people indicated living separately from their parents - 35 % (58 people) and building their own housing - 54 % (57 people). It should also be noted that a significant number of respondents (68 %) have already changed their place of residence as a life event.

The results obtained about life planning and building close relationships are consistent with the answers about parents, which may indicate the closeness of life models in the area of building relationships among young people and their parents.

Autonomy and readiness for change

The results of analyzing attitudes towards various proverbs about home, which reflect young people's attitudes towards their own homes and ideas about what a home should be like, were interesting (a detailed description is presented in Appendix 2). Accordingly, the sample of the present study suggests that autonomy in household affairs ('having' power in the home) is important. The home is perceived by young people as a personal resource.

At the same time, among the most anticipated life events indicating the desire for autonomy and increased mobility, in addition to living independently in one's own home, we can single out world travel and change of residence (Fig. 22).

Developments with indirect evidence of mobility and autonomy

■ want things to happen   ■ will definitely happen   ■ have happened in my life
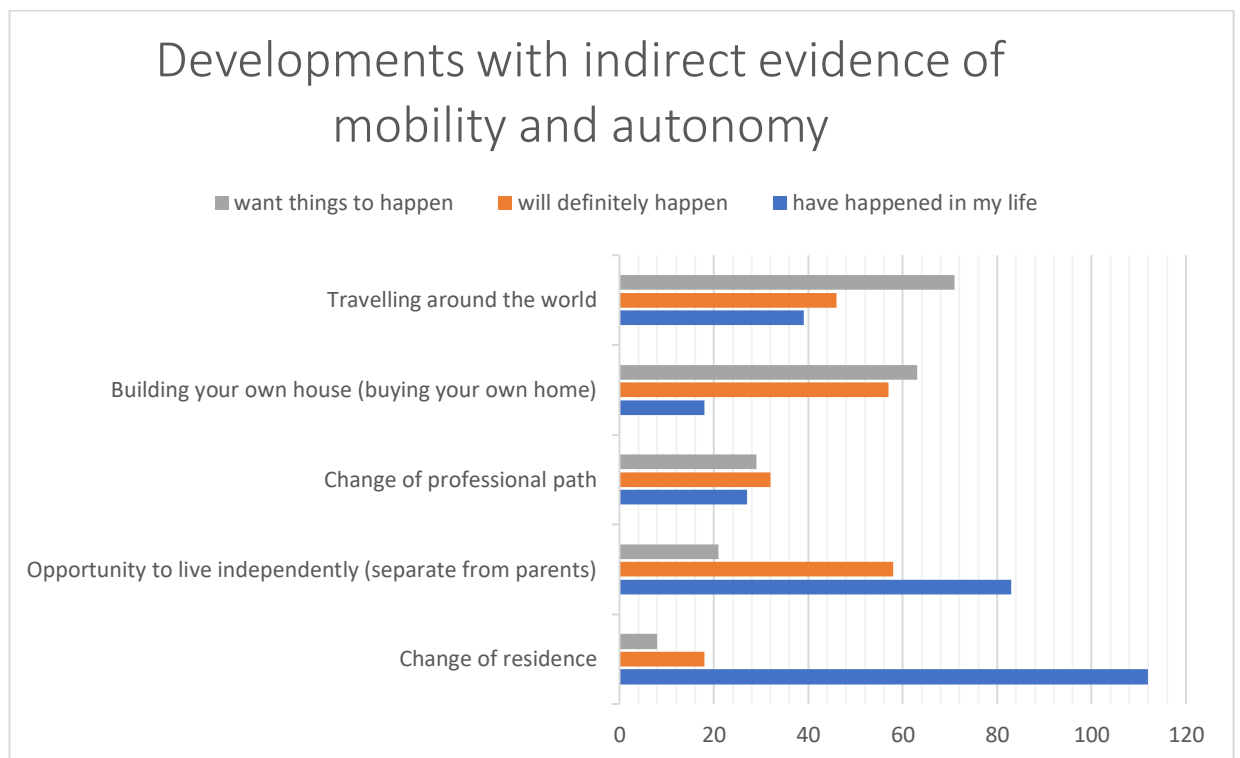
Fig. 22. Expectation of events indirectly indicating a desire for autonomy

At the same time, 78 % (130 people) believe that a person can radically change their life, start "with a clean slate", thus young people show readiness for changes. But if in most cases they would prefer to avoid them in the professional sphere, a

change of place of residence, on the contrary, is desirable, as well as autonomous living.

About perceptions of success

For most young people who participated in the survey, life success (Fig. 23) is defined by material well-being, high interest in their work and enjoyment of life. Success is least of all (according to the distribution of answers) associated with obtaining a high social status, work performance, and acquiring many friends. In general, for young people life success is determined by material prosperity, interesting work/employment and enjoyment of life.
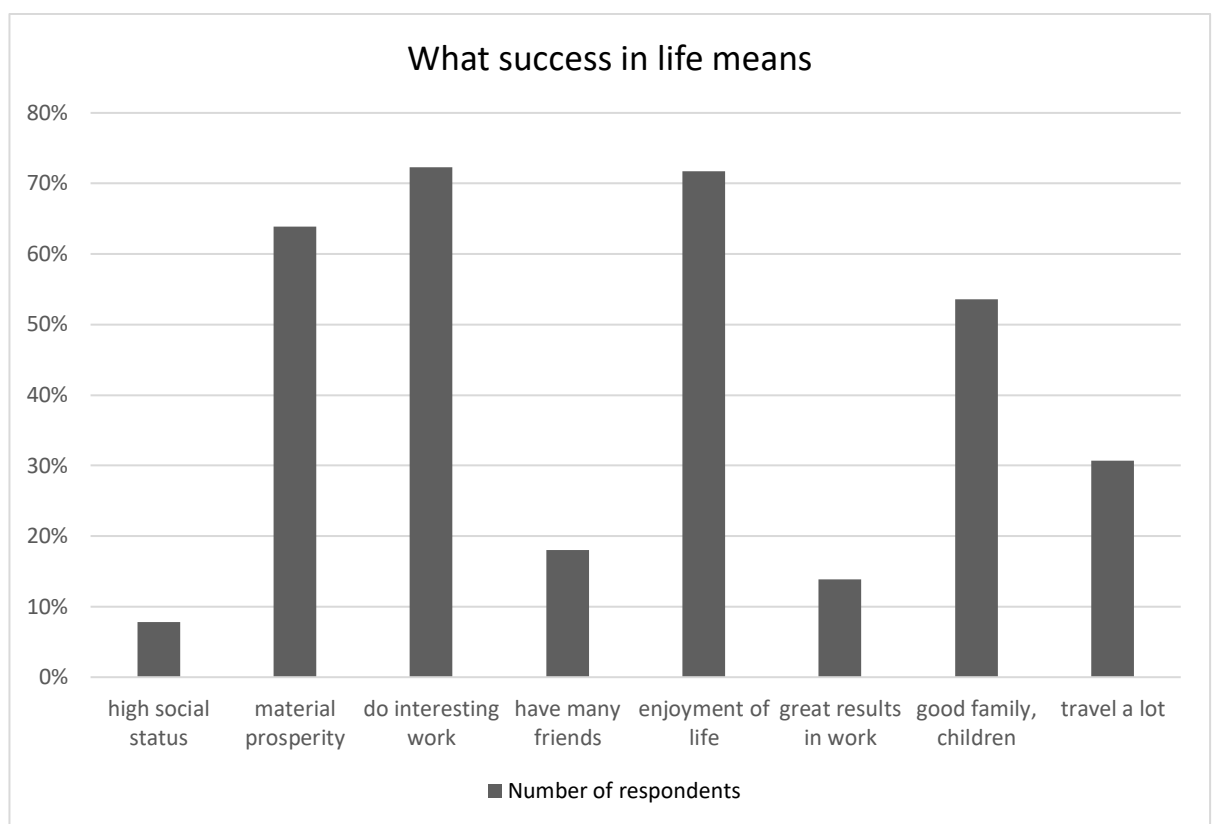
Fig.23. Perceptions of life success among young people

About attitudes to own generation and parents' generation

Among the distinctive features of their peers (relative to the older generation), the respondents emphasize the following: orientation to personal well-being; openness to new things; aspiration to personal development; aspiration to wide communication; orientation to material prosperity; purposefulness; breadth of vision; orientation to career growth (Table 12). Young people correlate the older

generation with the following characteristics: ability to cope with life difficulties; honesty; isolation on their own interests; desire for stability and certainty.

So, the respondents describe their generation as young people who are open to communication, new knowledge and new experience, striving for self-development in all spheres and well-being, material prosperity. And the older generation - as a group of conservatives who are closed on their own interests but are ready to cope with any difficulty (Table 12).

Table 12. Distinguishing features of the older and younger generations, according to the opinion of young people

Characteristics	Number of respondents who believe that the specified characteristics....	
	are more typical of a generation of young people	are more typical of the parents' generation
Focus on personal well-being	141	25
Openness to the new	136	30
Striving for personal development	131	35
Striving for wide communication	115	51
Orientation towards material prosperity	112	54
Purposefulness	110	56
Broad-mindedness	109	57
Career orientation	103	63
Realistic outlook on life	95	71
Principledness	76	90
Ability to cope with life's difficulties	65	101
Honesty	64	102
Self-interest	61	105
Desire for stability and certainty	59	107

Based on the described life events and answers to questions about attitudes towards work, family, home and peers, the following conclusions can be drawn. Despite the high degree of intergenerational transmission (closeness of parental scripts and young people's perceptions of their lives), girls and boys demonstrate excellent, non-parental attitudes. It is important for them to enjoy the activity they do, to be highly interested in it, and therefore they are ready for changes related to mobility, strive for independence and are open to everything new. At the same time, when describing their future family, they are oriented towards such characteristics as: mutual love, the appearance of children and grandchildren (traditional values).

3.2.2. Factor structure of young people's life models

To determine the structure of interrelationships between the variables related to the content of youth life models, a factor analysis of the above-described answers to the questions was conducted. Of the 275 variables extracted in describing life models, variables with zero variance were first excluded. Then, based on the commonality table, variables with an extraction equal to less than 0.200 were excluded. Thus, 217 variables were subjected to factorization. The principal component method used for factor extraction was the rotation method: Varimax with Kaiser normalization. The rotation converged in 40 iterations.

An eight-factor model was obtained (extracted from the twelve-factor model explaining 38% of the explained aggregate variance) (Table 13).

Table 13. Characterization of the total contribution of principal components

Explained cumulative dispersion						
Component/ factors	Extraction of sum of squares of loads			Rotation of the sum of squares of loads		
	Total	% dispersion	Cumulative %	Total	% dispersion	Cumulative %
1	12,628	5,819	5,819	12,628	5,819	5,819
2	9,895	4,560	10,379	9,895	4,560	10,379
3	8,551	3,941	14,320	8,551	3,941	14,320
4	7,898	3,640	17,960	7,898	3,640	17,960
5	6,779	3,124	21,084	6,779	3,124	21,084
6	6,422	2,959	24,043	6,422	2,959	24,043
7	5,785	2,666	26,709	5,785	2,666	26,709
8	5,680	2,617	29,326	5,680	2,617	29,326
9	5,281	2,433	31,760	5,281	2,433	31,760
10	4,892	2,254	34,014	4,892	2,254	34,014
11	4,752	2,190	36,204	4,752	2,190	36,204
12	4,557	2,100	38,304	4,557	2,100	38,304

The eight-factor model was selected based on the plot of component eigenvalues followed by extraction of eight components using the scree plot (Cattell criterion) (+/- one point from the inflection point). Below is a graph of eigenvalues, which indicates the significance of the first eight factors (Fig. 24).
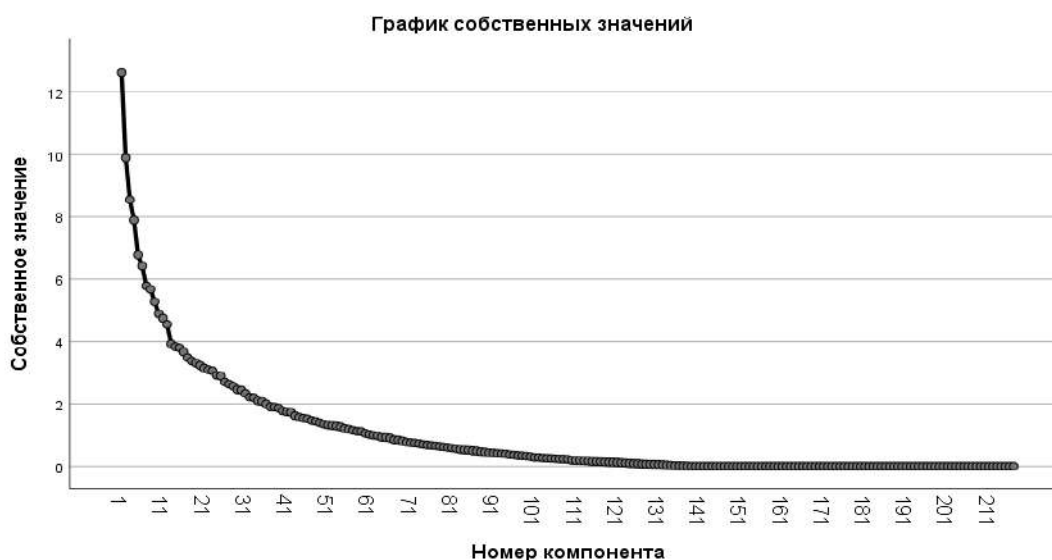
Fig. 24. Graph of eigenvalues of the components

The maximum scores of the variables in each factor determined the content and name of the factors. Variables with loadings ranging from 0.812 to 0.35 were studied. Table 14 shows the variables with the most significant factor loadings.

Table 14. Content of factors expressing life model components, eight-factor model.

№	Name of factor	Incoming variables	Factor loads
1	**Normative family events**	Must-have life event: the arrival of grandchildren	0,812
		Must-have life event: the birth of your first child.	0,797
		Must-have life event: children's successes	0,796
		Must-have life event: birth of second and subsequent children	0,774
		Must-have Life Event: Own Wedding, Marriage	0,733
		Must-have life event: retirement	0,63
2	**Well-being of the parental family**	Desire to repeat the family life of parents	0,663
		Childhood in a full family	0,624
		Good relationships in my parents' family	0,616
		I consider my father's job prestigious	0,525
		Parents attached great importance to the organisation of their home	0,506
		In my parents' family, decisions were made jointly	0,49
3	**Closeness to own generation**	I have a sense of purpose	0,754
		I have an inherent ability to cope with life's difficulties	0,726
		I am open-minded	0,701

		I am responsible	0,693
		I have an inherent desire for personal development	0,679
		I have a realistic outlook on life	0,531
		My peers have a realistic outlook on life	0,361
4	**Autonomy and independence**	Education	0,712
		Must-have life event: obtaining a diploma, entering a profession	0,675
		Must-have life event: travelling the world	0,475
		As a child, my parents were regularly interested in my successes and failures.	-0,348
		Must-have life event: being able to live independently (separate from parents)	0,334
5	**Flexibility and readiness for change**	In my family, everyone will do some kind of duty when they have the time	0,465
		Peers seek stability and certainty	-0,417
		I share my parents' views and judgements about what principles should guide me in life	0,406
		Willingness to start over	0,387
6	**Traditional family structure**	In the parental family, the father's opinion was usually decisive	0,531
		My mother doesn't work now	0,382
		In my family there will be a division of responsibilities into "male" and "female" responsibilities	0,368
		The husband should be older than the wife	0,35
7	**Striving for stability**	A steady job is the main source of stability	0,554
		It is good to be able to work in the same place all my life.	0,499
		I have a desire for stability and certainty.	0,437
		I live in my parents' house	0,436
8	**Purposefulness**	In my own family, decisions will be made jointly	0,563
		Peers have a sense of purpose	0,561
		Peers strive for personal development	0,561
		Parents need to take an active interest in their children's lives and successes	0,37

The first factor was formed by expected life events in building their own family. At the same time, they are inherently normative, i.e. traditional for building family relations. Among them, in addition to those mentioned in the table, the following are named as the most important ones: "support and household-keeping qualities when choosing a spouse" (0.4), "in the future I will devote most of my time

to my personal life" (0.39), "it is important to gather in a family circle" (0.34). Given the content of the factor, it is labelled as *Factor 1. "Normative family events"*.

The second factor combined features of behavior in the family, as well as indicators of its well-being: "desire to reproduce the family life of their parents" (0.66), "childhood in a complete family" (0.62), "good relations in the family" (0.61) and others. This factor was given the name *Factor 2. "Well-being of family"*.

The third factor accumulates statements related to one's own characteristics in agreement with the same characteristics of one's generation: "I am characterized by purposefulness" (0.75), "...ability to cope with life difficulties" (0.72), "...openness to new things" (0.70), "...responsibility" (0.69) and others. The factor was named *Factor 3. "Closeness to own generation"*.

The fourth factor indicates the desire for isolation from loved ones. It included events that ensure independence: "getting education" (0.71), "...acquiring a profession" (0.67), "...travelling around the world" (0.47), "...the opportunity to live independently/separately (0.33). At the same time, it includes variables describing emotional alienation, in particular "as a child, my parents were interested in my successes and failures" (-0.35). This factor was labelled *Factor 4. "Autonomy and independence"*.

The fifth factor turned out to be rather heterogeneous in content. However, in the aggregate, its variables form an image of a situation that demonstrates flexibility in actions and attitude formation: "in my family, everyone will do some chores..." (0.46), "I share my parents' views and evaluations..." (0.40), "willingness to start again" (0.39); denial of the position that "peers seek stability and certainty" (-0.42). These variables allowed us to characterize the fifth factor as *Factor 5. "Flexibility and readiness to change"*.

The sixth factor fixes the desire to build their own future relations on the example of their family and its traditional structure: "in my family, as a rule, the father's opinion was decisive" (0.53); "the mother does not work now" (0.38); "in my family responsibilities will be divided into "male" and "female" (0.37); "the

husband should be older than the wife" (0.35). Therefore, we named it *Factor 6. "Traditional family structure"*.

The seventh factor demonstrates the whole range of statements related to the aspiration for permanence and stability, including material stability: "a permanent job is the main source of stability" (0.55); "it is good that one can work in one place all one's life" (0.49); "I have an inherent desire for stability and certainty" (0.44); "I live in my parents' house" (0.44). It was labelled accordingly - *Factor 7. "Striving for stability"*.

The eighth factor summarizes statements relating to decisiveness and self-confidence: "in my own family, decisions will be made jointly" (0.56); "peers have determination" (0.56), "peers strive for personal development" (0.56). Therefore, the name *"Purposefulness"* is assigned to it.

The obtained eight-factor model is in many respects similar to the results of the study of life models of young people by a team of psychologists from St. Petersburg State University (S. N. Kostromina, N. V. Grishina, N. L. Moskvicheva, E. V. Zinovieva). They described a 17-factor model (with generalization into three groups of factors), which is substantially similar to ours. The groups unite factors according to three basic aspects: "Traditional family structure", "Active life position", "Orientation to wealth and personal well-being" [Kostromina S. N., 2020]. The content of both models clearly includes orientation to the traditional family and its building, autonomous or dependent on parents' life position, active or passive attitude to their lives, the desire for change as opposed to stability.

Therefore, we obtained a factor model, which includes: Factor 1. "Normative family events", Factor 2. "Well-being of family", Factor 3. "Closeness to own generation", Factor 4. "Autonomy and independence", Factor 5. "Flexibility and readiness to change", Factor 6. "Traditional family structure", Factor 7. "Striving for stability", Factor 8. "Purposefulness". The obtained factors are sufficiently correlated with earlier research results, which indicates the stability of the very definition of the construct "life model" and validates the previously obtained results, indicating their sustainability for the Russian sample.

3.2.3. Types of life models of young people

To determine the types of young people's life models based on the obtained eight-factor model, the observations were clustered. Seven clusters were identified that reliably differ from each other.

The distribution of the number of respondents in each cluster is presented in Table 15.

Table 15. Number of observations in each cluster

Number of observations in each cluster			
	№	Number of respondents	Percentage of total sample
Cluster	1	43,000	26%
	2	41,000	25%
	3	4,000	2%
	4	21,000	13%
	5	2,000	1%
	6	22,000	13%
	7	33,000	20%
Valid		166,000	
Missing		0,000	

Two clusters, namely 3 and 5, turned out to be the smallest, totaling 3% of the entire research sample, and were therefore excluded from further research.

To compare the obtained types, we analyzed the degree of expression of each factor in the selected five clusters based on the data on the final centers of the clusters (a detailed table is presented in Annex 5) and built a diagram of the expression of factors in each of the clusters (Fig. 25).
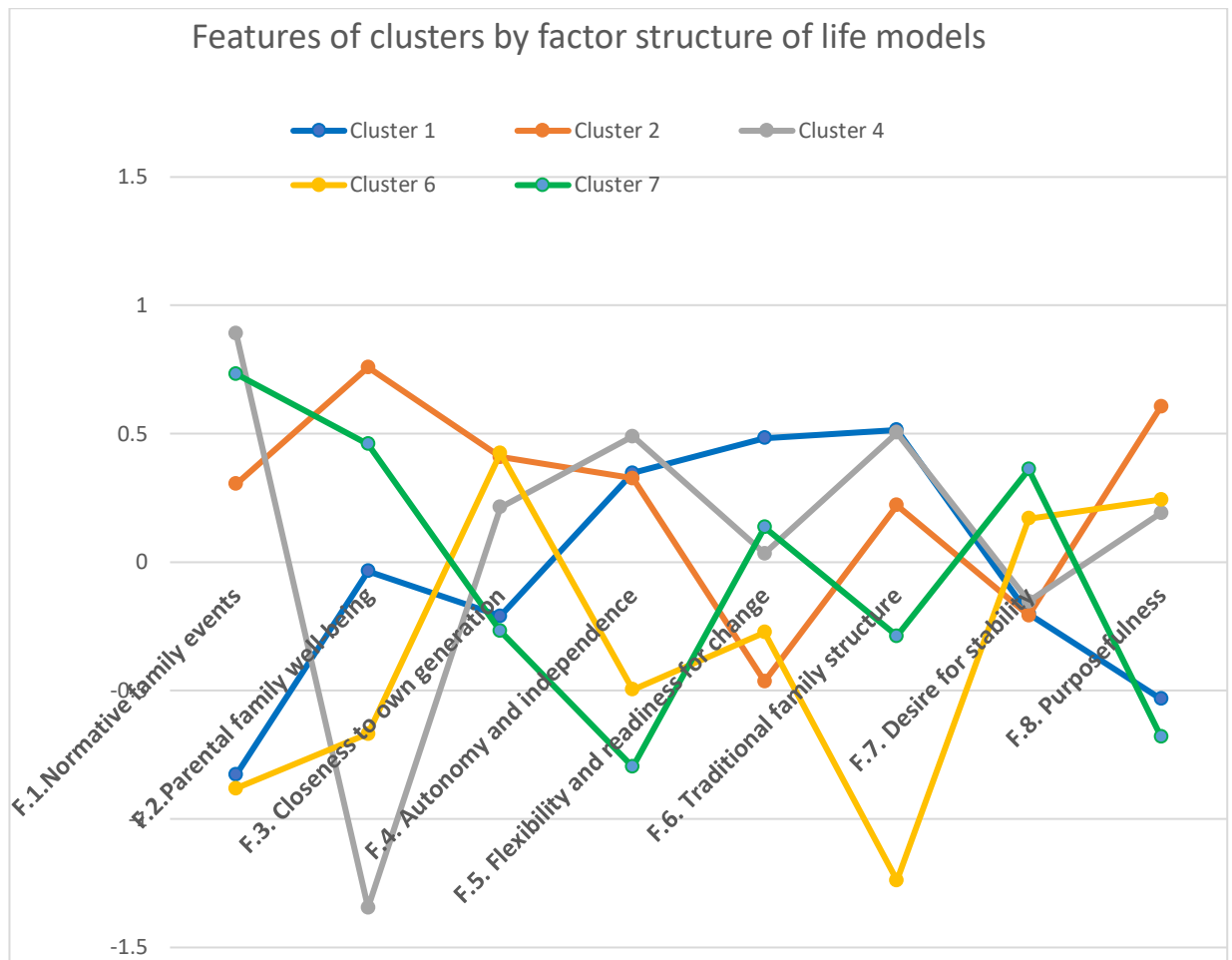
Fig. 25. Comparative expression of selected factors in life model clusters

Differences in the expression of facts in the clusters allow describing the types of life models combining different degrees of activity and dominance in one or another sphere of life activity (family, work, self).

The first cluster included 26 % of respondents. This cluster united young people with the lowest and highest values among others on Factor 1. "Normative family events" (-0.82), on Factor 8. "Purposefulness" (-0.53), Factor 6. "Traditional family structure" (0.51), Factor 5. "Flexibility and readiness to change" (0.48). Respondents in this cluster do not plan normative family events, but at the same time they share traditional views on family values and family structure with their parents. The family of these people is not characterized by special well-being. Young people adhere to traditional ideas about family relationships. They are also characterized by a low degree of purposefulness, unwillingness to develop; they do not identify themselves with the characteristics of their peer generation, but are ready to change and start from the beginning, deny stability, and show a clear desire for autonomy

and independence. The multidirectionality of aspirations allows us to characterize the first cluster and this type of life model as **"Internally Contradictory"**.

