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CONTENTS

1-Sho'ba. Zamonaviy psixologiyaning nazariy-metodologik asoslari va muammolari.....	15
YANGI O'ZBEKISTONDA PSIXOLOGIK XIZMAT: DAVLAT SIYOSATI, AMALIY MEXANIZMLARI VA BARQAROR RIVOJLANISH YO'LI	16
Hilola Umarova	
ZAMONAVIY PSIXOLOGIYANING RIVOJLANISH TENDENSIYALARI VA SOG'LOM PSIXOLOGIK MUHITNI SHAKLLANTIRISHNING DOLZARB MASALALARI.....	19
Karimova E'zozxon Gapirjonovna	
RAHBAR XODIMLARGA PSIXOLOGIK XIZMAT KO'RSATISHNING IJTIMOY-PSIXOLOGIK MEXANIZMLARI	23
Qo'ng'irotboy Avezimbetovich Sharipov	
"DIGITAL TWIN" TEXNOLOGIYASI VA INNOVATSION BOSHQARUV PARADIGMASI	26
Raxmanov Zafar Yashinovich	
АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОВРЕМЕННОЙ ПСИХОЛОГИИ В УЗБЕКИСТАНЕ И ПУТИ ИХ РЕШЕНИЯ.....	28
Гайрат Бахрамович Шаумаров	
MACHINE PSYCHOLOGY: BRIDGING HUMAN LEARNING PRINCIPLES AND ARTIFICIAL GENERAL INTELLIGENCE DEVELOPMENT	31
Farkhod Alisherovich Alisherov, Nigora Ruzikulova Shukhratovna	
MAKTABGACHA TA'LIM TASHKILOTLARIDA INKLYUZIVLIK SIYOSATINI AMALGA OSHIRISHDA RAHBARLIK FAOLIYATINING PSIXOLOGIK VA TASHKILY ASOSLARI	39
Ibragimova Gulsanam Ne'matovna	
TALABALARNING ILMIY INNOVATSION FAOLIYATINI RIVOJLANTIRISHNING PSIXOLOGIK XUSUSIYATLARI.....	44
Abdullayeva Barno Sayfuddinovna	
ONANING O'ZI HAQIDAGI TASAVVURLARINING FARZAND MUNOSABATIGA ALOQADORLIK XUSUSIYATLARI.....	49
Abdullayeva Dilbar Ubaydullayevna	
AVLODLAR KONTEKSTIDA MOLIYAVIY XULQ-ATVOR: PUL PSIXOLOGIYASINING IJTIMOY-PSIXOLOGIK TAHLILI	53
Umarova Navbahor Shokirovna	
EMOTIONAL BURNOUT AND STRESS AS PSYCHOLOGICAL RISKS OF A NOTARY'S PROFESSIONAL ACTIVITY	56
Arystanbek Aiymszhan, Aitysheva Aigul Mukataevna	
UYUSHMAGAN YOSHLARNING IJTIMOY-PSIXOLOGIK MOSLASHGANLIGINING O'ZIGA XOS XUSUSIYATLARI.....	59
Atabayeva Nargis Batirovna	
MUAMMOLI PEDAGOGIK VAZIYATLARGA O'QITUVCHI QAROR QABUL QILISHINING DIFFERENSIAL XUSUSIYATLARI	61
P.S.Ergashev	
SPORT BOSHQARUVI SOHASIDAGI DAVLAT FUQAROLIK XIZMATCHILARIDA OILAVIY VA KASBIY TOLERANTLIK.....	64
O.E. Hayitov	
O'QUVCHILARDA KOGNITIV JARAYONLARINING RIVOJLANISHI INTELLEKT SHAKLLANISHINING MUHIM OMILI SIFATIDA.....	67
Ashurov Ramzidin Ramazonovich	

INKLYUZIV PSIXOLOGIYA KONSEPSIYASI: IMKONIYATI CHEKLANGAN SHAXSLARNING PSIXOLOGIK RIVOJLANISHINI O'RGANISHDA ZAMONAVIY METODOLOGIK YONDASHUVLAR.....	70
Abdullayeva Yulduz Muftillo qizi	
OILAVIY MUNOSABATLAR TRANSFORMATSIYASI JARAYONLARIDA YOSH OILA VAKILLARI XULQIDAGI AYRIM MUAMMOLAR.....	72
V.M. KARIMOVA	
UMUMIY O'RTA TA'LIM TIZIMIDAGI PSIXOLOGIK XIZMATNI TAKOMILLASHTIRISH ZARURATI MASALALARI	75
Akramova Feruza Akmalovna	
TALABALARDA ALTRUIZM NAMOYON BO'LISHIGA SHAXS XUSUSIYATLARINING TA'SIRI	77
Kamolova Nilufar Davir qizi	
PEDAGOGLARDA KASBIY STRESS VA UNING OQIBATLARI	82
Karshiyeva Dilafuz Suyunovna	
SINERGETIK TAFAKKUR — ZAMONAVIY TA'LIM JARAYONINING INNOVATSION YO'NALISHI.....	84
Masharipova Farog'at Matrasulovna	
OILADA MA'NAVIY, AXLOQIY VA MADANIY MALAKALARNI SHAKLLANTIRISHNING PSIXOLOGIK JIHATLARI	88
Mirabdullayeva Shoiraxon Abdulkayevna	
OLIY TA'LIM MUASSASASI IMIJINI BELGILOVCHI ASOSIY BIXEVIORISTIK KOMPONENTNING ILMIY-NAZARIY TAHLILI	91
Mirashirova Nargiza Anvarovna	
SPORTCHILAR PSIXOFIZIOLOGIK HOLATINI BAHOLASHDA TEPPIG-TEST METODIKASI	94
S.U.Nazarov	
ILK O'SPIRINLARDA HAVAS KASB TANLASH MOTIVI SIFATIDA.....	98
Nishanova Zamira Taskayevna	
ПСИХОЛОГИЧЕСКИЕ ОСОБЕННОСТИ ПРИМЕНЕНИЯ ТЕХНОЛОГИЙ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА В ПСИХОТЕРАПЕВТИЧЕСКОЙ ПРАКТИКЕ.....	101
Останов Шухрат Шарифович	
TALABALAR O'ZINI O'ZI FAOLLASHTIRISHI MUAMMOSINING MAHALLIY MUHITDA TADQIQ ETILISHI.....	106
Qurbonboyev Azimbek Nazirboy o'g'li	
VOYAGA YETMAGANLAR O'RTASIDA NAZORATSIZLIK VA HUQUQBUZARLIKLAR PROFILAKTIKASI MASALALARI	109
Qodirov Obid Safarovich, Raxmatov Faxriddin Umarovich	
PSIXOLOGLARNING PROFESSIONAL TAFAKKURI.....	114
Ra'no Ismaylova	
O'ZBEKISTON VA JAHON MAMLAKATLARIDAGI OILAVIY AJRALISHLARNING IJTIMOY-PSIXOLOGIK XUSUSIYATLARIDAGI O'ZIGA XOSLIKLARNING EMPIRIK TAHLILI	118
Ro'ziqulov Faxriddin Rasulovich	
SHAXS NAZARIYASIGA MAHALLIY PSIXOLOGLAR TOMONIDAN KOGNITIV YONDASHUV	121
Tursunov Lutfulla Sayfullayevich	
BO'LAJAK MUTAXASSISLARINING KASBIY RIVOJLANISHIGA QARATILGAN ILMIY TADQIQOTLAR TAXLILI.....	123
Tuychiyeva Saodat Melikuziyevna	
TA'LIM MENEJMENTIDA SHAXSLARARO MUNOSABATLAR - MUVAFFAQIYATLI BOSHQARUVNING ASOSIY OMILI SIFATIDA	126
Umarova Navbahor Shokirovna, Jalolova Nafisa O'ktam qizi	
TALABALARDA RUHIY SALOMATLIKNI MUSTAHKAMLASHDA STRESSGA BARDOSHLILIK VA EMOTSIONAL INTELLEKTNING ROLI.....	128
Xajiyeva Iroda Adambayevna	

