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PSYCHOLOGICAL REASONS FOR GADGETS DEPENDENCE AND OVERCOMING STRATEGIES

Abstract. This study was conducted at the request of educational psychologists from educational organizations and was devoted to study the psychological reasons for schoolchildren's dependence on gadgets. The study identified factors that precede students' gadget addictions, and then analyzed overcoming psychological mechanisms. Active methods of the psychological service system of secondary schools were classified into three groups: strategies for relaxation, regulation and strengthening of the nervous system of students (rebirthing and meditation); strategies for mobilizing children to activity through play therapy, art therapy and neurographic algorithms; strategies that promote the development of awareness and responsibility (coaching technologies, psychoanalytic techniques, genesis therapy).

The results of the study and recommendations for overcoming gadget addiction among students of educational organizations were tested at a scientific and practical conference among educational psychologists of the Zhambyl region and the city of Taraz and also discussed on social networks Instagram, Facebook.

Keywords: student, gadget, addiction, psychological impact, overcoming, strategy.

Introduction. Famous poet Kassym Amanzholov wrote in his poem «About myself». There are lines like: «You were so happy, future generation! I look at your glimpse of feature and I'm surprised...» [1].

This means an interest in the range of opportunities available to children today. When considering any issue, it is necessary to remember that «the stick has two ends». Therefore, before analyzing gadget addiction as a problem, let's describe its function and ways to make students addicted to it. It is worth looking for an answer to the question «Why is the gadget attractive?» There are relevant studies which have shown that no matter what kind of gadget it is, without the Internet, it has no appeal. A pen that runs out of ink is useless, a phone, smartphone, computer, laptop, Macbook, tablet, etc., without an Internet connection. Those kinds of gadgets are not very interesting to schoolchildren without the connection of the Internet. Therefore, gadget addiction should be recognized as a result of Internet dependency. First of all the Internet is a source of immediate information. This is a development tool that is used and encouraged to improve the functional literacy of students. If so, who influences the student's obsession with gadgets? Of course, the teacher! Is it correct to write down a school student for performing tasks (homework) leaving aside personal initiatives and conducting research on his own within the framework of mastering certain subjects?

Another inconsistency in research is the fact that collaborative learning technology is not taken into account when addressing the issue of student addiction to gadgets. The modern education system requires the organization of children's joint activities. For example, according to the updated educational program, priority is given to group and pair work of students. What can happen if the training is organized online or in a blended format? Doesn't distance learning make students addicted to gadgets?! Therefore, in order for a school student to learn and use the best ways of communication, it is necessary to use a gadget connected to the Internet [2].

The current development system encourages the human race to conserve resources as much as possible. At the same time, how can we deny the great potential and amazing wonder of information transfer, which is carried out only through the power source, the Internet and gadgets?! Let's imagine our day without the electronic service that replaced the mechanical method of resource saving! Will the uninterrupted process flow be blocked? How can you blame a school student for gadget addiction after that?

Research conditions and methods. Within the framework of the above-mentioned problems, it is recommended to pay attention to the fact that the real reasons for students' addiction to gadgets are still "hidden" and therefore not sufficiently studied. Is it an important problem that the students of educational organizations are addicted to gadgets? How do we explain the various alarming situations that have arisen among teenagers if we look at it as a consequence of necessity or curiosity?

In order to prevent such problems, in the process of using gadgets, it is necessary to form the competence of students to sort information. This is a factor that requires the attention of the educational process [3].

We gave priority to the psychological causes of the problem in our study. A child's innate protective reflex and a symbol of safety, as well as «anti-evil» immunity, which is formed from an early age, form the basis of his sense of safety. A more important psychological factor is the cognitive sphere. Supplementing the student's knowledge with knowledge related to personal safety, learning algorithms in accordance with actions to get rid of any danger zone or escape from uncertainties - requires practice. It is necessary to improve the emotional sphere, that is, the psyche in order for the student not to suffer from ignorance in any crisis situation, along with his cognitive development. In addition to these, there are very important steps such as asking relatives about situations unknown to the child, calling for help, make him aware of the density of his relationship with his surroundings and the presence of adults who can rely on him in difficulties, which is a sign of the quality of the voluntary-emotional sphere [4].

