ISSN: 2230-9926

Available online at http://www.journalijdr.com

IJDR

International Journal of Development Research
Vol. 11, Issue, 07, pp. 49073-49078, July, 2021
https://doi.org/10.37118/ijdr.22534.07.2021

RESEARCH ARTICLE OPEN ACCESS

O IMPACTO CIBERNÉTICO NO DESENVOLVIMENTO SOCIAL E AFETIVO DE ADOLESCENTES

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ARTICLE INFO

Article History:
Received 17th April, 2021
Received in revised form
19th May, 2021
Accepted 22nd June, 2021
Published online 30th July, 2021

Key Words:

Adolescence,
Technology,
Subjectivity.

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ABSTRACT

Presently, you may observe a big growth increase in the use of the Internet. This tool allows quick and easy access to information and communication, so the use becomes more and more frequent. Human interactions grow in the virtual world. From this scenario, we have many people and mainly teenagers using the internet indiscriminately. This unsupervised use can have physical and psychological consequences and affect adolescents in their subjectivity. Considering that adolescence is a stage of development, it is interesting to highlight the importance of investigating what consequences the indiscriminate use of the internet can cause on the social and emotional development of teenagers. According to the results presented, teenagers assign their cellphone devices great importance over the daily routine and the lack of this contact generates impact on their subjectivity as insecure and anguish may resulting on existential emptiness The excessive self-exposure may affect the identity building, being impair by inauthenticity. The communication and the access of information are positive points that contribute for interaction and shorten the space, creating a new way to Interact.

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Citation: ***Tatiana Martins da Silva, Michelle Suzana Silva Marques, Christian Marx Carelli Taets, Danilo Lima Ceccon et al.*** "O impacto cibernético no desenvolvimento social e afetivo de adolescentes*", International Journal of Development Research*, 11, (07), 49073-49078.

INTRODUCTION

New technologies are increasingly relevant in contemporary society. There is a growing ascendancy of interactivity, and the prevailing influence of virtual activities and movements that have become constant and necessary to people's lives, which has been a characteristic of modern society. With new technologies and the use of the internet, distance can be minimized, breaking barriers and traditional concepts of time and space. So, it is considered important to think and reflect on the impacts of the use of technology in the life of postmodern human beings. (Santana, Domingos e Zanatta, 2021).

With the frequent use of the internet, a new space has emerged, a new reality that is configured from the search for new priorities, new demands, resulting in a new way of acting. The changes that emerged from the growth of technology do not only cover the virtual world, but directly affect the human being in its physical, social and affective construction. Furthermore, it is even perceived that "technology is deeply present in the life of modern society and, therefore, it is important to think of it also as a pedagogical resource and/or a methodological strategy" (Oliveira, Machado, Cardôzo, 2021, p. 55). According to Linhares(2013), the use of the internet has totally changed human behavior, bringing countless benefits to the world, essentially facilitating communication and the dissemination of

information among individuals of all ages. It is currently used as a very important process for the development of humanity. Since the introduction of new technologies, people of all ages, especially the younger ones, have been shaping and constituting this new way of existing. Adolescence is a phase of human development, it is a transition period between childhood and adulthood. We can say that this phase is characterized by physical, social and emotional changes.

Farias and Crestani (2017) explain that during adolescence there is cultural and social insertion, and the internet is the mean this insertion, inclusion and socialization takes place. Note that they (teenagers) are increasingly inserted in the virtual world, and thus, experience new discoveries as there is an advance in technology. As adolescence is a phase of physical and psychological development, children and adolescents still do not have the full capacity to understand risk situations or damage that they may be exposed to, with the indiscriminate use of technology. It is noteworthy that this carelessness can lead them to a certain emotional instability that harms their relationships and makes it difficult to live with family members and those who have a connection. (Scopel*et al*., 2021).