ZAMONAVIY GLOBAL MUAMMOLARDA ALTRUIZMNING ROLI	131
Xatamova Ferangiz Ibodullojevna	
QUROLLI TO‘QNASHUVLARDAN OLIB KELINGAN BOLALARNI PSIXOLOGIK REABILITATSIYA QILISH MUAMMOLARI	134
S.R.Yuldashev	
ОСОБЕННОСТИ ПРОЯВЛЕНИЯ МЫСЛИТЕЛЬНЫХ ОПЕРАЦИЙ У ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА	137
Алимова Гулчехра Кабелевна	
О‘QUVCHILARDA MUVAFFAQIYAT MOTIVATSIYASINI KUCHAYTIRISHNING PSIXOLOGIK XUSUSIYATLARI	139
Karimov Sherzod Abdurasulovich	
HARBIY XIZMATCHILAR OILALARIDAGI INQIROZLARNING PSIXOLOGIK XUSUSIYATLARI	142
Sh.S.Kurbanova	
AUDITORLIK QOBILIYATI RAHBAR KOMMUNIKATIV KOMPETENTLIGI KO‘RSATKICHI SIFATIDA	145
Xolmurodova Dilnoza Xolmurodovna	
САМОРЕГУЛЯЦИЯ У СТУДЕНТОВ КАК ПСИХОЛОГИЧЕСКИЙ ФЕНОМЕН.....	149
Махмудова Д.А., Махманова К. Д.	
СОЦИАЛЬНО-ПСИХОЛОГИЧЕСКИЕ ПРОБЛЕМЫ РАЗВИТИЯ ЛИЧНОСТИ В СОВРЕМЕННОМ ОБЩЕСТВЕ.....	151
Султанова Амина Анваровна, Дjon Муминова Дильфуза	
ПСИХОЛОГИЧЕСКОЕ БЛАГОПОЛУЧИЕ СТУДЕНТОВ С РАЗНЫМ УРОВНЕМ ПРОФЕССИОНАЛЬНОЙ НАПРАВЛЕННОСТИ	154
Тиллашайхова Хосият Азаматовна	
2-Sho‘ba. Zamonaviy shaxs rivojlanishining ijtimoiy-psixologi muammolari	159
ВЛИЯНИЕ ИНТЕНСИВНОГО ИСПОЛЬЗОВАНИЯ ГАДЖЕТОВ НА ФОРМИРОВАНИЕ ПСИХОЛОГИЧЕСКИХ ЗАЩИТ У ПОДРОСТКОВ	160
Е.Г.Алимова	
ZAMONAVIY SHAXS RIVOJLANISHIDA OMMAVIY AXBOROT VOSITALARINING TA’SIRI	163
Abdinazarova Bibixonim Rashid qizi	
INKLYUZIV TA’LIM TIZIMIDA O‘QUVCHILARNING PSIXOLOGIK MOSLASHUV JARAYONINI QO‘LLAB-QUVVATLASH: SAMARALI PEDAGOGIK VA PSIXOLOGIK YONDASHUVLAR	166
Abdullayeva Yulduz Muftillo qizi, Giyazova Zuhro Sattorovna	
ZAMONAVIY BOSHQARUV TIZIMLARIDA QAROR QABUL QILISH SAMARADORLIGI	169
Umarova Navbahor Shokirovna, Artikov Samandar Arzikulovich	
IJTIMOY PSIXOLOGIK TADQIQOTLARDA OILA VA OILAVIY QADRIYATLARNING O‘RGANILGANLIK HOLATI	172
Abibullaeva Perdegul Ongarbaevna	
OILAVIY JANJALLAR NATIJASIDA YUZAGA KELUVCHI STRESS VA DEPRESSIV HOLATLARNING PSIXODIAGNOSTIKASI.....	174
Boboyeva Feruza Azimjonovna	
ZAMONAVIY O‘SMIR SHAXSINING EMOTSIONAL INTELLEKTI RIVOJLANISHIDA IJTIMOY OMILLARNING ROLI.....	178
Ergashev Dilshod Tirkash o‘g‘li	
PSYCHOLOGICAL MECHANISMS OF DIGITAL INFORMATION USE THAT CONTRIBUTE TO THE EROSION OF SOCIAL NORMS IN THE MINDS OF YOUNG PEOPLE	180
Ganiev Maksudjon Najimovich	
ZAMONAVIY SHAXS RIVOJLANISHINING IJTIMOY-PSIXOLOGIK MUAMMOLARI	184
Gulnafar Abdullayeva	

RUHIY SALOMATLIKNI SAQLASHDA PSIXOLOGIK OMILLARNING AHAMIYATI.....	187
Hasanova Dilshoda Avazbek qizi	
EMOTSIONAL INTELLEKT - ZAMONAVIY SHAXS RIVOJLANISHINING IJTIMOY – PSIXOLOGIK MUAMMOSI SIFATIDA.....	190
Ismailova Nilufar Baxadirovna	
OILALARDA INTERNETGA TOBELIKNING BUGUNGI KUNDAGI HOLATI.....	193
Kushakova Nargiza Islambayevna, Ergasheva Sarvinoz Shavqiddin qizi	
AKADEMIK PROKRASTINATSIYANI O’RGANISH BO’YICHA XORIJIY OLIMLAR TAHLILI	196
Mardiyeva Shaxnoza Amirovna	
STEAM TA’LIM VOSITASIDA O’QUVCHILARNING KREATIV QOBILIYATINI RIVOJLANTIRISHNING AHAMIYATI	199
Matkarimova Nilufar	
MAKTABGACHA YOSHDA BOLANING MUVAFFAQIYATLI IJTIMOYILASHUVI MEZONLARI	203
Norbosheva Maqsuda Achilovna	
DEVIANT XULQ-ATVORLI O’SMIYR QIZLARDA HIMOYA MEXANIZMLARINING IJTIMOYILASHUVGA TA’SIRI	206
Parpiyeva Shaxnoza	
PSIXOLOGIYADA O’ZINI O’ZI FAOLLASHTIRISH FENOMENIGA NISBATAN ILMIY YONDASHUVLAR.....	209
Qurbonboyev Azimbek Nazirboy o’g’li, Istamburiyev Muhammadali Abdulazizovich	
VELOSIPED SPORT TURI BILAN SHUG’ULLANUVCHILARNING PSIXOLOGIK XUSUSIYATLARI.....	212
Raxmonova Go’zal Bobir qizi	
SOCIO-PSYCHOLOGICAL CONSEQUENCES OF CYBERBULLYING ON ADOLESCENTS’ INTERPERSONAL COMMUNICATION	215
Salomov Shamsiddin Sabokhiddin ugli	
RUHIY SALOMATLIKNI QO’LLAB-QUVVATLASH ORQALI BO’LAJAK LOGOPEDLARNING INKLYUZIV FAOLIYATGA PSIXOLOGIK TAYYORGARLIGINI OSHIRISH	219
Sharifova Maxliyo Zarif qizi	
TALABALARDA TA’LIM JARAYONIGA MOSLASHISHNING IJTIMOY-PSIXOLOGIK XUSUSIYATLARI.....	222
Ubaydullayev Nuriddin Toxir o’g’li	
PEDAGOGIK JAMOALARDA PROJECT MANAGEMENT METODLARINING JAMOAVIY MOTIVATSIYAGA TA’SIRI.....	225
Umarova Navbahor Shokirovna, Ashurov Muhammad Zokir o’g’li	
AYOLLARDA KASB VA OILA MUVOZANATINI TA’MINLASHNING PSIXOLOGIK OMILLARI	227
Zuxra Mansurxonova	
ПСИХОЛОГИЧЕСКИЕ СПОСОБЫ ВЫЯВЛЕНИЯ КРИМИНАЛЬНОГО ПОВЕДЕНИЯ В ПОДРОСТКОВОМ ВОЗРАСТЕ	230
Пардаева Умида Мухтар қизи	
PSYCHOLOGICAL CHARACTERISTICS OF THE LIFE POSITION OF UNORGANIZED YOUTH.....	234
Atabayeva Nargis Batirovna, Alimjonova Durдона Yunusjon qizi	
YOSHLARNI OTA-ONALIK MAS’ULIYATIGA TAYYORLASH - PSIXOLOGIYANING DOLZARB MUAMMOSI SIFATIDA.....	238
Bilolova Zamira Baxtiyarovna	
OTA-ONA VA FARZAND MUNOSABATLARINI TADQIQ ETISHNING NAZARIY JIHATLARI.....	241
D.U.Abdullayeva, I.X.Panjiyeva	
SHAXS IJTIMOYIY MOSLASHUVIGA TA’SIR ETUVCHI PSIXOLOGIK OMILLARNING O’ZIGA XOSLIGI	244
Dusboev Asliddin Turgunovich	
PSYCHOLINGUISTIC FOUNDATIONS OF SOCIOLINGUISTIC COMPETENCE AND ITS STRUCTURAL COMPONENTS.....	247
G.A.Valiyeva	

