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Development of communication skills in adolescents with Internet addiction

Abstract

Main Problem: The article examines the problem of developing communication skills in adolescents with Internet addiction as one of the most relevant forms of behavioral addiction in the context of digitalization of modern society. A theoretical analysis of domestic and foreign studies has revealed the relationship between the severity of Internet-dependent behavior and the peculiarities of the communicative sphere of adolescents, including the level of social anxiety, empathy, communicative competence, self-regulation and confidence in interpersonal contacts.

Objective: The purpose of the study was to identify and analyze the psychological and individual-typological features of communication in adolescents, as well as to determine the severity of Internet addiction at various stages of its formation.

Method: The research methodology is based on an integrated approach, including the analysis of scientific literature, the systematization of theoretical concepts, as well as the use of empirical methods of psychodiagnostics (testing, questionnaires, quantitative and qualitative data analysis).

Results and their significance: The results obtained indicate the presence of statistically significant differences in indicators of communicative competence among adolescents with different levels of Internet addiction. The necessity of considering individual psychological characteristics of a personality in the development and implementation of prevention and psychocorrection programs has been confirmed, which provides a basis for creating targeted interventions to reduce social anxiety and improve interpersonal skills in this risk group.

Keywords: digitalization of society, forms of behavioral addiction, Internet addiction, prevention of communication disorders, self-awareness and communicative competence, value systems, self-awareness.

Introduction

In the context of the rapid digitalization of society and the widespread spread of information and communication technologies, the problem of computer and Internet addiction among adolescents is of particular scientific and practical importance. Adolescence is a sensitive period of personality formation, value system, self-awareness and communicative competence. It is during this period that interpersonal skills are actively developed, the ability to reflect, empathize, self-regulate, and build stable social connections is formed. Intensive and uncontrolled use of digital technologies can significantly transform these processes [1,2].

Modern researchers note that adolescents with signs of Internet addiction are often characterized by increased emotional lability, expressivity, social shyness, and a tendency to excessive or, conversely, insufficient emotional response. They may have difficulties in adequately expressing feelings, a reduced level of empathy, as well as a lack of skills in recognizing the emotional states of a communication partner. In addition, this category of adolescents is characterized by difficulties in building a constructive dialogue, in the ability to take into account the context and conditions of the social situation, predict the consequences of their own communicative actions and build long-term interpersonal relationships [3].

The relevance of the topic is due to: the social significance of the problem of Internet addiction in the adolescent environment; the influence of dependent behavior on the processes of socialization and the formation of communication skills; the need for early diagnosis and prevention of communication disorders; the need to develop effective psychological and pedagogical programs of corrective action.

A comprehensive study of the development of communication skills in adolescents with Internet addiction will not only deepen the theoretical understanding of this problem but also create practical recommendations for specialists in the education system and psychological assistance.

The problem of developing communication skills in adolescents with Internet addiction is widely represented in the works of foreign and domestic researchers and is considered within the framework of various scientific approaches, psychological, socio-psychological, pedagogical and neuropsychological [4].

The socio-psychological aspects of virtual interaction and self-presentation are revealed in the theory of self-disclosure and social presence by Joseph Walter, who showed that online communication can enhance a subjective sense of intimacy while reducing the depth of real social contact. The problem of the impact of digital technologies on the cognitive and emotional development of adolescents is also considered in the works of Jean Twenge, who links the intensive use of the Internet with an increase in social anxiety and a decrease in face-to-face interaction skills.

In Russian psychology, the issues of addictive behavior of adolescents were developed in the works of Caesar Korolenko and Natalia Dmitrieva, who considered dependent behavior as a form of personality maladaptation. The psychological mechanisms of Internet addiction formation and its impact on personal development were analyzed by Alexander Zhichkin, who studied the features of self-presentation on the Web and identity transformation in the virtual space [5].

Methods and metrology. The analysis of methodological sources shows that in the conditions of the Republic of Kazakhstan, the problem of adolescent Internet addiction remains insufficiently studied, especially taking into account the national, socio-economic and cultural characteristics of personality development.

