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Legal Aspect of Cyberaddiction Among Youth: Digital Risks and Preventive Measures

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law,
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prevention

Abstract

Objective: to substantiate the need for an integrative approach to legal and spiritual-moral education of young people under digitalization of society; to develop a scientifically based model for the prevention and correction of cyberaddictive behavior by synthesizing legal, pedagogical and ethical components.

Methods: the research uses a set of theoretical and empirical methods, including dialectical and systematic approaches, analysis and synthesis, modeling and forecasting. Comparative-legal and historical legal analysis was applied to study the evolution of legislation in the field of digital security. The authors conducted an interdisciplinary analysis of the achievements of computer science, sociology, psychology and pedagogy and used a system-structural approach to study the interaction of government structures, educational and civil society institutions.

Results: the study revealed significant fragmentation of legislation and the absence of federal digital hygiene programs, which hinders the formation of legal awareness among young people. The authors proposed a definition of cyberaddictive behavior as a complex personal and legal deviation affecting the basic behavioral norms and indicating a crisis of the value system. They developed a conceptual model to form the "digital immunity" of youth, integrating legal regulation, educational technologies, and psychological support. Key areas of improvement identified are the adoption of special legislative initiatives, the introduction of programs for the development of digital legal culture, and the creation of interdepartmental mechanisms for early diagnosis and correction of digital deviations.

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Scientific novelty: the work conceptualizes cyberaddiction as a multidimensional legal and value challenge of the digital generation. An interdisciplinary model of education was developed that takes into account the transformation of legal consciousness under digitalization. New definitions of key concepts were proposed, as well as a systematic approach to the prevention of pathological forms of digital behavior. “Digital socialization” was conceptualized as a special area of legal education.

Practical significance: the results obtained are applicable in educational programs and standards; for developing the course “Fundamentals of digital legal culture”; for training accredited specialists in cyberaddiction prevention; for creating interdepartmental digital hygiene programs at the national, departmental and educational levels. The proposed measures contribute to the formation of critical thinking, digital literacy, self-regulation skills and resistance to manipulation in cyberspace among young people.

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Introduction

For the new era of human civilization, characterized by the transition from the information society to the digital network, lifestyle transformations are similar to the changes of geological epochs in the history of the Earth. Radical changes in human existence became a reality due to the third industrial revolution, which naturally led to the formation of a new

structure of social relations, determined by the total integration of digital technologies into everyday life. The result of this technological leap was not only the massive spread of digital devices, but also the formation of a complex digital space in which new forms of social interaction and socialization are increasingly replacing or transforming traditional mechanisms of social experience.

One of the key problems of the digital age is the emerging cyberaddiction among youth, which has led to the need for comprehensive legal measures aimed at reducing digital risks and preventing pathological addiction. The legal regulation of the use of digital media requires a deep interdisciplinary rethink, combining the achievements of psychology, medicine, pedagogy and law to form effective algorithms for the prevention of digital addiction and ensure the rights of the younger generation.

1. Cyberaddiction as a socio-cultural and legal phenomenon in the modern educational environment

1.1. Theoretical foundations of the cyberaddiction phenomenon: signs, forms and interpretations

In the modern research and educational paradigm, the problem of legal education and the formation of spiritual and moral requirements in the digital age is gaining not only theoretical, but also key practical significance (Rybak & Krygina, 2019), due to the radical transformation of the social environment under intensive digitalization. The digital progress leads to the emergence of new forms of socio-cultural identity, forming unique models of thinking, communication and behavior among youth. According to modern researchers, it is adolescence that becomes a critically sensitive period during which legal norms and moral-ethical guidelines are assimilated and consolidated (Vygotsky, 2005), while the rapidly developing cyberspace acquires the status of a key socialization agent.

Hence, it is scientifically relevant to conduct an integrative analysis of cyberspace and cyberaddiction issues not only within the framework of information security, but also through the prism of legal socialization and spiritual-moral development of the individual. This is because the modern educational environment is unable to comprehensively form the legal and digital culture among young people, which is most clearly expressed in the absence of federal programs for digital hygiene and legal education. This gap is associated with the growth of cyberaddictive, deviant behaviors among young people.

