The features of organizing the virtual communication between young people

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Abstract. The article covers a pressing issue of virtual communication between young people. If the environment of virtual communication is organized, it enables the effective use of its educational potential and the reduction of its negative impact upon the user. A special part is assigned to a youth non-governmental organization – a social institution which provides its personnel and methods for organizing this environment. A long-term social project "Time to Be Near" is proposed to make virtual communication of young people more educational. This project includes a set of pedagogical measures in virtual reality.
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Introduction

The worldwide network Internet is one of the most interesting and progressive technological phenomena serving almost all social institutions of today [1, 2, 3, 4, 5, 6]. It is a qualitatively new information-communicative environment where millions of users intercommunicate round the clock. Internet cannot but attract the most dynamic layer of society – the youth. The majority of young people use the Internet for communication [7].

Virtual communication is an ambiguous event of the century of computer technologies. Its true mission is still ascertained neither by scientists nor by the participants of virtual discussions. This phenomenon of today undoubtedly arise the interest of researchers in different fields of knowledge [8].

The pedagogical aspect of man's activity in the Internet was and is considered solely from the viewpoint of informatization in education and the development of distant learning. Virtual reality and technological innovations were regarded only as educational tools. The upbringing function of the Internet was negated. All this led to the fact that the modern environment of virtual communication lacks a pedagogic component and needs to be connected with pedagogy because of its huge environmental potential.

Main part

In order to bring pedagogy into virtual communication, the authors worked out and implemented a long-term project "Time to Be Near" which includes a set of measures in virtual reality.

The project "Time to Be Near" is a virtual dialogue in children's camp. The goals of the virtual camp are:
- to fill the components of virtual communication with activity;
- to establish links between virtual and real world through the continuation of activity;
- to ascertain the place of guide-teacher in the environment of virtual communication between youngsters.

The virtual camp began its work from the announcement of forthcoming activity in social network where young people constantly stay. During five days, the participants registered completing a form. In this form, they stated their intention to take part in the event and their personal data. Besides, the form contained user's login. Participants got logins only after registration. They passed their application forms and sent information via all routs of the Internet and cellular including SMS.

By analogy with the real world, the virtual camp had a routine which presupposed a vigorous activity of participants during the hours of the best attendance in the Internet and the time of rest, meal and real meetings. Moreover, moderators recommended the routine of real life for young people the same as with virtual one.

An everyday movie theater "The Director's Version" worked in the camp. The participants watched a movie, social reel or amateur video, and then they discussed it in forum. Besides, it was possible to make comments in mini-chat right during the viewing. The most popular films were about human rights, ecology and patriotism. For example, the participants watched a series of amateur movies from the Berlin festival. These films concerned human rights in contemporary world. They were provided by the methodological service of the Children Safeguarding Board within the framework of partnership. The materials of forums became not only the manifestation of users' activity but also an object for the monitoring of legal culture, social responsibility and social activity of young people.

For students, we introduced the elements of role playing games into communication. For example, the discussion was performed on behalf of directors,

actors, scenario writers, heroes, etc. This made the dialogue deeper and more emotional. Sometimes the forum worked for several days.

"The Champion's Hour" became a traditional event of the camp. It was introduced from the second season. It was connected with the problem of game addiction. For example, there are such games as on-line chess and other board games, football, volleyball, motor racing, etc. We failed to get rid of Counter Strike championships. Nevertheless, the significant reduction of game time, the analysis and discussion of participants' behaviour allowed us to neutralize the negative effect.

Web trainings were extremely popular among Internet users. The virtual analogue of trainings performed by public association was aimed at the development of user's personal characteristics and communicative skills. Besides, it helped users to obtain tolerance towards events and information in the global network and to create a well-established team of Internet audience. For instance, the "Clones" training gave the participants an opportunity to be anonymous and free from the real image in expressing their attitude to asocial phenomena. The discussion brought up such issues as sincerity, aggression and the nature of human society, especially in virtual reality, and the necessity to observe value norms while playing one's social role. They discussed the mechanisms for the manipulation of human consciousness and the safety of users in the network. The moderators of such trainings consisted of psychologists and teachers who had an experience in real work in alliance with technical consultants for the prompt correction and reaction to the behavior of participants in the training.

