EXCESSIVE USE OF GADGETS BY CHILDREN IN ELEMENTARY GRADES. IMPLEMENTATION OF A SOLUTION TO THE PROBLEM WITH THE HELP OF ADDITIONAL ACTIVITIES AND RULES

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ANNOTATION: *In this article, the overuse of gadgets by primary school students, the implementation of problem-solving using additional measures and rules, and addiction to gadgets in primary school students: the concept, types, causes, in primary school students the concept, types, and methods of gadget addiction prevention are described in detail.*

KEYWORDS: *gadget, gadget addiction prevention methods, gadget addiction.*

INTRODUCTION:

In different countries of the world, there are centers for the provision of psychological assistance to reduce and overcome gadget addiction. Everyone suggests changing the social environment, that is placing it in specially created conditions that completely prohibit access to gadgets and significantly change the client's social environment.

In such a situation, a person feels a double adaptation: he overcomes cyber addiction and adapts to a new social environment. In several countries, children under the age of 18 are prohibited from playing some particularly aggressive computer games, as they can cause an immature person to make aggressive impulses in real life. Modern gadgets shape the deviant behavior of children.

LITERATURE ANALYSIS AND METHODOLOGY:

At first glance, for example, a smart phone is not dangerous. It is so convenient when a small device includes a huge number of functions: clock, alarm clock, Internet, mail, TV, camera, player, books, and much more. Instead of many things you can touch, see and hear, there is only one. As a result, a person is constantly in contact with a smart phone, literally

"attracted" to it, at every break in his life or when he simply does not want to interact with reality or does not want to do something important, but unpleasant.

The situation is absurd: gadgets are created to serve a person, but in reality, they often subordinate a person to themselves. For the first time the term "computer addiction" was mentioned in foreign literature by Ivan Kenneth Goldberg in 1990 at a time when the development of computer technology gained a frantic pace.

Psychotherapists were the first to face it, as well as companies that use the Internet in their activities and incur losses if employees develop a pathological attraction to being "online". Psychologists believe that computer addiction is a kind of emotional addiction, very similar to alcohol addiction and drug addiction. Dependence on gadgets provokes a person to immerse himself in the virtual world, to believe in the legend about himself, and get used to it so much that it becomes almost impossible to exist normally in the real world.

Results:

Dependence on computers, smart phones, and other communication devices has recently become one of the most relevant topics. Every day, the number of people who are fond of gadgets is increasing significantly. It was previously thought that adolescents and young adults were most likely to suffer from gadget addiction, but children of preschool and primary school age are now being affected by this addiction. Almost from birth, modern parents instill in their children a love for all kinds of gadgets. Children play educational games on their phones, and tablets, learn the alphabet, numbers, and so on.

With age, educational games are replaced by fun games, and the child gets into the virtual world, neglecting communication with peers and family, study, and sports. Attractive features of virtual communication: you do not need to immediately respond, there is time to think and formulate an answer that will make you look more reasonable; virtual communication is mediated, so you can ask more honest questions without hesitation; you can create another desired personal image, unrealistic, more attractive and more interesting.

Of particular importance in the education of younger students about the culture of using gadgets is the development of a high spiritual culture of the individual. Many computer

programs are designed to work with the subconscious, consciousness is indirectly involved in such actions.

DISCUSSION:

They have an unlimited audience for potential communication and great opportunities for self-expression. Users can express themselves in a variety of ways: through text, photos, audio, and video. Harm to the individual is manifested in the inability and unwillingness to carry out real communication, the fear of his flight into the world of illusions. Another danger is that in these networks it is possible to communicate with cyber criminals (the criminal learns about the peculiarities of the family's daily routine and uses this data to carry out a criminal attempt, blackmail using photomontage with a photo of a child, etc.), mentally ill people and perverts, who pretend to be a peer, and insist on communication and meetings.

It is teenagers who are at risk, since they have the most urgent need for self-assertion, communication with peers, searching for new emotions, demonstrating themselves, and at the same time inexperience, and a desire to take risks.

Excessive communication on forums is less attractive for a child, because here, unlike on social networks, the emphasis is on the topic of discussion, and the personality of the interlocutor is less important. On the forums, people with different worldviews and representatives of different generations communicate on equal terms. On the forum, authority depends on knowledge and ability to communicate, it is achieved, not attributed. The constant appeal to the unconscious can become an end in itself, which, in turn, is considered the main sign of addiction. Usually, people with a sufficiently high spiritual culture do not need such means. They seek and find appropriate uses for their rational and irrational impulses in the real world.

CONCLUSION:

In conclusion, primary school age is an important period in the development of a child's personality. The leading activity at this age is teaching. In this age period, the development

of all mental cognitive processes is actively taking place: perception, attention, memory, as well as thinking. Arbitrary attention and memory gradually develop, thinking acquires a dominant meaning, and there is a transition to verbal-logical thinking from visual-figurative thinking. In general, as a result of educational activity, younger schoolchildren develop psychological neoplasms of age - arbitrariness, as well as awareness of mental cognitive processes, reflection, and an internal plan of action.

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