

COLLECTION

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problems in the scientific activities of young
researchers and students: theory and
practice

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Innovation, integration and modern problems in the scientific activities of young
researchers and students: theory and practice collection of materials of the
international scientific and practical conference on the topic

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In the collection of materials of the conference, the role and role of Science, Education and production in the era of globalization, the pressing problems of the issues of interaction of these processes, feedback on their solutions were presented by mature specialists of the field.

In addition, research on the scientific and practical topic, carried out in the economics, Exact Sciences, Natural Sciences and socio-humanities during the globalization period, information is presented in the scientific and practical fields, which includes the latest innovative technologies in the fields of production.

It can be argued that this collection is one of the specific intersections of current thoughts and innovative ideas of the world of science. This scientific and practical conference was actively attended by professors and scientific researchers engaged in scientific research in Uzbekistan and foreign countries. In increasing the position of the scientific and practical conference, the professors and teachers of domestic and foreign higher educational institutions made a significant contribution.

Professors and teachers of foreign higher educational institutions who actively participated in the work of the conference made a worthy contribution to the high level of interaction with scientists of our country. The processes of international cooperation with foreign countries and exchange with them in the field of Science in the era of globalization have a positive effect on the development of Higher Education, the fields of Science and production. The materials of this conference are special in that they include a wide range of research, from theoretical developments to practical solutions, demonstrating the diversity of approaches and directions in this area.

In conclusion, it should be noted that this scientific and practical conference will be a very useful collection for everyone who is interested in modern research in the fields of further development of Higher Education, Science, Education and production in the era of globalization. The authors are responsible for the content and quality of the articles and abstracts included in the collection.

SOCIAL-PSYCHOLOGICAL FACTORS OF AGGRESSIVENESS IN ADOLESCENCE

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Abstract. This article analyzes the socio-psychological factors influencing the manifestation of aggression in adolescents. Family environment, peer groups, media exposure, and individual psychological characteristics are considered as key determinants of aggressive behavior. Strategies for reducing and preventing aggression are also discussed.

Keywords: aggression, adolescence, social environment, psychological factors, behavior, frustration, emotional instability, family influence, peer influence, media and internet impact, stress, personal characteristics

It is known that the most intense and unpredictable period in the human psyche is adolescence. The specific crisis of this period occurs differently in each young teenager. Unfortunately, in most of them, this period manifests itself in such experiences as aggression, aggression, and hatred of the environment. Aggressive behavior -an inhuman trait based on moral depravity of a person, aimed at derailing it by openly negatively influencing and attacking the inner world of management. The formation, strengthening and manifestation of aggressive behavior often occurs in connection with the social environment. Aggression directed at the person himself is called “autoaggression” (this condition serves as an indicator of pathological changes in the person). Suicide, self-harm are manifestations of autoaggression. Aggressive behavior is strong in people who are immersed in ignorance, who consider ignorance and violence as the main and priority means of achieving the goal.

At this point, it is worth mentioning the scientific views of a number of scientists on aggression in a person. In particular, according to L.I.Zakharov, the aggressive behavior of adolescents is determined by the influence of peers, family, and the media. Having considered all the main theoretical concepts of aggression, we can accept the following generalizing definition of this phenomenon. Aggression is any form of action aimed at insulting or harming any living being. This definition emphasizes that aggression is not a feeling or motive, but a model of action. [1, p.239]. Our personal experience, observing the success of others, and similar processes also prove that aggression brings certain benefits. Emotional excitement caused by aggressive experience also causes aggression. The result of negative emotions often ends with aggression, which depends on how we have learned what consequences such situations lead to. [2, p.18]. Aggression is often associated with negative emotions such as anger, but the motive is the desire to cause harm or upset.

Of course, these factors have a great influence on aggressive behavior, but their presence is not the main condition for such behavior. [3, p.288]. According to the Russian psychologist Y.Ilyin, aggression in adolescents is not only a periodic problem of psychology, but also a problem of society as a whole, which also concerns law enforcement agencies. [4, p.35] The reason is that aggression in adolescents, as noted above, is a source that guarantees the growing dynamics of vices and crimes in society.

Scientific research has shown that, it is necessary for the family to create minimum conditions for effective socialization. The first basic condition is the support of attachment motivation, through which the child learns that he wants interest, attention and approval from those around him. The second necessary condition is the "pressure of socialization" in the form of successive demands and prohibitions (the condition of this situation is that the parents themselves distinguish social norms). On the contrary, bad forms of behavior are established in the family as a result of the frustration of the need for parental love, the use of constant punishment (its priority over methods of encouraging good behavior), the inappropriateness of the demands made by parents, the father -showing aggression by the mother. Psychology identifies the following factors that influence the development of aggression: Instinct. Aggression affects a person's ability to survive in difficult environmental conditions, which helps to fight for their territory, fight for food resources, protect offspring and increase the gene pool. The energy of aggression is produced in the human body, gradually accumulates and eventually goes out. There is a certain line in each person's behavior for which there is enmity. Aggressiveness may also be a trait inherited from our hunter-gatherer ancestors. Naturally, such a nature can encourage destruction, violence and wars. In this case, we are talking about the inevitable development of aggression and the difficulties associated with its management. The influence of the example of adults. When a child grows up and sees the position of his father or mother in front of him, he begins to imitate them in the way he dresses and conducts a conversation. Imitation of aggressive behavior also occurs. If a child regularly sees his parents quarreling, yelling at each other, he believes that such behavior is normal. The wrong model for parents. When adults are too demanding of their baby, they blame him or directly say that the child was aggressive towards other children, that they know how to change, punish. A result of failure to fulfill oneself. When a person encounters any obstacle on the way to achieving what he wants, he creates aggression that can be arbitrarily directed at the environment and himself. And it is better if such behavior happens rarely. Family situation. For example, children who grow up without a father or mother can be aggressive towards other people. Another option is large families, where there is conflict between brothers and sisters. Also, the ways in which parents punish their children for infractions are of great importance. Psychocorrective work with adolescents with aggressive behavior. a. Go to self-assessment, check security. teaching to understand one's own and other people's emotions and feelings, improving the control of discursive emotions; d. teaching methods of correcting anger that does not harm oneself and others, teaching

constructive reactions in the child's behavior in problematic situations, and eliminating destructive means; e. consultation of parents with pedagogues (to determine the device that exaggerates aggression in children).

It can be concluded that the solution to this social problem requires the development of recommendations by the general public, experienced scientists, qualified teachers and psychologists, the conduct of scientific work in this area, and the dissemination of these recommendations on social networks for the purpose of rational prevention. As a result, attention to the adolescent population will increase, the psychological characteristics of adolescents will be studied, analyzed, and practical solutions to various problems in their psyche will be discussed. In addition, the recommendations resulting from scientific research will be included in textbooks and will serve as a guideline for organizing psychocorrective, psychoprophylactic, and psychoconsultative work with adolescents in the future. In this regard, it should be emphasized that it is the duty of every conscious person to protect the entire nation, especially the growing younger generation, from the negative impact of any information attacks, unprotected Internet sites, and social networks.

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