It is important to highlight that there are drawbacks to excessive use of the internet, which are even harmful to the point of strengthening selfish behavior, such as isolation and lack of commitment to the collective, which increases their vulnerability. Then, there is a concern about handling and how it has been exploited, mainly by this public. Thus, it is necessary to monitor and investigate the quality of the content accessed, as well as the time they dedicate to the use of technology. Based on the above considerations, the present work, through a descriptive and quantitative research, seeks to identify the possible challenges faced by adolescents and the main advantages of using this tool. Furthermore, the possible consequences and impacts caused by the use of technology on the social and affective development of adolescents were investigated.

THE SOCIETY AND THE TECHNOLOGY: The tool that for a lot of time was only found inside companies, with restricted goals, has expanded with the technological revolution and is nowadays for home use, extending to personal use, with different objectives, bringing users a feeling of infinity of information. The advancement of technology has affected the daily lives of adolescents and young people who have dedicated much of their time to its use, raising questions about impacts on their social and affective lives (Scopel*et al*., 2021). The use of technology has become something common to human relationships, whether individual or collective, professional or personal. It is impossible to deny that is, more and more, present in everyday experiences and less complex actions of daily life, ranging from the spreading of information, entertainment, purchases that can be made, relationship apps, means of study, and that especially in the new Coronavirus pandemic, it was the means used to bring people together, given the required distance(Santana, Domingos e Moraes, 2021), so it's involved in the most diverse realities of human life.

Segundo (Santana*et al*, 2021a):

> The relationships established by men inside and outside the family environment, as well as in the most diverse social environments and the experiences lived lifelong, resulting from the performance of different social roles, configure the socialization process of each individual. When coming into contact with the other - the one who is different from himself - man establishes interpersonal, intergroup and even collective relationships that provoke new knowledge, experiences that interfere with their cognitive and affective processes and that often redirect the meaning of their existence. This is exactly where the exchange of knowledge takes place, where inferences are made, from others and from oneself, where experiences are exchanged, where one influences and one is influenced… (Santana*et al*, 2021a).

Technology has put these social interactions aside and start to become part of the everyday lives of adults, children and teenagers. The use of technological means appears increasingly earlier. According to Comitê Gestor da Internet no Brasil (CGI. Br), the research *Tic Kids Online* Brasil carried out between octuber 2018 and march 2019, points out that 86% of brazilian kids and teenagers, aged between 9 and 17 years old,are internet users. This is the equivalent of 24,3 million connected individuals.You realize that great part od teenagers has access to internet (Comitê Gestor de Internet no Brasil, 2018). The same research show that children and adolescents aged between 9 and 17 years old, internet users, access the web via cellphone and stay stable for 93%, which is 22,7 millions individuals. From this data, it is possible to notice that contact with the internet becomes easy to access when it is carried out by cell phone, allowing the user to be accessing the network at any place and time. (Comitê Gestor de Internet no Brasil, 2018). According to Lévy (1999) cyberspace, which is also called the network, which is born with the use of the internet, gives rise to new needs and new demands. Resulting in new ways of acting and a new sociability, which, many times, has changed not only people's behavior, but also the psychic construction of human beings.Taking this into considerations, the author Ferreira, *et al*. (2018) proposed:

> In scientific researches, in universities around the world, they have shown the relationship between the compulsive use of the internet, as well as with electronic games and social networks, with several human implications: attention deficit, concentration difficulty, reduced memory capacity, social isolation, stimulation of sexuality; manifesting itself in different behaviors in adolescents with different social, economic and cultural conditions. (Ferreira*et al.,* 2018, p. 5).

According to Fonte (2008), when the adolescent accesses the internet, unsupervised, it can become more than just a means of accessing cultural content, so, that is a disruptive factor can develop in the socio-emotional process, which is understood by the management of emotions in the relationship with each other. Considering these data, the question arises about how the indiscriminate use of time on the Internet can affect teenagers socially and affectively, as well as its advantages and disadvantages, and its relationship with filtering or supervision of those responsible. In summary, "the virtual space configured itself as a social laboratory for real life, so that the internet started to be used also as a way to overcome social difficulties, emotional conflicts and shyness" (Ferreira*etal*., 2018, p. 2).

