SOCIAL MEDIA AND SOCIAL INTERACTION TO YOUNG PEOPLE

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Abstract: The paper focuses on two key issues, social media and social interaction among students. Given the fact that social media is diverse and numerous, attention is focused on some of them such as Facebook, Instagram and email and their reflection on some social competencies of students.
Key words: social competence, social media, interaction.

*Social media gives voice and
communication platform to anyone who
wants to be a part of them,*
(Amy Joe Martin)

Instead Introduction

In recent years, the rise of social media in internet communication has become noticeable. Today, social media has the advantage in communication primarily due Ти the possibility of exchanging various information and content but also the possibility of cooperation. It is considered that "online" communication through social media can create the behavior, attitudes and opinions of each individual about for some issues, but also initiate various activities.

Social media is dynamic online medium that has change the way we work. Similar to traditional media, social media offers opportunities to collect and share news, communicate with audiences and advocate for change. However, unlike traditional media, social media allows for this to happen on the Web in real-time through highly interactive global or regional social networks. The most popular social media platforms include Facebook, You Tube, Twitter, Google+, LinkedIn, Instagram and Pinterest. However, new platforms emerge daily, and staying abreast of these developments is critical to social media success. Sharing quality content is also important. Content should be honest and genuine to help build trust, and engaging to organically grow an audience. Posting simply out of obligation is not a good strategy. Posting interesting, compelling and thought-provoking content is the key for success.

It is important to remember that traditional media ethics rules apply to social media. Nothing said or done on social media is truly private. Anything you post is a direct reflection of you or the institution you represent.

Who uses social media? It is popular among array citizens. It serves as a means for individuals to make new friends, for businesses to promote their brands. Therefore, the number of monthly active facebook users worldwide as of fisrt quarter 2020, is 2, 5 milioni active accounts and thus the most active network of today.

Social media and social interaction

Found in 2004, Facebook is a social network that aims help people communicate more effectively with their friends, correspondents, business partners. The company is developing technologies that make it easier share information through digital maps of the real world and people's social connections. In principle, anyone can register on Facebook. In the third quarter of 2015, official figures show that Facebook users have around 1.55 trillion active accounts. Active users are those who log on the network at least once a month. So this is the most popular social network today.

Social media is best defined in the context of the overall media paradigm. Traditional mass media such as radio, television, the daily press and magazines are one-way static broadcasting technologies. New web technologies have created a very easy way for everyone to create and distribute their content. Blog, Twitter or YouTube posts can be viewed by millions of people for free. Publishers do not have to pay millions to publishers and distributors to advertise their content, but they can create interesting content that will attract more viewers. Social media comes in a number of forms, the most popular of which are blogs, microblogs (Twitter), social networks (Facebook, LinkedIn), media-sharing sites such as YouTube, Flickr, social selection and viewing sites, IDig, forums and virtual worlds (Second life).

Social media and social networks are a modern communication model that has emerged as a necessary and possible part of everyday life and work. Conditioned by the Internet (interconnection) as a publicly available system of interconnected computer networks that in addition Ти transmitting information also offer services such as e-mail, direct chat, interconnected network sites (websites) that includes the world wide web (WWW - world wide web).

Social interaction, in addition to communication and interpersonal competencies, also includes social competencies. Social competencies that have an emphasized human developmental dimension, especially in terms of socialization and adoption of social behaviors important for the realization of their needs, rights and desires, without limiting the needs, rights and desires of others (Philips, 1985; according to Ajduković and Pečnik, 1994). They therefore include all interpersonal communication skills, but also intrapersonal and other skills, for example, recognizing one's own and others' feelings, assertiveness, dealing with fear, self-control, expressing objections, advocating for a friend, etc.

How have we determined the social competences necessarily for the life in the 21st century?

The competence that develops relationships with other inter pplays includes complex feelings, thoughts and skills. You need a lot of time learning its constituent elements. There are different definitions of the concept of social competence, but most of them are moving in the direction of individual skills for initiating and maintaining reciprocal relationships with peers. According to the most general determination, the competence is ability for creation and matching of flexible and customized responses to requests and the creation and use of the

