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Features of the Internet`s use in the daily life of Ukrainian students

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Yaryna Khmil | jarunka21@gmail.com
Department of Sociology, Faculty of History, Ivan Franko National University of Lviv, Ukraine
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Olesia Benchak | olesia.benchak@uzhnu.edu.ua
Department for International Studies and Social Communication, Faculty of History and International Relations of Uzhhorod National University, Ukraine

Abstract | The Internet as a source of information, a means of communication, a platform for self-presentation is every year becoming more and more part of a person's everyday life. This process is most active and relevant for young people, especially students. Students are social actors, drivers and catalysts of social change, being one of the first to participate and lead new opportunities. It is this social group that not only adapts to new conditions more easily than others, but also promotes them among other layers of the population. Their daily lives are changing, and with it their behavior is changing both online and offline, which all affects the self-awareness of student-users and the virtualization of the reality around them. The epidemic of COVID-19, and then the war in Ukraine, made the Internet an indispensable element of the daily life of users all over the world, and in our country in particular. There is a lack of sociological research on the use of the Internet by students as a social group and in terms of the combination of Internet awareness and Internet practices of users in Ukraine, so the findings once again emphasizes its relevance.The main tasks that the authors set themselves were to find out for what purpose Ukrainian students use the network and how much time they spend there. The results of the study showed that according to the results of the comparison of the respondents' stories about their own Internet practices and the content analysis data of their screenshots, the declarations of 16 of the 24 interviewed respondents were not confirmed. This discrepancy proves that the real actions of users on the Internet are not always correctly evaluated by the respondents themselves. But still, according to both criteria, passive communication or surfing social networks (Youtube, Telegram, Facebook, Instagram, Twitter) comes first. The Covid-19 pandemic also compelled people to make adjustments to daily life , especially students, who were forced to switch to online education, thus increasing the use of the Internet. The time they spend on the Internet increased by a third, and this increase was mainly due to the increase in the passive consumption of ready-made video content, which does not even have to be searched for or selected by oneself. The article presents the empirical results of a sociological study aimed at identifying the peculiarities of the dynamics of the use of the Internet by Ukrainian students in everyday life, in particular, in the conditions of the COVID-19 pandemic and related quarantine restrictions. The main practices of the Internet among students were studied and analyzed, and the interpretation of the obtained results was described in the article.

Keywords | Internet, Internet practices, smartphones, social network, students, student`s everyday life

Introduction

The development of information technologies and the Internet in the modern world has led to a quantitative and qualitative increase in its users. This trend has been consolidated and accelerated during the period of the coronavirus pandemic. Events, opportunities and technologies in this area are now developing so quickly that the theoretical understanding of these processes is not fully understood. It is an established fact today that socio-humanitarian sciences are permanently lagging behind in understanding new social realities, which appear with lightning speed in the life of the world's population, and, consequently, do not have time to be reflected even in sociology, which is primarily called to diagnose society and predict its changes.

Students as social actors, movers and catalysts of social changes are among the first to become participants and leaders of new opportunities. It is this social group that not only adapts to new conditions more easily than others, but promotes them among other layers of the population. Their daily life is changing, and with it their behavior is transforming both on and off the Web, all of which affects the self-awareness of student-users and the virtualization of the reality around them.

A no less important aspect of the research of the daily life of the Internet user and their place in it is the visualization of reality, the subject's tendency to perceive and analyze, largely, visual content. This is especially important for students as a social group whose main task is the analysis and assimilation of new knowledge and skills for further successful social and professional self-realization. All these processes should be taken into account when organizing the educational process, leisure and development of social interactions of modern student youth. It follows from this that the practical relevance of this kind of problem is also undeniable, since the procedural dimensions of people's everyday life on the Internet are of real importance for the formation of the digital policy of the state, the digitization of all spheres of life in society, including the transformation of the education system, and the transition to distance learning due to the Covid-19 and the large-scale war in Ukraine.

Internet use in Ukraine and the world

In Ukraine in 2009, only 17.4% of the population were Internet users, and almost all of them were concentrated in large cities. Factum Group Ukraine claims that as of the end of 2021, there were 30.96 million (or 91%) citizens in Ukraine who regularly used the Internet; while 75% had access to the Internet at home (Plus 2 million users, 2022).

Currently, among people aged 15 to 24 in Ukraine, 97% regularly use the Internet, while the remaining 3% use it from time to time. For young people who are finishing school and choosing a profession, and, therefore going through a period of active personal and professional self-determination, the Internet as an unlimited source of information and communication is especially important. Ukrainian high school students and students use the Internet as actively as their Swedish peers – although this comparison was relevant in 2018 before the COVID-19 pandemic, quarantine and the transition to distance learning in Ukraine.

In Ukraine today, 100% of people with a high level of income regularly use the Internet, 93% of those who estimate their income to be above an average, 8% of those with average income, 66% of those below average income, and only 39 share of regular Internet users among low-income consumers. 87% of users have completed higher education, 84% have an incomplete higher education, 72% have secondary specialised education, 54% have primary education, and 49% of users have completed secondary education. The largest number of regular users are among pupils and students (97%). Single and unmarried regular users are 86%. 66% of users use a mobile phone

or smartphone, 40% use a home laptop, 36% use a stationary home computer, and only 14% use a tablet (Tepes, 2019)

If we try to draw a social portrait of a Ukrainian Internet user from the obtained data, we will see that it is mostly a young person with a full or partial higher education, an average or high level of income, who lives in a large city (from around or above a 100,000 population). The majority use their smartphones and other mobile gadgets to access the Internet, although 65% have access to the Internet at home, and this figure is even higher in cities. Students and schoolchildren are the social group that regularly uses the Internet almost 100% of the time.

The specified study by Factum Group Ukraine was conducted by a commercial structure with the aim of identifying the features, needs and potential for the development of the Internet services market and access to high-speed Internet in our country. After it was carried out, the main mobile operators of Ukraine agreed on the redistribution of radio frequencies to increase the power and speed of 4G Internet. Relevant legislation was adopted as part of the process of digitalization of Ukrainian society. Although this study did not set itself the goal of researching students as Internet users, it recorded that they, together with schoolchildren, are the most active users (97%), which means that in the near future the population of Ukraine will not lag behind the population of Sweden according to the given indicators.

The Internet, students and the educational process

It should be noted that empirical studies of the use of the Internet by students as a social group are not too common compared to surveys aimed at researching Internet users as a whole as a target audience for the media market, development of marketing strategies, etc. From the first group of such studies, we present the following.

In 2017, a university in Bangladesh conducted a quantitative survey on the Internet use of its students. 90% of all students used the Internet. 34% accessed via smartphone, 36% via smartphone and PC. 70% accessed the Internet from home, while 38% used Wi-Fi. As for the regularity of the event online, 38% log in every day, and 44% – more than once a day. The indicator of time spent on the Internet is from 1 to 2 hours for 40%, and less than 1 hour for 18%, which is approximately from 10 to 20 hours per week. We were most interested in the purpose of a student of this country staying online. Therefore, the majority of students noted that the Internet performs simultaneously several functions for them: as a source of educational information, communication with the environment, entertainment, and a way to earn money (Hossain & Rahman, 2017).

If we compare the obtained data, the level of Internet activity of students in Bangladesh is lower than in Ukraine (90% and 97%, respectively), but this difference is not critical. The level of distribution of such valuable equipment as a smartphone or a PC is lower there than in Ukraine, although in terms of GDP per capita, Bangladesh is ahead of our country. However, the activities of online students do not differ from the classic spheres of life of any student, regardless of where they live, namely: study, communication, leisure and work. The Internet, as a technology that creates new opportunities for the development of these spheres of everyday student life, gradually penetrates into these and other areas and transforms them in a certain way.

Another study was conducted on university students in South Africa and its main goal was to investigate the potential negative impact of the Internet on the socialization of the individual, the signs of online abuse and Internet addiction. For this, the author's questionnaire was developed, which was based on the methodology of problematic Internet use and the Internet addiction test. The results of the conducted survey did not reveal significant destructive or pathological

manifestations in the Internet activity of the respondents, but noted that the overwhelming majority of time spent by students on the Internet was in social networks, communicating by various means and methods (Almasi et al, 2017).

