

APPEARANCE OF SOCIAL PHOBIA IN ADOLESCENCE AND ITS NEGATIVE CONSEQUENCES

Usmonov Sherzod Axmadjonovich

Lecturer at the Department of Psychology, Fergana State university

Abdullayeva Muslimaxon Muzaffarxon qizi

2st year master's degree student in Psychology, Fergana State University

Annotation

The article describes the manifestation of social phobia in adolescence and its negative consequences, these factors are empirically researched, psychological analysis is given, conclusions and recommendations are developed based on the results.

Basic words and concepts: fear, social phobia, anxiety, communication, introversion, shyness, excitability, self-awareness, fundamental emotions.

Adolescent social anxiety is constantly studied within disciplines such as sociology, medicine, and psychology. Various studies have identified some common, regularly recurring features of mental development during adolescence¹. Adolescence is characterized as a period of heightened emotions, which manifests itself in negative reactions such as mild excitability, mood swings, anxiety, aggression, etc. Studying the peculiarities of organizing and conducting research on anxiety and fear shows that currently this phenomenon is studied mainly within the framework of practical problems. One of the problems that plagues psychologists today is to study interpersonal relationships and personality traits in groups of students as completely and perfectly as possible. The fact that adolescence is a difficult and complicated period is connected with many psychological, physiological and social factors. During this period, the essence of all aspects of development: physical, mental, moral, social and so on changes. During this period, serious changes occur in the adolescent's life, psyche, physiological processes of his body, and his social status. In most cases, they have different situations that are opposite to each other.

¹ Жиленко Е. Социальные страхи подростков // Вестник студенческой научной сессии факультета философии и психологии. — Воронеж: Воронежский государственный университет, 2010. — Вып.

The relevance of this topic is that the most drastic psychophysiological changes occur during adolescence, which can affect further development and have long-term consequences. If social phobia is not identified and eliminated in time during adolescence, it can have a serious negative impact on the development of a person. That is, this condition can cause a person's self-esteem to decrease, neurosis to appear, and even mental disorders. If social phobia is not detected and psychocorrected in time, it becomes one of the biggest obstacles in the future interpersonal relations and activities of the teenager. Because of this, many psychologists have paid special attention to the study of this problem. Fear belongs to the category of fundamental human emotions (Helgorn E, Lufbor-Roudge, 1966). It can be imagined that the emotion of fear arises as a response reaction to a threatening stimulus. The understanding of danger, its realization is formed in the process of life experience and interpersonal relations. But for the child, some insensitive stimuli gradually acquire the character of dangerous effects.

A phobia is a persistent and unreasonable fear of a situation, an event, or an object. People with phobias experience panic attacks even when they think about the object or situation that causes their fear. A phobia can prevent people from living a normal life and negatively affect their personal, social and professional activities.

Phobia is characterized by a strong and constant manifestation of fear, a high desire to avoid the object that causes fear. This condition can appear in a person unexpectedly and for an unknown reason. Especially in children, fears and phobias are more common in the processes of their adaptation to society and the world around them. It has been shown that phobias are more common in people with well-developed fantasy, anxious character, self-doubt, low self-esteem, and poorly formed communication skills.

One of the fears that occurs mainly in adolescence is sociophobia. This problem has interested many domestic and foreign psychologists, including Zygmund F., Zakharov A.I., Anokhin P.K. can be highlighted separately.

In the development of a teenager as a person, two situations are observed: on the one hand, he strives to be in close contact with other peers, obeying group norms, and on the other hand, due to the increase in independence, some difficulties are observed in the inner mental world of the child. Conflicts arise between awareness of others and awareness of self. Often, a teenager overestimates his capabilities, while others are skeptical of his strength, will and potential. But, even so, no matter what he does, he strives to be recognized by the society of equals, and communication with them becomes the meaning of his life. If a teenager is rejected by his peers for some reason during this period, he may view it as a huge tragedy, skip school, or even commit suicide.

This condition is caused by the attention of others in a small group or confined environment (for example, in school classrooms).

Adolescent fears are conditionally divided into natural and social:

1. Natural is the instinct of self-preservation. Fear of losing loved ones, suffering from disasters, animal attacks, criminals, blood, pain, injections, hospitals, ghosts, fire, deep water, heights, unexpected sounds, etc.
2. Social fears arise from interacting with other people. This is the fear of delay, shame, condemnation, ridicule and rejection, loneliness.

Adolescent students with social phobia are afraid of their lack of knowledge or that their shortcomings will be seen by other people, and they are afraid of being an uneducated partner. Therefore, they avoid showing themselves in public, talking to strangers and meeting. Adolescents with sociophobia refuse to respond in class. They are more humane than other children and do not like to be criticized or discussed. They do not like to go to school, participate in public affairs, it is difficult for them to master some skills in the process of social relations.

