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CYBERCOMMUNICATIVE ADDICTION PREVENTION AMONG UNIVERSITY STUDENTS IN THE CONTEXT OF CYBER-SOCIALISATION

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Abstract. The significant impact of the digital transformation on the youth society is felt by current students, which creates new challenges related to their psychological and social well-being. This scientific article highlights the problem of preventing cybercommunication addiction in the context of the cybersocialization of university students. This article presents the results of a systematic literature review and a pilot empirical study on the prevention of cybercommunication addiction (CCA) among university students through cybersocialization. The study's novelty lies in its empirical verification of the distribution of CCA symptoms (using a sample of 86 students at a regional university in Kazakhstan) and the conceptual justification for a three-tiered, structural and substantive prevention model integrated into cybersocialization processes. The development of recommendations for implementing preventive measures in higher education institutions has practical implications, contributing to the development of conscious digital behavior and students' skills for coping with technological risks.The development of recommendations for the implementation of preventive measures in the educational and educational activities of universities is of practical importance, contributing to the education of conscious digital behavior and the formation of skills for students to protect themselves from cyber threats. The findings show us that the need for international educational experience needs to be adapted to the educational environment specifics in Kazakhstan. This research work aims to deepen the understanding of digital socialization and formulate strategies for universities in Kazakhstan. The practical significance lies in the specific recommendations for integrating preventive measures into the educational process at universities.

Keywords: cybercommunicative addiction, prevention, cybersocialization, students, digital literacy, systematic review, pilot study, structural-content model

Introduction

Modern digital technologies have fundamentally transformed the patterns of social interaction among students. These changes open up new opportunities for online interaction and lifelong learning, but simultaneously pose specific risks to an individual's psychological and social well-being [1]. While virtual space provides students with access to a wealth of educational resources, its

inappropriate use leads to destructive behaviors, particularly an addictive fixation on online and virtual communication.

The urgency of minimizing these risks stems from the fact that controlled and constructive cybersocialization-understood as a targeted process of integrating the individual into the digital space-is a fundamental condition for academic success and the harmonious development of modern specialists [2]. With the intensification of digitalization of education in the Republic of Kazakhstan, this problem is acquiring national proportions. According to official statistical reports from the Ministry of Digital Development, Innovation, and Aerospace Industry of the Republic of Kazakhstan, internet penetration exceeds 92% of the population, with the most active demographic group being young people aged 18 to 24, who spend an average of 5 to 7 hours online daily. The digital world offers students new ways to learn, but it also makes it more difficult, for example, when students become addicted to online chat and communication. The relevance of reducing the associated risks is due to the dependence of cybercommunicative students on the fact that effective cybersocialization - understood as regulated and constructive participation in online interactions - is a necessary condition for academic success and comprehensive development of the personality. The implementation of this task requires the introduction of scientifically based professional and pedagogical methodology aimed at prevention [3].

The rapid development of the digital society requires the improvement of scientific and pedagogical practices in the process of training future specialists. In addition, it is necessary to develop a structural-content model and determine the pedagogical conditions for implementing complex educational and preventive measures aimed at preventing cybercommunicative addictions among university students [4]. Such scientific initiatives contribute to the development of professional qualities of specialists, which corresponds to the strategic goals of modernization of education and training, including within the framework of the “Kazakhstan-2050” Strategy and compliance with state mandatory standards of higher education.

The digital transformation of higher education means cyberspace has become the primary environment for students’ communication and socialization. Although this has expanded educational opportunities, it also carries the risk of cyber-communication addiction-a harmful obsession with online communication at the expense of academic, professional, and personal life.

According to our pilot study (n=86), conducted at a university in Kazakhstan, 34.9% of students exhibit moderate or severe symptoms of cyber-communication addiction, while 12.8% admit to checking messaging apps every 10–15 minutes while completing academic assignments. These figures confirm the acute relevance of the problem, particularly in the Kazakhstani context, where targeted prevention models are currently lacking.

The aim of the study is to develop and justify a structural-content model for the prevention of cyber-communication addiction among students through cyber-socialization, based on a systematic review of the literature and pilot empirical data. Within the framework of the review, the following main problem areas are considered:

1.To conduct a systematic review of national and international publications on methods for the prevention of cyber-communicative addiction.