E. Spranger noted that “youth is a period in which it is more important than ever for a person to be understood by others. It is at this age that deep perception and acceptance from other people become the basis for a full-fledged personality formation. However, in practice, there are often various circumstances that hinder or completely exclude the possibility of such mutual understanding” (Spranger, 2014; Erickson, 1996). This reasoning allows us to conclude that vulnerability towards the outside world and

its influence is especially acute in adolescence. One of the external factors that has a significant impact is cyberspace. It may seem an exceptionally useful resource that can solve many social and psychological problems of young people, including lack of live communication or dissatisfaction with their own appearance. However, this perception often turns out to be deceptive and superficial (Lazar, 2018).

The scientific novelty of the research lies in conceptualizing the synthesis of legal educational methods with mechanisms for the formation of stable moral values among young people under the spread of digital services. Modern sources interpret cyber risks as a complex category that goes beyond technological threats and includes legal, ethical, and cultural aspects of protection (Kovrov, 2015). Legal analysis of cyber threat issues requires the formation of a multi-level system of spiritual, moral and legal coordinates in educational institutions aimed at developing a culture of legal reflection and immunity to destructive and extremist content.

1.2. Analysis of the situation in the Russian educational and legal reality

The task of legal education and the formation of spiritual and moral guidelines for young people under digitalization is gaining not only theoretical, but also pronounced practical significance. The active introduction of digital technologies has a complex impact on the mechanisms of socialization, the development of legal self-awareness, and the resistance to deviant online behavior.

Modern scientific publications by both Russian and foreign authors (M. Spitzer, V. V. Kovrov, T. F. Gayu, A. S. Trubitsyn) point to the complex-structured nature of the cyberaddiction phenomenon, and also emphasize the need for an integrative approach to the prevention of digital deviations. This is due to the fact that unilateral methods – informational, legal or technical – are not effective enough. Strategies that combine legal education with the development of critical thinking, self-regulation, and assimilation of ethical standards¹ are considered the most effective (Soldatova et al., 2011). In the foreign practice (Germany, Singapore, South Korea), the introduction of digital hygiene programs together with legal and psychological support has decreased the prevalence of Internet addiction among young people.

The Russian educational sphere faces an insufficient institutionalization of legal regulation of digital education systems: there are no uniform federal standards of digital hygiene, educational and upbringing programs are fragmented, and the level of legal literacy among young people remains low (Bekirov, 2023). Analyzing these aspects, one

¹ Malygin, V. L. (2010). Internet-dependent behavior in adolescents. Clinic, diagnosis, and prevention: a handbook for school psychologists. Moscow: "Arsenal obrazovaniya" Information and Methodological Center. <https://clck.ru/3Suzx3>

can conclude that the identified deficits generate additional risks of cyberaddiction, reduced legal responsibility, individual autonomy and trust in society.

The authors' position interprets cyberaddiction as a complex personal and legal deviation affecting the basic norms of behavior and indicating a crisis of the value system and an insufficiently formed digital identity. The scientific significance of this work lies in the theoretical justification of the need for a holistic model of digital education that combines legal, pedagogical, psychological and ethical components.

The study analyzed theoretical doctrines, as well as modern scientific works on digital behavior and manifestations of deviance in the Internet (Drepa, 2009). This approach made it possible to identify the most important trends and comprehensively evaluate existing methods of preventing cyber dependence. Using the system-structural method, we studied the interaction between government, educational and civil society institutions involved in the formation of digital culture and the prevention of Internet-dependent behaviors.

