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МЕКТЕП ЖАШЫНДАГЫ БАЛДАРДЫН ЖАРАТЫЛЫШТАН ОБОЧОЛОНУУ СЕБЕПТЕРИ: КОМПЛЕКСТҮҮ ИЗИЛДӨӨ

Аннотация: Бул макалада мектеп жашындагы балдардын табияттан алыстап кетүүсүнүн себептери сын көз менен каралат. Жаратылыш жана балдар жашоонун эки динамикалык жана тез өнүгүп жаткан аспектилерин билдирет, алар микро жана макро деңгээлдеги бири-бирине тыгыз таасир этүүчү кубулуштарды түзөт. Камкор кылуучулар дени сак тарбиялоо үчүн өздөрүнүн биологиялык мураскерлерин тарбиялоого жана өстүрүүгө аракет кылып жаткандыктан, алардын мураскорлору жашай турган дүйнөнүн коопсуздугу актуалдуу суроого айланат. Согуш, миграция, жугуштуу оорулар, табигый кырсыктар, климаттын өзгөрүшү, суунун тартыштыгы, тамак-аштын жетишсиздиги, технологиялык көз карандылык жана семирүү сыяктуу глобалдык чакырыктар менен коштолгон доордо дүйнөнүн коопсуздугу боюнча иликтөөлөр талашсыз актуалдуу.

Түйүндүү сөздөр: Мектеп жашындагы балдар жана жаратылыш, Санариптик технологиялардын балдарга зыяны, Табияттан алыстаган балдар

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ПРИЧИНЫ ОТОРВАННОСТИ ОТ ПРИРОДЫ У ДЕТЕЙ ШКОЛЬНОГО ВОЗРАСТА: КОМПЛЕКСНОЕ ИССЛЕДОВАНИЕ

Аннотация: В данной статье критически рассматриваются причины оторванности детей школьного возраста от природы. Природа и дети представляют собой две динамичные и быстро развивающиеся стороны жизни, представляющие собой явления, которые тесно влияют друг на друга как на микро-, так и на макроуровне. Поскольку лица, осуществляющие уход, стремятся вырастить и воспитать своих биологических преемников в поисках здорового воспитания, безопасность мира, в котором будут жить их наследники, становится насущным вопросом. В эпоху, отмеченную глобальными проблемами, такими как война, миграция, инфекционные заболевания, стихийные бедствия, изменение климата, нехватка воды, нехватка продовольствия, технологическая зависимость и ожирение, исследование безопасности мира, несомненно, актуально.

Ключевые слова: Дети школьного возраста и природа, вред цифровых технологий для детей, дети, отдаляющиеся от природы.

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CAUSES OF DETACHMENT FROM NATURE IN SCHOOL-AGED CHILDREN: A COMPREHENSIVE EXAMINATION

Abstract: This article critically examines the reasons behind the detachment of school-aged children from nature. Nature and children represent two dynamic and rapidly evolving facets of life, constituting phenomena that intimately influence each other at both micro and macro levels. As caregivers endeavor to bring forth and nurture their biological successors in the quest for a healthy upbringing, the safety of the world in which their heirs will dwell becomes a pressing question. In an era marked by global challenges such as war, migration, infectious diseases, natural disasters, climate change, water scarcity, food shortages, technology dependence, and obesity, the inquiry into the safety of the world is undeniably pertinent.

Keywords: School age children and nature, Harms of digital technology to children, Children moving away from nature

Introduction:

From early childhood, imparting the significance of our planet to children and instilling a love for nature should be a priority. Commencing from early childhood, we must instill lasting knowledge and skills related to nature, aiming to nurture conscientious citizens with an appreciation for the environment. Developing educational programs focused on the conscious consumption and sharing of natural resources, we should design innovative teaching methods and techniques to create educational products and application areas that integrate with nature. It is imperative to teach school-aged children to use digital technology, referred to as the innovations of the era, correctly and proportionally, serving as their guides. Because primary school lays the foundation for education as a whole. During this period of development, students show increased interest in the unusual and new in the environment. They are characterized by inquisitiveness, curiosity, a desire to fantasize and reflect, to penetrate deeply into the subject being studied, comparing and contrasting it with others, drawing their own conclusions [6].

Considering the developmental needs of this age group, we should reintroduce them to activities in natural environments and nature games that align with their developmental milestones.

