

## PSYCHOLOGICAL CHARACTERISTICS OF ADOLESCENT SUBJECTS WITH CLEARLY MARKED DEPENDENCE ON COMPUTER GAMES: A CASE OF UZBEKISTAN

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### ABSTRACT

The article is devoted to the psychological characteristics of adolescent subjects with severe addiction to computer games. Through testing and inspection of the subjects, we found out percentage rule depending on the computer, taking into account gender-specific. Create special diagrams showing the dependence of adolescents to computer games, comparing male and female. The influence of computer games on the psyche of adolescent subjects.

**Keywords:** Teenager, computer game, dependency, gene of the particularity, I'm-concept, adaptation.

### INTRODUCTION AND DISCUSSION

Identification of depending on computer games among subject teens 11 - 14 years with the help of a questionnaire and observation revealed the following performance data are shown in the table number 1. "indicators of video game addiction in". Total 120 subjects. Taking into account the fact that adolescence is characterized by sexual maturation, we have made an addition to the separation of subjects by gender. When analyzing the data, we will take into account gender-specific.

Table №1.

The degree of dependence on computer games	Subjects boys (n = 80)	Subjects girls (n=40)
With a pronounced measure of the ICA	46%	15%
Without a pronounced dependence in %	54%	85%

1-pic. Indicators of young students subjected to computer games: 1-dependence; 2- low dependence (% in percentage).

As shown by the survey data depending on computer games was detected in 46% of adolescent boys and only 15% of girls - teenagers. Perhaps this is due to gender and age characteristics. So, from a conversation with the test, we found that they are not as important characteristics of the computer game in itself, as the characteristics of its prestige among peers. Kudos to those or other heroes of computer games, a preference determined by the social choice of the majority of peers of the same gender with the focus on the choice of persons of youthful age. Communication with peers of the same gender is an actual part of the psychological development of the adolescent. Interest in the adult world, begins with an interest in the world of adolescents (fashion, ideals, values). Most of the subjects were selected as the ideal face of adolescents and tried to imitate his behavior.<sup>1</sup>

<sup>1</sup>Margaret A. Shotton. Computer Addiction. -USA, 2007.

Most of the subjects prefer collective computer games, visiting computer gaming halls and discuss games with their peers of the same gender. Subjects boys. Girls prefer communication in the social. City. Almost all teenagers-subjects explain their attraction to computer technology, settling on their preferences and the struggle for independence. The test with a high severity index ICA painfully aware of excommunication from the computer due to the fact that it perceives as an obstacle for the manifestation of independence, the approval of his will. In groups with low rates of ICA, it was determined that in their families, the game is not being built in limitations and they have access to technology. The subjects of both groups believe that the presence of this or that technology shows its status position, which determines its importance in the eyes of peers. In the group of subjects with high levels of ICA noted a hard limit on the part of adults in the ability to use computer technology. Lack of understanding, on the part of parents' need of a technology for the development of the adolescent status, is the negative attitude of the majority of the subjects, both boys and girls. They identified the need for new technologies such as the opportunity of winning status position in the eyes of peers. In the group of dependent subjects was found to use games and computer technologies among their peers for the formation of self-esteem. Also in this group, especially among boys test the game serves as a means of communication. Community built with collective visiting places of computer games. Leading the need for independence is satisfied in most subjects, as a reference point is on the defense of its independence in the game.<sup>2</sup>[4]

According to the majority of subjects in the game played elements of human life and activity. In them they will know clearly marked rules, norms, learn and assimilate social reality. In computer games presented stereotypical attitudes. Communication Templates allow subjects to master certain aspects of communication. When you use a computer game chooses the style of communication, through the chosen hero of the game. Assimilation of norms and stereotypes of social relations contributes to a significant entry into the circle of communication with peers.

According to the test, the game encourages the development of cognitive activity, attention, memory, thinking. The worst impact on emotional intelligence. Achievements in the game to stimulate the development of motivational sphere. Losing the contrary is a negative attitude not only to themselves but also to their peers.

This study allows us to make the following conclusion regarding the psychological characteristics depending on the computer game of adolescent subjects. Unlike primary school age in adolescence dependence on computer games is determined by the game itself. Game space and the possibility of the organization is the most attractive means of meeting the needs of leading in communication and interaction with peers. The games reflect the social relations of adult teenager draws patterns of behavior and thus makes it available to the world of adult relationships. Consequently, the teenager prefers to play in the team, in which he takes a particular status position. Access to computer technology available at a certain material level, hence the specific organization of group interaction. For teen girls prefer games related to gender stereotypes, respectively teenage boys prefer games with pronounced masculine features.<sup>3</sup>[1]

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<sup>2</sup>Frank Browning. The Fate of Gender. Frank Browning. -USA, 2016.

