The Dynamics of Taking Over the First Mobile Devices Among Young People and Relating to Success in the Child's Educational Process

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Children are increasingly gaining access to mobile phones, and the owner of mobile phones is now emerging as children develop their literacy and literacy skills. We study whether there is a link between early ownership of a mobile phone and learning outcomes, and whether tightening ownership of a mobile phone is useful for developing children's learning skills. The mobility of mobile phone technology allows it to have an unprecedented impact on children's development. It can seamlessly transition to school and home settings;

- it is difficult for parents and teachers to monitor and control the use as it accompanies the child throughout the day;
- and therefore the frequency of interaction with mobile phone technology is likely to be much higher than for other forms of technology.

How does mobile phone ownership affect kids in Ireland? Previous studies from other countries, although limited in scope and scope, suggest that the use of mobile phones can have a negative impact through cognitive overload, increased distractions, and changes in memory and learning patterns. Studies have also shown that phones can reduce both sleep duration and quality of sleep, which can also affect children's educational progress.

Using data on 8,500 9-year-olds in Ireland, starting with growing up in Ireland, a study has been conducted on how children with a greater or lesser period of mobile phone use performed standardized reading and math tests. Considering how well each child worked at age 9, and given its many characteristics, we can see if the phones that received phones later than 9 years of age were better or worse at the age of 13 than those who already had phones at the age of 9 years. Cell phones are influenced by their family and school characteristics, since more educated and high-income parents are less likely to provide phones at this young age. We take into account the peculiarities of children receiving phones as they look at how early ownership shapes children's academic development. Children who attend more socially disadvantaged schools are more likely to have phones and all other levels.

Both in reading and math, children who already report having a phone up to the age of nine have less success in terms of their educational development when they are in their teens. The negative association with learning outcomes persists in all socio-economic groups. The deficit for young entrants, both reading and math, at the age of thirteen is approximately 4 percent lower than the exam efficiency. The results show that there may be significant educational costs resulting from early mobile phone use

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by children. Parents and software developers should consider whether the benefits of phone availability for children are large enough to justify such costs. The intention is to promote a shared approach to the appropriate use of digital technologies. This approach is new, and data from this study can help schools make decisions about restricting access to mobile devices. Table 1 shows the prevalence of daily use of mobile devices by gender, age and country, which will help to understand in more detail the changing context of Internet usage on these devices.

Table 1. Mobile usage statistics

Хлопці	65	55	26	21	23
Дівчата	64	61	28	22	25
9-10 р.	34	42	10	5	4
11-12р.	57	60	25	15	14
13-14р.	76	62	28	28	30
15-16р.	84	64	42	35	43
Данія	77	76	61	38	28
Італія	58	52	8	18	30
Румунія	60	40	11	9	8
Великобританія	64	63	29	22	33
Усі	64	58	27	22	24

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