THE INFLUENCE OF TELEVISION ADVERTISING ON THE DEVELOPMENT OF THE PERSONALITY OF A YOUNGER STUDENT

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Abstract: The article provides an analysis and interpretation of the results of studying the styles of the influence of television advertising on the development of the personality of a younger student. The article presents the results of studying the emotional sphere of younger schoolchildren before and after viewing advertising, as well as the results of studying the anxiety of the personality of younger schoolchildren. Correlation analysis allowed us to establish the presence of statistically significant links between the involvement of advertising and the level of anxiety. The relationship between a high level of anxiety and involvement in advertising, and between an average level of anxiety, involvement and non-involvement in advertising, as well as between a low level of anxiety and non-involvement in advertising. Based on the results obtained, recommendations were developed for the formation of psychological resistance to the influence of television advertising on the personality development of younger schoolchildren. Keywords: personality development, junior high school student, television advertising.

Primary school students are children aged about 7 to 10 years. During this period, children begin to study at school, and their parents face a lot of difficult questions [2]. Describing primary school age as a qualitatively special stage of a child's development, much attention is paid to the approaches of foreign psychologists to understanding the essence of this age, its purpose and capabilities. Characterizing primary school age as a qualitatively defined stage in the development and formation of a child, foreign psychologists present approaches to understanding the essence of a certain age, its goals and capabilities. Primary school age begins with the so-called 7-year crisis. Age-related crises occur in children due to the fact that their abilities and skills are increasing, and others do not have time to realize these changes and continue to cope with it in the same way as before. Or vice versa – sometimes the child does not have time to form new opportunities, and the child began to make new demands. So, In most cases, children of primary school age are alarmed by: "– unfavorable opportunities and aspirations of the child (for example, due to age characteristics: "all children are already reading by the age of four, but my son is not yet"); – contradictory requirements for the child (parents allow or forbid something); – indifference to the child, which leads to a sense of danger and insecurity (for example, go do your homework, you see, mom is busy); – demands to put the child in a state of humiliation and dependence (for example, "you won't do anything without my help! you're the worst)" [7]. Excessive anxiety in children leads to overwork, reduced performance, reduces the chances of revealing all the talents of the child. The body's resources are spent on suppressing emotions and fears, not on productive activities. If the problem is not solved, it can lead to neurosis, depression and personality changes. In addition, full–fledged communication with others - peers and adults - suffers. These children are more likely to

Statistical studies claim that the mass audience of advertisers is from 4 to 6 years old. They observe an inverse relationship between the age of the child and the time spent watching commercials of the "trade engine". Teenagers pay much less attention to advertising than young children. Thus, its creators purposefully influence young viewers. It is these "processed buyers" who torment parents in stores with cries of "Buy!", from which not all parents can refuse the baby and buy what they ask. These children have already been poisoned by "poison", and this poisoning of the psyche will remain for life . In recent years, the loss of the value of personal qualities, the increase in the value of things, has become increasingly noticeable. Such a life situation is aimed precisely at consumption, materialism, which becomes a criterion of success for children who spend a lot of time at "blue" screens and soaked in blue poison. Manufacturers of various goods are ready to "get hooked" on the consumption of all potential buyers in order to increase the profit from sales. To do this, a cult of goods is created, which needs to be fueled with new patterns and bright commodity images. Thus, manufacturers of goods obey the will and desires of growing children and replace the real source of information for the child with a TV [5]. Viewing ads has a negative impact. Consider the main disadvantages of advertising for children.

1. Advertising steals time. Children who spend a lot of time in front of the TV risk missing out on the opportunities that life gives them. Because of watching TV, the child loses precious time that could be devoted to more important things: chatting with friends, doing homework, playing outside, etc. 2. Insufficiently developed language and social skills. Television harms children under the age of two. At this age, the child's brain develops. The child develops social and emotional skills. The problem is that, unlike people, the TV is not smiles, does not talk and does not interact with the child. He is vulnerable at this time, so watching TV affects the mental state of the child. Even at an older age, too much screen time can limit a child's social interaction. In the long term, this may negatively affect their linguistic and social development. 3. Advertising has a bad effect on the creativity and imagination of the child. If a child is constantly watching TV instead of playing outside and exploring the real world, his imagination will not develop well. Children who are used to television cannot stimulate their imagination and form their own ideas. They passively consume, not create.

4. Inability to concentrate. Children who spend 2-3 hours or more in front of the screen a day often suffer from attention deficit at school. These children are more likely to develop attention deficit hyperactivity disorder. The child cannot concentrate and concentrate. This applies not only to studies, but also to sports and other areas. 5. Low productivity. Productivity is the key to success in life. If a child constantly watches TV and does nothing to achieve academic, social or emotional success, he is wasting his time [3]. 6. Bad behavior. According to research, watching ads can change the structure of the brain and cause negative behavior, especially violence and aggression. Children who watch ads that do not correspond to their age are at greater risk than others. 7. Problems with self-esteem. Advertising gives children a distorted view of the world. Advertising showing an ideal life can lower a child's self-esteem.