The second cluster made up 25% of the sample of this study. It included respondents with high values for Factor 2. "Well-being of family" (k= 0.75), Factor 8. "Purposefulness" (k= 0.60), Factor 3. "Closeness to own generation" (k= 0.41). In addition, respondents have an inverse (negative) contribution for Factor 5. "Flexibility and readiness to change" (k= -0.46) and Factor 7. "Striving for stability" (k= -0.2). Thus, young people in this cluster spent their childhood in a very favorable family. At the same time, they do not share the basic principles of their parents' life, do not consider them a support in life, but they are purposeful, self-confident people. They feel themselves a part of their generation (they consider themselves honest, open to everything new, responsible, striving for development). Girls and boys of this cluster do not share the basic principles of a stable life, do not believe that the profession they have obtained contributes to self-actualization (serves as a resource for self-actualization), but at the same time they are not ready for any changes, believing that the achievement of goals and their own activity will ensure their development and sustainable life trajectory. It follows from the above that this cluster, while having similarities with the previous one in its certain internal contradiction, is nevertheless its opposite, because in it the main components are activity and purposefulness. Low values for Factor 5. "Flexibility and readiness to change" strengthen their life orientation - there is no desire to start over, there is only forward movement. This type of life model can be called **"Active and purposeful"**.

The fourth cluster accounts for 13 % of the sample, as does the subsequent sixth cluster. It includes young people with high values for Factor 1. "Normative family events" (k= 0.89), Factor 4. "Autonomy and independence" (k= 0.48), and Factor 6. "Traditional family structure" (k= 0.50). At the same time, there are negative indicators for Factor 2. "Well-being of family" (k= -1.3). It can be assumed that it is the unfavorable conditions of the family, including poor relations between parents or incomplete family, lack of good housing conditions in childhood, etc., that conditioned the desire to construct a favorable life model in the area of family

relations. Accordingly, young people belonging to this cluster can be characterized as striving to create their own families, demonstrating a desire to have children and create warm family relations. They are quite independent, pay a lot of attention to their personal life and adhere to traditional patterns of family life: the division of responsibilities into male and female, the obligation of official marriage, and the man has the final say in the family. This type of life model can be labelled *as* **"Family-oriented"**.

The sixth cluster describes 13% of the sample. Factor 6. "Traditional family structure" (k= -1.2), Factor 6. "Traditional family structure" (k= -1.2), Factor 1. "Normative family events" (k= -0.88) and Factor 2. "Well-being of the family" (k= -0.67). The cluster also characterizes young people with high scores on Factor 3. "Closeness to own generation" (k= 0.42) and Factor 8. "Purposefulness" (k= 0.24). That is, this cluster united young people who demonstrate non-acceptance of normative events and values in family relations. At the same time, girls and young men do not describe the family as a favorable one. Young people in this cluster feel close to their generation (describing it as honest, responsible, principled and open to communication). Being goal-oriented, they do not demonstrate a desire for autonomy and independence but are ready to show an active position and determination. In a way, these are respondents who are trying to search for themselves, not ready to build their lives according to their parents' models, but they are not ready to radically change something either, although they are oriented towards the values of their generation and are quite purposeful. This type of life model can be called **"Oriented to own generation"**.

The seventh cluster (20% of the sample) consists of youth with high scores on Factor 1. "Normative family events" (k= 0.73) and Factor 7. "Striving for stability" (k= 0.36). Negative indicators were recorded for Factor 4. "Autonomy and independence" (k= -0.79), Factor 8. "Purposefulness" (k= -0.68), as well as Factor 3. "Closeness to own generation" (k= -0.26). People of this cluster are characterized by the desire to create their own family, to have children, to gather in a family circle. They are not interested in autonomy and independence, do not have clear goals, but

aspire to stability, permanent material prosperity, to get a job where they could work all their lives. The family and work life models of young people in this cluster are closer to those of their parents than to those of their generation. This type of life model can be called **"Oriented to stability and family support".**

From the above, we can conclude that some types of life models have some similarities with each other:

Three types: **"Active and purposeful", "Oriented on family creation", "Oriented on family stability and support"** demonstrate orientation on creation of their own family - positive values on Factor 1. "Normative Family Events."

Two types, **"Active and Committed" and "Oriented to stability and family support"** demonstrate a high degree of family well-being - positive values on Factor 2. "Well-being of the family".

Three types: **"Active and purposeful", "Family-oriented", "Family-oriented", " Oriented to own generation"** demonstrate a high degree of closeness to their generation - positive values for Factor 3. "Closeness to own generation".

Three types: **"Internally contradictory", "Active and purposeful", "Oriented on family creation"** demonstrate high autonomy and independence - positive values on Factor 4. "Autonomy and independence".

Striving for stability is higher among respondents of the types **"Oriented to their generation" and "Oriented to stability and family support"** - positive values for Factor 7. "Striving for stability". "Striving for stability".

Finally, the two types "**Active and purposeful" and " Oriented to own generation"** demonstrate purposefulness and determination - positive values on Factor 8. "Purposefulness".

Thus, 5 types of life models were identified: **"Internally contradictory", "Active and purposeful", "Family-oriented", " Oriented to own generation ", "Family stability and support"**. They demonstrate significant differences in the content characteristics of script perceptions of the spheres of life activity. In the types **"Family-oriented" and "Oriented on family support and stability"** a higher importance of family is clearly traced in comparison with professional activity. In

the types **"Active and purposeful" and "Oriented to own generation"** - attitudes to self-realization and development. At the same time, the type "Oriented to own generation" in contrast to the type **"Active and purposeful"** is dominated by the innovative type of behavior. While in this type of life model there are attitudes to the traditional model of professional behavior: progressive career achievements. In general, the main differences between the identified types of models are manifested in the degree of purposefulness, determination, activity, as well as in the orientation towards family formation and attributing oneself to the generation of peers. In addition, there is a contradictory life model (type **"Internally contradictory"**), in which aspirations and declared intentions contradict each other.

The validity of the identified types of life models is confirmed by their correspondence to similar types identified by S. N. Kostromina and her colleagues.

3.2.4. Personal traits of young people as predictors of life models

An important task of the study was not only to describe the life models of young people, but also to identify potential determinants of their content. Intergenerational transmission processes are traditionally referred to as the main factors in building a life script and personal activity in certain life spheres. As we could see based on the analysis of correlated issues, these mechanisms continue to operate. Nevertheless, the expansion of information space and opportunities of the digital environment increase the influence of intragenerational transmission mechanisms. Exposure to this transmission may vary depending on the personal traits of young people. To understand this relationship, we analyzed the personal traits of the respondents participating in the study in relation to life model indicators.

Discriminant analysis was conducted to determine the role of young people's personality traits in the content of life models. It allowed us to identify the extent to which the studied personality traits distinguish life model types.

In the discriminant analysis, **the five identified types of life models** were used as comparison groups based on cluster analysis using an eight-factor model. The life model types were numbered for ease of analysis: 1) "Internally

contradictory"; 2) "Active and purposeful"; 3) "Family-oriented"; 4) "Oriented to own generation"; 5) "Oriented on family support and stability".

The independent variables were the values of the scales of the psychodiagnostic techniques used: Test of Existential Motivations "TEM" (Scale "Fundamental Trust"; Scale "Fundamental Value"; Scale "Self-Worth"; Scale "Meaning of Life"), Self-Relationship Questionnaire (Scales I - self-esteem; II - autosympathy; III - expected attitude from others; IV - self-interest; 1 - self-confidence; 2 - attitude of others; 3 - self-acceptance; 4 - self-management; 5 - self-accuzation; 6 - self-interest; 7 - self-understanding), questionnaire S. Schwartz questionnaire (on normative values and personality profile 20 scales on 10 values: **Conformity; Traditions; Benevolence; Universalism; Autonomy; Stimulation; Hedonism; Achievement; Power; Security.**

The characteristics of discriminant analysis were calculated using the stepwise inclusion method. Based on the analysis of all values, 10 independent variables were identified with a Fisher significance level (less than 0.005), as well as based on Wilks' Lambda values (listed in Appendix 5). For the rest, Wilks' Lambda showed a low level of the proportion of variance of the discriminant function estimates, indicating a low degree of difference between the groups on the factors.

The classification matrix obtained shows that 58.5% of the original grouped observations are classified correctly. The obtained result is considered to be a satisfactory indicator for a phenomenological study. The identified types of life models correlate quite accurately with the resulting discriminant functions (Tab. 16).

Table 16. Classification matrix of discriminant analysis results

	Classification results[a]					
№ type*	% respondents categorised by type №1	% respondents categorised by type №2	% respondents categorised by type №3	% respondents categorised by type №4	% respondents categorised by type №5	total
1	74,4	11,6	4,7	7,0	2,3	100,0
2	9,8	56,1	12,2	7,3	14,6	100,0
3	9,5	9,5	52,4	9,5	19,0	100,0

4	18,2	0,0	13,6	68,2	0,0	100,0
5	3,0	27,3	27,3	3,0	39,4	100,0
a. 58,8% of the original grouped observations are categorised correctly.						

*Types: 1) "Internally contradictory"; 2) "Active and purposeful"; 3) "Family-oriented"; 4) " Oriented to own generation"; 5) "Oriented on family support and stability"

The discriminant analysis was then based on the first two functions with a cumulative variance of 83.4%, where Function 1 is responsible for 55.5% of the explained variance, i.e. 55.5% of the total discriminant power is determined by this function, and Function 2 is responsible for 27.8% of the variance. (Appendix 5 gives the eigenvalues for each discriminant function and the cumulative proportion of explained variance accumulated by each function.)

Let us now describe directly the first and second functions as principal functions. Table 17 summarizes the structure of the leading canonical functions.

Table 17. Matrix of the structure of two functions

Structure matrix		
Function		
variable	1	2
SC. Fundamental value (TEM)	,559*	0,184
SC. Sense of life (TEM)	,348*	0,025
Safety (at the level of normative ideals and individual priorities)	,258*	0,056
Traditions (at the level of individual priorities)	0,075	-,533*
Achievement (at the level of individual priorities)	-0,090	,497*
SC. self-consequences (self-management) (4)	0,077	,410*

* Highest absolute correlation between each variable and any discriminant function.

The first function (55.5% of the total discriminating power) was formed by such variables as: (1) "SC. Fundamental value (TEM)" (SC. - scale) (0.559), which reveals the completeness of living one's values, significance of the very process of life, ability to freely address feelings and emotions, attractivity of life; (2) "SC. The meaning of life (TEM)" (0,348), which demonstrates the sense of purposefulness, readiness to respond to life's demands, focus on solving life's tasks and (3) the value "Safety" (at the level of normative ideals and individual priorities) (0,258), showing the importance of safety in a person's life, the value of the sense of belonging and mutual assistance, stability. The integrative property of this function is the semantic

aspects of inclusion in life, providing stability and sustainability. We named this function **"Fullness and security of living".**

The second function (27.8% of the dispersion) is determined by such variables as: "Tradition (at the level of individual priorities)", negative values of value (-0.533); "Achievement (at the level of individual priorities)" (0.497); " SC. self-consequence (self-management)" (0.410). Thus, this function is characterized by the denial of traditional ways of behavior in everyday activity, avoidance (low importance) of customs and generally accepted norms of behavior, but also by the importance of personal success, which is manifested in activity through competence in accordance with social standards, through a high degree of self-confidence, the experience of one's own "Self" as an inner core, the conviction that fate is in one's own hands. Accordingly, we labelled this function as **"Achievements and self-confidence"** (Table 14).

The scatter diagram below shows the distribution of groups (types of life models) in relation to the selected functions (Fig. 26). Table 18 shows the values of centroids of each group relative to the canonical values of functions.

Table 18. Discriminant function scores in the centroids of the groups

Functions in group centroids *		
	Function	
Types/groups**	1	2
1	-1,201	0,328
2	1,130	-0,366
3	0,094	0,624
4	-0,734	-1,367
5,	0,591	0,542
* Unstandardised canonical discriminant functions computed in group averages		

** Types: 1) "Internally contradictory"; 2) "Active and purposeful"; 3) "Family-oriented"; 4) " Oriented on own generation"; 5) "Oriented on family support and stability"
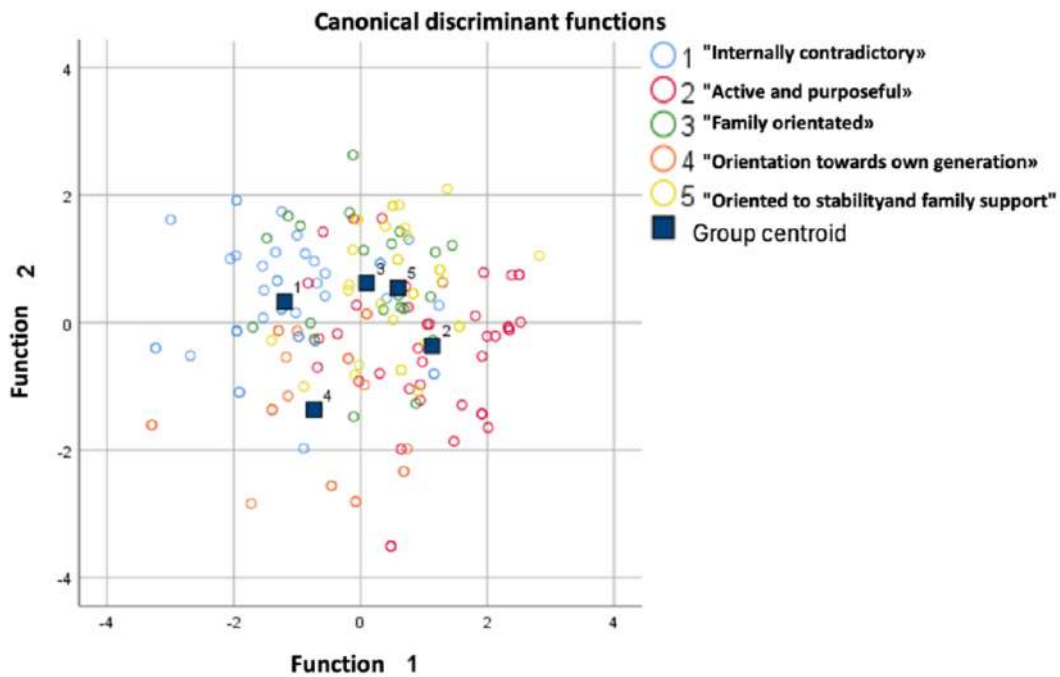
Fig. 26. Diagram of scattering of canonical values on personality questionnaire scales based on discriminant functions*

* Function 1. "Fullness and security of living"; Function 2. "Achievement and self-confidence."

The scatter diagram (Fig. 26) shows that types of life models are localized in certain areas of the plane, it is noticeable that the distance between the centroids of the groups (types of life models) "Active and purposeful"; " Family-oriented" and "Oriented on family support and stability" is not large. This indicates some similarity of these groups, primarily in terms of positive values for Function 1. " Fullness and security of living". In other words, for all three types of life models the very process of living life, the feeling of their necessity, orientation to the solution of life tasks, stability and security of life are significant.

The type "Internally contradictory" (centroid coordinates: -1,2/ 0,3) is characterized by almost zero values for Function 2. "Achievements and self-confidence" and negative values for Function 1. "Fullness and security of living". That is, neither the value basis ("Tradition" and "Achievement"), nor self-relationship (orientation to one's needs, experience of "Self") influence its content. At the same time, representatives of this type demonstrate unpreparedness to solve life tasks, stability and security are not valuable for them, it is not important for them to feel themselves a part of society, to be oriented towards mutual help and support.

Discriminatory characteristics of personality parameters are consistent with the main features of the group, which indicates either the presence of other personality determinants that were not measured in this study, or the low role of personality characteristics in the content of the life model of this type.

At the same time, the **type "Active and purposeful"** (centroid coordinates: 1,1/ -0,3; (Function 1/Function 2, respectively)) is characterized by negative values on Function 2. "Achievements and self-confidence". According to the components of this function, the value of "Tradition" is at the negative pole (at the level of individual priorities). That is, in contrast to the types " Family-oriented" and "Family support and stability" representatives of this type adhere more to traditions and generally accepted norms of behavior, are not self-confident and do not strive for success. However, at the same time, they show greater involvement in life, awareness of its significance, focus on solving life tasks and the importance of feeling themselves part of society for the safety of life (positive values for Function 1 are the most pronounced compared to the others).

The types " Family-oriented" (centroid coordinates: 0.09/ 0.6) and "Family support and stability oriented" (centroid coordinates: 0.6/ 0.5) are more similar to each other. The pronounced positive values on Function 2. "Achievements and self-confidence" reflect their closeness with the type "Internally contradictory". Their life models are determined by individual priorities in achievements, orientation to their own "Self". In their actions they are guided by the "Self"-position, consistently embodying experiences about themselves, showing confidence that their fate is solely in their hands. At the same time, the type of life model "Family-oriented" has almost zero values according to Function 1. " Fullness and security of living" (if we rely on the centroid of the group), while "Oriented on family support and stability" have a greater commitment to stability as the basis of security in everything, as well as a sense of significance of their own life, readiness to solve life problems if necessary.

The model "Oriented to own generation" (centroid coordinates: -0.7/ -1.3) is the most different from the others. The centroid coordinates are in the zones of

negative values for both functions. In this way, on the one hand, it is defined by the insignificance of the inner core, lack of orientation to achievements and self-sequence in actions. On the other hand, there is a high degree of recognition of traditions as values that guide one's life. This fact allows us to understand that despite the declared denial of traditions and traditional family structure, which was manifested in the answers to the questionnaire, young people in this cluster recognize social norms. They postulate the attitudes of flexibility and change against the background of the absence of an internal action plan, orientation on themselves and their personal priorities. They continue to build a life model taking into account traditions, at the same time not seeking to make decisions, not ready to live life fully, freely, feeling that they belong to society.

Life model type "Oriented to family support and stability" (centroid coordinates: 0.6/ 0.5) in internal disagreement with traditions, high degree of self-confidence, desire to make independent decisions. At the personal level, the determination of personal values, awareness of life, its meaningful aspects are manifested. Like young people of the "Active and purposeful" type, they need security and active involvement in life.

Summarizing the results described above, it should be noted that the personal determination of life models is most similar for the "Active and purposeful" life model type and the "Focused on family support and stability" type (small distances between the centroids of the groups according to Function 1). Young people of these clusters are close in their desire to preserve their own security and aspiration to live their lives in a meaningful way, filling it with events and active actions. The types of life models differ with regard to priorities in building a life script. The life strategy of the "Active and purposeful" model is much more determined by the variables of Function 1 related to the fullness of individual values, meaningful aspects of life and security, while for "Oriented to family support and stability" it is more important to focus on one's self, individual priorities and achievements.

The types "Internally contradictory", "Family-oriented" and "Oriented to family support and stability" unite the inner desire for independence and the desire

for change (according to Function 2). Determination of personal traits by the second function is characteristic for them. The type of life model "Internally contradictory" differs from them by the lack of commitment to the fullness of life.

In summary, it follows from the described results that personal traits largely agree with the content of the identified types of life models. Meanwhile, the type "Internally contradictive" and the type "Oriented to own generation" are characterized by inconsistency. However, for the former, this inconsistency manifested itself at the descriptive level: the representatives of this type declared their readiness for change, the need for self-realization, and their orientation towards the patriarchal family structure, but at the same time they demonstrated low purposefulness, lack of desire to have a family and liberal views on its structure. The explanation for this can be found in personal determination - commitment to individual priorities and personal successes (achievements). The contradiction of the life model "Oriented to own generation", on the contrary, was manifested at the level of personal determination. The description of themselves as open, purposeful, principled, denying normative attitudes and traditional family structure, at the individual level is accompanied by adherence to traditions, low meaningfulness of life, low involvement in life, its weak filling with personal values and the desire to live them.

3.3. Representation of life model components on the Internet: a content analysis

The partial similarity between the components of life models presented in social networks and their real-life counterparts has determined the need for a more thorough analysis of young people's preferred Internet content. This will allow us to more fully understand the relationship between the information broadcast and the components of young people's life models.

Content analysis of social network posts for the broadcasting of life model components allows us to get a general idea of the potential relationship and possible influence of digital space and digital communication on the content of life models.

To study the specifics of the representation of the components of young people's life models in the digital environment, we conducted a content analysis of social network posts for the structure of popular Internet content in relation to the components of life models described in the scientific literature [Moskvicheva N. L., 2020].

We assumed that the content of social network posts describing the main areas of a young person's life activity includes elements of life models that can be used to build a life script. The main tasks of the analysis were: detailing the Internet content, identifying popular communities, constructing the semantic field of life models (via tag clouds) in the communities of the social network "VKontakte", describing the main characteristics of the life model constructs being built.

The choice of the social network "VKontakte" among a variety of information platforms was based on the results of a pilot study using a developed questionnaire to determine the preferred Internet content [Kostromina S. N., Odintsova M. M., 2019]. More than 80% of respondents indicated the platform "VKontakte" as one of the most used social networks, which is consistent with the results of other studies [Nikishina V. B., Petrash E. A., Morgun A. N., Zapessotskaya I. V., 2020], [Users have become more likely to like .... 13.08.2020].

Additional selection criteria were: (a) openness (free interaction of users in the social network, allowing to trace the processes of intragenerational transmission of values, attitudes, etc.) and (b) contiguity with information and public processes (external monitoring of news resources for mentions of VKontakte gave the highest number of such mentions compared to other platforms). This social network is considered by the majority of online news publications as the most popular resource in Russia, which not only brings people together and establishes communication, but is also a space for business, self-development and self-realization. Some experts in the field of economics and sociology note that VKontakte, being the most popular domestic network, reflects the existing social processes in the country. According to statistics for 2018, the number of visitors to this site reached 26 million people, and

the number of views - more than 100 million. [Users have become more likely to like .... 13.08.2020].

A preliminary assumption was made that the content and process characteristics of life models are transmitted through posts on the VKontakte social network. To verify this assumption, the content of social networks was analyzed, in one form or another (post, community, repost) reflecting the beliefs, events and attitudes of young people in the three main spheres of life (study/work, relationships, sphere of self), namely the following tag words: work, relationships, family, profession, education [Odintsova M. M., 2020]. In general, the tag words identified for analysis based on the analysis of over 200,000 community posts correspond to the main sections (groups of questions) of the questionnaire, which allowed us to compile descriptions of life models and identify their types (Section 3.2).

It was revealed that the most frequently used tag words (related to the main spheres of life) (Table 19) in the social network over the last two years in the analyzed target content are: "work" (more than 150 thousand posts), then "relationships" (about 25 thousand posts) and "family" (about 24 thousand posts), followed by "profession" (more than 10 thousand posts) and "education" (about 2 thousand posts). The results support the assumption that the components of the life model related to work and profession are most actively represented in the Internet space (in the social network "VKontakte").

Table 19. Number of posts according to spheres of activity

№	Marker word	Number of posts found and analysed in 20 communities over the last 2 years
1.	work	167 295
2.	relationships	24 521
3.	family	23 946
4.	profession	11 584
5.	education	1 727

Also used for the analysis were such tag words as: "the main thing in life", "success in life". However, they were excluded from the subsequent stages of analysis due to their low representation. The low number of mentions of these words in the texts of the posts indicates that the semantic component of this content is not

transmitted directly, but with the help of other content (for example, images of successful life, achievements, target attitudes).

As a result of semantic analysis, the relationships of the main categories-markers of life models (semantic cores) with other lexical units presented in the social network were revealed. The distribution of tag cloud content by life model components is presented in Table 20. The tag clouds reveal characteristic markers of life beliefs and values of the main spheres of life activity, broadcast through the posts of communities in the social network on the Internet.

Table 20. Results of content analysis of posts of popular online communities by tag clouds

Spheres of life	Components of life models based on the theoretical construct of life models	Tag cloud content	Characteristics of life model component representation in social network communities
FAMILY	"Traditional" values	Marital roles and relatives: husband, wife, daughter, mother, father, son, aunt, parent Progenitors: grandfather, grandmother, great-grandmother Spirituality: soul, godmother, god, religion Large families: two, four, three, large families. Other traditional family values: faithfulness, provider, hearth, marriage	Total number of mentions: 757. Closeness with relatives, normative distribution of roles in the family is broadcasted. There is a pronounced value of love in family relations. The importance of children in the family is high, as well as spiritual values and traditional notions such as hearth, marriage, fidelity. Children: 261. Love: 169.
	"New" values	Loneliness, new, regular, incomplete, single, modern, separate	Total number of mentions: 257. Less pronounced markers in the sphere of relationship building, characterised by high degree of family mobility, loneliness, modernity, incomplete family or family with only child.
	Connection with other spheres of life activity	Relationships Work Education	Family as a sphere of life is more connected to relationships (friendship and love), work and education (but not necessarily) than other spheres.
	Tangible values	Provide, rich, money	Total number of mentions: 99. Material values do not play a significant role in building a family (low degree of representation of money and wealth description in the posts about family)
	Positive characteristics of the family	Happy, good, kind, lovely, well-being	Total number of mentions: 615. Most posts characterise the family as something good, beautiful, bringing happiness and well-being.