2.To identify the spread and key behavioral characteristics of cyber-communicative addiction among students.

3.To develop a three-level prevention model integrated into cybersocialization processes.

4.To formulate practical recommendations for higher education institutions in Kazakhstan [5].

This article is structured thematically, which provides a careful consideration of the issues presented. The first section is devoted to the theoretical and conceptual foundations, including issues related to definitions and conceptual apparatuses of cybercommunicative addictions and cybersocialization. The methodology used in the selection and analysis of sources is described in detail below. The next section examines the impact of the digital society on students' behavioral attitudes in the Internet space, comparing international practices of prevention with the results of Kazakhstani research.

Particular attention is paid to the classification of causes, symptoms, and consequences of cybercommunicative addictions among students. In the future, pedagogical and methodological approaches to prevention in higher education will be considered. A separate section is devoted to structural-content models and pedagogical conditions that ensure the implementation of effective preventive programs and systems of psychological and pedagogical support.

A synthesis of the data obtained, implications for educational policy and practice are presented, problems in preventive measures implementation are emphasized, the recommendations for further scientific research are proposed in conclusion. Despite the more common notion of Internet addiction, cybercommunicative addiction focuses on problematic aspects of interaction with social networks, chat rooms, and other interactive digital environments. At first, the concept of Internet addiction was proposed in the works of K. Yang [6]. Subsequently, in the course of research, more differentiated typologies were proposed that distinguish certain types of dependence, including cybercommunicative [7].

The diagnostic criteria for this type of addiction are often related to the criteria for addiction to psychoactive substances, including salience, mood changes, tolerance, withdrawal syndrome, conflict, and relapse [6]. At the same time, there is an ongoing debate in the scientific community regarding uniform diagnostic criteria for cybercommunicative addictions. The consequences include academic underachievement, social isolation, emotional exhaustion, thus disrupting the full integration of students into the university environment.

Establishing a clear conceptual framework and diagnostic framework for this type of addiction is a starting point for developing targeted prevention strategies.

The study defines the concepts of 'internet addiction', 'digital addiction', 'cyber-communicative addiction' and 'cyber-socialisation'. Internet addiction is viewed as a wide range of forms of addictive behaviour associated with the use of the internet. Digital addiction is a broader concept, which includes addiction to various digital technologies and services. Cyber-communicative addiction is defined as a persistent need for constant online interaction via social media, messaging apps and other communication platforms.

Cybersocialisation is interpreted as the process of learning norms, values and behavioural patterns in the digital environment. Consequently, cybersocialisation is not a form of addiction, but rather a socio-educational process which, under certain conditions, can act as either a preventive factor or a risk factor for the development of addictive behavior [2].

The destructive consequences of CCA manifest as declining academic performance, progressive social isolation in the real world, and psycho-emotional exhaustion, which hinders students' full integration into the university environment. For students, cybersocialization includes participation in digital educational platforms, online interactions with peers and teachers, and participation in virtual forms of cultural experience [8]. While there are obvious advantages (information accessibility, development of soft skills), a lack of targeted psychological and pedagogical support leads to the destruction of socialization, manifested in the development of cybercritical thinking, vulnerability to cyberbullying, and disinformation [9].

To deeply understand the nature of digital addictions, modern science relies on a multi-methodological framework: qualitative methods (in-depth interviews, focus groups) make it possible to explicate students' internal motivation for engaging in digital culture and identify latent psychological threats; mixed methods integrate quantitative measurements and qualitative analysis to form a verified picture of the prevalence of deviations.

The effectiveness of various educational approaches can be assessed through experimental studies and intervention programmes. Foreign studies, for instance, are increasingly focusing on cyber-counselling models. For example, I. Gading developed and successfully tested a model of such counseling for upper secondary school students, proving its high effectiveness and acceptability in the digital age-which confirms its relevancy for the student environment as well. R. Khayrutdinov and his colleagues also emphasize that digitalization is transforming the essence of the university environment, eliminating the boundaries between the physical and digital worlds, which requires a review of approaches to engaging with students. In terms of research conducted in Russia, the focus here is shifting towards the so-called 'victimological' aspects of cyber threats. In particular, researchers L. Zanina, A. Miroshnichenko and O.

