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### PHUBBING AS A PROBLEM OF MODERN SOCIETY

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Keywords: phubbing, social networks, internet, gadget, smartphone.

Every day the influence of the Internet on our daily life is increasing, that leads to changes in the psychological, social and cultural characteristics of the individual [1]. So, the creation of new gadgets, the use of the Internet is focused on expanding human capabilities. However, a smartphone that combines the functions of a phone, computer and other gadgets allows a person practically not to leave the virtual space, scrolling through the pages of the network [2]. As many authors note, phubbing is a social phenomenon characterized by the gadgets abuse in the process of communication with other people. David and Roberts [3] found that when phubbing, people turn to social networks rather than interacting with other people to restore their sense of inclusion. This connection is especially important to take into account when potentially negative consequences associated with the active use of social networks are considered.

Like any addiction, phubbing can have destroying effect on personality and health. The spread of phubbing among students is particularly relevant since in most cases it is a student who may be the subject of Internet addiction. Those who overuse smartphones have an increased level of anxiety and stress, unstable emotional background, problems in the communicative sphere. Addiction to a smartphone can cause conflicts, misunderstanding between people and risks being left alone.

The consequences of phubbing can be found a complex of negative emotions (jealousy, anger and resentment), a feeling of uselessness and a decrease in self-esteem. The active use of the Internet and various gadgets contribute to the rapid spread of phubbing, the satisfaction from communication decreases, there is a loss of communication skills leading to a deterioration in the quality of interpersonal relationships [4].

The purpose of this study was to measure the role of modern gadgets and the frequency of their use among students.

**Material and methods.** Empirical and statistical research methods were used to achieve the goal. The material for the study was the results of the psychodiagnostic technique "General Phubbing Scale (GSP)" (Chotpitayasunondh & Douglas, 2018), which was attended by 24 students of VSU named after P.M. Masherov.

**Findings and their discussion.** When processing data using the "General Phubbing Scale" method among students, it was revealed that 27% of respondents were

characterized by a feeling of anxiety if their phone was not nearby. 33% of participants can't leave their phone alone for fear of missing something important. Quite a large number of students (44%) got into conflicts due to frequent phone viewing. More than half of the students (60%) noted that they pay attention to the phone, for they have fear of missing the opportunity to talk to other people.

Thus, the results of the study indicate that the gadget for students is means for operational communication and interaction with the environment. Consequently, such frequent use of smartphones increases the risk of addiction.

**Conclusion.** The active use of the Internet and various gadgets contribute to the rapid spread of phubbing and exacerbation of its negative impact on people. Those who overuse gadgets have an increased level of anxiety and stress, an unstable emotional background, and problems in the communicative sphere. Since the problem of phubbing has not yet been fully studied, the perspectives of further research are the study of this phenomenon on different samples, as well as the development and improvement of methods of preventive work among students.

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## **SOCIOCULTURAL EDUCATIONAL SPACE AS ENVIRONMENT FOR FORMING SOCIOCULTURAL COMPETENCE**

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**Keywords:** sociocultural space, educational environment, sociocultural competence, educational space, sociocultural educational space.

The relevance of this study lies in the interdisciplinary nature of sociocultural activity expressed in the presence of many different studies on this topic within the framework of such disciplines as sociology, cultural studies and philosophy. In pedagogy, there are no comprehensive studies that consider the process of forming sociocultural competence through the creation of a special sociocultural space at the university. In addition, there is no definition of the term “sociocultural educational space” in the pedagogical doctrine. From our point of view, it is the basic one in the formation of sociocultural competence of students receiving higher education.