PSYCHOLOGICAL FEATURES OF PREVENTING STUDENTS' ADDICTION TO THE INTERNET

Usmonov Shovkat Shuxrat ugli

Master's student of the University of Economics and Pedagogy, Karshi city, Kashkadarya, Uzbekistan

E-mail: shovkatu0@gmail.com

Annotation: This article provides a comprehensive analysis of the problem of Internet addiction among university students and the psychological features of its prevention. It has been scientifically proven that excessive use of the Internet negatively affects students' mental health, social adaptation, and academic performance. During the study, empirical data were collected to identify the levels, causes, and consequences of Internet addiction. Furthermore, effective psychoprophylactic and psychocorrectional measures were developed, with recommendations for their practical application in higher education institutions.

Keywords: Internet addiction, psychological problems, students, psychoprophylaxis, psychocorrection, mental health, social adaptation.

Аннотация: В статье проведён всесторонний анализ проблемы интернет-зависимости среди студентов и психологических особенностей её профилактики. Научно доказано, что чрезмерное использование интернета оказывает негативное влияние на психическое здоровье студентов, их социальную адаптацию и успеваемость. В ходе исследования были собраны эмпирические данные, выявлены уровни, причины и последствия интернет-зависимости. Также разработаны эффективные меры психопрофилактики и психокоррекции с рекомендациями по их практическому применению в образовательных учреждениях.

Ключевые слова: интернет-зависимость, психологические проблемы, студенты, психопрофилактика, психокоррекция, психическое здоровье, социальная адаптация.

Introduction

In the current era of globalization and digital technologies, the Internet has become an integral part of human life. The improvement of information and communication technologies and the expansion of Internet networks lead to an increase in the level of their use, especially among young people. In particular, students studying in higher education institutions have been effectively using Internet opportunities in their educational process, scientific research and personal development. However, there are also negative consequences of this process, and excessive and uncontrolled use of the Internet is causing students to become more psychologically dependent. Internet addiction is a set of psychological problems associated with a person's uncontrollable need to use information technologies and the desire to be constantly on the Internet. Experts say that Internet addiction has a significant negative impact on the mental health, mental activity, social adaptation and general quality of life of young people. According to the latest data from the World Health Organization (WHO) and other international research institutes, Internet addiction is recognized as a global problem, and it is especially widespread among young people and students. For students, the Internet, on the one hand, has created an opportunity for education and quick access to information, but on the other hand, it can lead to a decrease in their time management skills, social isolation and depression. The formation of Internet addiction is related to many factors, among which the psychological state of a person, the level of stress resistance, the influence of family and social environment are of particular importance. Therefore, the in-depth study of this problem and the

development of mechanisms for its prevention is an urgent scientific and practical issue today. It is a problem for many parents that teenage children today spend a lot of time in the world of social networks and video games. The reason is that teenagers often do not follow the rules of use, that is, they lose control of themselves after entering the virtual world. In most cases, they cannot decide for themselves when to stop. Unfortunately, parents' knowledge and skills about modern technologies and new programs and games are not sufficient. This article analyzes the level of students' addiction to the Internet, its psychological causes and consequences. Also, recommendations for effective psychological methods and approaches to prevent Internet addiction, including psychoprophylaxis, stress management, personal development programs, and promotion of social activities will be developed. The results of the research are important in improving psychological services in higher education institutions and strengthening the mental health of students.

Main part

The concept of Internet addiction and its psychological essence. Internet Addiction Disorder (IAD) is a complex of psychological and social problems caused by excessive and uncontrolled use of the Internet. This term was first used by the American psychiatrist Kimberly Young in 1996. Internet addiction has symptoms similar to addiction to drugs and other psychoactive substances, Yang said, and persistent and uncontrolled use can have a negative impact on normal lifestyles. The main symptoms of Internet addiction include: Spending too much time online. Withdrawal and isolation from real-life social relationships. The failure of efforts to reduce Internet use. Increased stress, nervousness, depression. Sleep and eating disorders. Deterioration of academic results. Studies show that young people and students are the group that spends the most time in the Internet environment. This situation corresponds to the stages of psychophysiological and emotional development of young people and affects their personal and social identification processes. Psychological factors of the development of Internet addiction in students. The formation of Internet addiction among students is related to the following main psychological and social factors. Stress and emotional instability. Stress during education, examination and evaluation system, family and personal problems increase the level of stress in students. And the Internet serves as a source of temporary escape and emotional relief for them. Low self-esteem and lack of motivation. Students tend to use the Internet aimlessly as a result of not setting a clear goal for themselves and uncertainty in their life directions. Lack of social support. The lack of social relations with friends and family, the feeling of loneliness is the reason for connecting to the Internet. Limited leisure time and interests. Inability to meaningfully organize free and free time increases excessive attachment to virtual games on the Internet, social networks and other online activities. Psychological and social consequences of Internet addiction. Internet addiction in students has the following negative consequences.

