POSITIVE AND NEGATIVE EFFECTS OF COMPUTER GAMES ON ADOLESCENT PERSONALITY

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ABSTRACT

The effect of computer games on the psyche of a person significantly increases the amount of its characteristics. A computer game is a role-playing, symbolic-modeling activity, like traditional games. Modern tools for creating programs allow to express even the most fantastic ideas virtually. At the same time, creating a virtual situation in a computer game is somewhat problematic and has some peculiarities.

Keywords: personality, computer games, children's age, thinking.

There are basic characteristics of each of the honest games with the computer game. The influence of the computer game on the psyche of the person significantly increases the amount of its specific features. A computer game is a role-playing, symbolic-modeling activity, like traditional games. Only in a computer game there is no need for substitutions, because the computer world itself is a substitute for the real world. Modern tools for creating programs allow to express even the most fantastic ideas virtually. At the same time, creating a virtual situation in a computer game is somewhat problematic and has some peculiarities.

Let's take a closer look at these features.

1. In the game "Rostakam" the child acts with the essence extracted from things without separating from the real action performed with real things - ... transferring the essence of the mare to the stick... and transferring the real actions performed with the mare to the stick. The difference between a computer game is that the essence is transferred from one thing to another - a toy car looks like a real car, it moves like a real car, it drives like a real car, and the feeling when you get into difficult situations is much more impressive than in a real game. There is no need for excessive verbiage to create or maintain conditional situations, as in the Rostakam game, because here everything is clearly visible. Accordingly, in this case, the computer game is deprived of opportunities to develop mental, that is, abilities related to abstract thinking. On the other hand, the player does nothing but move the mouse on the table and press the keyboard keys in the real space. The result is that the player does not have a complete idea about the function of the object.

2. Another problem with creating an abstract situation is that the player is forced to accept all the conditions announced by the game, he cannot change these conditions. A computer doesn't have the graceful flexibility and finesse of a real competitor. It is almost impossible in a computer game to make changes to an abstract situation, such as changing the names of things, recording new rules of the game, as in the game of Rostakam, or you have to spend a long time reconfiguring the game environment. Even then, this should be done before starting the game, not during the game.

3. The age and life experience of the player are not taken into account in the computer game. The requirements imposed by the computer game are the same for both adults and children, the player does not have the desire to "become an adult".

4. In the process of playing with live opponents, the player cannot replay some unpleasant situations, because the flow of the game depends not only on him, but on the activity of the whole team. According to many authors (for example, L.F. Obukhova), the process of restructuring and mastering the system of interpersonal relations, including games, is based on the phenomenon of making internal plans of actions in advance, focusing on the methods and meanings of human relations and the possibility of the consequences of one's actions. You can replay, play again, choose new options at any time in the computer environment. But the amount of these options is limited by the game author's imagination. For example, games have been created that model the situation of drinking alcohol or using a drug plant. In the process of playing with such a game, the player develops an aversion to eating them. However, if a situation of violence or homicide is modeled in the game, the likelihood that such characteristics will appear in the player's normal life and the desire to repeat them in the normal life is very high.

Thus, a computer game has certain advantages and certain weaknesses compared to a real game. Its advantage over a simple game is that it can model the real world very much like itself. At the same time, there are a number of problems related to the perception by the player of the activity related to the computer game. The human mind is a very flexible system, especially when it comes to learning through play. At the same time, the computer game cannot provide the growth of generalizing abstract thinking, because it can only represent specific situations according to a previously given algorithm, without taking into account the factor of randomness. Taking into account the extreme diversity of the products of the game industry, we will study them by types based on several criteria. Computer games are one of the most heterogeneous groups, and this group maintains some relations between the player and the computer or with other players through the computer network, including some relations that cannot be called pure games.

For example, the main feature of role-playing computer games is that they have a strong effect on the psyche of the player: the player playing a role-playing game goes to the point of forgetting his identity - the tendency expressed in his extey to accept the role is so strong that he loses contact with real life.

From a psychological point of view, the classification of computer games can be as follows:

1. Games with a view through the eyes of a computer hero. This type of games is characterized as a complete identification of the player with the computer character. A player who focuses all his attention on the game starts to lose touch with the outside world when he gets a little engrossed in the game. The player can perceive the virtual world as a completely real world and consider the actions of the computer character as his own actions. The player will want to continue the game. Such games include many modern computer games in the style of dialog movies, stimulants, such as "Doom", "Quake", "Formula 1".

2. Games that look at your computer character from the outside. In games of this series, the player sees his character from the outside, so the player's identification with the computer character is not as vivid as in the previous games. For example, in visual games where the computer character is seen through the eyes of the hero, in the last moments of the hero's life, the player's color turns pale, he seems to jump out of the chair, but in the visual game where the computer character is viewed from outside, such situations are not clearly visible. Even so,

the grief caused by the hero's death will not be weaker than before. "Mortal Combat" can be shown as an example of games that look at the computer hero from the outside. Here, the player chooses the character that he likes in every way.

This class also includes many computerized sports games.

In recent years, many types of computer games are involved in the learning process.

Total problems of computerization of teaching can be divided into three groups: 1) problems of theoretical and methodological principles; 2) problems related to work on teaching technology; 3) problems related to the creation of educational electronic programs.

When examining the problems of the first group, it is a basic condition and serves to understand the various scenes that dominate the nature of the game. For example, the concept of "educational game" refers to a complex educational system that allows the use of various scenes in pedagogy. In particular, it can appear in the form of an activity, in the form of a process "combined" with another activity, and in a separate form of educational activity. Each of these stage shows has its own specific scope of application. For example, the most widespread idea about the game as a separate type of personal activity is seriously suitable only for preschool children's games, entertainment and sports games, since their goals, means and products of activity are directly related to the game. If we are talking about games in reading, then in general there is little reason to call them a game as a separate type of activity. When the game is combined with another activity process, the relationship between the direct and indirect products of the game comes to the fore. The main requirement for the development and application of games used in the educational process is that the goals of winning the game (winning, winning a prize, achieving a record result, etc.) should be directly aimed at achieving specific educational goals.

As for the problems related to the development of computer-based teaching technology, it is the most important task to solve two issues: determining the methods and system of educational activity management and clarifying the role and function of the game in the learning process.

In computer-based learning, learning activities should not be direct and extended. Here, the main focus will be on reprimands in general, exaggerated wishes and the like. The rate of assistance is strictly conditional and should be less than in the non-game learning activity. However, after the completion of the game or a part of it, it is possible to point out the mistakes made, analyze the strategy and the progress of the game.

When determining the place of a computer game in the educational process, it is appropriate to distinguish the following two cases:

1) To determine the number of learning objectives for which computer games are best suited for use. R. Williams and K. According to McLean's book "Computer at School", game programs can be used for the following purposes:

- as a reward for successfully completing the training assignment;
- as a rousing inclination for serious work;
- as a means of modeling the research question;
- as a means of encouraging competition or teamwork;
- as a means of stimulating a particular network of thinking;
- organizing students' work and managing such activities as a tool;

- as a tool that allows the student to conduct exercises on a specific type of activity that requires psychomotor or cognitive skills.

2) Establishing the most optimal relationship between game and non-game forms of education. Abuse of computer games while studying has no less harm than giving up the use of the game. When computer games are abused, the learning objectives are greatly complicated; when computer games are completely abandoned, the learning process is deprived of a very effective stimulus.

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