YOSH OILALARNING MUSTAHKAMLIGIGA ZAMONAVIY AXBOROT VOSITALARIDAN FOYDALANISHNING TA’SIRI.....	250
Kushakova Nargiza Islambaevna	
TALABALARDA IJTIMOY-PSIXOLOGIK KOMPETENTLIK SHAKLLANISHINING DINAMIK XUSUSIYATLARI.....	253
Nazarova Malohat Axmedovna	
SOCIO-PSYCHOLOGICAL CONSEQUENCES OF CYBERBULLYING ON ADOLESCENTS’ INTERPERSONAL COMMUNICATION	255
Salomov Shamsiddin Sabokhiddin ugli	
OTA-ONA VA FARZAND MUNOSABATLARINI BARQARORLASHTIRISHDA AFILIATSIYA MOTIVINING IJTIMOY-PSIXOLOGIK XUSUSIYATLARI	259
Samatova Sevara G’ayratovna	
GENDER STEREOTIPLARI - QABUL QILINGAN ME’YOR VA QOIDALARGA XULQ-ATVORINI MOSLASHTIRISH.....	263
Saribayeva Umida Sattarovna	
DINIY MUTAASSIBLIK, EKSTREMIZM VA TERRORCHILIKNING IJTIMOY-PSIXOLOGIK XUSUSIYATLARI.....	266
Sobirov Jamoliddin, Nazarov A.S.	
O’QUVCHI YOSHLARNING O’ZARO MUNOSABATLARIDA TEAM BUILDING TA’SIRI VA AHAMIYATI.....	267
Turayev Nurmuhammad Alibek	
O’SMIRLARDA DEVIANT XULQNING KONATIV ASPEKTLARI BO’YICHA PSIXODIAGNOSTIK TAHLIL (HUDUDIIY VA GENDER FARQLARI MISOLIDA)	269
Turayeva Gulchehra Urayimovna	
TALABALAR IJTIMOY FAOLLIGINI OSHIRISHNING IJTIMOY-PSIXOLOGIK JIHATLARI	273
Umarov Saidnemat Burxanovich	
O’SMIRLIK DAVRIDA DEVIANT XULQ-ATVOR NAMOYON BO’LISHINING PSIXOLOGIK XUSUSIYATLARI.....	275
Umarova Navbahor Shakirovna, Xalilova Sarvinoz Qodirali qizi	
TA’LIM MUASSASALARIDA BOSHQARISHDA KOGNITIV MENEJMENT YANGI MODEL SIFATIDA	278
Umarova Navbahor Shokirovna, Sadinova Marjona Akmal qizi	
SPORTCHILAR OILASIDAGI SIBLINGLAR MUNOSABATLARINING PSIXOLOGIK XUSUSIYATLARI.....	281
G.H.Usmonova	
YOSHLAR PSIXOLOGIK MADANIYATINI SHAKLLANTIRISHDA QADRIYATLAR TIZIMI VA IJTIMOY-PSIXOLOGIK MEKANIZMLARNING O’ZARO TA’SIRI: NAZARIY ASOSLAR VA EMPIRIK TAHLIL.....	283
X.A. Bobanov	
KIBERIJTIMOYLAHVU IJTIMOY PSIXOLOGIK HODISA SIFATIDA.....	287
Yuldashev S.R., Muhiddinova M.N	
MILLIY VA DINIY URF-ODAT VA AN’ANALARDA AXLOQ NORMALARINING MUJASSAMLASHGANLIGI.....	289
D.Sh.Yuldashova, Miraliyeva Zulayxo Abdurauf qizi, Xidirova Gulhayo Muhiddin qizi	
РАЗВИТИЕ КОММУНИКАТИВНЫХ НАВЫКОВ У СТУДЕНТОВ-ПСИХОЛОГОВ В СОВРЕМЕННОМ ОБЩЕСТВЕ	292
Аскарова Гулрух, Ашурова Анастасия	
КОММУНИКАТИВНАЯ КОМПЕТЕНТНОСТЬ КАК ФАКТОР ПРОФЕССИОНАЛЬНОГО СТАНОВЛЕНИЯ ПЕДАГОГА-ПСИХОЛОГА	296
Аскарова Гулрух, Рахимова Робиябону	
ПСИХОЛОГИЧЕСКИЕ ОСОБЕННОСТИ ФОРМИРОВАНИЯ ОБРАЗА «Я» У ПОДРОСТКОВ.....	300
Махмудова Диларом Ахмадовна, Сафаев Музаффар Зафар угли	
СЕМЕЙНАЯ СИНЕРГИЯ КАК ФАКТОР РАЗВИТИЯ “Я-КОНЦЕПЦИИ” В ПОДРОСТКОВОМ ВОЗРАСТЕ	303
Одилова Наира Гулямовна	

