BG Pulse Journal USA
ISSN:1947-2536 http://www.bgpulseusa.com/index.php/bg

PEDAGOGICAL CONDITIONS FOR PREVENTING THE RISK OF INTERNET ADDICTION THROUGH PEDAGOGICAL MENTORING

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doi:https://doi.org/10.5281/zenodo.23394919

Abstract: This article theoretically substantiates the pedagogical conditions required to prevent the risk of Internet addiction among higher education students through pedagogical mentoring. As the role of the digital environment in education continues to expand, important pedagogical tasks include developing a culture of responsible Internet use, digital self-regulation, time management, critical thinking, and reflective skills. The study identifies the mentor's professional and methodological readiness, trusting mentor-student interaction, an individual diagnostic approach, a supportive digital pedagogical environment, systematic preventive activities, and the organization of monitoring and reflection as key conditions. The article substantiates that the integration of these conditions contributes to students' responsible Internet use and the development of digital self-regulation competencies.
Keywords: pedagogical mentoring, Internet addiction, pedagogical conditions, student, digital culture, digital self-regulation, prevention, mentor, monitoring, reflection.

The use of digital technologies in higher education is expanding the content, forms, and communication opportunities of learning. Students can access electronic educational resources, academic sources, video lessons, and communication platforms through the Internet. At the same time, excessive Internet use, reduced control over time, and the displacement of real learning and social activities by virtual activity may create a risk of Internet addiction.

Preventing the risk of Internet addiction through a pedagogical approach should not focus on prohibiting or sharply restricting students' digital behaviour. Instead, it should develop the competence to use the Internet consciously and responsibly. In this process, it is important to consider students' individual characteristics, identify difficulties at an early stage, and provide regular pedagogical support.

Pedagogical mentoring creates favourable opportunities to address these tasks. By working individually with students, identifying their needs, setting goals, and developing self-monitoring and reflection skills, a mentor can provide pedagogical support for the prevention of Internet addiction risk.

The aim of this article is to identify and theoretically substantiate the pedagogical conditions necessary to prevent the risk of Internet addiction among students through pedagogical mentoring.

The objectives are to explain the concept of pedagogical conditions; identify the conditions required for mentoring-based prevention; systematize these conditions; describe their pedagogical content; and substantiate the relationships among them.

This study is theoretical and analytical in nature. It uses analysis, comparison, generalization, and systematization of scholarly perspectives on pedagogy, higher education, mentoring, and digital education.

The methodological framework consists of systemic, learner-centred, competency-based, and activity-based approaches. The systemic approach makes it possible to view pedagogical conditions as a set of interconnected elements. The learner-centred approach takes into account students' individual needs and developmental opportunities. The competency-based approach focuses on developing digital self-regulation and responsible Internet-use skills.

In identifying the pedagogical conditions, the relationship among mentor activity, student participation, the learning environment, diagnosis, prevention, monitoring, and reflection was used as the principal analytical criterion.

The effectiveness of preventing Internet addiction risk through pedagogical mentoring depends on creating several interconnected pedagogical conditions. The theoretical analysis identified six key conditions: the mentor's professional and methodological readiness; trusting mentor-student communication; an individual diagnostic approach; the organization of a digital pedagogical environment; systematic preventive activity; and the organization of monitoring and reflection.

The first condition is the mentor's professional and methodological readiness. Mentors need sufficient knowledge and skills related to responsible Internet use, digital safety, time management, pedagogical prevention, and individual counselling. Such preparation enables mentors not merely to monitor behaviour, but also to understand its pedagogical causes and provide individualized support.

The second condition is the development of trusting communication between mentor and student. A relationship based on mutual respect and trust allows students to discuss their difficulties openly. Such communication supports early identification of problems related to Internet use and timely pedagogical assistance.

The third condition is an individual diagnostic approach. Students' Internet-use habits differ. Mentors should therefore explore the purposes and duration of Internet use, self-control, learning motivation, and social engagement, and adapt preventive activities to individual needs.