Despite the existence of separate studies in the field of digital socialization and addictive behavior, comprehensive works aimed at identifying the relationship between the severity of Internet addiction and the level of formation of communication skills among adolescents in the Kazakh socio-cultural context are presented in fragments. prevention and psychocorrection programs that take into account the specifics of family upbringing, the educational environment, and the ethno-cultural norms of interpersonal interaction.

Thus, further research on the problem of developing communication skills in adolescents with Internet addiction in the context of the Republic of Kazakhstan is a scientifically and socially significant area that requires an interdisciplinary approach and empirical verification.

The formation of communication skills among adolescents in the context of the active use of digital technologies is a complex and multilevel process caused by the transformation of the social environment, changing forms of interaction and the expansion of the digital space as a significant agent of socialization.

In modern conditions, the digital environment is becoming not only a tool for transmitting information, but also an independent space for interpersonal interaction. Teenagers are actively involved in online communication through social networks, instant messengers, gaming platforms and educational digital resources. This creates a new communication model characterized by high-speed messaging, visualization of content, the use of symbolic means (emojis, memes, abbreviations), as well as a reduction in the role of direct non-verbal contact.

On the one hand, digital technologies expand the possibilities of communicative development. They contribute to:

- overcoming geographical and social barriers;
- development of writing and self-presentation skills;
- formation of information retrieval, analysis and transmission skills;
- participation in online communities of interest;
- the development of intercultural communication.

The digital environment can act as a space of safe self-expression for adolescents with increased social anxiety or insecurity, facilitating the establishment of primary contacts.

Empirical studies on the Chen Scale of Internet Addiction (CIAS) adapted by V.L. Malygin and K.A. Feklisov are the leading method of diagnosing Internet addiction in Russia. The adapted test (26 points, 5 scales) allows you to identify behavioral, emotional and cognitive signs of addiction. The average score of «conditionally dependent» students exceeds 53.4 (max. 94), indicating significant problems with time control and withdrawal symptoms [6].

The research was conducted using interdisciplinary methods, which allowed us to gain a more complete understanding of the problem.

The main research results (Malygin's adaptation) showed the identification of key factors. In the course of the research, the main factors influencing the object under study, including social, economic and cultural aspects, were identified.

1. Empirical data: Empirical data was collected and analyzed, which made it possible to identify patterns and trends in the development of the field under study.

2. Process modeling: Models have been developed to predict changes and assess the impact of various factors on the system under study.

3. Recommendations for practice: Based on the results obtained, recommendations have been formulated that can be applied in practice to improve the situation in this area.

These results underline the importance and relevance of the conducted research, as well as their contribution to the development of science and practice in this field.

The structure of the methodology consists of adapted scales and consists of 26 points evaluating symptoms on 5 subscales.:

1. Positive reinforcement (pleasant pastime).

2. Withdrawal symptoms (anxiety when there is no Internet connection).

3. Compulsive symptoms (obsessive desire to go online).

4. Time management (inability to control time).

5. Intrapersonal problems (problems in real life).

Research shows that using CIAS allows you to reliably divide subjects into groups: non-dependent, conditionally dependent, dependent. The average value of the overall score on all scales in this group was (53.4 ± 6.9) points, with a high level of withdrawal symptoms and time control. Population-based studies have shown that the adolescent assessment test has shown a correlation with high levels of stress, loneliness, and depression [7]. The Adapted Methodology (CIAS-R) is considered a reliable tool for use in Russian samples, demonstrating a high level of psychometric validity.

Research results and discussion

The socialization of teenagers with Internet addiction proceeds with certain peculiarities. The digital environment creates the illusion of full-fledged social interaction, but it does not replace live communication. This leads to: reduced motivation to participate in real social groups; a lack of teamwork skills; limited practice of interpersonal cooperation and conflict resolution.

The results of the study show that the use of modern technologies and social media can lead to negative consequences for participants. The main findings include:

1. Reduced motivation to participate in real social groups: Study participants note that online interaction replaces traditional forms of communication, which reduces the desire to participate in offline events and groups.

2. Lack of teamwork skills: Due to the decrease in the number of interactions in real life, people lack the skills necessary for effective teamwork, such as communication, collaboration and role allocation.

3. Limitation of the practice of interpersonal cooperation and conflict resolution: Participants lose the opportunity to develop conflict resolution skills in real situations, which can lead to difficulties in interpersonal relationships and in the professional sphere (Table 1).