3-Sho'ba. Yosh va pedagogik psixologiya: ta'lim-tarbiya jarayonidagi muammolar	307
TALIM MUASSASALARIDA PSIXOLOGIK KONTRAKTNI MUSTAHKAMLASH UCHUN TASHKILIY-PSIXOLOGIK INTERVENSIYALAR	308
Umarova Navbahor Shokirovna, Bayzaqova Madina Ibragimovna	
TALIM OLISH JARAYONIDA STRESSGA BARQARORLIK NAMOYON BO'LISHINING YOSH PSIXOLOGIK XUSUSIYATLARI	312
N.Z.Ismoilova, M.K.Ismoilova	
BOLALARDA AXBOROT TEXNOLOGIYALARINING PSIXOLOGIK TA'SIRI	315
Aliyeva Kamola Saidnegmatovna, Tulqunova Barnooy Behzodjon qizi	
PEDAGOGLARDA KASBIY STRESSNING NAMOYON BO'LISH XUSUSIYATLARI	317
Boymirzayeva Nafisaxon Baxodir qizi	
O'ZBEKISTONDA STEAM TALIM TEXNOLOGIYASINI SHAKLLANTIRISHNING PEDAGOGIK XUSUSIYATLARI	321
G.M.Qurbonova	
PSYCHOLOGICAL MECHANISMS OF DIGITAL INFORMATION USE THAT CONTRIBUTE TO THE EROSION OF SOCIAL NORMS IN THE MINDS OF YOUNG PEOPLE	324
Ganiev Maksudjon Najimovich	
TALABALARDA PROKRASTINATSIYA DARAJASINI KAMAYTIRISH VA OLDINI OLISHNING NAZARIY TAHLILI	328
Ismailov Sanjarbek Sherzod o'g'li	
O'SMIRLARDA DEVIANT XULQ SHAKLLANISHINING OTA-ONA MUNOSABATLARI BILAN BOG'LIQLIGI	331
Mo'minova Dilrabo Murodillayevna	
O'SMIRLIK DAVRIDA PSIXIK RIVOJLANISH XUSUSIYATLARI	334
N.Z.Ismoilova, S.S.Berdiyeva, H.T.Baxriddinova	
ZO'RAVONLIKKA UCHRAGAN O'SMIRLAR ORASIDA COPING STRATEGIYALARINING SHAKLLANISHIGA IJTIMOYIY QO'LLAB-QUVVATLASH OMILLARINING TA'SIRI	337
Nishanova Zamira Taskarayevna, Komilova Komila Inomjon qizi	
O'SMIRLARNI AGRESSIV XULQ-ATVOR FENOMENINI PSIXOLOGIK JIHATLARINI O'RGANISH.....	339
Norqulova Dildora Shavkat qizi	
OLIY TALIM PEDAGOGLARDA FRUSTRATSION TOLERANTLIKNI NAMOYON BOLISHINING PSIXOLOGIK XUSUSIYATLARI	342
Nurmatov Nurhayot Nurziyot o'g'li	
TALABALAR O'ZINI O'ZI FAOLLASHTIRISHI MUAMMOSINING MAHALLIY MUHITDA TADQIQ ETILISHI	345
Qurbonboyev Azimbek Nazirboy o'g'li	
TALABALARDA TADQIQOTCHILIK QOBILYATLARINI RIVOJLANTIRISHNING PSIXOLOGIK XUSUSIYATLARI	348
Saidakbarova Nigora	
O'SMIRLIK DAVRIDA DEVIANT XULQNING SHAKLLANISHIGA TA'SIR ETUVCHI OMILLAR	351
Sattarova Shahnoza Qo'chqarovna, Erkinjonova Raximaxon Baxtiyor qizi	
TALIM TASHKILOTLARIDA "WELL-BEING MANAGEMENT" TIZIMINI JORIY ETISH: IJTIMOIY-PSIXOLOGIK YONDASHUV DOIRASIDAGI TAHLIL	353
Umarova Navbahor Shokirovna, Muminov Temurbek Uralbaevich	
GLOBALASHUV DAVRIDA O'SMIRLARNING HAYOTIDA PSIXOLOGIYANING AHAMIYATI	356
Xolmuratova Mahbuba Maxmudovna, Mannonov Hamid Xolmurod o'g'li, Isroilova Sevinch Sobirjon qizi	
ПСИХОЛОГИЧЕСКИЕ ОСОБЕННОСТИ КОПИНГ-СТРАТЕГИЙ ПЕДАГОГОВ В СТРЕССОВЫХ СИТУАЦИЯХ	359
Аскарова Гулрух Оринбасаровна, Халматова Мумтоза Зафаржон кизи	

ВЛИЯНИЕ ФОРМИРОВАНИЯ ПОЗНАВАТЕЛЬНЫХ ПРОЦЕССОВ У ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА НА МЕЖЛИЧНОСТНЫЕ ОТНОШЕНИЯ	363
Лутфуллаева И.А.	
RIVOJLANGAN XORIJIY MAMLAKATLAR TA'LIM TIZIMIDA MAKTAB DIREKTORLARINING BOSHQARUV MADANIYATI.....	365
Abdulxayeva M.B.	
INNOVATSION TALIM TIZIMIDA TALABALARNI KREATIV TAFAKKURINI RIVOJLANTIRISHNING PEDAGOGIK-PSIXOLOGIK DETERMINANTLARI.....	369
Masharipova Saida Rahimovna, Jiyanboeva Sadokat Shonazarovna	
FORMATION OF SOCIO-COMMUNICATIVE SKILLS IN STUDENTS THROUGH BILINGUISTICS BASED ON AN INTEGRATIVE APPROACH.....	372
Najmiddinova Gulnoza Odilovna	
O'QITISH JARAYONIDA ZAMONAVIY PEDAGOGIK TEXNOLOGIYALARDAN FOYDALANISHNING PSIXOLOGIK JIHATLARI.....	376
Safarova Dilnoza Kuchkarovna, Kasimova Dildora Xusanovna	
ZAMONAVIY SHAXS RIVOJLANISHINING IJTIMOIIY-PSIXOLOGIK MUAMMOLARI	379
Saidakbarova Nigora Abduraxim qizi, Saydiraxmonova Durdona Abror qizi	
PEDAGOGLARDA KREATIVLIKNI SHAKLLANTIRISHNING PSIXOLOGIK-PEDAGOGIK XUSUSIYATLARI	382
Sh.D.Ablakulov	
PSYCHOLOGICAL BASES OF POSITIVE PSYCHOLOGY AND POSITIVITY IN PEDAGOGICAL ACTIVITY	385
Shakhnoza Sattarova Kochkarovna	
PSYCHOLOGICAL FOUNDATIONS OF PROFESSIONAL ADAPTATION	388
Shodiyeva Rayhon Saydullayevna	
YOSH VA PEDAGOGIK PSIXOLOGIYA: TA'LIM-TARBIYA JARAYONIDAGI MUAMMOLAR.....	391
Tuqboyeva Dilshoda Zaynievna, Saliddinova Nilufar Lochin qizi	
O'ZBEKISTON OLIY TA'LIM DASTURLARINI XALQARO AKKREDITATSIYADAN O'TKAZISH TAJRIBASI.....	393
Tursunov Tajimurad Mirsaidovich, Berdiqulov Ravshan Shavkatovich	
PEDAGOGIK DIAGNOSTIKA PEDAGOGIKANING ILMIY VA AMALIY SOHASI SIFATIDA.....	396
Umarova Malika Xisabidinovna, Xolboboyeva M.A.	
TA'LIM MUASSASALARIDA LIDERLIK KOMPETENSIYALARINI RIVOJLANTIRISHNING ZAMONAVIY YO'NALISHLARI.....	399
Umarova Navbahor Shokirovna, Sobirova Shahlo Saminjonovna	
O'QUV MOTIVATSIYASI MUAMMOSI XORIJ PSIXOLOGIYASIDA TADQIQOTLAR PREDMETI SIFATIDA.....	402
D.Sh.Yuldashova	
ПРИМЕНЕНИЕ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА В ОБУЧЕНИИ ПСИХОЛОГИЧЕСКИХ НАУК.....	405
Алиева Камола Саиднегматовна	
ФОРМИРОВАНИЕ КОГНИТИВНОЙ АКТИВНОСТИ КАК ОСНОВЫ РАЗВИТИЯ НАУЧНОГО ИНТЕЛЛЕКТА ПЕДАГОГА.....	408
Анварова Хуснора Давронбек кизи	
ЗНАЧЕНИЕ И РОЛЬ АРТ-ТЕРАПИИ В РАБОТЕ С ДЕТЬМИ.....	411
Асанова Гузаль Мухарамовна, Нуруллаев Адхамбек	
ПСИХОЛОГИЧЕСКИЕ ОСОБЕННОСТИ СОВЛАДАЮЩЕГО ПОВЕДЕНИЯ У МОЛОДЕЖИ В ПРОЦЕССЕ ОБУЧЕНИЯ.....	414
Аскарва Гулрух Оринбасаровна	
ПСИХОЛОГИЧЕСКИЕ ФАКТОРЫ ФРУСТРАЦИОННОЙ ТОЛЕРАНТНОСТИ ПЕДАГОГОВ.....	418
Аскарва Гулрух Оринбасаровна, Рустамова Мубина Эркин кизи	

