

SOCIO-PSYCHOLOGICAL ANALYSIS OF THE INFLUENCE OF INFORMATION TECHNOLOGY ON THE FORMATION OF A CULTURE OF TOLERANCE AMONG ADOLESCENTS

Ruziev Akhror

University of Information Technology and management, Republic of Uzbekistan

E-mail: ahrorruziyev71@gmail.com

Tel: +99890-639-79-21

Abstract: The article examines the modern socio-psychological problem of loneliness in adolescents. Living conditions are currently characterized by a high level of information technology development. As a result, new thinking and new behavioral strategies are formed, which are reflected in the process of individual socialization. It is noted that due to the intensive digitization of society, prerequisites arise for the social isolation of the individual, the formation of loneliness. This negatively affects the formation of tolerant behavior among the younger generation. To study this phenomenon, an empirical study was conducted on adolescents' attitudes to loneliness and its relationship to communication skills. The results obtained can be used in the practical activities of psychologists, teachers and educators.

Keywords: loneliness, teenager, crisis, socialization, tolerance, intolerance, communication, Internet, communication.

Introduction: The living conditions of a modern person are largely determined by his long and strong ties with other people. Unfortunately, they are increasingly taking place in the virtual space. Most users successfully communicate with each other, establish business and interpersonal relationships, express positive and negative emotions, and discuss the latest news. In addition, they are successfully trained in the form of master classes, life hacks and other educational programs. Thus, their life experience and moral values are formed not only as a result of real actions, but also thanks to the experience gained from the Internet [5]. As a result, the strategies of human relationships are changing, as they involve the artificiality, automatism, logic, and predestination of transactions inherent in computers and machines. This is why people are increasingly finding themselves in social isolation and loneliness.

The most important factor in the emergence of loneliness among the population, its transformation into a psychological quality and, in this regard, the emergence of a social phenomenon can be considered the complete and widespread information triumph of digital thinking and behavior. In the virtual space, communication between people is increasingly taking place using technical means: computers, smartphones, tablets and other electronic gadgets. At the same time, this process is carried out through an intermediary in the form of a monitor screen, which, for all its technical perfection, distorts reality and creates intuitive errors. As a result, a person is not always sufficiently aware of the place and time of his existence, he finds himself in a modified virtual environment [1]. Communication and interaction with other people also becomes artificial, which excludes an important psychological component in the form of direct, "live" communication.

The greatest contribution to understanding and studying the social phenomenon of loneliness has been made by existential orientation [4]. Its leading scientists made an interesting observation about the deep loneliness that accompanies a person throughout his adult life. At the same time, a person remains alone, forced to somehow coexist in this world.

One of the French philosophers, from Sartre's point of view, loneliness is "the basis of human existence." In this regard, he acquires for the individual a stable and closed structure of the "anthropological world", and therefore his inner isolation becomes an indicator and characteristic of any individual [8]. For example, according to the American ethnographer and psychologist M. Meade, for American culture, the attitude to the problem of loneliness has



become a priority for scientific research, since it indicates a special personality trait [6].

From the moment a child is born into an American family, he must remain alone, so that through him he learns independence and freedom. Thus, his ability to fall asleep on his own becomes the first life lesson on the way to acquiring the necessary socio-psychological qualities. As a result, American children learn early enough to cope with loneliness on their own, and genuinely enjoy direct communication with other people. This becomes a worthy reward for the patience shown and the ability to overcome the first social difficulties [7].

"When a child grows up, he begins to actively show his social activity, begins to treat a lonely lifestyle as something unreliable, lonely, empty and unproductive," writes M. Mead [6, p. 79].

The problem of loneliness in adolescence is so important that its study and solution has become one of the priorities of social psychology, age psychology and pedagogy [7].

In adolescence, around the age of 13-14, great changes begin in the emotional experiences of children. Abstract logical and critical thinking increases significantly in children of this age under the influence of upbringing. Teenagers develop a worldview, they begin to be interested in life issues. All this will become a source of growth of diverse intellectual and moral feelings. Imagination grows strongly in adolescents, perception contributes to the growth of dangers, and also becomes a source of various deep emotional experiences [13, p. 191].