Detachment from Nature in the Digital Age:

Our world, with its diverse colors, textures, covers, natural structures, should be presented as the most beneficial playground, educational space, therapeutic environment, and living area for children. Adults must take ownership of nature and guide children through exemplary behavior. By collectively contributing to this process, we can demonstrate societal sensitivity. The education system should open up more nature-oriented achievements and application areas for children of this age group, produce nature-friendly materials, and involve children in this process by connecting them with elements that call them to nature.

Review of Literature:

In the contemporary world, individuals of all ages have gained access to the digital technology paradise, allowing rapid access to information. However, the negative aspects of this access, particularly in relation to human life and health, should not be overlooked. The recent global pandemic has provided an opportunity for people worldwide to reassess the resources at their disposal. The digital age has necessitated societies to become intimately acquainted with the opportunities and developments of the digital era. This process has yielded both successful and

unsuccessful outcomes, affecting individuals of all ages within communities. The isolation imposed by the pandemic has influenced individuals of all ages, from children to adults, leading to the adoption of various forms of remote or hybrid education.

Methodology:

This article utilizes scientific research data conducted in Turkey in the years 2012, 2018, and 2022. Graphical representations of these data are employed to investigate the reasons for the detachment of school-aged children from nature. Emphasis is placed on the ratio and time spent by parents in introducing their children to nature compared to the time spent on digital technology. The detrimental effects of digital technology on the development of school-aged children, particularly in their crucial years of growth, are discussed. The pervasive problems introduced by the digital age, specifically digital technology addiction, leading to detachment from nature, are examined.

Findings:

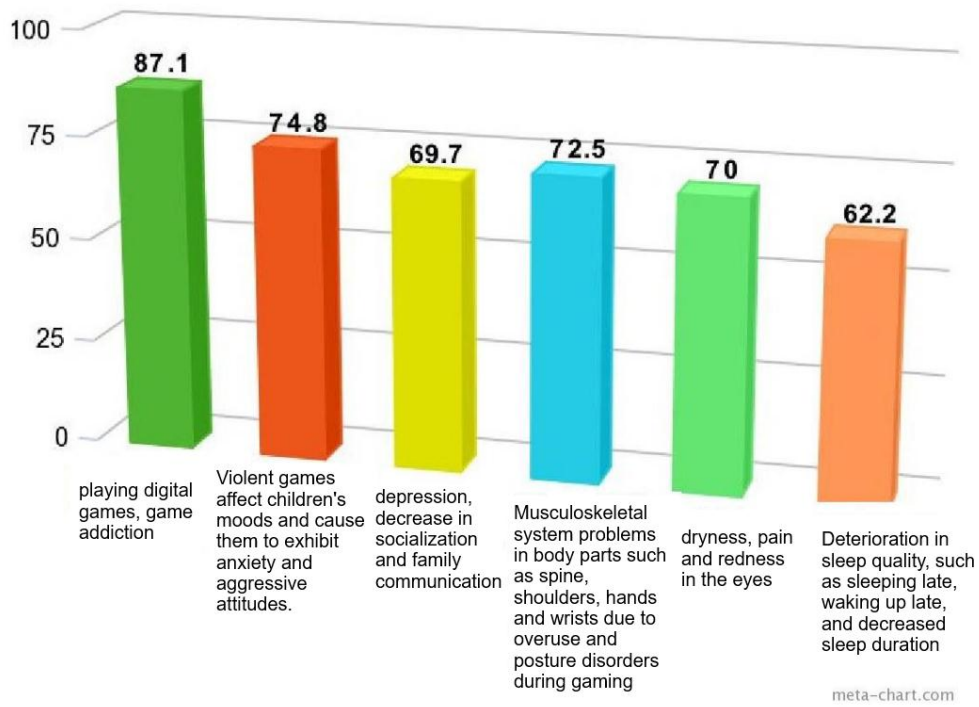
Digital technology addiction has been identified as a significant contributor to behavioral disorders in school-aged children. The research data indicates that the average age at which children begin engaging in digital gaming is 4.5 years, with a daily playing time of 179.9 minutes (3 hours). The study also reveals that the initiation age for digital gaming is similar between genders, but boys tend to spend more time on gaming than girls. Additionally, children play digital games on various platforms such as tablets, computers, and smartphones. The study shows that elementary school students start playing digital games at an earlier age than high school students, and middle school students spend more time playing digital games daily than elementary school students. The detrimental effects of digital gaming on children include digital gaming addiction, anxiety, aggressive behavior, depression, social withdrawal, and a decrease in family communication. Furthermore, it may lead to physical health problems, including musculoskeletal issues in body parts such as the spine, shoulders, wrists, and hands, as well as eye dryness, pain, redness, and a deterioration in sleep quality.

