

# COLLECTION

Innovation, integration and modern  
problems in the scientific activities of young  
researchers and students: theory and  
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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.

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## TALABALARDA AGRESSIV XATTI-HARAKATLAR SHAKLLANISHINING PSIXOLGIK OMILLARI

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**Annotatsiya:** Ushbu maqola talabalarda agressiv xatti-harakatning shakllanish omillarini (biologik, psixologik, ijtimoiy va atrof-muhit) tahlil qiladi. Olimlarning asosiy nazariyalari (frustratsiya-agressiya gipotezasi, ijtimoiy o'rganish nazariyasi, umumiy agressiya modeli) asosida muammoning dolzarbligi ko'rib chiqilib, oldini olish yo'llari taklif etilgan.

**Kalit so'zlar:** agressiv xatti-harakat, talabalar, omillar, frustratsiya, ijtimoiy o'rganish, biologik omillar, psixologik nazariyalar, umumiy agressiya modeli, oldini olish.

**Kirish:** Talabalik davri inson hayotida muhim bosqich bo'lib, bu vaqtda shaxsiyatning shakllanishi, ijtimoiy munosabatlar va psixologik rivojlanish jarayonlari kuchayadi. Biroq, ba'zi talabalarda agressiv xatti-harakatlar paydo bo'lishi mumkin, bu ularning o'qish jarayoniga, munosabatlariga va ruhiy

salomatligiga salbiy ta'sir ko'rsatadi. Agressiv xatti-harakat deganda, boshqalarga zarar yetkazishga qaratilgan harakatlar, masalan, so'z bilan yoki jismoniy tajovuz, g'azab chiqarish yoki zo'ravonlikni tushunamiz. Bu omillar biologik, psixologik, ijtimoiy va atrof-muhit jihatlaridan iborat bo'lib, ularni o'rganish orqali oldini olish mumkin.

Talabalarda agressiv xatti-harakatlarning shakllanishi psixologiyada keng o'rganilgan mavzu bo'lib, bu jarayonni tushuntiruvchi bir qancha nazariyalar mavjud. Ushbu nazariyalar agressiyani biologik, psixologik, ijtimoiy va kognitiv omillar nuqtai nazaridan tahlil qiladi. Asosiy nazariyalar quyidagilar: frustratsiya-agressiya gipotezasi, ijtimoiy o'rganish nazariyasi (Albert Bandura), umumiy agressiya modeli (GAM), biologik nazariyalar va kognitiv nazariyalar. Ushbu nazariyalar talabalarda agressivlikning paydo bo'lishini tushuntirishda muhim rol o'ynaydi, chunki talabalik davri o'quv bosimi, tengdoshlar ta'siri va shaxsiy rivojlanish bilan bog'liq bo'lgan stressli davrdir.

**Tadqiqot metodologiyasi:** Frustratsiya-agressiya gipotezasi. Bu nazariya agressiyani asosan frustratsiya (umidsizlik, maqsadga erisha olmaslik) natijasida yuzaga keladigan reaksiya sifatida ko'radi. Frustratsiya g'azabni keltirib chiqaradi va bu g'azab agressiv harakatlarga olib keladi. Talabalarda bu nazariya quyidagicha qo'llaniladi:

- O'quv muvaffaqiyatsizliklari, imtihon bosimi yoki tengdoshlar tomonidan rad etilish (masalan, do'stlar guruhi tomonidan qabul qilinmaslik) frustratsiyani keltirib chiqaradi.

- Natijada talaba tajovuzkorlikni namoyon qilishi mumkin: so'z bilan haqorat qilish, jismoniy zo'ravonlik yoki o'zini o'zi buzish.

Nazariya keyinchalik rivojlantirilgan (Berkowitz, 1989): frustratsiya har doim agressiyaga olib kelmaydi, balki ma'lum "kues"lar (masalan, zo'ravonlikni ko'rsatuvchi media) mavjud bo'lsa, agressiya kuchayadi. Talabalarda bu nazariya o'quv muassasalaridagi raqobat va bosimni tushuntirishda samarali.

Ijtimoiy o'rganish nazariyasi. Bandura agressiyani o'rganilgan xatti-harakat sifatida ko'radi. Bolalik va o'smirlikda kuzatuv orqali agressivlik o'rganiladi (model ta'siri).