The Internet as the newest means of communication allows its users to communicate in real time; the development of the technical capabilities of the Internet and its software makes it possible for interlocutors to see each other, which means that the drawback of online communication, associated with the lack of visual contact – perception of facial expressions, gestures, emotions, etc., disappears. This has become especially important in 2020 with the introduction of mass quarantine measures around the world, which have forced millions of people to move the significant amount of their professional, business communication online.

In 2017, scientists from a Belgian university studied the impact of the Internet on students' academic activity. As part of this survey, students were asked to self-assess the impact of the Internet on the educational process.More than 90% claim that the Internet as a source of information was very useful for preparing assignments, almost 36% believe that it was the Internet that helped them get a higher grade for their work, 49% believe that it did not affect the result at all, and 16% were not prepared to answer the question (Apuke & Iyendo, 2020).

We consider this scientific article important in the context of the research, not only because it is thematically included in the scope of our scientific research, but also because the authors investigated the impact of the Internet on the educational process, based on the evaluations of the students themselves. They asked, for example, "How important is the Internet as a source of information for preparing for classes and for the educational process in general?", "How did the Internet affect the received grade?" As a result, about 90% of respondents considered the role of the Network in this regard to be very important, but claimed that it did not affect their received assessment. Several generalizations can be made from the given sociological information. First, the Internet definitely ranks highest as a source of educational information for students due to various reasons, including convenience, accessibility, ease of use, speed of information and retrieval. Secondly, students see the Internet mainly as a tool - a huge searchable library that helps them prepare for classes, but the completion of the task, and therefore the received grade, depends entirely on the students themselves.

In part, this can be considered right, but there are certain problems here. First of all, it should be noted that the specialization of the student is important. If it is a technical specialty, exact sciences or programming, then it is easier for the teacher to determine and evaluate the authenticity of the student's abilities and skills. However, in the humanitarian sciences it is harder for a teacher to assess the authenticity of a student’s piece of work. In some cases, only the student's moral and ethical values stand in the way of plagiarism. The solution to this problem could be the introduction into the free intra-university use of the software, which was created to combat intellectual piracy and plagiarism, as well as more intensive explanatory work on the part of teachers regarding academic integrity and the inadmissibility of plagiarism as a way of fulfilling one's academic load.

Another important aspect of assessing the impact of the Internet on the quality of the educational process is not only compliance by students, but also the teaching process by the lecturer/teacher. For a complete picture and a comprehensive study in the context of education and the Internet, it is worth considering all its participants: regarding teachers and their opinion on how the Internet affects the educational process, what new opportunities it opens up for the lecturer, what problems arise and what are the ways there are to solve them regarding students, for whose sake the educational process is run for, they should also be subjected to the procedure of systematic monitoring with subsequent consideration of their expressed opinion. In our opinion, it is

impossible to assess the impact of the Internet on the quality of acquired knowledge without a certain objective indicator. Such a criterion could be a knowledge test, a control work as a certain type of evaluation, which would be conducted as an experiment on a chosen topic in two reference groups: one of them prepares for the test in a traditional way using the Internet, and the other does not use the Internet at all for preparation This would help to exclude the Internet as a dominant factor of determining influence on learning, at least in the process of student training, but it will not exclude the online daily life of students on the Internet from the educational process, because it is present both in the daily life of students and in the teaching work at the stage of teacher pre-class training, and during the teaching process.

A study conducted in Nigeria in 2018 can be considered steps in this direction. Three universities of this country participated in it. Three focus groups of 6 participants each were formed. The focus groups consisted only of those who studied at these universities; teachers were not present at these discussions. In these focus group discussions, students tried to evaluate the advantages and disadvantages of using the Internet within the educational process (Geyer et al, 2017).

Among the advantages, respondents attributed the ease and speed of using the Internet, and access to a huge array of information. Some users noted that knowing that all the necessary information is available and in one place relieved them of psychological stress, especially when the deadline was strictly specified at work. Another advantage of the Internet was defined as access to several sources at the same time, which facilitated their comparative analysis. All this had a positive effect on the respondents' evaluations. An important advantage of the Network was also the possibility of self-education. All thematic videos on YouTube and other resources allow people to expand their worldview, gain new knowledge and other skills that are not directly related to the educational process. It was noted that the Internet helps to develop critical thinking, and teaches to analyze and compare information from different sources. The network makes it possible to repeat the material that has been passed on, and to review unclear points once again.

This study is important primarily because it uses not only quantitative methods to identify the characteristics of students' use of the Internet and its impact on their educational practices, but also qualitative, in particular, focus group discussions, in order to identify all aspects of the interaction of the student network and the educational process. However, in our opinion, several points are not taken into account here. First, the study focuses only on the positive impact of the Web on students' learning practices, while at least some of the listed benefits have a markedly ambivalent impact on learning. This is, for example, the realization that all the material collected in one Internet source not only saves time and relieves tension, but also relaxes the student and creates the illusion that they still have a lot of time to complete the given task and can take their time. Secondly, access to unlimited information, besides the obvious positives, also has its drawbacks: it is not always possible to check the received data, adequately assess their context, and therefore analyze accordingly.

A study conducted at a Jordanian university in 2017 looked at students' Internet practices and the Web as a source of educational information. The obtained results showed that the absolute majority of respondents consider the Internet primarily as a medium of communication - 98%; also, students often go online for educational purposes – 90%; there, as a rule, they also spend their leisure time. 35% of respondents consider the Internet to be the main source of educational information; for 28%, these are lecture notes; for 34%, literature selected by the teacher. The main advantages of the Internet compared to other sources of educational information include: saving time – 37%, accessibility – 30% and interactivity – 20% in respect of those surveyed students at this university (Almarabeh et al., 2016).

We consider the proposed analysis of the role of the Internet in the educational process of higher education institutions to be one of the best examples among similar surveys, because the organizers are interested not only in such details as the frequency of access to the Internet, the duration of stay online, the device from which this access is implemented – typical features of such surveys. They also determined the place of the Web among other sources of educational information, and also compared the obtained results with other similar studies on the African continent. However, there are also weaknesses here, namely, the toolkit is limited only to quantitative methods, which does not allow for a sufficiently deep analysis and identification of the challenges facing the educational process in the Internet era, which are stated as one of the components of the topic of this study. According to a 2018 study, Polish students at the University of Wroclaw also regularly use the Internet (98% every day) at home or via gadgets. The most common reasons for going online are checking e-mail – 98% of answers of this type, searching for educational information – 96%, consuming extracurricular information – 92%, communicating in social networks – 89%, online banking – 85%, shopping online – 81%, downloading and watching movies and music – 82%, other forms of leisure – 80% (Skonieczna et al, 2018). Therefore, the Internet has become an integral part not only of the educational process, but also of the entire everyday life of students on the Internet.

The analyzed international empirical studies on the topic are very similar to each other, despite certain specific features characteristic of this or that country or local culture. Most of them are conducted within a specific university (or several), using mostly quantitative methods. The list of questions is mostly limited to the presence or absence of Internet access, the amount of time spent on the Internet, the type of technical means that provide online access, and the purpose of being on the Internet. The last point is also common for most studies and mostly correctly reflects the daily Internet practices of a modern student, which include communication in social networks, search and analysis of educational information, search for information for self-development, various forms of leisure time on the Internet, and work and consumption of goods and services. However, almost all of the above studies have one other thing in common: as a rule, they try to reveal the peculiarities of the consciousness and behavior of the subject of the Internet using quantitative and qualitative methods, regardless of the differences in the research subjects. In other words, the vast majority of foreign research on the role of the Internet in the everyday life of students accumulates mainly fixed manifestations of the opinions and assessments verbally expressed by the interviewed students in their rationalized form, that is, the state of Internet consciousness. At the same time, the real behavior remains undetermined, that is, the Internet practices of these same students on the Internet, the degree of agreement between verbally expressed judgments and the real behavior of students who use the Internet. At the same time, it remains unclear to what extent the verbally expressed judgments and evaluations are confirmed by the real behavior of the respondents.