Table 1. – The results of the study

Parameter	Description	Influence on participants
Decreased motivation	Decreased desire to participate in real groups	Isolation, decreased social activity
Lack of teamwork skills	Lack of skills to work in a team	Problems in the professional environment
Limiting the practice of cooperation	Reducing opportunities for conflict resolution	Difficulties in interpersonal relationships

These findings highlight the need for a balanced approach to the use of technology in order to preserve and develop social skills and interactions in real life. In the context of Kazakhstan's socio-cultural context, where family and educational institutions play a key role in socialization, excessive involvement in the digital environment can weaken the influence of these traditional agents of socialization and create risks of social isolation of adolescents. Internet addiction does not cause irreversible changes in mental processes and can be successfully corrected by the combined efforts of

educational psychologists, parents and the teenager himself. However, the craving for addictive behavior can lead to repetitive behavior that occurs depending on the Internet.

Prevention of Internet addiction is based on setting strict time limits, digital detox, and developing real hobbies and social activities. Effective measures include controlling screen time (up to 2 hours for teenagers), avoiding the use of gadgets during meals and in the bedroom, using parental control and active recreation [7].

The main methods of preventing Internet addiction in adolescents include: limiting screen time, developing real hobbies and sports, encouraging live communication, and creating trusting family relationships. It is important to consistently replace virtual space with active recreation, and not just abruptly prohibit the use of gadgets. To prevent Internet addiction, you need to pay attention to how many hours a teenager spends on the computer, be interested in his virtual friends and the sites that he regularly visits. It is necessary to try to make the child's real life interesting and meet his ideas: to organize visits to the sports section, music classes and other interest groups, to allow walks and gatherings with peers within reasonable limits. Internet addiction is one of the forms of addictive behavior, which is reflected in various types (Table 2).

Table 2. – Key prevention methods

№	Methods of prevention	Content and tasks
1.	Setting strict time limits	Limit the time you spend online and don't put your computer in the children's bedroom
2.	Alternative leisure	Encourage sports, creativity, reading, and other non-tech hobbies
3.	Live communication	Encourage socialization in real life, meeting friends and spending time with family
4.	Information hygiene	Teach teenagers to be critical of content, use parental control programs
5.	Developing self-control	Help the teenager to understand the «dependent» patterns of behavior and plan his own day

Features for children and teenagers: it is important for parents to show interest in their child's life, offer active recreation, do not replace communication with gadgets and tactfully, without a complete ban, limit time at the monitor.

The reasons for their occurrence indicate the existence of a number of serious psychological problems and the inability to deal with them. They force a person to immerse themselves in the virtual world, which, merging with ordinary life, replaces it. Teenagers from 12 to 17 years old are the main risk group for developing Internet addiction due to their age characteristics. Children need self-expression. If there are no other means to share their thoughts, feelings, and energy, they turn to a computer[2]. The main symptoms of Internet addiction are: difficulty controlling the time spent online; constant mood swings when using it; ignoring activities unrelated to the network. Currently, the issues of Internet addiction prevention have not been practically developed. Foreign researchers suggest using online psychotherapy, but this is very controversial, so other scientists consider it unacceptable to use the Internet to combat Internet addiction.

The diagnosis revealed the factors of inadmissibility of using the Internet to combat Internet addiction. Therefore, measures to control, prevent, and develop adolescent self-regulation are considered more effective (Table 3).

Table 3. – Diagnostics of the development of adolescent self-regulation in the context of prevention

№	The direction of diagnosis	The content of the diagnostic direction
1.	Time limit	Set clear limits on staying online, turn off your computer if there is no work/study need.
2.	Digital Detox	Regularly arrange days or hours completely free of gadgets.
3.	Alternative activity	Replace virtual communication with real communication, engage in sports, creativity, hobbies
4.	Organization of space	Do not install the computer in the children's room, keep it in common areas.
5.	Psychological support	Learn to cope with difficulties in the real world, and if necessary, consult a therapist.