TEENAGERS IN THE DIGITAL ERA

The law number 8.069/90, which regulates the Child and Adolescent Statute (ECA), defines a person between twelve and eighteen years of age as adolescence. This period is a remarkable and transitional phase, when the search for identity manifests itself. Therefore, it is understood that "adolescence is seen as the transition from childhood to adulthood, causing important biological, cognitive, emotional and social changes" (Silva*et al*., 2020, p. 975). Several authors contributed to this thought, such as Stanley Hall, who was the first Psychologist to establish a Psychology focused on adolescence, taking the Darwinian concept of biological evolution and elaborated it as a psychological theory of "abbreviated recapitulation". Hall defines adolescence as a universal and inevitable transition period, considering it as a second birth. He recognizes the influence of culture while valuing the individual differences of adolescents and their plasticity (malleability) characteristic, and can be considered innovative and provocative for his time, a precursor of contemporary contextualist theories. (Hall, 1904). Bringing light to Kurt Lewin's field theory(1935), Passos and Barros (2000) claim that Lewin has a main concept of living space. Therefore, the authors comment that "it comprises the totality of coexisting and mutually interdependent facts. Just as the individual and their environment form a psychological field, the group and its environment form a social field" (Passos e Barros, 2020, p. 71). In this sense, it can be highlighted that this conception is also linked to the period of adolescence, which is considered a time of group transition.

In other words, as a "social locomotion", where the insecurity of that moment will be reflected in behavior. According to Erikson (1976), adolescence is a way of life between childhood and adulthood, which brings a great feeling of omnipotence. It is possible to notice in adolescence, a great independence and resistance to the opinion of others and advice from older people.

> Adolescence, therefore, is less "stormy" in that segment of talented and well-trained youth in exploring expanding technological trends and, thus, able to identify with the new roles of competence and invention and accept a more implicit ideological perspective (Erikson, 1976, p. 130).

It is also noteworthy that adolescence is a stage of human development characterized by changes in physical, emotional and social aspects. Erikson (1976) attenuates the social aspect crossed by the idea that it is in the period of adolescence that the individual builds his personal identity, where he decides who he is, based on his self-conception, in line with expectations. In accordance with Maurício Knobel (1992), in his work written with Arminda Aberastury, (2000), describes what they called the "normal teenage syndrome". Thus, adolescence is located in the:

> (...) search for self and identity; marked group tendency; need to intellectualize and fantasize; religious crises; overt sexual evolution (from autoeroticism to adult genital heterosexuality); intense demanding social attitude; successive contradictions in all manifestations of conduct; progressive separation from parents; constant fluctuations in mood and state of mind; and temporal relocation (Aberastury e Knobel, 1992, p. 29).

Another author, Zaguary (2002) stated that during adolescence, teenagers experience emotions that are often contradictory. In this sense, they can become depressed, seeking isolation. Sometimes they can go the other way, looking for euphoria by trying out different possibilities in their life. In this mix of emotions and search for identity, adolescence is configured in a scenario of easy access to digital technologies. Teens are the ones who develop the most in the face of the transformations of digital technologies, leading to the possibility of digital dependence. It is also mentioned that adolescence is characterized by the phase in which social life is expanded. Previously, groups of friends were formed by those who studied at the same school, lived in the same neighborhood, attended the same course or even those who had common interests, being the way they had to expand their social life. With the emergence of the internet and the rise of technology, they cause a real revolution in relationships, which until then, were established based on personal contacts and coexistence, transforming individuals into interacting and communicating agents. (Santana*et al*, 2021a). In this perspective, the adolescent not only began to have greater access to information, but also began to participate in it directly, expressing opinions and interacting at the same time with those who received it. The authors Arrivillaga, Rey and Extremera state that worldwide "it is estimated that around 59% of the population actively uses the Internet. Despite their daily routine, numerous investigations have found that the inappropriate use of digital technologies is associated with negative effects on a psychological level, such as increased symptoms" (Arrivillaga, Rey e Extremera, 2021, p. 1).

