



# ACADEMIC SPECTRUM

3-Son (2026-yil, Mart)

*Ilmiy-metodik jurnal*  
*Научно методический журнал*  
*Scientific and Methodical Journal*

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“A lot of what’s driving progress is the capacities these systems have—and that’s outstripping how well we understand how they work,” said Tom Griffiths, PhD, a professor of psychology and computer science who directs the Computational Cognitive Science Lab at Princeton University. “What makes sense now is to make a big parallel investment in understanding these systems,” something psychologists are well positioned to help do.

“One of the unique things psychologists have done throughout our history is to uncover the harm that can come about by things that appear equal or fair,” said Adam Miner, PsyD, a clinical assistant professor of psychiatry and behavioral sciences at Stanford University, citing the amicus brief filed by Kenneth Clark, PhD, and Mamie Phipps Clark, PhD, in *Brown v. Board of Education*.

Sethumadhavan said psychologists can help companies understand the values, motivations, expectations, and fears of diverse groups that might be impacted by new technologies. They can also help recruit participants with rigor based on factors such as gender, ancestry, age, personality, years of work experience, privacy views, neurodiversity, and more.

Psychologists are accepting, changing how humans and machine interactions are carefully designed to increase how people perceive artificial intelligence and how such perceptions affect society. A study by psychologist Yochanan Bigman, an associate professor at the Hebrew University of Jerusalem, shows that human-caused gender biases harm the moral algorithm. research participants felt their companies had little legal recourse for algorithmic discrimination.

At this point, these studies are important not only for the life of society as a whole, but also for the growing youth. It should be noted that it is necessary to take into account several effects of artificial intelligence in the mental development of adolescents.

**Positive Impact on Social Skills:** Some psychologists argue that AI can enhance adolescent social skills by providing opportunities for interaction, communication, and collaboration. Chatbots and virtual assistants, for example, can help build conversational skills and encourage empathy.

**Risk of Social Isolation:** There is concern that increased use of AI technologies, such as social media algorithms and virtual reality, may lead to social isolation among adolescents. Psychologists worry that substituting real-life connections with AI interactions could hinder the development of meaningful relationships and impede social skills.

**Emotional Well-being Challenges:** Adolescents may be more susceptible to negative effects on mental health due to AI interactions. Exposure to AI-driven content, such as social media and entertainment recommendations, can lead to issues like body dissatisfaction, depression, and anxiety. Psychologists emphasize the need for healthy AI engagement to protect emotional well-being.

**Ethical Considerations:** Psychologists may also discuss the ethical implications of AI technologies. Adolescents can be vulnerable to AI manipulations and targeted marketing, potentially influencing their behavior, beliefs, and self-esteem. It is important to ensure responsible AI deployment to protect adolescent psychological well-being.

**Impact on Cognitive Development:** Some psychologists theorize that heavy reliance on AI systems for tasks like problem-solving and critical thinking may hinder the development of these skills among adolescents. Over-reliance on AI-based answers and reduced effort in finding solutions independently could impact cognitive growth.

**Privacy Concerns:** Psychologists may highlight concerns about AI systems collecting vast amounts of personal data from adolescents, potentially invading their privacy. This gathering of personal information may lead to issues like data breaches, sophisticated marketing techniques, and psychological profiling, requiring psychologists to address privacy concerns.

It is worth noting that these opinions represent different perspectives within the psychological community. The impact of AI on adolescent behavior is an ongoing area of research and discussion, and psychologists continue to explore its multifaceted implications.

#### Conclusion:

Artificial intelligence has become an indispensable tool in the study of social and psychological characteristics of modern youth. Its ability to analyze vast datasets, interpret nuanced behaviors, and contribute to personalized interventions marks a significant paradigm shift in understanding and

supporting the well-being of the younger generation. However, ethical considerations must remain at the forefront to harness the full potential of AI responsibly.