8. Emotional changes. Children who watch ads become emotionally vulnerable. They are too small to properly understand these issues, so they get a distorted picture of reality and may be subject to psychological influence.9. Poor academic performance. If a child spends too much time watching TV, they are less likely to do anything else. Sometimes children even miss lessons or don't do lessons because they watch TV. In the end, it harms their academic performance

Primary school students are children aged about 7 to 10 years. During this period, children begin to study at school, and their parents face a lot of difficult questions. Characterizing primary school age as a qualitatively defined stage in the development and formation of a child, foreign psychologists present approaches to understanding the essence of a certain age, its goals and capabilities

Television plays an important role in every child's life. Thanks to him, children immerse themselves and live in a world full of magic, adventures and superheroes. This sometimes bothers parents – depending on what movies and TV shows children watch. Television shapes the character and personality of a child and can even change his views on life.

At the first stage of our research, we studied the peculiarities of the influence of television advertising on the personality development of younger schoolchildren with the help of an author's conversation with students (Fig. 1.1).

Questions about the preferences of primary school children in TV and video viewing were not directly raised in the study. Conclusions about them can be drawn based on other answers. To the question "Do you like heroes who can fight?". 10 out of 20 children answered in the affirmative. Of the 43 characters chosen for the models, 31 are usually fighting on the screen. The reasons for loving these heroes were the following (starting with the most popular ones): "they help others", "they are kind", "strong", "brave", etc. (including "take care of yourself"). The most objective of these characteristics are "strong" and "courageous". The rest suggests that a hero who knows how to fight is perceived by children as a positive hero, and valuable characteristics, in comparison with such heroes, are displaced in the minds of children. The shift of value orientations (but in the other direction) is also visible in the question of negative characters. 9 out of 20 children in games sometimes portray "bad heroes" and, in addition to "it happened in the game" and "they are strong", motives like "bad heroes are always beautiful". One mention of violence somehow slipped through in the answer to a question about advertising ("they show stupid everything... killing"). Obviously, this can be explained by a mixture of advertising and news. Tracking the impact of advertising is more difficult. It cannot be said that children immediately remember many examples from advertising or begin to give them. However, in this situation, such a phenomenon is difficult to observe; it is easier to detect it with everyday observation. When asked about the advertisement, 12 children answered that they liked to watch it, 5 did not, and 3 found it difficult to answer. Most people like advertising, which means they enjoy watching it quite often. Those who do not like advertising, as it should be, gave reasons mainly from the words of their parents ("eyes only deteriorate", "when you watch TV, you can't watch any cartoon at all", "it's just nonsense", etc.). From advertising, children most often remember food and, above all, sweets, which would be desirable from parents. The rest of the advertised products have nothing or almost nothing to do with children (they could know this if only their parents used it) and just get stuck in their memory, often seeing this advertisement: This is the MTS telephone network, cream, powder, etc. It is especially interesting when the boy calls the advertisement "about lipsticks", and after him the girl – "about gasoline". children watch TV alone or with someone were distributed as follows: 10 respondents answered that they are alone, 3 - sometimes alone, and sometimes not, 4 – not alone, 1 – "I watch alone, but when dad is watching, I also watch", 2 – it is difficult to answer. The advantage is on the side of those who watch TV not alone, but with someone from the family, at least sometimes (11 out of 20), that is, either watching TV shows is controlled by the parents, or, conversely, the child watches what the parents watch. Thus, it is clear that children are actively involved in the process of mastering the world through television (i.e. advertising). They are already quite independent in television processes both technically (independence in the management of television and video equipment) and in the choice of programs and films. At the second stage, we determined the initial level of development of the child's emotional sphere using the "Magic Land of Feelings" technique. Figures 1.2. and 1.3. show the results of the methodology of the study of the emotional sphere of younger schoolchildren before viewing advertising and after.

Figure 1.2. The severity of indicators of the emotional sphere of younger schoolchildren before viewing advertising (in points)

Thus, the results of this technique indicate that attention should be paid to the development of the emotional sphere in younger schoolchildren. One of their features of younger schoolchildren is increased emotionality. Due to emotional and psychological characteristics, the speech of younger schoolchildren is emotional, expressive, rich in intonations, accompanied by gestures At the next, third, stage, we conducted the method of "Measuring Taylor's anxiety level", we received the following results. The diagnostic results are presented in Table 2.1.

Taylor Anxiety Scale Diagnostic Results

|  |  |  |  |
| --- | --- | --- | --- |
|  | Anxiety level % | | |
| High | Average | Short |
| Number of junior students | 40% | 35% | 25% |

According to the results of the Taylor anxiety technique, 35% of primary school students have an average level of anxiety. This level allows students to strive for the necessary for adaptation and productive activities, and also allows them to adequately respond to various situations.

Based on the results, 40% of primary school students have a high level of anxiety. Such anxiety usually has a "overthrown", generalized character. The results obtained may indicate that the increased anxiety of the subjects may be the result of low self-esteem and excessive demands from others. We assume that modern television advertising imposes on children a system of certain standards, a starting point for life values, worldview ideas

At the fourth stage of our study, we conducted a statistical analysis of the data in order to identify a significantly significant relationship between the level of anxiety and involvement in advertising among younger schoolchildren. Hypothesis: television advertising affects the personal characteristics of younger students, namely the psycho-emotional state of younger students, was confirmed.