Using logical analysis, we clarified the term "cyberaddiction". The method of comparative analysis and the historical-legal approach allowed tracing the development of legislative and educational initiatives aimed at preventing cyberaddiction. The scientific and practical significance of the research lies in the formation of an innovative pedagogical space aimed at educating individuals who are able not only to adapt to the digital era, but also to actively build their behavior in accordance with the legal and ethical norms of society. The most important part of the authors' approach to solving this problem is the model developed for forming digital immunity in schoolchildren. It integrates the system of legal regulation, educational technologies, psychological practices and interdisciplinary cooperation of teachers, parents, and students. The model implies creating a system of regular trainings and interactive educational modules aimed at developing critical thinking, digital literacy, and the ability to analyze and consciously regulate one's behavior in a digital environment. The results obtained substantiate the need to move from the concept of passive protection to a model of active formation of digital immunity and positive patterns of behavior. This requires further integration of scientific knowledge and educational practice for the harmonious development of the younger generation under the rapid digital transformation.

The modern so-called digital society is characterized by the fact that its structure and functioning are organized primarily through digital platforms and online communities. The young generation are brought up in an information space unique to the history of mankind, which significantly affects the formation of their thinking and behavioral patterns.

M. Spitzer's monograph "Anti-brain: digital technologies and the brain" calls for a conscious and balanced use of digital devices and the Internet, without setting out to completely abandon electronic means of communication. The author reasonably

highlights the positive potential of cyberspace: “thanks to digital technologies, a person gets the opportunity to instantly engage in dialogue regardless of geography, to study remotely, to self-actualize in creativity, to find the necessary information in a matter of seconds, and to plan leisure time according to their own preferences” (Spitzer, 2014). Such advantages allow talking about a significant expansion of a modern person’s individual and professional horizons. However, addressing the issue comprehensively, the researcher also pays attention to the negative consequences of excessive and uncritical handling of the online environment. He considers the main threat to be the phenomenon of digital dementia, which implies a decrease in intellectual abilities, simplification of thinking and difficulties in critical analysis of information. In addition, Spitzer emphasizes that virtual communication is gradually replacing real one, which leads to a shortage of emotional contacts. Vulnerability of personal data, deteriorated health, limited physical activity and the formation of cyber dependence are also among the risks. Reduced independence, narrowing of the range of hobbies and loss of self-regulation skills are also the alarming symptoms of the digital age.

In our opinion, not only individual, but also public and social threats of digitalization are often underestimated. Automation of processes and pervasive control lead to an almost complete disappearance of privacy, and a person finds oneself under constant digital surveillance, which calls into question basic personal freedoms.

Of particular concern is that the modern educational system is often unable to fully provide schoolchildren and students with the necessary level of legal and digital literacy and, more importantly, with full-fledged legal and moral education in the digital sphere. The absence of a federal educational program on digital hygiene correlates with a high prevalence of cyberaddiction and other deviant models of online behavior among young people.

Addiction (from the Latin “addico”, meaning “giving over”) is interpreted as a pathological, obsessive a predilection for an occupation or object and can be considered as a form of pathological behavior that deviates from established social and cultural norms. The current state of the cyberaddiction (or cyber dependence) problem, especially among young people, is becoming increasingly important socially and legally under the society digitalization. An analysis of scientific sources confirms that the range of interpretations of this phenomenon is quite wide. However, almost all authors agree that this is a pathological form of attraction to the use of digital technologies, accompanied by a decreased time control, alienation from social and educational institutions, and a preferred escape into virtual space to the detriment of real interaction. For example, A. S. Trubitsyn defines cyber dependence as “a pathological propensity to use computer and mobile technologies” (Trubitsyn, 2017). T. F. Gayu emphasizes the individual’s inability to resist this urge, noting the psychological component of cyberaddiction – the desire to experience relief through escape into a digital environment (Gayu, 2019).

Modern research demonstrates an extremely wide range of cyber-dependent behavior. These are compulsive web surfing, addiction to virtual communication, online games (including gambling), streaming audio-visual content, and cybersex (Greenfield, 2018).