1.Margaret A.Shotton. Computer Addiction Pb: A Study of Computer Dependency. -USA, 2003.

Computer game has an impact on intellectual development. The worst effect on the emotional sphere, sensations, perceptions. Communicating through play. Collective interaction through the game characters. Relationship roles instead of real teenagers. Implementation of self-selection of a partner for the game. Development of empathy with the hero of the game. Harmonization of roles. Possible selection conflict. The definition of individual style of mental activity. Preference collective interaction as opposed to self-employment and vice versa. Formation of tactics, strategy and type of self-emotional development of the individual. It inhibits the development of emotional intelligence. Scarcity of certain manifestations of emotional states, exhaustion, getting stuck on one type of response. Pleasure - Displeasure. Contact one-sided. Emotional perception of situations, understanding the hidden meaning of emotional relationships. Accommodation emotions associated with the game and with the achievements. Non-standard vocabulary as a means of removing the emotional stress need for emotional stress and find relief this stress. Experience the full range of emotions. Infection with the emotions of the game participants. Self-regulation of behavior. Defining the role of the emotional component of activity. Development potrebnostno - motivational system. moral development of the individual. Indirectly, through the heroes of the game. Handheld value. Perform missions, rescue, help, etc. Feedback in the form of dividends, bonus points. For what actions are performed. Duality relations. Feedback is not matched by no emotion. The peculiarity of the formation of moral relations depend on the game. The moral choice carries its own, but without the monitoring and evaluation of actions on the part of adults remain without attention negative, unacceptable side action, which can become part of the concept I am a teenager and a means for self-affirmation. For example, an extreme attitude towards women, the elderly, younger, unarmed, etc. Passes spontaneously without monitoring and evaluation from the side. This is the basis for the distortion of morality and change the system of values, ideals. It depends on the quality of the game. It affects the formation of an image of the ideal I, moral ideal. Value Systems. The game is related to the estimated activity. It is an activity in which develops and improves behavior management. There is a link with an estimated activity, limited the scope of conduct specified PC capabilities. Control of the physical condition. Physical inactivity. The development of stereotyped behaviors allow to develop confidence in the interaction with their peers. Enjoying control over the behavior of the hero of the game, while the impulsive behavior can be observed in real life situations. Samoregulyativnyh development processes in the gaming activities are not always carried over to a real relationship. It requires intervention by the significant adults. In the game there is a formation of arbitrary behavior of the person, her socialization is carried out indirectly. Difficulties of socialization development of communication in the game. Updating of communication with peers of the same gender. Communication mediated gaming activities. Common interests need for independence actualization needs in communication. Perhaps the difficulties of socialization.<sup>4</sup>[4]

When optimally rational distribution of activities is not observed avoiding real relationships. In case of difficulties of socialization and emotional abuse requirement of the cycle there is a distorted perception of real relations. Conflicts with teachers, parents. Running away from home, the lessons truancy, theft. The dependence of the demand for autonomy in a negative mood teen contributes to changing the motivational sphere. When calculating the best rational distribution of activities, there is a tendency to develop self-regulation processes may otherwise be the case of dependence.

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<sup>4</sup> Tom Peters. Influence: Science and Practice. -USA, 2008.

This study allows us to conclude that fascination with computer games affect the formation of certain types of motivation: control, follow the instructions to the rules, risk tolerance, rivalry. The main vulnerable side of mental development becomes emotional and moral. Suffer well as relationships with adults, parents. Parents, teachers are often accused of teenagers playing video games in Leni and lack of skills. Aggravation socialization difficulties and emotional abuse demand cycle contributes to a distortion of the perception of a real relationship. The need for self-reliance in the negative attitude of a teenager helps to change the motivational sphere. Conflicts with teachers, parents. Running away from home, the lessons truancy, theft. Increased dependence. The feeling of loneliness and rejection of others, vulnerable self-esteem is low frustration tolerance - was found in "maladaptive" subjects with high levels of dependence on computer games. Among video game addiction subjects are 69% "adaptive". Adaptation of not only due to self-acceptance, but also due to the lack of negative attitudes to adults. They have revealed the presence of "constructive motivation 'willingness to cooperate. Negative attitudes on the part of adult fascination with teenage computer game combined with a negative perception of the installation, with the destructive, Reconstructive and instructive motivation exacerbates not self-acceptance, and as a result affects the gain depending on the game. The game gets compensated. But the dependence itself becomes a means of protest and self-affirmation of the person of teenagers. There is a need to develop corrective measures to overcome the above-mentioned development of indicators and distortion of dependence.

## REFERENCES

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