NEGATIVE INFLUENCE OF THE INFORMATION-COMMUNICATION TECHNOLOGIES ON STUDENTS AND WAYS OF ITS REDUCTION

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In the article the problems of negative influence of information-communication technologies on psychology of students are discussed. It is suggested to direct the process of education on mastering of conceptions of work with information, to inculcate multilevel and multi-stage education, implement measures at the level of the state.
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Computer technologies are playing a leading role in today's society. Today computers became a means of production and services, optimizing communication, study object and tool for learning. Informatively-communication technologies entered in our life and life of our students and became by inalienable part of it. Today we talk about the controlled from distance education and virtual universities, educational environments of educational establishments and interactive vocational orientation. Therefore methods of the use of computer technologies in an educational process and results of such use researches are very necessary.

An academician V.G. Kremen wrote: "Scientists develop projects according to that in XXI century different parts of planet will be covered by surreals like our TVs are now covered by serials. It already is a fragments of otherness, hyperspace pieces, by a size at first in a box, then in a room, house, cinema hall (virtual hall), stadium, city and, finally, whole country (virtual land). They are perceptively inseparable from the physical world, though haves other laws, more precisely, gives possibility to their choice. Other-reality of XXI century is psychophysical reliable and at the same time guided: the buttons of reduction-increase of volume, perceptible and visual contact are pressed. Surreal can be looked after, but it is possible to be in it, as into the three-dimensional cinema – holographic by volume of-movable picture, that from within inseparable from reality, with a difference, that it can be turned on/off or you can to enter or go out from it. It is already not fantasy, but that soon will come in our life... And we are in the educational projects must take into account this new informative reality that from virtual will become material". [1, pages 4-5].

Most authors at researches of influence of informatively-communication technologies on personality of student are accent attention on positive parties of the use of informatively-communication technologies in education, such as: individualization of studies, bringing of variety in an educational process, possibility of choice of own rate of studies every student, increase of good organization of personality, overcoming of fear for students with the special necessities (for example, with a stammer), simultaneous use of many factors of influence (a sound, image) in combination with possibility of rapid reiteration and control of knowledge that will improve quality of study of material, development of the creative thinking.

We are not denying positive influence of informatively-communication technologies, but it is necessary to notice that the new stage of their development strengthens negative influences that before were wretched or and in general absent. In fact when we talk about a modern student, then it follows to talk not about individual influence on him from the side of teacher, but about individually-group. It's already passed more than 50 years since the maiden attempts of introduction of information technologies in an educational process in California, USSR and other European countries. For this time development of technologies entailed formation of continuous teaching environment, the components of that are studies in family, circle of friends, school and out-of-school establishments. And often part of influence of school presents a very small percent. In fact a student gets some information every minute from a computer or from a communicator, or in oral from comrades etc. Development of network technologies and social networks entailed greater influence on a student. Unfortunately it follows to establish that this influence is largely negative. By the V.G.Kremen: "We so much talk today about ecology, environmental preservation as terms of existence of humanity. But generally objective reality a long ago already became subjective. However reality ... nothing will replace ever. A virtual meal is remains virtual, even if cerebral pictures obtain three-dimensional perceptibility. We wish to be desirable and that is why a requirement has in other so volitional and free, as well as we... Humanity must actively think of effective counterbalances two ... to the extremes of neuro-space: to the complete exteriorization of brain and interiorization of desires total control becomes the consequence of that above an idea and total illusiveness of pleasure. Human-centrism is one of effective facilities of such counterbalance". [1, page 8] Academician V.G. Kremen marks that without the proper attention to influence of computer technologies on young people the "crash of category of reality can come as" such, according to his opinion now there is "mutation of humanity that far before, than expected in some physical theories of clench of universe, can get rid self itself" that will happen because the virtual world carries visibility of reality though, but it is decorated, sent to the receipt of "additional pleasure that gives

consciousness of being of sources of pleasure and possession us by them". [1, pages 7-8].