Radchenko analyze in detail in their work such risks as bullying and trolling in virtual space, proposing ways to mitigate them by creating a special mediative environment in educational institutions. This data is particularly important for equipping future professionals, especially teachers, with the necessary skills to address cyber risks, ensure their own safety and assist others. [10].

Materials and methods

This study was carried out within the framework of mixed methods methodology and included two consecutive stages: scientific-theoretical (systematic literature review) and empirical-verification (pilot cross-sectional study).

To ensure methodological transparency, reproducibility, and evidence-based research, the first stage was conducted in strict accordance with international protocols for systematic reviews (PRISMA). The selection procedure for scientific sources included strict inclusion and exclusion criteria, multi-stage screening, and an analytical coding procedure.

Criteria for inclusion of publications in the final review pool:

1. Type of publication: peer-reviewed scientific articles from journals indexed in the Scopus, Web of Science, Google Scholar, eLibrary databases and leading repositories of universities of Kazakhstan (included in the list of the Kazakhstani rated journals).

2. Chronological interval: 2015–2025.

3. Language marker: Russian, Kazakh, English.

4. Subject area: availability of empirical data or substantiated methods for the prevention of Internet addiction, social media addiction and cybercommunication addiction.

5. Target group (sample): young people (university students) aged 18 to 25 years.

The search query was formed using logical operators and included the following key descriptors: "cybercommunication addiction", "cybersocialization", "digital addiction prevention", "students", "cybercommunication addiction", "cybersocialization", "higher education".

The procedure for selecting (screening) sources is presented in the following steps:

Step 1: An initial automated search of databases identified 312 potentially relevant publications.

Step 2. Expert screening for duplicates excluded 48 sources, leaving 264 sources.

Step 3. Analysis of titles and abstracts for subject field and age group resulted in the exclusion of 231 articles. The remaining 33 publications were eligible for full-text analysis.

Step 4. An in-depth full-text analysis for methodological rigor and validity of results allowed us to form a final review sample of 15 articles, which were subjected to a qualitative content analysis and classification procedure.

The second (empirical) stage of the study was conducted at the K. Zhubanov Aktobe Regional University. The pilot study sample consisted of 86 second- and third-year students from the Faculty of Pedagogy and Education Management, studying in the following programs: "Pedagogy and Methodology of Primary Education," "Special Education," and "Psychology." Respondents ranged in age from 18 to 21 years; the gender distribution was 63% female, 37% male.

We used a modified version of the Global Problematic Internet Use Scale (GPIUS, S. Kaplan) as a diagnostic tool, adapted to measure how people interact with major social media platforms and messaging apps (Instagram, WhatsApp, and Telegram). It had 12 items grouped into two subscales: 'Loss of control over online communication' (6 items) and 'Negative consequences of internet use' (6 items). The instrument's reliability was confirmed by calculating the internal consistency coefficient (Cronbach's alpha = 0.87).

Empirical data was collected between February and March 2025 through anonymous online testing on the Google Forms platform. Statistical analysis of the results was performed using descriptive statistics and the Student's t -test for independent samples. Methodological limitations of the pilot study include the local nature of the sample, the predominance of students majoring in the humanities, and the use of self-reporting, which necessitates further large-scale validation.

Results

Results of a systematic review.

Data collection consisted of a systematic collection of basic information from each selected source. The study objectives, methodology, demographic characteristics of participants, main findings were summarized, including cybercommunicative addictions or cybersocializations, suggested prevention strategies, as well as identified problems and recommendations. Comparative analysis was used to differentiate Western and Asian approaches to prevention, as well as to identify unique contributions of Kazakhstani scholars. The main goal was to form a comprehensive understanding of the current state of knowledge, identify gaps, and justify the development of professional pedagogical methods of prevention.

Kazakhstani research in the field of cybercommunicative addictions and cybersocialization, although relatively new in nature, introduces important knowledge based on the local educational and cultural context. The main focus is on the digitalization of education in higher education institutions of Kazakhstan, taking into account its opportunities and challenges [1]. Scientists study the specifics of digital transformation in the country, including pedagogical conditions for the formation of digital competencies of students and future teachers [2].

