

завышенную самооценку. На основе ее уровня выраженности формируются мотивация, саморегуляция, познавательный интерес на результат и процесс деятельности.

В ходе исследования было выявлено влияние самооценки на разность структуры взаимосвязей в восприятии жизненной перспективы людей юношеского возраста.

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ОСОБЕННОСТИ МОТИВАЦИОННО-ПОТРЕБНОСТНОЙ СФЕРЫ  
ЛЮДЕЙ С КОМПЬЮТЕРНО-ИГРОВОЙ ЗАВИСИМОСТЬЮ**

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**Kardapoltseva S.I., Olshvang O.Y.  
FEATURES OF THE MOTIVATIONAL AND NEED SPHERE OF PEOPLE  
WITH COMPUTER-GAME ADDICTION**

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**Аннотация.** В данной статье рассмотрены вопросы, касающиеся особенностей мотивационно-потребностной сферы людей с компьютерно-игровой зависимостью. Проведен анализ исследований и краткий вывод по ним.

**Annotation.** This article discusses the issues related to the features of the motivational and need-based sphere of people with computer-game addiction. The analysis of the studies and a brief conclusion on them have been carried out.

**Ключевые слова:** мотивационно-потребностная сфера личности, компьютерно-игровая зависимость, интернет-зависимость, ролевые компьютерные игры, мотив, потребность.

**Key words:** motivational-need sphere of personality, computer-game addiction, Internet addiction, role-playing computer games, motive, need.

## **Introduction**

The chosen topic "Features of the motivational-need sphere of people with computer-game addiction" is relevant due to the following factors:

1. Due to the rapid development of computer technology in the twentieth century, as well as the increasing availability of computers, the popularity of computer games began to gain great momentum. According to the results of sociologists' research conducted in Russia in 2010, the number of computer and Internet users amounted to 43.3 million people, in 2015 – 78 million people, in 2017 – 87 million people and in 2018 – more than 90 million people. At the moment, the number is only increasing. It is not surprising that such an increase inevitably leads to an increase in computer-gaming and Internet addiction.

2. In our time of digitalization development, the number of people who can use a computer, including playing computer games, is significantly increasing. Undoubtedly, there are positive aspects of computerization, but it is also worth noting the negative consequences of this process – a negative impact on the socio-psychological health of people, especially on the motivational and need – based sphere of the human personality.

Thus, the question of the motivational-need sphere of the personality of a person with computer-game addiction is relevant.

Various aspects of this problem began to be considered by psychologists relatively long ago. Even O. K. Tikhomirov and his students O. N. Arestova, L. N. Babanin, Yu. D. Babaeva, A. E. Voiskunsky and many others conducted studies of structural and functional changes in human mental activity when interacting with a computer [1].

All computer games can be divided into role-playing and non-role-playing. Role-playing computer games are games in which the player assumes the role of a computer character, i.e. the game itself obliges the player to act as a specific or imaginary computer hero. The selection of role-playing computer games from the whole variety of games is done because, only when playing role-playing computer games, we can observe the process of "entering" a person into the game, the process of a kind of integration of a person with a computer, and in clinical cases – the process of losing identity and identifying himself with a computer character. Role-playing computer games generate a qualitatively new level of psychological dependence on the

computer, rather than non-role-playing computer games or any types of non-gaming computer activities [2].

The mechanism of game addiction formation is based on partially unconscious aspirations and needs: withdrawal from reality and acceptance of a role. The psychological aspects of the mechanism are based on the natural desire of a person to get rid of all sorts of problems and troubles associated with everyday life. A role-playing computer game is a simple and accessible way to simulate another world or such life situations in which a person has never been and will never be in reality. This is an easy way to live a different life, where there are no problems, no work to go to every day, no hassle of making money for living, etc. In this sense, it may seem that role-playing computer games serve as a means of relieving stress, reducing the level of depression, i.e., a kind of therapeutic method. However, the use of role-playing games in this capacity is questionable, although it seems quite possible. In practice, people usually abuse this way of escaping from reality, lose their sense of proportion, playing for a long time. As a result, there is a danger of not temporary, but complete detachment from reality, the formation of a very strong psychological dependence on the computer [2].