УМЕНИЯ ОРИЕНТИРОВАТЬСЯ В ТРУДОВОМ ЗАДАНИИ У УМСТВЕННО ОТСТАЛЫХ УЧАЩИХСЯ МЛАДШИХ КЛАССОВ.....	422
Зохидова К.Х.	
РОЛЬ ХУДОЖЕСТВЕННОЙ ЛИТЕРАТУРЫ В ПСИХОЛОГИЧЕСКОМ СОПРОВОЖДЕНИИ И ВОСПИТАНИИ ШКОЛЬНИКОВ	424
М.М.Агзамова, Карпенко А.А.	
КОГНИТИВНЫЕ И ЭМОЦИОНАЛЬНЫЕ ФАКТОРЫ МОТИВАЦИИ ИЗУЧЕНИЯ ИНОСТРАННОГО ЯЗЫКА У МОЛОДЕЖИ НОВОГО ПОКОЛЕНИЯ (ПОКОЛЕНИЯ Z И ПОКОЛЕНИЯ ALPHA).....	427
Мухамеджанова Р.Р.	
4-Sho'ba. Amaliy psixologiya: psixologik xizmat muammolari va innovatsion yechimlari.....	430
PEDAGOGIK JAMOALARDA PROJECT MANAGEMENT METODLARINING JAMOAVIY MOTIVATSIYAGA TA'SIRI.....	431
Umarova Navbahor Shokirovna, Ashurov Muhammad Zokir o'g'li	
ИСТОРИЧЕСКОЕ РАЗВИТИЕ ПОНЯТИЯ «ОДАРЕ́ННОСТЬ».....	433
Байбаева Мухайе Худайбергеновна, Зайниддинова Хилола Абдилвахоб кизи	
GLOBALASHUV JARAYONIDA HUQUQBUZARLIKLAR PSIXOPROFILAKTIKASI MUAMMOLARI	436
Qodirov Obid Safarovich, Utayev Umid Saidaloyevich	
TURLI AVLOD VAKILLARIDA KASBIY MOTIVATSIYA VA KASB TANLASH MEXANIZMLARINING PSIXOLOGIK TAHLILI	439
Jabborov Xazrat Xusenovich, Kamola Xodjaeva	
STRESS HAQIDA UMUMIY PSIXOLOGIK TUSHUNCHA	442
Aksakalova Nilufar Oybekovna	
XOTIN-QIZLARDA OILAVIY ZO'RAVONLIKDAN KEYINGI STRESS HOLATLARINI OPTIMALLASHTIRISHNING IJTIMOY PSIXOLOGIK DETERMINANTLARI.....	446
Alimova Umida Raxmatillayevna	
BOJXONA TIZIMI XODIMLARIDA STRESSGA BARQARORLIKNI OSHIRISHNING PSIXOLOGIK XUSUSIYATLARI	449
Fayzullayeva Xurshida Erkin qizi	
KASBIY O'ZINI ANGLASH VA O'ZINI RIVOJLANTIRISH MOTIVLARI.....	452
G.Andakulova	
VIRTUAL MULOQOT VA RAQAMLI IJTIMOY MUHITDA YOSHLARNING DEVIANT XULQ-ATVORI SHAKLLANISHINING PSIXOLOGIK MEXANIZMLARI	455
G'aniyev Maqsudjon Najim o'g'li, Nizomiddinova Feruza Faxriddin qizi, Bahriddinova Hulkaroy Tojiddinova	
RUHIY SALOMATLIKNI SAQLASHDA PSIXOLOGIK OMILLARNING AHAMIYATI.....	460
Hasanova Dilshoda Avazbek qizi	
IJTIMOY TARMOQLARNING SHAXS RIVOJLANISHIGA TA'SIRI.....	463
Ismoilova Dilso'z, Murodjonova Mavzuna Latifjon qizi, Tilapboyeva Rayxona Komiljon qizi	
TALABALARDAGI KOMMUNIKATIV VA IJTIMOY KOMPETENTLIK XUSUSIYATLARINI RIVOJLANTIRISH.....	466
Nazarova Malohat Axmedovna	
FORMATION OF COMMUNICATIVE SKILLS IN STUDENTS WITH HEARING IMPAIRMENTS.....	469
Shakhnoza Pulatova	
O'SMIR YOSHIDAGI O'QUVCHILAR SAMARALI MULOQATDA O'QITUVCHILARNING KOMMUNIKATIV SIFATLARNI NAMOYON BO'LISHI	472
Xalmuratova Dilaram Abdikarimovna, Saydazimova Ziyoda Baxtiyor qizi, Nurmuhammedova Mohidil Nodir qizi	
RAQAMLI TEXNOLOGIYALAR ASRIDA TA'LIM JARAYONINI BOSHQARISH INNOVATSIYALARI.....	475
Mamanazarova Nargiza Komildjanovna, Mirzayeva Shaxida Abdinabiyevna	

O'SPIRINLARNING IJTIMOYIY TARMOQLARDAGI MULOQOT MADANIYATINI RIVOJLANTIRISHNING IJTIMOYIY-PSIXOLOGIK JIHATLARI.....	478
Salomov Shamsiddin Saboxiddin o'g'li, Yaxshiboyeva Ruxshona Husniddin qizi, Alimjonova Durdona Yunusjon qizi	
MOSLASHUVCHAN XULQ-ATVOR XUSUSIYATI, IFODALANISH MUAMMOLARI.....	482
Sh.B.Qurbanova	
KONCHILIK VA QAZIB OLISH SANOATI SOHASIDA PSIXOLOGIK SALOMATLIKNI QO'LLAB-QUVVATLASH TIZIMI.....	487
Sh.U. Turobova	
SHAXS VAQTINI IDROK ETISH VA BOSHQARISHNING TO'RT USULI.....	491
Solayev Og'abek Ilhombek o'g'li	
AYBDORLIK HISSINING NAMOYON BO'LISHI: XORIY OLIMLARI TADQIQOTLARIDA YORITILISH.....	494
Sultanova Saida Muhiddin qizi	
EDUKOLOGIYA VA KOMMUNIKATSIYANING KESISHGAN NUQTALARI: METODOLOGIK QARASHLAR TAHLILI.....	496
To'g'onboeva Qizlarxon Ikromjon qizi, Ruzmetova Xilola Abdusharipovna	
ZAMONAVIY SHAXS RIVOJLANISHINING IJTIMOYIY-PSIXOLOGIK MUAMMOLAR.....	501
Tuqboeva Dilshoda Zaynievna, Mardonova Mardona Farhodovna	
CORRECTION OF ANXIETY IN CHILDREN.....	503
Umarova M.Kh., Sabirova N. I.	
PEDAGOGIK DIAGNOSTIKANING MAQSADI VA SHAXS RIVOJLANISHIDAGI O'RNI.....	505
Umarova Malika Xisabidinovna, Abdurasulova Ra'no Saloxiddinovna	
VIRTUAL MUZEYLAR VA ULARNING TARBIVAVIY IMKONIYATLARI.....	508
Voxidova N.X., Yusupova M. U.	
O'SMIR YOSHIDAGI O'QUVCHILAR SAMARALI MULOQATIDA O'QITUVCHILARNING KOMMUNIKATIV SIFATLARI NAMOYON BO'LISHI.....	510
Xalmuratova Dilaram Abdikarimovna, Saydazimova Ziyoda Baxtiyor qizi, Nurmuhammedova Mohidil Nodir qizi	
O'SMIRLARNING PUL HAQIDAGI IJTIMOYIY TASAVVURLARI SHAKLLANISHIDA ETNOPSIXOLOGIK QADRIYATLAR VA MADANIY IDENTIFIKATSIYA OMILLARINING O'ZARO TA'SIRI.....	512
Xolmuratova Mahbuba Maxmudovna	
INSON PSIXIKASI TASHQI MUHIT VA ICHKI HOLAT O'RTASIDAGI O'ZARO TA'SIR NATIJASIDA SHAKLLANISHI.....	515
Xolmurotova Mahbuba Mahmudovna, Ergashova Shaxinabonu Boboqulovna, Safarova Lobar Alisherovna	
ОТКЛАДЫВАНИЕ ДЕЛ КАК ПСИХОЛОГИЧЕСКОЕ ЯВЛЕНИЕ: МЕХАНИЗМЫ И ПРИЧИНЫ ПРОКРАСТИНАЦИИ.....	518
Асанова Гузаль Мухарамовна, Ганибекова Ситора	
ДЕВИАНТНОЕ ПОВЕДЕНИЕ У ПОДРОСТКОВ.....	521
Аскарова Гулрух Оринбасаровна, Шапранова Милана Павловна	
МОТИВАЦИОННЫЕ ОСОБЕННОСТИ ОСУЖДЕННЫХ К ТРУДОВОЙ ДЕЯТЕЛЬНОСТИ И ОБУЧЕНИЮ В ПЕНИТЕНЦИАРНОЙ СИСТЕМЕ.....	525
М.А.Сайдуллаева	
5-Sho'ba. Shaxsning ruhiy salomatligi va salomatlik psixologiyasining dolzarb masalalari.....	529
O'SMIRLIK DAVRIDAGI BOLALARDA AGRESSIYANING NAMOYON BO'LISHI VA UNI BARTARAF ETISH USULLARI.....	530
Jalilova S.X., Aloyeva F., G'aybullaeva A.	
TA'LIM MUASSASALARIDA HR-MENEJMENT TIZIMINI JORIY ETISHNING SAMARADORLIGI.....	533
Umarova Navbahor Shokirovna, Bekmuratova Kamola Xasanovna	
BOLALARNI ZO'RAVONLIKDAN HIMOYA QILISH MEXANIZMLARI.....	535
Abbosova Uzrobonu Erkin qizi	