Ukrainian sociological studies on the topic of the use of the Internet by students and in the aspect outlined by us (the relationship between Internet awareness and Internet practices) are actually quite rare. Back in 2009, the Center for Sociological Research conducted an empirical study on the topic "The Internet in the lives of students of the Kherson National Technical University", according to the results of which 92% of the respondents were regular users of the Internet. Even then, 56% of respondents went online several times a day. At the same time, 23% of respondents spent up to 4 hours a day on the Internet, and 15% spent more than 6 hours a day. The main purpose of using the Internet was: specifics of the educational process – 92%, interest in scientific work – 17%, communication in social networks – 57%, and spending free time – movies, music and virtual games – 55%. Important for our work is the fact that 49% of respondents considered the Internet an important part of their everyday life. But in addition to that, 46% of active daily Internet users in

this year also expressed the opinion that the Internet does not play a significant role in their lives (Halych, 2010). This phenomenon, recorded for one educational institution (and not only for it), can be caused by several reasons: firstly, not all users are aware of the place of online activity in their everyday life; secondly, they can hide the actual time spent online. It is the second point that forces us to review the very methodology of researching Internet practices only or mainly through verbal methods.The highlight of this study was a parallel survey of the respondents' parents about their opinion on this matter. 41.0% of parents positively assessed their children's online presence while 6.2% have a negative attitude towards it. The main reasons for a negative attitude are: over-long usage on the Internet – 66.7%, and problems when other family members cannot use the Internet according to their needs – 12.8% (Halych, 2010). Such results demonstrate that in 2009, when in Ukraine Internet users made up 10% of the population, the latter was perceived by students' parents mainly as an advanced technology that would help their children in the process of professional and personal self-realization. Therefore, the possible negative impact on students' lives was not sufficiently understood by average consumers of this service. Our scientific research is not aimed at identifying the attitude of parents to the daily use of the Internet by their student children, but it will be interesting to make such a comparison in further research.

In 2014, the University of Kryvyi Rih (Ukraine) conducted an empirical study with the aim of identifying the presence or absence of the phenomenon of Internet addiction among its students. Although Internet addiction is not a separate subject of this scientific research, some issues directly relate to students' Internet activity. In particular, its structure is as follows: 54% of respondents use the Internet to search for various types of information (not only educational); 33% – for acquaintance and communication; 13% – for entertainment. The time spent online is divided as follows: up to 2 hours. – 17%, from 3 to 7 p.m. – 53%, from 8 to 10 a.m. – 13%. To the question "Can you give up the Internet today?" 10% answered affirmatively, and 60% said it was impossible (Levchenko, 2019). Of course, it is impossible to talk about a complete rejection of the Internet during the peak of the coronavirus pandemic, but this question, posed in the context of Internet addiction, aims to determine the degree of dependence of our lives on the Internet. The disadvantage of this study was a very small sample – only 30 respondents.

An important experiment was conducted in 2015 at the Borys Grinchenko Kyiv University. The researchers tried to involve social networks in the presentation of new material during the lecture and to reveal their influence on the quality of assimilation of the received information. A special experiment was conducted for this purpose. The participants were divided into two groups: the control group – 64 people and the experimental group – 66 people. In the control group, the new material was presented only in the Moodle system, and for the experimental group, in addition to Moodle, a social network was involved. At the next lesson, a control measure of knowledge on the topic under consideration was conducted. The results varied. The level of mastery of the material by students who used the social network was 49%, while in the control group this indicator reached only 15%. This experiment proves that social networks can be not only a means of communication, but also a productive auxiliary element in teaching new material. In the same higher education institution, a small sociological survey was conducted, aimed at identifying the general parameters of students' use of the Internet. As a result, 94% of students have constant access to the Internet, 85% use it at home. The technical means are the smartphone – 52%, and the laptop – 41%. 50% of students use social networks for communication, listening to music and watching movies, 8% for self-realization and only 11% for educational purposes (Kuchakovska, 2015). According to the respondents, social networks provide immediate access to educational and methodological materials, provide communication with the teacher and the possibility of collective homework. One of the advantages of social networks is the ability to conduct remote classes, and although such an option was not relevant in 2015, it was still present as a potential opportunity that became

actualized in 2020.

This experiment can be considered one of the most thorough studies in the field of involving information technologies and social networks in the educational process: lectures, seminars, practical classes, and independent working. It used such a method, which is typical for evaluating behavior and everyday practices, as an experiment, which is a rarity for research in Ukraine. The effectiveness of social networks for assimilation of educational material was also scientifically confirmed. There is a stereotype that correspondence in social networks distracts students during class and interferes with learning the material. However, as this experiment has shown, allowing users to "legitimately" engage social networks can lead to unexpected positive results. The disadvantage of this study is the emphasis on social networks as a means of diversifying the educational process. But the Internet is not only social networks, it is a source of unlimited and sometimes unreliable information, to which free access also has its consequences for the educational process, both positively (accessibility, ease of use, saving time) and negatively (unverified information, plagiarism, falsely implying a completeness of information). All these aspects also affect the educational process, therefore it is worth implementing it comprehensively and in the unity of Internet consciousness and Internet practices, comparing the obtained results of verbal expressions of respondents with observations of their everyday Internet practices and, where it is appropriate and possible, to apply experimental research procedures.

One of the most significant developments from the point of view of relevance and subject matter is a study conducted in August 2020 by the sociological company "Socioinform" together with other Ukrainian and foreign partners, which aimed at revealing the attitudes, assessments and moods of Ukrainian youth regarding the transition from higher education to distance education learning and the challenges associated with this process. 57% of the surveyed students noted that it is difficult for them to perceive the material in a virtual format, and, therefore, in their opinion, the overall level of knowledge acquisition has decreased. More than half of the respondents believe that the educational process in remote form during the first wave of the coronavirus pandemic was poorly organized; namely, there was a deterioration of feedback with teachers and, as a result, a biased assessment of one's work. At the same time, teachers have doubts about the independence of performing various types of work aimed at checking the quality of students' knowledge, abilities and skills, while it was also recorded that unfair assessment by teachers does not motivate students to study in general. It is worth noting that students, compared to pupils, adapted better to the educational process in the conditions of the first wave of quarantine restrictions. Among the advantages of distance learning, students count the saving of time and money, the significant costs of which accompany the traditional educational process. However, a tangible problem is the lack of necessary support for full-fledged online classes: low Internet speed, limited access to unlimited Internet traffic, the price of mobile Internet. The lack of a single unified platform with a clear list of technical and organizational requirements, and interruptions in the schedule of classes, especially at the beginning of quarantine were also reasons for complaints amongst the student youth. This means that the main obstacles on the way to effective distance learning are primarily logistical in nature and primarily relate to technical and administrative mechanisms for organizing the educational process.

This study demonstrated that the process of students' adaptation to new learning conditions was relatively successful. Some of their innovations: conducting video lectures, communication between teachers and students using the Internet, should be maintained in higher education in the post-quarantine period. On the other hand, the lack of live communication with peers, as a mandatory component of the socialization of every young person, and the lack of direct, dynamic communication between a teacher and a student, which negatively affects the quality of perception and assimilation of knowledge, remain those problems that have not yet been can be

finally resolved.

Method

There is a lack of sociological research on the use of the Internet by students as a social group, and in terms of the combination of Internet awareness and Internet practices of users in Ukraine. Existing foreign and domestic studies on this topic distinguish three or four main areas of activity of students on the Internet: searching for educational information, communication in social networks, leisure time on the Internet, and job searches. If the specified spheres in general correctly reflect online Internet practices, then the real relationship between them remains unknown, since the study of the subject's behavior using verbal methods does not always guarantee a real result, from the respondent themself. For example, in one of the cited studies, Internet leisure practice did not show a statistically significant result, although it is usually in the top three. Therefore, for the study of Internet practices, we suggest using mainly non-verbal (mostly visual) methods of observation, self-observation, content analysis, and interviews.

As part of this work, we will use content analysis of screenshots of user browser stories from among Ivan Franko National University of Lviv (LNU) students. These screenshots allow you to get an idea of the Internet practices of Lviv students, including their content and time spent online. We also conducted semi-structured interviews with users who created screenshots in order to assess the extent to which respondents are able to correctly reflect their Internet practices on the Web. For this purpose, in 2017, a content analysis of screenshots of 24 students of the Ivan Franko Lviv National University from the first to the sixth year, of which 18 were girls and 6 were boys, was conducted.

