THE IMPACT OF DIGITIZATION ON THE PERSONALITY DEVELOPMENT OF MODERN CHILDREN

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Informatization of social space, the digital environment has a huge impact on emotional, personal and mental development. A pressing scientific problem is the impact of digitalization on society and on each individual person. From an early age, children use electronic information devices, which become an integral part of life. This allows us to talk about a phenomenon called “digital childhood”. Digital devices change the forms of interaction with the outside world, complement the child’s life, create a new development situation and become a full-fledged agent of socialization. Infiltrating into all spheres of society, they create both new opportunities and new risks. Children live and learn in a digital environment. The modern world of universal digitalization, which is expressed in the use of modern digital technologies everywhere to improve the quality of life. Child’s personality is formed by the world. Children are immersed in the digital space from birth. In parallel with universal digitalization, children are developing.

Children live and study in a digital environment, immersed in the digital space from birth. They cannot imagine their life without the digital field, since they have never lived without it, unlike the older generation. Digitalization has an impact on the cognitive, communicative, emotional, psychophysiological, and social spheres of human development.

Over the past year, according to Kaspersky Lab, 85% of children cannot imagine their lives without digital devices. Parents busy with household chores often give their child a mobile phone or tablet. From the age of 4–5, 92% of parents teach their children to use gadgets. More than 40% of junior schoolchildren have their own account on social networks. A child's brain develops in a digital environment, but should develop in natural conditions. Digital autism and general disconnection are caused by changes in communication methods. Children do not penetrate into the inner world of another person; they have stopped contacting each other. A large number of services are now provided only online; schoolchildren are already familiar with distance learning. The person himself undergoes transformation - live communication becomes aggravating. Unlike adults who still remember reality without numbers, children were "born with a smartphone in their hands." What is the difference between modern schoolchildren and their peers who studied 20–30 years ago? Children began to stay at home more and go out less. The child must be begged to go for a walk. Cybermania is becoming an epidemic, growing at an alarming rate. The main risk, which parents often underestimate, is the diagnosis of digital addiction, which is included in the international classification of diseases. Manifestations of computer addiction include a sharp decline in academic performance, a decrease in educational motivation, a drop in cognitive interest, and a devaluation of values. The virtual world is very often hostile to the virtual hero. The hero confronts the world of evil. The child must be offered an alternative that does not threaten the loss of mental and physical health. Often, parents devote little time to their children, being interested only in the external side of the child's life (food, clothing, grades at school). In addition, they don't try to look deeper into the soul, find out their range of interests, or try to become a "friend" to the child in real life. While playing virtual games, a person loses touch with reality. There is a problem! How to solve it? The main mistake we must avoid is that children should not be prohibited. If a child is already "hooked" on a gadget, it will not be possible to simply snatch it out of his hands. It is necessary to redirect the child's attention to what will be interesting to him: sports, creativity. The child will find it much more interesting to win in the real world than in the virtual one, which disappears when the gadget is turned off. Moreover, definitely, real results are much more significant and pleasant than an Internet illusion. Winning a competition or being recognized for talent in any activity can never compare to a virtual victory. Smartphones, phones, tablets are just tools that can be used for your development.

It is necessary to take into account the health risks posed by digitalization. Researchers have proven that digital addiction in preschool age can lead to the risk of developing other types of addiction: gaming, alcohol, and drugs. Insufficient motor activity entails a lag in the development of the kinesthetic mechanism in the brain, and subsequently can lead to problems in the development of speech and thinking . It is in preschool age that communication skills should develop and the active development of social space should occur. In addition, today's children have poorly formed "social brains". They have stopped communicating in real life, and have lost communication on playgrounds and in courtyards. There are problems with control and volitional regulation. Mechanisms of goal setting and control are not involved. This mechanism in the brain is very important for goal setting and self-control. We must also understand that it is a powerful development tool. Today we are looking at a "digital child" who exists separately from us.

Parents need to put down their gadgets and start communicating with their children, showing emotions and giving them warmth. It is necessary to organize life so that the child has real friends, hobbies, and impressions. So that he could play "yard games", learn to resolve conflicts with peers, and become a kind, fair and sensitive comrade. In this regard, it should be the responsibility of parents and preschool teachers to cultivate the correct attitude towards technical devices. Today, improving the quality of preschool education and ensuring successful preparation for school, a huge range of pedagogical technologies is used in the educational process. The Federal State Educational

Standard states that teachers must have ICT competencies necessary and sufficient for planning, implementing and evaluating educational work with children of early and preschool age. According to practicing preschool teachers, the inclusion of digital technologies can form the basis for successful preparation for school. To summarize, I would like to say that digital technologies are not evil; you just need to be conscious about their use in order to eliminate all kinds of risks, and wisely use all the achievements of science and technology so that they are beneficial.