AUTIZM SPEKTRI BUZILISHI BO'LGAN MAKTABGACHA YOSHDAGI BOLALARDA VIDEODELLASHTIRISHNING IJTIMOY KO'NIKMALARNI RIVOJLANTIRISHDAGI AHAMIYATI.....	538
Atabayeva Dilrabo Ixtiyor qizi	
GLOBAL O'ZGARISHLAR FONIDA KASBIY STRESS.....	543
Bog'bekova Dilnoza Shonazarovna	
GIPERTONIYA BILAN OG'RIGAN BEMORLARDA STRESSNI BOSHQARISHNING PSIXOLOGIK MEXANIZMLARI	546
Eshchanova Nasiba Matnazarovna	
SHAXSNING RUHIY SALOMATLIGI VA SALOMATLIK PSIXOLOGIYASINING DOLZARB MASALALARI	549
Inogamova Shaxzoda Raximovna	
NEUROPROTECTIVE PROPERTIES OF PROPOFOL AND SEVOFLURAN: POSSIBILITIES OF PREVENTING THE DEVELOPMENT OF DYSFUNCTION IN COGNITIVE PROCESSES	553
Karimova G. Kh., Khodjimurodova M. Yu.	
YETUKLIK DAVRIDA INSULT TASHXISLI BEMORLAR BILAN PSIXOKORREKSION ISH OLIB BORISHNING DASTURIY ASOSLARI.....	556
L.U.Atajanova	
SHAXS RUHIY SALOMATLIGINING PSIXOLOGIK VA IJTIMOY DETERMINANTLARI.....	558
N.A.Saidakbarova, Karimova Gulnoza	
GIPERTONIYA KASALLIGIDA BEMORLARDA NARKOZDAN SO'NG XOTIRANI O'ZGARISHI.....	561
Karimova Gulchehra Xamidullayevna, Axmatova Diyora Donyor qizi, Ulug'babayeva Soliha G'ayratjon qizi	
ZO'RAVONLIKKA UCHRAGAN AYOLLAR BILAN PSIXOLOGIK MASLAHAT TASHKIL ETISH TAMOYILLARI.....	564
Nazarova Muharram Yunus qizi	
SHAXS RIVOJLANISHI VA SALOMATLIGINI ASRASHDA IJTIMOY TARMOQLARNING O'RNI.....	567
O.M. Zaripov	
BULLING VA ZO'RAVONLIK HOLATLARINING PSIXOLOGIK, IJTIMOY VA PEDAGOGIK OMILLARI.....	569
Qarshiyeva Dilafruz, Sattorova Mohinur Sherali qizi	
MAHALLIY NARKOZ PAYTIDA TAFAKKURNING YO'QOLMASLIGI.....	572
Karimova Gulchehra Xamidullayevna, Nizomova Munisa Amriddinova, Raximova Shaxnoza Ravshanovna	
SHAXSNING RUHIY SALOMATLIGI VA SALOMATLIK PSIXOLOGIYASINING DOLZARB MASALALARI	575
Pulatova Gulnoza Murodilovna, Umrzaqova Gulzoda Abdurahmon qizi	
NEVROTIK BEMORLARDA XISSIY O'ZGARISHLAR	578
Karimova Gulchehra Xamidullayevna, Ostonayeva Novbaxor Mamaraimovna, Inomova Odina Abdulvohid qizi	
COVID-19 PANDEMIYASINING INSON RUHIYATIGA TA'RISI.....	581
Qadirova Shahnoza Saidabdullayevna	
NARKOZDAN SO'NG BEMORLARDA XOTIRANI TIKLANISHI.....	584
Karimova Gulchehra Xamidullayevna, Shukurova Nigora Quدراتila qizi	
NUTQIDA KAMCHILIGI BO'LGAN BOLALAR BILAN OLIB BORILADIGAN PSIXOKORREKSION ISHLAR TIZIMI	587
S.A.Mamatisayeva	
OPERATSIYADAN SO'NG SEZGI JARAYONLARINING TIKLANISHI.....	590
Karimova Gulchehra Xamidullayevna, Tojiyeva Go'zal Karimjonovna, Ollamova Nargiza Hamdam qizi	
TA'LIM MUASSASALARIDA BOSHQARUV TIZIMINING SAMARADORLIGINI OSHIRISHDA “DIGITAL TWIN” (RAQAMLI EGIZAK) TEXNOLOGIYASI ASOSIDA MODELLASHTIRISHNING ILMIY-AMALIY ASOSLARI.....	593
Umarova Navbahor Shokirovna, Gaymnazarov Odiljon Kurbanovich	