	Negative characteristics of the family	Poor, disadvantaged, problem, shame, horror	Total number of references:143. Among the negative characteristics of the family, poverty, disadvantage, problems and shame, and low social status are clearly emphasised. In some posts these characteristics are described as a threat to the family.
	Place (space)	A house, a ward, a flat, a country, a city	Total number of mentions: 262. Family in the posts is most often associated with the home, i.e. it is presented as a certain stable space with a normative distribution of roles in it.
CLOSE RELATIONSHIP	Nature of activity	Build, establish, make, do, break up, resolve, give	Total number of mentions: 688. Active actions in relationships are highly significant, especially in the part where a person does something to build them, makes decisions.
	Friendships	Friend, friendship, long, close, meeting, together	Total number of mentions: 396. Relationships are mostly broadcast as friendly, close, involving meetings and active actions.
	Romantic	Romance, love, couple, partner, sex	Total number of mentions:180. Posts about relationships often include romantic, loving relationships, but they are second in frequency to posts about close friendships.
	Negative characteristics of the relationships	Difficult, unsuccessful, suffer, trouble, strange	Total number of mentions: 356. In contrast to work, the representation of relationships as something negative is higher than positive. They are often broadcast as difficult, unsuccessful, strange, bringing suffering, problems.
	Positive characteristics of relationships	Happiness, perfect, beautiful, excellent, great, trust	Total number of mentions: 239. Demonstrating relationship characteristics such as happy, ideal, trusting are lower in frequency than negative characteristics.
	Tangible values (money)	Money	Total number of references:19. Mention of the material side is practically not found.
	Connection with other spheres of life activity	Family, work, education	Relationships are broadcast as the area of life most associated with family, work and then education.
PROFESSIONA L SPHERE	Career	Mobility: settle, leave, return, become, change, quit, project	Total number of mentions: 648. The frequency of broadcasting posts about work-related mobility is high, while its nature is rather focused on career growth and self search.
	Nature of activity at the job	Move (to go, to arrive) and function (to perform, to	Total number of references: movement - 668; functional - 1450.

		assign, to take, to present, to decide)	Work is often interconnected with active actions, not only physical movements, but also the actions of a performer or a person ready to lead, to be responsible for decisions and to present projects.
		Search: to find, to seek, to find	Total number of mentions: 241. Search as a process often appears in conjunction with work, especially in employment.
	Type of professional activity	Job: artist, creator, author, psychologist, teacher, doctor, military, veterinarian, accountant	Total number of mentions: broadcast posts related to specific specialities and activities at work and the creative nature of work. Creativity: 267.
	Connection with other spheres of life activity	Combine Relationships (meet, help, friend, agree), family, education	In posts about work, the word "combine" often appears, indicating an inextricable link to actually other spheres. However, the top three are: relationships (the importance of building relationships with colleagues through negotiation, meetings and mutual support), followed by family and education.
	Tangible values (money)	Salary, money, earn	Total number of mentions: 182. Mention of money and, in particular, salary in posts about professional activity occurs, but not as often as other aspects of life.
	Positive characteristics of the job	Favourite, good, great, excellent, happy, cool, worthy, pleasure	Total number of mentions: 513. Work is broadcast as an activity that changes or depends on emotional state and interest. It can be enjoyable and favourite. The representation of positive aspects about work in the posts is higher than negative ones.
	Negative characteristics of the job	Tired, problematic, unloved, hard, boring	Total number of mentions: 401. Also work can bring fatigue, problem and become hard and boring.
EDUCATION	Skills	Skill, experience	Total number of mentions: 13. Skills do not appear that often in posts about education
	Knowledge	Learning, knowledge, intelligence, thinking, memorising	Total number of mentions: 55. Education is less about skills and more about knowledge and thought processes.
	Areas of learning	Creativity, engineering, technology, medicine	Total number of mentions: 83. Education in the posts is mostly represented narrowly and is related to the creation or mastering of something new, creativity and technology.
	Connection with other spheres of life activity	Work, achievements, family, relationships	Education is connected with the field of profession and is seen as a tool for obtaining the competences necessary for further work.
	Tangible values (money)	Cost, free, pay, paid	Total number of mentions: 66. The correlation between education and the costs of education and the issues of these costs is high.
ACTIVITY	Types of activity	Physical: sports, running, fighting, muscles	Total number of mentions: 22. Often it is physical activity that is described in the posts.
		Intellectual: memorising, knowing, intellectual, exploratory	Total number of references:16. Types of activity associated with intellectual activity are rare.
		Attractive: performance, fans	Total number of references:16. Activities involving public attention are less common than descriptions of physical activity.

		Creative: creativity, artist, music	Total number of mentions: 9. Rarely mentioned in posts.
	Connection with other spheres of life activity	Relationships, work	Activity as a tag word is related to the area of relationships and work.
ACHIEVEMENTS	Connection with other spheres of life activity	Work, relationships, family, education	To a greater extent, success seems possible and is related to work, followed by relationships and family. To a lesser extent it is related to education.
	Tangible values (money)	Free, wealth, money	Total number of mentions: 34. There are far fewer mentions of material values in posts about achievements than mentions of work, building relationships or family.

The content aspects of the selected categories demonstrated in Table 20 emphasize that it is work (profession and professional education) and relationships (family and friendly or romantic relationships) that occupy a significant place in the information flow broadcast through the VKontakte social network. The social network fully reflects reality: as in the real world, work, family and relationships are the main spheres of life that are maximally represented in the social network. Let us consider the semantic spaces of the Internet content of life models in more detail.

The posts of the categories correlated with the spheres of life have different content and interrelations.

The posts of the category "work" have the largest number of related thematic groups, which demonstrate the vectors of a person's development in the profession. *The semantic space describing the "work"* sphere of life is represented in the community posts in the most diverse way. The most frequently mentioned categories in connection with "work" are active actions (10 %), for example: to do, to give, to take, to present and to decide (Fig. 22); and movement/mobility in all senses (9.5 %): movement on the career ladder, movement before work, relations - various kinds of communication interactions (4.3 %). In other words, unlike others, the posts of the "work" sphere represent the largest number of thematically related groups that demonstrate the vectors of a person's development in the profession.

The content describing the semantic core of the category "work" confirms the model of mobility and openness to new experiences, building relationships and proactive position of young people in the modern world, which is consistent with

the results of research on the life models of young people in the real world, namely the type of life model "Active and purposeful" (p. 3.2). The resulting tag clouds and described elements of life models in the professional sphere presented in the communities dismantle the broadcast of an active position towards self-realization, the importance of mobility and readiness to move up the career ladder (Fig. 27).

Fig. 27. Tag clouds for the sphere "Work"

The category "relationship" is most often found in correlation with related words characterizing various active activities (5.2%), negative characteristics (2.7%) and family (2.6%). Negative characteristics include such as: "difficult, unsuccessful, suffering, problematic", etc. (Fig. 28). Interestingly, the number of mentions of friendly relationships in the posts where the semantic core was the word relationship is significantly higher than romantic relationships.

GENERAL SEMANTIC SPACE OF POSTS, WHERE THE CORE IS THE CATEGORY "RELATIONSHIPS"

Fig. 28. Tag clouds for the sphere "Relationships"

The semantic core of the sphere "family" is most interconnected with various positive characteristics (most posts indicate "happy, good, kind, beautiful") and with the features of relationships between family members (3%), as well as with the place (1.6%) (Fig. 29). They are accompanied by descriptions of the space (location) of family relations realization. The following places are mentioned most often: house, ward, flat. Implementation of the normative life script actively appears in the construction of family relations. However, only key normative events are mentioned - wedding, birth of children**.**

General semantic space of posts, where the core is the category «Family»

TRADITIONAL FAMILY*

верность
добытчик
свадьба
очаг
крестьянский

очередной
чужой
ДОЛЖНЫЙ няня
отдельно
ОДИНОЧЕСТВО
НОВОЕ менять
современный
неполный
единственный

NON-TRADITIONAL FAMILY*

*(believe that such characteristics may include the following, most commonly used in the category of "family")

Fig. 29. Tag clouds for the sphere "Family"

"Education" as a semantic core is most often mentioned in connection with such lexical units as: "higher" (4.6%), "level of education/type of education: school, additional, correspondence, secondary vocational, etc." (4%), "money" (3%). That is, the posts record a formal division into levels of education rather than its content. Despite the mentioning of money, in general, the financial component in the "education" field is not taken into account by young people.

In addition to the basic markers of life models, *the semantic analysis revealed additional categories of "time" and "self" or personalization* ("I, me, mine, etc."). They are characteristic of a typical story narrative, work/education or relationship narrative. However, the frequency of their use in connection with different categories-spheres of life turned out to be different. In posts about work, a reference to a specific time is quite frequent, time costs are mentioned. This may indicate a significant place and a big role of professional activity in the young person's life space (Table 21).

Table 21. Categories of time and self in all posts by semantic groups

№	Meaning groups	% references to the category time	% references to the category of self (indicates a first-person narrative)
1.	FAMILY	3%	10,3%
2.	WORK	11%	13,4%

3.	SUCCESS	3,2%	6,7%
4.	RELATIONSHIPS	3,7%	6,8%
5.	ACHIEVEMENT	2,5%	6,4%
6.	MAIN THING IN LIFE	0%	7,2%
7.	EDUCATION	0,6%	4,4%
8.	ACTIVITY	4,1%	5,7%
9.	PROFESSION	2,5%	5,5%
10.	ATTRACTION	2,9%	8,3%

These additional categories can contribute to describing the degree of self-determination and self-developmental orientation in the construction of their activity in different areas of life. These findings help to formulate new research questions regarding the representation of young people's subjective and personal experiences in different spheres of life creation, and provide a basis for analyzing the stories in terms of personal experiences or, on the contrary, detachment from the reality surrounding young people.

In work-related posts, the use of 'I' indicates a desire for self-development and self-actualization through the realization of self in the profession. The inseparability of the family and the narrator (closeness to relatives) is understandable, but in general it may indicate an active position in building relationships [Kostromina S. N., Odintsova M. M., 2021].

The connection between semantic fields representing one or another sphere of life activity in the content of Internet content is presented in Fig. 30. The model indicates the strength of information (frequency) load of each of the life spheres, as well as the conjugation with other categories-markers of life model components.
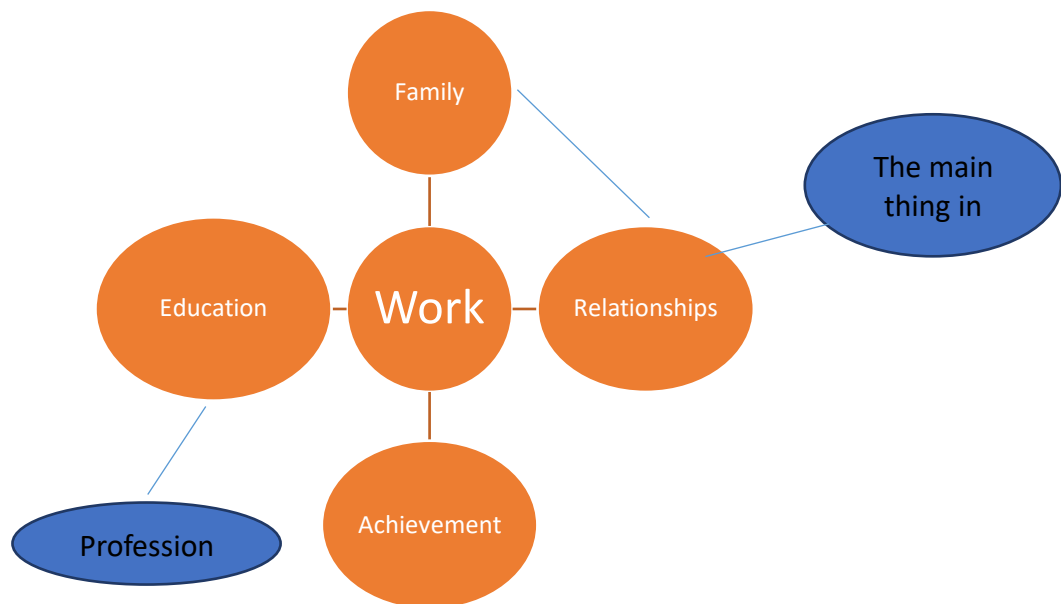
*the model is built under the condition of frequency of mentioning one or another category in the context of the studied from 1.2 % and higher

Fig. 30. Strength of information (frequency) load of each of the components of life models

As can be seen from the figure, the link between the posts on the spheres of life is the area of professional activity. This suggests that posts describing this sphere in social networks are attractors for young people and carry the greatest information load in the construction of life scripts through peer Internet communication. Semantic items related to work are actively interconnected with family, education, relationships and achievements. Very often the topics of education and profession appear together in the posts. Similarly, the phrase "the main thing in life" and "relationships" often appear together. Semantic spaces "relationships" and "family" are separated, partly this is determined by the focus on the description of friendly rather than romantic relationships. After all, personal life is advertised less in the social network, and friendly relations are a direct projection of the purpose of the social network.

Summarizing the semantic analysis of the Internet content of the social network "VKontakte" and the characteristics of the models that have become the most translated into Internet communities, the following conclusions can be drawn.

Work, family and relationships, as in the real world, are the main spheres of life that are maximally represented in the social network, which testifies in favor of

mixing real and digital spaces. The content by means of which they are described plays an important, meaning-forming role in the broadcast information flow [Kostromina S. N., Odintsova M. M., 2021].

The content of information about the family broadcast in a social network is rich in psycho-emotional component, oriented to the creation and maintenance of certain relationships and description of the range of family ties (family members).

The data obtained allow us to support the hypothesis that many of the above categories (family, relationships, work, etc.) play a system-forming role in the features of behavior in real life broadcast through Internet content and can affect the content of life models formed by people.

The comparison of the selected Internet content and the characteristics of young people's life models obtained based on the questionnaire allows us to see the proximity and differences between digital content and the real life orientations of young people, and to draw a number of conclusions.

Firstly, we can note the similarity in the broadcasted characteristics of work as an activity that should be liked, bring pleasure, demonstrate opportunities for career growth and correspond to the education received both online and in the perceptions of young people [Odintsova M.M., 2021(b)].

Secondly, there is a similarity of the broadcast importance of the emotional component in choosing a job and planning a professional path, as well as in the relationship between work and the establishment of social contacts, both online and in reality.

Thirdly, in contrast to the life model demonstrated in the communities in the sphere of profession, the respondents' answers indicate the importance of the material component in the construction of professional path. Probably, this feature relates to the ideas about prestigious and good jobs transmitted by parents, with socially acceptable and normative models of employment.

The components of the family life model presented on the Internet and in real life scripts are only partially similar. Both young people themselves and the content of social network posts demonstrate both traditional (embodiment of the

normative life script in mentioning only key normative events - wedding, birth of multiple children) and "new" family values (loneliness, divorce, change of partners). In the posts and in young people's answers about choosing a spouse, the expressed value of love, reliability and trust appear. Joint decision-making is close to the idea of joint planning and equal roles in the future family that is broadcast in the community posts. The posts often declare active actions in relationships. These data once again confirm the fact of mutual permeation of the real and digital in the life space of young people.

We can notice that the previously obtained six-factor model of preferred Internet content correlates with the main structural components of the matrix obtained from the results of external content analysis of social network posts. At the same time, despite the abundance of posts about employment and relationships, posts about work are not so favored for reading. To a greater extent, it is possible to identify not a specific sphere, but a focus on activity, self-realization and self-development in the content of the content preferred by young people. Thus, the targeted survey of preferred content in social networks and the general analysis of translated components of life models in Internet communities show similar results.

A distinctive feature of the matrix of external analyses of social networks is the absence of the social media activity indicator, as it cannot be measured in the study of posts. For this reason, it can be assumed that despite the similarity of the broadcasted and preferred content, its place in the young person's own life is also determined according to the degree of activity in social networks, the desire to devote time in social networks to entertainment or communication with friends and close people.

3.4. The influence of preferred Internet content on the components of young people's life models

From our point of view, the choice of Internet content in social networks and its transmission among peers acts as a mechanism of intragenerational transmission of life values and attitudes. On this basis, we tried to determine the contribution of young people's preferred information from social networks to the content of life

models in various spheres. To solve this problem, we performed discriminant analysis and correlated the identified groups of preferred Internet content with the identified types of life models.

3.4.1. Correlating groups of young people with different Internet content preferences with life model types

What is important at this stage of the analysis is to correlate the previously obtained groups of respondents with different Internet content preferences with the previously identified types of life models. It is necessary to describe how young people in each of the preferred Internet content groups are distributed in relation to the types of life models. The results of the distribution of the study sample within the clusters by life model are presented in Table 22.

Table 22. Distribution of young people's life models within the preferred Internet content clusters.

		Identified groups by preferred Internet content				
		Group 1. «Uninterested in content social media»	Group 2. «Actively interested in Internet content about achievements and self-actualisation»	Group 3 «Passively interested in online content about self-development and achievement»	Group 4. «Actively interested in entertainment and leisure Internet content»	Group 5. «Interested in internet content about close relationships and communication»
Type of life model (para. 3.2.2)	«Internally conflicted»	19%	44%*	30%*	42%*	12%
	«Active and purposeful»	15%	31%	26%*	17%	34%*
	«Family orientated»	4%	6%	11%	8%	26%*
	«Oriented towards own generation»	44%*	13%	4%	17%	8%
	«Oriented to stability and family support»	19%	6%	28%*	17%	20%
	Total	100%	100%	100%	100%	100%

* the highest sampling rate in the group

Almost half of young people in Group 1. "Uninterested in social media content" were previously categorized as the "Oriented to own generation" life model type - 44%. From this we can conclude that young people who deny generally accepted traditional values and attitudes, as well as those who are not ready for serious relationships and autonomy, are not active on social networks, in particular, they rarely read posts.

Half of young people in Group 2. "Actively interested in Internet content about achievements and self-realization" were young people with the type of life model "Internally contradictory". And also, one third were respondents with the type of life model "Active and purposeful". Based on these data, it can be assumed that young people who are open to new things and express the desire for change and development in building their own lives are highly interested in Internet content related to achievement and self-realization.

Note that the sample included in Group 3. "Passively interested in Internet content about self-development and achievements" does not have a pronounced relation to any one type of life model. The majority of young people in the cluster are evenly distributed between the types "Internally contradictory", "Active and purposeful" and " Oriented towards family support and stability". Thus, this may mean that in one way or another, most young people reading social media posts sometimes turn their attention to information about self-actualization and achievements, but most likely do not deliberately seek such information. On the other hand, turning to the result described above for Group 2, it is even more certain that content about self-actualization, education and achievements is of interest to young people who belong to the life model of "Internally contradictory" as well as "Active and purposeful".

Among those in Group 4. "Actively interested in entertainment and leisure Internet content", more than 40% belong to the type of life model "Internally contradictory". This means that young men and women of this model are probably also interested in entertaining social media content from time to time. However, as they strive for autonomy, they are more attracted to content related to self-

actualization. This can be interpreted as follows: young people of the "Internally contradictory" life model will pay attention to entertainment content, but when searching for content they are more likely to choose the sphere of self-development and achievements.

In Group 5. "Interested in Internet content about close relationships and communication", 60% of the sample was distributed between such types of life models as "Active and purposeful" and "Family-oriented". It can be assumed that the content of these life models is influenced by content about family and relationships. Interest in content about family and relationships also logically correlates with the main characteristics of the life model "Family-oriented", which describes people who strive to create their own family and demonstrate a desire to have children and create warm family relationships.

Based on the above information, the following intermediate conclusions and assumptions can be made regarding the relationship between the preferred Internet content and the types of life models of young people.

Young people of the "Internally contradictory" life model may be mostly interested in both achievement, self-development and entertainment content. It can be assumed that they are interested in posts about the achievements of others, as they themselves are not ready for active actions in life and changes, however, wanting autonomy in social networks, they try to get skills for independent life (work) and look for ideal images of people with achievements to which they would like to aspire.

The "Active and purposeful" life model is more associated with those who prefer content about relationships and building them, and probably only incidentally pay attention to content about self-development. Thus, young people demonstrate an active life position and a focus on self-realization in all spheres of life not only in the real but also in the digital space.

The life model "Family-oriented", as described above, is manifested in the interest in family topics on the Internet. Creating a family of one's own presupposes

an understanding of how best to build relationships with others. This is presumably what young people of this life model draw information about on social media.

"Oriented to own generation" are not interested in social media content to a greater extent. It can be assumed that this is due to modern trends in the use of messengers, where information is presented in a different way and is rather fragmented (in relation to the spheres of life). Information flows from Telegram channels have a different structure from social networks, which is why it is difficult to describe today's young people, who mainly use messengers, through the content of long-known social networks.

Young people of the "Oriented to family support and stability" type are probably more interested in content about self-development and partly about close relationships. This may be because they desire stability, including in their relationships with loved ones, as well as maintaining their professional status in a constantly changing world.

Based on the results, we can conclude that the identified types of life models can be partially determined by the preferred Internet content and are consistent with it. We can also assume a direct relationship between the growth of interest in content in a certain sphere of life and a certain components of life model in this sphere.

3.4.2. Internet content influencing the components of life model types

Discriminant analysis was conducted to better describe predictors among young people's Internet preferences that are likely to influence components of life models. It allowed us to identify the content characteristics that are discriminatory variables for the types of life models described earlier. Five clusters were taken as a basis for the eight-factor model (p. 3.2.2 and p. 3.2.3), namely the following types of life models: 1) "Internally contradictory", 2) "Active and purposeful", 3) "Family-oriented", 4) " Oriented to own generation", 5) "Oriented to family support and stability". Note that for the convenience of calculations the types of life models were numbered.

The research sample included 160 respondents according to these five types.

The 6 leading factors reflecting the preferences of young people in the choice of content in social networks acted as independent variables, namely: Factor 1. "Orientation to information about successes and achievements"; Factor 2. "Interest in family and relationship topics"; Factor 3. "Interest in self-realization and development"; Factor 4. "Inclusion in social networks"; Factor 5. "Interest in entertainment and educational content"; Factor 6. "Interest in socializing with friends".

The calculated characteristics of the results of the discriminant analysis (detailed information is presented in Appendix 5) made it possible to note that the contribution of the factors varies significantly. Thus, according to the Fisher significance level (less than 0.005), as well as based on Wilks' Lambda values, two variables Factor 2. "Interest in family and relationship topics"; (Wilks' Lambda = 0.641) and Factor 3. "Interest in self-actualization and development" (Wilks'Lambda = 0.907). For the rest, Wilks' Lambda shows a low level of the proportion of variance of the discriminant function estimates, indicating a low degree of difference between the groups on the factors.

The stepwise inclusion method (Appendix 5) further confirmed the key significance of the two independent variables based on the analysis of all values: Factor 2. "Interest in family and relationship topics"; Factor 3. "Interest in self-realization and development". Further, all the observations of the study were classified in relation to them.

From the obtained classification matrix we can conclude that the types of life models were quite accurately determined by the program algorithms based on the above-mentioned independent variables: the model "Internally contradictory" - 48%; the model "Active and purposeful" - 12.2%; the model " Family-oriented" - 9.5%; the model "Oriented to family creation" - 4.5%; the model "Oriented to own generation" - 4.5%; the model "Oriented to family support and stability" - 24.2%. Thus, 39.4% of the initial grouped observations were classified correctly, which is considered satisfactory for a phenomenological study (table in Appendix 5).

Table 23 shows the eigenvalues for each discriminant function and the cumulative proportion of explained variance accumulated by each function. We see that function 1 is responsible for 84% of the explained variance, i.e. 84.7% of the total discriminant power is determined by this function, while function 2 is responsible for 15.3% of the variance (Table 23).

Table 23. Eigenvalues of functions

Eigenvalues				
Function	Eigenvalues	% dispersion	Total %	Canonical correlation
1	0,561	84,7	84,7	0,600
2	0,101	15,3	100,0	0,304

The first function was formed by the variable "interest in family and relationship topics" (0.998). This function very clearly reveals the orientation of interest in the choice of posts on everything related to family and relationships. Thus, Factor 2 "interest in family and relationship topics" (Wilks' Lambda = 0.641) formed the basis of the function. We assigned the name *"Focus on close relationships"* to this function.

The second function is defined by the variable "Interest in self-realization and development" (0.999, Wilks'Lambda = 0.907). So, the positive pole of this function is characterized by interest in information in social networks about self-education, development and self-realization. We named this function according to the leading variable *"Focus on self-education and self-realization"* (Table 24).