At the last stage of the study, we developed guidelines for the formation of psychological resistance to the influence of television advertising on the development of the personality of younger students. Methodical reception 1. Staging of the fairy tale "Zayushkina's hut".

The children's fairy tale "Zayushkina's hut" is suitable for dramatization in the older group. The purpose of dramatization: the development of children's interest in theatrical and artistic activities and the desire to speak in front of people. In the process of preparation, preschoolers study and participate in the process of creating a script, and also learn how the theater stage works, how to express joy, sadness and indignation with their voice At the rehearsal, the teacher reads the text of the fairy tale "Zayushkina's hut" with the children and assigns roles. It is important that the participants and spectators are divided equally, but if the group is small and the “spectators” are 2-3 people, it is better to assign them the roles of Bear, Wolf, Bull. Methodical technique 2. Dialogue with the text of the Russian folk tale "The Fox and the Hare".

Purpose: literary development of older preschool children through dialogue with the text. The teacher asks the children to answer the following questions:

- Did you like the story?

- Who do you like the most? Why?

- What happened to the bunny?

What material was Lisa's hut made of? (from ice) - If the hut is made of ice, then what kind of hut? (icy)

- What material was the Hare's hut made of?

Methodical technique 3. Dialogue between the cartoon and the Russian folk tale "The Frog Princess" Purpose: development of the ability to listen to a fairy tale, to perceive the plot, the development of speech, vocabulary, the formation of a "dialogue of arts" when working with cartoons.

Preschoolers were asked to complete the task "Remember and say." To do this, the teacher had to lay out plot pictures depicting the heroes of a fairy tale on a table or board and ask questions about the content of the fairy tale (thus talking about the fairy tale). You can offer to choose from the plot images of the characters you need to answer. The children were asked a question about a fairy tale with a sequence of events. Methodical technique 4. “My favorite fairy-tale hero” (Dialogue of an illustration with the texts of Russian folk tales).

Purpose: to continue acquaintance with the Russian folk tale; develop attention, memory, creativity.

At the beginning of the lesson, illustrations for fairy tales are shown and children are invited to recall the fairy tales they read in class or at home, using images depicting the heroes of a fairy tale or the plot of a fairy tale. You also need to remember the name of the fairy tale. After that, the children draw their favorite character. At the end of the lesson, the drawings are hung in the creative corner, where parents can follow the activities of children in the classroom.

Methodical technique 5. Shooting an episode from the Russian folk tale "The Girl in the Well" (dialogue between cinema and Russian folk tales) with texts of Russian folk tales).

Purpose: to acquaint children with cinematography, with the features of the work of a screenwriter, director, artists, costume designer, composer, sound engineer. In the course of preparation, show the children fairy tale films “Morozko”, “Barbara Beauty, Long Braid”.

At the first stage, all children are distributed according to film professions.

The second stage: the choice of an episode from a fairy tale.

Third stage: rehearsals

Fourth stage: shooting

Fifth stage: watching the episode.

The teacher supervises the process of filming the episode.

Thus, the proposed methodological techniques will contribute to the effective formation of psychological resistance to the influence of television advertising on the development of the personality of younger students.

Junior school age starts from 7-8 years old and lasts up to 11 years old (B.G. Ananiev), i.e. from the first to the fourth year of schooling. Most six-year-olds want to be schoolgirls, but not everyone is ready for this. It is necessary to take into account the age characteristics of the primary classes. A student from grades 1 to 4 is still a child who loves to play.

With the age of the game, more and more clear rules appear in them, an emphasis on the plot and the division of roles. During this period, children begin to study at school, and many difficult questions arise before their parents. Characterizing primary school age as a qualitatively defined stage in the development and formation of a child, foreign psychologists present approaches to understanding the essence of a certain age, its goals and capabilities.

Television plays an important role in every child's life. Thanks to him, children immerse themselves and live in a world full of magic, adventure and superheroes. This sometimes worries parents - depending on what films and series the children watch. Television shapes the character and personality of a child and can even change his outlook on life.

In recent years, the loss of the value of personal qualities, the increase in the value of things, has become more and more noticeable. Such a life situation is aimed precisely at consumption, materialism, which becomes a criterion for success for children who spend a lot of time at the “blue” screens and are saturated with blue poison. The purpose of the study was to study the influence of television advertising on the personality of younger students.

As a result of using the method of mathematical analysis using the Spearman criterion, we can state that television advertising affects the personal characteristics of younger students, namely the psycho-emotional state of the child, anxiety.

There have been some negative changes in the state of younger schoolchildren.

trends. After viewing the block of advertisements, anxiety increased among younger schoolchildren, indicators of neuropsychic well-being decreased.

Hypothesis: television advertising affects the personal characteristics of younger students, namely the psycho-emotional state of younger students, was confirmed.

Thus, we have developed guidelines for the formation of psychological resistance to the influence of television advertising on the development of the personality of younger students