

REVIEWS

HALACHOVÁ, MAGDALÉNA – ROVENSKÁ, DENISA: VIRTUÁLNE A REÁLNE PROSTREDIE DOSPIEVAJÚCEHO

Košice: UPJŠ, 2017, 62 s.

Both authors of this monograph (Mgr. Magdalena Halachova, PhD. – Mgr. Denisa Rovenska, PhD.) have long been interested in exploring the interests of young people in the context of a modern, predominantly mass-communications and technological society. Both authors perform their research under the guarantee of the University of Pavol Jozef Safarik in Kosice, at the Faculty of Public Administration and the Faculty of Philosophy. The presented publication deals with the role and importance of the virtual environment in the context of education, behavior and possible impacts on the children. The authors consider the target group to be those aged 11-15 years, terminologically considered by the official common psychological classification as „adolescents“. The monograph maps the relatively current issue of using the Internet in terms of a mass increase in its relevance to the target audience. The research target group (often seen as an object of the survey) “lives” in both real and virtual environment and uses the virtual one not only for private but also for educational purposes. The title of the publication itself very well reflects the intention to compare and map the virtual and real aspects of the life of the teenage child (“adolescent”) in the context of possible social and psychological influences. The aim of the research is consistently monitored and fulfilled by the authors throughout their work. It is interesting to follow the individual from the point of view of his personal background and at the same time as a member of the society in which he or she might create relationships in the comparison of reality and the virtual environment. The authors completely fulfilled this intention.

The publication consists of four logically separated chapters, but considering its main practical purpose and use we may divide it into two main parts. In my reviewer’s view, the first part deals with the theoretical background and is divided into three logically sequential chapters. The authors present relevant theoretical and empirical bases and findings from national and foreign literature sources on the key topics of the area under consideration (cyberbullying, internet addiction, etc.). The second part presents a “guideline” to the practical implementation of the specific activities presented by the authors within the described case studies, and

this is where I see the dominant contribution of the monograph for both public and professionals. From my point of view, the chapters 3 and 2.1 are of most importance. The authors present the results of the research on correlation between the problematic use of the Internet and other selected factors, such as the social support or personal assumptions and characteristics of the individual. In the last chapter, a set of various activities is presented in order to minimize the possible negative effects of the virtual environment on adolescents. The practical tasks of self-discourse, reflection of own opinions, attitudes and emotions, development of social competences or interpersonal relationships are presented in this part of the monograph and allow a further discussion about the issue. These individual case studies (described in the last chapter) are specifically presented and plainly explained to ordinary readers. On the other hand, the variability of possible solutions provides an open space for further discussion among the professionals.

The way of writing and the style of writing is professional, but still very easy to read for the public. All relevant information is provided in a simple understandable way for an expert, an impartial reader and a target group of adults, despite the fact that the authors refer to the scientific knowledge and findings from the complex expert research and analyses. It is praiseworthy that the authors managed to present the scientific and technical terminology so logically and comprehensibly in this publication which enables a common reader to understand all the presented information. Despite the limited scope (62 pages), the publication is meaningful and presents many benefits for the professional public society.

The benefit of this publication is undoubtedly in describing and presenting the most obvious and identifiable possible risks that the Internet time brings to the group of adolescents. I personally see a high added value in the described set-up of the educative methodologies, which use is of great potential in the praxis. If performing and training all described activities with the adolescents in praxis, we might achieve a very effective functioning in interpersonal relationships as well as a secure administration in the virtual environment of the Internet.

The content, scope, character and formal criteria of this publication correspond to the requirements for inclusion in the category of monographs. The reviews of experts in the field of sociology, psychology and social work prove that the publication deserves the attention and is of much importance to society. I evaluate the publication very positively and surely recommend it to both the public and professionals.

Associate Professor Ivana Butoracová Šindleryová, PhD.
Faculty of Social Sciences UCM in Trnava
Bučianska 4 / A, 917 01 Trnava
ivana.sindleryova@ucm.sk