In pedagogical and legal discourse, cyberaddiction is defined as a stable, psychologically conditioned dependence of a subject on virtual interaction, arising against the background of undeveloped competencies of self-regulation, lack of targeted educational and legal impact. We propose to consider cyberaddiction not as a special case of abuse of digital resources, but as a complex personal and social deviation capable of transforming the value-normative foundations of personality, which requires interdisciplinary scientific understanding.

The legal aspect of the problem under study goes far beyond individual deviations and touches upon such issues as forming legal consciousness and culture of information behavior of an individual. Today, legal education should include elements of digital literacy and ethics, and form a stable legal identity that can withstand the risks of the digital environment, such as cyberbullying, cybercrime, and privacy violation. Of particular importance is the integration of spiritual and moral attitudes and legal responsibility into the process of shaping digital behavior. .

The scientific and practical significance of studying cyberaddiction, taking into account legal, educational, spiritual and moral principles, is expressed in the need to develop multi-level educational, preventive and regulatory mechanisms aimed at preventing pathological forms of digital behavior, as well as at forming a legal culture of responsible and ethical use of information society opportunities among youth. This approach is conceptually novel, as it allows combining the personal, cultural-moral and legal aspects of socialization in the cyber environment. This opens up prospects for developing new models of legal education in the context of digital transformation of education and society.

2. Legal aspects and prevention of digital addiction

2.1. Legal problems and legislative gaps in the field of digital addiction

The current legal framework in the field of digital behavior of minors and youth is characterized by significant fragmentation and insufficiently deep regulation of phenomena related to cyberaddiction. Despite a number of federal laws regulating personal data (Federal Law No. 152-FZ of 27.07.2006)², education (Federal Law No. 273-FZ

² On personal data. No. 152-FZ of 27.07.2006 (latest version). (2006). SPS KonsultantPlyus. <https://clck.ru/3RXtbw>

of 29.12.2012)³, and information security (Federal Law No. 149-FZ of 27.07.2006)⁴, the current legislation lacks the concept and legal criteria of cyberaddiction. The mechanisms of its early prevention, legal and social correction for young people are also not determined.

An important legal problem is the lack of special procedures for the diagnosis and recognition of persons suffering from cyberaddiction who need help from educational or medical institutions. This impedes timely identification of digital risks and provision of individual correction routes of a civil-legal and educational nature.

In addition, in practice there is a significant gap between the requirements of legislative acts, which declare general principles of digital security, and specific algorithms for legal and pedagogical prevention of cyber dependence. For example, the current regulation is mainly focused on information protection, rather than on ensuring the legal and moral development of a person in a digital environment (Khamidullin & Chub, 2023).

At the intersection of legal and educational interests, there is a question of the legal status of digital educational environments in which teenagers spend a lot of time. The uniform standards of digital ethics, terms of responsibility of educational institutions, and clear restrictive and stimulating norms are lacking. This leads to the situation when cyberaddiction is prevented unsystematically and does not achieve the target of forming sustainable models of digital behavior among young people.

It is particularly difficult to distinguish cyberaddiction from other forms of deviant behavior for the purposes of legal regulation. This creates risks of unjustified interference in the private lives of young citizens or, conversely, underestimation of the scale of the problem during preventive measures.

Insufficient protection of minors' rights to information autonomy and the right to protection from malicious content on the Internet is becoming an acute problem. The existing content filtering mechanisms are either technically imperfect or not supported by the relevant educational and legal programs that form a competent user of digital services. The current judicial practice in disputes related to the dissemination of harmful information, cyberbullying and other digital deviations is being formed unevenly, requiring unified methodological approaches and clarifications from the highest judicial authorities.

The existing regulatory framework often does not keep pace with the digital change or provide a sufficient level of protection for subjects of digital interaction, especially in the aspect of personal data (Bokova, 2023). Today, there is a need to institutionalize and standardize the integrative concept of legal education, from the axiological (value)

³ On education in the Russian Federation. No. 273- FZ of 29.12.2012 (latest version). (2012). SPS KonsultantPlyus. <https://clck.ru/3RXteY>

⁴ On information, information technologies and information protection. No. 149- FZ of 27.07.2006 (latest version). (2006). SPS KonsultantPlyus. <https://clck.ru/3RXtfn>

component to forming systemic competencies for conscious and ethically responsible behavior in the digital environment (Popov, 2024).

