

высокого уровня свидетельствует о наличии студентов, которые отличаются неспособностью к принятию чужой точки зрения, отсутствием чуткости к эмоциям других людей.

В экспериментальной группе преобладает средний уровень эгоцентризма. Это является признаком сформированного компонента личностной зрелости. Попадая в ситуацию репродуктивного нездоровья, студенты начинают размышлять о собственной жизни, тем самым приобретать личностную зрелость. Средний уровень эгоцентризма является наиболее адаптивным и характеризует большую часть экспериментальной группы студентов как людей, способных к балансу между чужими потребностями и собственными.

### **Выводы**

В результате проведенного теоретико-методологического анализа проблема репродуктивных установок у студентов актуальна.

Уровень эгоцентризма влияет на состояние репродуктивного здоровья. При нарушении репродуктивного здоровья имеет место более высокий уровень личностной зрелости, по сравнению со здоровьем, что связано с объективным взглядом на сложившуюся ситуацию, логической обработки полученной информации и взвешенным решениям при столкновении с ситуацией нарушения репродуктивного здоровья. В ситуации репродуктивного здоровья отмечается тенденция брать ответственность за свою жизнь у здоровых студентов по сравнению со студентами, имеющими нарушения в репродуктивной сфере.

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## **ОСОБЕННОСТИ МОТИВАЦИОННО – ПОТРЕБНОСТНОЙ СФЕРЫ ЛЮДЕЙ С КОМПЬЮТЕРНО – ИГРОВОЙ ЗАВИСИМОСТЬЮ**

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### **FEATURES OF THE MOTIVATION AND NEEDS IN PEOPLE WITH COMPUTER GAME ADDICTION**

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**Аннотация.** В статье рассматривается проблема формирования компьютерно-игровой зависимости у подрастающего поколения. Выделены характерные признаки зависимых от компьютерных игр, особенности их мотивационно-потребностной сферы. Проанализированы этапы формирования игровой зависимости. Отмечены также положительные свойства компьютерных игр.

**Annotation.** The article deals with the problem of the formation of computer game addiction in adolescents. The typical features of addicted people and the peculiarities of their motivation and needs are highlighted. The stages of the formation of game addiction are considered. The positive properties of computer games are also noted.

**Ключевые слова:** аддикции, компьютерная зависимость, игры, подростковый возраст.

**Key words:** addictions, computer addiction, games, adolescence.

#### **Introduction**

The study of the problem of computer game addiction of people in Russia is of great importance. Recently, computer games and inept use of social networks have a negative impact on the development of the personality of any person. A massive amount of information (important or unimportant), the spread of computer games and social networks has a great impact on the upbringing and development of modern people, zombifying children who stop thinking creatively and think according to a template [2].

Now in our society, the computer and the Internet play a huge role and are part of life in various activities such as study, work, communication and entertainment. The Internet space is becoming an integral factor in the formation of the personality of a modern teenager. Since then, when everyone got access to a computer and the Internet, the consequences of the influence on children and adolescents of the Internet have

become a topical issue for reasoning about the safety of the younger generation. In the age of global computerization, the task has arisen to teach the modern adolescent about the safety of the Internet and the culture of communication with modern technical means [5].

Currently, the number of adolescents who understand computers and are able to use various software, as well as to play computer games, is increasing every time. Despite the positive aspects of computerization, it is necessary to note the negative consequences of this process, which affect the social and psychological health of adolescents. Computer addiction becomes a negative factor in this phenomenon. Experts classify this bad habit as a kind of emotional "addiction" caused by technical means [1].

**The aim of the research** – is to review modern articles about the characteristics of the motivation and needs in people with computer game addiction.

#### **Materials and methods research**

The key research method is the analysis of scientific literature used in the review.

The problem of computer addiction was studied by such scientists as K. Young, I. Goldberg, D. Greenfield, D. Hoffman, T. Novak, A. E. Zhichkina, V. A. Loskutova, O. N. Arestova, Yu. D. Babaeva, A. E. Voiskunsky, D. Grossman, M. S. Ivanov, M. Lord, K. Roe, S. A. Shapkin, etc.

Addictive behavior is a form of deviant behavior, with the presence of a desire to escape from reality by artificially changing one's mental state, carried out through the abuse of various substances (smoking, alcohol, drugs) or by constantly fixing attention on certain activities aimed at developing and maintaining intense emotions [1].

The question of computer game addiction in Russia is at the state level. In July 2018, the World Health Organization (WHO) officially added video game addiction to the list of diseases and disorders. Video game addiction was included in the eleventh edition of the International Classification of Diseases (ICD-11) [4].

Very often in the media one can hear information about offenses committed by people who are addicted to computer games, about diseases and problems associated with this type of addiction. This problem has appeared relatively recently and therefore its study is still ongoing, but at the moment it is possible to identify some reasons for the emergence and development of computer game addiction and to form a certain idea of its consequences [10].