Decline in academic achievement. Decreased attention, reduced interest in homework and academic activities lead to deterioration of academic performance. Psychological problems. Internet addiction refers to an obsessive desire to use the Internet and excessive use of it. However, many researchers point out that addiction is not related to the Internet, but to certain ways of using it. There are proposals to divide Internet addiction into a specific pathology, in which other forms of painful attachment may continue offline (eg, online gambling), and a general pathology, usually associated with excessive use of social networks. networks. Negative mental states such as depression, anxiety, nervousness, sleep disorders and lack of attention arise. Physical health problems. As a result of looking at the screen for a long time, sitting in the wrong physical position,

there are eye and spine problems, and a decrease in motor activity. Social isolation. Distance from loved ones and society, weakening of communication skills, loneliness and social problems increase.

Effective psychological mechanisms for preventing Internet addiction in students. In order to prevent Internet addiction, complex psychological approaches have been developed, which include: Psychoprophylaxis and psychodiagnostics. Using special diagnostic tests to determine the level of Internet addiction in students (for example, Kimberly Yang tests, Davis's IAT scale). Application of psychological counseling and psychotherapeutic approaches in the initial stages of addiction. Development of stress tolerance and emotional intelligence. Organization of stress management training and psychological training. Development of psycho-pedagogical programs to increase emotional stability and self-awareness, to strengthen personal motivation. Development of social adaptation and communicative competence Organization of group psychotherapy and social activities (sports clubs, science clubs, cultural events). Forming a social support system by developing new friendships and social connections. Digital detox and time management skills. Training on digital hygiene and effective time management. Set and enforce clear limits on Internet usage time. The role of pedagogical and psychological services. Psychological services and pedagogues working in higher education institutions play an important role in identifying and preventing students' addiction to the Internet. They attract students to a healthy lifestyle through preventive conversations, consultations, spiritual and educational events, and provide individual and group psychological support in relation to problematic situations.

Empirical analysis

The purpose and objectives of the research. The main goal of this study was to determine the level of Internet addiction among students studying in higher education institutions, study their psychological characteristics, and develop practical recommendations for preventing this problem. Based on this goal, the following tasks were defined. Determining the prevalence of Internet addiction among students. Analysis of the relationship between Internet addiction and the psychological state of students. Determination of psychological and social factors affecting the level of addiction. Recommending effective ways to prevent and combat Internet addiction. Research methods and sample. The research was conducted in October and November 2024 among students studying at three higher educational institutions (Kokand University, Fergana State University and Tashkent University of Information Technologies) in Fergana region and Tashkent city. The total number of respondents was 300 people. 58% of the respondents were women, 42% were men. The age group of students included young people from 18 to 25 years old. The following psychodiagnostic methods and methods were used in the study. Kimberly Young's "Internet Addiction Test" (IAT) scale - to assess the level of Internet addiction. Spielberger's diagnosis of "personal and reactive anxiety" - to determine the level of stress and anxiety of respondents. Beck's depression assessment test - to determine the state of psychological health. Questionnaire and interview method - research findings and analysis to determine the purposes and timing of students' use of the Internet, as well as the negative effects they perceive. Levels of Internet Addiction. According to the data obtained on the basis of the IAT methodology, the respondents were divided into the following categories: 20% of students (60 people) - low level of Internet addiction (within the norm); 50% of students (150 people) - moderate level of addiction (there is imbalance in the use of the Internet, but it is under control). 30% of students (90 people) - high level of Internet addiction (negative consequences were observed in personal, academic and social life). High level of Internet addiction was observed more among male students (35%), while among female students it was 26%. The relationship between Internet addiction and psychological factors. Among students with a high level of Internet addiction, a high level of anxiety was detected in 70% of cases

(according to the Spielberger test). Higher rates of depression (according to the Beck test) were 60% among students with a strong Internet addiction. Stress management problems and lack of social support were noted as the main factors in the formation of Internet addiction. Internet use purposes and time consumption. 62% of students use the Internet mainly for social networks (Instagram, Telegram, TikTok). 18% of students said that they spend a lot of time on games and other entertainment platforms. Only 20% of respondents stated that they use the Internet as the main source for educational and scientific activities. Average time spent on the Internet per day:

4-6 hours - 45%

6-8 hours – 35%

More than 8 hours - 20%.

