The digital world of early adolescents: Education in the Digital Age: A Case study

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Abstract: As per discussed with articles, newspapers and many journal we would like to share values and notes in this article. This distribution examines the mode 5-14 year olds are use digital equipment, and in scrupulous the way it is used to exchange a few words expressively. Little research exists on the way it might have an effect on their happiness. The developmental stage of early teenage years and their psychosocial humankind is examined, and there is discussion of early adolescence as a time of transition. This study examines the social background within which early adolescents are using digital technology and looks in exacting at the nature of their different communication. It also looks at the psychosomatic developmental processes that are at work as this age collection engaged with media that many parents and teachers come into view not to appreciate fully.

The study was carried out over two years in the homes of many kids at aged 5-14, in different location. The research integrated over 30 hours of filmed surveillance, diaries, friendship maps, individual interviews, companionship focus groups and an on-line official statement board. The study concludes that while the cerebral processes that take place and the developmental stages have not changed, digital technology is being used to process some of the tasks of early adolescence, especially in individuality formation, the significance and the influence of peers, and the way that emotional support is given and received.

In playing with identity, building relationships, maintaining friendships and turning to each other for encouragement and friendship, kids gain 'digital agency. This process appears to be helpful and is an important source of hold and comfort to the early young person who is experiencing changeover both cognitively, bodily, and socially, through modify of school. The study argues that there may be a quantity of who are at risk, and that it is possible that those children who are susceptible in the off-line world are more likely to fit into place in risky performance when using digital knowledge.

Key Words: Digital, Teenagers, Adolescents,

INTRODUCTION:

Early adolescence is viewed as a key stage in which emotional development can affect children's level of wellbeing, and friendship is especially important as they turn from their family to the outside world. In playing with identity, building relationships, maintaining friendships and turning to each other for encouragement and companionship, children gain „digital agency. This process may be beneficial and an important source of support and comfort to the young adolescent who is experiencing transition both cognitively, physically, and through change of school. Policy decisions need to be based on a sound understanding of how children use digital technology, raising awareness of the benefits as well as the potential risks, encouraging peer communication and support, and informing parents and teachers of children's digital world.

DEVELOPMENTAL STAGES THAT APPLY TO 5-14 YEAR OLDS?

We extended the research to 5 + years as we realized both anecdotally, and from the quantitative research carried out in the United States and the United Kingdom that children as young as 5 years have adopted digital media. In the United States and the United Kingdom, children are likely to be at school by 5 years old. It is an age when children move from a fantasy world to a reality world, but they are still likely to have

an emotional response to many situations, and they are unlikely to be logical. In some educational models such as those advocated in Scandinavia, it is argued that children should not begin to have formal education in which they are taught numeracy and literacy skills, until the age of 7 (Alexander, et al, 2009). Children at this age are likely to be happy and carefree, and they aspire to be like older children and adults in their lives in terms of their play behaviour. The transition to school and more formal education can bring some bewilderment, at whatever age this begins. Children start to notice that their family is probably different from others they encounter through the friendship networks they begin to establish. By 6-7 years children develop the ability to think in abstract ways, and they are eager to learn. At 7 years children enter what is known as the middle age of childhood, and it is the point in a child's life when they begin to be more independent, and friendship can be important, although parents are still the most important influence on their lives. At this age children begin to be a little more rational, and they are able to make decisions for themselves. This is often reflected in children's insistence on what they wear, what sport they do, what activities they prefer. Children aged 7 – 10 years tend to be altruistic. They are not particularly rebellious at this age, and in fact like to abide by rules, and prefer to have certainty and boundaries. It is an exciting time when they are becoming newly independent, but need plenty have back-up and support.

EARLY ADOLESCENTS:

The term 'early adolescence' refers to 10-14 year olds. Early adolescence is an important stage in child development, reflecting a time during which children move away from the world of childhood and prepare for the adult world. An important task of early adolescence is to explore identity and form friendships; it is also a time when emotional communication between friends can be supportive and beneficial. Communicating emotion is important for children"s wellbeing (Dunn, et al, 1991; Hubbard and Coie, 1994; Parke et al, 2002; Weare and Gray, 2003). The move from primary school to secondary school (that most children in the United Kingdom experience at 11 years is a major transitional stage (Rudduck, 2004). Primary schools (or elementary schools) tend to be close to where children live and pupil numbers are relatively small. Secondary schools (or high schools) are further away and are far larger, with a greater number of classes and continual movement between lessons, often with different peer groups in different lessons, meaning that children are introduced to a completely different set of peers than those in the close knit community of primary school. Children can feel under pressure at this age because of the number of transitions they are experiencing and their need for emotional support can therefore increase. Support from parents is important at this time, and can improve a child's feeling of self-worth, although some research shows that this is not always available (Fenzel, 2000). From age 11 it is likely that children will spend more time with their friends than with their parents (Dunn, 2004; Larson et al, 1996), and it is argued that friendship patterns are likely to change, with old friends from primary schools being left behind for new friends at secondary school. In these transitional processes, emotional communication is key to children's wellbeing.