Role-playing games, especially in childhood, are part of a person's cognitive activity. All children play games, consciously assuming the role of adults, satisfying the unconscious need to know the world around them. With age, role-playing games are replaced by intellectual ones, and a person very rarely has the opportunity to take on the role of another person, although the subconscious need for this persists. The need to know the world is a modified research instinct inherited by humans from animals. Presumably, this need is in the unconscious, because in most of cases, it is not realized by the person partially or completely. However, the lack of awareness of a need does not indicate its absence or weakness as a motivating factor; rather, on the contrary, unconscious needs have a greater influence on our behavior than conscious ones [2].

**The purpose of the study** is to study and analyze information about the features of the motivational and need-based sphere of people with computer-game addiction.

#### **Materials and methods of research**

The following research methods were chosen: the study of various sources of information and the analysis of information.

#### **Results of the study and their discussion**

At the initial stage of the study of various sources of information, it was found that quite a lot of articles have been written on this issue and no less research has been conducted.

In the article Leonova A. V., Safronova A. I. "Characteristics of the motivational-need sphere of adolescents prone to Internet-dependent behavior", the sample consisted of 200 students of educational institutions with Internet-dependent behavior. Using the method of M, they ranked 2 classes of values of adolescents with Internet, computer and game addiction: terminal and instrumental. As a result of this study, the authors made the following conclusions:

1. The immaturity of the motivational-need sphere of adolescents who are prone to Internet-dependent behavior causes the formation of stereotypical behavior with signs of compulsivity [3].

2. Those who are prone to Internet-dependent behavior have the most pronounced dispositional motives that determine the nature of their interaction with others: the motive of power, the motive of aggression, the motive of demonstrativeness, the motive of recognition, the motive of independence [3].

3. All motives are mutually dependent on each other and need a comprehensive study, which will allow us to understand the reasons for the formation of Internet addiction, to analyze its poly-factor nature more in detail [3].

The article by Astapenko D. V. "features of the need-motivational sphere of young men and women who are prone to computer gaming addiction" was also reviewed in detail. The following methods and techniques were used in the work: The Scale of Internet addiction; The method of diagnosing the propensity to 13 types of addictions by G. V. Lozova; The method of studying the motivational and need-based sphere of the personality of N. V. Zotkin.

Based on the conducted research, conclusions were drawn about the propensity to Internet addiction, the propensity to 13 types of addiction and the need – motivational sphere of young men and women with computer gaming addiction.

The results of the study show that boys and girls with an average and high level of computer addiction have the most pronounced need for rest and entertainment, which is manifested in the desire to relax, increase personal free time, play games on the computer, go to the Internet, communicate in social networks, have fun, compared to boys and girls with a low level of computer addiction. They have weakly expressed need for affinity, the need for achievements; professional needs; needs of self-development, self-realization; the manifestation of guardianship. In the preferences (motivation) of young men and women who are prone to medium and high levels of computer addiction, there are recreation and entertainment, as well as self-orientation; acceptance of guardianship, domination. The motivation for cognition and guardianship is weakly expressed [4].

From the analysis of the above articles, we can make an unspoken conclusion that computer-game addiction does not affect the motivational – need sphere of a person in the best way. People are focused on themselves, recreation and entertainment and are not absolutely interested in finding information, cognitive activities, etc.

### **Conclusions:**

1. People who are prone to Internet-dependent behavior have the following dispositional motives: the motive of power, the motive of aggression, the motive of demonstrativeness, the motive of recognition, the motive of independence.

2. The immaturity of the motivational-need sphere of adolescents who are prone to Internet-dependent behavior causes the formation of stereotypical behavior with signs of compulsivity.

3. Boys and girls with medium and high levels of computer addiction have the most pronounced need for rest and entertainment, as well as self-orientation;

acceptance of guardianship, dominance. They have weakly expressed motivation for cognition, the manifestation of guardianship.

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**СВЯЗЬ ОСОБЕННОСТЕЙ МЕЖЛИЧНОСТНЫХ ОТНОШЕНИЙ ДЕТЕЙ  
МЛАДШЕГО ШКОЛЬНОГО ВОЗРАСТА С ИХ СОЦИАЛЬНО-  
ПСИХОЛОГИЧЕСКОЙ КОМПЕТЕНТНОСТЬЮ**

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