- Bobo qo'g'irchoq tajribasi: Bolalar kattalarning qo'g'irchoqqa nisbatan tajovuzkor harakatlarini kuzatgach, o'zlari ham shunday qilishadi.

- Talabalarda: Oila, do'stlar yoki media (filmlar, o'yinlar) orqali agressivlikni "o'rganish" mumkin. Masalan, zo'ravonlik ko'rsatilgan videolarni ko'rgan talaba tengdoshlarga nisbatan tajovuzkor bo'lishi mumkin.

- Vikary reinforcement: Agressiv harakatlar rag'batlantirilsa (masalan, do'stlar orasida "qahramon" bo'lish), talaba bu xatti-harakatni takrorlaydi.

Bu nazariya talabalarda zo'ravonlikni oldini olishda muhim: ijobiy modellar va rag'batlantirish orqali agressivlikni kamaytirish mumkin.

**Umumiy agressiya modeli. GAM – agressiyani tushuntiruvchi eng keng qamrovli model bo'lib, oldingi nazariyalarni birlashtiradi.**

- Agressiya shaxsiy (biologik, shaxsiyat) va vaziyatli (stress, media) omillarning o'zaro ta'siri natijasida yuzaga keladi.

- Asosiy jarayonlar:
  - Ichki holat: Kognitsiya (tajovuzkor fikrlar), hissiyot (g‘azab) va qo‘zg‘alish (arousal).
  - Baholash va qaror: Talaba vaziyatni qanday baholasa (masalan, “bu haqorat” deb hisoblasa), agressiv harakat qilishi mumkin.
  - Talabalarda: O‘quv bosimi (vaziyatli omil) va temperament (shaxsiy omil) birgalikda agressivlikni kuchaytiradi. GAM media zo‘ravonligining ta‘sirini ham tushuntiradi: zo‘ravon kontent talabalarda tajovuzkor skriptlarni shakllantiradi.
- Ushbu nazariyalarni o‘rganish orqali talabalarda agressivlikni oldini olish mumkin: psixologik yordam, ijobiy muhit va ta‘lim dasturlari orqali.

Agressiv xatti-harakat deganda, boshqalarga zarar yetkazishga qaratilgan harakatlar, masalan, so‘z bilan yoki jismoniy tajovuz, g‘azab chiqarish yoki zo‘ravonlikni tushunamiz. Bu omillar biologik, psixologik, ijtimoiy va atrof-muhit jihatlaridan iborat bo‘lib, ularni o‘rganish orqali oldini olish mumkin.

#### Biologik omillar

Talabalarda agressiv xatti-harakatning shakllanishida biologik omillar muhim rol o‘ynaydi. Masalan, genetik moyillik, miya tuzilishi va gormonal o‘zgarishlar bu jarayonga ta‘sir etishi mumkin. O‘smirlik va talabalik davrida gormonlarning o‘zgarishi, xususan, testosteron darajasining oshishi, impulsivlik va tajovuzkorlikni kuchaytirishi mumkin. Bundan tashqari, ba‘zi nevrologik kasalliklar, masalan, diqqat etishmovchiligi va giperaktivlik buzilishi (ADHD) yoki kayfiyat buzilishlari agressivlikni keltirib chiqarishi mumkin. Tadqiqotlar shuni ko‘rsatadiki, miya faoliyatidagi muammolar, masalan, frontal lobning zaif ishlashi, impulsiv harakatlarni nazorat qilishni qiyinlashtiradi.

Shuningdek, ruhiy salomatlik muammolari, masalan, depressiya yoki tashvish buzilishlari, agressiv xatti-harakatni kuchaytirishi mumkin. Masalan, talabalar orasida stress darajasi yuqori bo‘lsa, bu g‘azab chiqarishga olib keladi.

#### Psixologik omillar

Psixologik omillar agressiv xatti-harakatning asosiy sabablaridan biri hisoblanadi. Frustratsiya (umidsizlik) va impulsivlik kabi omillar talabalarda tajovuzkorlikni shakllantiradi. Masalan, o‘quv jarayonidagi muvaffaqiyatsizliklar, imtihon bosimi yoki muammolarni hal qilish ko‘nikmalarining etishmasligi agressiyani keltirib chiqarishi mumkin. Tadqiqotlar shuni ko‘rsatadiki, yolg‘izlik hissi, o‘z tanasidan norozilik va ijtimoiy qabul qilinmaganlik tuyg‘usi qiz talabalarda agressivlikni oshiradi.

