УДК 159.9.07

Chaika G.V.

APPROACHES TO COMPUTER PLAYERS' SELF-CONCEPT CORRECTION

Annotation

The article reveals the problem of students' positive self-concept formation. It is shown that self-concepts of young people choosing different genres of computer games are different. There are also differences in self-concept of individuals who play computer games too much. Based on these differences, the article proposes the directions of corrective work with different groups of students based on their gaming preferences to form their positive self-concept.

Key words: *self-concept, self-attitude, self-images, computer games, correction*

Чайка Г.В.

НАПРЯМКИ КОРЕКЦІЇ Я-КОНЦЕПЦІЇ КОМП'ЮТЕРНИХ ГРАВЦІВ

Анотація

Стаття розкриває проблему становлення позитивної Я-концепції студентів. Показано, що Я-концепції молодих людей, які обирають різні жанри комп'ютерних ігор розрізняються. Також існують відмінності у Я-концепції тих особистостей, які занадто захоплюються комп'ютерними іграми. На основі таких відмінностей запропоновані напрямки корекційної роботи з різними групами студентів залежно від їх ігрових преференцій для створення в них позитивної Я-концепції.

Ключові слова: *Я-концепція, самоставлення, образи Я, комп'ютерні ігри, корекція*

Rationale. The university days are quite a difficult stage of life. Young people should solve a number of vital tasks, to obtain profession and to start independent professional life, this is a stage of social contact broadening and deepening, for new friend finding, for the first love, and, sometimes, for family starting. The success of whole future life depends largely on successful solving of the problems arising at this stage of personal development. Self-concept is the basis for conscious or unconscious construction of young person's behaviour. Self-concept largely determines social adaptation of a person, is a regulator of behaviour and activities. A positive self-concept, positive self-attitude is a prerequisite for successful development and social inclusion. A negative self-concept, lowered self- attitude can lead to social exclusion.

Positive self-concept means a generalized picture of oneself with a predominance of positive attitude to self [6]. R.B. Burns points out that the positive self-concept is characterized by a firm conviction that a person is liked by other people, a person having a positive self-concept is confident in his/her abilities to perform a certain activity and has a sense of self-importance [1, p. 27]. The positive self-concept means a personal positive attitude to him/herself, self-esteem, self-acceptance, perception of own uncommonness and worthiness and faith in own success, optimism. The negative self-concept means a negative attitude to self, internal opposition to him/herself, feeling of worthlessness and inferiority, pessimism [4].

A positive sustainable self-attitude as coherent expression of self-concept is the basis of person's belief in their capabilities, independence, energy, it correlates with willingness to reasonable risk, leads to optimism as for success of personal actions. People with a positive self-attitude are less absorbed in their internal problems; they much less suffer from psychosomatic disorders. One of the reasons that encourage people to adhere to moral standards is their commitment to maintain a positive self-attitude. In the contrary, a negative self-attitude is a source of various difficulties in communication, because people with such self-attitude are pre- convinced that others think very poorly of them. The problem of self-esteem,

worthiness absorbs nearly at all their attention, and therefore their activity level becomes excessively increased or, conversely, they became too passive, which complicates their choice of adequate interaction methods, their behaviour becomes rigid. Personal negative, conflict attitude to self leads to socially maladjusted behaviour: offence against the laws, drug addiction, alcoholism, aggression, depression [3; 7].

F.V. Kaloshyn concludes that comprehension and use of self-concept opens up a space for significant changes of personal traits because of such important conditions: 1) all person's actions, feelings and deeds are always consistent with personal self-concept. Self-concept changing leads to personal life changing; 2) ideas on self can be really changed [3]

According to the Festinger's cognitive dissonance theory, a person cannot accept inharmonious self-images and seeks remedy for this unpleasant imbalance [2]. Namely, internal contradictions in person's self-concept are often a source of stress, because a person possesses an inherent ability to assess a situation realistically and interestedly. Feeling the pressure need to achieve inner balance, a person is ready to take various actions that would restore the lost balance.