The development of structural and content foundations of educational prevention measures is consistent with national strategic goals, such as the Kazakhstan-2050 strategy aimed at developing human capital [3].

Modern classifications of such addictions are mainly based on the types of platforms used and the nature of online interactions.

One of the most common forms is *social media addiction*, where an individual feels a need to constantly check notifications, post content, and receive feedback. Often, the motivation is the desire for social validation, as well as *the fear* of missing out on important information or events (the FOMO phenomenon). *of Missing Out*) [11]. No less relevant *is the addiction to online games*, especially those with a pronounced social component, in which many users engage in them. In such cases, interaction with other users becomes the dominant form of communication, replacing the real [5]. A special place is occupied *by addiction to messengers and online chats*, manifested by constant participation in text dialogues, group discussions, etc. video calls. At the same time, there is a decrease in interest in live communication and social activity in an offline environment [3]

Cybercommunicative disorders also differ in their structure *from cybersexual addiction*, which is associated with excessive consumption of pornographic content and participation in intimate online relationships. This form is characterized by a high level of secrecy and can have a devastating impact on the subject's interpersonal relationships and psychological state.

One of the main risk factors is *social isolation and feelings of loneliness, especially in the early stages of learning.*

A content analysis of the final 15 sources revealed that 11 studies demonstrated the greatest preventative effectiveness of programs integrating cognitive behavioral therapy (CBT), digital mindfulness techniques, and screen self-restraint software tools [3–5]. Only four studies described the experience of implementing preventative measures directly into the educational process at a university (for example, by incorporating a special course, "Digital Hygiene," into the structure of psychology disciplines) [6, 7]. It is important to note that none of the analyzed sources considered the phenomenon of cybersocialization as a manageable, targeted preventative resource, which confirms the scientific deficiency in this area and justifies the need to develop our model.

To systematize existing approaches and substantiate the place of cybersocialization in preventive pedagogy, we developed a Comparative Matrix of Preventive Approaches (Table 1).

Table 1. Comparative analysis of approaches to the prevention of digital addictions in universities

Approach	Key target setting	Advantages	Limitations and risks
Digital literacy	Development of critical information analysis, technical safety training.	Large scale, ease of integration into curricula.	Weak influence on deep emotional habits and compulsions.

Psychological counseling	Individual correction of destructive psychological patterns.	High therapeutic efficacy.	High resource intensity, reactive (not proactive) nature.
Institutional mentoring	Social-affective support for students at risk.	High engagement through peer-to-peer technology.	Direct dependence on the level of psychological preparation of mentors.
Digital Wellbeing Courses	Building digital hygiene habits and time management.	Long-term positive behavioral effect.	The need for strong institutional support for the university.
Managed cybersocialization	Transforming the digital environment into a space for personal and professional growth.	Systematicity, invisible integration into the student's everyday life.	Requires a large-scale restructuring of the university's digital ecosystem.

Prevalence and behavioral markers of cybercommunication addiction (pilot data)

An analysis of the empirical study results allowed us to capture the actual quantitative indicators of the severity of CCD symptoms among Kazakhstani students. High levels of symptom severity on the "Loss of Control" subscale were found in 24.4% of respondents (21 students), whose average scores exceeded the threshold (4.1 out of 6). The compulsive nature of gadget use is confirmed by the fact that 12.8% of respondents (11 students) continuously monitor instant messaging apps at 10-15 minute intervals during class time and independent work.

No statistically significant gender differences in the level of addiction were found A total of 21 students (24.4%) showed high scores on the 'loss of control' scale (mean score 4.1 out of 6). Eleven students (12.8%) reported checking messaging apps every 10–15 minutes while completing academic tasks. No significant gender differences were found ($t=0.54$, $p>0.05$). Students in IT courses spend more time on messaging apps (6.2 hours/day versus 4.8 hours/day, $t=2.01$, $p<0.05$) but do not demonstrate a higher level of addiction according to the GPIUS. The main motive cited was 'fear of missing out on important communication' (FOMO)—67% of responses.