According to Piaget's teachings (1970), the human being is essentially a social being, therefore impossible to be thought of outside the society in which he is born and lives. In this sense, it needs social interaction and relationships with other people for this socialization to happen. Thus, there is great concern regarding this social issue, as the indiscriminate and continuous use of the internet can make it impossible to continue these relationships, causing adolescents to have difficulties in social interactions, especially when time is restricted or prioritized with virtual activities. Society revolves around the Digital Age, there is no way these days to imagine life without the presence of the internet. Children and teenagers have access to this technology at an earlier age. It brings benefits if used correctly, but it also has its disadvantages when not guided by those responsible and used inappropriately. The important thing is to know how to use this facilitating tool in the right way. Today's teenagers were born in a world surrounded by technology, which makes their contact something simple and normal. Their parents are in the transition of two generations, which limits and brings difficulties in teaching. Generation Y, according to Tapscott (2010), is the millennial generation for characterizing the rise of the computer, the internet and other digital technologies. Scharf *etal* (2012) add that this generation comprises those born between 1980 and 1995 and that Generation Z are those born after 1996, a generation called *zapping*, which, according to Aretta e Fromining (2011), refers to the ability to perform multiple tasks at the same time. In this way, children end up knowing more than their parents about how to manage technology. In this sense, "few parents really know what their kids are doing in the cyberspace. Schools have been working on the reality of students who often know more about cybernetics and new ways of learning than their teachers" (Tapscott, 1999, p.23). For Santos Neto and Franco (2010) both Generation Y and Generation Z are suddenly suffering a rupture in the ways of perceiving the world. The reconfiguration in written language is also noteworthy, as many of these young people show aversion to the practice of reading books in the traditional way. The difference in the ways of teaching between them and the generation that was taught through the traditional method is understandable, because "[...] this is a complex problem for these young people, as their world clashes against their parents' and educators':The clash of different forms of apprehension/perception and, consequently, also of knowledge construction". (Santos Neto e Franco, 2010).

Children and teenagers are vulnerable. With this in mind, an orientation manual was created by the Sociedade Brasileira de Letras (SBP *et al*., 2016) to doctors, parents, educators, children and teenagers about how to deal with the internet, focusing on "Children and teenagers's health in a digital age". In this manual, there are several guidelines according to age and its particularities. And it suggests that the daily time or total duration/day in front of the computer screen, cell phone or television be limited in proportion to age and stages of brain-mental-cognitive-psychosocial development. Teenagers need help from parents to set time limits and avoid isolation in bedrooms. It is necessary to mediate this time used for online games with other sports activities, outdoor exercises and other activities outside the virtual world. The manual encourages parents and caregivers to talk about rules and always maintain a dialogue about the dangers that this virtual world can bring, in addition to monitoring the access of these adolescents.

THE IMPACTS OF OVERUSE OF THE INTERNET

The excessive use of technologies highlights fears and questioning of scholars about the technological interface versus human interaction and seeks to introduce new procedures to be investigated. According to Tavares (2020), "the internet removes physical and social barriers that separate individuals, is a source of information unsurpassed by any other, and allows inclusion and social support to people who would otherwise have difficulty obtaining it. (Tavares, 2020, p. 21). However, even with the countless benefits brought by the use of technology as a means of communication, it is evident that there is concern about the impacts caused by the indiscriminate use of technology, especially on teenagers who access the communication tool more frequently. According to the Brazilian Psychology Society - SBP (2016) the indiscriminate use of electronic devices such as cell phones, computers and electronic games can result in problems related to the development of kinesthetic experiences (touch, smell, taste, sight and hearing) and also losses related to socialization and connection with people. In this sense, excessive use of cell phones and other electronic devices can cause mental problems, such as increased anxiety, violence, cyberbullying, and eating and sleeping disorders.

Thus, through the use of the internet, a new way for people to interact emerged, bringing ease of information, communication and relationships, influencing the way of life and routine of regular users.

