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INTERNET ADDICTION: ANALYSIS OF FACTORS INFLUENCING THE FORMATION OF COMPUTER ADDICTION IN SCHOOLCHILDREN

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The article provides a brief scientific overview of Internet addiction. The authors examine the main causes, stages of formation and factors influencing the formation of Internet addiction. An analysis of foreign and domestic literature on this issue is presented. The approaches to Internet addiction prevention programs for schoolchildren are described.

Keywords: *Internet addiction; prevalence; public health; adolescents; schoolchildren; prevention*

ИНТЕРНЕТ-ЗАВИСИМОСТЬ: АНАЛИЗ ФАКТОРОВ ВЛИЯЮЩИХ НА ФОРМИРОВАНИЕ КОМПЬЮТЕРНОЙ ЗАВИСИМОСТИ У ШКОЛЬНИКОВ

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В статье дан краткий научный обзор об интернет-аддикции. Авторами рассматриваются основные причины, стадии формиро-

вания и факторы, влияющие на образование интернет-аддикции. Представлен анализ зарубежной и отечественной литературы по данной проблеме. Описаны подходы программ профилактики интернет-аддикции у школьников.

Ключевые слова: интернет-аддикция; распространенность; общественное здоровье; подростки; школьники; профилактика

Internet dependence or addiction (IA) is a disorder that is accompanied by a large number of behavioral problems and consists of a person's inability to get off the Internet in time, as well as the constant presence of an obsessive desire to connect to the Internet [15, p. 1882-1883; 16, p. 1882-1883; 17, p. 3-28].

The main risk group for the development of IA is considered to be children and adolescents [18, p. 10397] in the age group from 8 to 15 years. An important factor is the lack of communication and mutual understanding with parents, relatives and peers [1, p. 110-115]. Adolescents are characterized by emotional instability, increased anxiety and aggressiveness, which in the future can lead to IA behavior [12, p. 60-7; 13, p. 246-250; 14, p. 18].

IA can lead to personality deformation and a decrease in intellectual abilities, which causes destructive forms of behavior - deviant behavior is deviating from generally accepted, socially approved and established norms in society [3, p. 27-54; 4, p. 206-208; 6, p. 56].

To date, experts divide computer addiction into 5 types [3, p. 28-53]: obsessive web surfing (scrolling through Internet pages for no reason); passion for online stock trading and gambling; virtual dating; cybersex; computer games. The reasons for the occurrence of computer addiction: 1) lack of control on the part of parents and lack of skills in children to play independently or organize their own game; 2) lack of communication in the family and with relatives; 3) parents do not change their "communication style" with the child and do not recognize his growing up; 4) the child does not have a personal space where he would feel comfortable; 5) low self-esteem and dependence on the opinions of others, rejection by peers; 6) ignorance of the rules of mental hygiene of interaction with a computer.

According to [19, pp. 899-901], IA contributes to the formation of psychological problems in adolescents, such as chronic anxiety and depression, conflict behavior, preference for virtual space over real space, uncontrolled time spent at the computer, discomfort when not using the Internet.

There are 4 stages in the development of gambling addiction:

- 1) Easy enthusiasm (entertainment) - teenagers experience positive emotions; computer games are situational in nature, not systematic. At this stage of gaming addiction, a constant need for computer games has not been formed;
- 2) Passion - at this stage of gaming addiction, there is a need for computer games that are systematic;
- 3) Addiction - is divided into 2 forms: a socialized form of addiction (maintaining social contacts with social groups, mainly with game fans) and an individualized form of addiction (the computer completely “displaces” the real world: if for some time it is not possible to satisfy the need in computer games, they feel dissatisfaction, experience negative emotions, anxiety and depression);
- 4) Attachment - the fading of gaming activity and a shift in the psychological content of the individual as a whole towards the norm, but the “stronger” the decline, the “less” this type of addiction will fade away in time.

Signs of physical dependence on a computer: disorders of the visual system; general fatigue and decreased performance; disorders of the musculoskeletal system: curvature of the spine, poor posture, pain in the neck and back, “carpal syndrome”; disorders of the digestive system: malnutrition, chronic constipation, etc.

It should be noted that some of the above symptoms may occur in children and adolescents [5, p. 1-20], who do not suffer from computer addiction, but who are forced to spend a long time at the computer [1, p. 109-117].

Signs of psychological dependence on a computer: “loss of control” over the time spent at the computer; failure to fulfill promises to reduce time spent at the computer; deliberate reduction of time spent at the computer; loss of interest in social life and appearance.; justify-

ing one's own behavior and addictions; mixed feelings of joy and guilt while working at the computer; irritated behavior that appears if for some reason the duration of work at the computer decreases [3, p. 27-54; 4, p. 206-208; 6, p. 56].

According to psychologists, it is more productive for children aged 10-11 years to engage in construction, sports, drawing, etc. than to be in the virtual world every day and, due to age characteristics, children do not know how to handle computer games and are more susceptible to IA than adults [1, p. 109-117].

It has been proven that in children aged 10 years and younger with IA, physical and mental development may slow down - "emotional deprivation" - complete deprivation or reduction in meeting basic needs: psycho-physiological and social [11, p. 32-35].

The number of studies devoted to the problem of IA is growing every year, but only some of them offer appropriate correction programs, models of prevention and treatment. Also, the insufficient effectiveness of preventive and corrective programs is due to the fact that relatives of Internet users and the users themselves do not regard the above signs as a risk of developing IA and turn to specialists already at the stage of formed IA.

A system of step-by-step correction of IA behavior has been developed, taking into account clinical and psychological characteristics in young people: diagnostic; informational and educational (awareness of the problem); modification of behavioral strategies; correction of family and social relationships; overcoming the consequences of computer addiction [5, p. 1-19]. It should be noted that the duration of the stages of IA correction is individual, and the presented scheme is dynamic.

Thus, summing up the analysis of foreign and domestic literature on the problem of the formation of IA in adolescents, it can be noted that it is important for psychologists, teachers and parents to promptly recognize the problem of IA in schoolchildren and apply prevention and correction programs.

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