The fourth condition is the organization of a digital pedagogical environment. Students should be shown how the Internet can serve not only as a source of entertainment but also as a tool for learning, research, and professional development. Working with electronic learning resources,

selecting reliable information sources, and following digital safety rules are important components of this environment.

The fifth condition is the systematic nature of preventive activity. Prevention should not be limited to a single conversation or event. Mentoring discussions, training sessions, time-management exercises, digital-hygiene tasks, reflective activities, and individual consultations should be organized regularly and consistently.

The sixth condition is the organization of monitoring and reflection. Mentors should regularly observe students' development and create opportunities for students to analyse their own activity. Individual pedagogical strategies can then be reviewed in light of monitoring results.

The pedagogical conditions and their expected outcomes are summarized in Table 1.

Table 1. Pedagogical conditions for prevention through mentoring

Pedagogical condition	Content	Expected outcome
Mentor's professional and methodological readiness	Mastery of digital culture, prevention, and mentoring methods	Improved effectiveness of mentoring support
Trusting mentor-student communication	Establishing respect, cooperation, and open dialogue	Greater opportunities for early identification of problems
Individual diagnostic approach	Identifying students' Internet-use patterns and characteristics	Development of an individualized prevention strategy
Digital pedagogical environment	Creating opportunities to use the Internet for educational and professional purposes	Development of digital culture
Systematic preventive activity	Regular discussions, training, tasks, and consultations	Strengthening preventive skills
Monitoring and reflection	Tracking progress and analysing one's own activity	Improved self-regulation and corrective action

Although each condition is important in its own right, their pedagogical effect becomes evident when they are implemented in combination. For example, the mentor's methodological readiness improves the quality of individual diagnosis and counselling; trusting communication supports the reliability of diagnostic information; and monitoring and reflection help improve preventive activities.

Implementation can follow this sequence: initial diagnosis → identification of individual risk factors → setting mentoring goals → planning preventive activities → pedagogical support → monitoring → reflection → necessary pedagogical adjustment.

Preventive activities may include analysing the time students spend online, teaching digital-hygiene rules, planning time, encouraging alternative social and creative activities, developing critical thinking, and building skills for educational use of the Internet.

The identified conditions direct prevention through pedagogical mentoring towards developing internal self-regulation mechanisms rather than relying primarily on external control of students' digital behaviour. This approach strengthens the student's role as an active participant in the process.

The mentor's task is not to distance students completely from the Internet, but to develop a culture of purposeful, moderate, and responsible use. From this perspective, creating a digital pedagogical environment and demonstrating the educational opportunities offered by the Internet are particularly important.

The effectiveness of these conditions depends on students' individual characteristics, the organizational capacity of the mentoring system in the higher education institution, and mentors' level of preparation. Cooperation among the university's pedagogical and psychological services, group advisers, and subject teachers is therefore advisable.

Further research should test the effectiveness of these pedagogical conditions through experimental studies, develop criteria and indicators, and statistically assess changes in students' digital self-regulation.

The study identified and systematized the principal pedagogical conditions that support the prevention of Internet addiction risk through pedagogical mentoring. These include the mentor's professional and methodological readiness, trusting mentor-student communication, an individual diagnostic approach, a digital pedagogical environment, systematic preventive activity, and monitoring and reflection.

When implemented in an interconnected manner, these conditions help students develop responsible Internet use, time management, digital hygiene, self-monitoring, and reflection skills.

To strengthen the preventive potential of pedagogical mentoring, it is advisable to develop methodological guides, diagnostic tools, and individual mentoring programmes for mentors. Mentoring should also be integrated with educational, psychological, and digital-learning processes in higher education.

Thus, favourable conditions created through pedagogical mentoring can serve as an important pedagogical factor in the early identification and prevention of Internet addiction risk and in the development of students' self-regulation competencies in the digital environment.

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