Procedure

The research took place in several stages. In the first phase, students took screenshots of their Internet browsers during 24 hours of their typical daily life. The screenshots had to capture as fully as possible all the internet activity during the day, taking into account all the nuances: breaks, content, time spent, and be a tangible proof of this information. Based on these data, we analyzed what students were doing online. After some time, the interviewer conducted an interview with the respondents in order to obtain their verbal reflection on the same indicators: the time and content of the respondent's online activity. Later, the results were compared.

At the next stage, we analyzed 22 diaries of Internet activity which our respondents formed through the self-filling procedure, during September-November 2018. The main points were: the hour (time of day) when they went online and the exact time they left the Internet; the name of the site, as well as the purpose for which the student visited the site.

The final stage duplicated the previous one according to the procedure, that is, 22 diaries of Internet activity were analyzed in the same way, but was conducted in November 2020 with the aim of identifying the specifics of students' Internet activity in the context of the Covid-19 pandemic and related quarantine restrictions.

Ethical statement

The participation in the study was entirely voluntary and without any financial reward. At the start of each part, all the respondents were asked for consent in the processing of their personal data. The completion of the research was not obligatory and could have been terminated at any time. Data were processed in accordance with ethical principles. All personal data were anonymized during their statistical processing.

Results of the first stage: screenshots

Internet practices of students within the framework of this study are interpreted by the authors of this research as everyday, routinized, purposeful action of an individual online or offline in relation to the Internet, which has a certain structure, and is controlled based on the previous experience of the subjective abilities, skills, and features of the user's motivational sphere. With the help of content analysis of screenshots of LNU students' browsers, we investigate, first of all, online Internet practices. These are the actions of subjects in the Network, within the framework of which the Internet is, first of all, a means to achieve the goal, which we distinguish four types: educational (the student is online for studying), entertainment (entertainment), information (receiving information, viewing news) and communication (communication and interaction with other users).

In the context of the first type, the Internet acts as a source of educational information and a means of educational communication. According to the results of the content analysis, the search for educational information among all students scored 100 units and took last place -the 5th. Entertainment on the Internet is mainly represented by watching movies, series, videos, listening to music and playing virtual games. This component of LNU students' activity on the Internet surpassed the search for educational information by 3 units and amounts to 103 units of analysis. Social networks are a complex multifunctional entity, and activity in them should be divided into two parts: passive and active communication.

Passive communication in social networks is viewing the news of other users, expressing one's attitude to their content through likes or dislikes, sharing content that one likes. At the same time, the subject does not engage in direct dialogue (correspondence) with other users.

Active communication on the Internet is communication, correspondence on social networks, in which the user initiates or responds to the messages of other subjects. According to the results of the content analysis, 230 Internet practices of LNU students belong to this type of communication. Passive communication is more common among online students' communication practices – 2,550 units. With this indicator, it ranks first among all the Internet practices of the respondents.

The Internet is a universal source of information in the modern world. From this point of view, we considered its demand as an educational, entertainment and communication platform for the student audience, which is manifested in their online practices. These practices form relevant spheres within the Internet user's everyday life. However, when we go online into the real world, where we are surrounded by the problems or questions of our offline everyday life, the Web still remains an accessible and unlimited source of information that we use when the need arises. That's why we search the Internet for everything ranging from the shortest route from point A to point B to the size of the universe. Our respondents often used the Internet for this purpose. As these are students, we divided all the information they were looking for according to the criterion of its position in relation to learning: academic and extracurricular information. The last category included any information that was not related to education, entertainment and communications. According to the results of the content analysis, it was extracurricular information that scored 1,382 units among all respondents. Thus, the most popular type of Internet practices among student youth of LNU in 2017 was passive communication in social networks. In second place - search for extracurricular information, active communication in social networks - gained 230 points by a large margin from the leaders. Entertainment, the vast majority of which is found in watching movies online and searching for educational information, which became the least practiced action of LNU student users among all other behavioral acts online, remained at the end of the list (see Figure 1).

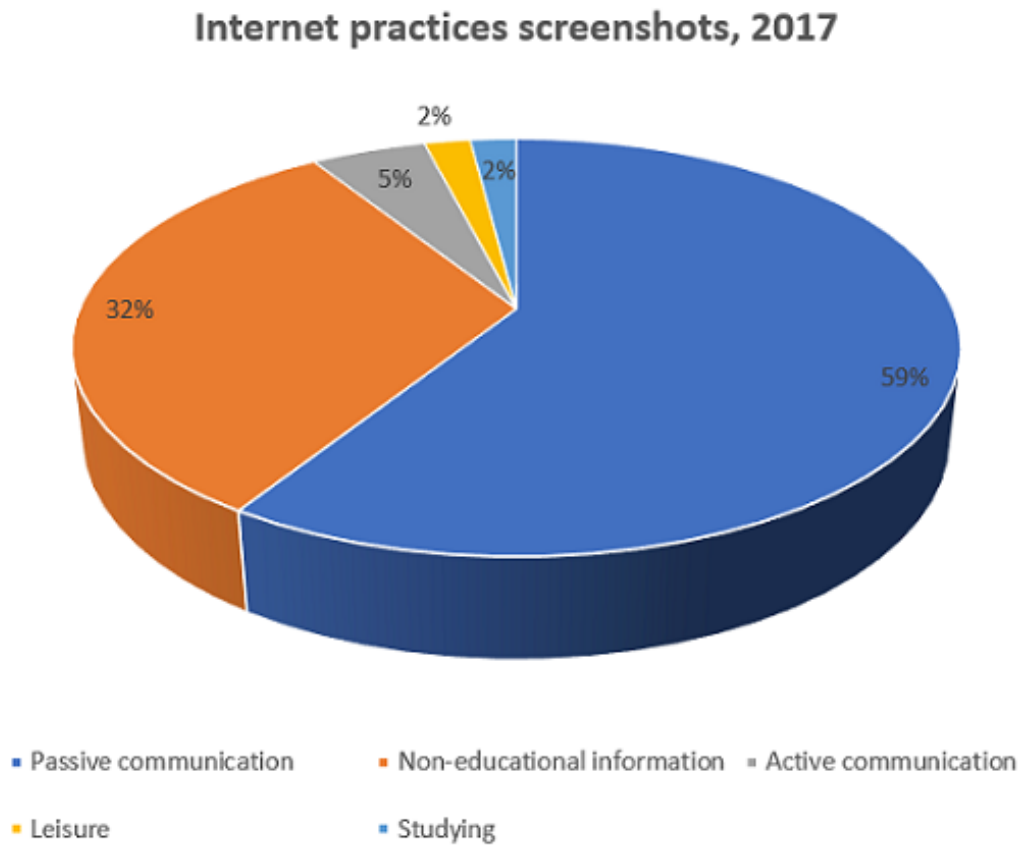

Figure 1. Internet practices screenshots, 2017

Most of all Internet practices of student youth are related to passive communication in social networks (59% of recorded cases); a third (32%) belongs to the search for extracurricular information, which mainly reflects the satisfaction of the information needs of the user's daily life outside the network. There are three other types of Internet practices: active communication in social networks - 5%, leisure - 2%, education - 2%. The last three components together make up 9% of the total number of Internet practices of LNU students.

Results of the first stage: interviews

The screenshots allowed us to get an idea of the Internet practices of Lviv students, their content and time spent online. We also conducted semi-structured interviews with the same users who created screenshots in order to assess the extent to which respondents are able to correctly reflect their Internet practices on the Web. For this purpose, in 2017, a content analysis of screenshots of 24 students of the Ivan Franko National University of Lviv from the first to the sixth year, including 18 girls and 6 boys - the participants of the previous study of screenshots - was carried out.