Table 24. Function structure matrix

Matrix of structure		
	Function	
	1	2
Factor 2. "Interest in family and relationship topics"	,998[*]	0,064
Factor 3. "Interest in self-realisation and development"	-0,045	,999[*]

* Highest absolute correlation between each variable and any discriminant function.

The distribution of groups (types of life models) in relation to the selected functions is presented in the scatter diagram of canonical values by 6 factors based on discriminant functions (Fig. 31).
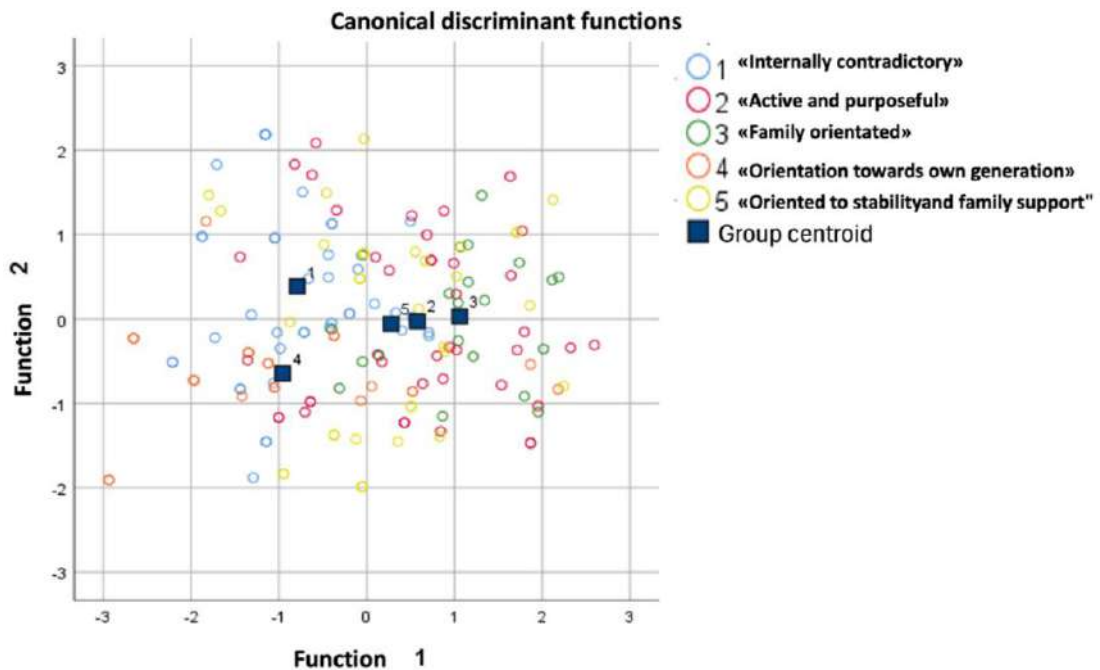
Fig. 31. Diagram of canonical values scattering by factors of preferred Internet content based on discriminant functions*

* Function 1. "Focus on close relationships"; Function 2. "Focus on self-education and self-realization"

The diagram shows that life model clusters are localized in certain areas of the plane. It is noticeable that the distance between the centroids of the groups "Active and purposeful", "Family-oriented" and "Oriented to family support and stability" is quite close, which indicates some similarity of these groups, especially in Function 2. "Focus on self-education and self-realization", which has almost zero value.

The models for the types "Internally contradictory" - group 1 and "Oriented to their generation" - group 4 are more different.

Centroids of the **"Internally contradictory"** life model type (centroid coordinates: -0.8/ 0.4 (Function 1/Function 2, respectively)) are characterized by a low level of interest in content about family and close relationships, while gravitating towards content about activity and achievements, education and development. This is consistent with the life attitudes of young people. The life

model type is characterized by a desire for change and autonomy with a lack of purposefulness. Compared to other types, this type demonstrates low interest in building a family and having children in the future. Thus, the interest of young people of this type in information about study and job search can be explained by the desire for autonomy and change. At the same time, the contradictory nature of this type is once again emphasized by the discrepancy in the lack of readiness to act on self-development, on the one hand, and the interest in content about self-realization and achievements, on the other.

For the model "Active and purposeful" (centroid coordinates: 0.5/ - 0.02), the predictor is interest in social networks in content about close relationships. This is probably a compensatory mechanism in view of the negative orientation towards family building, which they expressed when describing their life models. At the same time, the preference for information about family and relationships may have its own weight if respondents perceived the word "relationship" as any personal relationship. In this case, it may be consistent with the desire for close communication with the circle of peers. Nevertheless, the fact that young people who declare a lack of commitment to family values are actively interested in this very type of content in social networks is revealing.

Increased interest in content about family and relationships is characteristic of the life model types **"Family-oriented"** (centroid coordinates: 1/ 0.03) and **"Oriented to family support and stability"** (centroid coordinates: 0.3/ 0.06). These clusters are united by the orientation towards family creation, which is consistent with the Internet content they select.

Also, centroids of the type **"Oriented to own generation"** (centroid coordinates: -0.9/ -0.6) are of interest. It is similar in terms of predictors of preferred Internet content of the **"Internally contradictive"** type. Respondents of this type also lack interest in content about family and relationships, but at the same time, unlike the above-mentioned type, they also lack interest in content about self-development and education. The results of the discriminant analysis are consistent with the main characteristics of the life model type "Oriented to own generation".

Young people of this type characterize themselves as open for communication, while denying normative values in family relations (creating their own traditional family with a patriarchal structure), and at the same time do not seek autonomy.

Probably, due to their rejection of normative behaviors, these young people are interested in social networks for something special, perhaps thematic content, thus being unconventional people of their generation. Also, young people in this cluster may be interested in social networks for communication, which is a logical consequence of the negative indicators regarding the identified functions for this cluster.

It should be noted that the results obtained describing the main groups of young people based on their preferred Internet content, as well as the subsequent description of their content in terms of correlation with the life models identified in Section 3.2. reinforce the information obtained in the discriminant analysis.

Thus, the identified predictors of information preferences in social networks define clusters in different ways. Thus, for most types of life models **("Active and purposeful", " Family-oriented", "Oriented on family support and stability")** interest in posts and information in social networks about relationships and family is characteristic. To some extent, these types represent normative models of life models, and in social networks their preferences concern relationships as basic values. Therefore, in this case we can talk about the synchronization of mechanisms of intergenerational and intragenerational transmission of life attitudes and plans.

The use of social networks to obtain information about self-development and education against the background of a lack of interest in the topics of family and relationships distinguishes the type of life model **"Internally contradictory"**. For them, the processes of intragenerational transmission of life model components are of high importance, as well as for the other type **"Oriented to own generation"**. The latter are probably the most active in social networks mainly in terms of entertainment content. At the same time, they are distinguished by their lack of interest in content about relationships or self-actualization. These preferences influence their reluctance to start a family and their lack of desire for self-realization

and autonomy. This may be due to the fact that they are still searching for themselves and are not ready for serious relationships, autonomy and independent realization of their professional path.

RESULTS

1. Internet content of social networks, existing in the form of posts of popular communities, reflects the position of active or passive use of a social network; aspiration to communicate or read information in social networks; interest in content regarding a certain sphere of life: work, self-development, family, relationships. The preferred Internet content is determined by the degree of attractivity of a particular life theme or sphere of life.

2. Empirical referents of preferred Internet content in social networks are close in their content to the components of life models in the main spheres of life and reflect their semantic similarity:

- family (1) ("traditional" values, "new" values, interrelation with other spheres of life, material values, positive characteristics of the family, negative characteristics of the family, place (space);

- close relations (2) (character of activity, friendly, romantic, negative characteristics of relations, positive characteristics of relations, material values (money), interrelation with other spheres of life activity);

- professional sphere (3) (career, nature of activity at work itself, type of professional activity, interrelation with other spheres of life activity, material values (money), positive characteristics of work, negative characteristics of work);

- education (4) (skills, knowledge, areas of learning, relationship with other spheres of life, material values (money);

- activity (5) (types of activity, relationship with other spheres of life);

- achievements (6) (interrelation with other spheres of life activity, material values (money).

3. The structure of preferred Internet content can be described based on a 6-factor model, where each factor reveals the interest of Internet users: (1) "Orientation to information about successes and achievements" (attractivity of topics about achievements, profession, work, active activity); (2) "Interest in family and

relationship topics" (manifestation of interest in posts about family and relationships); (3) "Interest in self-realization and development" (aspiration to receive information in social networks about education, professional self-realization); (4) "Inclusion in social networks" (interest in social networks about education, professional self-realization); (5) "Interest in entertainment and educational content" (preference for entertainment and news information on social networks); (6) "Interest in socializing with friends" (use of social networks for friendship and networking).

4. Different expression of structural components of preferred Internet content differentiates 5 groups of users:

- Group 1. "Uninterested in social media content" (they are not oriented to active actions in social networks related to communication, they are not interested in reading posts, especially on the topics of self-development, achievements);

- Group 2. "Actively interested in Internet content about achievements and self-realization" (in social networks they are interested in the topic of achievements, search for information for self-development and learning);

- Group 3 "Passively interested in Internet content about self-development and achievements" (situationally interested in content about self-development, education, achievements);

- Group 4. "Actively interested in entertainment and leisure Internet content" (use social networks for the purpose of entertainment, leisure and socializing with friends, not interested in posts about self-development, family);

- Group 5. "Interested in Internet content about close relationships and communication" (show interest in all forms of relationships in social networks: friendships and romantic relationships, read posts about family and relationships).

5. Personal predictors of preferred Internet content are: (a) "Fundamental trust and success orientation" (existential motivation, value of achievement), (b)

"Activity, autonomy and individualism" (value of universalism, rejection of conformity). Those disinterested in social media content are characterized by a passive position in life and a lack of aspiration for autonomy. While achievement orientation in life is characteristic of those who are actively interested in content related to entertainment or success.

6. The structural components to describe the type of life model are:

(1) "Normative family events" (expected life events in building one's own family that are traditional for building family relationships),

(2) "Family well-being" (desire to reproduce the family life of parents, childhood in a complete family, good relations in the family),

(3) "Closeness to one's generation" (correlation of one's own traits with the traits of the peer generation: purposefulness, openness to new things, responsibility),

(4) "Autonomy and independence" (life events that ensure independence and demonstrate the desire for isolation from loved ones),

(5) "Flexibility and willingness to change" (describes an image of a situation that demonstrates flexibility in actions and attitude formation),

(6) "Traditional family structure" (desire to build their own future relations on the example of the family, its traditional structure),

(7) "Striving for stability" (striving for constancy, including material),

(8) "Purposefulness" (a set of statements relating to determination and self-confidence). The factors allow structuring the types of life models.

7. Types of life models are distinguished by different attitudes to the creation of their own family, to the generation of peers, different degree of similarity in views with parents, different degree of activity and purposefulness, as well as the manifestation of desire for change as opposed to the desire for stability:

- "Active and purposeful" type do not share the basic principles of parents' life, do not consider them as a support in life; are characterized by purposefulness and self-confidence, feel themselves a part of their

generation; believe that achievement of goals and their own activity will ensure their development and sustainable life trajectory.

- "Family-oriented" type aspire to create their own family, pay much attention to their personal life; are quite independent and adhere to traditional principles in family life.

- The "Oriented to own generation" type demonstrates non-acceptance of normative events and values in family relations; at the same time they feel close to their generation; they are purposeful and determined, but do not demonstrate aspiration for autonomy, are not ready to build a life according to parental models and radically change something.

- Type "Oriented to family support and stability" want to create their own family, do not strive for autonomy and independence, do not have clear goals, but strive for stability, constant material prosperity; life models in the sphere of family and work are closer to parental ones.

- Type "Internally contradictory" do not plan normative family events, but at the same time share traditional with parents views on family values and family structure; they are characterized by a low degree of purposefulness, reluctance to develop, weakly identify themselves with the generation of peers, deny stability, show a clear desire for autonomy and independence.

8. Personal predictors of one or another type of life models are (1) "Fullness and security of living" (completeness of living life, value of security, focus on solving life tasks) and (2) "Achievements and self-confidence" (value of achievements, self-management, rejection of traditions):

- Young people with the "Internally contradictory" and "Oriented to own generation" types of life models do not demonstrate readiness to live life fully, desire for security;

- Young people "Family-oriented" and "Oriented on family support and stability", "Active and purposeful" value security and are ready to actively

engage in life and act to change it; they also value achievements and self-management;

Young people with the type of life model "Internally contradictory" are characterized by high self-confidence and desire for new things;

- Young people of "Family-oriented" and "Family support and stability-oriented", "Active and purposeful" types value security and are ready to be actively involved in life and act to change it; they also value achievements and self-management;

- Young people with the "Internally contradictory" life model type are characterized by high self-confidence and desire for new things;

- Young people that are "Orientated to own generation" demonstrate low activity in living their lives and orient their activities towards traditional values.

9. The components of preferred Internet content: "Focus on close relationships" and "Focus on self-education and self-realization" influence the content of life models:

- Increased interest in content about relationships, family, and the use of social networks to build relationships are characteristic of life models whose respondents are family-oriented ("Family-oriented", "Family support and stability"), as well as success and achievement ("Active and purposeful");

- Preference for educational content and the use of social networks for self-realization is characteristic of young people with the life model "Internally Contradictory";

- Respondents of the ""Oriented to own generation"" are not interested in either relationships or self-development in social networks and show low interest in social network content.

CONCLUSION

Summarizing the conducted research, it should be noted that our results confirm a number of modern positions not only regarding the content of the life script, but also the interaction of online and offline space [Odintsova M. M., 2019]. The inextricable connection between intragenerational communication and the use of modern, progressive information technologies in human life is confirmed.

The degree of immersion of young people in the digital space of social networks is revealed, as well as the possibility of topologizing the sample regarding the preferred Internet content in accordance with personal traits. Based on the factor structure of life models, its types were identified, differing in the expression of the factors of the structure. The main predictors among the preferred Internet content that determine the type of life model in correlation with personal traits are described [Odintsova M. M., 2021(b)].

Based on the results of the research paper, we confirmed the main hypothesis of the study that preferences of Internet content of social networks act as predictors of life model types. Thus, the content of the type of life model is determined by different degrees of expression of its components, and is mediated by personal traits, the content of preferred Internet content as a result of intragenerational influence during communication in the Internet space.

The results show that the content about close relationships and education is the marker of choosing one or another life model, which is significant for the prospects of studying the place of social networks in the life course of young people.

However, summarizing the above conclusions of the thesis, it should be noted that the links between personality traits, preferred Internet content and characteristics of life models, their representation on the Internet are not linear or hierarchical from the first to the last (i.e. it is impossible to determine the preferred content based on the personality traits we have studied and to determine the life model based on the Internet content). The system of influences of personality traits [Odintsova M. M., 2023] and preferred Internet content on the components of life

models is multilevel and multidirectional. The results obtained cannot be extrapolated to active users of another social network and its content, as each social network has its own specifics of Internet content. It should also be noted the limitations of the study due to the fact that the study sample included people who live in large cities and have free access to Internet resources. We developed a definition of preferred Internet content as a component of the intragenerational transmission of values and attitudes of young people in the digital space, which has a significant contribution to the components of young people's life models.

The main promising areas of research include: the study of the very mechanism of (step-by-step) transmission of values and attitudes within one generation, the variability of life models of intragenerational communication in the processes of building one's own life course, a comparative analysis of the significance of Internet content in building one's life course among people of different generations, and studies of the life models of young people with narrow thematic preferences for Internet content.

REFERENCES

1. Abdulmanova D. M. Individual differences in life scenarios: Master's thesis / St. Petersburg State University. St. Petersburg, 2010.

2. Abulkhanova-Slavskaya K. A., Slavskaya, A. N., Levanova, E. A., & Pushkareva, T. V. The theory of personality B. G. Ananyev. World of Education - Education in the World, 4 (72). 2018. pp. 7-20.

3. Abulkhanova-Slavskaya K. A., Strategy of life. M., "Mysl", 1991, p. 245.

4. Adler A. Individual psychology. SPb: Peter, 2017. 256 p

5. Adler A. The science of living. Izdvo: Port-Royal, 1997. 288 p

6. Ananyev B. G. Man as a subject of cognition. SPb.: Peter. 2001. 288

8. Asmolov A. G. Psychology of modernity: challenges of uncertainty, complexity and diversity // Psychological Research. 2015. Vol. 8. №40. URL: http://psyst udy.ru/num/2015v8n40/1109asmolov40 (date of address: 10 October 2020).

9. Asmolov A. G., Asmolov G. A. Internet as a generative space: historical and evolutionary perspective // Voprosy psychologii. 2019. № 4. pp. 1-26.

10. Barsukova O. V. Features of achievement motivation and self-assessment of ambition of students with different life orientations / O. V. Barsukova, I. S. Victorchik // Personality in culture and education: psychological support, development, socialisation: materials of the All-Russian scientific and practical conference. - 2013. - № 1. - pp. 318-320.

11. Bauman Z. Current Modernity. / Per. from Engl. ed. by Y. V. Asochakov. -. SPb.: Piter, 2008. - 240 p.

12. Berne E. Games people play: the psychology of human relationships. People who play games: the psychology of human destiny. Psychology of human relationships. Moscow: Progress, 1988. 400 p.

13. Bochaver, A. A. Studies of human life path in modern foreign psychology // Psychological Journal. 2008. № 5. pp. 54-62.

14.   Brushlinsky A. V. Initial bases of psychology of the subject and his activity // Psychological science in Russia of the XX century: problems of theory and history. Moscow: Institute of Psychology of the Russian Academy of Sciences, 1997. p. p. 208-269.

15.   Vasilyuk F. E. Psychology of Experience (Analysis of Overcoming Critical Situations) Moscow: Moscow University Press, 1984. 200 p.

16.   Voyskunsky A. E., Evdokimenko A.. S., Fedunina N. Yu. Network and real identity: a comparative study // Journal of the Higher School of Economics. 2013. Vol. 10. № 2. pp. 98-121.

17.   Voyskunsky A. E., Smyslova O.. V. Cyberviolence in virtual reality systems: key factors and sensory integration Psychological Journal, 2020, Vol. 41, No. 1, pp. 56-64.

18.   Vygotsky L. S. Psychology of human development. M.: Sense: Eksmo, 2005. 1136 p.

19.   Gavrichenko O. V. Towards the problem of choice in the information space as a basis for the characterisation of social groups (on the materials of the study of information preferences of groups of radio listeners of different age). Mir psychologii, 2010, № 3, pp. 148-154.

20.   Geronimus I. A. Acmeological approach to the problem of career planning in the context of personality as a subject of life path // Acmeology. 2010. №1. pp. 40-44.

21.   Ginzburg M. R. Psychological content of personal self-determination // Questions of Psychology, 1994. № 3. pp. 43-52.

22.   Glotov S. A. Self-realisation of youth in the digital environment: a value approach / S. A. Glotov, I. A. Aleshkova // Education and Law. - 2021. - № 5. - pp. 232-237. - DOI 10.24412/2076-1503-2021-5-232-237.

23.   Glukhanyuk N. S. Practicum on psychodiagnostics: textbook. 2nd ed., rev. and ext. Moscow: Publishing house of the Moscow Psychological and Social Institute, 2005. 216 p.

24. Golovakha E. I. Psychological time of a personality / E. I. Golovakha, A. A. Kronik. Moscow: Sysl. 2008. 267 p.

25. Golovei, L. A., Zhuravlev, A., & Tarabrina, N. (2017). B.G.Ananyev and interdisciplinary research in psychology (to the 110th anniversary of his birth). Psychological Journal, 38(5), pp. 108-118.

26. Golubeva N. A. Comparative analysis of information preferences of senior pupils of Moscow school and German gymnasium. Modern social psychology: theoretical approaches and applied research. 2011. №4, c. 29-36.

27. Grachev A. A. Life orientations as determinants of life activity // Psychological problems of self-realisation of personality. SPb. 1999. pp. 26–36.

28. Grachev, A. A. Life orientations in applied psychological concepts of a person // Izvestiya Rossiiskogo gosudarstvennogo pedagogicheskogo universitet named after A. I. Herzen. 2008. № 66. pp. 289-294.

29. Grebennikova O. V. Social representations and information preferences of modern teachers in the educational continuum. Modern social psychology: theoretical approaches and applied research, 2011, No. 4. pp. 14-21.

30. Grishina N. V. Life scenarios: normativity and individualisation [Electronic resource] // Psychological research: electronic scientific journal. 2011. №3 (17). URL: http://psystudy.ru 0421100116/0029 (date of address: 04.08.2019)

31. Grishina N. V. Problem of conceptualisation of context in modern psychology//. Social psychology and society 2018. Vol. 9. №3. pp. 10-20

32. Grishina N. V. Structure of the problem field of modern personality psychology / Grishina N. V., Kostromina S. N., Mironenko I. A. N., Mironenko I. A. // Psychological Journal. 2018. Vol. 39. №1. pp. 26-35.

33. Gubanov D. A. SOCIAL NETWORKS: models of information influence, control and confrontation / D. A. Gubanov, D. A. Novikov, A. G. Chkhartishvili. - Moscow : OOO Publishing Company "Physico-Mathematical Literature", 2010. - 228 p. - ISBN 978-5-94052-194-5.

34. Guseltseva M. S. Information socialisation in postindustrial culture. Modern social psychology: theoretical approaches and applied research. 2012., №3. pp. 20-35.

35. Guseltseva M. S. Transformations of identity in information culture // Digital society in the cultural-historical paradigm: Collective monograph / edited by T. D. Marcinkovskaya, V. R. Orestova, O. V. Gavrichenko. Moscow: Moscow Pedagogical State University. 2019 b. p.p. 36-43.

36. Husserl E. Ideas towards pure phenomenology and phenomenological philosophy. M.: House of Intellectual Book. 1999. 334 p.

37. Danilov A. N., Grishchenko J. M., Shchelkova T. V. Generation Z: the split of traditions or recoding of culture // Zhurn. Belorussian State Univ. Sociology. 2017. № 1. pp. 109-118.

38. Demin A. N. Psychology of employment as a theoretical resource of life path psychology // Psychology. Economics. Law. 2012. №1. pp. 25-35.

39. Divisenko K. S. The concept of the lifeworld in E. Husserl's transcendental phenomenology: horizons of sociological research // Petersburg Sociology Today. Collection of scientific papers of the Sociological Institute of the Russian Academy of Sciences. SPb.: Nestor-History. 2010. pp. 183-198.

40. Druzhinin V. N. Variants of Life: Essays of Existential Psychology. Moscow: PER SE; SPb: Imaton-M, 2000. 210 P.

41. Dubovskaya E. M. Transitivity of society as a factor in the socialisation of personality / E. M. Dubovskaya // Psychological Research. - 2014. - Vol.7, № 36. - p.7.

42. Dubrov D. I., Tatarko A.. N. Intergenerational transmission of values in urban and rural environment // Psychology. Journal of the Higher School of Economics. 2016. Vol. 13. №2. pp. 299-309.

43. Dupra-Kushtanina V. A., Lutoshkina S. Yu. Women's childlessness and scenarios of life path // The World of Russia: sociology, ethnology. 2014. Vol. 23, №2. pp. 183-203.

44. Efimova, G. Z. Influence of social networks on personality / G. Z. Efimova, E. V. Zyuban // Mir nauki. - 2016. - Vol. 4, № 5. - p.20.

45. Grishina, N.V.; Kostromina, S.N. et al. Life space in psychology: Theory and phenomenology : Collection of articles / Edited by N.V. Grishina, S.N. Kostromina. - St. Petersburg : Publishing House of St. Petersburg State University, 2020. - 532 p. - ISBN 978-5-288-06057-1.

46. Zvereva, E. A. Transformation of value orientations of young people in the modern information and communication environment / E. A. Zvereva, V. A. Khvorova // Communicative Studies. - 2022. - T. 9, № 1. - C. 7-28.

47. Znakov, V.V.. Psychology of understanding the human world. Moscow: Institute of Psychology of the Russian Academy of Sciences, 2016. 488 c.

48. Zolotoreva A. S. Understanding of the phenomena of shame and guilt by representatives of different generations of one family: Vyp.sq.rab....SPb: SPbSU, 2017

49. Zondi L. The path of human formation (Per. with German A. V. Tikhomirov) // Personnel-Profi. Issue 7. Ekaterinburg, 2002. p. 24-39

50. Izotova E. I. Features of virtual communication of a modern teenager: predictors of choice. Mir psychologii. 2010. №3. pp. 102-111.

51. Kalmykova E. S. About one method of analysing individual consciousness // Psychol. zhurn. 1994. Vol. 15. №3. pp. 28-41.

52. Kalmykova E. S., Mergenthaler E. Narrative in psychotherapy: patients' stories about personal history // Journal of Practical Psychology and Psychoanalysis. 2002. №1- 2., pp. 254-265

53. Karandashev V. N. Schwartz's methodology for studying personality values: concept and methodological guidance // Practicum on psychodiagnostics. SPb: Izd-vo Rech, 2004. p.p. 72. 72 .