Therefore, in order to study the psychological causes of schoolchildren's addiction to gadgets and strategies to overcome it, it is necessary to observe the personality-social-psychological characteristics of adolescents, to observe the test subjects in the course of their activities and to communicate with adults (classroom teacher, educational psychologist, subject teachers, etc.) interview, documentary-biographical approach and critical scientific research methods were used. The research was carried out in two secondary educational organizations of Taraz city, and graduates of Pedagogy and Psychology were involved in this process during the period of industrial practice.

Research results. Diversified research work began with the monitoring of data on students in the lists of «danger groups» of educational organizations' teacher-psychologists. Documents presented to the research group: socio-

psychological map of the student, summary list of educational progress and psychological-pedagogical characteristics of the class teacher. All documents included data from the last two academic years. The documents of 9 teenagers in educational organization #1 and 7 teenagers in educational organization #2, a total of 16 subjects, were examined. It should be noted that here educational organizations were conventionally numbered, and the names of schoolchildren were changed. Based on the results of the study of the socio-psychological maps of the subjects, it was found that 5 teenagers are brought up in single-parent families - under the care of a single mother, and 2 students are children of low-income families on the poverty line. That is, 44% of the test subjects are unsuccessful family members. During the analysis of the psychological and pedagogical characteristics of the class leaders, it was determined that the progress of 2 students has decreased, 4 students have poor attendance, and 3 students have complicated relationships with their peers (classmates). According to the subjective conclusions of the class leaders, negative characteristics of 9 test subjects (56%) were known. Cumulative lists of academic performance of teenagers in the last two school years were analyzed within each term and their relative index was as follows: declining data – 6 students (37.5%), stable progress – 10 students (62.5%), increasing – 0.

The result of the documentary examination of the data on the subjects is shown in Table 1: due to gadget addiction, the decrease in academic performance, poor attendance at classes, the complication of mutual relations, etc. the ratio of disturbance factors and stable (unchanged) conditions. The table also shows deviations from the average value (8/50).

Table-1

The result of the documentary research method of students in the «risk group».

Test scores	Research documents					
	According to the socio-psychological map		According to psychological and pedagogical characteristics		According to academic progress	
	N	%	N	%	N	%
Factors of negativity	7	44	9	56	6	37,5
Normal situation	9	56	7	44	10	62,5
Deviation from the mean	-1	-6	+1	+6	-2	-12,5

The average number of negative indicators was 46% of the total number of participants. Therefore, more than half of the students who are listed among the gadget addicts and included in the «risk group» have no changes in their relationship to the educational process and their results. It was hypothesized that this may be due to subjectivity in the diagnostic procedures and assessment process. In order to check this hypothesis, participants of the test were observed during the activity and interviews with subjects close to them were carried out.

The attitude of the subjects to the lesson, their mutual relations with the teacher and classmates, as well as the process of monitoring the characteristics of their behavior during the lesson and during breaks was carried out using a 10-point

scale. The result of it: 10/8, 1/7, 2/6, 3/5. Here, 10, 1, 2, 3 are the number of students, 8, 7, 6, 5 are scale points. Therefore, it was found appropriate to include 6 students with 5-7 points in the «danger group», and the question was asked whether it is possible to remove the remaining 10 teenagers from this «list». In order to get to the bottom of the problem, the case study was continued through the interview method. During the process, priority was given to the following questions: «How well does the student perform the task assigned to him?», «What is the student's enthusiasm for the lesson?», «Does the student complete his homework regularly and completely?», «What is the student's activity in social work?», «The student has How well developed are the skills to help others?» 9 class leaders, 24 subject teachers, 4 pedagogues-psychologists and 32 students, a total of 69 people participated in the interview process. According to its results, 7 examinees were identified as «problematic». Two of them are pupils of educational organization № 1 and five of them are pupils of educational organization № 2.

Thus, the process of collecting research results showed the following data: 7 students by documentary research, 6 students by observation method, 7 students by interview method. It was based on the determination of the psychological factors of these children's addiction to gadgets, their objective reasons were clarified.

Discussion of scientific results. During the scientific study of the problem, it was found that the main reasons for schoolchildren's addiction to gadgets are not the attraction of information and «being unable to get out» of the Internet, these factors are only consequences. When a teenager does not have support from those close to him, loses his confidence and experiences loneliness, he withdraws. Lack of respect from others causes a decrease in self-esteem, resulting in an incompleteness complex. The instability of the fragile psyche, which is not yet fully formed, increases, and the student looks for other sources of compensation for the need to support himself. Of course, it is easily found on the gadget! In this way, gadgets take the place of parents, relatives, friends, teachers. An environment that does not know when and how the child got into this situation, when faced with the consequences of the problem, unfortunately, it is too late to fix much.