Natalya, a 5th-year student, noted in her interview that she spends most of her time on the Internet on social networks, as well as online in search of educational information. However, the content shows that she most actively uses the Internet to search for non-educational information related to certain needs of her offline everyday life. There are 68 categories on this topic in the screenshot including: banking services, garbage sorting, weather, online shopping, tours abroad, cosmetics. Another 17 units correspond to communication in social networks (12 – watching news, 5 – non-educational communication), online recreation is found in watching movies – 18 units,

chess – 20 and football – 1, searching for educational information – 0. This respondent declares the use of the Internet as sources of educational information, but its Internet practices do not confirm this personal positioning.

In her interview, a 6th-year student (OB - 6) states: "After pairs, I go to search sites and look for the information I need for studying." According to the results of the content, she views news on social networks - 37 units, carries out communication not related to education - 7 units, respectively, and various types of non-educational information - 9. Internet practices related to education are absent in her case.

A 6th-year student (RB-6) admits that she is constantly on social networks, but only looks at other people's news, does not publish anything herself, uses mail to communicate with teachers, and the Internet - as a source of non-educational information (cooking, news). The content analysis in general confirms this: viewing news in social networks - 15 identified units, communication - 10, searching for educational information - 2. In this case, the Internet is used for learning, but this motive is essentially the last compared to the others.

A student of the 5th year (MM - 5) studies at the Faculty of Mechanics and Mathematics. His specialty is directly related to Internet software. In an interview, he says that he mainly communicates in social networks and only partially this communication is educational in nature. Content analysis confirms that viewing news on social networks occupies a significant amount of the student's Internet activity - 360 units, communication - 21 units, non-educational information, online shopping - 48. In this case, the student's specialization coincides with the field of research of his activity, so it is difficult to distinguish between educational and non-educational Internet practices. However, social networks also take first place.

Khrystyna, a 6th-year student, uses the Internet in various areas of her life: "My job is to find and recruit personnel, that is, the Internet plays a very big role here. I'm looking for IT specialists online." In this case, viewing news on social networks in order to find people in them is a professional duty, not passive communication. The respondent spends her free time on the Internet: "Sit down, watch a video, turn on a movie, read interesting information on Facebook." We note that watching the news feed is considered by the student as a form of leisure. Of course, she also uses the Internet for training: "The Internet helps a lot in preparation, it reduces time, it would be difficult without it." In general, content analysis confirms activity in social networks - 6 units, watching movies - 5 units and the presence of non-educational information - 3 units. But there is no mention of training in this person's screenshot.

In his story, a 6th-year student (MP - 6) describes in detail passive communication on social networks: "I will go to the social network to see if someone has written to me or liked something, to watch some interesting video. This is standard. I join various groups that interest me. Maybe there is general news, design news." Passive communication is viewing the news of other users, expressing one's attitude to their content through likes or dislikes, sharing content that one liked. At the same time, the subject does not engage in direct dialogue (correspondence) with other users. Entertainment on the Internet is represented by watching series, and sometimes at the expense of sleep: "Sometimes I sit at night, pick up some movie or series and watch, when I'm very tired, then I go to bed." The respondent talks about being online excessively at the expense of night rest, and this is already one of the manifestations of Internet addiction. The content analysis of his screenshot confirms his fascination with watching movies on the Internet - 18 units, viewing social networks - 10, and there is also one case of searching for educational information per day. This is not typical, because usually students declare their use of the Internet in the interest of the educational process, but do not do so. The opposite is true here; the respondent searched for the

educational information he needed, but did not mention this fact as a typical Internet practice. This can be explained by the fact that he does not search for educational information regularly, but when there is an urgent need, the Internet is used for educational purposes.

Lyudmila, a 6th-year student, admits that she mainly relaxes on the Internet: "On Rutracker, I look for movies that can be watched, I play games on social networks, I go in specially every day to collect bonuses, read jokes, something to have fun." Data from the screenshot confirms the emphasis on leisure time in the Network. In addition to music (4) and games (22), the student usually reads fantasy – 45 units, looks at news in social networks – 34 and communicates – 5. In this case, the declared Internet practices correspond to reality, as well as the fact that she is online almost all the time (and this is up to 5 hours a day) having fun. A 6th-year student (HB - 6) also watches movies online almost all the time: "Watching movies and series takes the most time, about 2.5 hours per day." In social networks, her passive communication also prevails: "I will receive a notification on my phone, I may look at some messages. And that's all." The results of the content analysis of this user's screenshot also show a significant preference for viewing news on social networks - 89 units, movies - 5, educational information - 4, non-educational information - 2. In this case, it should be noted that although the number of links for social networks is almost ten times greater, than for movies, the latter take more time from the mentioned persons. Therefore, for the study of Internet practices, it is important not only what exactly an individual does on the Internet, but also how many times he repeats it and how long this or that online practice lasts.

6th-year student Maryan declares that he uses the Internet for self-development: "I take online courses in the field of IT and the Prometeus platform. I combine the useful and the pleasant. I'm watching the news, it's about political, economic and world news" and education: "The teachers send all the educational material they give us on social networks. I read articles before I go on a date." Content analysis shows the subject's activity in social networks - 8 units, online educational activity - 8, non-educational information, in particular news - 4. In this case, the student uses the Internet as an unlimited source of information for self-development and learning, and social networks as tool and platform for educational communication.

Ihor, a 6th-year student, was tight-lipped in his interview: "I checked my mail, browsed some news (Facebook), a little for studying, watched a movie." The content analysis shows that the significant amount of this student's activity on the Internet is occupied by work on his specialty - computer programming - 81 units. Also, the Internet remains an important source of non-educational information that satisfies the daily needs of the user (formation of the necessary route, shopping, banking services) - 60 units. One of the last places in it is occupied by social networks - 9 units. In this case, there is no direct Internet activity as part of the educational process, but the student works in a specialty, that is, his work is the implementation of those skills, knowledge and skills that he acquired during his studies. It is interesting that this student did not mention his work in the interview, although it takes up the absolute majority of his online activity. One of the reasons for such silence is the reluctance to advertise the availability of work, which occurs partly at the expense of training. In this case, content analysis showed its effectiveness as a method of researching Internet practices where verbal methods were not entirely effective.

The 6th year student (NF - 6) pays the most attention to social networks: "I check social networks for messages, a couple has been split up, someone has written something, I look at the news feed, watch some video and listen to music." Content analysis data confirm this: viewing news in social networks is 35 units, active communication there is 15 units. An important place is occupied by educational information - 20, on the last step - non-educational information related to household needs - 10 units. Here, Internet practices reflecting the educational process take second place, second only to social networks. In contrast, Internet entertainment, in particular, watching movies

and listening to music, is absent. This can be explained by the fact that the screenshot of the student's online activity was taken at the end of the academic year, when the academic activity of all students is usually high.

Maria, a 5th-year student, claims that she uses the Internet "only for studying and very rarely watch a movie." Content analysis repudiates this. Searching for educational information as an Internet practice is present in her screenshot, but takes the last place - 7 units, while various types of non-educational information make up 17 units and social networks - 11. The main reasons for distorting information about one's practices online are the desire to give a socially acceptable answer - the student should study, not "wander" on the Internet or/and the lack of internal reflection of one's actions online.

Yulia, a 5th-year student, does not hide that studying in the context of the Internet is not her priority: "The main goal is to find useful and valuable information that interests me at the moment, I chat with friends or write news, then I look for information that interested me during the day , and only then - from training." Content analysis confirms this hierarchy. Activity in social networks - 424 units, watching movies - 5 units, educational information, like any other, is absent. It is worth noting that in this case, passive communication is 15 times greater than active communication. That is, the main activity of the respondent on social networks includes: viewing the news feed, liking, disliking, sharing, "wandering" on various accounts and interest groups. At the same time, the user plays the role of a passive observer who only consumes the available information.

Olya, a 5th-year student, spends 12 hours a day on the Internet. She talks about her online activities as follows: "Sometimes it's homework, but most often it's 2-D art work, I draw games and look for various videos on how to draw, tutorials, training, and entertainment, of course. Entertainment is two episodes of a series at once." The screenshot data of this respondent shows that social networks are in the first place for her: passive surfing in them makes up 27 units of analysis. Work on 2-D art takes second place – 14 units, and information related to education – only 5. In her interview, the respondent also noted that the lack of access to the Internet causes her a physiological reaction: hand tremors, nervous excitement , and anxiety In this case, it is possible to single out certain signs of Internet addiction, but the latter is not officially recognized as a disease, moreover, any diagnosis is not the subject of our scientific article.