54. Karpinsky K. V. Life path of personality as a problem of psychology // Actual problems of modern psychology: collection of scientific articles / Educational Institution "Yanka Kupala Grodno State University"; ed. by A. M.

Kolyshko; ed. by A. M. Kolyshko, T. K. Komarova, K. V. Karpinsky. Grodno: GrSU, 2008. p.p. 150-168. 150-168.

55. Karpova V. M. Peculiarities of intergenerational transmission of family values. Vestnik MSU. Series 18. Sociology and Political Science. 25(3). 2019. pp. 117-139.

56. Kluckhohn K. A mirror for the human being. Introduction to anthropology. Translated from English under 11 editorship of Candidate of Phil. Panchenko A. A. SPb: Izdvo: "Eurasia". 1998. 352 p.

57. Kovaleva Y. V. Psychological types of subjectivity of members of the network community (on the example of the social network "Twitter[18]") Psychological Journal. 2020. Vol. 41, №1. pp. 45-55.

58. Kon I. C. The child and society. M.: Akademiya. 2003.

59. Kondakov A.M., Kostyleva A.A. Digital identity, digital self-identification, digital profile: problem statement // Bulletin of the Peoples' Friendship University of Russia. Series: Informatisation of Education. 2019. Vol. 16. No 3. pp. 207–218. http://dx.doi.org/10.22363/2312-8631-2019-16-3-207-218

60. Korzhova E. Yu. Psychology of human life orientations. SPb.: RHGU. 2006. p. 384

61. Korzhova E. Yu. Psychology of life situations in the study of the life path of the individual: problems and prospects // Continuity of psychological science in Russia: traditions and innovations Collection of materials of the II international scientific-practical conference devoted to the history of psychological science, psychological education and the 90th anniversary of the Department of Psychology A. I. Herzen Russian State Pedagogical University, St. Petersburg: A. I. Herzen Russian State Pedagogical University. A. I. Herzen. 2015. pp. 135-139.

62. Koroleva N. N., Bogdanovskaya I. M., Lugovaya V. F. The impact of modern information and media environment on the "image of self" of adolescents // Universum: Vestnik of Herzen University. 2014. №2. pp. 87-94.

---

[18] Blocked in Russia

63.   Koryakina Y. M. Adaptation of the existential motivation questionnaire "TEM" (Test of Existential Motivations) A. Langlais, P. Eckhart // Existential Analysis. Bulletin No. 2. Moscow. 2010. pp. 139-148

64.   Koryakina Y. M. Existential Motivations Questionnaire "TEM" (Test of Existential Motivations) A. Langlais, P. Eckhart // Existential Analysis. Bulletin №3. Moscow. 2011. pp. 169-179

65.   Koryakina Y.M. Conditions of fulfilled life: description and measurement of existential motivations. // National Psychological Journal. 2015. №4 (20). pp. 49-65.

66.   Kostromina S. N. Life models of modern Russian youth// Life space in psychology: Theory and phenomenology: a collection of articles / edited by N. V. Grishina, S. N. Kostromina. SPb.: Izd-vo S.-Peterb. un-ta, 2020. pp. 223-224.

67.   Kostromina S. N. N., Grishina N. V., Zinovieva E. V., Moskvicheva N. L. Life model as a construct for studying the life scenario of an individual // Vestnik of St. Petersburg State University. V., Moskvicheva N. L. Life model as a construct of studying the life scenario of personality // Vestnik of S.-Peterb. state un-sta. Psychology. 2018. T. 8. Vol. 4. pp. 341-357.

68.   Kostromina S. N. N., Odintsova M. M. Content of social networks and blogs as a semantic space for the study of life models of young people // In the book: Ananiev Readings - 2019: Psychology to Society, State, Politics, Proceedings of the International Scientific Conference. 2019. pp. 344-345.

69.   Kostromina S. N. N., Odintsova M. M. Semantics of life models in the information field of social networks // Bulletin of St. Petersburg University series "Psychology" Vol. 11 No. 1 (2021), pp. 24-47.

70.   Kostyak T. V. Social representations of students in the context of information socialisation. World of Psychology, 2011, No. 2, pp. 201-207.

71.   Kotelnikova Y. A. Life scenario of personality as a systemic construct of its functioning. Vestnik SPbSU. Ser. 12. 2014. Vol. 4. pp. 16-30.

72.   Krivtsova S. V. Existence Scale (Existenzskala) by A. Langle and K. Orgler // Existential Analysis. Bulletin, 2009. № 1. pp. 141-170.

73. Kronik A. A., Kronik E. A. In the main roles: You, We, He, You, Me: Psychology of significant relations. Moscow: Mysl. 1989. 204 p.

74. Kryukova T. L. Empirical variants of life style of a contemporary in the context of coping with difficulties / T. L. Kryukova, M. V. Saporovskaya, S. A. Khazova // Medical Psychology in Russia. - 2014. - № 6(29). – p. 9.

75. Kurysheva O. V. Psychological characteristic of youth as an age group // Bulletin of VolSU. Series 7: Philosophy. Sociology and social technologies. 2014. №1 p. 67-75.

76. Kyuregyan, A. A. A. Personal features of professional self-realisation of a designer in the digital era / A. A. Kyuregyan // Bulletin of P. G. Demidov Yaroslavl State University. Series Humanities. - 2021. - Vol. 15, № 2(56). - pp. 290-298. - DOI 10.18255/1996-5648-2021-2-290-298.

77. Lavrenchuk S. Y. Intergenerational transmission and change of life models in women: Cand. ... candidate of sciences. - SPb: SPbSU, 2010.

78. Lazursky A. F. Selected works on general psychology. To the doctrine of psychic activity. Programme of personality research and other works. SPb.: Aleteia, 2001. 192 p.

79. Levine K. Field Theory in Social Sciences. SPb: Rech, 2000, p.368.

80. Leontiev D. A. On Kurt Lewin's field theory (part 2) // Gestalt Review. 2013. №3. pp. 56-73.

81. Leontiev D. A. The concept of motive in A. N. Leontiev and the problem of the quality of motivation // Vestnik of Moscow University. Series 14. Psychology. 2016. №2. pp. 3-18.

82. Leontiev D. A. Man and the lifeworld: from ontology to phenomenology // Cultural-historical psychology. 2019. Vol. 15. №1. pp. 25-34.

83. Lisovsky V. T. Sociology of Youth / V.T. Lisovsky. - SPb: Izd-vo S.-Peterb. un-ta, 1996. 361 p.

84. Loginova N. A. Sh. Bühler - representative of humanistic psychology // Voprosy Psychologii. 1980. №1. pp. 154-158.

85. Lumpieva T. P., Volkov A. F. Generation Z: psychological characteristics of modern students [Electronic resource]. - URL: http://ea.donntu.org:8080/handle/123456789/21748 (date of reference: 10.10.2020).

86. Luchinkina A. И. [et al.] Features of the motivational sphere of Internet users with different levels of emotional intelligence [Electronic resource] // Humanities. - 2022. - № 3 (59). - URL: https://cyber-leninkaru/article/n/osobennosti-motivatsionnoy-sfery-internet-polzovateley-s-raznym-urov-nem-emotsionalnogo-intellekta (date of address: 10.10.2020).

87. McAdams D. P. Psychology of Life Stories: per. from Engl. // Methodology and History of Psychology. 2008. Vol. 3. Issue 3. p.p. 135-166.

88. McLuhan M. Gutenberg's Galaxy. The Becoming of a Printing Man. M.: Academic Project, 2005, p. 443.

89. Maximova O. A. Continuity and conflict of generations in the information society: sociological analysis // Vestnik. Kazan State Technical University named after A.N. Tupolev. 2010. № 3. pp. 210-214.

90. Mamardashvili M. K. Psychological topology of the path. Vol. 1. 2nd ed., supplementary revised. Ed. E. M. Mamardashvili. Afterword by K. Golubovich. Moscow: Merab Mamardashvili Foundation, 2015. 1072 p.

91. Manukyan V. P. Subjective picture of life path and crises of the adult period: autoref. diss. ... kand. psychol. nauk. SPb., 2003. 22 p.

92. Marcinkovskaya T. D. Information space as a factor of socialisation of modern adolescents // The World of Psychology. Moscow Psychological and Social University, 2010. № 3. pp. 90-102.

93. Marcinkovskaya T. D. The world of S. L. Rubinstein: culture as a space of human self-development. The World of Psychology, 2008, No. 1, pp. 43-50.

94. Marcinkovskaya T. D. Psychology of space: from the universe to personality, from ecosphere to exisphere // Life space in psychology: Theory and phenomenology: a collection of articles / edited by N. V. Grishina, S. N. Kostromina. SPb.: Izd-vo S.-Peterb. un-ta, 2020. pp. 63-99

95.   Marcinkovskaya T. D. Modern psychology - challenges of transitivity // Psychological Studies. 2015. Vol. 8, №42. p. 1. URL: http://psystudy.ru/index.php/num/2015v8n42/1168-martsinkovskaya42.html (date of address: 29.08.2020).

96.   Marcinkovskaya T. D. Modern psychology: from transitive to technological society // New trends and prospects of psychological science / Edited by A. L. Zhuravlev, A. V. Yurevich. Moscow: IP RAS, 2019. pp. 43-72.

97.   Marcinkovskaya, T. D. Generations of the era of transitivity: values, identity, communication / T. D. Marcinkovskaya, N. S. Poleva // The World of Psychology. - 2017. - № 1(89). - pp. 24-37.

98.   Maslow A. Motivation and personality: per. from Engl. 3rd ed. SPb.: Piter, 2016. p. 400

99.   Matveeva L. V., Anikeeva T. Y., Mochalova Y. V. Psychology of telephysical communication. M. 2004. p. 316

100.   Mordovina D. A. The concept, actual problems and aspects of life path research in philosophical anthropology [Text] / D. A. Mordovina // Bulletin of the Chelyabinsk State Academy of Culture and Arts (Section II. Philosophy. Cultural Studies. Sociology.). №4 (40). 2014. pp. 64-69.

101.   Morozov A.V., Radchenko L.E. Impact of mass media on health and education of older adolescents. Moscow: Izd. I. Balabanov, 2010. 240 c.

102.   Moskvicheva N. L. Digital environment as the life space of personality: experience of research of life models of youth // Life space in psychology: Theory and phenomenology: a collection of articles / edited by N. V. Grishina, S. N. Kostromina. SPb.: Izd-vo S.-Peterb. un-ta, 2020. pp. 248-277.

103.   Moskvicheva N.L., Rean A.A., Kostromina S.N., Grishina N.V., Zinovieva E.V. Life models of young people: ideas about the future family and the model broadcast by parents // Psychological Science and Education. 2019. Vol. 24. №3. pp.5-18.

104.   Myasishchev V. N., Psychology of relations. M. - V., 1995 P.356.

105. Nartova-Bochaver, S. K. Life space of the family: unification and separation / S. K. Nartova-Bochaver, K. A. Bochaver, S. Y. Bochaver. - Moscow : Genesis, 2011. - 315 p.

106. Neveleva, V. S. "Current identity" of the modern man / V. S. Neveleva // Philosophy in the modern world: dialogue of worldviews: proceedings of the VI Ros. philos. congress, N. Novgorod, 27-30 June 2012: in 3 vol. N. Novgorod: Izd-vo Nizhny Novgorod State University named after N. I. Lobachevsky, 2012. Vol. 3. P. 377.

107. Nikishina V. B., Petrash E. A., Morgun A. N., Zapesotskaya I. V. Transformation of youth message parameters in social networks Psychological Journal. 2020. Vol. 41. № 4. pp. 78-91.

108. Nikulova, E. A. Self-realisation of personality in the digital space / E. A. Nikulova // Scientific notes of IUO RAO. - 2018. - № 3(67). - pp. 123-125.

109. Nurkova V. V., Dnestrovskaya M. V. V., Mikhailova K. S. Cultural life scenario as a dynamic semantic structure of (re)organisation of individual life experience // Psychological Research. 2012. Vol.5, No.25. p.2. URL: http://psystudy.ru (date of reference: 05.04.2020).

110. Odintsova M.M. Interrelation of Internet content and life models in the space of the possible// Ananiev Readings-2021: materials of the international scientific conference, 19-22 October 2021 / Under the general editorship of A.V. Shaboltas. Edited by V.I. Prusakov. - SPb.: Scythia-print, 2021. - pp. 201-202 (a)

111. Odintsova M. M. Content of social networks as a predictor of life model construction in the sphere of profession // Vestnik RSUHU. Series: Psychology. Pedagogy. Education. 2021. №1. pp.142-161.(b)

112. Odintsova M.M. On the phenomenon of self-determination in the context of the content of life models of young people// Proceedings of the International Youth Scientific Forum "Lomonosov-2023" / Edited by I.A. Aleshkovsky, A.V. Andriyanov, E.A. Antipov, E.I. Zimakova. [Electronic resource] - Moscow: MAKS Press, 2023. URL: https://lomonosov-

msu.ru/archive/Lomonosov_2023/data/28564/160891_uid70127_report.pdf (date of reference: 10.09. 2023)

113. Odintsova M.M. Role of popular Internet content in the formation of life models of youth// Materials of the International Youth Scientific Forum "Lomonosov-2019" / Edited by I.A. Aleshkovsky, A.V. Andriyanov, E.A. Antipov. [Electronic resource] - M.: MAKS Press, 2019. - 1 electronic optical disc (DVD-ROM); 12 cm. - System. requirements: PC with 486+ processor; Windows 95; DVD-ROM disc drive; Adobe Acrobat Reader. - 1600 Mb. - 11000 copies. ISBN 978-5-317-06100-5 URL: https://lomonosov-msu.ru/archive/Lomonosov_2019/data/section_26_16356.htm (accessed 10.09. 2019)

114. Odintsova M. M. Semantic space of life models in social networks // Proceedings of the International Youth Scientific Forum "Lomonosov-2020". Second edition: revised and supplemented / Edited by I. A. Aleshkovsky. A. Aleshkovsky, A. V. Andriyanov, E. A. Antipov. [Electronic resource] - Moscow: MAKS Press, 2020. URL: https://lomonosov-msu.ru/archive/Lomonosov_2020_2/data/section_28_19429.htm (date of access: 10.09. 2020)

115. Allport G. Becoming a personality: Selected works. M.: Sysl. 2002. 462 p.

116. Pavlenko E. C. "Adult" as a category in the work on the construction of life path by youth // Monitoring of public opinion: economic and social changes. 2014. №6 (124). pp.141-152.

117. Pavlova N. D., Grebenshchikova T. A., Afinogenova V. A., Zachesova I. A., Kubrak T. A. Intentional space of post-event discourse on various Internet platforms Psychological Journal, 2020, Vol. 41, No. 3, pp. 78-91.

118. Parkhomenko A. N. Vzaimozhnosti komponentov identichnosti sovremennoi moscowskikh tekhnikami i ikh informatsionnykh prefersenii [Interrelationship of identity components of modern Moscow teenagers and their

information preferences]. Modern Social Psychology: theoretical approaches and applied research, 2012, No. 2, pp. 75-91.

119. Polivanova K.N., Koroleva D.O. Social networks as a new practice of development of urban adolescents // Bulletin of the Russian Humanities Research Foundation. 2016. Vol. 82. № 1. pp.173-182.

120. Polyushkevich O. A. Life scenario of generations// SOCIOLOGY. Russian Sociological Association, No. 3-Moscow, 2020. pp.28-45.

121. Polyushkevich O. A. Criteria of interaction between the life world and the quality of life // Sociology. 2008. №4. pp. 208-221.

122. Project, Y. L. Project, I. M. Bogdanovskaya, N. N. Koroleva // Universum: Vestnik of Herzen University. - 2014. - № 1. - pp. 89-96.

123. Project Y. L. Project, V. F. Guslyakova // Integrative approach to human psychology and social interaction of people: vectors of development of modern psychological science: proceedings of the VII All-Russian scientific-practical conference, St. Petersburg, 12-14 April 2017. Volume Part 1. - St. Petersburg: Russian State Pedagogical University named after A.I. Herzen. A.I. Herzen, 2017. - pp. 267-275.

124. Rubinstein S. L. Fundamentals of general psychology. SPb.: Peter, 2013. - 713 p.: il - (Series "Masters of Psychology").

125. Rubinstein S.L. Man and the World. SPb.: Peter, 2012. - 224 p.: il - (Series "Masters of Psychology").

126. Rubtsova O. B. (2019). Digital technologies as a new means of mediation (Part one). Cultural-historical psychology, 15(3), pp.117-124.

127. Samoukina N. V. Theory of generations and personnel management in crisis // Motivation and labour remuneration. 2009. №2. pp.94-101.

128. Satir V., You and your family. Guide to Personal Growth. Moscow: April Press, Eksmo-Press, 2000. - 320 p.

129. Semyonova V. Life path and social well-being in the cohort of thirty-year-olds: from euphoria to disappointment // Monitoring of Public Opinion: Economic and Social Changes. 2002. № 5. pp.54-59.

130. Sergeev S. F. Psychological science within the framework of technocoevolution Psychological Journal, 2018, Vol. 39, No. 5, pp.106-108

131. Sergeeva A. S., Sergeev S. F. Psychological science on the border with technological singularity // Psychological Journal. 2017. Vol.38. № 3. pp.124-128.

132. Sivrikova N. V. Problems of studying generations in psychology // Cultural and Historical Psychology. 2015. Vol. 11. № 2. pp. 100-107.

133. Simonovich N. E. Social and psychological features of student youth // Learning and development: modern theory and practice: materials of the XVI International Readings in memory of L. S. Vygotsky. Moscow, 2015. pp. 592-594.

134. Skinner R., Cleese D., Family and how to survive in it. M.: Independent firm "Class", 1995. 272 p.

135. Skitowski T. Sovereignty and rationality of the consumer / T. Skitowski // Milestones of economic thought. Vol. 1 - Theory of consumer behaviour and demand / Edited by Galperin. - SPb., 1993. - pp. 370-376.

136. Skleinis V. A. Specificity of the lifestyle of subjects with different type of life scenario of personality // Psychology and Psychotechnics. 2021. №1. c. 32-41. DOI: 10.7256/2454-0722.2021.1.34828 URL: https://nbpublish.com/library_read_article.php?id=34828 (date of address: 13.08.2020)

137. Sobchik L. N., Diagnostics of individual-typological properties and interpersonal relations. SPb.: Rech, 2003. 96 p.

138. Soldatova G. U. Digital socialisation in the cultural-historical paradigm: a changing child in a changing world // Social Psychology and Society. 2018. Vol. 9. № 3. pp. 71-80.

139. Soldatova G. U., Zotova E., Lebesheva M., Shlyapnikov V. Internet: opportunities, competences, safety. Methodical manual for workers of the general education system. Lectures. Ч. 1. Moscow: Centre for Book Culture "Gutenberg", 2013. 165 p.

140. Soldatova G. U., Nikonova E. Yu. G., Trifonova A. V. Multitasking media: from cognitive functions to digital // Journal of Modern Foreign Psychology. 2020. № 9(4). pp. 8-21.

141. Soldatova G. U., Rasskazova E. I. Results of the digital transition: from online reality to mixed reality // Cultural and Historical Psychology. 2020. №16(4). pp. 87-97.

142. Soldatova G. U., Rasskazova E. I. Compliance with the rules of communication online and offline: intergenerational analysis // Psychological Journal. 2019. Vol. 40. № 4. pp. 73-84.

143. Soldatova G. U., Teslavskaya O. I. Features of interpersonal relations of Russian teenagers in social networks // National Psychological Journal. - 2018. - №3(31). - pp. 12-22.

144. Soldatova G.U. Personality and information in the digital world: from new models of media consumption to infodemia. URL:https://psy.su/feed/9604/ .(date of address: 05.01.2022)

145. Stepanov S. S., Stepanova M. A. Age and pedagogical psychology: history and modernity in the palette of book novelties- Psychological science and education - 2004. Vol. 9, №2. URL: https://psyjournals.ru/psyedu/2004/n2/Stepanov.shtml (date of reference: 10.10. 2020).

146. Stolin V. V. V., Pantileev S. R. Test-questionnaire of self-relationship // Practicum on psychodiagnostics. Psychodiagnostic materials. Moscow: Izd-vo Mosk. un-ta, 1988. pp. 123-129.;

147. Sushkov I. R., Kozlova N. S. Internet activity as a manifestation of the need of personality in the collective subject //Psychological Journal, No. 5, Vol. 36, 2015, pp. 75-83.

148. Uvarina E. Y. Information preferences of parents (Muscovites and migrants) of adolescents studying in the Centre of additional education of the South-West of Moscow. Mir psychologii, 2010, №. 3, pp. 178-185.

149. Ustiantsev V. B. Man, life space, risks: value and institutional aspects / V. B. Ustiantsev. - Saratov : N.G. Chernyshevsky Saratov National Research State University, 2006. - 184 p.

150. Fedorova E. P. Possibilities of in-depth interview in the study of human life space / E. P. Fedorova // Scientific research and education. - 2009. - № 7. - pp. 38-41.

151. Flenina T. A. Semantic space of the concept of "network identity" // Izvestiya Rossiiskogo gosudarstvennogo pedagogicheskogo universitet named after A. I. Herzen. - St. Petersburg, 2014. - № 171. -227 p.

152. Flenina T. A., Bogdanovskaya A. B. B., Semenova M. M., Streltsova A. P. Interrelation of personal properties and aspects of network identity of young people // Letters in Emissia. Offline (The Emissia.OfflineLetters): An electronic scientific journal. URL: http://www.emissia.org/offline/2015/2395.htm (date of address: 20.03.2019)

153. Fromm E. Man for himself. Moscow: Collegium, 1992. - 253 p.

154. Heckausen H. Motivation and Activity. Vol. 1. Moscow: Pedagogy, 1986. 408 p.

155. Khuzeyeva G. R. Interrelation of the nature of information space with the features of information socialisation (based on the study of adolescents of megapolis (Moscow) and small settlements). Mir psychologii, 2010, No. 3, pp.112-121.

156. Chernyshev A. S., Sarychev S. V. V., Elizarov S. G. To the question of socio-psychological consequences of the introduction of new technologies and the definition of promising research directions// Psychological Journal, 2020, Vol. 41, No. 4, pp. 109-114.

157. Chigrina, N. V., Zhupnik, O. N. Role and place of value and socio-professional orientations in the system of life self-determination of young people // Scientific notes of V. I. Vernadsky Crimean Federal University Sociology. Pedagogy. Psychology. Vol. 1 (67). 2015. № 4. pp. 56-63.

158. Shlyazhko O. Yu. Life orientations and interactive orientation in adolescence / O. Yu. Shlyazhko, I. G. Akhunova // Social World: the role of youth in solving the problems of the XXI century : Proceedings of the XIII International Scientific and Practical Conference of Pupils, Students and Young Researchers, Minsk, 27 April 2016 / Russian State Social University, branch in Minsk; Editor-in-Chief S. A. Poletaev. - Minsk: Bestprint, 2016. – pp.154-156.

159. Shneider L.B., Symanyuk V.V.. User in the information environment: digital identity today [Electronic resource] // Psychological Research. 2017. T. 10, № 52. URL: http://psystudy.ru/in-dex.php/num/2017v10n52/1406-shneider52.html (date of reference: 14.01.2020).

160. Angel J., Blackwell, Minyard. Consumer Behaviour. - SPb., "Peter", 2000. - pp.285-286.

161. Yalom I. Existential Psychotherapy: M.: Klass, 2000. 574 p.

162. Ahmad I. Social media engagement and usage stats and facts. Social Media Today. 2014. URL: http://www.socialmediatoday.com/content/globalinternet-mobile-and-social-media-engagement-andusage-stats-and-facts-infographic (date of reference: 20.07.2020).

163. Ahuja A. K., Biesaga K., Sudak D. M., Draper J., & Womble A. Suicide on Facebook[19]. Journal of Psychiatric Practice, 20(2), 2014. pp. 141-146.

164. Almansa O. Fonseca and A. Castillo Málaga (Spain) and Bogotá (Colombia) Social Networks and Young People. Comparative Study of Facebook between Colombia and Spain // Scientific Journal of Media Education. Comunicar, 2013. n. 40, v. XX, pp.127-134.

165. Arnett J. J. Emerging adulthood: The cultural psychology of a new life stage. In L. A. Jensen (Ed.), Bridging cultural and developmental approaches to psychology. New York, NY: Oxford University Press. 2011. pp. 255-275

---

[19] Meta Platforms Inc. is recognized in the Russian Federation as an extremist organization and its activities are prohibited (including in relation to products - the social network Facebook)

166. Azucar D., Marengo D., Settanni M. Predicting the Big 5 personality traits from digital footprints on social media: A meta-analysis. Personality and Individual Differences, 2018, №124, pp. 150-159.

167. Bohn A., Berntsen D. Life Story Development in Childhood: The Development of Life Story Abilities and the Acquisition of Cultural Life Scripts From Late Middle Childhood to Adolescence // Developmental Psychology. 2008. Vol. 44, №4. pp.. 1135-1147.