surrounding ciscumstances (Waters & Sroufe, 1983, pg. 80). The competent individual is someone who can use their own incentives and activities the middle that will achieve good development results that will competently participate in group and community belonging. Often there are two different aspects of social competence: status among peers (popularity) or the level at which a particular individual is accepted or rejected by peers and friendship as a relationship that presupposes mutual choice of two specific individuals. According to, Welsh, A.J., and Bierman, L. K (1989) social competence refers the social, emotional, and cognitive skills and behaviours that children need for successful social adaptation. Despite this simple definition, social competence is an elusive concept, because the skills and behaviours required for healthy social development vary with the age of the child and with the demands of particular situations. But what do we mean by Social Competence? Our provisional definition: Social Competence is possessing and using the ability integrate thinking, feeling and behaviour achieve social tasks and outcomes valued in the host context and culture. In a school setting, these tasks and outcomes would include accessing the school curriculum successfully, meeting associated personal social and emotional needs, and developing transferable skills and attitudes of value beyond school. Very different social competencies are required and valued in different contexts. Behaviours which are dysfunctional and disapproved of in one context might be functional and approved of in another. Through thinking and feeling, the socially competent person is able select and control which behaviours emit and which suppress in any given context, achieve any given objective set by themselves or prescribed by others. This relativistic definition deliberately omits any specification of a particular outcome. However, populist conceptions of social competence often assume specific outcomes, implying but not making explicit culturally based value judgements. The definition also suggests that a major part of social competence is a set of component skills or procedures applied conditionally. These might include perception of relevant social cues, interpretation of social cues, realistic anticipation of obstacles personally desired behaviour, anticipation of consequences of behaviour for self and others, generation of effective solutions interpersonal problems, translation of social decisions into effective social behaviours, and the expression of a positive sense of self-efficacy. This implies an essentially information-processing model of social behaviour, with an input (decoding) stage, a central processing and decision-making stage, and an output (encoding) stage. However, it does not imply a predominantly cognitive model, and in particular the importance of feeling at all stages should not be underestimated. Feelings can relate the self, other people, groups and affiliations, objects, places and activities, as well as specific events and behaviours. Feelings can be problematic when in excess, in deficit, or distorted or inappropriate. Feelings can stimulate, mediate and reinforce thoughts and behaviour. Feelings may need be managed directly through the emotions, rather than circuitously through thinking and behaviour. While social competence implies intentionality, of course there might be several effective pathways the same outcome in any context. Also, sometimes successful outcomes might be attributed by the child random chance or external factors, validly or otherwise. Thus it is very simplistic define social competence only in terms of specific skills or only in terms of specific outcomes, especially when the latter are valued very differently by different groups and cultures. Operational definitions of desirable skills and outcomes are likely be highly adult-centred, and might neglect the child's own objectives. It follows that peer definition and assessment of social competence might be equally or more valid than adult assessment. Similarly, children perceived by adults as having a "poor self-image" within an adult-dominated context might feel very differently about themselves in a peer-dominated context - children have multiple self-concepts as well as multiple intelligences. Although different cultures and contexts value different social behaviours, there is nevertheless some broad

consensus in most societies about what is desirable: establishing and maintaining a range of positive social relationships; refraining from harming others; contributing collaboratively and constructively the peer group, family, school workplace and community; engaging in behaviours which enhance and protect health; avoiding behaviours with serious negative consequences for the individual or others or both. However, it is significant that a number of these are expressed negatively, seeking define social competence as the absence of social incompetence. This highlights the need term specific behaviours as socially competent or incompetent, not so label children. Although it might in principle be meaningful term a person socially competent as a function of the number of social skills they possessed, the number of contexts in which they could demonstrate them, and the number of different objectives they could thereby achieve, quantifying these performance indicators would prove very difficult.

Today's education system prepares children for the life in the 21st century. That was the main reason for living the direction of pedagogy and the futurology of education. So the school should see which knowledge, skills and abilities are necessary live and work in the 21st century. Studying this phenomenon, based on numerous theoretical-empirical research, Suzic (2000) developed a model of 28 competencies for the 21st century. Thereby the author stresses that this model is created as an ideal form "or as fully finished structure. Initial development of the model indicates several key issues related: opening new areas of upbringing, profound study of individual competencies and relationship of all competencies in a continuum. That model is intended devise and provide competencies needed live and work in the community in the 21st century. That makes it the ideal elastic and flexible, open amendments.

Social competences for the 21st century according to Suzik relate to:

➢ understanding of others and groups, interpretation of group emotions flow and power relations;
➢ accordance with the objectives of the group or organization, collaboration;
➢ group management: lead or to be led, creating connections, ability beliefs, organizational abilities, team capabilities, division of work;
➢ Communication: open listen and send convincing messages, communication "face to face" nonviolent communication;
➢ support of others and servile orientation, sensitivity developmental needs of others and support of their abilities;
➢ respect for diversity, tolerance, democracy;
➢ positive sense of belonging a nation and civilization.

Instead conclusion

Social networks are places of interaction where participation and discussion are the basis and where people can talk about their feelings, ideas and creations. Such a virtual environment - a social network - is a user-friendly environment and seems be important in terms of bringing people together and increasing the connection between them. Most scientific research in this area shows that people spend more time in this type of environment, trying meet their real life needs in this virtual reality and want live in it by rebuilding a new world for themselves. From time to time it has even been observed that the boundary between the virtual and the real world is not clear.

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