The clinical and pedagogical picture of CCA in students is reflected in the following behavioral patterns that have a destructive impact on their life:

Psycho-emotional disruption is the increased anxiety, irritability, and emotional instability during short-term loss of access to a mobile device or network outages.

Social mimicry i.e. the desire to hide the true extent of one's presence in virtual space from loved ones and teachers, and a constant mental presence online while in real society.

Academic regression is a decline in cognitive concentration, a reduction in academic motivation, and the replacement of deep learning with superficial clip reading of online content.

Existential loneliness - a paradoxical increase in feelings of isolation and lack of genuine emotional intimacy against the backdrop of hundreds of virtual contacts [12].

Terminology: Distinguishing Key Concepts. This article employs the following terminology:

Cyber-communicative addiction (CCA) is a form of behavioral addiction characterized by the loss of control over the compulsive use of online communication tools (social media, messaging apps, chat rooms), withdrawal symptoms, and negative consequences for academic performance and social life [6, 8].

Cybersocialization is the acquisition of norms, skills, and values necessary for effective functioning in the digital environment *[2, 9].*

Prevention of cyber-addiction through cybersocialization involves the targeted development of students' digital competence, self-regulation, and a reflective attitude towards online communication, thereby transforming cybersocialization from a risk factor into a tool for prevention.

Indicators of cybercommunicative addictions and their impact on academic performance and socialization. Cyberaddiction symptoms in students are reflected in their behavior: they spend more time online, which affects their studies, physical health and social life. Students become irritable and anxious without using their gadgets. They try to keep their online activity a secret, constantly thinking about it in real life. Addiction leads to lower academic performance and motivation, as digital communication displaces real interaction. As a result, students increasingly feel alone, as their online contacts do not provide true intimacy [12]. Thus, recognizing behavioral indicators and being aware of their consequences is a key element in developing early intervention and support strategies for young students.

Methodological approaches to the prevention of cybercommunicative addictions in higher education: a narrative analysis.

In the context of higher education, the formation of healthy digital behavior of students requires not only situational intervention, but also the systematic implementation of multi-level preventive strategies. Cybercommunicative addiction - a phenomenon influenced by external and internal factors - requires the integration of educational, psychological and value-moral approaches. In this regard, they acquire special importance competency and axiological methodologies, adapted to the context of the university environment.

Competency-oriented pedagogical interventions. The modern educational process cannot remain outside the challenges of the digital age. A competency-based approach to the prevention of cyberaddictions is aimed at developing the knowledge, skills, and attitudes necessary for students to behave consciously, critically, and ethically in the digital space [10].

Discussion

Design of a structural and substantive model of prevention.

Based on a synthesis of theoretical data and empirical findings, we designed and theoretically substantiated a three-tiered, structurally-contextual model for the prevention of cybercommunication addiction, operating through mechanisms of managed cybersocialization. The model's core principle is to abandon the strategy of prohibitions and embrace a strategy of semantic substitution and the development of students' digital autocompetence. We've developed a prevention model built around three interconnected levels, each of which is totally integrated into the university's cyber environment. This model does not involve isolated measures; on the contrary, it aims to make prevention an invisible but constant part of students' everyday academic and digital lives.

Level 1. Institutional-environmental (Macro level).

Focuses on transforming the university's local regulatory and digital environment. Implementation of the University's Digital Code-a corporate regulation outlining rules for environmentally friendly online communication (for example, a ban on sending work-related and academic messages via instant messaging apps at night to maintain students' sleep hygiene). Technological and pedagogical regulation of the educational process: implementation of the "20-20-5" rule (after 20 minutes of continuous interaction with a laptop screen or interactive whiteboard, there is a 20-second pause with focusing the gaze on a distant object and a 5-minute "digital break" without gadgets).

Level 2. Educational and activity-based (Meso-level).

Aimed at modernizing the content of educational programs and developing personal reflection. Integration of the specialized 8-hour training module "Cybersocialization and Digital Well-being" into the invariant part of the educational programs. The module's content includes an examination of the neurobiological mechanisms of addiction (the dopamine loop of attachment), workshops on media design for personal information space, and exercises to develop concentration and self-regulation. Enriching standard courses with meaningful content: incorporating topics such as digital ethics, the psychology of virtual communities, and information security into the programs of Psychology, Pedagogy, Sociology, and Philosophy.