The information society is characterized by uneven digital socialization, as well as fragmented legal and ethical guidelines. This, in turn, generates additional risks associated with the massive development of pathological forms of digital behavior, including cyberaddiction (Trubitsyn, 2017). Currently, the legal regulation of the digital behavior of minors and youth is characterized by noticeable fragmentation and superficiality in matters related to cyber dependence. Today, cyber dependence is positioned not only as a behavioral pathology, but also as an indicator of a lack of legal awareness, a reduced level of internal value regulation, and deficient digital ethics (Vlasov, 2023). We propose to consider cyberaddiction not only as a special case of impaired digital behavior, but also as a multidimensional personal and social deviation which determines the transformation of a system of universally recognized values and norms.

A legal analysis of foreign practice demonstrates that countries with a developed regulatory system and holistic digital prevention programs show more successful results in preventing cyberaddiction and other deviant digital practices (Mazur & Li, 2016). In our opinion, in relation to Russia, the state strategy should be aimed at creating interdepartmental programs for digital hygiene and legal education, developing reflexive and volitional mechanisms that allow not only formal knowledge of the laws, but also mastering the value practices of responsible behavior in the digital environment.

We propose to define cyberculture as a unity of legal, moral, communicative and digital competence integrated into the practices of self-development, reflection and critical choice. It can serve not only as a means of preventing cyber addiction, but also as a universal model of a stable personality capable of self-regulation, autonomy and high social responsibility in an era of continuous digital development.

We believe that the formation of cyberculture should become a systematic element of educational programs at universities, especially in law schools, where special attention is paid to the prevention of deviant behavior among young people with future special (professional) status. The modern education system requires a comprehensive transformation: the introduction of standards of digital ethics, the launching of cyberaddiction prevention programs, the strengthening of moral and legal self-control mechanisms, the formation of positive patterns, and the development of critical thinking, taking into account national and global challenges.

2.2. Model for forming digital immunity and responsible behavior

As a scientific perspective and the area of further theoretical and empirical research, we recommend that researchers form a unified model of legal and moral education of youth, providing for the integration of digital, legal and value competencies, the instrumental use of digital services to form adequate models of self-reflection, legal culture and

internal moral regulation among young people. In the scientific community, cyber risks are defined not only as technological threats, but also as a multidimensional legal phenomenon. For example, V. V. Kovrov argues that “risks in the digital environment are not only sources of external danger to an individual, but objectively existing opportunities for harm that require legal regulation, as well as systematic measures for legal education and the formation of adaptive digital ethics of users” (Kovrov, 2015). In our opinion, while analyzing cyber threats, the legal task should be comprehensively linked to the task of forming a system of spiritual and moral guidelines in the educational space, manifested in a culture of communication, the ability to legal reflection, perception of legal norms and immunity to destructive content.

The period of adolescence is a unique window of opportunity and temporarily a zone of vulnerability for the formation of the value and legal framework of a personality (Lopez-Fernandez & Kuss, 2020). It is at this age that instances of addictive behavior become frequent, including digital addiction. It requires a revision of approaches to education: the focus should shift not only to informing about dangers, but also to developing skills of critical self-assessment, digital self-management, and the ability to moral self-reflection. The problem is gaining a pronounced legal dimension, since cyber threats to youth are associated with legislative gaps, insufficient protection of the rights of personal data subjects, and the lack of a unified strategy for legal education in the digital environment (Kuss et al., 2021).

The term “digital socialization” as a process of assimilation of social experience through ICT (Soldatova, 2018) today requires deconstruction, taking into account the risks of pathological forms of Internet activity, such as online addiction, cyberbullying, computer-game addiction and other manifestations of deviant behavior. Effective counteraction to cyberaddiction requires the concept of digital socialization, which is based on a transdisciplinary approach – the synergy of legal, medical and social mechanisms (Bazhanov, 2016).

