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PREVENTION OF INTERNET ADDICTION IN ADOLESCENTS

Moskalenko O.L.

Federal State Budgetary Scientific Institution “Research Institute of Medical Problems of the North”, Krasnoyarsk, Russian Federation

The article presents a brief scientific review describing the types, factors and symptoms of Internet addiction. The analysis of foreign and Russian medical and psychological scientific research on the problem of Internet addiction leads to the need to develop effective directions for the prevention program and measures to prevent addictive behavior in adolescence.

Keywords: *Internet addiction; adolescents; prevention; age-related characteristics of addictions; adolescence*

ПРОФИЛАКТИКА ИНТЕРНЕТ-АДДИКЦИИ У ПОДРОСТКОВ

Москаленко О.Л.

Федеральное государственное бюджетное научное учреждение
«Научно-исследовательский институт медицинских проблем Севера»,
Красноярск, Российская Федерация

В статье представлен краткий научный обзор с описанием видов, факторов и симптомов интернет-зависимости. Анализ зарубежных и российских медико-психологических научных исследований по проблеме интернет-зависимости приводит к необходимости разработки эффективных направлений программы профилактики и мероприятий для предотвращения аддиктивного поведения в подростковом возрасте.

Ключевые слова: *интернет-зависимость; подростки; профилактика; возрастные особенности аддикций; подростковый возраст*

Internet addiction – a term coined by Goldberg I.K. (1995) – a type of addictive behavior manifested in an obsessive desire to connect to the Internet with spending a lot of time on the Internet [13, p. 246-250].

The relevance of the problem of Internet addiction is due to the high social activity of adolescents on the Internet, such as finding new friends, online communication, online games, virtual groups, etc. [1, p. 109-117; 4, p. 206-208].

It is well known that in adolescence, the leading type of Internet addiction is communication on social networks (Facebook, VKontakte, Instagram, etc.), there is a constant need for the Internet (checking mail, downloading music, photos, watching news and online games) [2, p. 158-167; 3, p. 27-54]

Analysis of foreign [12, p. 60-7; 13, p. 246-250] and Russian medical and psychological research [5, p. 1-20; 6, p. 56] on the problem of Internet addiction leads to the need to develop effective directions for the prevention program and measures to prevent addictive behavior in adolescence.

It should be noted that adolescence is at risk and is most prone to addictive disorders – an unformed nervous system and behavior pattern, unstable hormonal levels, lack of parental attention and lack of trusting relationships in the family, lack of live communication with friends and relatives, learning problems, lack of hobbies in teenagers. As a result, this becomes the reason that teenagers choose the virtual world and practically “live” in virtual reality [12, p. 60-7; 13, p. 246-250; 14, p. 18].

Types of computer addiction: gambling addiction, setholism – observed more often in adolescents, surfing [11, p. 32-35; 15, p. 1882-1883].

Symptoms of Internet addiction: a constant desire to be online with an increase in the time of using the Internet, sometimes reaching up to 24 hours; irritability when it is impossible to access the Internet, unwillingness to be distracted from the virtual space, attention disorder, neglect of personal hygiene, systemic irregular meals, conflicts with other people, preference for on-line communication [15, p. 1882-1883; 16, p. 1882-1883; 17, p. 3-28].

Tereshchenko S. et al. (2021) found the prevalence of IS among adolescents in the Russian Federation to be from 7.1% to 10.4%, depending on the content consumed (web page content, messenger channels and various programs) [18, p. 10397], the prevalence of addiction to social networks is 8.0% (the “Social Media Disorder Scale”, SMDS questionnaire was used) [18, p. 10397].

Prevention of Internet addiction is due to personal, social and family factors. Thus, prevention at school is the work (educational direction – teaching family members to prevent schoolchildren from becoming addicted to online games, social networks and educational – teaching family members the techniques and methods for preventing addictive behavior) of teachers with parents of students to prevent and identify addictive behavior in schoolchildren. Raising the level of awareness of teachers, schoolchildren and parents about the impact of Internet addiction on the somatic, mental and social health of adolescents.

Components of preventive work (Druzin VN): 1) Cognitive (informational); 2) Emotional (emotional-evaluative); 3) Behavioral.

In the study of Burakova I.S., Perepelkina N.A. et al. (2021) identified 3 areas of preventive work:

- with the teaching staff of the school – educational work, the provision of organizational, methodological and advisory assistance;
- with teenagers – psychological and pedagogical support of educational work and psychological control; individual and group consultations for schoolchildren; organization of trainings for schoolchildren (communicative competence); courses and electives at the school.
- with parents – educational work and advisory assistance.

Psychologists recommend that parents at the first signs of Internet addiction in adolescents use a self-diagnosis test (Kimberley S. Young, “Internet Addiction Test”, 1995) [19, p. 899-901]. The test is intended for self-completion by the examinees, consists of 20 questions. Interpretation of test results: ordinary Internet user - ‘20-49 points’; some problems associated with excessive interest in the Internet – ‘50-79 points’; Internet addiction – ‘80-100 points’. The “Internet Addiction Test” serves as a screening tool for selecting individuals who need a

consultation with a specialist psychologist and cannot serve as a basis for making a diagnosis.

Thus, in organizing the prevention of Internet addiction, it is rational to use various forms and methods of educational activities. Regular prevention should be carried out with the interaction of a psychologist, the teaching staff of the school, parents and the student. The task is to apply the developed effective directions of the prevention program and activities ('a day without the Internet', the 'parental control' service, visits to sports sections, choosing a hobby interesting for a teenager, motivating a teenager to communicate in the real world) to prevent addictive behavior in adolescence.

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