BOLALIKDAGI PSIXOLOGIK JAROHATLARNING O‘SMIR SHAXSIY IDENTIFIKATSIYASI SHAKLLANISHIGA TA’SIRI: RETROSPEKTIV TAHLIL ASOSIDAGI YONDASHUV.....	596
<i>Xudayberganova Roziya Nurniyazovna</i>	
BOLALARDA NARKOZDAN SO‘NG SEZGINI YUQORI BO‘LISHI	599
<i>Karimova Gulchehra Xamidullayevna, Zakirova Sadoqat Kudayberganovna, Yangiboyev Zokir Tohir o‘g‘li</i>	
НЕВРОЗЫ У ДЕТЕЙ: ПРИЧИНЫ И СИМПТОМЫ.....	602
<i>Абдурахимов Дониёр Абдусаидович</i>	
INVESTIGATION OF THE RECOVERY OF COGNITIVE PROCESSES AND MEMORY FUNCTIONS AFTER GENERAL ANESTHESIA THROUGH NEUROPSYCHOLOGICAL AND PHYSIOLOGICAL MEASUREMENTS.....	605
<i>Karimova Gulchexra Khamidullayevna</i>	
ПСИХОЛОГИЧЕСКОЕ СОПРОВОЖДЕНИЕ И ПОВЫШЕНИЕ КАЧЕСТВА ЖИЗНИ СЕМЬИ В УСЛОВИЯХ БОЛЕЗНИ РЕБЁНКА.....	608
<i>Асанова Гузаль Мухарамовна</i>	
NARKOZDAN SO‘NG UYQU BUZILISHLARI	612
<i>Karimova Gulchexra Xamidullayevna, Kilichova Gulnoza Bobomurotova, Xalikova Shaxzoda Radjabovna</i>	
ТЕОРЕТИЧЕСКИЕ ОСНОВЫ ДЕТСКОГО АУТИЗМА: ФАКТОРЫ, ПРОЯВЛЕНИЯ, ПРОБЛЕМЫ.....	616
<i>Асрарханова Эътибор Абдувахаб қизи</i>	
БЕССОННИЦА И ПСИХОЛОГИЯ: ВЫЗОВЫ И ЦИФРОВЫЕ РЕШЕНИЯ (с включением проекта «Веб-приложение для людей, страдающих бессонницей»).....	620
<i>Туракулова И. Х., Делеверханов С. А.</i>	
ILK O‘SPIRINLARDA STRESSNI KELITIRIB CHIQRUVCHI OMILLAR HAQIDAGI TASAVVURLARNING O‘ZIGA XOSLIGI	623
<i>N.Z. Ismoilova</i>	
STRESSGA BARDOSHLILIK – SHAXS RUHIY SALOMATLIGINING ASOSI SIFATIDA	626
<i>Ruzmatova Nigina Shotilla qizi</i>	
O‘SMIRLIK DAVRIDA XULQIY OG‘ISHLARNI KORREKSIYALASH USULLARI.....	629
<i>To‘raboyev Azamat Muxamadullayevich</i>	
SCIENTIFIC APPROACHES TO THE FORMATION OF STRESS RESISTANCE	632
<i>Tuychiyeva Shakhlo Shavkatovna</i>	
TALABALARDA RUHIY SALOMATLIKNI MUSTAHKAMLASHDA STRESSGA BARDOSHLILIK VA EMOTSIONAL INTELLEKTNING ROLI.....	634
<i>Xajiyeva Iroda Adambayevna</i>	
MASS-MEDIANI TA’SIRI OSTIDAGI O‘Z JONIGA QASD QILISH: VERTER SINDROMI PSIXOLOGIYASI TAHLILI.....	637
<i>Xudoyberganova Sharofat G‘ofurjon qizi</i>	
NERV KASALLIKLARDA BEMORLARDA HISSIY O‘ZGARISHLARI.....	641
<i>Xujamova Ruhshona G‘olib qizi</i>	
СУИЦИДАЛЬНОЕ ПОВЕДЕНИЕ У ДЕВУШЕК-ПОДРОСТКОВ.....	643
<i>Аскарова Гулрух Оринбасаровна, Абдуллина Аделина Маратовна</i>	
СОВРЕМЕННЫЕ МЕТОДЫ И ТЕХНОЛОГИИ В СУДЕБНО-ПСИХОЛОГИЧЕСКОЙ ЭКСПЕРТИЗЕ	647
<i>Мухтарова Азиза Эркиновна</i>	
INTROVERT VA EKSTROVERT SHAXSLARNING INGLIZ TILINI O‘ZLASHTIRISHDAGI PSIXOLOGIK FARQLARI.....	650
<i>Konratbaeva Ayjamal Bazarbaevna, Ochilova Xurshida Bahromovna</i>	
BOSHLANG‘ICH SINFLAR O‘QUVCHILARINING TANQIDIY TAFAKKURINI RIVOJLANTIRISHNING PSIXOLOGIK MEKANIZMLARI	652
<i>Konratbaeva Ayjamal Bazarbaevna, Yusupova Xursanoy Fazliddin qizi</i>	
МЕНЕДЖМЕНТ ИММЕРСИВНОЙ ИНКЛЮЗИВНОЙ ОБРАЗОВАТЕЛЬНОЙ СРЕДЫ	655
<i>Оманова Гулноза Абдиназаровна</i>	

KO'P MILLATLI TA'LIM MUASSASALARIDA YETAKCHILIK USLUBLARINING ETNOPSIXOLOGIK JIHATLARI	658
Umarova Navbahor Shokirovna, G'ayratova Malohat O'tkir qizi	
TA'LIM TASHKILOTLARIDA QAROR QABUL QILISH JARAYONIDA BIXEVIORIAL MENEJMENT NAZARIYASINING MOHIYATI.....	660
Umarova Navbahor Shokirovna, Sangirova Nargiza Yuldashevna	

PSYCHOLOGICAL MECHANISMS OF DIGITAL INFORMATION USE THAT CONTRIBUTE TO THE EROSION OF SOCIAL NORMS IN THE MINDS OF YOUNG PEOPLE

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Annotatsiya: This paper examines the psychological impact of digital information consumption on the consciousness of young people, emphasizing how it provokes shifts and distortions in social and moral norms. The article explores the mechanisms through which cognitive dissonance, identity crisis, and the dominance of virtual standards influence the emergence of deviant and maladaptive behaviors among youth. Special attention is given to psycho-preventive and educational strategies designed to mitigate these effects and foster healthier patterns of digital interaction.

Kalit soʻzlar: digital media, youth psychology, deviant behavior, socio-normative distortion, cognitive dissonance, virtual norms, identity crisis, media influence, psychoprevention, social networks.

Abstract: Ushbu maqola raqamli axborot isteʼmolining yoshlar ongiga psixologik taʼsirini oʻrganadi, uning ijtimoiy va axloqiy normalarda oʻzgarishlar va buzilishlarni keltirib chiqarishini taʼkidlaydi. Maqolada kognitiv dissonans, identifikatsiya inqirozi va virtual standartlarning ustunligi yoshlar orasida deviant va moslashmagan xatti-harakatlarning paydo boʻlishiga qanday taʼsir qilishi mexanizmlari oʻrganiladi. Ushbu taʼsirlarni yumshatish va raqamli oʻzaro taʼsirning sogʻlomroq shakllarini rivojlantirishga moʻljallangan psixoprofilaktik va taʼlim strategiyalariga alohida eʼtibor qaratilgan.

Key words: raqamli media, yoshlar psixologiyasi, deviant xulq-atvor, ijtimoiy-normativ buzilish, kognitiv dissonans, virtual normalar, identifikatsiya inqirozi, ommaviy axborot vositalarining taʼsiri, psixoprofilaktika, ijtimoiy tarmoqlar.

Аннотация: В данной статье рассматривается психологическое воздействие потребления цифровой информации на сознание молодёжи, особое внимание уделяется тому, как оно провоцирует сдвиги и искажения социальных и моральных норм. В статье рассматриваются механизмы, посредством которых когнитивный диссонанс, кризис идентичности и доминирование виртуальных стандартов влияют на возникновение девиантного и дезадаптивного поведения среди молодёжи. Особое внимание уделяется психопрофилактическим и образовательным стратегиям, направленным на смягчение этих последствий и формирование более здоровых моделей цифрового взаимодействия.

Ключевые слова: цифровые медиа, психология молодёжи, девиантное поведение, социально-нормативные искажения, когнитивный диссонанс, виртуальные нормы, кризис идентичности, влияние медиа, психопрофилактика, социальные сети.

INTRODUCTION

In recent years, the rapid advancement of digital technologies has penetrated almost every aspect of human life. The Internet, social networks, and various forms of mass communication have become for young people not only a means of interaction but also a crucial space for self-expression, knowledge acquisition, and the construction of social identity.

However, this digital integration has brought about a range of new psychological and social challenges. Of particular concern is the increasing prevalence of deviant behavioral tendencies among youth in the virtual environment, which has drawn growing attention from researchers and mental health professionals.

Traditionally, deviant behavior is understood as a departure from the moral and legal norms accepted by society. The inclination of young people toward such behaviors in online contexts can be explained by several interrelated factors.

The boundless nature of cyberspace, the possibility of anonymity, and the relative absence of social control create conditions in which young individuals perceive themselves as “experimental personalities.”

Consequently, actions that might be socially condemned or difficult to realize in real life can be easily enacted in the digital world. Phenomena such as cyberbullying, verbal aggression in online communication, the dissemination of provocative content, and the expression of extremist ideas have become increasingly common manifestations of this tendency.

From a psychological perspective, these behaviors often stem from unmet internal needs and complex interactions between the individual and their social environment. The digital sphere plays a significant role in shaping personal identity. During adolescence and early adulthood, the search for one's sense of self and the desire to establish a place in society are accompanied by intense psychological crises. Within this developmental context, the virtual environment serves as a double-edged factor — capable of both facilitating and complicating the process of identity formation.

On the one hand, the digital environment provides vast opportunities for discovering positive role models, engaging in creative expression, and developing social competence. On the other hand, the continuous flow of destructive content and distorted moral standards can have a detrimental effect on the psychological development of young individuals.

A particularly widespread phenomenon in this context is cognitive dissonance.

When young users encounter online content that contradicts their personal beliefs or moral values, they often experience inner conflict and emotional discomfort. Over time, this may lead to confusion regarding accepted social norms and a gradual weakening of their internalized moral boundaries.