In the psychoanalytic approach, there is a hypothesis that the reason for the formation of a tendency to addictive behavior may be the child's break with a significant object experienced at an early age, which was accompanied by intolerable feelings of fear, guilt and envy. The individual cannot go through these experiences, which causes a tendency to look for a way to induce in himself a feeling of connection with the object, even if it is illusory and destructive. Thanks to this, a living emotional contact with the object is internally experienced, and illusory feelings of omnipotence and invulnerability, lost at the time of injury, also arise. A negative consequence of this

behavior is the absence of real emotional contact with people in the real life of the dependent person, which harms the harmonious development of the personality [9].

Among all types of addictive behavior, interest in computer games presents a particular danger here, since it allows to experience simulated situations of communication, joint activity, movement towards common goals in forms that accurately recreate reality. Thus, the need for contact can be felt as satisfied, which is not true. In addition, it should be borne in mind that the anonymity of the virtual environment allows players to create a kind of "false identity" for themselves, therefore, it is impossible to consider contact between characters as full-fledged even in team network games [9].

The ability to change one's socio-psychological characteristics while staying in the game space is another important motivator pushing many players towards the screen. L.N. Yurieva and T. Yu. Balbot note that the virtual environment becomes attractive for many who seek to escape from reality due to a number of characteristics that cannot be found in life: the ability to embody their fantasies about themselves without restrictions and the need for hard work, the ability to spy on other people's actions and experiences, as well as present their own, and in a controlled and safe form [9].

In this case, the consequences can be both negative and positive for the psyche of gamers. Among the negative ones, one can name the development of a certain immorality, an increase in tolerance for lies and antisocial behavior, as well as an increase in aggressiveness noted by many authors, reaching the level of "disposition to kill" among gamers in childhood and adulthood. Some researchers attribute the possibility of a person to study his identity to the positive aspects of mastering the virtual environment, due to which the gamer becomes aware of his true needs and even personal growth [9].

A positive influence can also be attributed to the fact that a person briefly goes into the "virtual" world to relax, relieve stress, release tension. In pathological cases, a person displaces the pyramid of needs into the "virtual" world – that is, he leaves the game for a while in order to satisfy physiological needs, and everything else is realized in the "virtual" world. Of course, this entails a number of serious problems in the development of the personality, in the formation of self-awareness and self-esteem, as well as in the higher spheres of the personality structure [8].

The main risk group for Internet addiction, according to researchers, is represented by young people. This opinion also coincides with the well-known literature data that adolescence and young adults are the most sensitive age periods for the emergence of addictions [3].

In particular, young people can lose their "ego", due to little life experience and little protection from the incoming surplus of new information, including computer games. Computer game addiction can quickly lead to personality degradation, loss of social communication skills. The young person becomes not adapted to social life and effective functioning in society. All thoughts and desires of the dependent individual come only to how to satisfy their main need – immersion in the game process. These

facts indicate the need for a thorough study of the psychology of computer addiction among young people, the peculiarities of its manifestation, factors of occurrence and dynamics of development [7].

The use of the Internet leads to the "autization" of the individual, and even to the formation of addiction. Those inclined to Internet activity have communication problems, low self-esteem, fear of failure, problems in the motivational and value-semantic spheres [6].

Many adolescents who are addicted to computer games are those who do not adapt well to life in society, they have problems in school, parent-child relationships and communication with peers. Based on the fact that the game world takes on a major role in their lives, they become irritated when they are not able to enter the game.

If we talk about normal people who enjoy computer games a little, that is, about the normal satisfaction of the cognitive need, the need for a game, which everyone has since childhood. Only those who are unable to function in society, individuals who inadequately assess themselves, try to escape reality, accepting someone else's role. Since high anxiety is a criterion for maladjustment, it can be assumed that dependent adolescents are initially anxious, that is, they have this psychological feature before the beginning of the formation of addiction to them [7].

If a teenager spends a lot of time in the virtual world, then over time he needs to increase the dose, that is, the time spent at the computer. From the point of view of everyday psychology, this problem is a serious illness that takes place in several stages. The first stage is curiosity, the second stage is involvement, and the third stage appears to be absolute addiction. With complete addiction, gamers experience a constant need for the game, but, at the same time, cannot completely satisfy it [11].

Psychological characteristics of Internet addicts are as follows: high personal anxiety, a tendency to depression, high indicators of aggressiveness, low indicators of willpower, motivation to avoid failures, increased excitability, reduced ability to organize, emotional instability, greater shyness in behavior and interpersonal contacts, severity of accentuations, decreased social and emotional intelligence, hostility, low self-control, tendency to compete, dominant and aggressive style of interpersonal relationships, consumptive motivational structure, with predominant motives of comfort and maintenance of life, the presence of infantile traits in the hierarchy of psychological defenses, a tendency to psycho-emotional rigidity, a decrease in indicators of general and non-verbal intellectual development, a low feeling of "fullness of life" and dissatisfaction with it, lack of planning, high family value. The structure of identity of Internet addicted users is characterized by the desire to get rid of the "oppression" of the surrounding social environment and the need for emotional support [6].