Many child psychologists and educators believe that adolescence is a period of self-realization, the formation of a separate personality, at which time they necessarily face difficulties of feeling lonely [12].

The renowned scientist I.C. Cohn writes: "The feeling of loneliness is a normal phenomenon, the result of the emergence of internal emotions" [3, p. 59]. A child of this age group actively strives to prove to the world around them, and most importantly, their uniqueness, value and significance.

As a result, he is automatically confronted with the experience of loneliness, an open "conversation with himself", and because of this, the process of individualization, isolation and personality development occurs [10].

Suitable people for teenagers and the reference group, as it is known, the company of their peers is of the greatest importance to them [12]. In addition, he actively seeks to find, establish and strengthen a trusting relationship with one of the possible friends. That's the main reason for this behavior: "to find someone who appreciates and understands you." Some scientific researchers claim that it is precisely the violation of understanding someone else, understanding the personality of a teenager, that becomes the source of his social isolation and loneliness [10].

"Any description of the experience of loneliness as a psychological phenomenon necessarily includes a combination of subjective needs and objective indicators of the inability of a person to understand a personality. We think: "they will understand me if the other person not only knows the reasons for my feelings, but also accepts them as some kind of unconditional value" [11, p. 47].

In adolescence, unlike puberty, there is a kind of adolescent paradox and inconsistency when, in addition to focusing on the "other", a close friend, he is afraid of losing his "I" in this empathic process. In adolescence, it is not yet fully developed, has blurred and conditional boundaries that are not recognized by him, therefore it acquires an alarming and hypochondriac character [3]. This fear, along with the "learned misunderstanding", becomes a source of future loneliness for the young man, and when unsuccessful attempts to communicate with others, he convinces himself of their futility and meaninglessness.

Thus, there is a reverse process in which not only the child chooses loneliness for himself, but also loneliness chooses the child [10]. They are related to each other and determine a teenager's lifestyle and communication strategy with the outside world. All of this together leads to feelings of isolation, anxiety, and depression. In this case, L. Simenov's definition of



loneliness perfectly reflects the state of these processes: "Loneliness is not just a state when you spend time alone. The feeling that you don't have loved ones who can understand you is the feeling that something in your social ties has collapsed or never existed" [11, p. 84].

"It is known from our research that the formation of tolerance in early adolescence is spontaneously and irregularly influenced by a number of sources, such as certain people (show business stars, film industry heroes, authoritative figures from the environment), the book they read, the media, online and offline communication, etc. The subtlety of the problem lies in the fact that it is impossible to determine in time which of these sources of influence is positive and which is negative. The key role here is played by the tolerant behavior that the teenager has formed in his life. Because any experience will be considered a specially enriched and complemented behavioral owner, in which the experience of tolerance will be directed in a positive way (provided that negative situations are overcome) the side. At this stage, we are talking about the emergence of interaction with others in an indirect or direct way, in which the environment in an organized group of like-minded people differs from each other depending on the views or behavior of the members. Despite such diversity, the parent, that is, the reference group, when forming tolerant behavior in the mind of their child in adolescence, it is necessary to be aware not only of the sources that influence him, but also of the factors that cause unpleasant and conflict situations that cause intolerance"[4, p. 129].

Conclusion: In accordance with all of the above, we can say that the problem of loneliness, combined with the development of information technology and the virtualization of relationships, is now becoming a subject of special scientific interest. Pedagogy and age psychology focused not on the causes of loneliness, but on identifying strategies to overcome it. An empirical study was conducted in high school to study this problem. The object of the study was students of grades 8-10 (13-16 years old) in the number of 143 people. The purpose of the study is to study the psychological and pedagogical features of adolescent loneliness. The hypothesis of the study is that teenagers experiencing a state of loneliness experience problems and difficulties in interpersonal communication.

Psychodiagnostic methods were used as research methods: the UCLA loneliness scale D. Russell, L. Pepló, M. Psychodiagnostic methods were used as research methods, the loneliness scale, and Spearman's rank correlation coefficient. The UCLA scale in 1978 is Russell, L. Pepló, and M. Developed by Ferguson to measure loneliness. Processing the results allows you to determine the degree of loneliness. A high level of loneliness is estimated in the range of 40 to 60 points. The subjects are offered a scaling option adapted to local conditions, consisting of four main points.