Modern problems of cyberaddiction are becoming particularly acute due to the phenomenon of hyperconnection (van Krieken, 2024). Research shows that, for example, Russian teenagers and young adults have already reached 8–10 hours per day in the digital environment (Soldatova et al., 2017). G. S. Salistaya has come to similar conclusions (Salistaya, 2025). Such dynamics, combined with a decrease in age restrictions on the use of gadgets, raises not only psychological, but also legal questions: what is the degree of responsibility of the state, society and digital platforms in creating an environment conducive to addictive behavior?

Legal analysis of cyberaddiction among youth requires a systematic approach to the responsibility of various actors and institutions, including the state, digital companies, educational organizations, and parents. In many countries, legislation already contains special legal mechanisms for the protection of minors on the Internet: filtering content, limiting the online time, requirements for parental consent, introduction of age labeling

of programs and applications (Seidov, 2025). However, the effectiveness of these measures is limited without extensive educational and preventive work, as well as without coordinated activities of all stakeholders.

One of the effective preventive measures is the use of legal tools in conjunction with digital education and psychological support programs. The introduction of special educational modules to form digital literacy and conscious behavior on the Internet, as well as special consulting services on digital addiction, is an essential element of the digital prevention policy (Mossberger et al., 2006). Since the “new reality” is characterized by dynamics and variability, legal norms in this area must be flexible, not only prevent extreme manifestations of addiction, but also be proactive towards deviant Internet behavior and form stable patterns of safe and responsible digital socialization.

2.3. Development prospects and ways to improve legal regulation

Possible ways to improve the legal regulation of the problem under study include a number of proposals. One of the effective preventive measures is the use of legal tools in conjunction with digital education and psychological support programs. The introduction of special educational modules to form digital literacy and conscious behavior on the Internet, as well as special consulting services on digital addiction, is an essential element of the digital prevention policy (Mossberger et al., 2006). It seems rational to introduce into the education system the mandatory legal component “Fundamentals of digital legal culture”, focused on the assimilation of norms of behavior on the Internet, the development of critical self-assessment and digital self-restraint skills. The integration of differentiated digital security courses, standards for the conscious use of digital services and interaction in online communications will expand the opportunities for the formation of sustainable legal behaviors among adolescents.

Among the priorities are the expansion of the institutional functions of school and university mediation services, the creation of a register of accredited psychologists and lawyers with expertise in the field of cyberaddiction prevention. The introduction of interdepartmental digital health support programs, the integration of educational institutions with legal counseling centers will make it possible to quickly respond to manifestations of digital deviations and provide the necessary legal and psychological assistance.

Since the “new reality” is characterized by dynamics and variability, legal norms in this area must be flexible. They should not only prevent extreme manifestations of addiction, but also be proactive towards deviant Internet behavior and form stable patterns of safe and responsible digital socialization.

The problem of cyberaddiction also requires the development of reliable diagnostic legal criteria that define the line between active digital behavior and legally significant addiction, which is necessary for the objective consideration of controversial cases in judicial and administrative practice. In this context, of particular importance is

interdepartmental cooperation between the law enforcement and educational systems, the healthcare industry and the digital business.

It is also becoming an essential task to develop special legal standards for digital platforms, which require the mandatory implementation of technical solutions to limit online time, warn about risks, and provide anonymous access to help for teenagers. At the level of law enforcement practice, monitoring and adaptation of legislation is necessary, taking into account the constantly changing digital landscape.

An important area of legislation improvement is ensuring the right of youth to safe development in the digital environment. It is necessary to form a package of state guarantees and procedures to protect the rights of minors and young citizens in case of abuse of digital services (Alekseeva et al., 2020).

As part of the strategy for the digital transformation of society, monitoring and consolidated analysis of new types of digital deviations is necessary in order to update existing regulations in advance, develop and implement regulatory documents that protect the rights and interests of children and adolescents on the Internet.

