



Olexandr Ostapovich

WAYS OF SOLVING THE INTERNET ADDICTION PROBLEM

The Internet and mobile technology are increasingly important to the educational and social lives of children, and are becoming a part of children's identity. As one young person said at one of recent meetings, "Take away my mobile phone and you take away a part of me!"

With the advent of broadband and mobile access to the Internet giving young people access to the Internet any place and at any time, and thus entertainment, interaction and communication, there is a real risk that children can become so immersed in their online world that it can seem to take over their lives. It is easy to see why some children and young people love spending many hours pursuing their interests, playing games, finding information and communicating with friends (and strangers) online. However, when this use becomes obsessive and at the expense of other aspects of a young person's life, this use of the Internet could be problematic and could even be classified as Internet addiction.

The term "Internet dependence" first was suggested by the American doctor Ivan Goldberg some years ago. By this term he understood – "Irresistible attraction to the Internet that is characterized by harmful influence on social, educational, working, family, financial spheres of the activity. According to the degree of deviation from reality such kind of addiction reminds inclination for drugs, alcohol, heat games. According to different researchers Internet – dependents are nearly 6–10 % (per cent) of Western users and 2–6 % of Russian and Ukrainian users among them more than 70 % are students [5].

The net addiction behaviorally turned out in fact that people prefer life in Internet so that actually they begin to refuse their "real life" spending eighteen hours a day in virtual reality and no less than hundreds hours weekly [1, p. 32].

Essentially, anyone with access to the Internet can become dependent upon it regardless of gender or age.



The Internet and mobile technologies offer a world of attractions to all: it is 24/7 and it is easily accessible, and it offers continuous entertainment and stimulation. It also offers the opportunity for anonymity and can offer an escape from reality, and it can be a place where you can lower your inhibitions and experience an increased sense of intimacy.

Internet dependence is not determined as chemical dependence so it does not ruin the organism. If the formation of traditional types of dependence require years then this term is extremely shortened for this addiction. According to Karen Young 25% of independents acquired such habit during half a year after beginning the work in the Internet, 58 % during the second term and 17 % soon after the end of the year. Besides if long-term consequences of alcohol and drug dependence are well researched then the possibility of long – term observation of Internet addiction is absent [3, p. 36 – 43].

The term “Internet dependence” is often characterized very widely and means a large number of behavior problems and control of inclination. The main five types that were distinguished in the research process are characterized in such a way (all these five types are spread among students and some of them may not exist in other “age” groups):

1. Ciber-sexual dependence – is irresistible inclination to attend pornosites, discussion of sexual topics in chats or special TV conferences “for adults”, etc (the first are men in these types).

2. The passion to virtual communication and virtual acquaintances – the excessive number of familiar and friends in the net, a large number of correspondence, constant participation in forums, chats, etc (the first are women).

3. Fixed financial need in net – game on the online games (as heat as role), constant shopping or participation in the Internet-auctions.

4. Web-surfing – endless travels through information search net on data base and search sites.



5. Computer dependence – is a fixed game in computer games (Doom, Quake, Unreal, Star Craft, and other) or programming and other kinds of computer activity in net [4, p. 48–49].

Nowadays there is no psychological or psychiatric diagnosis of “Internet” or “computer” dependence. None of these categories became the last version of “Diagnostic and statistic textbook of mental disorders” (DSM – IV), that determines standards of classification of mental diseases types. The time will show if these types of dependence will be included in this textbook. There is an idea if Internet addiction is soon admitted as the disease (for example so called “ciber discord”) the number of suffering from it will be perceptibly less than it is imagined now [2, p. 75].

So following the enumerated above features of the Internet dependence we can judge, about our own dependence or availability on such with our familiars. Psycho-physician experience shows if a person recognizes the availability on this or that type of dependence in himself, if this addiction is on bad things or Internet, she (he) tries to manage with it himself or with the help of specialists (psychiatrists, anesthetists, psychophysicists or psychologists).

Thus, if we are concerned the child is spending too much time on the Internet, we might want to try to establish a healthier balance between Internet use and other activities. Here are some suggestions:

- Keep the computer in a shared family room, not in a child’s bedroom.
- Find out how much time the child is spending online. Ask yourself if your child’s Internet use is affecting his or her school performance, health, and relationships with family and friends.
- Don’t ban the Internet – it is an important part of most children’s social lives. Instead, establish reasonable rules about where children can go online and what they can do there – and stick to them. Such rules might include: an Internet time log, i. e. to limit the amount of time online each day (though remember that mobile phones, Internet cafes and friends’ houses may provide alternative Internet access points); no surfing or instant messaging until they complete their homework; we might have a



policy to limit the access to chat rooms. There is computer software that can help to limit the amount of time spent online.

- Talk to the child about why they are spending so much time online, and what they are spending their time doing, and discuss this with the view to encourage and support your child's participation in other activities (particularly physical activities) and help the child to socialise offline with other children. Finding and encouraging the child into an offline activity that links in with their online interests could be a possibility here.

- Consider speaking to your school's counsellor. They may be able to provide the necessary support for the child. They may also be able to provide you with local contacts.

- If the child is demonstrating strong signs of Internet addiction, consider seeking professional counselling.

REFERENCES

1. Бурова В. В. Социально-психологические аспекты Интернет-зависимости / В. В. Бурова – М. : Академия, 2001. – 232 с.
2. Войскунский А. Е. Психологические исследования феномена Интернет-аддикции / А. Е. Войскунский – М. : ВЛАДОС, 2000. – 275 с.
3. Янг К. С. Діагноз – Інтернет-залежність / К. С. Янг // Світ Інтернета. – 2000. – № 2. – С. 36–43.
4. Kimberly S. Young. Internet Addiction: Symptoms, Evaluation and Treatment / S. Kimberly. – Pittsburgh : University of Pittsburgh at Bradford, 1999. – С. 48–49.
5. Virtual-addiction [Електронний ресурс]. – Режим доступу : <http://www.virtual-addiction.com>.

Катерина Остапчук

МІЖКУЛЬТУРНА КОМУНІКАЦІЯ ЯК МОДЕЛЬ ЗМІСТУ НАВЧАННЯ ЛІНГВОКУЛЬТУРОЛОГІЧНІЙ КОМПЕТЕНЦІЇ

Прагматичний аспект мети навчання іноземних мов пов'язаний з формуванням у студентів знань, навичок та вмінь, володіння яким дозволяє їм долучитися до етнокультурних цінностей країни, мова якої вивчається і практично користуватися іноземною мовою в ситуаціях міжкультурного взаєморозуміння та пізнання. Сукупність таких знань, навичок і вмінь становить комунікативну компетенцію студентів. Кон-