Self-concept as a dynamic system, self-attitude as its generalized characteristic and self-images as its elements are changed throughout life, but adolescence is the most sensitive as for self-concept formation. Young person's self-concept, compared to one of a more mature person, is more exposed to external factors, in particular, influence of computer games as a new social and cultural factor. This is especially true for gamers, young people abusing computer games.

Over the years, the article author has investigated the self-concept of young people playing different genres of computer games and received results concerning differences in their self-concept. The **article purpose** is to present recommendations to improve the self-concept of students, youth, depending on which game genres they chose mainly.

Before description to the proposed correctional program, the results of our previous studies on self-concept computer players should be presented in brief [8-11]. The author have shown that preferable choice by players of computer games of a specific genre can serve as an indicator of their self-attitude as an generalised self-concept. So, selection by a user of not-aggressive, but active games or role-playing games indicates a high level of his/her self-attitude. On the contrary, preferred choice of logic or strategy games may indicate lowered self-attitude that may require corrective action to improve player's self-esteem.

Students see themselves in games as active agents. Computer games allow them to throw out excessive activity, to lose energy that overwhelms today's youth. In general, students clearly distinguish real and virtual worlds. In games they can choose characters behaving not well, commit antisocial, violent acts. However, the players do not identify themselves in games with themselves real or ideal, computer characters is not a model for their real life. However, it should be noted that players who play too much experience reduced levels of self-control. Lack of self-control skills is the basis for emergence of different addictions, including computer addiction.

We have shown that the preferred choice of a specific computer game genre by a student can become the basis for evaluation of certain features of personal self-concept. The students choosing aggressive games describe themselves as hostile, violent people both in life and in games, but unfortunately they do not think that is as a flaw of character. Much more than they care about development of self-confidence, self-awareness, which is not sufficient to compensate lack of kindness and friendliness. They are well aware that these traits are not very favourable in the society, but in games such students behave very aggressively, violently. Based on the above said, we can conclude that students choosing aggressive game tries to remove tension from the actual stress or imaginary cruelty of their environment, but do not train their aggressive manifestation for further transfer to real life. However, we cannot exclude that

constant activation of aggressive responses in the game can lead to their appearance in reality too, through the training mechanisms.

The students choosing non-aggressive active games feel active, energetic in real life also; they open to social surroundings and all new. They feel friendly with their environment; they are able to control themselves and their lives. This group of students is the most socially adapted, their only flaw is lowered of attention to their own emotional stability.

The students choosing logic games, in contrast, describe themselves as emotionally stable. They also have a very high level of self-control as in real life and in games. However, as for other indicators, they are more likely to describe themselves in negative terms and their self-attitude is low.

The students proffering role-playing computer games rise the greatest concern. They do not feel sufficiently active in life and forced to lose their energy in games. They are not satisfied with their intellectual and cultural development. These students evaluate their self-control as rather low, they do not to feel a desire for friendly relations with their environment. Excessive playing with RPG is a sign of the presence of some psychological problems, in this case games is a means to escape from the real world challenges.

Such obtained experimental results allow us to propose directions of corrective work with students of different groups, depending on how much time they play and what game they prefer.

As our research show, those students who are too fond of computer games perceive themselves significantly more active in games compared to reality. In games, students abusing computer games feel more intelligent and more active compared to real life and compared with players not abusing the games. These results show that people playing too much cannot find engagements that are enough interesting and active for them to implement in such activities, in a positive direction, their energy of youth, natural curiosity and intellectual abilities.

Additionally, students prone to game addiction have slightly lowered self-control at describing of themselves real, and their self-control is significantly

higher in descriptions of themselves ideal. In other words, we can say that students playing too much feel lack of self-control (self-awareness) and want to develop such treats. As already noted, lack of self-control is the basis of all types of addiction. Therefore, eradication of computer game addiction with means of external pressure, direct prohibition will not give positive results. Game banning will only lead to development of other forms of addictions, such as drugs or alcohol abuse.

