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THE IMPACT OF COMPUTER GAMES ON TEENAGERS

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The article analyzes the influence of computer games on adolescent personality development. It gives definitions and describes computer games. The article proves positive influencing on mental development of the individual when playing rationally.

Key words: *computer games, educational factor, effective thinking strategies*

It is very difficult to imagine the modern world without the latest technologies that have taken a significant place in people's studies, work and recreation. The distribution of computer games has a significant impact on the development of the personality for modern teenagers. Since a game is an activity during which you learn how to use items, and various types of social behavior, and therefore a computer game is no exception. According to statistics, almost every student has tried to play computer games at least once. Today, the topic of negative consequences of computer games, such as addiction, is well covered. And the topic of positive consequences, such as the development of personality, its intellectual and creative abilities due to computer games is less considered. The influence of computer games have already been studied by such scientists as Vekker L.M, Burlakov I.V, Volkov S.S, and others. This problem we will explore in the article.

It has been known for a long time that in the process of personality formation, an important role is played not only by the educational factor, but also by the nature of the game activity. For a child, a game is a leading activity, because it is during the game he/she learns the meaning and ways of using objects, as well

as various options for social relations. The game remains an important element in the life of a person of any age.

In the game activity, the student not only replaces real objects, but also takes on a particular role and begins to act in accordance with it. The role in the story game is precisely to fulfill the duties assigned by it and to exercise rights in relation to other participants in a game. The experience in a game and real relationships in a story-role-playing game forms the basis of a special property of thinking, which allows a person to predict a future behavior of people and, depending on this, to build your own behavior.

Game activity affects the formation of arbitrary mental processes. Game conditions require a focus on the content of the actions and the plot, on the characters or items included in the game situation. The game situation affects the thinking and psyche of a child, a teenager and an adult. The game contributes to the development of reflection, because in this process there is a real opportunity to control how the action that is a part of the communication process is performed. It forms the ability to comprehend their actions, to anticipate the reaction of other people. The game is the best environment for learning any type of activity.

Computer technologies are a real find for forming effective thinking strategies in students, increasing their self-esteem and self-confidence. The twentieth century is the time of computer games. For the absolute majority, they were a complete surprise. These games in the mass consciousness do not have a prehistory of their origin.

Games have a decisive influence on the formation of personality, determining the lifestyle and behavior of a large part of students. A modern computer game is a multifunctional program that is used not only for entertainment, but also for educational and propaganda purposes. There are few attempts at scientific interpretation of the concept of "a computer game". The first definition of a computer game (video game): "electronic games organized by creating images on a video screen that require a quick response from the player." (Merriam-Webster, 1973). Games of the twenty-FIRST century. They are done

with amazing speed, comparing them with the first computer games. They are far beyond the then understanding.

The first computer game was created in 1952 by Douglas at the University of Cambridge (one of the most prestigious universities in England). It was programmed on an EDSAC computer (electronic computer), the image on which was formed using cathode rays. The next famous computer scientist - William Hij'inbasam created his first video game, around 1958, which was called "Tennis for two". In 1962, Steve Russell invented Spacewar (Space wars) it should be noted that this game was the first that was distributed for computer use. In 1967, Ralph Baer first wrote a video game that could be played on a TV. It was called "Stalking". In 1971, Bushnell with Ted Dabney, created their own game - "Space", based on an earlier game by Steve Russell Spacewar. Just a year later, in 1972, the game Pong it was created by Nolan Bushnell in collaboration with Al Alcorn. In 1975, the American company for the production and release of computer games "Atari", produced Pong as a home video game.

If before the computer and computer games were not available, today they are for many children and adolescents have become important elements of their leisure and life in general, many children, even in poorly developed countries, are fond of computer and television games that attract them with dynamic stories, cause thrills, and for many adults-more interesting than television and books.

The positive results of using a computer can be attributed to the formation of personal motivation in students, improving logical and operational thinking, memory, and the ability to predict.

The functions of computer games are formative, since the personality not only reflects, but also actively transforms and models certain abstract images of virtual reality. L. M. Vekker notes that games on a personal computer are a kind of process of constructing worlds - creating an image of the world in the human psyche: the universe, planets, continents, epochs, people, various beings and technology are created, developed, destroyed, and so on. In order to cover all this content with consciousness, the universe must be folded into a "constructed

world". As a constructed world, any popular computer game has its own physical characteristics: the properties of space, artificial history and the passage of time, original philosophy, ethics and morality. The game gives the player the opportunity to actively act in a constructed world. Game activity affects the formation of arbitrary mental processes. Game conditions require a focus on the content of the actions and the plot, on the characters or items included in the game situation.

The impact of computer games on the psyche of teenagers is greatly exaggerated

Today, 60 to 90% of teenagers regularly play computer games. Many parents are at a loss, because they are sure that active virtual life interferes with learning, inhibits the development of social skills and, the most important, that games with elements of violence infect teenagers with their cruelty.

"Research refutes this dependence," explains age psychologist Timur Mursaliev. In his opinion most students, when immersed in the virtual world, forget about reality. Recklessly shooting 50 opponents per minute, the teenager is aware that his enemies are pixels, they are drawn. It is impossible to learn how to kill a person by shooting pixels. It may be interesting for a teenager to perform a virtual operation and see what the person has inside. But just as enthusiastically he/she disassembled the machine as a child, wanting to understand how it was made ...

A really aggressive behavior of a teenager in real life is a symptom of his inner trouble, and "shooters" and other "actions" attract him just because they allow you to relax, throw out aggression in a socially acceptable way. Evil antics are an excuse not to turn off the computer, but to think about what is happening in his soul, in his relationships with peers and in your family life."

The impact of computer games can be positive

Many games-if you devote a limited time to them-are useful for forming different skills. So, role-playing games develop social skills, strategy games train the ability to analyze, and "shooters" work out the skills of teamwork, tactical

decisions and reaction. Simulation games expand your horizons and help you understand the technique, logic games develop spatial thinking.

"It is difficult to control a teenager's relationship with the Internet," the psychologist admits. Especially since it is not necessary to put passwords on a computer, the ban only increases its attractiveness. Try to negotiate-both about the time spent playing the game, and about choosing games that comply with age restrictions (today they are listed on all licensed versions).

Offer the teenager something that is close to you, but at the same time show interest and respect for his Hobbies. Your son or daughter will be happy to share their knowledge with you, tell you about games and websites. Spend time and effort, understand, find out, understand. This will calm you down, give you a topic to communicate with your child and really bring them closer together."

And it should be noted that the positive effects of the game can be obtained only when there is control from adults, when the child has time restrictions and a limit of access to the game, because not all games contribute to the development and expansion of the individual's horizons, some of them can still lead to degradation and violation of mental development. Also, it is important to remember that only with the help of the game it is impossible to achieve optimal personal development.

It can be noted that the consideration of computer games and their impact on the individual is quite relevant in modern society. After all, a lot of people spend time for such entertainment and it is important to study all the possible consequences of such Hobbies, so that they do not lead to a deterioration in the life of our society.

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