It is worth mentioning the speed with which these technologies have dominated people's daily lives and transfigured the way to buy, invest, connect to their spirituality, study, relate, etc., to the point that it is possible to think of a virtual audience, faithful to all platforms and sites of interest, which increase every day (Vera, 2021), thus revealing yet another phenomenon of post-modern society.To Bauman (2004) current societies have lived in "liquid" times, building fragile and fast relationships, assuming that everything is replaceable, including human beings. Furthermore, with the increase in the technological process, the virtual environment allows the creation of an imaginary place and the more time a person uses it, the more real and evident this world becomes. Thus, in some cases the internet can be considered a means of subterfuge, leading to a growing number of fragile relationships and isolation from friends and family (Santana e Zanatta, 2021). Thus, we can assume that it is difficult for human beings to stop living with this virtual reality. It can be said that, with the advancement of technology, significant changes must also happen in people, who are increasingly dependent on these tools. Every human being, born in this period of history, must adhere to these innovations, otherwise it will be "outdated" or "obsolete". Therefore, they are urged to understand and face this entire technological revolution as a facilitator of their social and educational process, among others. In this sense, Kenski (2007) stated that:

> Currently, the emergence of a new type of technological society is mainly determined by advances in digital communication and information technologies and by microelectronics. These new technologies - thus considered in relation to previously existing technologies -, when socially disseminated, change professional qualifications and the way people live, work, inform and communicate with other people and the whole world. (Kenski, 2007, p. 22).

In this direction, the technological revolution has brought about several changes in human subjectivity, in such a way that it is very difficult to think about current life without the presence of the digital realm. Gonçalves and Nuernberg (2012) stated that the virtual world has its benefits, like: increasing the amount of information for the school environment and also among friends, enabling indirect contact with people who have the same interest; it brings distant subjects closer, facilitating contact between individuals with difficulties in relating, among other aspects. In short, everybody is inserted into the digital age being active or even a consumer of technological devices. Those who can quickly keep up with this change are teenagers who are connected at all times: chat, instant messaging, social networks, and so on. In addition, different access possibilities can cause growth or conflicts, which will define their relationships and attributions.Therefore, adolescents "grow up with excessive contact with technological tools and have the limit of hours exceeded, as they understand that they are more susceptible to such emotional and social disturbances" (Souza e Fernandes, 2020, p. 681).

METHODOLOGY

In order to investigate the behavior, as well as the impacts caused on the generation of adolescents connected to digital technologies, a survey was carried out with 13 adolescents, 7 males and 8 females, aged between 12 and 18 years old and part of the middle class of the population of the city of Rio de Janeiro/RJ. Participants, adolescents, were randomly selected and volunteered to answer the proposed survey. As they are minors, the Informed Consent Form was signed by their guardians and the consent form was signed by the adolescents themselves to ensure confidentiality, in accordance with the necessary ethics. For the development of the research, a questionnaire was applied through the Google Forms platform, by the *link* https://forms.gle/626PA2eZnegd7D7dA, composed of ten questions, one objective question and nine discursive. The survey form was designed to seek information about the reality experienced by those involved with technological means and try to identify the possible impacts on their lives. The content analysis resulting from the interviews was carried out according to Bardin (2011).

The chart number 1 presents a description of the profile of the participants, where A represents the adolescents interviewed in the survey.

ANALYSIS OF THE RESULTS

The collected data were submitted to the content analysis method, in its categorical aspect, in order to investigate, from the discursive material, the meanings attributed by the interviewees to the phenomena (Bardin, 2011).Thematic categories were highlighted, organized based on the similarity between the elements contained in the collected material. From the participants' narratives, three categories of analysis emerged: Connectivity, "fakes" in social networks and Ease of communication.