Prevention is understood as the process of formation of environmental and personal resources and their interaction. In this definition, a resource will be considered a key concept, so resources are some abilities that allow you to productively cope with the real tasks of the surrounding reality. Resources include the ability to assess the situation in society, to be able to predict personal behavior, as well as the behavior of others, and to be responsible for oneself as a whole.

The main and main part of preventive measures is considered to be the formation of students' social activity in conditions of direct communication and a healthy lifestyle, the disclosure of predominantly important life factors that have a provocative effect on personality, their elimination, psychological correction of addictive behavior, and collegial work to prevent dependent behavior.

American psychiatrist Ivan Kenneth Goldberg, founder of the online support group, presented five recommendations for getting rid of Internet-dependent behavior (Table 4).

Table 4. – Five recommendations for getting rid of Internet-dependent behavior (Ivan Kenneth Goldberg)

It is advisable to admit that you have an addiction	Unhealthy addiction to the Internet can be identified by the symptoms, which include: an obsessive desire to stay online (the desire to be constantly online); avoidance of studying (unfulfilled homework, parental request).
Identify the underlying problems of addiction	They can be: insecurity about the future, academic difficulties, problems of social interaction. All this can affect the creation of inferiority complexes in real life and escape into virtual worlds. It is necessary to develop the ability to resist negative influences, develop interpersonal communication skills, form motives that encourage a healthy lifestyle and develop self-confidence.
Solve real, «pressing» problems	It should be noted that by avoiding stressful situations, we only complicate problems (for example, if there are problems with studying, then you can study on your own or hire a tutor, rather than ignore them).
It is important to control the time spent on the computer	It is necessary to limit the time spent online. For example, you can keep track of how much time you spend at the computer, doing really important things, you need to record it and try not to exceed the daily «dose». You can also mark the sites you need to visit in advance so that the search for the necessary information does not turn into a useless pastime.
Preference should be given to the primary fulfillment of real tasks (study)	Draw clear boundaries between virtual fantasies and the useful use of the Internet, pay attention to the reasons that make you immerse yourself in virtual reality.

There are a number of problems related to the prevention of Internet addiction. The first problem is that teenagers do not understand and do not want to admit that they have an addiction and, as a result, seek help only in cases where they no longer need the help of a psychologist, but of a psychotherapist.

Thus, at the stage of the ascertaining experiment, we conducted a study of the formation of self-regulation of behavior in younger adolescents. The results of the diagnostic study to identify the formation of the skill of self-regulation using the Test questionnaire of A.V. Zverkov and E.V. Eidman «The study of volitional self-regulation».

The study was conducted in a secondary school in Pavlodar region. The study involved teenagers aged 13-14, including 86 people studying in grades 7-8 - 9th.

The results obtained in the study show that 6.3 % have significant problems with Internet use, which can be resolved with the help of a specialist; 14.9 % have problems with Internet use; 72.6 % are ordinary Internet users who know how to control themselves (Fig. 1).

