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Psychological aspects of digitalization of education

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At present, characterized by a rapid process of digitalization of all spheres of life and activity of modern man and society as a whole, we are witnessing the emergence of a new civilization of the digital world, forming new approaches to the education system, focused on a new psychology of its perception. Especially important, in the conditions of digitalization of the educational space, is the understanding of the specifics of what is happening, taking into account both the advantages and disadvantages introduced by digital transformation, the ability to maintain a critical view and analytical thinking adequate to the current situation.

The popularity of the digital format of education in a short time has acquired such proportions that even leading foreign universities have begun to express serious concerns about the crisis of traditional forms of classical education.

Describing the main aspects of the modern educational environment in the conditions of digitalization, we consider it necessary to identify the following:

- early age cybersocialization of students;
- replacing a real physical study of the surrounding reality with a virtual one;

- violation of cognitive functions of the brain in students and the defeat of certain parts of it, which has received the scientific name «digital dementia»;
- as a consequence, the gradual elimination of systematic and analytical thinking among students;
- formation of students' clip thinking, which determines the peculiarities of perception of the surrounding world;
- reduction of the active vocabulary and the amount of RAM in students;
- the growth of digital addiction and gadget addiction among students;
- destruction of existing social ties and difficulties in building new ones (replacing real communication with virtual people);
- preference of various digital resources as the main source of knowledge and information, instead of the teacher;
- reduced ability to maintain long-term psychological contact with others;
- gradual loss of interest in the inner world of another person;
- «digital autism», characterized by the development of suicidal tendencies and manifestations of depression in students;
- increased aggression, social alertness and internal tension among students;
- tendency to conformism;
- gradual loss of independent thinking skills
- disorders of the development and functioning of the musculoskeletal system, vision, cardiovascular, nervous, endocrine, immune and reproductive systems of the body, increased risk of brain cancer, leukemia, DNA rupture, hormonal disorders, etc.

According to some researchers, «the traditional classroom-based, as well as lecture-seminar training system looks alien in digital reality» [1], «the use of digital technologies allows us to move to a personalized, result-oriented system of educational work» [2, p. 18], «virtual identity (cyber identity) is formed more easily than the real one, it is easier to manage it, to broadcast it» [6], «digitization of text and accessibility of information transforms the possibilities of working with it: there

is a need to quickly receive and process information, skills of actions in parallel processes and in multitasking conditions are formed and developed» [7].

Above, we have listed only some of the aspects characteristic of the modern educational environment in the context of its digitalization, in connection with which we consider it appropriate to emphasize the need for a balanced and reasoned approach to the use of various digital educational technologies in the domestic education system that run counter to such a concept as a health-saving educational environment.

The problem of studying the influence exerted by the process of digitalization of the educational space on the psychology of modern education and education of the future, as well as on the psychology of the subjects of the educational process, has recently been addressed by many scientists, considering the psychological features of e-learning [3], the use of distance education as a trend of the modern information community, the features of education in the digital age, the role and significance of modern electronic technologies in the educational process, features of the child's personality development in the context of modern psychological and social issues, features of the transformation of the educational space in the digital economy, features of e-education in the context of digitalization, psychological aspects of digital education etc.

At the same time, it should be noted that in some publications inconsistencies are found up to mutually exclusive theses, which, in general, indicates the complexity and originality of the phenomenon we are considering in this article. For example, E. E. Krieger notes that «a digital society is a technocratic society that uses digital devices for self-service. This frees up a significant amount of time and opens up new opportunities for socialization», and already in the next paragraph concludes that «a significant part of society, especially the younger generation, spend a fairly large amount of time on the Internet» [4, p. 31]. In this connection, the following questions arise:

1) do digital technologies, in fact, «free up a significant amount of time» for users, or, on the contrary, form a persistent digital and Internet addiction for them, taking up a much more significant amount of time, since they «spend a lot of time on the Internet»?

2) if «digital devices open up new opportunities for socialization», and «a significant part of society, especially the younger generation, spend a fairly large amount of time on the Internet», then where, if not in a virtual environment, is the process of socialization of most of today's youth?

In the modern digital world, a very negative, from our point of view, tendency to increase the value of material in modern society, including the value of digital technologies and resources, as opposed to and to the detriment of spiritual and cultural values, as well as the values of a single person, has been clearly and unambiguously identified. In the conditions of digitalization, a living person becomes not only not valuable, but, in fact, not needed: modern digital technologies, including artificial intelligence, gradually but steadily displace a person from the habitual rhythm of life that has been developing for years, taking away work, livelihood, depriving plans for the future, which ultimately leads to depression, stress disorders, destroying well-being and depriving a person of a place in social space.

Of course, such a psychology of the modern digital educational space cannot become at least somewhat effective in preserving and strengthening both psychological and psychosomatic health of the individual, which ultimately threatens the national security of our state.

In each case, the assessment of the possibility and degree of digitalization in the education system should be based on taking into account its psychological effects, which, as practice shows, are very ambiguous. The possibilities of using certain digital technologies and resources in the educational process are constrained by «a sufficiently high psychological price, in connection with which a complete transition to digital education is impractical and impossible, and it itself should rather be one of the components of a particular educational program, supplemented and compensated

by other forms and methods of teaching and upbringing, and, first of all, methods involving the predominance of traditional live interaction between a teacher and a student» [5].

The recent experience of the transition of all educational institutions in our country to a digital format, due to the threat of the spread of the COVID-19 pandemic, has clearly demonstrated the possibilities of «digital learning», which, with certain reservations, can be used in exceptional cases as a backup (auxiliary) format of education.

At the same time, it is necessary to have a clear understanding of the immutable fact that, like any human organ, the brain needs regular training. The research data available to date convince us that the intensive use of certain areas of the brain leads to their increase and, on the contrary, the lack of load on the brain leads, ultimately, to a decrease in its size. The process of digitalization, in general, and various digital gadgets, in particular, relieving a person of the need for painstaking mental work, deprive him of regular «training» of the mind, leading to the gradual death of an unused organ.

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