Summarizing the above, one can state: the problem of educating young people under the digital revolution is of legal nature, it requires constructing a unified model of digital and legal education, in which spiritual and moral guidelines will become an integral part and a key method for the sustainable formation of immunity to the destructive effects of the digital environment. Only an integrated, interdisciplinary approach combining legal literacy with moral education can ensure the safe adaptation of youth to the new digital realities and thereby increase their resistance to cyber risks and addictive manifestations.

Conclusions

The conducted research proves that adolescence is characterized by increased susceptibility to social and informational influences, which means that it requires a particularly attentive approach to methods of education, prevention and correction of deviant digital behavior. In modern conditions, successful adaptation of youth to the realities of a digital society is impossible without an interdisciplinary synthesis of legal education, spiritual and moral education and the development of critical self-assessment skills.

The practical value of the research lies in the development of interdepartmental digital hygiene and legal education programs for secondary and higher education systems. The proposed approach can be integrated into educational standards and contribute to improving the professional training of teachers and forming a system of continuous legal education in a digital environment. This, in turn, enhances the development of digital responsibility, legal awareness, reflexive skills and resistance to manipulation in cyberspace among young people. In general, the conducted research

expands the scientific understanding of the phenomena of cyberaddiction and digital deviation. It allows considering educational measures as a set of interdisciplinary strategies that ensure the formation of a responsible, independent and legally conscious personality in the digital age. We see further steps to be an empirical assessment of the implemented programs' effectiveness, a study of new forms of digital risks, and a refinement of models of legal regulation and education that correspond to the modern social dynamics.

Considering the problem of cyberaddiction among youth, we propose the following emended definition: cyberaddictive (or cyber-dependent) behavior is a stable form of deviant strategies, when the individual is included in the virtual space due to the total reduction of significant social, educational and legal contacts, accompanied by systematic disregard for the moral and legal norms of real society and a decrease in the ability to self-restraint. At the same time, according to the fair remark by I. S. Kon, the manifestation of one form of deviant behavior greatly increases the likelihood of involvement in other deviations, which indicates the complexity of cyber dependence as a socio-cultural phenomenon that follows universal patterns of deviant behavior⁵. Cyberaddictions among young people should be understood as a complex value and legal challenge that requires the consolidation of efforts by the state, educational organizations and the scientific community. Effective counteraction to pathological patterns of digital behavior is possible only with a systematic synthesis of legal education, spiritual and moral practices and personalized prevention programs. It allow forming a generation of conscious, law-governed and responsible individuals under the rapid digitalization of society.

In this context, of particular importance is the development of early prevention programs aimed at developing critical thinking among youth, resistance to manipulation in the digital environment, as well as the skills of self-organization and responsible use of the Internet. It is necessary to support initiatives that encourage young people to participate consciously and creatively in digital culture, project activities, volunteer and creative Internet projects aimed at developing social, ethical and legal competencies.

The implementation of such programs is impossible without the active participation of teachers, psychologists, parents and the young people. The interdisciplinary cooperation, creation of educational ecosystems focused not only on the knowledge transfer, but also on the formation of values, is becoming an important condition for successfully countering cyberaddiction. In addition to educational institutions, a special role is assigned to mass media and digital platforms, which should be responsible for distributing reliable and useful information, limiting harmful content and promoting positive Internet practices.

⁵ Kon, I. S. (1989). *Psychology of early youth: tutorial*. Moscow: Prosveshcheniye. <https://clck.ru/3RXubZ>

An important prospect for further research is the analysis of the effectiveness of implemented measures to prevent and correct cyberaddiction among youth, as well as the identification of new social, legal and moral risks associated with the emergence of innovative digital technologies. This requires constant monitoring of the digital practices of youth and flexible adaptation of educational programs, and above all, legal education, taking into account rapidly changing realities. In the long term, under digitalization of society, the integration of legal and moral education can create conditions for the formation of a mature, responsible and socially active young generation, capable not only of using digital technologies for their personal interests, but also of effectively countering the threats of cyberaddiction, while preserving fundamental humanistic values.

