

Comments from Eastern Europe: T&T Perspectives in Russia

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Although the main and only function of computers in the adolescent life is a function of “intellectual tool” there exist few sub-functions of such tool and, accordingly, few possible interpretations of the “T&T” concept. The *first*, most obvious and frequently met sub-function is to provide a teen with a powerful source of information and communication. One may guess that Internet-café, home, and school computers are mostly used in that direction. There is a serious scientific and practical problem how to avoid a misuse of computers by adolescents.

The *second* sub-function relates to the handicapped (and in this sense *disadvantaged*) adolescents. Computers play a role of tools, which replace those human functions (sensory, motor, mental, etc.), which are absent or essentially weak among adolescents of that group.

The *third* sub-function belongs to a relatively unelaborated area, namely area of social and moral development of adolescent. There exist many problematic situations in adolescent development when a teen either is not able or does not will to solve his/her problem in discussion with adult or/and peer. At the same time the origin of the problem (social, communicational, moral, etc.) presupposes an interactive way of it's resolving. Saying in other words, it is necessary to discuss the problem's critical points, to try to consider the problem from different angles, that is to approach the problem interactively from the point of view of the origin, objective content of the problem, but at the same time a teen represses all trials to approach him/her with such problems, does not allow other persons (especially adults) to touch upon the painful problems. The theoretical analysis and limited experience available show that a successful way to resolve the contradiction is to provide a teen with individualized (on the base of careful preliminary developmental and clinical psychological analysis) interactive software, accepting and using which he/she would be able to approach the problems, analyze and solve them. A draft of the project “City of Happy Adolescents” is presented.