In children with social phobia, when they fall into the center of attention of others, their faces turn red, their hands tremble, they lose heart, they urinate. They sometimes believe that these somatic conditions are the main reason for their "avoidance" from people. It should be noted that social anxiety is a natural phenomenon during adolescence. Sociophobia can be seen as a constant anxiety in public situations. One of the special features of sociophobia is selective mutism, which is manifested in a complete refusal to talk in certain public situations. It is usually observed that the child speaks freely at home and in front of close friends, but does not speak at all at school and in front of strangers. People with social phobia are constantly protected from being embarrassed in front of people, from losing their reputation, from being insulted, from being humiliated. They are afraid that they will talk or think bad about them, make fun of them.

During adolescence, a person's worldview, his attitude towards himself and others is formed. Therefore, fears depend on everything around the child. The source of fears in most cases are the adults who surround the child, who involuntarily instill fear in the child, strongly indicate the presence of danger. Sociophobia is studied directly in connection with such concepts as introversion, shyness, childhood trauma, anxiety, forbidden behavior.

Social fear, that is, sociophobia, can be manifested in the form of fear of one's own imperfection, of appearing stupid and foolish in front of others:

Several methods can be used to identify social phobia among schoolchildren and teenagers, to study the causes of its origin. In particular, the Liebovitz Social Phobia Assessment Scale (LSAS) is a questionnaire developed by Dr. Michael Liebovitz, a psychiatrist-researcher at Columbia University and the New York Institute. Through this scale, it is possible to assess how social phobia plays a role in a person's life in various situations.

This methodology is important for its accuracy, reliability, and features of showing the appearance of social phobia. This methodology is used to determine the extent to which people have social phobia.

This methodology, which is used internationally to determine the level of social phobia, has been translated from English and adapted taking into account certain characteristics. It can be used to determine the level of social phobia in schoolchildren in Uzbekistan.

The scale includes 24 items and 2 subscales. The first subscale consists of 11 items and examines social relationships. The second subscale consists of 13 items and examines self-efficacy. A total score is determined by adding the fear and avoidance behavior scores.

When the reliability and validity of the measurements were studied among the researchers, its validity was 0.96. The correlation coefficient was 0.83.

Below is a detailed analysis of the results obtained from the respondents using this methodology.

Nº	Social phobia of degree	Pupils	In percent	Girls	In percent
1	Social no phobia	11	13,75%	4	5%
2	A little	21	26,25%	10	12,5%
3	A normal	20	25%	15	18,75%
4	Above the norm	11	13,75%	8	8,75%
5	Much higher	14	17,5 %	10	12,5 %
6	Very high	3	3,75 %	3	3,75 %

This methodology was conducted among 80 students (50 girls) of the 7th grade of school No. 1 under the authority of the Department of Public Education of the city of Margilan. According to the results of the methodological analysis, social phobia was not detected at all in 11 (13.75%, of which 5% were girls). Some social phobia was observed in 21 people (26.25% of which 12.5% were girls). 20 students (25%, of which 18.75% are girls) have a normal level of social phobia. 11 (of which 13.75% and 8.75% are girls) students are slightly above the norm. 14 people (17.5%, of which 12.5% are girls) have high social phobia. 3 people (3.75%, of which 3.75% are girls) have very high social phobia. According to the analysis of the results, one out of ten children has a higher than normal level of social phobia (the majority of them are girls).

So, 65% of schoolchildren have moderate or no social phobia. 35% of students suffer from social phobia. 25% of them are girls.

Social phobia is one of the current problems, and the higher than normal level of social phobia affects students' learning at school, interpersonal activities, communication

with teachers, adults and when entering a new environment. Prevents the student from freely expressing his thoughts. It causes failures in his subsequent independent activities. The earlier it is detected and eliminated in adolescents, the more the problems that young people may face in the future would be reduced, for this purpose, the above methodology can be used by school psychologists as an effective method for determining the level of social phobia.