168. Buchmann M. The script of life in modern society, Chicago (IL): University of Chicago Press, 1989.P.257

169. Dasen P. Rapid social change and the turmoil of adolescence: A cross-cultural perspective // International Journal of Group Tensions.2000, №29, pp.17-49.

170. Davidson W. B., &Cotte P. R. Sense of community and political participation // Journal of Community Psychology. 1989. №17, pp.119-125.

171. de Kerckhove D., de Almeida C.M. What is a digital persona? // Technoetic arts. 2013, vol. 11, pp. 277-287.

172. Dennen, V.P. Becoming a blogger: Trajectories, norms, and activities in a community of practice// Computers in Human Behavior.2014. Vol.36. pp. 350-358

173. Derné S. The (limited) effects of cultural globalization in India: Implications for culture theory. // Poetics, 2005. №33, p. 33–47.

174. Desai S., &Temsah G. Muslim and Hindu Women's public and private behaviors: Gender, family, and communalized politics in India. // Demography, 2014, №51, p. 2307–2332.

175. DeSmet A., Veldeman C., Poels K., Bastiaensens S., Van Cleemput K., Vandebosch H., De Bourdeaudhuij I. Determinants of self-reported bystander behavior in cyberbullying incidents amongst adolescents // Cyberpsychology, Behavior, and Social Networking.2014, 7 (4), pp. 207-215.

176. Dzhamalova B.B., Leusenko I.V., Shaekhov R.F., Ilkevich B.V., Antonov, V.F., Kovaleva, N.V., Sayfutdinova, G.B. Transformation of student

everyday communication under new media influence // Journal of Environmental Treatment Techniques. 2019, 7 (3), pp. 394-398.

177.   Elder G. Time, Human Agency and Social Change: Perspective on the Life Course // Social Psychology Quarterly. 1994, Vol. 57, №1. pp. 4-15.

178.   Environmental Psychology: An Introduction / Ed. by L.Steg, A.van den Berg, J.de Groot. Chichester, West Sussex; Malden, MA: Wiley-Blackwell, 2013. 376 p.

179.   Fatkin J.M., Lansdown T.C.C. Group size and personalization's effect on Facebook[20] message response rates//Information Technology & People. 2017, Vol. 30 No. 1, pp. 71-80

180.   Fong K., Mar R. A. What Does My Avatar Say About Me? Inferring Personality From Avatars // Personality and Social Psychology Bulletin. 2015, Vol. 41, Issue 2, pp. 237-249.

181.   Frye N. Anatomy of criticism: Four essays (15. pr). Princeton Univ. Press. 2000. P. 400

182.   Guadagno R.E., Okdie B.M., Eno C.A. Who blogs? Personality predictors of blogging// Computers in Human Behavior. 2008, Vol. 24. Is.5. p.1993-2004

183.   Hastie R. Problems for judgment and decision making // Annual Review of Psychology. 2001, 52(1), p. 653-83

184.   Keith N. Hampton Studying the Digital: Directions and Challenges for Digital Methods// Annu. Rev. Sociol. 2017. Vol.43, pp.167-188

185.   Kelly L., Schmitt S., Dayanim S. Matthias Personal Homepage Construction as an Expression of Social Development// Developmental Psychology, 2008, Vol. 44, No. 2, pp. 496-506.

186.   Khalaila R., Vitman-Schorr A. Internet use, social networks, loneliness, and quality of life among adults aged 50 and older: mediating and moderating effects // Quality of Life Research. 2018, 27 (2), pp. 479-489.

---

[20] Meta Platforms Inc. is recognized in the Russian Federation as an extremist organization and its activities are prohibited (including in relation to products - the social network Facebook)

187. Kim J., Lee J.-E. R. The Facebook[21] Paths to Happiness: Effects of the Number of Facebook[22] Friends and Self-Presentation on Subjective Well-Being // Cyberpsychol Behav Soc Netw. 2011. Vol. 14, N 6. P. 359–364

188. Kolmes K. Social media in the future of professional psychology // Professional Psychology: Research and Practice. 2012, 43, pp. 606-612.

189. Kostromina S. N., Grishina N. V., Moskvicheva N. L., Zinovyeva E. V. Commitment to Generation Subculture As A Factor Of Building A Life Scenario // The European Proceedings of Social &Behavioural Sciences EpSBS. Published by the Future Academy. 2019, Vol.LXIV. p. 267- 275.

190. Lahlou S. Identity, Social Status, Privacy and Face-Keeping in Digital Society // Social Sciences Information. 2008. Vol. 47. No 3. Pp. 299–330.

191. Laver J. Taste and fashion. – London, 1946. – 232 p.

192. Lichtenstein S., Slovic P. (eds.) The Construction of Preferences. – N. Y.: Cambridge Univ. Press, 2006. – 808 p.

193. Mannheim K. The Problem of Generations // Essays in the Sociology of Knowledge / ed. by P. Kecskemeti. Boston: Routledge & Kegan Paul, 1952. pp. 276-322.

194. Norbäck M., Styhre A. Making it work in free agent work: The coping practices of Swedish freelance journalists// Scandinavian Journal of Management. 2019, Vol. 35. Is. 4. pp. 30-42.

195. Obar J. A. Canadian advocacy 2.0: An analysis of social media adoption and perceived affordances by advocacy groups looking to advance activism in Canada. // Canadian Journal of Communication. 2014, vol. 39, pp. 211-233.

196. Richards R. Everyday Creativity: Our Hidden Potential. In: R. Richards (Ed.), Everyday Creativity and New Views of Human Nature. // Psychological, Social and Spiritual Perspectives. Washington: APA, 2009. pp. 25-54.

---

[21] Meta Platforms Inc. is recognized in the Russian Federation as an extremist organization and its activities are prohibited (including in relation to products - the social network Facebook)

[22] Meta Platforms Inc. is recognized in the Russian Federation as an extremist organization and its activities are prohibited (including in relation to products - the social network Facebook)

197. Roest A. M. C., Dubas J. S., & Gerris J. R. M. Value transmissions between parents and children: Gender and developmental phase as transmission belts // Journal of Adolescence. 2010, 33(1), pp. 21-31.

198. Scherer K.R. What are emotions? And how can they be measured? // Soc. Sci. Inf. – 2005. – V. 44, №4. – pp. 695-729.

199. Schiffrin H., Edelman A., Falkenstern M., Stewart C. The associations among computer-mediated communication, relationships, and well-being // Cyberpsychology, Behavior, and Social Networking. 2010, 13 (3), pp. 299-306.

200. Schlegel A. The global spread of adolescent culture. In L. J. Crockett & R. K. Silbereisen (Eds.), Negotiating adolescence in times of social change. New York: Cambridge University Press. 2001.P 267

201. Schwartz H. A. et al. Predicting individual well-being through the language of social media // Biocomputing 2016: Proceedings of the Pacific Symposium. 2016. P. 516–527.

202. Scott A. Golder, Michael W. Macy Digital Footprints: Opportunities and Challenges for Online Social Research Annu. Rev. Sociol. 2014. Vol.40 pp. 129-152

203. Smith A. Why Americans use social media. Pew Internet & American Life Project. 2011. URL: http://pewinternet.org/ Reports/2011/Why-Americans-Use-Social-Media.aspx (дата обращения: 08.08.2020)

204. Strauss W., Howe N. Generations: The history of America's future. N.Y.: Harper, 1991, p. 1584 - 2069

205. Suler J. Psychoanalytic Cyberpsychology // International Journal of Applied Psychoanalytic Studies. 2017, 14 (1), pp. 97-102.

206. Suler, J. The online disinhibition effect // Cyberpsychology and Behavior. 2004, 7 (3), pp. 321-326.

207. Sytske Besemer, Shaikh I. Ahmad, Stephen P. Hinshaw, David P. Farrington. A systematic review and meta-analysis of the intergenerational transmission of criminal behavior// Aggression and Violent Behavior. 2017, 37, pp. 161-187.

208. Webster G.D. The person—situation interaction is increasingly outpacing the person-situation debate in the scientific literature: A 30-year analysis of publication trends, 1978—2007. // Journal of Research in Personality. 2009. Vol. 43. Is. 2. P. 278—279.

APPENDIX 1
Terminological basis for the study

The term	definition, researchers
Life scenario	"It is an ever-present life plan created in childhood under the influence of parents. It is a psychological force pushing man toward destiny, whether he resists or submits willingly." E. Berne. A life plan is the nature of the events a person plans to encounter in his or her life. "These are culturally shared beliefs about the order and timing of life events in a prototypical life cycle. An integrative property of personality, through which important aspects of a person's life path can be reflected. The concept of life scenario considers the meaningful components of the life path, not as the outcome of some self-realisation, but as a process". N. V. Grishina
Normative life scenario	Normative life scenario is a set and approximate sequence of life events of each person, typical for a given culture. (N. V. Grishina)
Life experience	Individual/subjective experience of a person's experience (behaviour/activity), which is in an inseparable context with the life path. (M. A. Kholodnaya, A. N. Leontiev)
Life choice	An important turning point in the life path of an individual, consisting in the implementation of active creative activity to transform the existing life situation, in the preference of one of a number of available alternatives on the basis of the inherent human value system (L. S. Kravchenko, G. A. Ball, A. A. Komlev).
Life path	Individual history of human development from birth to death. The life path of an individual is the mastering of social roles, the development of social competence, the formation of a person as a social subject (B. G. Ananyev). The study of a person as a subject of his/her life, which emphasises his/her authorship in relation to his/her own life, the possibility of re-constructing his/her life path. E.Erikson, S.Bühler, B.G.Ananyev. Event approach: S.L.Rubinstein. Personality through activity solves life tasks and contradictions, defines its values, finds ways of self-realisation adequate to itself.
Life strategy	Individual organisation, constant regulation of the course of life in accordance with the values of a given personality and its individual orientation. (K. A. Abulkhanova-Slavskaya)
Life model	A concept describing human life activity in the temporal dimension. Life models realised in different spheres of life can describe life scenarios. At the structural level: life model is a set, content and sequence of life events related to a specific sphere of human life activity. At the procedural level: a person's focus on the realisation of his/her goals and objectives in a particular life sphere, persistence of efforts in solving tasks and achieving goals. Life models are the result of a combination of cultural and normative models offered by society and the older generation, the realities of modern life and a person's own choices.
Identity	Consciousness of a person's belonging to one or another social and personal position within the framework of social roles and ego-

	states. The property of a person's psyche to express for him in a concentrated form how he imagines his belonging to various social, economic, national, professional, linguistic, political, religious, racial and other groups or other communities, or his identification with this or that person. (I. E. Erikson, S. Kierkegaard, E. Fromm)
Life values	It is a certain list of beliefs and attitudes that a person always observes when performing different actions and deeds. At the moment of making an important decision, a person tends to rely on his or her own life values.
Self Internet content	The distinction between the content of the "self-image" (knowledge or perceptions of oneself, including in the form of assessing the expression of certain traits) and self-attitudes is taken as the initial one. In the course of life, a person cognises himself and accumulates knowledge about himself, which forms a substantial part of his self-image. However, naturally, he does not care about the knowledge about himself: what is revealed in them is the object of his emotions, evaluations, and becomes the subject of his more or less stable self-relationship. B. V. Stolin, S. R. Panteleev
Psychological personality time	It is a link between all structures of reality, permeates all spheres of human activity, both external and internal. The content of thoughts about the future, the emotional reaction to a person's ideas about his or her future, the degree of detailing of expected events, the optimism or pessimism of their description, etc. are studied. (F. Zimbardo)
The author of life	A concept correlated with life path and the position of subjectivity in relation to life. (See Life Path)
Social network/ Online social media	An online platform that people use to socialise, meet people, create social relationships with others who have similar interests or offline connections, also for entertainment.
Self	It is absolutely any informationally significant or informative content of an information resource or website
content analysis	A formalised method of studying text and graphic information, which consists in translating the studied information into quantitative indicators and its statistical processing. It is characterised by great rigour, systematicity. X. Lasswell and B. Berelson See: Big Psychological Dictionary. Edited by B. G. Mescheryakov, V. P. Zinchenko. Moscow, 2004.
semantic analysis	A stage in the sequence of actions of the algorithm of automatic text understanding, which consists in the extraction of semantic relations, formation of semantic representation of texts. One of the possible variants of semantic representation is a structure consisting of "text facts".
social network group	These are groups of people organised by interest. In them you can share news, information, listen to music, conduct polls. Such a kind of creative (or not so creative) circle in online mode. Despite the apparent frivolity and simplicity, it is an effective marketing tool. With its help organise not only communication between participants, but also business promotion. Just think

	about how many opportunities gives this site. Now it is visited by more than 97 million people a day.
Youth	A socio-demographic group distinguished on the basis of age-related features of the social status of young people, their place and functions in the social structure of society, specific interests and values. Determined by the social order, culture, patterns of socialisation and upbringing of a given society; modern age boundaries are from 14-16 to 25-30 years old. Also see. Developmental psychology, Age psychology.
Intergenerational transmission	A system of intra-generational peer-to-peer relationships and information transfer.
Generation	The commonality of members of a certain society according to the time of birth. An attempt to apply the concept of generation in historical and historical-cultural studies was made by Ortega y Gasset and his student Julián Marías. Generational Theory: Generational theory was created in 1991 by American scholars Neil Howe and William Strauss. They simultaneously and independently decided to study in detail such a concept as "generation". Their attention was attracted by the well-known "conflict of generations", which is not connected with age contradictions. The adaptation of the theory of generations for Russia was carried out in 2003-2004 by a team led by Evgenia Shamis [1-3]. This theory is based on the fact that the value systems of people who grew up in different historical periods differ. This is due to the fact that a person's values are formed not only as a result of family upbringing, but also under the influence of social events, the whole context in which he or she is growing up. Everything matters: economic, social, technological, political factors. According to this theory, the formation of values takes place until about 12-14 years of age. Representatives of the following generations live in Russia now (birth years are given in brackets). - The Greatest Generation (1900-1923). - Silent generation (1923-1943). - The baby boomer generation (1943-1963). - Generation X (1963-1984). - Generation Y (1984-2000). - Generation Z (c 2000).
Informational socialization	Information socialisation and information space are largely terra incognita for psychology, unlike culturology and sociology, as psychological research focuses mainly on the problems of Internet communication and Internet addiction. However, it is quite obvious that the information space is wider than the space of Internet communication, and the attitude to information, different information fields (sources), including the Internet, is associated with a variety of psychological problems. Among these problems, of course, are the issues related to the fan of possible identities, manifested in various forms of communication and interaction, and the issues related to new variants of translation of ideals,

	norms and values in intergroup and intergenerational transmission [Guseltseva M. S., Marcinkovskaya T. D.].
Information Culture	It is characterised by the electronic type of communication, which unites people in a single information system. M. McLuhan calls the modern era audiovisual, as it harmoniously combines visual and verbal channels of receiving information, in other words, each person can choose the most adequate for him "language" of receiving and transmitting messages [McLuhan M., 2005].
Cultural tradition	For M.M. Bakhtin, G.G. Shpet, L.S. Vygotsky [Marcinkovskaya T.D., 2008] culture was closely connected not so much with the development of morality as with the mastery of language. At the same time, Bakhtin wrote that the necessary condition for the development of personality is dialogue - dialogue of people, cultures. For him, culture is where there are at least two cultures. It is the dialogue of cultures, cultural existence on the edge of another culture that stimulates the development of a person's self-consciousness by promoting reflexion. For Speth, culture was, first of all, a condition for the development of a person's cultural self-consciousness, a form of acquiring new knowledge and new experiences that helped him to enter the social world, to realise and interpret the knowledge embedded in different kinds of being. L.S. Vygotsky, who also wrote that mastering cultural standards, signs, first of all, speech, gives an opportunity to form higher mental functions of a person.
Intergenerational transmission	Reflects the specifics of interaction and information exchange between representatives of different generations. First of all, the process of experience transfer takes complex, zigzag paths - not only downwards or upwards (postfigurative and prefigurative) or horizontally (configurative). The problem is that in megacities and in the periphery (for example, in small towns and cities) intergenerational transmission differs significantly in both content and forms. We can say that in big cities the processes of experience exchange, transition from one form of transmission to another are significantly accelerated compared to more traditional small towns, especially in ethnically homogeneous areas.
Popularity	Subject, a topic that has captured the attention and interest of most people. Also see the topic of Globalisation.
Infocommunication Technologies	This is a set of methods and techniques of processing, accumulation, storage, display and ensuring the integrity of information, as well as ways to implement modes of its transfer in space, providing a guaranteed level of service quality.
Blogosphere	It is a global base of all blocks of the Web, designed for communication, search and exchange of information, formation and expression of opinions; it is a dynamically developing social network, the nodes of which are blogs, and the connecting threads are the relationships between bloggers and their Web audience. (Volokhonsky V. L.)
Web audience	A community of people formed by a particular Internet resource. The virtual audience is more dynamic and diverse than the media audience due to the high possibility of individualisation of information by modern Internet resources. The possibility of

	communication from one to many and from many to one. (M. N. Grachev)
Online community	Community here is a certain gathering of people in interaction and connected by common goals and interests, in space, for a certain period of time. The following terms appear in modern sociological studies of network communities: "virtualcommunity", which fixes the virtual nature of integration of people in cyberspace; "online community" - the term is used in contrast to off-line communities, as indicating the interactivity of communication and interaction of people in cyberspace in real time.
	We can identify a number of characteristic features of communication mediated by social network technologies: virtuality, interactivity, hypertextuality, globality, creativity, anonymity, mosaic. Virtuality is a characteristic of symbolic reality, which is opposed to the objective world and replaces it with images, simulacra and analogues.

APPENDIX 2
Additional information about the study sample

About accommodation

Half of the respondents live in their parents' house - 52% (Table 1), the rest either rent accommodation (20%) or live in a hostel (16%). There is also a small percentage of those who live in their own flat (12%). At the same time, the majority (80 per cent) of respondents assess the living conditions as good or excellent.

Table 1. Distribution of the sample by place of residence.

Place of residence	number of respondents	% of total number of respondents
at parents' home	86	52%
in a hostel	27	16%
in my own flat	20	12%
rented accommodation	34	20%

The sample included respondents with different levels of education. 50% (83 people) of the young people who participated in the study have incomplete secondary specialised education, 3% (5 people) have completed specialised education, 32% (53 people) have incomplete higher education, and 15% (25 people) have completed higher education. Thus, mostly respondents did not have completed higher or special education and were still undergoing training at the time of autumn 2020. (Table 2.)

Table 2. Distribution of the study sample by education levels

Level of education	Number of respondents	% of total number of respondents
uncompleted specialised secondary education	83	50%
unfinished higher education	53	32%
completed special education	5	3%
completed higher education	25	15%

About the respondents' parental family

Information about parental family and kinship relations showed that part of respondents spent their childhood in incomplete family (with one parent) 35% (58 people), 65% grew up in complete families. 70% of respondents (116 people) have brothers or sisters (Fig.1).
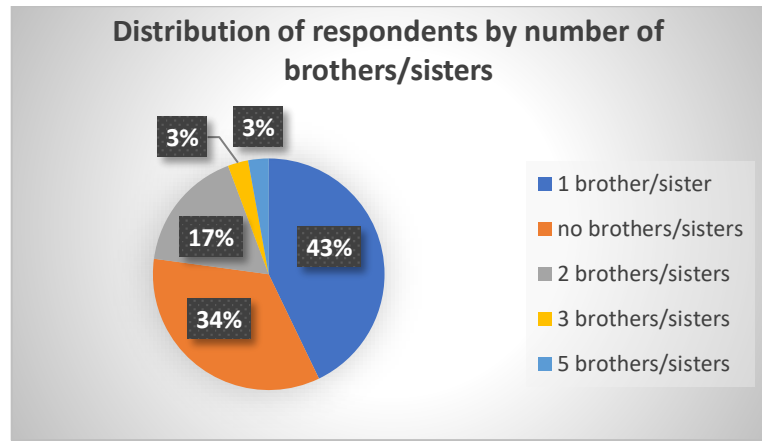
Figure 1. Distribution of the sample by the number of brothers/sisters

About half of young people receive regular help from their parents (54 per cent). In turn, parents are interested in young people's studies. More than 60 per cent of respondents support their parents financially. Only 19 per cent of parents are practically not involved in the life of their children (Fig. 2).
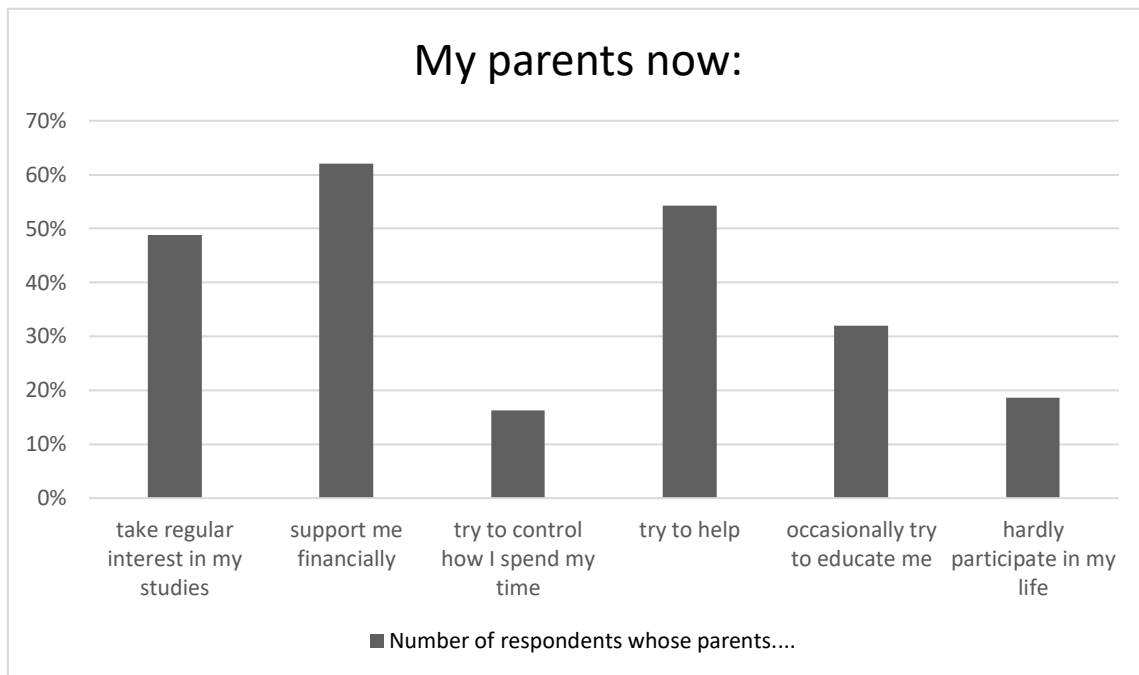
Fig. 2 Degree of closeness and peculiarities of relations with parents among respondents

Table 3. Subjective perception of the current living conditions of the test subjects

Assessment of living conditions	number of respondents	% of total number of respondents
excellent	55	33%
good	78	47%
average	29	17%
rather bad	4	2%

Responses revealing the relationship and level of closeness with parents showed that 71 % of young people partially share their parents' life views. Only 16 % fully share the life principles that should guide them in life. Only 13 % disagree with their parents' views. (The conclusions are based on the results of answering the question "Do you share the views and assessments of your parents (relatives) regarding the principles that should guide you in life?)

Details about the professional life path of the respondents' parents.

According to the results of the questionnaire, the majority of respondents noted the following important aspects of their parents' professional path. In 65% (104 people) of respondents father and 55% (92 people) mother changed their place of work several times. 18 % (30 persons) of respondents' father and 31 % (53 persons) of respondents' mother have worked at the same place all their lives.

To the question "What, in your opinion, was the most important for your father in his profession?" the majority of respondents, namely 75 % indicated the option: "the opportunity to earn good money, to provide financially for the family".

To the question "What, in your opinion, was the most important for your mother in her profession?" the majority of respondents mentioned the opportunity to earn good money and provide financially for the family 64% (107 people in total). Next comes passion, creativity in work. These characteristics in the profession as important for their mother were chosen by 37% of respondents (62 people).

Details of respondents' perception of success

As for the category of success in the professional sphere, the attitude to parental success is clearly demonstrated by the answer to the respondents' question "Would you like your professional life, career to develop in the same way as the most successful member of your family?". The answers to this question did not give unidirectional results. Only 36 per cent answered positively, 32 % answered negatively, and the rest had difficulties in answering this question. At the same time, half of the respondents consider the job to be prestigious, 48% (80 people) answered "yes" for the father and 20% (32 people) answered "no". For the mother: 56% - yes (96 people), 13% (22 people) – no.

Details of respondents' perceptions of their own professional paths

At the same time, 53% of respondents (88 people) noted the change of professional path as an important event that has happened or will definitely happen. At the same time, 38% of respondents said that they want to work at the same place, gradually climbing the career ladder. To change a job after some time, to a similar one, but giving an opportunity to get new skills - 25% (43 people). 20% of young people (32 people) want to have an opportunity to try themselves in completely different fields; 17% find it difficult to answer the question.