In her interview, 4th-year student Olya talked about the main areas of her activity on the Internet: communication ("Social networks, I correspond with someone, I like to look at photos, read news about events, books, movies, I watch movies very often"); entertainment ("I don't watch movies every day, but if I catch a series, I can watch it for a long time, about 4 hours"); education ("Teachers drop us books, or we look for them ourselves. Searching for information on the Internet. Finishing a thesis, reading a source, necessary for a lecture“). The analysis of the given excerpts shows that watching movies takes a particularly long time – up to 4 hours per day, although not every day. At the same time, the answer to the question of how much time she spends online during the day was less than 1 hour. These two answers contradict each other. This can be explained by the fact that the student does not realize how much time she spends on the Internet. According to the results of the content analysis, the respondent goes online the most to solve non-online problems of her own life: banking transactions, shopping, choosing a convenient route – 46 units. In second place are social networks – 19 units, there is no option to watch movies, as well as educational information. If watching the movie was not included in the day of fixing the Internet practices in the screenshot, then what is related to the educational activity was stated in the interview as a multifaceted activity in this area, but it was not confirmed by the results of the content analysis.

Oksana, a 4th-year student, notes in an interview that the Internet "most often, probably for social networks, but it was so close to studying, maybe studying a little less." Also, "I listen to music, watch videos on YouTube, movies sometimes." The screenshot data shows that this student pays the most attention to studying on the Internet – 61 units, passive communication in social networks – 59 units, meeting household needs – 35 and watching news in Ukraine and the world – 14. Music remains in the last place, gaining 3 units of analysis along with social media communication. The presented case shows that the real educational activity of this respondent on the Internet exceeds the declared one, while entertainment and social networks are inferior for her. A 6th-year student (OP – 6) primarily considers the Internet as a source of information for self-development: "To read something for myself when I have time or when I'm traveling by train, I'm definitely looking for something, I don't know what, but I'm looking for something, something interesting and unusual" and educational information: "Usually it is most closely related to education." Movies on the Internet are a way to relax: "Movies are very rare, except maybe somewhere before going to bed, not so much to watch a movie, but to fall asleep." The content analysis of this screenshot puts the search for educational information first with 34 units of analysis, while social networks and music only have 2 units each. The respondent devotes a lot of time to personal development both within the educational process and outside it, and the content analysis confirms this.

Yulia, a 4th-year student, singles out two main motives for using the Internet: social networks (“I sit on social networks, communicate, maybe watch some news”) and study (“I look for scientific literature on the Internet, interesting articles, well, in general, I prepare for classes”). The content analysis of the screenshot shows that the main occupation of this user is viewing news or passive communication – 22 units, searching for educational information is also important for her – 14 units. Links to active communications in social networks are repeated 9 times. There is also one case of searching for non-educational information of a household nature. In general, the results of the content analysis confirm and complement the main types of Internet practices of the mentioned student.

A 4th-year student (MU – 4) said that she uses the Internet mainly to prepare for seminar classes and as part of her hobby (photography and its processing). The content analysis shows that the search for educational information dominates other types of online activities in it – 134 units, visiting social networks, namely viewing news, is 41 units and communication with friends – 41, entertainment (movies) – 5 units, just like photoshop. In this case, it should be noted that the social networks of this user have a large indicator (a total of 82 units), but they are an unreflective respondent and therefore did not become part of her interview.

Marta, a 1st-year student, studies applied mathematics and works in her specialty. Therefore, the absolute majority of her Internet practice is devoted to work and study: "Mostly all my work is connected to the Internet. Promotion of the Twitter page of the firm I work for, promotion of the Facebook page among students my age to interest them in future cooperation with this firm." The respondent talks about the mechanisms of promotion in social networks: "If it's Instagram, then I check the photos of followers, the same on Facebook, even on Skype." Due to the fact that her specialization is related to programming, all educational information, professional courses, practical classes take place on computers, often online. "Mostly I look for YouTube channels, where there is a video training course, Java, Python. For example, I found a special site, there you complete the course, there are 40 levels that you need to complete. It's like a game. Passing each level, you get a certain number of points. If you don't have enough, you can't go to the next level. And that's how you learn." Content analysis of her screenshot showed that she views social networks the most – 800 units. There is also a lot of communication in social networks – 400 and educational information – 300 units of analysis. This case is atypical not only because the student studies and works on the Internet. This is the sphere of its professional implementation, just as the

legal field is for a lawyer, and the social processes occurring in society are for a sociologist. Therefore, viewing news on Facebook or Instagram is not just aimless "wandering" in social networks, but part of professional activity. It is worth noting that in this screenshot, as well as in the interview, there are no Internet practices that reflect entertainment or leisure on the Internet. This is not accidental, but rather indicates the individual's focus on rapid career growth and professional self-realization.

Results of the second stage

The obtained results partially correspond to the data of the content analysis of the screenshots, in particular, regarding the main types of Internet practices of students: passive communication or surfing social networks, active communication in them, studying and leisure time, represented mainly by watching movies and videos on Youtube. There is also the use of the Internet to solve household problems (online shopping, paying for utilities, creating a route). We analyzed the diaries of Internet activity according to two parameters: the number of activities on the Internet with a specific purpose and the time spent on it. According to the first indicator, the hierarchy of Internet practices online looks like this: passive communication – 108 times, active communication in social networks – 68 times, leisure – 27, study – 20, satisfaction of household needs – 9 and self-development outside the educational process – 5 (see Figure 2).

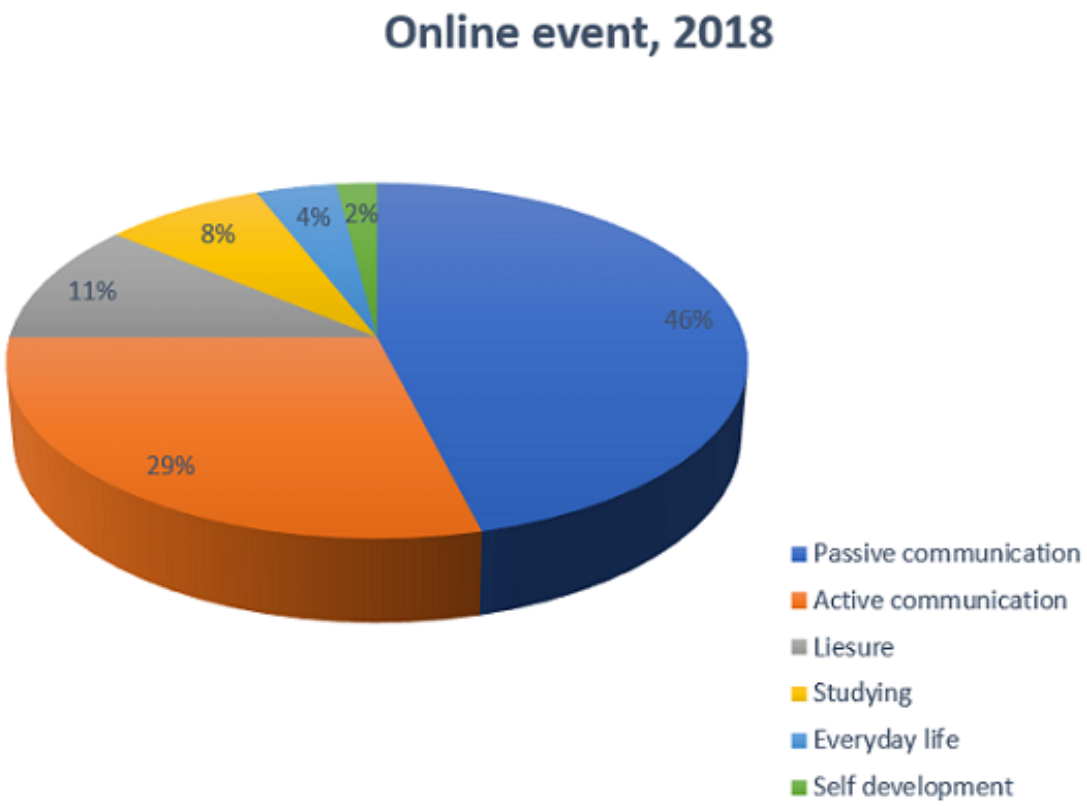

Figure 2. Hierarchy of Internet practices of LNU students

The indicator of the number of activities on the Internet with a certain purpose has its own characteristics. It allows you to understand why the user visits the network, and what they plan to do there, but it does not report anything about the temporal characteristics of being online. For this purpose, we ranked students' Internet practices according to the time spent on the Internet with or without a specific purpose. First of all, it should be noted that the total time spent on the Internet by all research participants is 108 h 06 min. LNU students spend the most time surfing in social networks – 39 h 12 min; in second place – active correspondence in social networks; this includes educational correspondence, correspondence with friends, new acquaintances – 17 h 38 min; watching movies is not too far behind – 17 h 30 min; and study in fourth place – 14 h 35 min.

