

Psychological and Educational Approaches to Internet Addiction in Adolescents: Memory, Adaptation, and Prevention

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Abstract

The digitalization of contemporary society has transformed the way adolescents learn, communicate, and structure their cognitive experiences. Internet addiction is increasingly recognized as a significant psychological and educational concern, particularly for adolescents who are in vulnerable stages of development. This paper examines how excessive online activity affects short- and long-term memory, with implications for adaptation, resilience, and educational functioning. The study integrates perspectives from cognitive psychology and psych pedagogy with empirical findings obtained from students and parents. Results show that excessive use of the internet impairs concentration, academic performance, emotional regulation, and social relationships. Eight adolescents were identified as internet-dependent, highlighting the risk of compulsive online behavior and reliance on digital tools for information storage. The paper also outlines preventive and educational interventions, including awareness programs for parents and teachers, school-based digital literacy workshops, and the promotion of balanced offline activities. These measures support healthy cognitive and emotional development and encourage responsible technology use among adolescents.

Keywords: adaptation; cognition; digital literacy; intervention; resilience