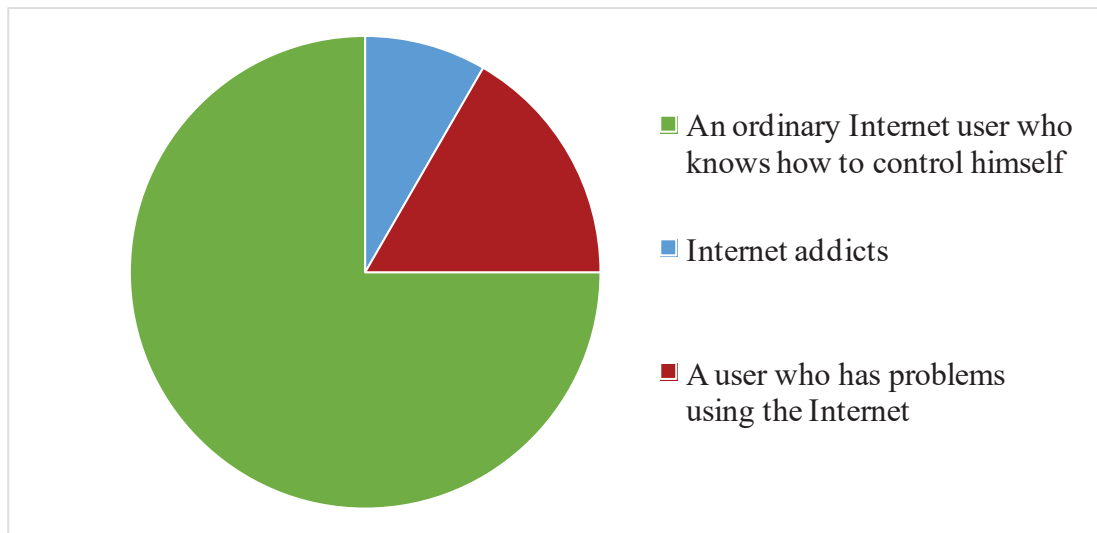


Figure 1. – Levels of adolescent Internet addiction according to K. Yang

The second problem is that most countries do not recognize Internet addiction as a mental illness, but consider it simply a bad habit.

Thirdly, there are a small number of centers in the world that can offer specialized care to people suffering from this disease. In addition, people do not know the primary signs of Internet addiction and the preventive measures aimed at preventing it.

The primary stage of prevention in all cases is the awareness and acceptance of the problem itself. Some psychologists believe that fighting Internet addiction is a pointless activity, and it's not about fighting as such, but about solving the problems of existence: the ability to build social, emotionally warm relationships, constantly adapting to changing conditions of the social environment, setting new goals and objectives at each stage of the life path, etc. After all, the most common causes of Internet addiction are dissatisfaction with one's own life and the presence of intractable problems in it.

Therefore, it is necessary to find the causes of these problems. In cases where a person is unable to cope with addiction on his own, it is necessary to seek help from a psychologist [8]. The primary prerequisites for the formation of addiction are upbringing and relationships in the family, therefore, the main prevention will be a warm microclimate in the family, where trusting and friendly relations between family members will serve as the basis.

Psychological and pedagogical prevention of computer addiction involves the use of a wide range of measures necessary to ensure a safe environment for the development and socialization of children (Table 5).

Table 5. – Practical recommendations for teenagers

№	Types of recommendations	Content of recommendations
1.	Time control	Install apps on your phone or computer that limit your time on social media and gaming. Turn off your gadgets 1-2 hours before bedtime.
2.	Search for alternatives	Find an activity that requires physical presence: sports clubs, dancing, drawing, volunteering or hiking.
3.	Organization of communication	Asking for help: Replace instant messaging with live meetings. Invite your friends to go for a walk or play board games..
4.	Awareness	Asking for help: Ask yourself the question: «Why am I opening this app now?». If it's boring, it's better to switch to another activity.
5.	Prevention Tips	Do not store your gadgets in the bedroom to avoid nighttime use. Set an alarm instead of using your phone so you don't get stuck in the morning. Learn to check information in different sources so that the Internet is a tool, not a refuge.

Comparing the presence of Internet addiction with the psychological problems that arise in adolescents, it can be assumed that if a high level of Internet addiction is detected among adolescents, they will experience a high level of anxiety, negative emotional experiences and a low level of cognitive activity.

In order to confirm this assumption, an empirical study of Internet addiction among adolescents was conducted, using a number of methods: the Kimberly Young questionnaire; the S.A. Kulakov rapid test; the C.D. Spielberg anxiety test.

To understand that a teenager is addicted to the Internet and spends a large number of hours on the Internet a day is prompted by behavioral situations: outbursts of aggression, irritability when trying to turn off the Internet; an obsessive desire to log on to the network; problems with academic performance due to frequent use of the Internet. Psychological and pedagogical prevention of computer addiction involves the use of a wide range of measures necessary to ensure a safe environment for the development and socialization of children and youth.

In this regard, it is important for teachers, educational psychologists and the class teacher to show the student that there are a lot of interesting entertainment besides the computer, which not only allow them to experience thrills, but also train the body and normalize the psychological state.

Conclusions

The problems of preventing Internet addiction are being considered. Our research has removed attention to techniques for overcoming Internet addiction. Some approaches to solving the problem of Internet addiction detection are highlighted. The manifestation of dependent behavior is carried out in accordance with the changing aspects of adolescence. In the process of identification, teenagers try to determine their place in the world around them.

