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ARE CHILDREN SMARTER (OR MORE SOCIALIZED) BECAUSE OF THE INTERNET?

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Abstract

The article discusses whether today's children smarter or more social as a result of their access to the entire world. That will be the subject of this article through today's generation and their technological understanding. Today's youngsters are neither brighter nor more social because of the Internet.

Key words: The Internet, youngsters, networking, span, social media, smartphone

Digital, generation, information, messages, photographs, memory, depression, long term.

"Social networking is simply one type of business that demands confidence and feeds on personal information exposure." This is what Jerica Hanson said regarding cell phones in her book. Hanson is a communication professor at the University of Massachusetts. Social networking allows people to share information, offer photographs to their "following," and write messages to their pals. Although socialization is beneficial, children and adults alike spend much too much time online. According to Stephen Currie's book on cyberbullying, roughly 85% of Americans between the ages of thirteen and seventeen have at least one social networking account as of 2015.

Kids spend so much time on social media that "too much hypertext and multimedia content has been linked in some kids to limited attention span, lower comprehension, poor focus, greater risk for depression, and diminished long-term memory," according to Chelsea Clinton and James P. Steyer in their news article about the

internet and children. Chelsea Clinton is Bill and Hillary Clinton's daughter, and she co-wrote this piece with James P. Steyer, an American child advocate, civil rights attorney, and lecturer. They collaborated on the CNN piece. This level of social interaction can be beneficial. It implies you can rapidly post things online for others to see.

You can even form an online society to sell products, interact with others who share a common interest, and connect with coworkers. While these features are beneficial to both children and adults, individuals were not designed to be continually assaulted by social media and other people's "random" posts." The increasing expansion of social media, cellphones, and digital devices is changing our children's life at school and at home.

“Research tells us that even the youngest of our children are migrating online, using tablets and smartphones, downloading apps.” Is this transformation good? In some cases, it really is good, maybe even great. But, “some of the most dangerous features about posting any personal information online on the Internet reflect matters of trust that someone has when using a service, and the control they use or lose when they post that information”. Children who don’t have the proper inhibition to control their Internet posts should not be able to use these online services, such as Facebook.

"According to Consumer Reports, more than 7.5 million American children under the age of thirteen have joined Facebook, despite the fact that users must be thirteen years old to register an account." Given that at least 7.5 million children have lied about their age online, this is a significant figure. Without this internet vigilance, children may enter into risky contacts with adults, potentially leading to kidnapping. Children in the early phases of brain development are another concern associated with underage Internet use. Over 90% of American two-year-old’s have access to the internet, and 50% of five-year-old’s have daily contact with a tablet or computer. Children in their early phases of development should be playing outside or learning something useful.

The impacts of television and technology on children's brains are still being studied, but the evidence is alarming. The stages of brain development in children are critical, but the adolescent years are equally crucial for finding one's limits and potential. The Internet's lack of privacy sensitivity may have an adverse effect on this developmental stage. Violent video games and television broadcasts can also disrupt this stage of development. There are many people who can play violent games and watch violent shows, but a small percentage of the population is unable to do so due to the graphic imagery in the games or the sexual themes in the movies.

The Children's Television Act was passed in the 1990s in response to an expansion of high-quality television programs for children. Given the amount of time children spend in front of the television, everyone agreed that the country had a joint responsibility to provide positive, instructional content with few advertisings. When it comes to digital media and technology, we are at an even more critical crossroads."

"Violent video games first appeared in the 1970s, but it wasn't until the 1990s that they truly matured. Beginning in the late 1980s, game developers experimented with what the general public would accept in video games." This comment was taken from Craig Anderson, Douglas Gentile, and Katherine Buckley's book on the effects of violent video games on children. Anderson is a renowned professor of psychology at Iowa State University and is largely considered as the world's leading expert on the consequences of violent video games.

Gentile is a developmental psychologist and the Director of Research for the National Institute on Media and the Family, as well as an assistant professor of psychology at Iowa State University. Buckley is a psychology Ph.D. student at Iowa State University. Violent Video Game Effects on Children and Adolescents is the title of the book they wrote. This book is essentially a huge but detailed investigation on the impact of violent video games on children and teenagers' social life, grades, and minds. "Since 2004, the gaming business has grown even more, with revenues approaching \$7 billion in 2005, indicating a new explosion in what is known as the

'interactive entertainment' period." Every day, a large number of people play video games.