Analysis of Internet activity diaries by time criterion showed that in the field of leisure, which is mainly represented by watching video content, two main sources of it are distinguished: sites with pirated films or TV series, and Youtube as a bank of videos of various formats, sizes, subjects and authors. In the first case, the user usually accesses the Internet specifically for a certain movie or series, which is watched to the end. In the second, there is an impromptu surfing on Youtube. The subject includes one video, then switches to another, often without finishing the first, and so on. Therefore, the YouTube site is repeated more often as a place where the user goes, but watching movies takes them more time. It is worth noting that in the self-filling diaries of 2018, Youtube has gained popularity compared to the results of content analysis for 2017. In the time equivalent, this is 12 h 10 min.

The time LNU students dedicate to their own self-development using the network (additional foreign language study, online courses or master classes) takes 3 hours. 45 min. and is in the last place among the activities of this list, with the exception of using the Internet in everyday life – 35

minutes, which by its nature does not take much time, as it is used to save time and effort in the process of solving certain everyday tasks offline. Thus, according to the time spent on the Internet, the hierarchy of Internet practices looks like this: passive and active communication in social networks, watching movies, studying, watching videos on Youtube, and self-development. (See Figure 3).

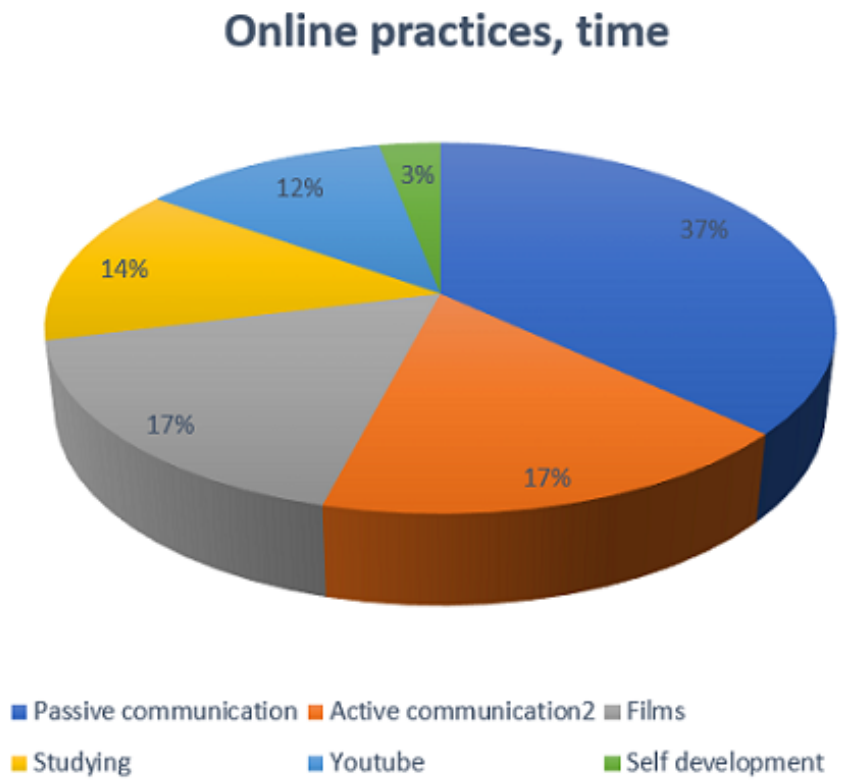

Figure 3. Time spent by LNU students on Internet practices (by type)

Results of the third stage

In order to reveal the changes that occurred in the structure of the student's Internet practices, we conducted the second wave of a qualitative study of the student's Internet activity using the method of self-observation and content analysis of its results. Between October and November 2020, 22 participants filled out online activity diaries that recorded their online presence during one typical day of their life. We ranked the obtained data, as during the first wave, according to two indicators: the number of activities on the Internet with a certain purpose, and the time spent there within the framework of this or that activity. According to the first indicator, the hierarchy of Internet practices looks like this: passive communication in social networks – 67 units, active – 66; the number of video views increased – 33 units; online educational activity can be divided into lectures or seminars through various platforms (Zoom, Teams, Skype) – 7 and searching for educational information on the Internet – 24 units of analysis. The last places were divided between watching movies – 7 units and using the Internet to solve everyday problems – 3. The search for educational information exceeds classes in a distance format, but according to the time criterion, they change places.

According to the time criterion, the following sequence of Internet practices of LNU students is revealed: video viewing – 44 hours. 23 min.; study – 23 hours 36 minutes, of which 11 hours. 31 min. is a search for educational information, communication with an educational purpose, and 12 h. 05 min. – participation in classes via Zoom or other platforms; surfing in social networks or passive communication – 20 hours. 54 min.; active communication (correspondence, communication) – 4 p.m. 53 min.; self-development, that is, online activities aimed at expanding one's worldview, self-education, which include, for example, studying at an online driving school, improving one's foreign language skills, conducting make-up master classes – 8 hours. 16 min. Watching movies was in the last place – 6 hours. 26 min.

This may seem a little illogical, since watching videos on Youtube and other platforms in terms of time exceeded passive communication in social networks, the stable leader of all previous waves, by both indicators. This can be explained by the fact that during the quarantine, students have more free time, which they "kill" through a new type of Internet surfing - video surfing. It is characterized by aimless wandering through video content on the Internet. The mechanism of such wandering can be described as follows: the subject, having a lot of free time, decides to go online and watch something interesting.

Since today's culture is predominantly visual, consumers prefer video content. They find videos on a topic that interests them, and then the Internet itself selects similar ones and offers them for watching , and the user, in conditions of quarantine and isolation, agrees. Thus, a student goes to the Internet to look at something interesting and "gets stuck" there for several hours. The term "sticking" belongs to the latest youth slang and reflects an unplanned and not always controlled stay on the Internet without a specific goal. It is often associated with losing track of time spent online. This type of Internet practice is the most common among students during quarantine restrictions (see Figure 4).

