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**COMPUTER ANXIETY OF THE STUDENTS IN LEARNING PROCESS**

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In the modern world, students can no longer avoid digital learning tools and gadgets, as they understand that this a technologies is not only for today, but also for the future. It might be noted that for the most modern students – digital technologies are reduced to information and communication, and also search technologies, which is expressed in communication on social networks and satisfying information requests using search engines. Thus, on the one hand, the students consider themselves advanced users, because they can perform the above mentioned functions not only directly from the computer, but also from the phone, finding quick answers to the questions asked by the teacher, on the other hand, actually a variety of technologies themselves and their capabilities are unfamiliar to them.

**The purpose of the study** is to analyze the phenomenon of students' computer anxiety in their learning.

Among the factors that affect the reducing of learning effectiveness, a number of researchers highlight the phenomenon of computer anxiety ( further CA).

Conditionally, student-users on the level of anxiety in the perception of computers can be distributed into three groups: active users who do not have anxiety when they use a computer; users who deny the possibility of using computers in professional or everyday activities of everyday life, without realizing the fact that they actually often use computer technologies without a computer as such; users who use the computer when it is necessary, limited to programs that do not require special development and study. We emphasize that the third group of users is the most prone to CA and is the most common among students.

It is important to note that CA is different from the negative attitude towards the computer. CA is a situational experience that arises when used directly or when considering (discussing) the possibility of using digital devices. Thus, CA affects people for whom the question of mastering and using a computer has already been positively resolved by themselves or by circumstances.

So, we can trace the connection between CA and confidence to technology. It has been established that high CA has a negative effect on learning and computer performance. The formation of the students CA is often associated with the methods of teaching subjects in the information cycle. Since this phenomenon is generated, first of all, by the situation of mastering and using computer technologies.

In the case when a student is unable to master a particular program, solve a problem and perform a practical work using computer technologies, he develops negative emotions and psychological discomfort duo to the computer in general, which requires a way out of the situation. In this case, the behavior can be of two types: avoidance behavior or internal change.

Thus, we can conclude that it is with anxiety in the process of mastering computer technology in the training activities productivity is significantly reduced, until its complete disorganization. This leads to the formation of motivation to reject the subject content of the discipline.

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