Despite the fact that the majority of respondents' parents changed their place of work several times, more than 70% of girls and boys would like to get a speciality that would allow them to work all their lives (Fig.2). However, only 50% of respondents agreed that if a person has an opportunity to work at one place all his/her life, it is good (Fig.3). Interestingly, the answers to the question "Do you think that in today's turbulent world a permanent job is the main source of stability?" coincide with the answers to the previous question (Fig.4). Thus, it can be assumed that working in one place implies, in the professional life model, a permanent job, which is a source of stability.
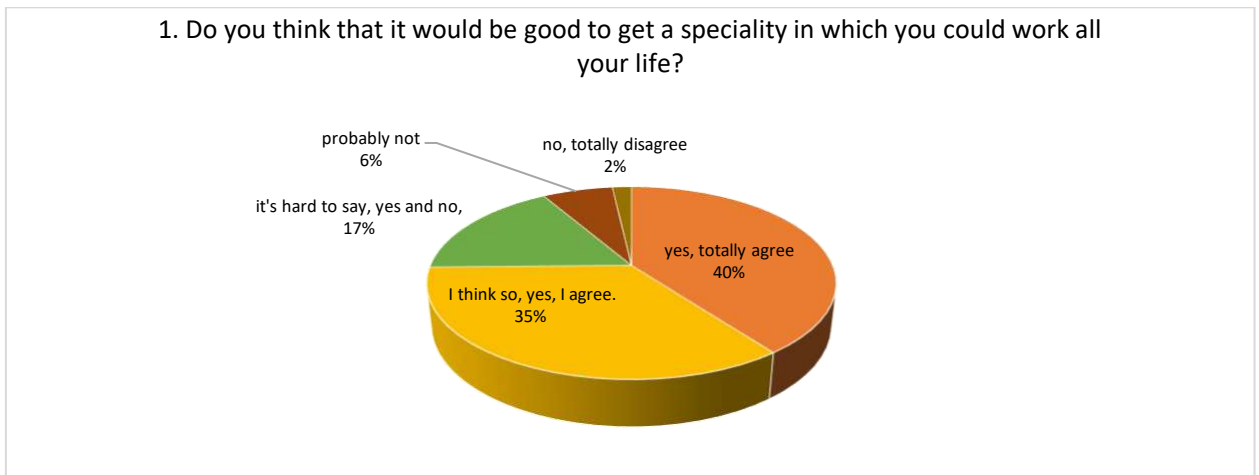
Fig.2 Distribution of the sample in relation to the degree of agreement with the statement "it is good to get a speciality in which you can work all your life"

Fig.3 Distribution of the sample in relation to the judgement of working at the same place all their lives
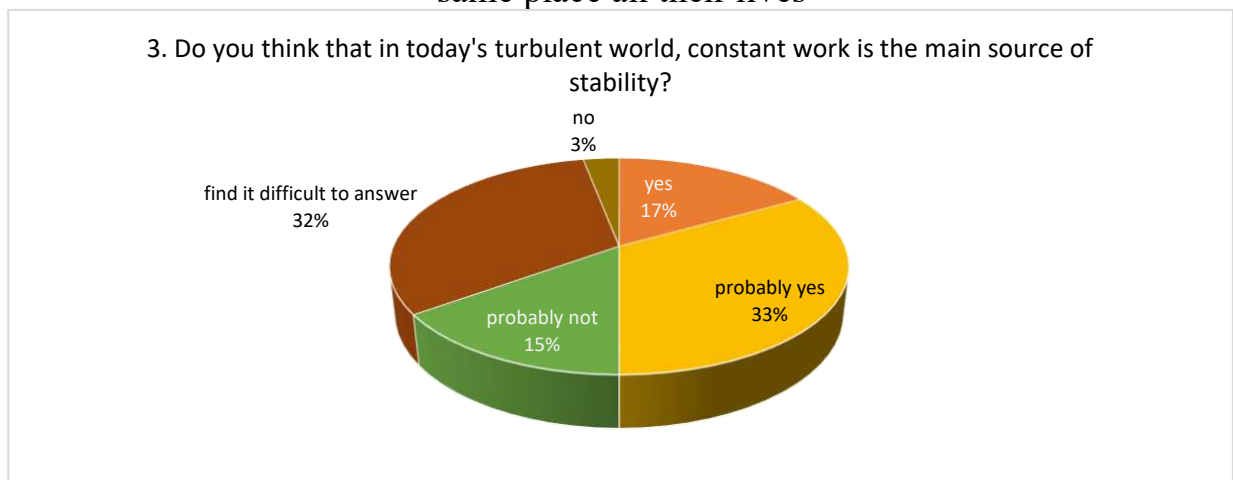
Fig.4 Distribution of the sample regarding the judgement "work is a source of stability"

The main thing in choosing a job (multiple-choice question) the majority of respondents consider getting pleasure from what they do 64% of respondents, 52% of respondents also mention payment as the main thing in choosing a job. Slightly less than half of the respondents (40 %) indicated the possibility to provide a sufficient level of income for themselves and their families as the leading motive. At the same time, public importance and the opportunity to increase their social status are practically unimportant (7% and 6% of respondents, respectively). Choosing between working in a state organisation, corporation, small firm or for themselves, the majority of respondents would prefer to make decisions independently and work exclusively for themselves (39%) or in a small firm (29%). Thus, *the leading reference points in planning their professional path* are **(1) pleasure from activity and (2) material benefits.**

Detailed description of respondents' answers about proverbs about home and habitat

Only 22% of respondents disagree with the expression that "A house is a full cup". The majority of respondents 78% agree with the expression "My house is my fortress" to a lesser or greater extent. 73% of respondents also agree with the expression "Every house is kept by its owner" (Fig.5).
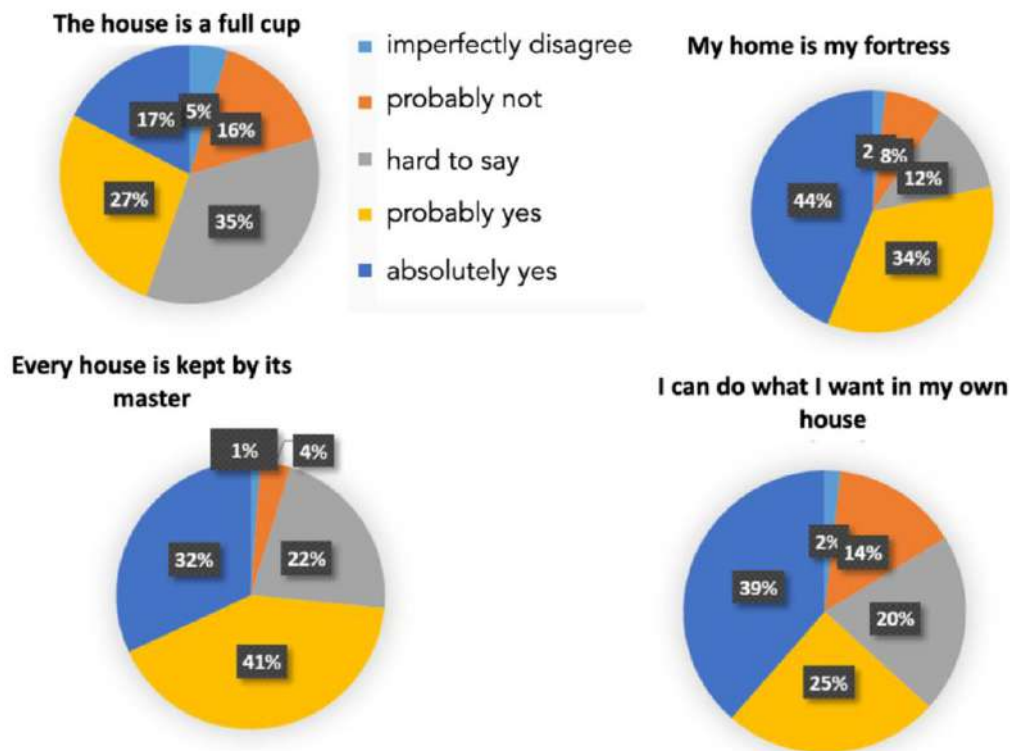
Figure 5. Distribution of the study sample based on agreement with sayings about home

The majority of respondents imagine their future home as a flat, their own comfortable living space (84%). For 13% it is their own flat, but without special expenses for its arrangement. And only 3% are sure that it is not necessary to have their own flat, because they do not want to be tied to one place. Also, almost all respondents want their home to be comfortable and practical in the first place 84%. At the same time, there are those for whom the most important criterion is: the beauty of the house - 6%, its connection with certain life events - 4%, connection with memories of childhood - 2%.

APPENDIX 3

Author's questionnaire on preferred Internet content in social networks

1. In which social network do you spend more time (you can choose several answers)?
   a) vk.com
   b) facebook.com[23]
   c) instagram.com[24]
   d) twitter.com[25]
   e) odnoklassniki.ru
   f) linkedin.ru[26]
   g) plus.google.com
   h) my.mail.ru
   i) Others

2. How much time on average do you spend on the Internet per day?
   a) 0-3 hours
   b) 3-5 hours
   c) 5-8 hours
   d) more than 8 hours

3. What role do social networks play in your life (you can choose several answers)?
   a) Socialising
   b) Acquaintance
   c) Self-expression
   d) Video, music, etc.
   e) Getting news
   f) Sharing information
   g) Learn the thoughts of interesting people
   h) Other

4. What information do you like to share on social networks from the categories below (you can choose more than one answer)?
   a) Work
   b) Activity
   c) Romantic relationships
   d) Friendships
   e) Success
   f) Family
   g) Hobbies
   h) Achievements

---

[23] Meta Platforms Inc. is recognized in the Russian Federation as an extremist organization and its activities are prohibited (including in relation to products - the social network Facebook)

[24] Meta Platforms Inc. is recognized in the Russian Federation as an extremist organization and its activities are prohibited (including in relation to products - the social network Instagram)

[25] Blocked in Russia

[26] Blocked in Russia

i) Profession
j) Education
k) Other:

5. How often you read information in social networks....

	often	rarely	never
1. about work			
2. about being active			
3. about relationships			
4. about success			
5. about family			
6. about hobbies/leisure activities			
7. about achievements			
8. about profession			
9. about education			

6. Among others, which social media post will attract more of your attention (you can choose more than one answer)?
    a) Work
    b) About being active
    c) Relationships
    d) About success
    e) About family
    f) About hobbies/leisure activities
    g) About achievements
    h) Occupation
    i) Education
    j) Self-actualisation
    k) About travelling
    l) Other, please specify which

7. What kind of activity in social networks is more preferable for you (you can choose several answer options)?
    a) Like
    b) Repost
    c) Post
    d) Reading posts

e) Commenting
f) Sharing interesting posts with friends
g) Other, please specify what....

8. Please provide your email address. Without this information we will not be able to process your survey responses. We promise that we will contact you additionally about the further course of the survey and its individual results (if you are interested in receiving them).

9. In accordance with the Federal Law of 27.07.2006 No. 152-FZ "On Personal Data", I give my consent to the processing, namely the performance of actions provided for in paragraph 3, Article 3 of the Federal Law "On Personal Data", including with the use of means of automation of my personal data specified above.

APPENDIX 4
Questionnaire/semi-structured interview
«Life models»
DEAR FRIENDS!

We are conducting a survey on how life is for young students today. We would like to ask you to answer a few questions about your life. Most of the questions have answer options and you just need to tick the appropriate answer option. In some cases, you will need to write in the answer. There are many people involved in this study, individual data will be included in the overall dataset. Confidentiality of your answers is guaranteed. You do not need to give your surname.

FIRST, A FEW GENERAL QUESTIONS.

1. What year were you born? ....

2. What city were you born in? ....

3. Your sex: ....

4. You are studying *(write in)*: 1) .... course 2) .... faculty of St Petersburg University

5. You live in St. Petersburg *(tick the appropriate box)***:**
1) constantly   2) came to study

6. Where you live?
   1) in parents' home
   2) in a hostel
   3) rented accommodation
   4) other, which is

A FEW QUESTIONS ABOUT YOUR PARENTS:

7. What year of birth was your father? ....

8. What kind of education did he get?
1) secondary   2) specialised secondary   3) higher education

9. What does he/she do (or did he/she do, if not working now)?
....

10. Do you think your father had a prestigious job?
1) yes   2) hard to say   3) no

11. What year was your mother born? ....

12. What kind of education did she receive?
1) secondary 2) specialised secondary 3) higher education

13. What does she work as (or has she worked as, if not working now)?
....
14. Do you think your mother had a prestigious job?
1) yes   2) hard to say   3) no

15. У Вас есть братья, сестры?
1) нет   2) если да, уточните, сколько……………………

16. You were growing up:
1) in a full family, with father and mother
2) in a single-parent family
3) other option, please specify which one …………………………………………………………………

17. Please rank what was the income level of your family:
1) above average
2) average, like most people
3) below average

18. And the living conditions?
1) parents had their own accommodation (flat, room)
2) parents moved, often lived in rented flats
3) another option, please specify what it is …………………………………………………………………

19. How would you characterise living conditions:
1) excellent
2) good
3) average
4) rather bad
5) very bad

20. Did your parents have to move to another city, change their place of residence:
1) once   3) two or more times 3) no

21. Do you agree with the expression "where you were born, there you are useful"?
1) yes, absolutely agree (agree)
2) probably yes, I agree (agree)
3) hard to say, both yes and no
4) probably no
5) no, completely disagree (disagree)

JUST A FEW MORE QUESTIONS ABOUT YOUR FAMILY

22. Your father:
1) has been working all his life, actually in the same place
2) changed jobs several times
3) worked occasionally

23. What, in your opinion, was the most important thing for your father in his profession (you can choose no more than 2 answers)?
1) passion, creativity in work
2) desire to benefit society
3) opportunity to achieve success, a certain social status
4) its prestige
5) opportunity to earn good money, to provide financially for the family
6) opportunity to have enough time for personal pastime

24. Your mother:
1) has been working all her life, actually in the same place
2) has changed jobs several times
3) worked occasionally

25. What, in your opinion, was the most important for your mother in her profession (you can choose no more than 2 answers)?
1) passion, creativity in work
2) desire to benefit society
3) opportunity to achieve success, a certain social status
4) opportunity to earn good money, to provide financially for the family
5) opportunity to have enough time for personal pastime

26. Do you think your parents' education influenced their success in life?
1) yes 2) both yes and no, hard to say 3) no

27. When you lived in your parents' family, how did your parents mostly spend their free time (you can choose no more than 2 answers)?
1) as a rule, at home, doing household chores, reading or watching TV
2) try to attend some cultural event - an exhibition, theatre, go to the cinema
3) spend time at a garden/garden plot, a dacha
4) go in for sports
5) went to visit, gathered to sit with friends
6) other, please specify what

28. Was it customary in your family to spend leisure time together (e.g. home holidays, meetings with relatives, joint sports events, cultural "outings", other)?
1) yes, often   2) from time to time   3) no or very rarely

29. Do you consider it important for you to gather in a large family circle, to spend leisure time together with close and distant relatives?
1) yes   2) hard to say   3) no

30. Which statement comes closest to how your parents shared responsibilities in the family:
1) we had a traditional (patriarchal) division of duties - into "male" and "female" duties
2) each of them could fulfil some duty (to go to the shop, to the parents' meeting, etc.) when they had time
3) it is difficult to say, I don't know

31. How your parents' family made any major family decisions (e.g. big purchases, going on holiday, etc.):
1) as a rule, the father's opinion was decisive
2) as a rule, mum decided everything
3) differently, sometimes it was my father's opinion, sometimes it was my mother's opinion
4) everyone decided together
5) it's hard to say, I don't know

32. Do you agree that it would be good if a woman could devote herself entirely to her family and children and not work at all?
1) yes, absolutely agree (agree)
2) probably yes, I agree (agree)

3) hard to say, both yes and no
4) probably no
5) no, completely disagree (disagree)

33. And with the fact that it is important for the well-being of the family that the husband earns more than the wife?
1) yes, absolutely agree (agree)
2) probably yes, I agree (agree)
3) hard to say, both yes and no
4) probably no
5) no, completely disagree (disagree)

34. How your parents felt about furnishing their home:
1) parents treated it as something very important, attached great importance to the organisation of their home
2) parents organised their home as far as conditions allowed
3) parents thought that minimal comfort was enough, it was better to spend time and resources on something else
4) something else, specify what it is …………………………………………………………………………………

35. Do you think that for your parents the statement "the house should show the level of wealth and status of the inhabitant" is true?
1) yes   2) hard to say   3) no
36. And for you?
1) yes   2) hard to say   3) no

37. Which of the following proverbs best reflects your attitude towards your current home?

The house is like a full cup
1) yes, absolutely agree (agree)
2) probably yes, I agree (agree)
3) hard to say, both yes and no
4) probably no
5) no, completely disagree (disagree)

My home is my fortress
1) yes, absolutely agree (agree)
2) probably yes, I agree (agree)
3) hard to say, both yes and no
4) probably no
5) no, completely disagree (disagree)

Every house is kept by its master
1) yes, absolutely agree (agree)
2) probably yes, I agree (agree)
3) hard to say, both yes and no
4) probably no
5) no, completely disagree (disagree)
I can do what I want in my own house
1) yes, absolutely agree (agree)

2) probably yes, I agree (agree)

3) hard to say, both yes and no

4) probably no

5) no, completely disagree (disagree)

38. What do you think is (was) the basis of your parents' family relations? (you should choose only 1 answer)

1) mutual support, reliability

2) joint household management

3) love, sympathy

4) common interests, life values

5) similarity of views on the family way of life

6) other

39. How would you generally assess the nature of relationships in the parental family:

1) very good, based on love and support

2) rather good

3) difficult to answer

4) rather not very good

5) bad, dysfunctional

40. Do you share with your parents your thoughts, worries about events in your life?

1) yes, definitely

2) rather, yes

3) both yes and no, hard to say

4) rather, no

5) no

41. In your opinion, what do you think success in life means to your father above all else (you need to choose only 1 answer):

1) material prosperity

2) business to my liking, interesting work

3) public recognition, authority

4) high status

5) satisfaction in love, family relations

6) focus on one's own interests, self-development

7) other, specify what exactly ………………………………………………………………………………………….

42. And for mother (you have to choose only 1 answer)?

1) material prosperity

2) business to my liking, interesting work.

3) public recognition, authority

4) high status

5) satisfaction in love, family relations

6) focus on one's own interests, self-development

7) other, specify what exactly ………………………………………………………………………………………..

NOW THE QUESTIONS ABOUT YOU. FIRST, ABOUT SCHOOL

43. Have you had to change schools: 1) yes   2) no

44. If you had to, what it was related to:
1) change of place of residence
2) transfer to a specialised school of a higher level
3) transfer to a school with a lower level of requirements
4) relations with teachers did not work out
5) relations with classmates did not work out
6) other, specify what exactly

   ………………………………………………………………..

45. How involved your parents were in your life (you can choose more than one answer):
1) regularly inquire about my successes and failures
2) help with individual subjects when necessary
4) helped with various school events, or participated in the work of the PTA
6) to be honest, almost never participated
7) they did not participate much in my school life, it was not necessary
8) other, please specify what exactly:………………………………………………………………..

46. How about now? (you can choose more than one answer):
1) regularly take an interest in my studies
2) support me financially
3) try to control how and with whom I spend my time
4) try to help in any way they can
5) occasionally try to educate me
6) to be honest, practically do not participate
7) other, please specify what it is: ………………………………………………………..

47. How would you rate your school life overall:
1) the school gave me the opportunity to show my leadership skills
2) school taught me how to learn and acquire knowledge
3) school has helped me realise what I want to become
4) school gave me the opportunity to socialise a lot and taught me how to make close and/or friendly relationships.
5) school had a negative impact, I wanted to finish it as soon as possible and move on.
6) other, please specify what ………………………………………………………………………….

48. Do you agree that true friends are friends from childhood?
1) yes, absolutely agree (agree)
2) probably yes, I agree (agree)
3) hard to say, both yes and no
4) probably no
5) no, completely disagree (disagree)

49. Do you agree with the proverb "An old friend is better than two new friends"?
1) yes, absolutely agree (agree)
2) probably yes, I agree (agree)
3) hard to say, both yes and no
4) probably no

5) no, completely disagree (disagree)

NOW ABOUT THE UNIVERSITY

50. What was your family's wish for your future after graduation?
1) that I should go to school immediately
2) that I continue the family tradition and go to study in the speciality of one of my relatives
3) that I should work or serve in the army first
4) that I decide what I want to do on my own
5) other, please specify what

51. Did the opinion of your relatives influence your choice?
1) yes   2) hard to say   3) no

52. What determined your choice (you can choose more than one answer):
1) my chosen speciality is a family tradition
2) I wanted to work in this speciality as a child
3) I think this profession will help me to achieve material prosperity
4) this profession will give me an opportunity to develop and grow professionally
6) this profession will help me to achieve a high social status
7) working in this speciality, I can bring benefit to society
7) my choice was made by chance
8) this is the speciality for which I had enough points to enter,
9) other, please specify what it is

53. Do you think that it would be good to get a speciality in which you could work all your life?
1) yes, absolutely agree (agree)
2) probably yes, I agree (agree)
3) hard to say, both yes and no
4) probably no
5) no, completely disagree (disagree)

54. If you realise (or will realise later) that you made a mistake with your choice of profession, would you be ready to start all over again - to enter another study programme, change profession, etc:
1) yes   2) don't know, hard to say   3) no
55. And in general - do you think a person can radically change his life, start "from scratch"?
1) yes   2) don't know, hard to say   3) no

56. How do you most often spend your free time (you can choose up to 2 answers):
1) I am active in sports
2) mostly meet with friends
3) I attend additional courses for self-education
4) I prefer to go out into nature
5) mostly spend time at home, read books, play games, surf social networks
6) I try to go to some cultural event - exhibition, theatre,
7) other, please specify what
57. Do you think that the education you receive and the level of success at university influences your future success in life?

1) yes, definitely
2) it is difficult to say, it happens in different ways
3) practically does not affect

58. If you had to choose a job now, what would be the most important thing for you to choose (you can choose no more than 2 answers):
1) interesting work
2) growth prospects and career opportunities
3) payment
4) free work schedule
5) enjoyment of what you do
6) opportunity to provide sufficient income for yourself and your family
7) prestige
8) opportunity to increase your social status
9) good relations with people
10) other, please specify what …………………………………………………….

59. In the realisation of your professional path you would like to?
1) to work at one place, gradually moving up the career ladder
2) to change jobs after some time, to a similar one, but giving an opportunity to get new skills
3) to have an opportunity to try oneself in completely different fields
4) I don't know, as it will be, so it will be

60. Как вы считаете, хорошо, если у человека есть возможность всю жизнь проработать на одном месте?
1) yes, absolutely agree (agree)
2) probably yes, I agree (agree)
3) hard to say, both yes and no
4) probably no
5) no, completely disagree (disagree)

61. Would it be preferable for you to work?
1) on himself, to make decisions independently
2) to be an employee of a corporation
3) work in a small firm/organisation
4) to be an employee of a state organisation

62. Select from the list the most significant, important for you events that have happened, will definitely happen or you would like them to happen in your life (tick the corresponding boxes). If some event is not mentioned in the list, please write it at the end of the table.

List of possible events	Things have happened in my life	It's bound to happen	I would like to see the following happen
School entry			
Graduation			
Graduation party			
Serious illness of someone close to you			
Entry to university			
Getting a diploma, acquiring a profession			
Parents' financial difficulties			
Divorce/separation of parents			

First love and just love			
Change of residence			
Wedding (marriage)			
First job			
Opportunity to live independently (separate from parents)			
Birth of the first child			
Birth of the second and subsequent children			
Children's success prestigious job			
Change of professional path			
Building your own house (buying your own home)			
Divorce			
Travelling around the world			
Retirement			
Introduction of grandchildren			
Other (write in)			

A FEW MORE QUESTIONS ABOUT YOU PERSONALLY

63. Do you share the views and assessments of your parents (relatives) about what principles should guide you in life?
1) I share most of their views
2) I agree with some of their judgements and disagree with others
3) we disagree with them on many issues

64. Do you agree with the expression, "eggs don't teach the hen"?
1) yes, absolutely agree (agree)
2) probably yes, I agree (agree)
3) hard to say, both yes and no
4) probably no
5) no, completely disagree (disagree)

65. Do you think parents should be actively involved in their children's lives?
1) yes, I think parents should take an active interest in their life, their progress
2) yes, they should participate in school events, assemblies....
3) periodic supervision is enough
4) children should be independent, parents should not interfere

66. Would you like your professional life, career to turn out the same way as the most successful member of your family?
1) yes   2) don't know   3) no

67. Would you like your family life to be like your parents'?
1) yes   2) don't know   3) no

68. What does success in life mean to you first of all (you can choose no more than 3 answers)?
1) to achieve a high social status
2) to ensure my material well-being
3) to do something I am interested in

4) to have many good friends
5) enjoy life
6) to achieve great results in work
7) to have a good family, children
8) to be able to travel a lot
9) other, please specify what ……………………………………………………………………………………………

69. Do you agree with the opinion that you can't jump above your head?
1) yes, absolutely agree (agree)
2) probably yes, I agree (agree)
3) hard to say, both yes and no
4) probably no
5) no, completely disagree (disagree)

70. In today's turbulent world, do you believe that a steady job is the main source of stability?
1) yes, absolutely agree (agree)
2) probably yes, I agree (agree)
3) hard to say, both yes and no
4) probably no
5) no, completely disagree (disagree)

71. What would be the most important for you when choosing a future spouse (you can choose up to 2 answers)?
1) support, reliability
2) husband's (wife's) domesticity
3) love, sympathy
4) common interests, life values
5) similarity of views on the family way of life
6) other, specify what exactly

72. Do you agree that a woman's purpose is to be a wife and mother?
1) yes, absolutely agree (agree)
2) probably yes, I agree (agree)
3) hard to say, both yes and no
4) probably no
5) no, completely disagree (disagree)

73. Do you share the opinion that happiness is when you are understood?
1) yes, absolutely agree (agree)
2) probably yes, I agree (agree)
3) hard to say, both yes and no
4) probably no
5) no, completely disagree (disagree)

74. Согласны ли Вы с выражением «Настоящая любовь – это любовь на всю жизнь»?
1) yes, absolutely agree (agree)
2) probably yes, I agree (agree)
3) hard to say, both yes and no
4) probably no
5) no, completely disagree (disagree)

75. How do you envision your future home?
1) It is necessarily a flat, its own comfortable living space
2) It's my own flat, but I don't think I need to put a lot of effort into its arrangement
3) I think it is not necessary to have my own flat, I do not want to be tied to one place.