Self-control is a self-regulation property associated with persons' awareness about him/herself. This structure is built over all other psychological blocks and controls over them: activity strengthening or weakening, correction of actions and deeds, foresight and activity planning, etc. [5]. Self-control is based on the will, a higher mental function that determines person's ability to take informed decisions and implement them in life, and is closely linked to the concept of psychic self-regulation. Self-control is an essential element of personal capacity to achieve own goals. Personal self-control abilities are determined by both inherent genetic characteristics and personal psychological skills. The development of self-control skills, self-regulation helps avoiding of game addiction problem and games will provide fun without harm.

In general, students playing too much have lower desire to raise their level of intelligence, be more active and friendly in real life, to control better themselves, they are less concerned with their emotional stability. Based on the foregoing, we propose to carry out corrective work with such persons in two ways: firstly, to develop skills of self-control, goal-setting and time management; secondly, to help them to find such activities that can fulfil young people needs in active life, self-development, help them satisfy their cognitive searches, create an atmosphere of friendship and love in the real, not virtual world.

As the experimental study has shown, students choosing computer games of different genres have different self-attitudes and different self-images, self-concepts as a whole.

The choice by a user of non-aggressive, but active game or role-playing games indicates a high self-attitude level. Preferred choice of logic or strategy games indicate lowered self-attitude. Students preferring logical games, such as strategy, quests with logical tasks describe themselves as individuals with high emotional stability. However, other traits with which such tested students describe themselves in reality are not very high; a significant percentage (more than the average of the group) of self-description is negative. The students choosing strategic, puzzle games, especially if they play too much, are needed psychological help towards improving of their self-attitude, positive self-esteem creating.

Matching of real and ideal self-images plays an important role in adequate self-attitude formation. Ideal self-image means a set of personal traits which a person wants to have, to develop, to achieve. Consequently, if a person has enough similar real and ideal self-images, it is a prerequisite for high self-esteem, because an ideal self-mage plays the role of an internal criterion of self-esteem. Creating of a positive self-attitude is also largely associated with the process of internalization of social reactions to person. In other words, a person evaluates him/herself mainly as his/her environment evaluates him/her. As a result of internalization of expectations and externally specified rules, a person acquires the ability to make internal self-reports as for regulatory self. Accordingly, a perfect, relatively stable self-esteem it formed, which contains clear idea of "decent" or ideal self. Self-attitude formation is affected by the identification process, which is the basis for estimation of action successfulness with the self-identification mechanism. [2]

Students choosing active, aggressive game, describe themselves very low in reality by the friendliness factor, it is significantly lower in comparison with that of for other groups. Also, they describe themselves in games even worse, a high value was shown for the friendship factor, but in its negative aspect. However, based on their description is ideal self, it cannot be said that they consciously feel a lack of kindness and tend to be friendlier. According to their self-descriptions, these students feel a lack of self-control and seek to improve it. This is a positive

development, but high self-control cannot compensate lack of sensitivity, kindness, mercy.

The above results were obtained in the study performed with the self-description method. However, the psychosemantical differential study did show difference between the group proffering aggressive games and the other groups. Our research method do not allow us to say for sure what is primary and what comes after: whether initial lack of kindness rises interest to aggressive computer games, or love to such games leads to blurring of the criteria of good-evil. We depart from the principle of training: if a character trait is constantly activated, especially if it done by own wish, it becomes a personal characteristic in a time.

Based on the foregoing, we conclude that students choosing aggressive play try to remove quickly their stress states in games. They do not have a purpose to develop aggressive reactions and transfer them into to real life. However, we cannot exclude that prolonged stimulation of aggressive behaviour in games will lead to its manifestations in real life, for example, based on the mechanism of automatic, stereotypic actions. Our results are not the last point in the discussion about the aggressive behaviour transfer from the virtual world to the real one. We can only stress that people mostly choosing aggressive games are at risk. Psychological support for them should be based on exercises aimed at developing control over their aggressive behaviour. Additionally, the psychological work with too aggressive players can be focused on the origins of their aggressive behaviour in real life and on reduction, correction of such real impacts and their effects on such people.