Another critical aspect is the formation of virtual norms. Within certain online communities, aggressive or even unlawful behavior can be normalized or presented as socially acceptable. This fosters the development of a “secondary social reality” among youth—one that often contradicts the ethical and legal principles of the real world.

The family environment also plays a decisive role in this process. Insufficient parental control, emotional neglect, or the lack of supportive communication frequently push young people to seek validation and belonging in the digital space—where positive models are not always prevalent. As many psychologists note, attempts to compensate for emotional emptiness can result in involvement with radical, extremist, or high-risk online communities.

At the societal level, the issue is further amplified by the low level of digital literacy, ineffective monitoring of online information flows, and educational practices that fail to account for the psychological characteristics of modern youth.

These conditions collectively reinforce the spread of deviant behavioral patterns in the digital environment. This article explores the psychological factors through which digital environments influence deviant behavior among youth.

Special attention is given to phenomena such as cognitive dissonance, identity crises, and the formation of virtual norms.

Furthermore, the study examines psycho-preventive strategies designed to safeguard young individuals from the adverse effects of digital media. The relevance of this topic is underscored by several factors: first, digital environments have become an integral part of daily life for modern youth; second, the rise of deviant behavior poses significant risks to social stability and safety; and third, the psychological understanding of these phenomena remains insufficiently developed within the scientific community.

The findings of this study may serve as both a theoretical and practical foundation for deepening insights into youth behavior in digital spaces, as well as for developing effective guidance and prevention mechanisms.

Main Body

The digital social environment now occupies a central role in the everyday lives of young people. The Internet, social networks, and media content have become essential tools for shaping worldviews, values, and social roles. However, the influence of this environment is not uniformly positive; in many cases, it contributes to the development of deviant behaviors.

Deviant actions are characterized as deviations from the moral and legal norms accepted in society, posing threats both to individual psychological development and to broader social stability. The content consumed daily by youth helps form new—and sometimes distorted—perceptions of social norms and values.

The normative standards emerging in digital spaces often differ significantly from those established in the offline social context. Internet “trends,” viral challenges, and content that romanticizes violence or deviant behavior spread rapidly among young people. These dynamics have a direct impact on processes of self-awareness, the perception of social expectations, and moral decision-making.

From a psychological perspective, these processes exert considerable pressure on cognitive functioning, emotional responses, and the ongoing construction of personal identity. Key factors include cognitive dissonance, adaptation to virtual norms, social imitation, and the pursuit of recognition. Together, these influences may prompt young people to make decisions that conflict with the norms of offline life. In many cases, virtual sociality is rooted in external approval and visibility, which can undermine an individual's internal value system.

Adolescence and early youth represent critical periods for identity formation, during which individuals strive to establish a coherent sense of self. Digital environments provide opportunities to experiment with various roles and behavioral models.

However, elements such as anonymity, limited oversight, and rapid modes of online communication can also stimulate aggressive, provocative, or antisocial behaviors. The phenomenon of cognitive dissonance warrants particular attention. Youth often encounter content that contradicts their personal beliefs and values, generating internal conflicts. In navigating these conflicts, some young people may reject existing social norms or engage in norm-violating behaviors.

Another risk factor is the development of virtual norms: in certain online communities, aggression or the dissemination of harmful content may be perceived as “normal” or acceptable conduct. The emergence of deviant behavior is influenced by an interplay of personal, familial, and social factors.

Personal vulnerabilities include low self-esteem, emotional instability, and a pronounced need for social recognition. At the family level, insufficient parental oversight and lack of emotional support serve as additional risk factors.

At the societal level, key challenges include low digital literacy and inadequate content regulation mechanisms on social media platforms.

Addressing these issues requires the implementation of psycho-preventive and psychocorrective strategies. Enhancing youth digital literacy, promoting active involvement of parents and educators, and employing cognitive-behavioral interventions and group training sessions to resolve internal conflicts can yield positive outcomes.

Additionally, increasing the visibility of positive role models on social media and supporting creative engagement among young people serve as crucial protective measures against the negative influence of digital environments.

RESULTS AND DISCUSSION

Research indicates that the digital information flow profoundly reshapes young people’s perceptions of social norms and moral values.

In online spaces, individuals often experience greater freedom in constructing and displaying their identities than in offline settings.

However, this perceived freedom frequently manifests as boundlessness, evasion of responsibility, and norm violations [1].

Trendy content, algorithmic promotion of popularity, and evaluation systems based on view counts reinforce in youth a tendency to seek attention not through adherence to moral and social values, but through provocation, sensationalism, and radical ideas [2].

Under these conditions, deviant behaviors—defined as actions that contravene accepted societal rules—cease to be viewed as marginal and instead become associated with what is “modern” or “exciting.”

Analysis further shows that youth most commonly encounter deviant behaviors in contexts of cognitive dissonance: they are simultaneously aware of societal moral expectations and pressured to adapt to the “new norms” of digital culture. This tension often triggers behaviors that challenge traditional standards while aligning with perceived digital norms [3].

Among adolescents with a pronounced need for social recognition, these dynamics often create challenges in self-identification, giving rise to a state of “psychological duality” between offline and virtual values.

Moreover, the digital information stream is frequently unfiltered, uncontrolled, and manipulative, exerting negative effects on the cognitive evaluation system of youth and promoting impulsive, emotionally charged, and socially inappropriate behaviors.

Research findings indicate that several psychological mechanisms are particularly active in shaping deviant behavior among young people: social imitation, digital identification, violation of personal norms, conformity to social pressure, and the anonymity effect. High levels of deviant manifestations are especially prevalent among youth experiencing weak parental supervision or limited real-life social connections [4].

The expansion of digital social environments significantly influences socialization processes, moral values, and modes of self-expression. Virtual platforms have become integral to contemporary youth life, shaping communication skills, self-assessment processes, and attitudes toward societal norms.

Thus, explaining deviant behavior in digital settings solely by external social conditions or technological changes is insufficient. This phenomenon is closely intertwined with individual psychological needs, emotional states, motivational systems, and awareness of social roles.

Deviant behaviors among youth often stem from a desire for recognition, attention-seeking, and the acceleration of personal identity formation. The “anonymity effect” in virtual environments allows adolescents to

experiment with roles, transgress social norms, and express themselves through antisocial forms of behavior.

At the same time, research indicates that preventive efforts against deviant behavior are more effective when they focus on the development of digital literacy, the cultivation of media-psychological resilience, and critical thinking skills, rather than relying solely on prohibitive measures.

Psychological defense mechanisms play a crucial role, as young people often seek to compensate for unmet needs in real life by engaging in virtual environments [5].

Consequently, this compensatory behavior can amplify manifestations of aggression, cyberbullying, susceptibility to extremist ideologies, or interest in online gambling. The continuous influence of digital media contributes to the relativization of social norms and values, weakening moral orientation and increasing the likelihood of deviant conduct among youth.

Adolescents from families with low levels of parental supervision and insufficient emotional support are particularly susceptible to deviant behaviors. From a psychological perspective, such behaviors can be understood as compensatory mechanisms aimed at addressing socio-psychological deficits. It is important to emphasize, however, that the digital environment itself is not inherently a source of risk.

When approached with sound psychological guidance and educational oversight, digital technologies can significantly enhance youth creativity, facilitate self-expression, expand social capital, and support knowledge acquisition.

Therefore, the primary challenge lies not in the technologies themselves but in the culture of their use and the conscious psychological engagement of young people with these tools [6].

CONCLUSION

The analysis of deviant behavior among youth in digital social environments must consider the interplay of factors at the individual, group, and societal levels. The development of effective psychological preventive and corrective programs requires attention to the needs, motivations, and emotional development of adolescents. Collaboration among parents, educators, and psychologists, coupled with improvements in digital literacy and strengthening of social support systems, is essential.

Consequently, the digital environment should be viewed not as a risk factor but as a space of opportunities for the psychological development of youth.

Achieving this requires a shared responsibility among all societal stakeholders—families, educational institutions, the state, and civil society organizations—to guide youth behavior in digital spaces toward constructive and beneficial outcomes.

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