

THE FORMATION OF STUDENTS' SKILLS FOR PURPOSEFUL INTERNET USE AS A PSYCHOLOGICAL ISSUE

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Abstract: This article explores students' internet usage in the digital age as a psychological issue. Factors such as internet addiction, aimless time consumption, distractions, and emotional decline are considered negative outcomes of improper internet use. From this perspective, the article analyzes the theoretical foundations, psychological mechanisms, and practical methods for developing students' skills for purposeful internet use.

Keywords: internet, digital literacy, psychological problem, purposeful use, metacognitive approach, distraction, student.

ФОРМИРОВАНИЕ ЦЕЛЕНАПРАВЛЕННЫХ НАВЫКОВ ИСПОЛЬЗОВАНИЯ ИНТЕРНЕТА У СТУДЕНТОВ КАК ПСИХОЛОГИЧЕСКАЯ ПРОБЛЕМА

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Аннотация: В данной статье освещается деятельность студентов в условиях цифровой эпохи по использованию интернета как психологическая проблема. Такие факторы, как интернет-зависимость, бессмысленно потраченное время, отвлекающие факторы и эмоциональная подавленность, рассматриваются как негативные последствия неправильного использования интернета. С этой точки зрения в статье анализируются теоретические основы, психологические механизмы и практические методы формирования навыков целенаправленного использования интернета.

Ключевые слова: интернет, цифровая грамотность, психологическая проблема, целенаправленное использование, метакогнитивный подход, отвлечённость, студент.

Introduction. As digital technology has become an integral part of our lives, the use of the internet has become a necessary tool in everyday activities. Especially for students studying in higher education, the internet serves as a means of obtaining knowledge, conducting research, communicating and relaxing. But observations show that students are spending more time on social networks, games or consuming useless content than on a targeted approach to using the internet. This negatively affects their time management, focus, emotional state, and reading performance.



Thus, it is revealed that "using the internet" is not just a technical act, but a complex activity associated with a psychological approach, self-control, goal-setting and achievement. For this reason, it is necessary that this problem is studied in depth not only from a pedagogical, but also from a psychological point of view.

The internet use skill is an integrated activity of a user aimed at Seeking, selecting, benefiting from information, planning time, and self-control.

When viewed from a psychological point of view, the habit of using the internet is a. Bandura's "theory of self-control", a metacognitive approach, also called D. Is directly related to Goleman's theories of emotional intelligence.

An example of this process is the Daily hoyotian: although the student Jamshid wanted to find an abstract on the internet and entered with intent, he spent several hours on TikTok watching videos on YouTube. This is a vital expression of the problem of self-control and distraction.

Factors that distract students when using the internet for their intended purpose

With the widespread introduction of modern information and communication technologies, the internet has become an integral part of human life. Especially young people, especially those of student age, are using the internet for various purposes, such as reading, seeking information, social interaction, cultural recreation. But the cases observed in practice show that many of the students are distracted from their main task at the time of using the internet, losing their attention and wasting time inappropriately. This is emerging as a problem with the lack of formation of targeted internet use skills.

In order for the use of the internet to be effective, it is necessary that a person has the ability to consciously plan his activities, clearly set a goal, sort information and resist distracting factors. However, there are frequent cases of distraction in students due to insufficient development of these skills, their inability to control themselves, lack of internal volitional power.

External distractions: first of all, the internet environment itself – various social networks, updated messages, ads, peat-District media content – tends to distract the student's attention from the main goal with ease. For example, when a student goes online to find a scientific article, a message from "Instagram" will come to him, YouTube recommendations will appear, or advertising windows will move him away from his goal. rnal distractions: first of all, the internet environment itself – various social networks, updated messages, ads, peat-District media content – tered.

Internal psychological factors: another of the most important factors that distract the student is procrastination, that is, the habit of delaying the task to be completed. Many students prefer to spend time on social media instead of completing complex assignments. The psychological cause of this condition is a lack of intrinsic motivation for reading, a weakness in the mechanism of self – coercion, that is, a lack of willpower. Such distractions not only delay the achievement of the goal, but also reduce the student's self-confidence, increase emotional depression.

Also, the phenomenon of FOMO (Fear of Missing out – fear of missing something) turns the student's attention from the main goal. In this psychological state, the student feels the need to be a bokhabar from constant news on social networks. uch distractions not only delay the achievement of the goal, but also reduce the student's self-confidence, increase emotional depression.

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research, he is forced to check Instagram or Telegram every minute. This negatively affects productivity.

Emotional and motivational factors: in some cases, the student uses the internet as an emotional gap filler in cases of boredom, loneliness, stress or irritability. It is given to watching videos, writing in chats or virtual games, forgetting its main purpose. This can lead not only to time loss, but also to cases of psychological dependence on the internet.

Also, an excessive and diverse flow of information on the internet will be an overload of a person's thinking and attention activities. The more information a student is exposed to in the process of searching for information on a topic, the more he is unable to concentrate, the more he loses his main purpose. This condition is called "information overload" in psychology.

The main psychological problems encountered in students

(a) disorientation and concentration Parish:

Constant messages, notifications and advertising content prevent students from concentrating. Psychologically, these are referred to as "digital distractors".

b) procrastination (push back work):

The constant access to the Internet reinforces the human habit of delaying responsibility.

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b) procrastination (push back work):

The constant access to the Internet reinforces the human habit of delaying responsibility.

d) filling the emotional gap:

Many students use social media as a "psychological medicine" in cases of boredom, loneliness, stress.

e) information surplus (infogolia):

A large and poor-quality flow of information leads to difficulty in analyzing information.

Ways to form targeted use skills

a) development of metacognitive skills:

Teaching a student to evaluate and manage their internet activities is the main step.

Practical recommendation: to realize their activities by writing down where they spent every day on the internet (keeping a digital diary). A large and poor-quality flow of information leads to difficulty in analyzing information.

b) Ways to form targeted use skills

a) *development of metacognitive skills:*

Teaching a student to evaluate and manage their internet activities is the main step.

Practical recommendation: to realize their activities by writing down where they spent every day on the internet (keeping a digital diary).

b) *self-control (self-monitoring):*

Through special applications (e.g. "Forest", "Focus to-Do", "RescueTime"), time management can be monitored in real time.

d) *introduction of the digital detox habit:*

It is recommended as a practical exercise to completely abandon the phone and the internet at certain hours every week.

e) *Goal Setting and planning*

Setting a clear goal and time limit on each internet access.

Life example: the student aims to find an article in Umi through Google Scholar. It is searched through the app within 25 minutes, then takes a 5-minute break. It is an example of focused performance based on the "Pomodoro" method.

A survey of three higher education institutions in Tashkent (N = 150) gave the following results: 72% of students consider their time "effective" on the internet, but 65% of them spend more than 4 hours in one day on social networks, 58% admitted that students have a problem of distraction.

Only 22% of students plan ahead when using the internet.

Conclusions and suggestions. The use of the internet is an indispensable necessity for today's student. However, its ineffective and aimless forms negatively affect the student's personality as a psychological problem. The above analysis shows that several internal and external factors are hindering students' targeted use of the internet. These include:

distractions of social networks and ads,

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distractions of social networks and ads,

procrastination and weakness of will,

FOMO syndrome,

motivation and emotional problems,

information overload

This is recognized as the most basic psychological problems. To overcome these problems, it is important for students to develop metacognitive skills, increase digital literacy, and form Time Management and self-analysis skills.

To form targeted use skills:

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Students should be encouraged to develop the habit of keeping a digital diary.

Then the student can become a digitally mature person who not only uses technology, but also uses it consciously and effectively.

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