Our practical supervisions showed that most students saw in the Internet first of all an information not generator, means of acquisition of new knowledge, professional self-perfection. Internet for modern youth is, first of all, a means of intercourse, the real intercourse departs on the second plan, ability to communicate as such is lost, that is replaced by ability to press those or other keys and to design necessary emotions. At rankings by value students see the value of the Internet in particular and networks on the whole in:

– means of intercourse through social networks or by other method;

– means of entertainment are games, music, video;

– source of the prepared material from objects that is studied presently are term papers, reports and others like that;

– information generator for the choice of further professional development or continuation of studies;

– information generator about a hobby;

– self-education source.

"Self-education source" is a last position in the list!

As a result of such relation considerable part of students "lost" in a network, wasting time on an intercourse about nothing in chats and forums searches of new recipes, pictures, videos or other virtual satisfaction of the imaginary necessities. The lack of time becomes the result of such actions for studies; intercourse of parents and children is break, no time on creative development of personality of young man. Consciously or unconsciously, getting in the snares of new information technologies, the problem of self-realization, developing flairs personality puts at the last place that farther can result in her degradation, even losses of the professional skills purchased before, losses of health in the different aspects of this concept. Process of falling into dependence from of informatively-communication technologies in Ukraine also increases the so-called "euro-orphanage" [2].

In our view, it is expedient to begin with education of adults, namely educations of parents are for reduction of the indicated risks of substitution of reality by virtuality. Without regard to the high enough level of capture of work skills with a computer by separate parents, they often do not realize the level of influence of new information technologies on the state of psychical, creative, social health of their children. Most, about what parents guess in majority, is harm to the health of their children in the traditional understanding that, in opinion of parents, can appear in the loop of vision. About such directions of influence, like a locomotorium, nervous system of child most parents do not even guess or simply forgot not to mention about attitudes young toward these questions, as the today's young generation in majority lives by only present time.

A capture such knowledge is not in the circle of interests of producers of computers or Internet Providers, but the future of the state stands after such knowledge. Elucidative work with parents can be realized through the portals of schools or departments and managements of education. One of steps there would be introduction of virtual diaries of student in this direction that it is already done in some nearby states: every day the estimations got a student are brought to such diary, and parents, wherever they were, can always check success of the child. Through these facilities it was possible to carry possibility of introduction of such technologies to the parents, as a remote management of their child, filtration of traffic and other, a computer, and also methods of introduction of these facilities, and even and to conduct virtual conversation with a father or mother of child.

The next step in the decision of problem of influence of virtual space on consciousness of the young generation is reformation of the departmental teaching, change of accents must become in an educational process. In particular, at the study of bases of safety of vital functions it follows to pay attention to not only such aspect of harm from a computer, as direct influence (sight, l locomotorium and other), but also on the psychological aspects of influence of informatively-communication technologies. It is thus important to specify to the students on the concept of computer dependence that teenagers deny often, though does not deny the daily being in networks, because consider that it is normal. From the point of view of safety of vital functions, it follows at legislative level to pay attention to existence of computer clubs that become the same playing centers often, where teenagers it was not allowed that at home to squander time on computer games or networks find satisfaction of the necessities and dependence. We can not conduct speech about closing of such establishments, as on this stage of development of our state we do not have the hundred-per-cent providing of every family the personal computer, though a percent without means with every year diminishes such technique of families.

In addition, in our view it is needed cardinally to reform a study informatively-communication technologies and application of computers at Ukrainian school. Reform must touch maintenance and methods, also role of informatics as educational object among other objects. Herein there is a necessity both from medical and from psychological and material point of view, in fact having different families the different material providing in different time is bought home computers that results in the different degree of capture a computer the children of one age.

In the process of studies of students it is needed to orient on an information retrieval after industries of sciences (chemistry, physics, literature, labour studies) with the use of informatively-communication technologies. It will give possibility partly to redirect the young generation in the use of computer at choice and professional orientation useful information through her analysis.

We, as teachers, cannot counteract to the process of development of informatively-communication technologies. But we must find ways for minimization of negative influence of such development on a health of the young generation and strengthening of its positives by reformation of the existent system of study of computer technologies in schools, multilevel and multistage education including optional after a choice, removal of study of the

concrete computer programs from the program of studies and introduction of studies of conceptions of work with information.

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