EDUCATION IN THE DIGITAL AGE:

The greatest benefits of the digital revolution will stem from ease of information access - never before has so much information been available to so many. Increasingly ubiquitous and immediate access to information has profound implications for how to optimize our educational system. "Google it" is sound advice to begin learning about any topic imaginable.

One of the most useful skills for children and adolescents to acquire will be the ability to effectively utilize this universe of information – to critically evaluate the data, to discern signal from noise, to synthesize the content, and to apply it to real-world problem solving.

A prominent concern is that ease and immediacy of information, and the increasing propensity amongst teens toward multitasking, may promote "mile wide, inch deep" thinking and a resistance to the patience and persistent required for in-depth scholarship. The 2010 data from the Kaiser Foundation survey indicates that

when teens are doing their homework at the computer, two-thirds of the time they are also doing something else (e.g., instant-messaging, listening to music, texting, surfing the Internet, updating/viewing Facebook pages, etc.).

"Multitasking" is an imprecise term ranging from a concept such as doing more than one of anything (e.g., walking and chewing gum) to simultaneously processing conflicting information streams (e.g., listening to a physics lecture and composing an e-mail regarding spring break). For the latter more stringent definition, there is a consensus from decades of investigations that division of the brains attention systems has costs both in time and performance. At the neural level, what the brain is really doing is rapidly shifting between the tasks – and for each switch we pay a metabolic and time toll.

THE IMPORTANCE OF FRIENDSHIP TO EARLY ADOLESCENTS: BFFE

It appears that in the digital age children really can Be Friends Forever with children's notion of Friendship changing radically compared to pre-digital days. This research shows that children are able to maintain friendships through SNSs in a way that would not have been possible before, with contact being kept with friends who had moved to a different country, and friendships supported online even though face to face communication was not possible. Thirteen year old friends Robbie and Will were regularly playing on the games site Run escape with Paul who had moved from the UK to Portugal, maintaining dialogue with him through the private chat facility.

Early adolescence is a time of transition, gradually leaving behind family and turning to friends for support. Research has shown that early adolescents are more likely to spend times talking to friends than any other single activity (Csikszentmihalyi, et al., 1977; Larson, 2002; Larson, et al, 1996) and relationships with close friends are a source of comfort and a place where concerns and feelings can be expressed (Azmitia & Lippman, 1999; Savin-Williams & Berndt, 1990). Children at this age are especially likely to share intimate thoughts and feelings (Berndt, 1981; Douvan & Adelson, 1966), therefore privacy is important, and many children in the research expressed a preference for using a laptop rather than the family computer because, as one 11 year old put it: „it's private and mum and dad can't watch what I do' (Jessica, 11).

VIOLENCE:

Contrary to the scarcity of studies examining behavioral effects of exposure to online pornography, there is a sizeable literature examining the relationship between violent games and real-world violence. However, the hundreds of papers on the topic have not lead to a clear consensus. Meta analyses by different groups, using different statistical approaches, different measures of violence, and different inclusion criteria for studies included in the analysis, come to diametrically opposed conclusions with some reporting strong effects.

CONCLUSION:

As per discussed we come to know that teenager kids has been influenced by both the social world that children inhabit, and the psychological processes that were at work when they were using digital technology. The psychosocial model used in this research has allowed us to believe the behaviour of the children in the study not just on-line, but also off-line, as the two are clearly inter-linked. We have been able to reflect on the way in which children exist not just in an on-line world, but also how they relate off-line to their parents, and to their siblings, as well as to their friends, and data collection methods of diary, friendship maps, observation and interview, as well as a research log, helped in this. Much of the previous research that has looked at children's on-line behaviour has not considered the same children in the context of their off-line as well as their on-line behaviour.

Taking their online internet behaviour alone might have given very dissimilar results. Equally, by returning to visit the same children on several occasions, and by using different methods such as observation and diary maintenance, we were able to see not presently how the children's digital behaviour distorted, often in response to

new knowledge such as live teaching Video, but also how the changes in their individual circumstances, and their developing maturity and move towards early youth exaggerated their use of digital media.

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