Bundan tashqari, emotsional nazoratning pastligi va temperamentning qiyinligi ham muhim. Talabalar o‘z his-tuyg‘ularini boshqara olmagan holda, g‘azabini boshqalarga chiqarishi mumkin. Agressiv odatlarning shakllanishi esa, anglanilmagan ehtiyojlar va mayllar bilan bog‘liq.

#### Ijtimoiy omillar

Ijtimoiy muhit talabalarda agressiv xatti-harakatning shakllanishida katta ahamiyatga ega. Oilaviy ta‘sir birinchi o‘rinda turadi: oilada zo‘ravonlik, e‘tiborsizlik yoki ota-ona nazoratining pastligi bolalikdan boshlab agressivlikni o‘rgatishi mumkin. Tengdoshlar guruhi ham ta‘sir etadi – do‘stlar orasida

tajovuzkorlikni ragʻbatlantiruvchi muhit boʻlsa, talaba bu xatti-harakatni oʻzlashtiradi.

Oʻquv muhitidagi omillar, masalan, akademik bosim, ijtimoiy dinamika va maktab zoʻravonligi ham agressivlikni kuchaytiradi. Talabalar orasida raqobat, bezorilik yoki ijtimoiy izolyatsiya tajovuzkorlikka olib kelishi mumkin.

**Atrof-muhit omillari**

Atrof-muhit taʼsiri ham eʼtiborga loyiq. Ommaviy axborot vositalari, masalan, zoʻravonlikni koʻrsatuvchi filmlar, oʻyinlar va ijtimoiy tarmoqlar talabalarda agressiv xatti-harakatni shakllantirishi mumkin. Bundan tashqari, travmatik tajribalar, masalan, jismoniy yoki jinsiy zoʻravonlikka duch kelish, uyda nizo yoki ijtimoiy muhitdagi zoʻravonlik agressivlikni oshiradi.

Narkotik moddalar isteʼmoli va past IQ darajasi ham xavf omillaridan. Masalan, giyohvandlik yoki alkogol talabalarda impulsiv tajovuzkorlikni kuchaytiradi.

Zamonaviy jamiyatda talabalik davri nafaqat bilim olish, balki shaxsiyatning shakllanishi, ijtimoiy munosabatlar va psixologik moslashuvning muhim bosqichi hisoblanadi. Biroq, soʻnggi yillarda talabalar orasida agressiv xatti-harakatlar (soʻz bilan, jismoniy yoki passiv-agressiv shaklda) sezilarli darajada oshganligi kuzatilmoqda. Bu holat nafaqat oʻquv muassasalari, balki butun jamiyat uchun jiddiy muammo sifatida qaralmoqda.

**Xulosa:** Talabalarda agressiv xatti-harakatning shakllanishi bugungi kunda dolzarb muammo boʻlib, uni hal qilish jamiyat, oila, taʼlim muassasalari va davlat darajasida birgalikdagi harakatlarni talab qiladi. Ushbu muammoni erta aniqlash, psixologik yordamni rivojlantirish va sogʻlom muhit yaratish orqali yosh avlodning salomatligini va jamiyat tinchligini taʼminlash mumkin. Shu sababli, mavzu boʻyicha tadqiqotlar va amaliy dasturlarni rivojlantirish hozirgi vaqtda juda muhimdir.

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## IQTISODIY O'SISHDA TURUZIMNING O'RNI

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**Annotatsiya:** Mazkur maqola turizm xizmatlarini yanada rivojlantirish jarayonida animatsion dasturlarni yaratish va ularning samarali boshqarish mexanizmlarini tahlil qiladi. Turistik animatsiya dasturlari sayohatchilarning talablarini qondirish, ularning dam olish tajribasini boyitish hamda turizm obyektlarining raqobatbardoshligini oshirishda muhim omil hisoblanadi. Maqolada animatsion xizmatlarni tashkil etishning asosiy yo'nalishlari, samarali boshqaruv usullari hamda innovatsion yondashuvlar yoritilgan. Shuningdek, turizm sohasida animatsiyaning iqtisodiy ahamiyati va amaliyotga joriy etish bo'yicha aniq takliflar keltirilgan.