Our empirical research has shown that the students choosing role-playing computer games do not feel comfortly in the real world and their psychological well-being is of particular concern. They do not see ways in their everyday life to apply their activity and energy of youth. They also describe themselves fairly low in terms of friendliness and self-control. They are not satisfied even with their level of intelligence, culture (provided that all respondents were university students, the most cultural stratum of the society). Their compliance with approved social norms

is formal, it does not one that comes from their internal believes. Thus, role-playing game overuse is a sign of existence of certain psychological problems. In this case, the path to the virtual world is an escape from the real world, from resolving of own problems, an attempt to forget, to plunge into the wonderful world of dreams or fairy tales.

Corrective work with young people who are too addicted to role-playing computer games should be focused primarily on finding of the root causes of their self-concept deterioration with its subsequent correction, creating a positive self-attitude and positive self-images.

The students choosing non-aggressive active games have the best, positive self-concept. They have harmonious, positive self-attitude, perceive themselves as friendly, opened to the environment and new knowledge, active and energetic people. In addition, they generally do not play a lot of computer games. This group is the most socially adapted and such students do not needs special psychological assistance.

References

1. Бернс Р. Развитие Я-концепции и воспитание. / Р.Бернс ; пер. с англ. ; общ. ред. В.Я. Пилиповского. – М. : Прогресс, 1986. – 422 с.

2. Гуменюк О.Є. Психологія "Я"-концепції: монографія / О.Є. Гуменюк – Тернопіль: Економічна думка, 2002. – 186 с

3. Калошин В.Ф. Як сформувати позитивне мислення / В.Ф. Калошин // Практична психологія та соціальна робота. – 1998. – № 2. – С. 29-33

4. Калошин В.Ф. Теорія та практика позитивного мислення / В.Ф. Калошин // Педагогіка толерантності. – 1999. – № 2. – С. 80-87.

5. Ковалев А.Р. Психология личности / А.Р. Ковалев - М. : Просвещение, 1965. - 254 с.

6. Психология человека от рождения до смерти. / Под общей редакцией А.А. Реана. — СПб.: ПРАЙМ-ЕВРОЗНАК. 2002. – 656 с. –Серия "Психологическая энциклопедия"

7. Сапожникова Р.Б. Психологические факторы формирования самоотношения личности: Дис. ... канд. психол. наук. / Р.Б. Сапожникова – Новосибирск,1998. – 166 с.

8. Чайка Г.В. Особливості самоставлення комп'ютерних гравців / Г.В.Чайка // Зб. наук. праць Інституту психології ім. Г.С.Костюка АПН України «Проблеми загальної та педагогічної психології» / за ред. С.Д. Максименка – К., 2007. – Т. IX, ч. 5 – С. 452-459.

9. Чайка Г.В. Дослідження Я-концепції комп'ютерних гравців психосемантичними методами / Г.В.Чайка // зб. наук. праць Інституту психології імені Г.С.Костюка НАПН України «Проблеми загальної та педагогічної психології» / за ред. С.Д. Максименка – К. : Гнозіс, 2010. – Т.XII, ч.6 – С. 384-394.

10. Чайка Г.В. Дослідження Я-концепції студентів методами психосемантики: залежність я-концепції від вибору комп'ютерних ігор/ Г.В.Чайка // зб. наук. праць Інституту психології імені Г.С.Костюка НАПН України «Проблеми загальної та педагогічної психології» / за ред. С.Д. Максименка – К., 2011. – Т. XIII, ч.2 – С. 415-423.

11. Chaika G.V. Characteristics of self-concept of computer gamers / G.V. Chaika // Social Welfare: Interdisciplinary Approach. – 2016 – Vol. 1. – No 6. – pp. 40-51 – режим доступу: http://socialwelfare.eu/ index.php/sw/article/view/235

1. Berns R. Razvytye Ya-kontseptsyy i vospytanye (Self-concept development and education) / R.Berns ; per. s anhl. ; obshch. red. V.Ya. Pylypovskoho. – M. : Prohress, 1986. – 422 p.