Level 1. Institutional-environmental (Macro level)
University Digital Policy
Communications Policies
Notification Management
Digital Breaks
Safe Digital Educational Environment

Level 2. Educational and activity-based (Meso-level)
Course "Cybersocialization and Digital Well-Being"
Media Literacy
Digital Hygiene
Project-Based Learning
Marathons and Challenges

Level 3. Individual-subjective (Micro level)
Digital detox
Reflective journal
Tutoring
Counseling
STUDENT
digital self-regulation
attention management
digital well-being

EXPECTED RESULTS
−decrease in GPIUS
−decrease in FOMO
−Reducing compulsive message checking
−reducing the time of uncontrolled use of messengers
−development of digital self-regulation
−Shaping digital well-being
−Prevention of cybercommunication addiction

Figure 1. A structural and content-based model for the prevention of cyber-communication addiction among students in a digital educational environment.

Level 3. Individual-subjective (Micro level).

It is aimed at targeted support for students with signs of cognitive dysfunction and the development of skills for conscious self-restraint. The "Mindful Digital Detox" program is a voluntary, two-week preventative program that involves not a complete abstinence from technology, but rather a strict optimization of communication traffic. Students maintain daily reflective journals in closed Telegram channels, recording their emotional states while limiting their online activity. Support from the university's psychological service: organizing anonymous individual and group cyber counseling aimed at addressing basic psychological deficits (loneliness, insecurity) that trigger withdrawal into virtual reality.

The model comprises three interrelated levels of preventive influence. The external level is presented by institutional mechanisms for controlling the digital educational environment. The middle level comprises educational activities

aimed at developing digital literacy, digital hygiene, and self-regulation skills. The central level focuses on individual support for students through tutoring, reflective practices, and psychological support. The interaction between these levels promotes digital well-being and helps to reduce cybercommunication addiction.

Conclusion

This article presents, for the first time, an empirically grounded three-level model for the prevention of cyber-communication addiction through guided cyber-socialization, adapted to the context of Kazakhstani universities.

To implement the model, the following is recommended:

1. Include a module on digital self-regulation in teacher training programs.

2. Establish student 'digital etiquette councils' affiliated with the dean's offices.

3. Conduct annual monitoring of symptoms of cyber-communication addiction using standardized scales (GPIUS).

4. Ensure the availability of psychological support without fear of stigmatization.

5. Adjust the best international practices (cyber-counseling, digital detox) to the cultural and linguistic context of Kazakhstan.

One of the most pressing challenges is the phenomenon of cybercommunicative addictions - a specific type of problematic behavior associated with the compulsive use of online communication resources and social platforms, which negatively affects various areas of life. In the course of the literature review, the complex nature of this phenomenon was systematically understood, and pedagogical strategies aimed at its prevention were identified in the context of the process cybersocialization.

An important aspect is the creation of accessible and non-stigmatizing psychological and pedagogical support services in various formats - individual, group and online. It is necessary to organize mandatory professional development of university teachers and staff aimed at recognizing signs of addiction and learning algorithms for referring students to specialists. The formation of a university culture of digital well-being should be supported by information campaigns, digital initiatives through detoxification and promotion of a balanced lifestyle. An important measure is the development and implementation of institutional rules governing the responsible use of digital technologies, the protection of personal data and ensuring the safety of the online environment.

Together, these measures will contribute to increasing the personal and professional stability of students, meet the strategic goals of modern education systems, including the national program "Kazakhstan-2050", and ensure the formation of a healthy, productive experience of digital socialization of young people.