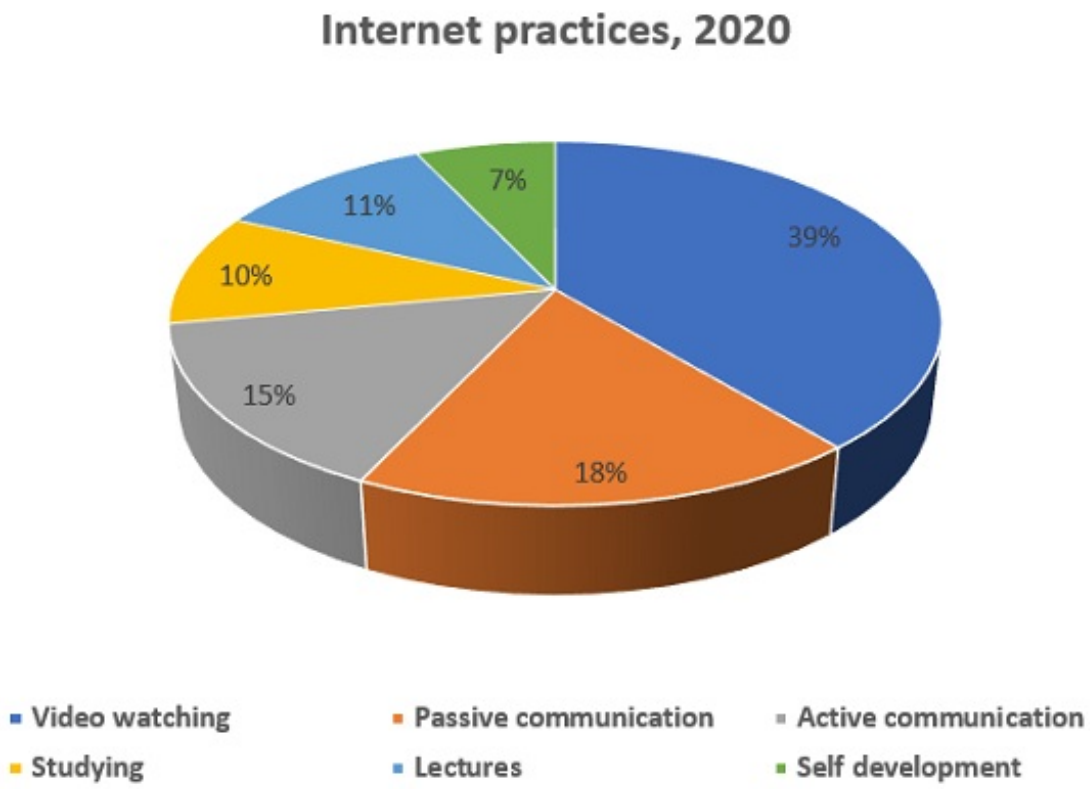

Figure 4. Time spent on various forms of Internet practices of LNU students (2020)

If we compare the results of content analysis of diaries in 2018 and 2020 according to the criteria of time and number of activities on the Internet, then it is worth focusing attention on such dynamics. As part of the first indicator, the number of hours LNU students spent online increased by 25 hours. (from 108 hours in 2018 to 133 hours in 2020), which is an increase of 1.2 years. This can be explained by quarantine restrictions, during which students were isolated, and the Network became the only connection with the world

In 2018, surfing social networks (passive communication) was in first place among LNU students' Internet practices by the criteria of time and access to the Internet, while in 2020 it was watching videos. This is also surfing, but the user travels in the world of video content. This type of surfing takes more time than surfing social networks, the communication component is limited and the user consumes video content for hours. At the same time, in Internet diaries, students on their own initiative noted that they do this because of the large amount of free time and the lack of an alternative way to use it. It can be noted that surfing social networks is also the consumption of certain content. The question may arise, why students have reduced even passive presence in social networks, when the latter have become almost the only way of communication with the surrounding world. Here it is worth reminding that Ukrainian users of social networks in general and students in particular communicate online mainly with those they know in real life. Therefore, the restriction of social and sometimes physical activity reduced the frequency of social communications and the reasons for them. Also, viewing a video takes more time than viewing a page or stories on social networks.

In 2018, active communication in social networks was in second place according to the time criterion, and in 2020, this item dropped to third place, giving way to surfing videos and social networks. Such dynamics can be explained by a decrease in the level of activity in life in general: fewer meetings, fewer events, and fewer reasons for discussion.

Movie viewing was ranked third in 2018, and last in 2020. At first glance, this dynamic may seem illogical, because watching movies is passive consumption of video content, which gained popularity during quarantine restrictions. However, the absolute majority of consumed video content comes from watching videos on YouTube and other similar platforms. The functioning of YouTube as a kind of bank of video content facilitates surfing on this resource. The user does not have to search for a specific movie. They choose only the first video of interest, and then select and offer the resource themself, and the list of offers is endless. Whereas a movie or even a series has a beginning and an end. In a situation of a large amount of free time, the subject, not limited by any framework, can "stick" for hours.

In the hierarchy after movies in 2018 comes education - that is, Internet practices related to the educational process. In 2020, certain changes took place in this area. Online educational activity was divided into conducting remote classes using special software and searching for educational information - educational communication – which were present in 2018.When comparing, we do not take into account the time spent on remote classes, because we cannot assess how active a participant in the video conference was. As for educational activity, the time spent on it has decreased, although students have freed up additional time. This phenomenon can be explained by the fact that students were aware of their spare time and frivolously spent it on other Internet practices online.

In the last place in both waves is the activity of students on the Internet, which is related to self-development, but outside the framework of the educational process. Although the number of hours spent in this area has increased in absolute terms, so has the total time spent by users on the Web. Therefore, self-development remains a marginal motivation for staying online among LNU students.

Discussion and conclusion

Based on the results of comparing the respondents' stories about their own Internet practices and the content analysis data of their screenshots, we found that the declarations of 16 out of 24 respondents were not confirmed. In 13 of them, this distortion refers to the verbal positioning of staying online for educational purposes, which is not confirmed by the results of content analysis. This discrepancy proves that the real actions of users on the Internet are not always correctly evaluated by the respondents themselves, striving to provide socially approved information. Therefore, verbal methods should be used to reveal their ideas about the Internet and the peculiarities of their stay there, while to evaluate the real state of Internet activities, it is better to judge not by words, but by the consequences of observation or other non-verbal methods.

According to both criteria, passive communication or surfing social networks comes first. This phenomenon can be explained by the fact that social networks for students have become a place not only for communication, but also for self-presentation, a source of news and a platform for data exchange. At the same time, respondents noted in their Internet diaries that they often look at social networks: "when bored, nothing to do." Such motivation applies not only to social networks, but also to any online surfing on, for example, Youtube or Telegram.

If we analyze the obtained data according to the criterion of the period of the day in which this or that Internet practice takes place, it can be seen that surfing on YouTube or social networks is carried out mainly late at night, when it is necessary to "kill time". In general, passive communication for this purpose differs from the usual browsing of one's page for a long time – an hour or more.

This situation was relevant as of 2018, when the Internet gradually increased its presence in the daily life of users, however, it was a gradual, relatively smooth process. Due to the Covid-19 pandemic and quarantine restrictions, people's daily lives have changed all over the world. The network also belongs to those areas that have radically changed, but if the industries represented in real life mostly stagnated or became reduced, and some of them completely declined, then the virtual online sector received a powerful impetus for dynamic development. This could not but affect the use of the Internet by students who switched to distance learning, which today is almost completely dependent on the Internet the availability of stable access to powerful and high-speed Internet, including the mobile.

When comparing the data in a time perspective according to the criterion of the number of user visits to the Internet during the specified period, no significant dynamics were found. The absolute values of this indicator decreased by 30% in 2020, but the hierarchy of popularity of spheres (passive communication, active communication, education) did not change. Along with the increase in time spent on the Web, this means that users stayed on the same sites for longer periods of time and were less likely to switch to new ones.

In conclusion, it should be noted that the activity of a student-user online from the Lviv National University named after Ivan Franko has undergone significant changes as a result of quarantine restrictions. The time they spend on the Internet increased by a third. This increase was mainly due to the increase in passive consumption of ready-made video content, which does not even

have to be searched for or selected by oneself. A modern Ukrainian student-user of the Internet is mainly a consumer who spends a significant amount of his time surfing online.

The authors of the study tried to show the peculiarities of Ukrainian students' behavior on the Internet using the a case-study based on the activity of LNU students. As a result of this study, we have to admit that the Covid-19 pandemic has made adjustments to the daily life of everyone, especially students, who were forced to switch to online education, thus increasing the use of the Internet. It has been investigated and confirmed that the activity of Ukrainian student-users online has undergone significant changes regarding the quarantine restrictions. Covid-19 pandemic made its impact on the results of this research. We do not presume to transfer the obtained results to the all Ukrainian students, but our small study demonstrates certain trends within the framework of this problem, which require further work in this direction. The continuation of our sociological research will be the use of the Internet by Ukrainian students in the conditions of the large-scale Russian-Ukrainian war and the lack of opportunities to study in such conditions.

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The authors refused to share the data as the respondents did not consent to sharing.

CRediT statement:

Author 1: Conceptualization, methodology, formal analysis, investigation, data curation, writing - original draft, writing - review & editing, conducting sociological survey.
Author 2: Methodology, investigation, resources, writing - original draft, writing - review & editing, the analyses of the sociological survey, translation into English.

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