There are a lot of nice, great games out there, but a lot of video games are brutal, with sex and blood all over the place. While these games have an impact on many people, there will always be those who can play violent games frequently and remain unaffected. After arcades became popular in the early 1990s, owned consoles began to gain appeal. "By the mid-1980s, children were spending an average of four hours a week playing video games, including time spent at home and in arcades." The more time youngsters spend playing video games and watching television, the lower their grades get. We live in an age where technology and displays are everywhere; it is impossible to avoid them.

"Screen time (including television and video game time) was found to be a major negative predictor of grades. To put it another way, the more time children spend in front of a screen, the lower their academic performance. We (the authors) also discovered evidence that media quantity and content had varied effects. Screen time has an impact on school achievement but not on aggressive behavior, whereas violent media content has an impact on aggressive behavior but not on school performance."

When it comes to aggressive behavior, nothing screams violence more than bullying and cyberbullying, whether physical or verbal. Cyberbullying is a combination of the phrases cyber (online) and bullying (bullying). Cyberbullying is when students use social media and other websites to bully other pupils or teachers. Cyberbullying is essentially harassment, with charges ranging from misdemeanor to felony. "It's difficult enough to grow up in modern society without putting police powers to bear on students who aren't acting properly." Police are always willing to assist.

There will always be situations in which they must intervene, but sometimes the children or teens in question are simply testing their boundaries. "Children try things out, push boundaries, and rarely consider the implications of their behavior."

Most students convicted of cyberbullying are not evil people who deserve to be punished through the legal system." Cyberbullying may grow more common as more children and teens use the Internet and social media. We can use social media and the Internet less as cyberbullying grows more common. However, the more widespread social media becomes, the more difficult it will be to eradicate cyberbullying.

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However, today's children have committed suicide as a result of various sorts of bullying. Because of these suicides, we are taking cyberbullying more seriously. Currently, 80% of law enforcement employees require further cyberbullying training. A whopping 80%! This is why we need schools to enforce cyberbullying regulations and laws. Unfortunately, "because to limited resources, schools are unable to commit time, energy, and staff to investigating and disciplining bullying that occurs outside of school." Even though this remark refers to situations that occur outside of school, school administrators must nevertheless penalize and investigate these incidents when they occur on school grounds.

"Schools may be held accountable if the administration is aware of a student harassing another but does nothing about it." Schools must have the financial resources and personnel to combat cyberbullying to the best of their abilities.

"Of course, schools are the first line of defense." Teachers, administrators, coaches, and counselors must all be attentive in catching, stopping, and punishing bullies. Parents must also actively supervise their children's behavior to ensure that they are neither being bullied or participating in other people's harassment. Students must also be encouraged to report harassment if they are experiencing it. In the shadows, bullying thrives.

Eighty-eight percent of teenagers and children have been victims of cyberbullying. Eighty percent of American teenagers believe cyberbullying is easier to get away with than traditional bullying. This is yet more reason to limit our use of social media. Cyberbullying is largely caused by social media. Information is also kept on the Internet, so whatever someone writes is available to everyone and will be accessible indefinitely. "The impacts of cyberbullying are more severe (than traditional bullying) because the Internet can reach a wider audience and content may be archived online, causing victims to relive humiliating events more frequently."

This relates to a child's internet inhibitions and prudence. Mr. Buerkle, the superintendent of Sweet Grass County High School, believes that children under the age of 10 should only have Internet access when supervised. This is an excellent suggestion. When youngsters are guided, they are more likely to make better decisions. Parents have significant control over their children. Setting limits on the frequency and content of internet media is a safety measure. When it comes to social media, television, and video games, children must always be monitored. If this is possible, the Internet has the ability to bring parents and children together to discuss their children's friends, posts, and conversations when used correctly.

Conclusion:

The following are the key themes of this paper: social media's consequences, time spent online, violent video games, and cyberbullying. The Internet needs to be

discussed globally since it is damaging relationships all across the world. The impacts of the Internet and social media might be devastating if they are not regulated properly, from apps that allow you to eavesdrop on other people's texts to online scams to hacked programs that steal millions of dollars from innocent individuals all around the United States. The Internet is altering the minds of children in negative ways, as well as the way they communicate with one another.

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