The detachment of school-aged children from nature due to digital technology addiction poses a multitude of challenges. The study underscores the need for early education on the importance of nature, the conscious use of digital technology, and the promotion of activities in natural environments to mitigate the negative impact on children's development. Addressing these issues is essential for fostering a generation that values and connects with the natural world, ensuring a harmonious coexistence with both digital technology and the environment.

(Rüstem Mustafaoğlu, Zeynal Yasacı). *Bağımlılık Dergisi* Journal of Dependence

Parents' observations on the adverse effects of mental and physical health in children engaged in digital gaming.

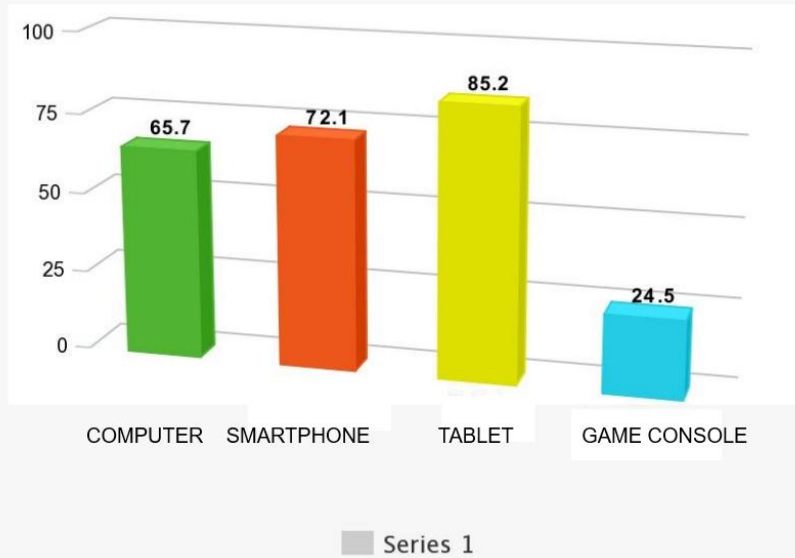
Ebeveynlerin dijital oyun oynayan çocuklarında ruhsal sağlığı üzerine gözlemedikleri olumsuz etkileri
 The Negative Effects of Digital Game Playing on Children's Mental and Physical Health Rüstem Mustafaoglu1 , Zeynal Yasaci2



The percentage frequency of technological devices preferred by children for playing digital games

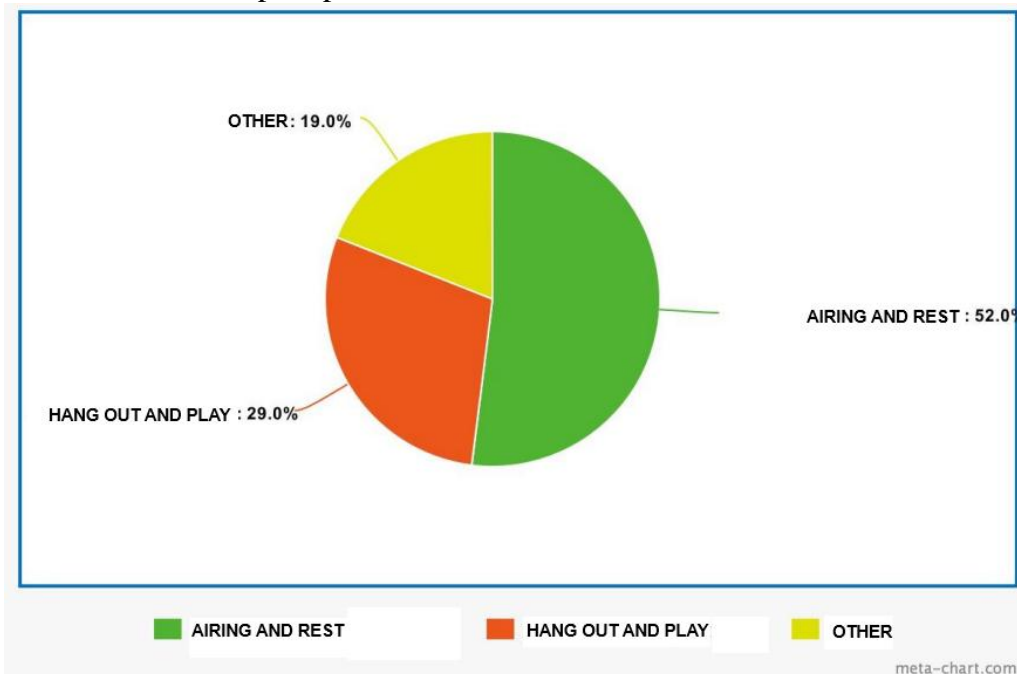
Çocukların dijital oyun oynamak için tercih ettikleri teknolojik cihazların yüzde olarak sıklığı