RESULTS AND DISCUSSION

From the final categories of analysis found, the discussion is theoretically subsidized and based on the authors' reflections. The first category called "Connectivity" reveals that teenagers use their cell phones for long periods of time and are connected to the device most of the day. Some have reported: "I use my cell phone for 16 hours on normal days, during the pandemic I spend up to 20 hours on my cell phone." (A10); "I stay on my cell phone most of my day, I just don't do it more because I have class." (A6) and "I use my cellphone the whole day. I use it to do everything." (A2). Many of the interviewees attribute the cell phone a place of great importance in their daily lives, and report having different and unexpected reactions when they are prevented from using their smartphone. When asked how they feel without being able to use their cell phone, they describe the feeling of agony, boredom and anxiety. They said: "If I'm without my cellphone, I feel useless!" (A6); When I'm without my phone, I'm the agony itself!" (A3) e "When my cellphone is not around, I feel bored!" (A1).

Chart 1. Description of the profile of the participants

Participant	Gender	Time that most accesses the internet	Electronic device most used to accesses the internet
A1	Female	Evening	Cellphone
A2	Female	Afternoon	Cellphone
A3	Female	Evening	Cellphone
A4	Male	Evening	Cellphone
A5	Female	Afternoon	Cellphone
A6	Female	Afternoon	Cellphone
A7	Male	Afternoon	Cellphone
A8	Male	Evening	Cellphone
A9	Female	Evening	Cellphone
A10	Female	Afternoon	Cellphone
A11	Male	Afternoon	Cellphone
A12	Male	Evening	Cellphone
A13	Male	Evening	Cellphone

Source: Prepared by the authors

Fast access to the internet, the speed of information, one-click connectivity, being able to start a research or give it up in less than a minute, gives teenagers a feeling of autonomy and omnipotence. With the ability to be present in multiple applications simultaneously and share your daily life, it creates the feeling of ubiquity. The convenience caused by access to the internet and to the virtual world makes it seem that the difficulties of the real world do not exist or that they can be solved with the same easiness, making teenagers less prepared to deal with unforeseen situations or dissatisfactions. With this reality given, it is possible to understand why teenagers despair at the possibility of not having their cell phone. The feeling mentioned by the interviewees corroborates the hypothesis initially presented about the influence and possible stage of dependence on the media and a possible psychic decay suffered by its absence. According to Nicolaci-da-Costa (2005), in the absence of this access, adolescents feel excluded from socializing with their friends, relatives, boyfriends and face a new form of loneliness, no less painful than the traditional ones.

The concept of freedom, when not used responsibly, makes people more insecure and empty. This insecurity can lead human beings to experience conflicts and an existential emptiness, as they do not make contact with the possibility of achieving meaning in life. (Santana e Zanatta, 2021). The feeling of boredom, agony and uselessness may reflect an existential emptiness experienced by these adolescents, a term used by Logotherapy and Existential Analysis proposed by Frankl (1989) which constitutes a feeling of incompleteness, in which the person loses purpose and meaning. These feelings generated in existential emptiness can result in depression, anxiety and loss of meaning in life. The second category called "Fakes on social networks" reveals that the answers to the questionnaire highlighted the anonymity of the virtual environment, which provides different ways of interacting, especially negative ones. It is worth mentioning that some negative points involve exposing the presence itself, using "fake" profiles, spreading fake news and simulating reality. teenagers emphasise the use of fake profiles, excessive exposure and anonymity as a disadvantage. Here are some reports: "The downside of the internet is that you can be what you want and harm whoever you want." (A2); "There is no commitment to tell the truth." (A11); "People think that the internet is lawless land, and that they can do whatever they want with it, "fake" profiles, inappropriate content!" (A4) and "The biggest disadvantage of using the internet is exposure.." (A8). The internet has become a place of exposition, where people publish routines and activities in their profiles. Due to the speed of relationships and the constant need for content disclosure, these actions lead to an excessive and careless exposure of intimacy and, also, a growing search for prominence in the virtual world. According to Keen (2012), social visibility is attached to status and power in the virtual world. The constant exposure increases the need for teenagers to post more content. On social media, the appearance of fake profiles and fake news is constant. Amidst the propagation of false profiles and the simulation of reality, this fantasy environment has been gaining more and more space among people and especially among teenagers. The simulation of something and the creation of a parallel world can directly affect the authenticity of the human being, which has generated inauthentic behaviors in many people. About inauthentic existence, Heidegger (1982) understands that, the being is constantly afraid, worried about the opinion of other men, of being within the material and psychological standards that are imposed on them, thus, inauthenticity will directly affect the construction of the adolescent's identity. The construction of the individual's identity takes place in the relationship with the other and the use of the internet is a favorable field for this. The importance of identity construction can be highlighted, and according to Aberastury (1992) and Calligaris (2000), in adolescence, great physical and psychological changes take place, from which the subject will start to apply different strategies to be integrated into society, seeking some space, from being a child to becoming an adult, and, with this, molds himself in the best way in order to be accepted and known in this environment influenced by social media marketing.