The results of the practical research revealed a real addiction to the gadget and narcissism (something similar): 7 out of 16 students are in a state of alarm, the remaining 9 are «victims» of psychological-pedagogical services. According to the results of the research, working with 2 teenagers recognized as «addicted to gadgets» in educational organization № 1 was assigned to a teacher-psychologists. Meanwhile, measures to overcome gadget addiction of 5 teenagers in educational organization № 2 were assigned to the psychological and pedagogical support service of that team. 9 students in the «risk group» whose problem was not identified were removed from the «black list».

Social and personality factors are recognized during the psychological-pedagogical study of schoolchildren's addiction to gadgets:

- lack of warmth in the family,
- neglecting pedagogical attention,
- not organizing the child's free time,
- not to encourage labor interference,
- low confidence, insufficient self-esteem.

By observing the child in the natural environment, observing during his usual activities and observing during the organization of «surprises», it is possible to distinguish the manifestations of the above-mentioned factors: difficulty in decision making, avoiding responsibility, avoiding the true nature; problems in volitional-cognitive development, such as concentration, free memory and anxiety;

difficulties in adapting to the environment, slow acceptance of new things, deterioration of communication, sleep disorders; headache, impaired vision and hearing, frequent anxiety. In the framework of these scenarios, creating «Observation map», explaining and distributing it to employees and parents who work hand in hand with children, collecting data in a timely manner, and honestly analyzing it will greatly contribute to the prevention of the problem.

It has been based on the processing and qualitative analysis of the results of the practical research carried out for three weeks, psychological strategies for overcoming the addiction of schoolchildren to gadgets were created and presented to the arsenal of pedagogical psychologists of educational organizations. This strategy grouped innovative tools in practical psychology into three sections, depending on the content of influence:

1) strategies to calm the student's nervous system and regulate thoughts (rebebing and meditation);

2) strategies for distracting and diverting the student's attention (play therapy, art therapy, and neurographics) by mobilizing the student in activities;

3) strategies to regulate the time of gadget use (coaching, genesis therapy, «20 questions» technique) by making students responsible, consciously abandoning addiction.

Educational psychologists should not stop doing rebebing and meditative exercises with the child twice a day for 2 months. In order to relieve the anxiety of a gadget-dependent school student, to calm the nerves and stabilize the distraction of attention. A teacher-psychologist must conduct trainings using art therapy, play therapy techniques and neurographic algorithms in the classroom of teenagers for 1 quarter in order to overcome addiction with the help of mobilizing active activities. When these psychological measures are completed and intermediate results are obtained, it is allowed to move to personal work with the test subject. Individual work requires 2-4 sessions of 0.5-1.5 hours; it takes about 1-2 weeks for everything.

For individual work, coaching technologies such as «Descartes coordinate», «Why?», SWOT-analysis, psychoanalytic sessions of «emotion-image therapy», Kazakh psychotherapist J. Danenova, genesis therapy by K. Matai and (or) Italian psychologist Joe Vitalio's «The 20 questions technique» is recommended [5].

The purpose here is to help the student to overcome the psychological problem that caused his addiction to the gadget on his own and consciously. Adults around the child should always remember that he needs support. Support is carried out by truly respecting and accepting the personality of the student, trusting and trusting him, loving him unconditionally. Pedagogical staff should be able to interest such students in order to motivate them.

Conclusion. The research work carried out on the psychological basis of gadget addiction and strategies to overcome it was carried out in an applied nature. It was the requests received from educational organizations' pedagogues-psychologists and the general public's interest in this issue that prompted the definition of the research topic in this format. At the beginning of 2023, the information about the suicide incident, which ended in tragedy, was caused by gadget addiction, caused a great stir among the residents of Zhambyl region. It has been based on the late alarm, urgent research was organized and the local academic community was involved in it. In February, a specialized interview was given to the main publication of the state «Egemen Kazakhstan» about the socio-psychological background of the problem [6].

