



and again find ourselves spinning our wheels in the dust at the foot of a fallen tower of Babylon [7].

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Олена Тищенко

CONSEQUENCES OF COMPUTER TECHNOLOGIES: SOCIAL AND PEDAGOGICAL ASPECT

Engineering has developed rapidly lately and new information technologies are widely spoken about nowadays. It is hard to imagine life of modern people without computers: at work, at home and, even, on the road. The electronic device promptly takes root into a human life, taking the place and consciousness of the person.

First the child made his acquaintance with the computer at school, but then this process transferred to the period of his preschool years.

American scientists assert, that 31% of children from three years can work on the computer. It is necessary to stress upon the tendency of reduction the age of computer users all over the world. Results of polling at the territory of Post-Soviet space have shown, that 80% of 5–7 classes pupils, who attend comprehensive schools, take a great interest



in computer games, thus the majority of ten-twelve years-old teenagers already have game experience of 4–6 years.

Psychodiagnostic inspection of children and youth, made by native researchers, has shown that approximately 30% of children and teenagers who take a great interest in computer games, abuse stay at a virtual reality, and already 10% of them stay in a condition of psychological dependence on the computer.

It is revealed, that computer dependence is formed much faster, than any other traditional dependences (smoking, the use of drugs, alcohol, gambling), – on the average 0,5–1 year of constant hobby with daily loading 4–6 hours. Besides boys are prone oftener to computer dependence – after 6 months already.

Children and teenagers with the experience of work on the computer from 8 months to 2 year with regular loading till 12 o'clock a day, as a rule, already have expressive behaviour deviating norm, thus the majority of them get treatment in psychoneurological clinics and need a kind of psychocorrectional work.

Problems, connected with computer dependence of teenagers, become complicated, so that at the given stage of studying computer dependence, treatment and psychocorrectional work lead to full treatment only in 52% of cases [5].

Computer dependence is thought to be of 5 types: persuasive surfing (travel to networks, information search from databases and search sites); predilection for the on-line exchange auctions; virtual acquaintances without aspiration to translate them in a reality; cyber-sex (hobby for porn sites); computer games [3].

There are hot discussions about, whether computer is harmful for development of children or not. Some researchers assert, that the computer helps intellectual development of a child as games are developed so that the child could present not individual concept or a concrete situation, and all similar situations or subjects. Thus, children develop the important operations of thinking: generalisation and classification.

In 1999 in Britain the results of scientific researches of English psychologists concerning influence of computer games on children's mentality were printed. Their conclusions were categorical: "Till 10 years the child cannot work on the computer!"

Predilection of children till 9–10 years even to developing games can detain their development, reduce interest to usual children's games



and to dialogue with coevals, has no to increase of concentration of attention and comprehension development. It is much more useful for children of 10–11 years to read books together with parents and to play various games in the fresh air.

Thousand teenagers and adult people go deep into the virtual worlds, forgetting about the real world. For the majority of players the computer game is a most simple way to distract from vital problems. But, unfortunately, this way does not solve a problem, and even moreover, adds new problems.

To rescue a person from game dependence, it is necessary to pay more attention, to try to interest in active kinds of rest. But in overcoming of this problem not only relatives should be interested, but the state as well. Accurate regulation of the legislation about game services, and also power support at the decision of a problem of computer dependence will help many Ukrainians to save up themselves and native from game dependence. And the organisation and financing of creative circles and the state will help citizens of Ukraine to put the forces not at virtual space, and in the real world.

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Лариса Трупуз

PREREQUISITES PROJECT METHOD IN TEACHING MATHEMATICS

The task of the modern school is encourage teachers to review teaching systems, finding new and adapting to the needs of today's already-known forms, methods and means of education. One example is