The purpose of the methodology for determining communicative and organizational abilities is the level of development and formation of communicative and organizational skills, abilities of subjects. This technique is based on the principle of assessing the individual characteristics of a teenager's behavior in situations familiar to him from personal experience, reflecting various aspects of an individual's interaction with the outside world. The questionnaire contains 40 questions: 20 of them relate to the study of communication skills, and the remaining 20 questions involve the study of organizational skills. The results obtained make it possible to identify one of the five levels of development of a teenager's communicative and organizational abilities: very low, low, medium, high and very high [9].

The UCLA Loneliness Scale was used to identify teenagers who feel lonely. A positive test result (the presence of loneliness) was found in 59 of the 143 study participants (44.0% of the subjects). Of these, boys – 22 (37.3%), girls – 37 (62.7%).

At the same time, in this subgroup of children, the results using the "KOS" method revealed interesting cases and phenomena (see Table 1).

Table 1

The results of the study of communication skills among single teenagers



The level of communication skills	Tall	Average	Low
Single teenagers, %	34,2	17,6	48,2

The table is compiled by the author based on research materials

Of the children who showed that they were single, 34.2% showed a very high level of communication skills. From the point of view of interpreting the test, these children quickly adapt to the social environment and easily make friends. They successfully and effectively communicate with the people around them. At the same time, the reason for their loneliness is probably that they are not satisfied with the quality of their social relationships, which is largely determined by superficiality and artificiality. The average level of formation of communication skills is observed in 17.6% of the subjects. This indicator indicates that children tend to actively communicate with other people, but they lack effective communication skills and abilities. In this regard, they strive to acquire certain communication technologies in order to become successful communicators. 48.2% of the students scored significantly lower on the proposed test. It is important to note that they are less likely to communicate. As a result, guys feel insecure in the company, it is difficult for them to communicate with other people, and therefore they prefer to spend time alone with themselves rather than among the guys they know.

Data on the loneliness scale are consistently correlated with indicators of the level of development of communication skills and personality skills. The correlation coefficient between the school of loneliness and the indicator of the level of development of communication skills (Cbs) was 0.32. Thus, the main reason for loneliness of teenagers is the insufficient development of their communication skills and abilities. This process is being exacerbated by the development of information technology, which suggests that young people spend a lot of time on the Internet and social media. The phenomenon of "Internet loneliness" is being formed. As a result, they cannot afford to communicate with their peers naturally and sincerely.

The data obtained confirmed the hypothesis about the formation of loneliness in modern adolescents, that is, 44.0% of the children who participated in our study had D.Russell, L.Peplo, and M. Ferguson's loneliness scale showed a positive result. However, they also have a decrease in communication skills. In this regard, we can assume a connection between the loneliness of a teenager and the rapid development of information technology, because many communicate only with virtual friends. Therefore, the problem of teenage loneliness largely depends on the natural, lively communication of children. As a result, their communication skills are not well developed.

In conclusion, it should be noted that adolescent loneliness is becoming a serious psychological and pedagogical problem, especially in the modern digital age. Teenagers are increasingly communicating on social media, preferring artificial relationships. At the same time, it should be noted that the presence of loneliness in modern adolescents shows a completely different psychological state and character. The loneliness of a teenager is now associated with a change in his attitude to communication in real life. This leads to a greater extent to the manifestation of volitional actions in the process of activity. In this case, it is considered much easier and more convenient in the virtual space.

Thus, it can be said that the loneliness of teenagers is largely related to their natural psychological state. The results obtained can be used by psychologists working with adolescents, teachers and educators in their future practical activities. At the same time, the problem of adolescent loneliness remains relevant for a long time, for which it is necessary to regularly conduct extensive theoretical and applied scientific research.



