

ATTITUDE TO COMPUTERS AND INFORMATION TECHNOLOGIES

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Abstract

This article provides an overview of works devoted to the attitude of teachers and students to computers and information technology. Some aspects of the attitude of students and teachers to information technologies and their use in educational and professional activities are analyzed.

Keywords

computer anxiety, computer and Internet addiction, computer settings, programming, hardware, education, phobias, hobbies, behavior, cognitive components, digital life.

Introduction

Even in reality, the XXI century is the age of information technology. Currently, there is not a single area in our life where information technology and computers are not used. We are at the beginning of the century, which means that we will still witness how many new technologies have been created and implemented in the future. If you do not have special knowledge in the field of information technology to be able to use them, everyone is required to learn how to work in computer programs that are widely used on all fronts.

The computer has become an important attribute of modern education in the pre-computer era, the same as chalk and whiteboard, and knowledge of information technology is as necessary as the ability to read, write and count. This applies to both students and their teachers. The integration of computers into education has a relatively short history.

Methods

A number of researchers claim that computer anxiety has a three-component structure and includes behavioral, emotional and cognitive components. One of the oldest works lists the symptoms of computer phobia. Its author is Timothy B. Jay. According to Jay, computer phobia manifests itself mainly in the form of a negative

attitude to technology. Negative attitude manifests itself in the following forms: a) resistance to mentioning new technologies and even thoughts about them;

b) fear or anxiety can even have [1; 2] physiological consequences;

c) hostile or aggressive thoughts and actions that are violations or fundamental violations [2; 2].

➤ This resistance, fear, anxiety, and hostility may look like this: fear of physical contact with a computer;

➤ fear of hacking or damaging the computer or anything inside it; refusal to participate in reading or talking about the computer as a denial of the real existence of the computer;

➤ feeling threatened, especially by students and other people who know something about computers;

➤ negative attitude towards computers and technology, for example, to say that a machine can replace you; that it is an unfair technology;

You become an obsession with the machine and experience a feeling of aggression towards the computer (the desire to bend, crush, tear the punch card), which indicates a sense of insecurity and uncontrollability of the situation. There may be other manifestations of computer anxiety and computer phobia, the manifestations of which are very individual.

Doronina O. V. in his work, an attempt was made to answer the question why the state of interaction with a computer is emotionally negative, stressful for some people, but not for others. He comes to the conclusion that individual differences in behavior are explained by differences in individual ways of perception, evaluation, interpretation and giving meaning to both the whole situation as a whole and its individual elements and their relationships [3; 3].

There are several types of computer anxiety, which are characteristic of different users to varying degrees (fear of breaking something, breaking; feeling of ignorance, incompetence; fear of technology, mathematics; fear for one's own health; fear of a new, unfamiliar person; and a sense of threat to intellectual self-esteem, manifested in insecurity or excessive trust in the computer; feeling of lack of time).

One type of anxiety often prevails, while others accompany and increase discomfort. The author analyzed the causes of computer anxiety and, in accordance with them, named its various types, gave recommendations for prevention and elimination.

Currently, research on computer anxiety is ongoing. However, since the generation born in the 80s grew along with the expansion of the spheres of

influence of information technology and could not imagine a world without computers, and information technology has become more "friendly", this is currently the case. The direction of research for higher education, apparently, has lost its former importance. Studying the emotional state of a student during eight months of computer training, Robin Kay [4; 3] argues that the state of happiness was the most obvious. Other emotions (fear, anger, anxiety) are rare, the level of anxiety and anger has decreased significantly with the increase in computer knowledge.

The direction of computer anxiety research is provided by the study of the anxiety of the elderly, due to the urgent need to become involved in digital civilization (receiving a pension and paying bills through an ATM, making an appointment with a doctor, booking a train ticket).

Not all elderly people are afraid of the computer. Many people are very interested in the opportunities that computers offer, they want to be aware of new technologies and participate in modern life. However, M. According to Sonnenmoser, some people are very slow to get used to new information technologies and regret the time when everything still worked without a computer.

"People who are afraid of computers are not willing to talk about their problems, because they are usually not taken seriously and do not smile" [5; 4], so this is a serious problem for scientists and clinicians.

Due to the fact that in our country, the average age of teachers in higher educational institutions is approaching retirement age, and the average age of the teaching staff is already reaching retirement age, the problem of computer anxiety should also be considered by teachers in the system of additional professional education and advanced training. Training of university teachers. Students of this age category need serious psychological support.

