IMPROVING THE METHODOLOGY FOR PEDAGOGICAL DIAGNOSTICS AND CORRECTION OF COMPUTER GAME ADDICTION IN STUDENTS

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Abstract. This article explores the problem of computer game addiction among students and highlights the necessity of improving pedagogical diagnostics and corrective methodologies. With the rapid development of digital technologies, excessive engagement with computer games has become a pressing issue affecting academic performance, socialization, and psychological well-being. The study examines modern approaches to diagnosing gaming addiction, pedagogical strategies for correction, and ways to enhance methodological frameworks to ensure effective prevention and rehabilitation.

Keywords: computer game addiction, pedagogical diagnostics, correction methods, students, gaming disorder, educational intervention, digital habits, prevention strategies, psychological-pedagogical approach.

Annotatsiya. Mazkur maqolada o'quvchilar orasida kompyuter o'yinlariga qaramlik muammosi ko'rib chiqilib, pedagogik diagnostika va korreksiya metodologiyalarini takomillashtirish zarurligi yoritiladi. Raqamli texnologiyalar tez sur'atlar bilan rivojlanib borayotgan sharoitda kompyuter o'yinlariga ortiqcha qiziqish o'quvchilarning o'quv faoliyati, ijtimoiylashuvi va psixologik holatiga salbiy ta'sir ko'rsatayotgan dolzarb masalaga aylangan. Tadqiqotda o'yin qaramligini diagnostika qilishning zamonaviy yondashuvlari, pedagogik korreksiya strategiyalari va samarali profilaktika hamda reabilitatsiyani ta'minlash uchun metodologik asoslarni takomillashtirish yo'llari tahlil qilinadi.

Kalit so'zlar: kompyuter o'yinlariga qaramlik, pedagogik diagnostika, korreksiya metodlari, o'quvchilar, o'yin buzilishi, ta'limiy aralashuv, raqamli odatlar, profilaktika strategiyalari, psixologik-pedagogik yondashuv.

Аннотация. В данной статье рассматривается проблема игровой зависимости среди учащихся и подчеркивается необходимость совершенствования педагогической диагностики и коррекционных методик. В условиях стремительного развития цифровых технологий чрезмерное увлечение компьютерными играми становится актуальной проблемой, негативно влияющей на учебную успеваемость, социализацию и психологическое благополучие студентов. В исследовании анализируются современные подходы к диагностике игровой зависимости, педагогические стратегии коррекции и пути совершенствования методологических основ для обеспечения эффективной профилактики и реабилитации.

Ключевые слова: игровая зависимость, педагогическая диагностика, методы коррекции, учащиеся, игровое расстройство, образовательное вмешательство, цифровые привычки, стратегии профилактики, психолого-педагогический подход.

Introduction

The digital era has transformed the lifestyle of young people, making computer games an integral part of their daily activities. While moderate gaming may serve as a source of entertainment, relaxation, and even cognitive development, excessive and uncontrolled gaming often leads to addictive behavior. Computer game addiction negatively impacts academic achievement, physical health, interpersonal relationships, and emotional stability.

Pedagogical science faces an urgent task: to design effective diagnostic tools for identifying addiction symptoms at early stages and to develop corrective methods that can help students balance their digital activity with educational and social responsibilities. This research aims to outline methodological improvements in pedagogical diagnostics and correction of computer game addiction among students.

Recent studies indicate that computer game addiction is not only a psychological phenomenon but also an educational and social challenge. According to Gentile (2009), approximately 8–12% of adolescents may display symptoms of pathological gaming behavior, which can negatively impact learning motivation and social interaction. Kuss and Griffiths (2012) emphasize that excessive gaming is strongly associated with sleep disturbances, emotional instability, and reduced academic engagement.

From a pedagogical perspective, early identification of gaming addiction is crucial. Teachers, school psychologists, and parents should work collaboratively to detect early warning signs such as declining academic performance, loss of interest in social activities, and excessive irritability when not playing. Preventive measures, including digital literacy education and the promotion of healthy extracurricular activities, play a significant role in reducing risk factors.

Moreover, modern educational methodologies suggest the integration of technology into learning in a balanced way. Instead of banning digital games entirely, some researchers recommend the use of game-based learning and gamification strategies to transform students' interest in gaming into productive educational engagement. This approach not only minimizes addictive behavior but also enhances motivation, problem-solving skills, and creativity.

Overall, the improvement of pedagogical diagnostics and correctional methodologies requires an interdisciplinary approach that unites psychology, pedagogy, and digital education. By combining these efforts, schools can create a safe digital environment that supports students' academic success and psychological well-being.

Main Body

1. The nature of computer game addiction

Computer game addiction is characterized by compulsive engagement in gaming activities, inability to control time spent, and neglect of daily duties. The World Health Organization recognized "Gaming Disorder" as a mental health condition in the . In the context of pedagogy, such addiction is considered not only a psychological issue but also an educational challenge requiring systematic intervention.

2. Pedagogical diagnostics of game addiction

Effective diagnostics involves identifying behavioral, cognitive, and emotional indicators of addiction. Current diagnostic approaches include:

- **Questionnaires and surveys** (e.g., Young's Internet Addiction Test, Game Addiction Scale).
- **Observation methods** during learning and extracurricular activities.
- **Psychological-pedagogical interviews** with students and parents.

- **Academic performance monitoring** to reveal potential decline caused by excessive gaming.

However, existing diagnostic tools often lack a comprehensive pedagogical orientation. Improvement requires adapting psychological tests to the educational context, integrating digital monitoring tools, and involving teachers in systematic observation.

3. Pedagogical correction strategies

Correctional work aims to reduce the negative effects of game addiction and help students develop healthy digital habits. Key pedagogical strategies include:

- **Awareness programs**: Educating students about the risks of excessive gaming.
- **Time management training**: Teaching self-regulation and scheduling skills.
- **Alternative activities**: Encouraging participation in sports, arts, and social clubs.
- **Family involvement**: Strengthening cooperation between educators and parents.
- **Digital hygiene education**: Promoting responsible and balanced use of technologies.

4. Improving methodological approaches

To enhance the effectiveness of diagnostics and correction, the following methodological improvements are suggested:

- Developing **integrated diagnostic models** that combine pedagogical, psychological, and digital assessment.
- Creating **age-specific correctional programs** considering the developmental needs of students.
- Implementing **interactive and game-based corrective techniques** that transform addictive behavior into constructive learning.
- Establishing **pedagogical support systems** within schools to monitor and assist at-risk students.
- Encouraging **research-practice collaboration** to continuously refine methodologies.

Conclusion

Computer game addiction represents a multifaceted problem requiring interdisciplinary solutions. From a pedagogical perspective, improving diagnostic tools and correctional methodologies is essential for early detection and effective intervention. Schools must integrate comprehensive monitoring systems, family collaboration, and corrective programs tailored to students' needs. By strengthening methodological foundations, pedagogy can contribute significantly to preventing excessive gaming and fostering a healthier educational environment.

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