References

1. Qurbonova, S. (2022). KICHIK MAKTAB YOSHIDAGI BOLALARDA AQLIY INTELEKTNING RIVOJLANISHI. Eurasian Journal of Social Sciences, Philosophy and Culture, 2(12), 73-79.
2. Dilshodbek o'g'li, R. S. (2022). Sportchi Psixologik Salomatligiga Ta'sir Etuvchi Omillar. Galaxy International Interdisciplinary Research Journal, 10(11), 117-121.
3. Курбонова, С. (2022). ПСИХОЛОГИЯНИ ЎҚИТИШГА ЗАМОНАВИЙ ПЕДАГОГИК ТЕХНОЛОГИЯЛАРНИ ТАТБИҚ ЭТИШ. MODELS AND METHODS FOR INCREASING THE EFFICIENCY OF INNOVATIVE RESEARCH, 2(17), 191-194.
4. Noxida, D., & Saida, Q. (2022). TALABA QIZLARNI OILAVIY HAYOTGA TAYYORLASHNING ETNOPSIXOLOGIK XUSUSIYATLARI. Galaxy International Interdisciplinary Research Journal, 10(11), 309-314.
5. Qurbonova, S. (2022). KICHIK MAKTAB YOSHIDAGI BOLALARDA AQLIY INTELEKTNING RIVOJLANISHI. Eurasian Journal of Social Sciences, Philosophy and Culture, 2(12), 73-79.
6. Dilshodbek o'g'li, R. S. (2022). PSYCHOLOGICAL ASPECTS OF THE SPORTSMAN PERSONALITY DURING COMPETITIONS. IJTIMOIIY FANLARDA INNOVASIYA ONLAYN ILMIY JURNALI, 2(11), 215-221.
7. Dilshodbek o'g'li, R. S. (2022). Motiv Va Motivatsiya Muammosining Jahon Va Mahalliy Psixologlar Tomonidan Tadqiq Etilganligi. American Journal of Social and Humanitarian Research, 3(11), 256-259.
8. Dilshodbek o'g'li, R. S. (2022). Sportchi Psixologik Salomatligiga Ta'sir Etuvchi Omillar. Galaxy International Interdisciplinary Research Journal, 10(11), 117-121.
9. Usmanov, S., & Absalomov, E. U. (2020). IMPROVEMENT OF TOLERANT CULTURE IN THE FAMILY. Theoretical & Applied Science, (1), 674-676.
10. Axmadjonovich, U. S. (2022). EMPIRICAL ANALYSIS OF THE IMPACT OF SOCIO-PSYCHOLOGICAL FACTORS ON MASTERY INDICATORS IN STUDENTS.
11. Usmonov, S. A. (2020). PROBLEMS AND SOLUTIONS WITH WORKING ABILITY CHILDREN. In Психологическое здоровье населения как важный фактор обеспечения процветания общества (pp. 177-179).

12. Усмонов, Ш. А., Закирова, М. С., & Нуриддинов, Р. С. Ў. (2021). ИЛК ЎСПИРИНЛИК ДАВРИДА АҚЛИЙ ҚОБИЛИЯТЛАРНИНГ ЭМПИРИК ТАҲЛИЛИ. Современное образование (Узбекистан), (9 (106)), 12-16.
13. Usmonov, S. A., & Xoldaraliyeva, A. A. Q. (2021). TALABA YOSHLARNI TOLERANTLIK RUHIDA TARBIYALASHNING PSIXOLOGIK TAMOILLARI. Academic research in educational sciences, 2(5), 73-77.
14. Usmonov, S. A. (2020). OPPORTUNITIES WITH WORKING ABILITY CHILDREN IN EDUCATION. In Психологическое здоровье населения как важный фактор обеспечения процветания общества (pp. 298-300).
15. Усмонов, Ш. А. (2015). Развитие толерантной культуры у учащейся молодёжи. In Актуальные аспекты современной науки (pp. 9-12).
16. Усмонов, Ш. А. (2022). ТАЛАБАЛАРДАГИ АҚЛИЙ ҚОБИЛИЯТЛАРНИ ЕТАКЧИ СИГНАЛЛАР ТИЗИМИГА БОҒЛИҚЛИГИНИ ЎРГАНИЛИШИ: Усмонов Шерзод Ахмаджонович, Фарғона давлат университети, Психология кафедраси ўқитувчиси. Образование и инновационные исследования международный научно-методический журнал, (7), 328-333.
17. Usmonov, S., & Tojimatov, J. (2022). O'QUVCHI YOSHLARNI KASBGA YO'NALTIRISHNING PSIXOLOGIK OMILLARI.
18. Axmadjonovich, U. S., & Murodjon To'loqinjon o'g, A. (2022). PRACTICAL OPPORTUNITIES FOR THE DEVELOPMENT OF CREATIVE THINKING IN STUDENTS. Galaxy International Interdisciplinary Research Journal, 10(7), 180-183.
19. Axmadjonovich, U. S. (2022). SOCIO-PSYCHOLOGICAL BASIS FOR THE MANIFESTATION OF AGGRESSIVE BEHAVIOR IN ADOLESCENTS.
20. Усмонов, Ш. А. 1. ПСИХОЛОГИЯ Развитие толерантной культуры у учащейся молодёжи. АКЦИОМА: актуальные аспекты гуманитарных наук, 5.