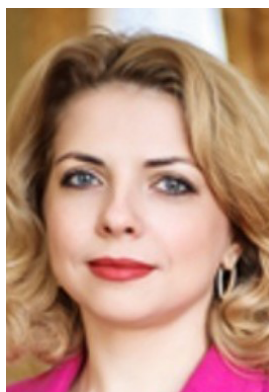
The phenomenon of cyberaddiction requires the development of a modern integrated legal policy, coupled with the reform of educational standards and the introduction of ethical and legal programs. The latter should aim at developing among youth not only high digital literacy competencies, but also sustainable values of law-abiding, responsibility, and the ability to resist manipulation and negative influences of the digital environment. Only a crosscutting, interdisciplinary approach combined with a point-by-point adjustment of legislation can lay the prerequisites for the formation of a mature personality and reduce the level of cyberaddiction among young people.

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Правовой аспект кибераддикции среди молодежи: цифровые риски и профилактика

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Ключевые слова

девиантное поведение,
кибераддикция,
кибербезопасность,
нравственные ценности,
право,
правовое воспитание,
профилактика,
цифровая гигиена,
цифровые риски,
цифровые технологии

Аннотация

Цель: обосновать необходимость интегративного подхода к правовому и духовно-нравственному воспитанию молодежи в условиях цифровизации общества и разработать научно обоснованную модель профилактики и коррекции кибераддиктивного поведения на основе синтеза правовых, педагогических и этических компонентов.

Методы: исследование базируется на комплексе теоретических и эмпирических методов, включая диалектический и системный подходы, методы анализа и синтеза, моделирование и прогнозирование. Применены сравнительно-правовой и историко-правовой анализ для изучения эволюции законодательства в сфере цифровой безопасности; проведен междисциплинарный анализ достижений информатики, социологии, психологии и педагогики; использован системно-структурный подход для изучения взаимодействия государственных структур, образовательных учреждений и институтов гражданского общества.

Результаты: выявлена существенная фрагментарность законодательства и отсутствие федеральных программ цифровой гигиены, что препятствует формированию правосознания у молодежи. Предложено авторское определение кибераддиктивного поведения как комплексного личностно-правового отклонения, затрагивающего базовые нормы поведения и свидетельствующего о кризисе ценностной системы. Разработана концептуальная модель формирования «цифрового иммунитета» молодежи, интегрирующая инструменты правового регулирования, образовательные технологии и психологическую поддержку. Определены ключевые направления совершенствования: принятие специальных законодательных инициатив, внедрение программ по развитию цифровой правовой культуры, создание межведомственных механизмов ранней диагностики и коррекции цифровых девиаций.

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Научная новизна: работа концептуализирует кибераддикцию как многоаспектный правовой и ценностный вызов цифрового поколения; разработана междисциплинарная модель воспитания, учитывающая трансформацию правового сознания в условиях цифровизации; предложены новые дефиниции ключевых понятий и системный подход к профилактике патологических форм цифрового поведения; концептуализирована «цифровая социализация» как специальный предмет правового воспитания.

Практическая значимость: полученные результаты применимы для внедрения в образовательные программы и стандарты; разработки курса «Основы цифровой правовой культуры»; подготовки аккредитованных специалистов по профилактике кибераддикции; создания межведомственных программ цифровой гигиены на государственном, ведомственном и образовательном уровнях. Предложенные меры способствуют формированию у молодежи критического мышления, цифровой грамотности, навыков саморегуляции и устойчивости к манипуляциям в киберпространстве.

Для цитирования

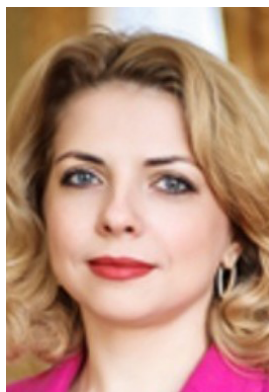
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