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КИБЕРӘЛЕУМЕТТЕНУ ЖАҒДАЙЫНДА УНИВЕРСИТЕТ СТУДЕНТТЕРІНДЕГІ КИБЕРКОММУНИКАТИВТІК ТӘУЕЛДІЛІКТІҢ АЛДЫН АЛУ

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Аңдатпа. Жастар қоғамына цифрлық трансформацияның айтарлықтай әсерін қазіргі студенттер сезінуде, бұл олардың психологиялық және әлеуметтік әл-ауқатына байланысты жаңа қиындықтар туғызады. Бұл ғылыми мақалада университет студенттерінің киберәлеуметтенуі аясында киберкоммуникацияға тәуелділіктің алдын алу мәселесі қарастырылады. Бұл мақалада университет студенттері арасында киберәлеуметтену арқылы киберкоммуникацияға тәуелділіктің (ККТ) алдын алу бойынша жүйелі әдебиеттерге шолу және пилоттық эмпирикалық зерттеу нәтижелері ұсынылған. Зерттеудің жаңалығы ККТ белгілерінің таралуын эмпирикалық тексеруде (Қазақстандағы аймақтық университеттің 86 студентінің үлгісін пайдалану арқылы) және киберәлеуметтену процестеріне біріктірілген үш деңгейлі, құрылымдық және мазмұндық алдын алу моделінің тұжырымдамалық негіздемесінде жатыр. Жоғары оқу орындарында алдын алу шараларын енгізу бойынша ұсыныстарды әзірлеудің практикалық маңызы бар, бұл саналы цифрлық мінез-құлықты және студенттердің технологиялық тәуекелдермен күресу дағдыларын дамытуға ықпал етеді. Университеттердің білім беру және білім беру қызметінде алдын алу шараларын енгізу бойынша ұсыныстарды әзірлеу практикалық маңызға ие, саналы цифрлық мінез-құлықты тәрбиелеуге және студенттердің киберқауіптерден қорғану дағдыларын қалыптастыруға ықпал етеді. Зерттеу нәтижелері халықаралық білім беру тәжірибесіне деген қажеттілікті Қазақстандағы білім беру ортасының ерекшеліктеріне бейімдеу қажет екенін көрсетеді. Бұл зерттеу жұмысы цифрлық әлеуметтенуді тереңірек түсінуге және Қазақстан университеттері үшін стратегияларды қалыптастыруға бағытталған. Практикалық маңыздылығы университеттердегі білім беру процесіне алдын алу шараларын енгізу бойынша нақты ұсыныстарда жатыр.

Тірек сөздер: киберкоммуникативтік тәуелділік, алдын алу, киберәлеуметтену, студенттер, цифрлық сауаттылық, жүйелі шолу, пилоттық зерттеу, құрылымдық-мазмұндық модель

ПРОФИЛАКТИКА КИБЕРКОММУНИКАТИВНОЙ ЗАВИСИМОСТИ СТУДЕНТОВ ВУЗОВ В УСЛОВИЯХ КИБЕРСОЦИАЛИЗАЦИИ

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Аннотация. Значительное влияние цифровой трансформации на молодежное общество ощущают современные студенты, что создает новые вызовы, связанные с их психологическим и социальным благополучием. В данной научной статье освещается проблема профилактики киберкоммуникационной зависимости в контексте киберсоциализации студентов вузов. В статье представлены результаты систематического обзора литературы и пилотного эмпирического исследования по профилактике киберкоммуникационной зависимости (ККЗ) среди студентов вузов посредством киберсоциализации. Новизна исследования заключается в эмпирической проверке распределения симптомов ККЗ (на выборке из 86 студентов регионального университета Казахстана) и концептуальном обосновании трехступенчатой структурно-содержательной модели профилактики, интегрированной в процессы киберсоциализации. Разработка рекомендаций по внедрению профилактических мер в высших учебных заведениях имеет практическое значение, способствуя развитию осознанного цифрового поведения и навыков студентов по преодолению технологических рисков. Разработка рекомендаций по внедрению профилактических мер в образовательно-воспитательную деятельность вузов имеет практическое значение, способствуя формированию осознанного цифрового поведения и навыков студентов по защите от киберугроз. Результаты исследования показывают, что потребность в международном образовательном опыте необходимо адаптировать к специфике образовательной среды Казахстана. Цель данной работы – углубить понимание цифровой социализации и разработать стратегии для университетов Казахстана. Практическая значимость заключается в конкретных рекомендациях по интеграции профилактических мер в образовательный процесс в университетах.

Ключевые слова: киберкоммуникативная зависимость, профилактика, киберсоциализация, студенты, цифровая грамотность, систематический обзор, пилотное исследование, структурно-содержательная модель

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