In the work of Aziz Shamsa [6; 4], the concepts of computer anxiety and computer attitude are distinguished. The author calls computer anxiety the fear of the computer, the tendency to be afraid of using the computer in the present or future. He defines students' attitude to the computer as students' feelings, beliefs and perceptions of the general use of the computer, computer learning, programming and technical concepts, social problems associated with computer use, and their history.

The relationship between the student's knowledge in the field of computer science, computer anxiety and his attitude to the computer was studied. It was found that there is a positive correlation between knowledge and attitude and a negative correlation between attitude and computer anxiety.

Computer anxiety research is relevant in developing countries. Alaba agbatogun notes a significant level of computer anxiety among Nigerian teachers when considering the integration of computer technology into teaching and learning [7; 4]. M. Shah¹, R. Hassan and R. Embi presents the results of a computer study of anxiety among bank employees in Malaysia, highlighting three levels (no, low, medium/high).

The level of computer anxiety of bank employees of different genders, ages, races and education varies significantly. For example, women experience a higher level of anxiety than men, which is more common in young respondents than in middle-aged employees [8; 4]. The final conclusion contradicts the results obtained by other researchers for people working in another field of activity.

Believing that anxiety has always existed because of the nature of a person skeptical of innovation, many believe that cyberphobia cannot be completely eradicated, but its level and strategies for its significant reduction can be determined. According to Michel Weil and Larry Rosen [9; 4], people can be divided into three types depending on the degree of their anxiety:

* Clumsy user: Very well versed in computers, experiences anxiety and anxiety only when working with new programs or acquiring new skills. As a rule, he solves his problems on his own;

Cognitive technophobia: outwardly calm, but experiencing discomfort from self-doubt, expressed in strong feelings about his own failure. Needs psychological support in the learning process;

• Anxious technophobe: while working at the computer, symptoms of anxiety appear at the psychophysiological level: sweating, palpitations, dizziness, increased blood pressure. This type of student requires special treatment and, possibly, psychological correction.

There are several models of computer anxiety. S. Chua, D. According to Chen and Wong, this phenomenon can be classified as "a complex psychological construct that cannot be fully described from one point of view." They summarized the definition of computer alarm as "an alarm state that can be changed and measured using repeated measurements" [10; 5].

Results

A number of researchers divide users into three types depending on their attitude to computer technology. Diana saparniene, Gediminas Merkis and Gintaras saparnis [11; 5] (the groups "functionalists" (functionalists), "fear of computer and information computer phobia" (computerphobia) and "fans and initiators" stand out among the students.

The group of functionalists included students who took a neutral position in relation to the computer. None of them considers the computer to be an object of affection and admiration and is not afraid to use it. For functionalists, a computer is just a means to perform certain functions.

The group of computer phobes includes students who see the computer as a source of fatigue, stress and dissatisfaction. They show complete indifference to the computer and experience particular discomfort among computer enthusiasts. Representatives of this group do not consider the computer to be an important factor in improvement and training. They feel emotional and motivational dissatisfaction with the computer.

Computer fans and enthusiasts consider the computer a hobby, something fascinating. They express their feelings with the words: "living without a computer is like living without air," "if I lose my computer, life will become boring." Respondents in this group consider the computer to be a tool for improvement and learning. Representatives of this group treat the computer absolutely positively.

Sabine Feyerabend and Walter Klingler [12; 6] also proposed to divide users into three groups: "computer pragmatists" (computer pragmatists), "computer avoiders" (computer Verweigers) and "computer fans" (computer fans). Computer pragmatists have a positive attitude towards computers. They are calm and criticize computers.

Computer leaks distance themselves from computers. They prefer to read and watch TV shows without the help of a computer. It's hard to imagine them using a computer to study or relax.

Computer fans have a positive attitude to the computer. They prefer computers to mass media, books and television. PC fans want to spend more time with the computer because it's the best time for them.

Conclusion

A positive attitude towards computers and information technologies largely determines the effectiveness of computer-mediated activities.

There is no generally accepted definition of the concept of relationship, as a result of which researchers study only certain aspects of this complex phenomenon.

The most optimal approach is to study the relationship of a person to a computer as a result of interaction with a computer and information technologies, depending on how computer-mediated activity allows him to manifest and develop his individuality.

This approach can help to form a positive attitude to this type of activity and achieve its effectiveness, but today it is insufficiently represented in foreign and domestic scientific publications.

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