American psychologist M. Griffiths identifies four stages in the formation of psychological addiction to computer games:

1. Stage of easy infatuation. Children, adolescents and even adults, having played a high-quality computer game, where graphics, sound and imitation of life are so real, become even more interested in it. Many people try to realize their certain

idealized dreams in computer games. A person, without realizing himself, feels the need for a role. He begins to get pleasure, which is accompanied by positive feelings. Human nature, as we all know, tries to reproduce those moments that give pleasure. As a result, a person begins to purposefully play computer games.

2. Stage of enthusiasm. The essence of this stage is that during the transition to this stage, new needs appear in the hierarchy – only computer games. The structural components of needs depend on the subjective and psychological characteristics of the individual. In a word, the personality at this stage is determined by the motivations and needs to escape from reality. At the stage of enthusiasm, the player experiences withdrawal symptoms, emotional distress, infirmity and nervousness.

3. Stage of addiction. At this stage, a person is completely addicted to computer games. At this stage, the player cannot satisfy his needs, even if he has the ability to satisfy them. There are fundamental modifications in the value-semantic self-assessment and self-awareness of the player's personality. Computer addiction can be social and individual. A player in a socialized form of addiction is in contact with society, i.e. these are the players who play together using a computer network. Their motivation to play games contains a competitive basis. In a socialized form, the players do not maladjust, and their social environment does not allow to completely escape to the virtual world.

4. Stage of attachment. At this stage, a decline in activity occurs. A person can simultaneously be away from the computer and be dependent on the computer. This stage seems to be the longest. A person can get stuck on the attachment stage in adulthood. There is a short-term increase in computer game addiction, if a new game appears, but after the game is over the strength of addiction returns again [11].

The main measures to prevent the development of computer game addiction in young people are identified: informing about the need for self-limitation and control of a gaming session; developing skills in planning your free time, filling it with other types of leisure; offering an alternative pastime, argumentation in favor of other types of leisure activities; carrying out preventive measures among young people in educational institutions, the Internet, the media [7].

### **Conclusion**

Thus, the problem of computer game addiction is relevant in our time. Coming to computer games, modern adolescents want to solve a number of psychological problems:

- Overcoming stress from unsatisfied environmental influences;
- Escapism, that is, escape from reality due to the traumatic experience of loss of contact with a significant object formed in childhood, which makes any “live” contact in the present painful for a dependent person;
- Compensation for the impossibility of realizing in reality one’s ideal ideas about the world and oneself with the help of virtual space.

Running away from the problems of the real world into the virtual one, a person tries to detach himself from the world by immersing himself in the gameplay or social

networks. And children and adolescents are the first to fall under this influence, who easily get to other people's influence and have not fully formed as individuals.

It should also be noted that a professional analysis of the deep needs that underlie the appeal of adults and children to gaming activities can become a significant factor for the correction of computer game addiction.

We believe that at the level of playing games in order to relieve stress, rest from work, computer games cannot harm a healthy person. If through play a person learns new things, broadens his horizons, develops creative abilities, this is good.

The main thing is to fix in time the moment when interest begins to develop into dependence and to take action.

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**Сергеева К.А., Глебкина О.В., Тренина О.А.  
ИССЛЕДОВАНИЕ СТЕПЕНИ ВЫРАЖЕННОСТИ СТРЕССОВЫХ  
РЕАКЦИЙ И ТРЕВОЖНО-ФОБИЧЕСКИХ РАССТРОЙСТВ У  
ШКОЛЬНИКОВ И СТУДЕНТОВ УГМУ**

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**Sergeeva K.A., Glebkina O.V., Trenina O.A.  
STUDY OF THE SEVERITY OF STRESS REACTIONS AND ANXIETY-  
PHOBIC DISORDERS IN SCHOOLCHILDREN AND STUDENTS OF USMU**

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**Аннотация.** В статье рассмотрены аспекты стрессоустойчивости у школьников (9-11 классов) и студентов (3 курса) в процессе обучения. Учебный процесс, как в школе, так и в ВУЗе для обучающихся является стрессовой ситуацией. Стресс является причиной всякого деструктивного состояния личности школьника и студента, поэтому необходимо изучать особенности и степень выраженности стрессовых реакций в данных группах с целью своевременного оказания им психологической помощи.

**Annotation.** The article examines the aspects of stress resistance in schoolchildren (grades 9-11) and students (3 courses) in the learning process. The educational process, both at school and at the university, is a stressful situation for students. Stress is the cause of any destructive state of the personality of a schoolchild and a student, therefore, it is necessary to study the characteristics and severity of stress reactions in these groups in order to provide them with psychological assistance in a timely manner.

**Ключевые слова:** стресс, стрессоустойчивость, школьники, студенты, адаптация.

**Key words:** stress, stress tolerance, schoolchildren, students, adaptation.