LIST OF REFERENCES:

1. Evatovich, R. A. (2021). Oilada yoshlarni tolerant madaniyatli qilib tarbiyalashda besh muhim tashabbus ijtimoiy-psixologik omil sifatida. *Oriental renaissance: Innovative, educational, natural and social sciences*, 1(3), 242-252.
2. Рузиев, А. Э. (2021). СОЦИАЛЬНО-ПСИХОЛОГИЧЕСКИЙ ПОДХОД К ОПРЕДЕЛЕНИЮ ТЕРПИМОСТИ И ИНТОЛЕРАНТНОГО ПОВЕДЕНИЯ У РАННИХ ПОДРОСТКОВ. *Проблемы науки*, (6 (65)), 106-112.
3. Рузиев, А., Шодиев, Б., & Абдуллаева, К. (2021). История педагогики, цель и задачи теории воспитания человека. *Общество и инновации*, 2(4/S), 666-672.
4. Evatovich, R. A. (2024). О 'QITUVCHI VA TALABALAR O 'RTASIDAGI RAQAMLI KOMMUNIKATSIYA. «НАДЕЖДА НАЦИИ» МЕЖДУНАРОДНОГО НАУЧНО-ПРАКТИЧЕСКОГО КОНКУРС, 1(1).
5. Evatovich, R. A. (2022). SOCIO-PSYCHOLOGICAL BASIS FOR DETERMINING TOLERANCE AND INTOLERANT BEHAVIOR IN EARLY ADOLESCENT CHILDREN. *Вестник науки и образования*, (6-2 (126)), 89-94.
6. Ruziev, A. K. (2014). Concerning the organization of all-year-round agriculture in Tajikistan.
7. Рузиев, А. Э. ИЖТИМОЙ-ПСИХОЛОГИК ЁНДОШУВ АСОСИДА ИЛК ЎСПИРИНЛАРДА ТОЛЕРАНТЛИК ВА ИНТОЛЕРАНТЛИК ХУЛҚИНИ АНИҚЛАШ. *PSIXOLOGIYA Учредители: Бухарский государственный университет*, (1), 197-202.
8. Рузиев, А. Э. ИЛК ЎСПИРИНЛАРДА ТОЛЕРАНТЛИК МАДАНИЯТИНИ ШАКЛЛАНТИРИШНИНГ ИЖТИМОЙ-ПСИХОЛОГИК ЖИХАТЛАРИ.
9. Голиков, Ю.Я. Методология психологических проблем проектирования техники. – М.: ПЕР СЭ, 2003. – 204 с.
10. Дедов, Н.П. Проблемы взросления современной молодежи в виртуальном пространстве – игра, реальность и мета отношения // Международный симпозиум «Л.С.Выготский и современное детство»: сборник тезисов. – М.: Высшая школа экономики, 2017. – С. 65-67.
11. Кон, И. С. Ребенок и общество. – М.: Академия, 2003. – 316 с.
12. Ruziyev A.E. Ilk o'spirinlar tolerantligini shakllantirishning ijtimoiy-psixologik asoslari. Monografiya. -Q.: «Intellect» nashriyoti, 2021. 159 b. ISBN 978-9943-7376-8-6.
13. Куприна, О.А. Влияние информационного пространства на формирование ценностно-смысловых образований // Личность в межкультурном пространстве: материалы VII Международной научно-практической конференции: Т. 1. – М.: РУДН, 2012. – С. 277-282.
14. Мид М. Культура и мир детства. Избранные произведения. – М.: Наука, 1988. – 284 с.



15. Обухова, Л. Ф. Детская психология. Теории, факты, проблемы. – М.: Тривола, 1995. – 360 с.
16. Покровский, Н.Е. Лабиринты одиночества. – М.: Прогресс, 1989.–217 с.
17. Райгородский, Д.Я. Практическая психодиагностика. Методики и тесты. – М.: Бахрах-М, 2011. – 507 с.
18. Рутман, Э. Никто меня не понимает // Семья и школа. – 1996. – № 9. – С. 16-19.
19. Сименова, Л. Человек рядом.... – М.: Политиздат, 1989. – 276 с.
20. Ярцев, Д.В. Особенности социализации современного подростка // Вопросы психологии. – 1999. – № 6. – С. 54-58.
21. Psixologiya: O‘zbekiston Respublikasi IIV akademik litseylari uchun darslik / B.N. Sirliyev, R.X. Dushanov, N.S. Shermatova va boshq; psixologiya fanlari doktori, professor N.S. Safojevning umumiy tahriri ostida. — T.: O‘zbekiston Respublikasi IIV Akademiyasi, 2021. — 305 b.