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**Sharopov Suxrob Shodi o'g'li***Osiyo xalqaro universiteti 1-bosqich magistranti***O'SMIR VA TALABA YOSHLARIDA ICHKI MOTIVATSIYA VA REFLEKSIV TAFAKKUR O'RTASIDAGI BOG'LIQLIKNING IJTIMOY-PSIXOLOGIK XUSUSIYATLARI**

**Annotatsiya.** Mazkur maqolada o'smir va talaba yoshlarida ichki motivatsiya hamda refleksiv tafakkur o'rtasidagi ijtimoiy-psixologik bog'liqlik empirik va nazariy jihatdan tahlil qilinadi. Tadqiqotda metakognitiv jarayonlar, o'z-o'zini boshqarish va refleksiv faoliyat ichki motivatsiyaning shakllanishida muhim omillar sifatida ko'rib chiqilgan. Empirik ma'lumotlar A. MakKlelland va D. Atkinsonning “Maqsadga erishish motivatsiyasi” testi hamda D.A. Leontyev tomonidan ishlab chiqilgan refleksiya metodikasi yordamida o'rganildi. Olingan natijalar ichki motivatsiya va refleksiv tafakkur o'rtasida ijobiy va statistik ahamiyatli bog'liqlik mavjudligini ko'rsatdi ( $r=0,36$ ;  $p\leq 0,05$ ). Shuningdek, refleksiya darajasi yuqori bo'lgan respondentlarda maqsad qo'yish, rejalashtirish va o'z-o'zini boshqarish ko'nikmalari yuqori darajada rivojlanganligi aniqlandi. Tadqiqot natijalari ta'lim jarayonida refleksiv va metakognitiv yondashuvlarni joriy etish orqali yoshlar ichki motivatsiyasini rivojlantirish zarurligini asoslaydi.

**Kalit so'zlar.** Ichki motivatsiya, refleksiv tafakkur, metakognitsiya, o'z-o'zini boshqarish, o'smirlar, talaba yoshlar, motivatsiya nazariyalari, refleksiya, shaxs rivojlanishi, ijtimoiy-psixologik omillar.

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**Аннотация.** В данной статье рассматривается социально-психологическая взаимосвязь между внутренней мотивацией и рефлексивным мышлением у подростков и студентов с теоретической и эмпирической точек зрения. В исследовании метакогнитивные процессы, саморегуляция и рефлексивная деятельность рассматриваются как ключевые факторы формирования внутренней мотивации. Эмпирические данные были получены с использованием теста мотивации достижения А. МакКлелланда и Д. Аткинсона, а также методики диагностики рефлексии, разработанной Д.А. Леонтьевым. Полученные результаты показали наличие положительной и статистически значимой взаимосвязи между внутренней мотивацией и рефлексивным мышлением ( $r = 0,36$ ;  $p \leq 0,05$ ). Кроме того, у респондентов с высоким уровнем рефлексии выявлены более развитые навыки постановки целей, планирования и саморегуляции. Результаты исследования обосновывают необходимость внедрения рефлексивных и метакогнитивных подходов в образовательный процесс для развития внутренней мотивации у молодежи.

**Ключевые слова.** Внутренняя мотивация, рефлексивное мышление, метакогниция, саморегуляция, подростки, студенты, теории мотивации, рефлексия, развитие личности, социально-психологические факторы.

**Sharopov Suxrob Shodi ogli***1st-year Master's student, Asian International University***SOCIO-PSYCHOLOGICAL CHARACTERISTICS OF THE RELATIONSHIP BETWEEN INTRINSIC MOTIVATION AND REFLECTIVE THINKING AMONG ADOLESCENTS AND UNIVERSITY STUDENTS**

**Abstract.** This article examines the socio-psychological relationship between intrinsic motivation and reflective thinking among adolescents and university students from both theoretical

and empirical perspectives. The study focuses on metacognitive processes, self-regulation, and reflective activity as key factors in the formation of intrinsic motivation. Empirical data were collected using the Achievement Motivation Test developed by A. McClelland and D. Atkinson, as well as the reflection assessment method by D.A. Leontyev. The results revealed a statistically significant positive correlation between intrinsic motivation and reflective thinking ( $r=0.36$ ;  $p\leq 0.05$ ). Additionally, participants with higher levels of reflection demonstrated more advanced skills in goal setting, planning, and self-regulation. The findings highlight the importance of integrating reflective and metacognitive approaches into educational practice in order to enhance students' intrinsic motivation and personal development

**Keywords.** *Intrinsic motivation, reflective thinking, metacognition, self-regulation, adolescents, university students, motivation theories, reflection, personality development, socio-psychological factors.*

**Kirish.** Zamonaviy globallashuv va raqamli transformatsiya sharoitida inson psixikasiga tushayotgan yuklama misli ko‘rilmagan darajada ortib bormoqda. Sun‘iy intellekt texnologiyalarining jadal rivoji, axborot oqimining keskin ko‘payishi hamda ijtimoiy tarmoqlarning kengayishi yoshlar ongida yangi psixologik muhitni shakllantirmoqda. Hozirgi yosh avlod avvalgi davrlarga nisbatan nafaqat bilim olish, balki o‘zini doimiy ravishda qayta anglash, moslashish va o‘zini namoyon qilish zarurati bilan yuzlashmoqda. Biroq aynan shu jarayonda ichki motivatsiyaning pasayishi va maqsadli faoliyatga bo‘lgan qiziqishning susayishi kabi muammolar global miqyosda dolzarb psixologik masalaga aylanmoqda.