The master classes in various areas performed by moderators became an obligatory component of the program for the virtual camp. The most popular trainings dealt with the improvement of informational competence: the community of programmers, the lessons for the safety in the Internet; health science: computer and health; patriotism: the KZ zone, the virtual debate club, the club of moderators; social area: the community of good deeds (the development of volunteering in the network); creative area: the design of avatars and blogs, the processing of digital pictures, virtual fan-clubs (working with sound, exchanging users' creative works), literature groups. All master classes had programs and pedagogic personnel. The trainings were built in terms of the theme and with the help of all possible internal and external structural components of the environment of virtual communication between young people.

The connection of the camp with the reality was provided by events conducted outside the Internet with direct personal content between the participants. The majority of Internet-users consider virtual communication a way to isolate them from the world. That is why we tried to create a real-life activity with the attractive traits of virtual environment. A series of "city games" is an example of such reflection.

A city game is a contemporary phenomenon which develops in the form of night search games in all big cities of the world. A classical type of such games is for well-to-do young people who have cars and money. The essence of these games is similar to real computer quests. Water games, adventure games and paintball are the varieties of such games.

In the camp, there were the examples of such games called "The Virtual Map", "Our City", "Searching", "The Journalistic Investigation" and "At the World's End". The personal contact was a compulsory condition in these games. Our scenarios did not demand material resources. The participants always moved on foot. There was a system of contributions. A night game "Searching" for elder people (from 21 years old) was an exception. This game was an alternative part of the program and was supported by moderators. As a rule, the participants of such games included not only the members of the camp. Only the membership of the crew representing the portal was restricted.

The quest "The Journalistic Investigation" was very successful. Its subjects reflected the history of the city, its monuments and sights. The quest tasks included the places of youth's cultural resting places: parks, libraries, theatres and museums. While carrying out investigations, users got acquainted with the work of these places where they had never been before. The results of such quests and photo-reports were posted in the network.

Real meetings became another popular event of the camp. The invitations to these meetings were sent only in the Internet. They described the dress-code, conditions and the program of meetings. A water fest "At the World's End" became the most repeated meeting. It took place in aqua park and included competitions prepared only in the virtual environment. The number of participants was 149. This created a trend of inviting to interesting events in reality via the Internet.

Forums were an interactive reaction to the events important for young people. They were able to ask questions and express their civic stand. The main goal of forums created in the portal is the exchange of experience and the formation of communicative channels for the representatives of various social institutions in the Internet aimed at solving the problems of young people.

A virtual consulting center became a special part of the project "Time to Be Near". It was placed

on the resource of the medico-social organization SF "Pomosch" [9]. Besides, it included direct references to the portal "Rovesnik" [10]. Within the framework of consulting, the volunteers of pedagogical unit entering "Rovesnik" covered the questions of youth policy and formed a data base of social alternatives in the region. Consultations were performed every day according to the schedule.

The work in the Internet demands a certain competence. In accordance with this, the functions are divided by the kinds of activity. Teachers and volunteers taking part in the organization and coordination of virtual communication environment have a status of moderators. The functions are distributed among moderators in such a way that everyone relies on the work of another while carrying out his duties.

Conclusion

So, the environment for virtual communication of young people was organized in three basic directions each of which was connected with a certain socio-pedagogical task.

The first direction was connected with the formation of the environment for the virtual communication of young people. In this area, we determined its internal and external structure, assessed the opportunities of each component in the educational function of the non-governmental organization in the Internet and formed an instrumental and informational basis for the activity in virtual reality.

The second direction presupposed the activity arrangement for the non-governmental organization in the environment of virtual communication. It allowed us to create an Internet-audience, to make the portal of the non-governmental organization a center of virtual communication for a certain circle of users and to provide a constant link between virtual world and reality through activity.

The third direction was connected with the training of personnel in the Internet. It ensures the pedagogical support of the non-governmental organization in virtual reality.

Findings

The study of contemporary situation in the virtual communication of young people, the analysis of psychological and pedagogical literature, the experience of work in virtual environment and the conducted research showed that the organization of

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virtual environment for the communication of young people makes it possible to effectively use its educational potential and to reduce the risk of negative impact upon user. In this context, a special role belongs to a youth non-governmental organization – a social institution with its indispensable personnel and methods.

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