76. Do you agree with the statement that "having my own home is an important goal in my life"?
1) yes   2) don't know   3) no

77. You want your home for you (you have to choose 1 answer):
1) reminiscent of childhood
2) reminded of life events
3) was comfortable and practical
4) was technological
5) was beautiful

78. Could you also express your opinion about your peers - young people of your age? Let's take for comparison people of the older generation - your parents' generation. Compared to them, how would you characterise them in terms of a number of qualities (put + in the "More" column if the assessed quality is more common to people of your generation, or in the "Less" column if this quality is less common to your generation compared to the older ones):

	Characteristic	More	Less
1	Responsibility		
2	Purposefulness		
3	Orientation on material prosperity		
4	Striving for personal development		
5	Orientation on career growth		
6	Honesty		
7	Principledness		
8	Focus on personal well-being		
9	Broad-mindedness		
10	Realistic outlook on life		
11	A desire to communicate widely		
12	Ability to cope with life's difficulties		
13	Open mind		
14	Closure to self-interest		
15	Seeking stability and certainty		

79. Overall, how would you characterise yourself compared to other people:
1) You prefer stability, don't like change
2) You prefer change, do not like stability

80. Do you agree with the judgement "don't praise yourself, let others praise you"?
1) yes, absolutely agree (agree)
2) probably yes, I agree (agree)
3) hard to say, both yes and no
4) probably no
5) no, completely disagree (disagree)

81. Do you agree with the proverb "the quieter you go, the further you go"?
1) yes, absolutely agree (agree)
2) probably yes, I agree (agree)
3) hard to say, both yes and no
4) probably no
5) no, completely disagree (disagree)

82. In your ideas, in your future family, will one person make the main decisions?
1) yes, I think it will traditionally be the husband
2) I think it will be the wife
3) I think in some cases the husband will have the final say and in other cases the wife will have the final say.
4) I think we will decide together
5) it's hard to say, I don't know

83. And how will responsibilities be divided?
1) I think that the traditional division of responsibilities - into "male" and "female" - is best
2) it seems to me that the person who has the opportunity and time to fulfil a duty (to go to the shop, to a parent-teacher meeting, etc.) will be the one who will do it.
3) it is difficult to say, I don't know

84. Do you agree that it is better if the husband is older than the wife?
1) yes, absolutely agree (agree)
2) probably yes, I agree (agree)
3) hard to say, both yes and no
4) probably no
5) no, completely disagree (disagree)

85. Do you agree that an official marriage is more reliable than a civil marriage?
1) yes, absolutely agree (agree)
2) probably yes, I agree (agree)
3) hard to say, both yes and no
4) probably no
5) no, completely disagree (disagree)

86. Do you think that in today's turbulent world a permanent and reliable family is the main source of stability?
1) yes, absolutely agree (agree)
2) probably yes, I agree (agree)
3) hard to say, both yes and no
4) probably no
5) no, completely disagree (disagree)

87. Do you agree that single people are unhappy?
1) yes, absolutely agree (agree)
2) probably yes, I agree (agree)
3) hard to say, both yes and no
4) probably no
5) no, completely disagree (disagree)

88. Do you think that in the future, most of your time will be given to:
1) career, achievements
2) earnings and material prosperity
3) personal life

4) their hobbies, hobbies, travelling

89. Please mark in the appropriate box whether you agree with the statements concerning, in general, views on life

	Assertion	yes, I agree	It's hard to say	No, I don't agree
1	I like my life to be filled with events.			
2	We live in a time of change and one should be ready for any changes in life			
3	I am what you might call a confident person			
4	I don't have enough time to do everything I would like to do in life			
5	I often have to learn new things.			
6	I usually make every possible effort to get my way			
7	Not everything in life should be taken seriously			
8	The need to change, to "grow on myself" gives me positive feelings.			
9	I tend to get emotionally involved in what I do.			
10	I prefer to act and do not lose confidence even in difficult situations			
11	I like novelty, the need to change something in my life does not frighten me			
12	I enjoy the feeling of competence.			
13	The way life turns out depends on the active position of the person himself.			
14	If you are not ready for change, it is difficult to succeed in life			
15	I don't like indecisive and insecure people			
16	I feel better when I am busy all the time			
17	I can sacrifice my pleasures and free time to get things done			
18	I try to utilise different opportunities to gain new experiences and new skills			
19	I am able to mobilise all my resources if the task requires it			
20	Ultimately, a person's life depends on believing in themselves and developing their own potential			
21	I enjoy learning new things.			
22	I am not usually characterised by indecision and self-doubt			
23	Life requires active inclusion			
24	Life must be earned			
25	A calm and monotonous course of life is not for me			
26	Every day brings something new into my life			
27	I am an active person			
28	When you have to exert all your efforts, it contributes to the development of your potential			

29	I believe that a person can do any task, as long as he or she is willing to do it			
30	I like it when things require effort			
31	If you want to achieve something in life, you have to make efforts.			
32	I believe that changes are useful, they develop a person's potential.			
33	I consider myself a successful person			
34	Your success is your effort			
35	I am the kind of person who prefers to be proactive in life			
36	I feel satisfaction when I succeed in solving difficult problems			

It's been 10 years. How would you like your life to be by now?

90. You have a good, prestigious, high-status job

1) necessarily   2) not necessary

91. Are you financially secure, do you have expensive items?
1) necessarily   2) not necessary

92. You have a happy family, children
1) necessarily   2) not necessary

93. You have put a lot of effort into your development and education and can be proud of your competence
1) necessarily   2) not necessary

94. You socialise with your relatives, get together as a "family circle" for family occasions
1) necessarily   2) not necessary

95. In conclusion, please rate yourself on a scale from 1 to 5 (where 1 is not inherent to me at all, 5 is definitely inherent to me).
                    Characteristic

1	Responsibility	1 2 3 4 5
2	Purposefulness	1 2 3 4 5
3	Orientation on material prosperity	1 2 3 4 5
4	Striving for personal development	1 2 3 4 5
5	Orientation on career growth	1 2 3 4 5
6	Honesty	1 2 3 4 5
7	Principledness	1 2 3 4 5
8	Focus on personal well-being	1 2 3 4 5
9	Broad-mindedness	1 2 3 4 5
10	Realistic outlook on life	1 2 3 4 5

11	A desire to communicate widely	1 2 3 4 5
12	Ability to cope with life's difficulties	1 2 3 4 5
13	Openness to new things	1 2 3 4 5
14	Closure to one's own interests	1 2 3 4 5
15	Desire for stability and certainty	1 2 3 4 5

Thank you!

Please answer a few questions regarding your schooling.
1. It is known that different situations of tension between students can arise during middle and high school. Have you personally experienced the situations described below? If yes, in what role? (put an X in the appropriate box)

Description of the situation	I haven't	I've been "victimised" in similar situations	I've initiated situations like this	I've witnessed similar situations
Someone at school told others untruths about someone so that they would not socialise with him (or her);				
Someone they told others not to go out with;				
Someone you refused to work with on school projects;				
Someone they purposely whispered about to others when he/she passed by or, conversely, stopped talking while looking at him/her;				
Sending a note about someone that he (she) no longer belongs to the common company;				
Letting someone know with their look and gaze that they do not want to be in the same company with him/her and do something together;				
Kicking or hitting someone on purpose;				
Being locked in a classroom, toilet, or other place so that they cannot get out;				
Someone was deliberately pushed when they were walking towards or passing by;				
Deliberately spoil, hide, throw away someone's belongings;				
Threw objects at someone to hit him/her;				
Threatened to hurt or physically harm someone;				

2. Would you say that the features described below correspond to your behaviour? Please tick the appropriate answer in the appropriate box.

	Assertion	yes, I agree	It's hard to say	No, I don't agree
1	Sometimes I can't control the urge to hurt someone.			
2	If I get angry, I might hit someone.			
3	If someone annoys me, I am ready to tell them everything I think about them.			
4	Often I just threaten people without intending to carry out the threat.			
5	I can remember times when I was so angry that I grabbed the first thing that came to hand and broke it.			
6	When I don't like a rule, I want to break it.			
7	When people pretend to be bossy, I do everything I can to prevent them from becoming arrogant.			
8	I get irritated easily, but I calm down easily too.			
9	I often feel like a powder keg ready to explode.			
10	I am alarmed by people who treat me more friendly than I expect.			
11	I used to think most people were telling the truth, but now I don't believe it.			
12	Although I don't show it, sometimes I feel jealous.			
13	Sometimes I feel that life is doing me an injustice.			
14	I do a lot of things that I regret later.			
15	It makes me sad that I don't do enough for my parents			
16	I often think I'm not living right.			

3. How involved were teachers in your school life? Please tick in the appropriate box whether you agree with the statements concerning your relationship with teachers.

	Assertion	yes, I agree	It's hard to say	No, I don't agree
1	always had a way of cheering me up			
2	make learning fun			
3	noticed if I was good at something and praised me.			
4	if I did not do well, they were always ready to help			

	me.			
5	were ready to stay with me after school if I needed help with something.			
6	cared about what was happening to me.			
7	were always available to talk to them one-on-one.			

4. How would you characterise the school atmosphere in general when you were in middle and high school? Please tick the appropriate box if you agree with the following statements.

	Assertion	yes, I agree	It's hard to say	No, I don't agree
1	teachers treat students with respect			
2	students treated each other with respect			
3	teachers had good contacts with each other and many were friends			
4	adults behaved fairly towards pupils at school			
5	the rules of the school were clear to all pupils and the consequences for non-compliance were the same for all			

Thank you!

APPENDIX 5
Other tables of the study

Table 1. Characteristics of the total contribution of principal components to the explained aggregate variance by factor analysis of preferred Internet content (based on responses to the author's questionnaire)

Explained cumulative dispersion									
Component	Initial eigenvalues			Extraction of sum of squares of loads			Rotation of the sum of squares of loads		
	Total	% dispersion	Cumulative %	Total	% dispersion	Cumulative %	Total	% dispersion	Cumulative %
1	4,539	11,347	11,347	4,539	11,347	11,347	3,650	9,124	9,124
2	2,908	7,271	18,618	2,908	7,271	18,618	3,174	7,935	17,060
3	2,720	6,801	25,419	2,720	6,801	25,419	2,618	6,546	23,605
4	2,363	5,907	31,326	2,363	5,907	31,326	2,478	6,196	29,801
5	2,246	5,615	36,941	2,246	5,615	36,941	2,329	5,823	35,625
6	1,779	4,448	41,388	1,779	4,448	41,388	2,305	5,763	41,388

Table 2. Terminal centres of clusters by preferred Internet content

Terminal centres of clusters							
	Cluster						
	1	2	3	4	5	6	7
Factor 1: Orientation towards activity and achievement	0,06	-0,73	0,80	0,66	-2,34	0,55	-0,27
Factor 2.Interest in family and relationship topics	-0,04	-0,62	-0,70	-0,08	-0,62	-1,08	0,97
Factor 3. Interest in self-realisation and development	0,47	-0,76	0,57	0,47	1,98	-1,17	-0,21
Factor 4. Inclusion in social networks	-0,13	-0,16	0,77	-0,78	-0,17	0,31	0,19
Factor 5. Interest in entertainment and knowledge content	6,34	-0,11	-0,34	-0,10	0,71	0,63	-0,24
Factor 6. Interest in communication with friends	0,71	-0,90	-0,68	-0,13	0,16	1,34	0,45

Table 3. Description of the sample according to the method "Self-relationship test-questionnaire (V.V. Stolin, S.R. Panteleev)"

Шкала	sum	low level	medium level	high level
scale S(integral)	160	43	39	78
%	100%	27%	24%	48,75%*

scale I of self-esteem	160	45	36	79
%	100%	28%	23%	49,375%*
scale II Autosympathy	160	48	71	41
%	100%	30%	44,375%*	26%
scale III expected attitude from others	160	97	54	9
%	100%	60,625%*	34%	6%
scale IV self-interest	160	65	63	32
%	100%	40,625%*	39%	20%
scale 1 of self-confidence	160	64	45	51
%	100%	40%*	28%	32%
scale 2 attitudes of others	160	62	43	55
%	100%	38,75%*	27%	34%
scale 3 of self-acceptance	160	23	82	55
%	100%	14%	51,25%*	34%
Scale 4 of self-consequence (self-management)	160	53	30	77
%	100%	33%	19%	48,125%*
Scale 5 of self-accusation	160	63	43	54
%	100%	39,375%*	27%	34%
Scale 6 of self-interest	160	41	26	93
%	100%	26%	16%	58,125%*
Scale 7 of self-understanding	160	42	22	96
%	100%	26%	14%	60%*

Table 4. Importance of life events related to work and self-realisation among respondents

	have happened in my life	will definitely happen in my life	would like to see happen	Cumulative	Cumulative in % of the whole sample
First job	82	59	14	155	93%
Getting a degree, acquiring a profession	32	102	20	154	93%
prestigious job	19	61	63	143	86%

Table 5. Expectations of events indirectly indicating autonomy

	have happened in my life	will definitely happen in my life	would like to see happen	Cumulative	Cumulative in % of the whole sample
Opportunity to live independently (separate from parents)	83	58	21	162	98%
Travelling around the world	39	46	71	156	94%
Change of place of residence	112	18	8	138	83%
Building your own house (buying your own home)	18	57	63	138	83%
Change of professional path	27	32	29	88	53%

Table 6. Attitudes towards the content of proverbs about home

	Sample distribution				
How do the following proverbs reflect how you feel about your current home?	no, completely disagree	probably no	hard to say, both yes and no	probably yes	yes, absolutely agree
A house like a full cup	8	26	58	45	29
My house is my fortress	3	13	20	57	73
Every house is kept by its master	2	6	36	69	53
I can do as I please in my house	3	24	34	41	64

Table 7. Terminal centres of clusters according to the 8-factor structure of life models

	Terminal centres of clusters							
Cluster	F.1. Normative family events	F.2 Parental family well-being	F.3 Closeness to own generation	F.4 Autonomy and independence	F.5 Flexibility and readiness for change	F.6 Traditional family structure	F.7 Striving for stability	F.8. Purposefulness
1	-0,82799	-0,03482	-0,20976	0,34682	0,48398	0,51479	-0,20010	-0,53253
2	0,30483	0,75885	0,41004	0,32711	-0,46357	0,22123	-0,20757	0,60697
3	-0,24309	0,27362	-2,23921	-0,97250	-0,65802	-0,72961	-1,56960	2,39123
4	0,89126	-1,34476	0,21347	0,48926	0,03377	0,50470	-0,15237	0,19223
5	0,27945	-1,46694	-1,91393	1,25804	0,81224	-1,08274	5,45636	0,73767
6	-0,88124	-0,66893	0,42437	-0,49656	-0,27258	-1,23891	0,17007	0,24427
7	0,73303	0,46001	-0,26746	-0,79700	0,13607	-0,28682	0,36176	-0,67994

Figure. 1. Structure of life model types

Diagram of life model types based on cluster end-centre coordinates

- «Internally contradictory»
- «Active and purposeful»
- «Family-oriented»
- «Oriented to own generation»
- «Oriented to stability and family support»
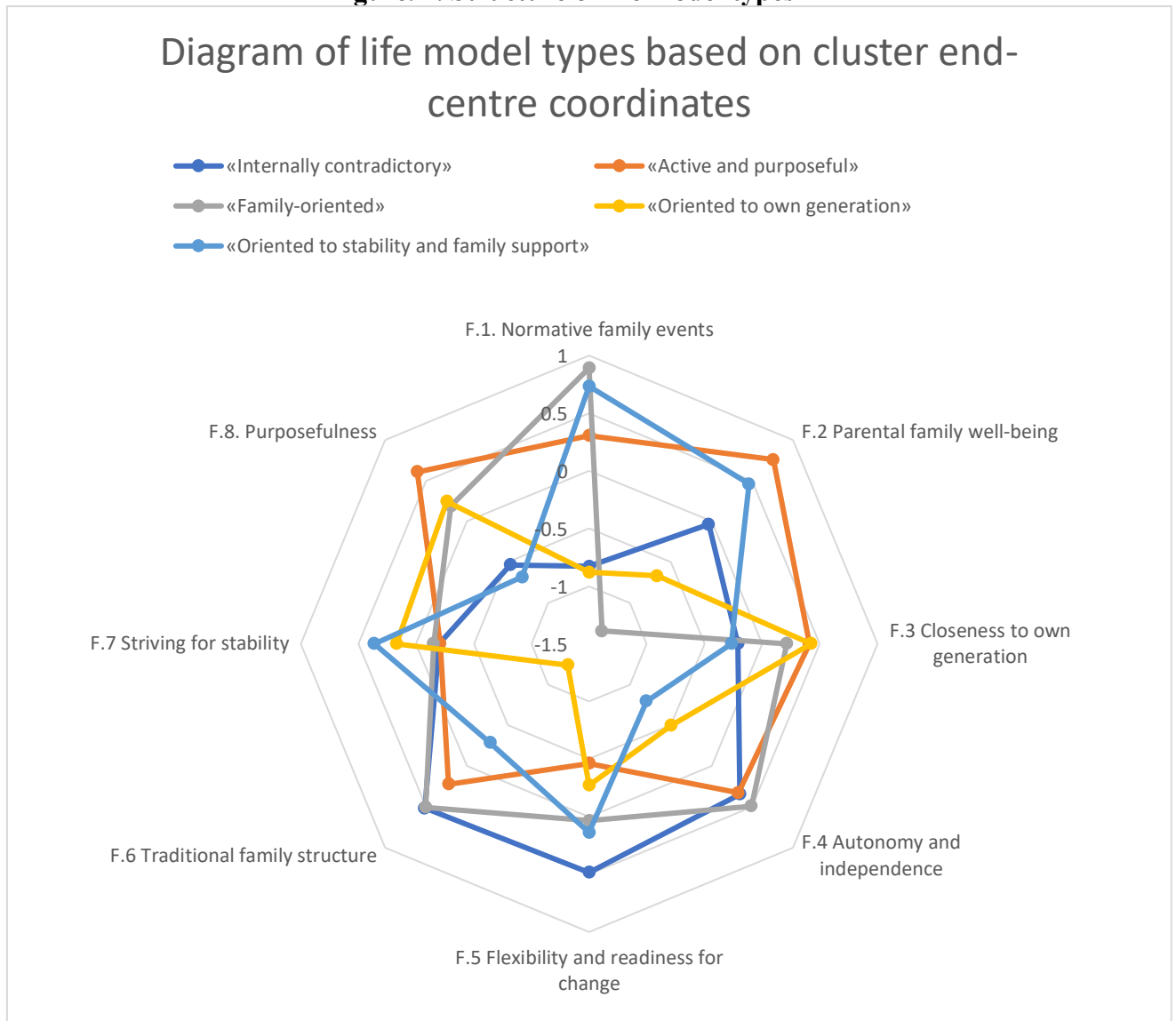
Table 8. Results with stepwise criterion for canonical roots*
*in discriminant analysis, where the independent variable is personality traits and the dependent variable is types of life models.

		Entered variables				
Step	Independent variables	Wilkes' Lambda	Statistic	st.sv.1	ст.св.2	value
1	SC.Fundamental Value(TEM)	0,768	11,674	4	155,000	0,000
2	Traditions of personal.	0,656	9,019	8	308,000	0,000
3	Autonomy of norms.	0,583	7,643	12	405,091	0,000
4	Self-understanding scale (7):	0,526	6,794	16	465,005	0,000
5	Personal Achievements.	0,474	6,339	20	501,760	0,000
6	Self-interest scale 4	0,431	5,965	24	524,498	0,000
7	Safety norms.	0,394	5,664	28	538,649	0,000
8	Self-sequentiality (self-management) scale (4):	0,360	5,455	32	547,392	0,000

| 9 | Traditions of norms. | 0,333 | 5,233 | 36 | 552,614 | 0,000 |
| 10 | SC. Sense of Life (ТЕМ) | 0,286 | 4,895 | 44 | 556,688 | 0,000 |

Table 9. Eigenvalues of functions*

*based on personality questionnaires in discriminant analysis of life model types

Eigen values				
Function	Eigen values	% dispersion	Cumulative %	Canonical correlation
1	,890[a]	55,5	55,5	0,686
2	,446[a]	27,8	83,4	0,555
3	,208[a]	13,0	96,3	0,415
4	,059[a]	3,7	100,0	0,235

Table 10. The most frequently used social networks by respondents

Name of the social network	Respondents	% total sample
vk.com	150	90%
instagram.com**	118	71%
twitter.com*	11	7%
facebook.com**	3	2%
odnoklassniki.ru	2	1%
my.mail.ru	2	1%
linkedin.ru*	1	1%

* Blocked in Russia

** Meta Platforms Inc. is recognized in the Russian Federation as an extremist organization and its activities are prohibited (including in relation to products - the social network Instagram; the social network Facebook)

Table 11. How often do you read posts on the following topics

	often	% often	rarely	% rarely	never
on the work	55	33%	77	46%	34
activism	77	46%	66	40%	23
about relationships	55	33%	68	41%	43
about success	54	33%	65	39%	47
about family	43	26%	71	43%	52
about hobbies/leisure activities	124	75%	29	17%	13
about achievements	59	36%	81	49%	26
about profession	64	39%	63	38%	39
about education	69	42%	70	42%	27

Table 12. External semantic analysis Category Time

№	WORD CATEGORY (word group)	% mentions of the time category in all posts studied
1.	WORK	11
2.	ACTIVITY	4,1
3.	RELATIONSHIPS	3,7
4.	SUCCESS	3,2
5.	FAMILY	3
6.	FASCINATION	2,9
7.	ACHIEVEMENT	2,5
8.	PROFESSION	2,5
9.	EDUCATION	0,6
10.	MAIN THING IN LIFE	0

Таблица 13. External semantic analysis Category Self

№	WORD CATEGORY (word group)	% mentions of the selfcategory in all posts studied
1.	WORK	13,4
2.	FAMILY	10,3
3.	HOBBY	8,3
4.	MAIN THING IN LIFE	7,2
5.	RELATIONSHIPS	6,8
6.	SUCCESS	6,7
7.	ACHIEVEMENT	6,4
8.	ACTIVITY	5,7
9.	PROFESSION	5,5
10.	EDUCATION	4,4

Table 14. Information about the criteria of equality of group averages*
*in the discriminant analysis to identify the contribution of preferred Internet content in determining the type of life models.

Criteria for equality of group averages					
	Wilkes' Lambda	F	st.sv.1	ст.св.2	value
F.1. Orientation to information about successes and achievements	0,968	1,278	4	155	0,281
F.2 Interest in family and relationship topics	0,641	21,682	4	155	**0,000**
F.3. Interest in self-realisation and development	0,907	3,969	4	155	**0,004**
F.4. Inclusion in social networks	0,965	1,418	4	155	0,231
F.5.Interest in entertainment and knowledge content	0,963	1,487	4	155	0,209
F.6.Interest in communication with friends	0,920	3,362	4	155	0,011

Table 15. Results with stepwise criterion for canonical roots*
*for independent variables by discriminant analysis of life models

	Variables for analysis			
Шаг		Admission	F for removal	Wilkes' Lambda
1	F.2 Interest in family and relationship topics	1,000	21,682	0,907
2	F.2 Interest in family and relationship topics	1,000	21,564	0,907
	F.3.Interest in self-realisation and development	1,000	3,958	0,641