Since then, there is an emerging necessity to redirect these adolescents to find, in reality, the guiding criteria of their lives inspired by human guidelines, values, so that access to the virtual world can occur in a more balanced way.The third category called "Communication" reveals that the interviewed adolescents emphasized communication and ease of access to information as major advantages of using technology. It is a benefit for carrying out school activities, as well as providing access to current news, the dissemination of content and information and the exchange of knowledge between people, benefiting the creation of bonds. Below are some reports from the surveyed: "A big advantage is being able to study more easily and talk to people who live far away from you." (A5); "We have accurate information anytime we want!" (A3); "Communication and interaction are among the main advantages of using a cell phone." (A10) and "It became much easier to keep in touch with people, especially during the pandemic." (A13) Real-time communication, access to information and the several alternatives to online chatting provide the shortening of spaces, expanding the possibilities of exchanging information, encouraging the creation of new social bonds.

According to Nicolaci-da Costa (2005), virtual experiences start to assume an important aspect in the process of contemporary subjectivity, showing that virtual experiences are capable of even modifying the perception that some people have of themselves. Therefore, it is worth pointing out the benefits that the internet can bring to its users. During the COVID-19 pandemic in 2020, the population was forced to live in social isolation to contain the spread of the virus, thus, it is clear how much communication via the internet through applications can facilitate and maintain the social bonds between people who are far away. These applications were used by schools and universities in order to maintain contact and the broadcasting of classes and content in real time, as well as, it was possible to maintain the emotional bond with friends and relatives (Santana, Domingos e Moraes, 2021).

CONCLUDING CONSIDERATIONS

From the study carried out, it was found that the use of the internet becomes increasingly important and is part of the daily lives of adolescents, having a role of great influence and contribution in their education and, at the same time, it has a bias that can negatively affect the adolescent who is in the process of building their identity. In this scenario, it can be said that new ways of acting and living emerge, starting a process of social and affective transformation in adolescents (Campos*et al*, 2021). The electronic device most used by teenagers to access the internet is the cell phone. Faced with the impossibility of using the device, adolescents feel affected in their subjectivity, expressing feelings that reflect the existential emptiness proposed by Frankl. This data confirms one of the hypotheses raised in the research, about the impacts that the use of the virtual world causes in the lives of adolescents. The biggest access on the internet happens through the search for social networks, which are increasingly becoming a way of disseminating content and self-exposure. As this exposure becomes excessive, there is the necessity to generate content frequently, in many cases, adolescents begin to simulate their lived reality. There is a great danger in this simulation, as it can directly affect the construction of the adolescent's identity through inauthenticity. The study points out positive and negative aspects of internet use and does not intend to cover the entire psychological understanding and consequences in relation to how the virtual world is used, but highlights several aspects that should be analyzed mainly by parents and guardians who care about the teenager's development. The monitoring of those responsible has a key role, due to the ambivalence of the use of the internet. In this sense, it is suggested that further studies be undertaken, applying them to a larger sample and enriched by the use of other data collection instruments aimed at assessing the reality of these adolescents, in an expanded sample against other constructs such as psychological well-being, meaning of life, anxiety and the impact that the internet has on teenagers' lives.

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