The Negative Effects of Digital Game Playing on Children's Mental and Physical Health Rüstem Mustafaoğlu¹ , Zeynal Yasacı²

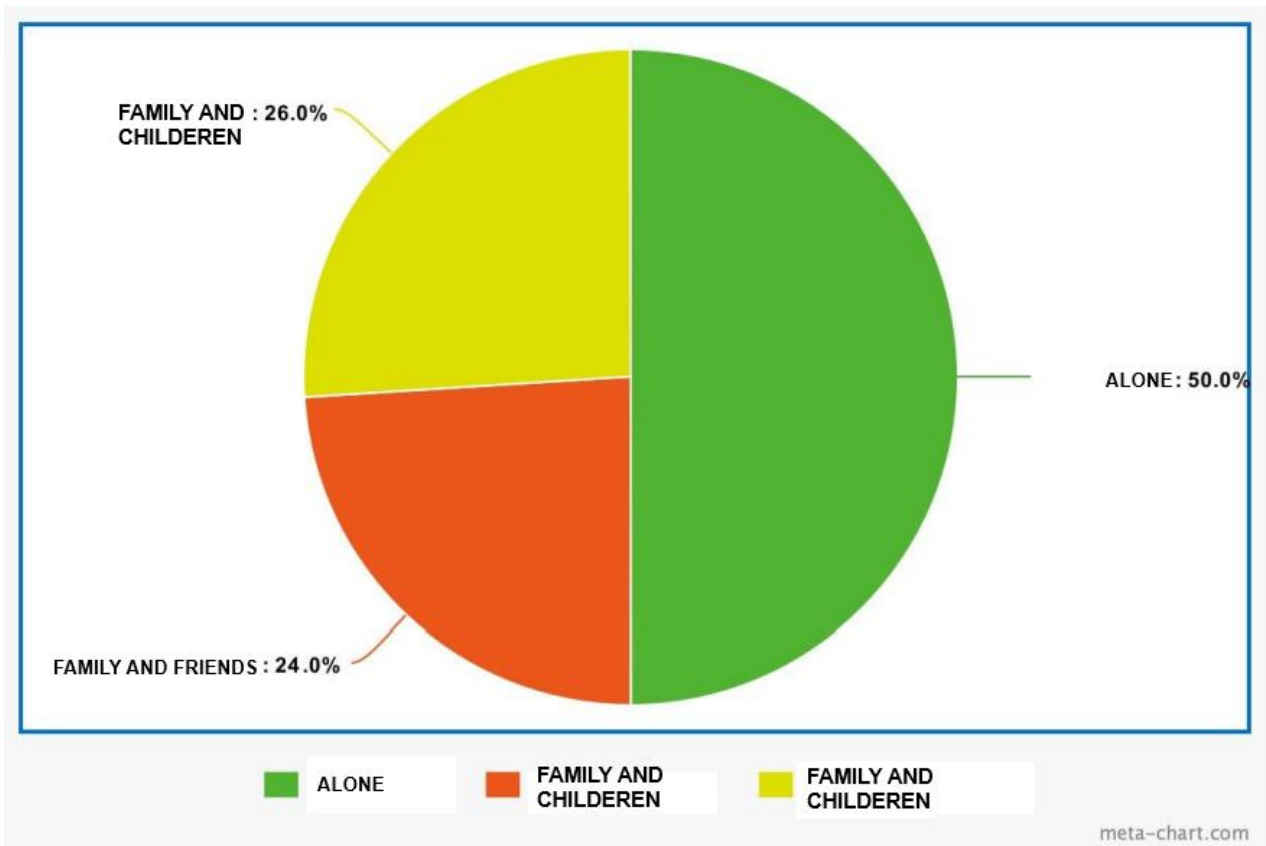


In comparison to this data, we can address the following findings related to the duration and nature of children spending time in nature. Investigating parental satisfaction regarding children's play areas