So‘nggi yillarda olib borilgan tadqiqotlar shuni ko‘rsatmoqdaki, yoshlar orasida tashqi rag‘batlarga (baholar, mukofotlar, ijtimoiy tasdiq) ortiqcha tayanish ichki motivatsiyaning zaiflashuviga olib kelmoqda. Ayniqsa, “tezkor muvaffaqiyat” madaniyati (instant gratification) va qisqa muddatli kontentga asoslangan raqamli muhit yoshlarning uzoq muddatli maqsadlar sari intilish qobiliyatini pasaytirmoqda. Natijada, faoliyatning chuqur ma‘nosini anglash o‘rniga yuzaki qoniqish ustuvor bo‘lib qolmoqda. Bu holat esa nafaqat akademik samaradorlikka, balki shaxsning identiteti va psixologik barqarorligiga ham salbiy ta‘sir ko‘rsatadi.

Shu bilan birga, zamonaviy psixologiyada motivatsiya muammosini hal etishda refleksiv tafakkur va metakognitiv jarayonlarning roli tobora muhim ahamiyat kasb etmoqda. Refleksiya — bu shaxsning o‘z fikrlarini, hissiyotlarini va faoliyatini ongli ravishda tahlil qilish qobiliyati bo‘lib, u ichki motivatsiyaning shakllanishida asosiy mexanizmlardan biri hisoblanadi. Ayniqsa, o‘smirlik va talabalik davrida refleksiv tafakkurning rivojlanishi shaxsning o‘zini anglash, hayotiy maqsadlarni aniqlash va ongli tanlovlar qilish jarayonlari bilan bevosita bog‘liqdir.

Bugungi kunda neyropsixologik tadqiqotlar ham refleksiya va motivatsiya o‘rtasidagi bog‘liqlikni yangi nuqtai nazardan ochib bermoqda. Xususan, prefrontal korteks faoliyati bilan bog‘liq bo‘lgan o‘z-o‘zini nazorat qilish va rejalashtirish mexanizmlari refleksiv tafakkur orqali faollashishi aniqlangan. Bu esa shaxsning impulsiv qarorlar o‘rniga ongli va maqsadga yo‘naltirilgan faoliyatni tanlashiga xizmat qiladi. Demak, refleksiya nafaqat kognitiv jarayon, balki motivatsion tizimni boshqaruvchi psixologik regulyator sifatida namoyon bo‘ladi.

Shu nuqtai nazardan, ichki motivatsiya va refleksiv tafakkur o‘rtasidagi bog‘liqlikni ijtimoiy-psixologik jihatdan o‘rganish zamonaviy ta‘lim va tarbiya tizimi uchun muhim ilmiy-amaliy ahamiyatga ega. Mazkur tadqiqot aynan ushbu ikki muhim psixologik omilning o‘zaro ta‘sirini aniqlashga qaratilgan bo‘lib, u yoshlar shaxsining barqaror rivojlanishi, mustaqil fikrlash qobiliyatining shakllanishi hamda ichki motivatsiyaning mustahkamlanishiga xizmat qiluvchi mexanizmlarni ochib berishni maqsad qiladi.

**Nazariy asoslar.** Motivatsiya va refleksiv tafakkur muammosi zamonaviy psixologiya fanida shaxs rivojlanishining markaziy komponentlaridan biri sifatida talqin qilinadi. Ushbu ikki fenomen shaxsning faoliyatga kirishishi, uni davom ettirishi hamda natijalarni ongli baholashi bilan uzviy bog‘liq bo‘lib, ularning o‘zaro integratsiyasi shaxsning ijtimoiy-psixologik yetukligini belgilaydi.

Avvalo, motivatsiya tushunchasining nazariy talqiniga to‘xtaladigan bo‘lsak, **Abraham Maslow** [1] tomonidan ilgari surilgan ehtiyojlar ierarxiyasi nazariyasida inson faoliyatining asosiy harakatlantiruvchi kuchi ehtiyojlar tizimi ekanligi asoslab beriladi. Olimning ta‘kidlashicha, inson

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