2. Humenyuk O.Ye. Psykholohiya "Ya"-kontseptsiyi: monohrafiya (Psychology of self-concept)/ O.Ye. Humenyuk – Ternopil': Ekonomichna dumka, 2002. – 186 p.

3. Kaloshyn V.F. Yak sformuvaty pozytyvne myslennya (How to from positive thinking) / V.F. Kaloshyn // Praktychna psykholohiya ta sotsial'na robota. – 1998. – # 2. – P. 29-33

4. 4. Kaloshyn V.F. Teoriya ta praktyka pozytyvnoho myslennya (Teory and practice of positive thinking) / V.F. Kaloshyn // Pedahohika tolerantnosti. – 1999. – # 2. – P. 80-87.

5. Kovalev A.R. Psykholohyya lychnosty (Psychology of personality) / A.R. Kovalev - M. : Prosveshchenye, 1965. - 254 p.

6. Psykholohyya cheloveka ot rozhdenyya do smerty (Person's psychology from bearth to death). / Pod obshchey redaktsyey A.A. Reana. — SPb.: PRAYM-EVROZNAK. 2002. – 656 p. –Seryya "Psykholohycheskaya эntsyklopedyya"

7. Sapozhnykova R.B. Psykholohycheskye faktore formyrovanyya samootnoshenyya lychnosty (Psychological factor of self-attitude formetion: Dys. ... kand. psykhol. nauk. / R.B. Sapozhnykova – Novosybyrsk,1998. – 166 p.

8. Chaika G.V. Osoblyvosti samostavlennya komp"yuternykh hravtsiv (Features of cupmuter gamers' self-attitude) / G.V.Chayka // Zb. nauk. prats' Instytutu psykholohiyi im. H.S.Kostyuka APN Ukrayiny «Problemy zahal'noyi ta pedahohichnoyi psykholohiyi» / za red. S.D. Maksymenka – K., 2007. – T. IX, ch. 5 – P. 452-459.

9. Chaika G.V. Doslidzhennya Ya-kontseptsiyi komp"yuternykh hravtsiv psykhosemantychnymy metodamy (Study of computer gamers' self-consept with psycosemantic methods) / G.V.Chayka // zb. nauk. prats' Instytutu psykholohiyi imeni H.S.Kostyuka NAPN Ukrayiny «Problemy zahal'noyi ta pedahohichnoyi psykholohiyi» / za red. S.D. Maksymenka – K. : Hnozis, 2010. – T.XII, ch.6 – P. 384-394.

10. Chaika G.V. Doslidzhennya Ya-kontseptsiyi studentiv metodamy psykhosemantyky: zalezhnist' ya-kontseptsiyi vid vyboru komp"yuternykh ihor

(Study of computer gamers' self-consept with psycosemantic methods: self-concept dependance on computer game choice)/ G.V.Chayka // zb. nauk. prats' Instytutu psykholohiyi imeni H.S.Kostyuka NAPN Ukrayiny «Problemy zahal'noyi ta pedahohichnoyi psykholohiyi» / za red. S.D. Maksymenka – K., 2011. – T. KhIII, ch.2 – S. 415-423..

11. Chaika G.V. Characteristics of self-concept of computer gamers / G.V. Chaika // Social Welfare: Interdisciplinary Approach. – 2016 – Vol. 1. – No 6. – pp. 40-51 – режим доступу: http://socialwelfare.eu/index.php/sw/article/view/235

Чайка Г.В.

НАПРАВЛЕНИЯ КОРРЕКЦИИ Я-КОНЦЕПЦИИ КОМПЬЮТЕРНЫХ ИГРОКОВ

Аннотация

Статья раскрывает проблему становления позитивной Я-концепции студентов. Показано, что Я-концепции молодых людей, которые выбирают разные жанры компьютерных игр, различаются. Также существуют различия в Я-концепции тех личностей, которые слишком увлекаются компьютерными играми. На основе таких различий предложены направления коррекционной работы с различными группами студентов в зависимости от их игровых преференций для создания у них положительной Я-концепции.

Ключевые слова: Я-концепция, самоотношение, образы Я, компьютерные игры, коррекция