After that, complex research work was carried out with the organization of graduates of the 2nd course (M.Kh. Dulaty Taraz Regional University, specialty of Pedagogy and Psychology) and a group of volunteers consisting of pedagogues and psychologists of educational organizations. It is clear that the research work carried out in two secondary schools in Taraz will be remembered in the history of psychology as a study with many researchers.

In the conditions of globalization, where interdisciplinary integrations have gained massive momentum, considering the research work on ways to free schoolchildren from addiction to gadgets only within the framework of psychological science, it was inevitable that the scope of the given problem would be narrowed. Therefore, the mechanisms of education and sociology were considered together with the science of psychology. Half a year of scientific-academic research and experimental-experimental studies confirmed the scientific assumption made at the beginning and revealed the psychological causes of gadget addiction. It was found that the Internet, information, gadgets are only the consequences of the real causes and in the case of addiction they play a secondary role. Psychological strategies for overcoming various addictions of schoolchildren, including gadget addiction, were studied. The obtained results were presented at the scientific-practical conference on the topic «My family is my place of happiness», «The Bow for the Mother» held at the center in Taraz, in front of pedagogues and psychologists of Zhambyl region. It was also discussed on Instagram and Facebook social networks among netizens.

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ГАДЖЕТКЕ ТӘУЕЛДІЛІКТІҢ ПСИХОЛОГИЯЛЫҚ АСТАРЫ ЖӘНЕ ОНЫ ЕҢСЕРУ СТРАТЕГИЯЛАРЫ

Аңдатпа. Білім беру ұйымдарының педагог-психологтарынан түскен сұраныс негізінде зерттелген осы мәселе, мектеп оқушыларын гаджетке тәуелділіктен арылтудың психологиялық тетіктерін қарастыруға арналған. Зерттеу барысында әуелі тәуелділіктер сипаты анықталып, әсіресе шектен тыс телефонға тән болудың

психологиялық себептері талданды. Келесі кезекте оқушылардың гаджетке тәуелділіктерін еңсерудің психологиялық стратегиялары зерттелді. Ол үшін мектептің психологиялық қызмет жүйесіндегі барлық белсенді технологиялар жіктеліп, әсер ету мазмұнына қарай, үш топқа жинақталды: оқушының жүйке жүйесін тыныштандырып, ойды реттеу стратегиялары (ребефинг және медитация); оқушыны іс-әрекетке жұмылдыру арқылы, көңілін аулап, зейінін басқа жаққа бағыттау стратегиялары (ойын терапиясы, арт-терапия және нейрографика); оқушыларды жауапкершілікке жетелеу арқылы, тәуелділіктен саналы түрде бас тартып, гаджетті қолдану уақытын реттеу стратегиялары (коучинг, генезис-терапия, "20 сауал" техникасы).

Білім беру ұйымдарының тәрбиеленушілерін гаджетке тәуелділіктен ажыратудың психологиялық стратегиялары Жамбыл облысының педагог-психологтарының алдында баяндалды және Instagram, Facebook әлеуметтік желілерінде талқыланды.

Тірек сөздер: оқушы, гаджет, тәуелділік, психологиялық ықпал, еңсеру, стратегия.

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ПСИХОЛОГИЧЕСКИЕ ПРИЧИНЫ ЗАВИСИМОСТИ ОТ ГАДЖЕТОВ И СТРАТЕГИИ ПРЕОДОЛЕНИЯ

Аннотация. Данное исследование было проведено по запросам педагогов-психологов организаций образования, и посвящена на изучение психологических причин зависимости школьников от гаджетов. В ходе исследования были выявлены факторы, предшествующие к гаджет-зависимостям учащихся, а затем проанализированы психологические механизмы их преодоления. Активные методы системы психологической службы средних школ, были классифицированы на три группы: стратегии для релаксации, регуляции и укрепления нервной системы учащихся (ребефинг и медитация); стратегии мобилизации детей к деятельности, путем игро-терапии, арт-терапии и нейрографических алгоритмов; стратегии, способствующие к развитию осознанности и ответственности (коучинговые технологии, психоаналитические техники, генезис-терапия).

Результаты исследования и рекомендации по преодолению гаджет-зависимости воспитанников организаций образования, была апробирована на научно-практической конференции, среди педагогов-психологов Жамбылской области и города Тараза; а также обсуждены в социальных сетях Instagram, Facebook.

Ключевые слова: ученик, гаджет, зависимость, психологическое воздействие, преодоление, стратегия.