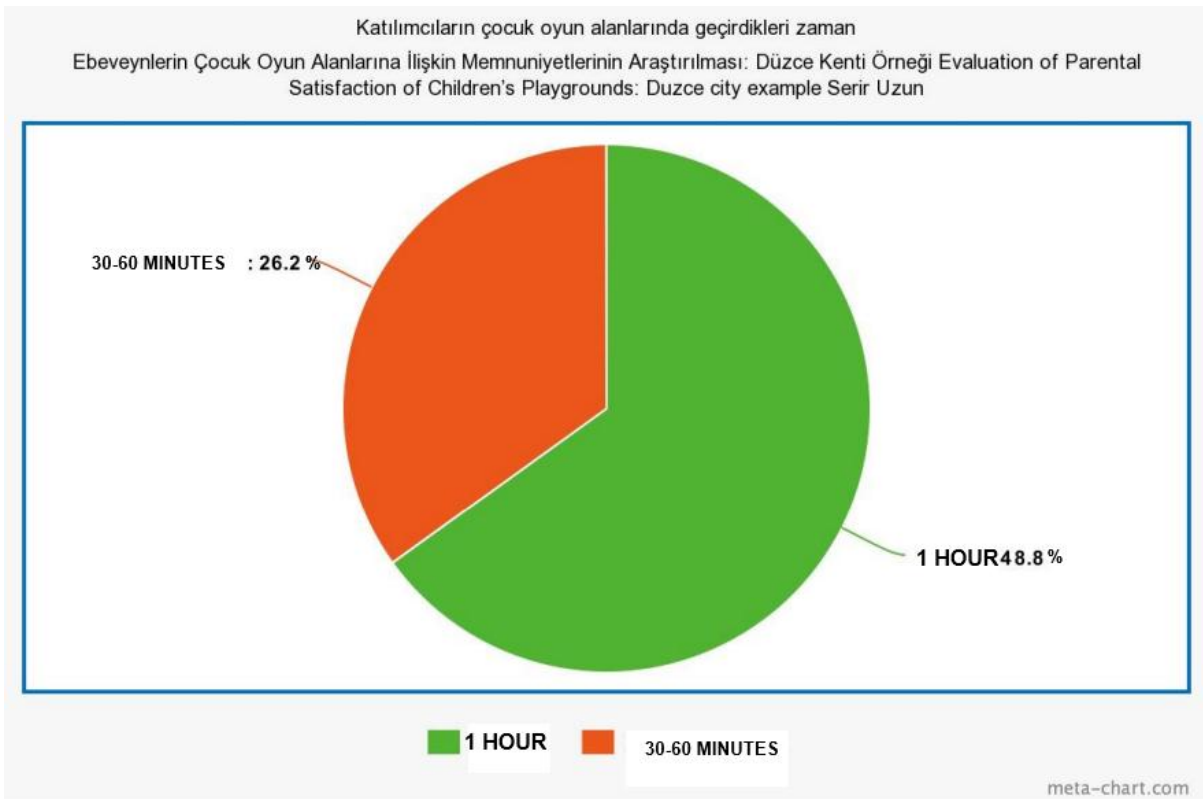
Reasons for park preferences.



WHO ACCOMPANIED THEM TO THE PARK



TIME SPENT BY PARTICIPANTS IN CHILDREN'S PLAY AREAS



Conclusion:

With the help of the findings, we obtain information about the rate and time of children's interaction with nature. The results indicate a significant difference between the time spent by

school-age children in front of digital technology and the time spent in nature. During the most productive period for the pedagogical and psychological development of school-age children, they should ideally be in nature and healthy environments, supporting their cognitive, behavioral, and socio-emotional gains. However, paradoxically, they spend more time in environments that are detrimental to their health. The beneficial aspect of nature should continue to be recognized as the healthiest educational tool that supports cognitive, behavioral, and socio-emotional gains for school-age children in their ongoing development. The question of whether digital technology should be introduced into the life of society from the early years should be frequently addressed in various educational platforms, scientific communities, medical fields, and spiritual education circles that influence the dynamics of society. The magical power of nature, harboring the potential for education and therapy for our children, needs to be rediscovered. We should design nature-friendly educational tools, teaching methods, and learning environments within nature. During this period when school-age children are open to cognitive, behavioral, and socio-emotional gains, we should introduce them not with digital technology games but with outdoor and nature games, using teaching methods that develop environmental awareness and connecting them with natural elements. Such an approach holds the hope of both investing in the future and facilitating the development of healthy individuals for children in Turkey and other countries worldwide.

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