

є: страх смерті (своєї та своїх рідних), страх покарання та фізичного ушкодження, просторовий страх (висоти, води, замкнутого простору).

Подальші наукові пошуки можуть поглибити результати емпіричних досліджень шляхом використання додаткових методик, збільшення кількості респондентів. Також доречним буде порівняння за гендерною ознакою чи співставлення рівня страхів у дітей з благополучних чи неблагополучних сімей.

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**Maliuga A. V.**

### **The use of computer (gaming) addiction for the cognitive development of students**

**Summary.** The article is devoted to the theoretical analysis of the problem of computer (gaming) addiction among students with the practical research. The main causes of this problem, such as leisure time, relieving stress, etc., are defined. The results of the formative experiment of using displacing methods of influence in order to use computer addiction for the cognitive development of students are shown.

**Keywords:** addiction, computer addiction, game addiction, addict, student.

**А. В. Малюга. Використання комп'ютерної (ігрової) залежності для когнітивного розвитку студентів**

**Анотація.** Стаття присвячена теоретичному аналізу проблеми комп'ютерної (ігрової) залежності серед студентів з результатом практичного дослідження. Визначено основні причини виникнення даної проблеми: проведення вільного часу, зняття стресу тощо. Представлено результати формульованого експерименту

щодо впровадження заміщаючих методів впливу з метою використання залежності для когнітивного розвитку студентів.

**Ключові слова:** залежність, комп'ютерна залежність, ігроманія, адикт, геймеризм, студент.

**А. В. Малюга. Использование компьютерной (игровой) зависимости для когнитивного развития студентов**

**Аннотация.** Статья посвящена теоретическому анализу проблемы компьютерной (игровой) зависимости среди студентов с результатом практического исследования. Определены основные причины возникновения данной проблемы: проведение свободного времени, снятие стресса т.д. Представлены результаты формирующего эксперимента по внедрению замещающих методов воздействия с целью использования зависимости для когнитивного развития студентов.

**Ключевые слова:** зависимость, компьютерная зависимость, игроманія, адикт, геймеризм, студент.

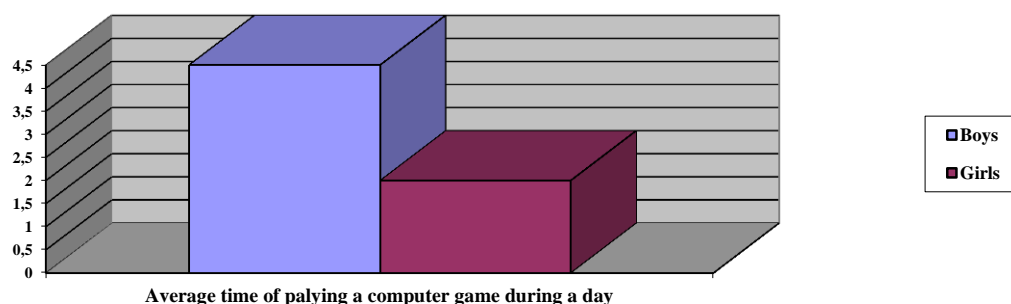
**Formulation of the problem.** The problem of increasing amount of students from the addictive (dependent) behavior, their immersion in aggressive computer games is now escalating and needs special attention teachers and academics.

**Analysis of studies on the issue.** Consequently, a lot of researchers, both domestic (S.H.Vershlovskyy, M.Yu.Hovoruhina, A.Zhychkina, T.Zelinska, O.Z.Kudashkina, O.V.Petrunko, H.Starshenbaum, N.Tokareva, N.Makarenko etc.) and foreign (J.Flanagan, P.Wallace etc.) dedicate their publications to that issue. According to T.M.Zelinskaya addiction – «is a process of psychological regression, due to which a person becomes a slave to someone or something. This is a destructive defect of human adaptation to a world in which he lives» [4]. The authors, who deal with addictive behavior (eg, from computer games) believe that addiction « is a form of a destructive behavior, which is expressed in the desire to escape from reality by changing mental state through the use of certain substances or permanently fixing the attention on a specific subjects or types of activity, accompanied by the development of intensive positive emotions» [2]. Jack Flanagan notes that "Game addiction is a modern phenomenon, but it is very common, whose life consequences can be startling" [1]. Jack Flanagan notes that "Game addiction is a modern phenomenon, but very common, whose life consequences can be startling" [1]. According to H.Starshenbaumom "A dependent person perceives a computer game as a challenge to their abilities, it requires high-level skills, a great mobilization, concentration and a quick response. Addicts have a feeling of transition to another dimension, disturbed sense of time, reduced interest in the surrounding reality. He skips regular meals, sleeps rarely, pays insufficient attention to appearance and personal hygiene. His fingers always perform moves, as if working on the keyboard. He has got headaches and back pain, dry eyes, changing nature of dreams "[5; s.195-196]. This indicates that there are both physical and psychological symptoms of addiction to a virtual reality of games.

**Setting objectives.** The urgency of this problem for future teachers of higher education is obvious. We understand that the effectiveness of prevention in terms of

"total computerization" is very low, because it is usually not systematic, not comprehensive. Therefore, there is a need to use the dependence on computer games and virtual reality in favour of students. We have come to this conclusion reading A.Zhychkina's thematic classification of social networking [op. 3]: network entertainment (Youtube, BlogOnline etc.); Business network (Profeo, MoiKrug etc.); network united around the house (Дневник молодой мамы, DrugMe etc.); Educational sotsializuyuchy (Wikipedia.org, Моя библиотека, etc.).

