ORIGINAL ARTICLE

PSYCHOLOGICAL DEVELOPMENT OF STUDENTS WITH ONE CLICK WORLD: A REVIEW OF RECENT LITERATURES

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Abstract:

In this study an attempt has been taken to expose the effect of internet on student's psychological system. We know that Ecological systems theory assumes that child development is the consequence of ongoing reciprocal and spiraling interactions between the child and his/her microsystem like (immediate home, school, and community environments). In present, internet surfing became intemperance. The impact of social sites like Face book, twitter, Orkut, MySpace etc. has been increased. And in modern scenario Google is everything, Google is researcher Google is scientist. Without Google we are not able to know innovative information happening in the world. Not only the adults but also the infants are spending their time in internet surfing. Review of literatures indicate that in some cases maximum use of internet is harmful for students on every level of personality like social, emotional, physical, and cognitive. But in some cases its very helpful for students.

KEYWORDS:

Psychological development, Students, One click world.

INTRODUCTION:

What is one click world? In my view one click world is internet where we can access our world on one click. Roberts, Foehr, & Rideout,(2005) stated that the previous day, 22% of American 8 to 10 year old children indicated that they had visited websites .means in 2005 it was 22% then we must think that after 2005 importance of net is increasing now It's becoming our need. (Johnson, 2006) find that Common uses of the Internet during childhood include communicating (like email), accessing information (like visiting websites), and playing games. In a study Bruner (2005) maintained "that our minds appropriate ways of representing the world from using and adding to the codes or rules of available technology" .in a study According to Johnson and Johnson (2008), children who used the Internet at home for learning and communicating demonstrated more better language and meta cognition than children who did not report such online behavior. Some other studies show its importance, Valkenburg and Peters (2007) found that socially-comfortable children communicated online more than did socially-anxious children. on the physical level one study indicate that excessive use of screen media such as the Internet has been linked to childhood obesity (Vandewater, Shim, & Caplovitz, 2004). Very famous scientist Van Deventer and White (2002) observed proficient 10- and 11-year-old video games and noted extremely high levels of self-monitoring, pattern recognition, and visual memory. Also mr. DeBell and Chapman (2006) concluded that Internet use promotes cognitive development in children, "specifically in the area of visual intelligence, where certain computer activities -- particularly games -- may enhance the ability to monitor several visual stimuli at once, to read diagrams, recognize icons, and visualize spatial relationships". From an educational perspective, the Internet helps children "exploit enormous information and innovative news possibilities for schooling purposes and increase learning through communication" (Fuchs, et al, 2005. (Anderson et al,

2007). Also indicate that playing video games, however, has also been linked to childhood distractibility, over-arousal, hostility, and aggression. These studies are indicating that there is both positive and negative impact of internet surfing.

DISCUSSION:

in the discussion we will discuss some special reviews related to one click world. Some other studies like Kumtape (2006) observed that computer literate children were rated by their teachers as demonstrating better social skills than children less computer proficient. (Ertl & Planute, 2004; Lynch & Warneer, 2004) reveals that Reportedly, Internet use during childhood supports emergent literacy and facilitates concept development. In a very famous research McLean Cole and Hilliard (2006) found that reading skills in a sample of third grade children increased more with web-based than with traditional literacy instruction. Jackson and colleagues (2006) also stated low income children with home-based Internet access and continuously recorded time online. So lastly it is clear that or Findings stated that children who used the Internet more or use one click world maximum had higher scores on standardized tests of reading achievement and higher grade point averages 6 months, 1 year, and 16 months later than did children who used the Internet less". These studies promote the use of one click world, (Livingstone, et al, 2005) school Internet access is restricted to protect children from inappropriate content and potential online predators. While restricted Internet access may protect children, it also restricts access to developmentally-appropriate websites. In a study Salpeter (2008) cautioned that schools must "develop a new generation of knowledgeable digital citizens who can operate in the unregulated online world". A scientist found that use of one click world during childhood occurs at home, school, and, to a lesser extent, in the community (Palfrey & Gasser, 2008). Kerawalla and Crook (2002) also noted that parents took few steps to orchestrate the content of children's online activities and rarely became directly involved in those activities. Lee and Chae (2007) stated a very positive relationship between parental mediation techniques (website recommendation and Internet co-use) and children's educational attainment. Cho and Cheon (2005) surveyed families and after they found that parents' perceived control, obtained through shared web activities and family cohesion, reduced children's exposure to negative Internet content. Many of reviews are collected from Johnson (2010), Internet Use and Child Development: The Techno-Micro system, Australian Journal of Educational & Developmental Psychology. Our aim is to expose these studies in Indian context the researchers of india should work on the psychological and all impact of one click world on our personality, what is its importance and how we can improve its usability without any problem. How we can care with its harmfulness.

HOW CAN STUDENTS MANAGE DEVELOPMENT WITH ONE CLICH WORLD?

Students can take the precaution of (A5) principle, using internet with it they can fight with all problems like physical, psychological, social, and spiritual. TIWARI VINIT KUMAR(2012) Five principle (A5). First is Appropriate exercise; if a person's physical trait doesn't provide natural movement of muscles and joints then disease and great come with time. The second principle is Appropriate breathing; this is a psychological trait yoga teaches people about use the lungs to their maximum capacity and about to control the breath. Breathing increases vitality. The third principle is Appropriate relaxation; by relaxing deeply all the muscles, individual can thoroughly rejuvenate his or her nervous system and gain a deep sense of inner peace. The fourth principle is Appropriate diet; besides being responsible for building one selves physical body, the foods a person eats profoundly affects the mind. The fifth and last principle is Appropriate thinking; man should think positive every time because it is the key of mental health. This will contribute to vibrant health and a peaceful, joyful mind.

CONCLUSION:

Review of the literature supports the conclusion that use of Internet during childhood is associated with both positive and negative developmental outcomes. Some time it may helpful on some dimension of personality but in some conditions and on some dimension like physically its harmful also. Parents and teachers should understand that, A conceptual framework is required, one that considers the effect of Internet use on all aspects of child development across all environmental systems (i.e., home, school, and community). Elders should attention on Frequency of Internet use (like communicating with email and instant message, playing online games, and visiting websites) at home, school, and in the community this will help our for better development of students in every dimension of personality .

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