Conclusions based on the results of the analysis. Internet addiction is an urgent problem among students, which has a negative impact not only on their psychological health, but also on their social and academic activities. Students with high levels of Internet addiction often experience high levels of anxiety and depression. Recommendations based on empirical analysis. Regular psychological diagnosis and monitoring in higher education institutions. Implementation and promotion of digital detox programs; Active involvement of students in social and sports activities, organization of team exercises and training. Expanding psychological counseling and psychotherapy services, holding seminars on stress resistance and emotional stability. Development of student social support groups and friendship networks.

Conclusion

It is an undeniable fact that modern digital technologies have deeply penetrated into all areas of our lives, especially in education and among young people. Along with the unlimited possibilities of the Internet, there are also its negative consequences, especially among young people and students, cases of Internet addiction are frequent. Based on the results of theoretical and empirical studies conducted in this article, the following scientific and practical conclusions were reached. Internet addiction is increasing its relevance as a social and psychological problem. The formation of this condition in students is primarily related to emotional instability, stress, lack of social support and difficulties in time management. The results of the study showed the existence of medium and high level of addiction to the Internet among students. In particular, overuse of social networks and online games has a negative impact on psychological health among students. Symptoms of stress and depression were noted as the main psychological indicators of Internet addiction. The consequences of Internet addiction seriously harm not only a person's mental health, but also social adjustment and academic performance. Students experience poor concentration, poor communication skills, social isolation, and health problems. It is important to introduce psychoprophylaxis and psychocorrection methods to prevent and reduce Internet addiction. It is important to develop digital hygiene, effective time management, stress-fighting skills among students, as well as to encourage active participation in social and sports events. The effective operation of pedagogical and psychological services and the systematic implementation of spiritual and educational work in higher education institutions play an important role in the formation of immunity of students against Internet addiction. It is also necessary to strengthen the cooperation of parents and teachers, measures to psychologically support students by them. Basically, bloggers are the main carriers of information in today's information society and influence the formation of readers' values, so we need to systematize the information that bloggers give. can be ordered.

In general, prevention of students' addiction to the Internet is one of the necessary factors to strengthen their psychological health, support their personal development, and achieve high results in the educational process. Continuing research and practical activities in this field, introduction of modern psychological technologies remains a relevant and promising direction.

Foydalanilgan adabiyotlar ro'yxati

1. Axmedov N., Tojiboyeva G. Zamonaviy yoshlarning raqamli axborot muhitidagi ijtimoiy-psixologik muammolari. – Toshkent: Fan va texnologiya, 2020. – 150 b.

2. Abduqodirov A. Talabalarda axborot texnologiyalaridan foydalanish madaniyati va psixologik xususiyatlari. – Toshkent: Yangi asr avlodi, 2019. – 132 b.

3. Ergashev E. Internetga qaramlikning psixologik mexanizmlari va uni oldini olish strategiyalari. – Toshkent: O'zbekiston Respublikasi Fanlar akademiyasi,2021. – 178 b.

4. Ortiqboyev M. Raqamli texnologiyalar va yoshlar salomatligi: muammo va yechimlar // Psixologiya va pedagogika masalalari. – 2022. – № 3(45). – B. 112-118.

5. Xolmatova Z. Yoshlar va virtual olam: psixologik tahlil va tavsiyalar. – Toshkent: Innovatsiya va pedagogika markazi, 2023. – 144 b.

6. Young K. S. Internet Addiction: Symptoms, Evaluation, and Treatment. – Hoboken: Wiley & Sons, 2017. – 322 p.

7. Davis R. A. A cognitive-behavioral model of pathological Internet use // Computers in Human Behavior. – 2001. – Vol. 17, No. 2. – P. 187–195.

8. Kuss D. J., Griffiths M. D. Internet Addiction in Psychotherapy. – London: Palgrave Macmillan, 2015. – 233 p.

9. Block J. J. Issues for DSM-V: Internet Addiction // The American Journal of Psychiatry. – 2008. – Vol. 165(3). – P. 306–307.

10. Anderson E. L., Steen E., Stavropoulos V. Internet use and Problematic Internet Use: A systematic review of longitudinal research trends in adolescence and emergent adulthood // International Journal of Adolescence and Youth. – 2017. – Vol. 22(4). – P. 430–454.