**The main material of the research.** We conducted our own research, which consisted of three stages. The study was conducted at the National University of Kryvyi Rih during the spring-summer 2016. In the first stage we analyzed literature, formed the sample, determined the gender aspect of computer addiction, and conducted a survey. Sample - 70 people( 39 boys and 31 girl). The survey was conducted among students of 1-5 courses. The results of the survey showed that boys are more likely to have game addiction than girls. This is connected not only with the fact that video games generally designed for male audience, but also with the fact that girls have other interests. It is more difficult for girls to immerse in virtual reality and completely escape from their problems, than for boys.

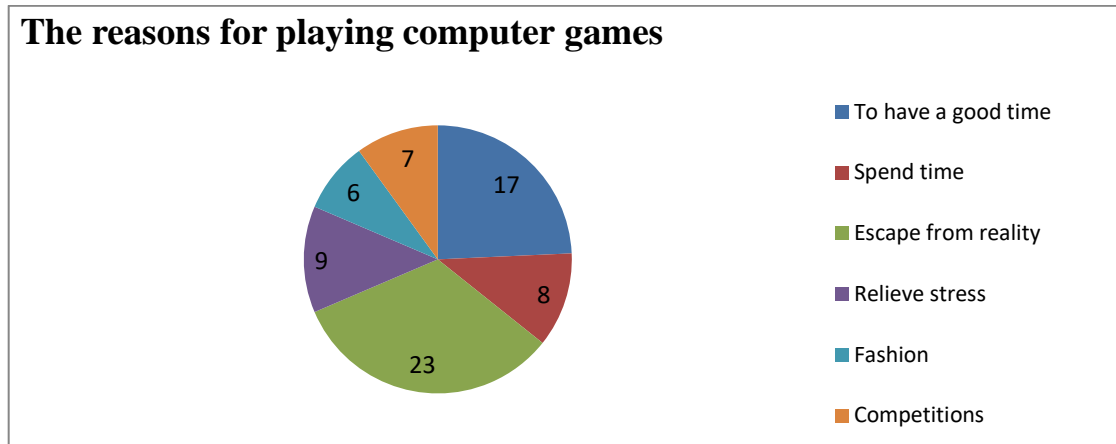


**Fig.1. Time spent on the computer (gender aspect).**

That is why we decided to identify different stages of addiction of students according to Ivanov. With the help of survey we determined four stages of addiction of our students: stage of light interest - 31 students; stage of interest - 19 students; stage of addiction - 12 students; stage of affection 8 students.

The high level of dependence on computer games among students cannot but cause concern. According to our survey, some students spend approximately 60% of free time playing computer. This is can be because young people often feel lonely and using computer games they try to escape from reality.

We have identified the following reasons for playing computer games in the student age:



**Fig.2. The reasons for playing computer games (n = 70).**

Thus, we see that the main reason for playing computer games is that young men want to escape from reality. Dissatisfaction with their own lives, attempts to reincarnate in the successful character in the virtual reality makes it possible to improve mood, affect self-esteem.

In the second stage of our research, we have formed an experimental group with 3 students (plan of experiment with a small n), who are affected computer games and spend playing video games approximately a 6 hours each day. They were offered to try to reduce the attraction for computer games as the only way of organization of free time. The boys' agreement and interest made it possible to introduce such methods of influence:

1) The radical method (during a week) in which the contact with the computer is completely banned. During this experiment, we observed a constant nervousness, dissatisfaction of the young men. The boys felt a constant need to turn on the computer, find a game on the tablet. We have concluded that radical correction method of game addiction is not effective, because you cannot just abruptly interrupted addicts' contact with his toy. This could trigger so-called "breaking" and nervousness.

2) The gradual method (during a week) in which the young men every day had to play computer games for 10 - 15 minutes less than the previous day. For this method was created a special diary that the boys had to fill systematically. Especially effective was this method when we used it as some kind of competition between the young men. This method is more effective, because a person gradually freed from his addiction, getting used to the conditions.

3) The substitutional method in which you need to turn the young men's attention to something equally exciting, interesting and useful. In particular, to find a hobby etc. The method is very effective because it diverts the attention of a person from the video games to other things. In order to maximize the positive impact of computer games, we offered boys to find new, interesting computer information to improve their English, communicate through writing or via Skype with native speakers. Moreover, we gave them the following tasks which could be done with the help of educational computer network: write an essay on a given topic, perform literary translation of the text, write an article etc.

In the third stage of our research we re-interviewed the boys studied to determine the dynamics of their relation to the time, which they spend on playing computer games. It should be noted that the subjects decreased their desire for spending their free time playing computer games (time spent on the game decreased from 5-6 hours to 1-1,5 ), they formed a habit to use the computer for other purposes (search for additional information for lessons, increasing the active vocabulary of foreign words, improving the skills of foreign language communication in interactive mode). In addition, there were improvements in English and increasing interest in the educational process.

**The conclusions and recommendations for further research.** This research convinced us in the possibility of influence on the switching of students' attention from destructive forms of spending time to developmental. Were fixed to improve students' knowledge and positive use of the computer and the Internet. Therefore, we plan to use the substitutional methods of influence in our future professional activities.

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Селецька А. І.

### Взаємозв'язок самооцінки та рівня самотності в підлітковому віці

**Анотація.** В статті здійснена спроба аналізу особливостей самооцінки у підлітковому віці та її взаємозв'язку з рівнем самотності. Адекватність самооцінки, як одна зі складових «Я-концепції», є умовою, яку можна розглядати як причину або наслідок самотності. Показано зв'язок між самотністю і самооцінкою у підлітків, яка проявляється як на рівні суб'єктивного відчуття самотності, так і на рівні спілкування з оточуючими і прийняттям себе. Встановлено, що підлітки з низькою самооцінкою мають високий рівень самотності.

**Ключові слова:** самооцінка, занижена самооцінка, самотність, суб'єктивне почуття самотності, підлітковий вік, підлітки.