Internet addiction forms a number of psychological problems: conflict behavior, chronic depression, withdrawal to the virtual world from real life, difficulties in adapting to society, and this issue is important in the education system. Therefore, it is necessary to find the causes of these problems. In cases where teenagers themselves are unable to cope with addiction, it is necessary to seek help from a psychologist.

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Интернетке тәуелділігі бар жасөспірімдерде қарым-қатынас дағдыларын дамыту

Мақалада қазіргі қоғамды цифрландыру жағдайында мінез-құлыққа тәуелділіктің ең өзекті түрлерінің бірі ретінде интернетке тәуелділігі бар жасөспірімдерде коммуникативтік дағдыларды дамыту мәселесі қарастырылады. Отандық және шетелдік зерттеулердің теориялық талдауы интернетке тәуелділік мінез-құلقىның ауырлығы мен жасөспірімдердің коммуникативтік саласының ерекшеліктері, соның ішінде әлеуметтік мазасыздық деңгейі, эмпатия, коммуникативтік құзыреттілік, өзін-өзі реттеу және тұлғааралық байланыстарға сенімділік арасындағы байланысты анықтады.

Зерттеудің мақсаты жасөспірімдердегі коммуникацияның психологиялық және жеке-типологиялық ерекшеліктерін анықтау және талдау, сондай-ақ интернетке тәуелділіктің оның қалыптасуының әртүрлі кезеңдеріндегі ауырлығын анықтау болды.

Зерттеу әдіснамасы ғылыми әдебиеттерді талдауды, теориялық тұжырымдамаларды жүйелеуді, сондай-ақ психодиагностиканың эмпирикалық әдістерін (тестілеу, сауалнамалар, сандық және сапалық деректерді талдау) пайдалануды қамтитын кешенді тәсілге негізделген.

Алынған нәтижелер интернетке тәуелділіктің әртүрлі деңгейі бар жасөспірімдер арасында коммуникативтік құзыреттілік көрсеткіштерінде статистикалық тұрғыдан маңызды айырмашылықтардың бар екенін көрсетеді. Алдын алу және психокоррекция бағдарламаларын әзірлеу және енгізу кезінде тұлғаның жеке психологиялық ерекшеліктерін ескеру қажеттілігі расталды, бұл осы тәуекел тобындағы әлеуметтік мазасыздықты азайту және тұлғааралық дағдыларды жақсарту үшін мақсатты араласуларды жасауға негіз болады.

Түйін сөздер: қоғамды цифрландыру, мінез-құлыққа тәуелділік формалары, Интернетке тәуелділік, коммуникативті бұзылулардың алдын алу, өзін-өзі тану және коммуникативті құзыреттілік, құндылықтар жүйесі, өзін-өзі тану.

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Развитие коммуникативных навыков у подростков с интернет-зависимостью

В статье рассматривается проблема развития коммуникативных навыков у подростков с интернет-зависимостью как одной из наиболее актуальных форм поведенческой зависимости в контексте цифровизации современного общества. Теоретический анализ отечественных и зарубежных исследований выявил взаимосвязь между тяжестью интернет-зависимого поведения и особенностями коммуникативной сферы подростков, включая уровень социальной тревожности, эмпатии, коммуникативной компетентности, саморегуляции и уверенности в межличностных контактах.

Целью исследования было выявление и анализ психолого-индивидуально-типологических особенностей коммуникации у подростков, а также определение тяжести интернет-зависимости на различных этапах её формирования.

Методология исследования основана на комплексном подходе, включающем анализ научной литературы, систематизацию теоретических концепций, а также использование эмпирических методов психодиагностики (тестирование, анкетирование, количественный и качественный анализ данных).

Полученные результаты указывают на наличие статистически значимых различий в показателях коммуникативной компетентности среди подростков с разным уровнем интернет-зависимости. Подтверждена необходимость учета индивидуальных психологических особенностей личности при разработке и реализации профилактических и психокоррекционных программ, что обеспечивает основу для создания целенаправленных вмешаний по снижению социальной тревожности и улучшению межличностных навыков в этой группе риска.

Ключевые слова: цифровизации общества, формы поведенческой аддикции, интернет-зависимость, профилактика коммуникативных нарушений, самосознания и коммуникативной компетентности, системы ценностей, самосознания.

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