



# ACADEMIC SPECTRUM

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Until recently, strong and weak characters in people were determined only based on the will characteristics of the character. In a person with a strong character, his actions and views are completely compatible with each other. A conformist cannot be firm in his opinion, his behavior depends on the environment. Therefore, when solving problems related to the training of military personnel, it is necessary to assume that the character of a person is determined by his social life, that is, the social conditions in which he lives and works. Social life has direct and indirect effects. That is why a person's character combines the aspects that are unique to the society to which he belongs. Similarities and commonalities in the characters of people belonging to one society are explained by common social conditions. On the other hand, each person's unique life path, life and work conditions create individual character traits.

It should be mentioned that the character of people can be evaluated differently in everyday life. Sometimes military personnel understand stubbornness as an expression of principle or determination and give it a positive assessment. Or they understand such qualities as sensitivity and compassion as signs of weak character. They believe that sensitivity is a characteristic of weak-willed people, therefore, a strong-willed person should be cold, rude and short-tempered. A sincere attitude towards superiors and adults can also be perceived as arrogance. Naturally, it is necessary for the commanders to prevent such prejudices and to form the correct views in military personnel.

The presence of real imagination, beliefs and ideas in a person is considered a necessary condition for the formation of a strong character. However, this is not enough, the important thing is that a person should not only have the right ideas and beliefs, but also follow them in life.

A young man enters the Armed Forces with a determined character to one degree or another. During the service period, he develops character traits characteristic of a military serviceman. The military order sets before him the task of building his behavior on the basis of strict rules and obligations defined in the regulations, orders and instructions of the chiefs. The requirements of the regulations, the performance of official duties, military duty, guard service and other obligations develop character qualities such as discipline, goal-seeking, responsibility, stability, and integrity in a military serviceman.

Experience is formed based on the repetition of actions, the responsibility for which is reflected in the mind, if at first the actions are the result of realizing the need or the desire to avoid punishment, and later, due to repeated repetitions, they become a habit.

A deep understanding of the need to act in full accordance with the requirements of the Military Oath and regulations is a condition for acting responsibly in any situation during peace and war.

The formation of the character of a military serviceman is mainly influenced by the commander, colleagues, and the military team. In this case, the commander's work style, discipline in the unit, the organization of educational work, the mutual harmony of the requirements imposed on military personnel by the commander and superiors, and the lack of regular control over their service and training activities. It plays an important role, as well as the correct application of incentives and punishments.

A young soldier who joins a military team immediately begins to take his new place in the system of social relations. He can no longer plan his activities and behavior independently, as in civilian life. Certain requirements are put forward for him that regulate his life, studies and service. At the same time, military activity requires him to be more conscious and active in relation to the surrounding events. Sometimes a military serviceman is forced to fundamentally revise his usual relationship to the world, to work, to other people and to himself. That's why in the first days of service, contradictions, hesitations and struggle of motives are visible in the soldier's behavior and mental state. On the basis of service activities, the foundations of a military serviceman's character are created, faith is strengthened, and behavior is built on the basis of much higher moral principles.

In the development of character, physical education is given a lot of attention. A physically trained serviceman shows higher willpower compared to others under equal conditions, and his self-confidence is high.

Apart from these, self-education also has great potential in character education. It is necessary for the commanders to lead this process, to encourage military personnel to develop the qualities of character needed in the conditions of war. It is recommended to use self-reassurance, self-criticism, practice, self-motivation and even self-compulsion.

#### **Abilities, their development in military personnel.**

Every person is born with certain talents and abilities. If a person has signs of one type of ability, he can develop different talents, for example, a person with good eyesight can be a good artist, and in the military field - a good sniper. In addition, if a person has weakly developed symptoms of one type of ability, other abilities may develop very well in the process of activity. However, one thing should not be forgotten: even a person with the highest signs of talent cannot achieve high results in his work if he does not work hard in this field.

Abilities are manifested in the quick acquisition of certain knowledge, skills and abilities and in the ability to correctly apply them in practice. Being able to apply knowledge, skills and abilities in new situations is a sign of high ability.

#### ***High-level ability is called talent.***

A talented person achieves high results in one or more activities. The main signs of talent are:

- early manifestation of abilities;
- quick assimilation of knowledge, skills and abilities specific to a specific activity, inclination and interest in them.

Talent is manifested not only in the rapid development of a person's abilities, but also in the ability of a person to achieve high results even in difficult and new conditions.

**The talent of one or another person can reach an extraordinarily high level.** This is called talent. A talented person is distinguished by his creative approach to his work and inquisitiveness. Such a person brings great innovations to science, technology, art, military work and other fields.

The possessor of the highest abilities is called a genius. The work of geniuses has a historical significance for the life of society. A genius creates a new era in his field.

For example, Amir Temur was such a genius in the field of statecraft and military, Mirzo Ulugbek in astronomy, Alisher Navoi in literature, and Albert Einstein in physics.

It is known that young men come to military service with certain abilities. The main task of an officer is to develop these abilities and properly organize their use in military activities. The most important thing is not to make mistakes in this work.

Some people may have developed psychological cognitive processes: attention, memory, perception. They will have great opportunities in all types of activities to one degree or another. There are abilities that are based on personality traits: interests, inclinations, temperaments. There are also abilities that are manifested only in certain activities (ability to math or construction).

It is possible to monitor the activities of soldiers and determine their specific abilities. It is also possible to distinguish their temperaments. It should be mentioned that it is not an easy task to correctly assess human abilities. For example, the commander of the training unit turns to his superior with a request to remove one cadet from the ranks of cadets. He concludes that this cadet does not have the ability to drive a tank. The unit commander cannot adequately justify his conclusion, after which the superior recommends further study of this cadet. The unit commander performs this task, gets to know the cadet better, and begins to study his personal qualities and combat capabilities. His efforts were not wasted. This cadet soon took part in night training in tank driving, and in the second stage of training he received the rank of first class mechanic driver.

#### **Summary**

Currently, the armies of many countries use tests to determine the abilities of military personnel. There is no doubt that this method will be useful in peacetime conditions. However, in unexpected situations, this method is not always effective for a period of full war. Because, in extreme conditions, the human psyche, including its abilities, can undergo certain changes.

An officer's knowledge of abilities allows not only to assess the abilities of his subordinates, but also to develop them in the right direction. Formation of abilities of military personnel is carried

out on the basis of a certain plan from the first day of their service. In this, the analysis of the mistakes made by the soldier during the training process plays a big role.

It is important to remember that a number of blunders in action ultimately stem from one common cause of incompetence on the part of the serviceman.

An incompetent soldier would perform worse under the same conditions. An individual approach to it is necessary, which ensures significant success only when a military serviceman is thoroughly studied.

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**N.Z.Jumayev**

*Psixologiya fanlari bo'yicha falsafa doktori (PhD), dotsent*

## **RAQAMLI DAVRDA IJTIMOY MEDIA VA SUN'IY INTELLEKTNING YOSHLAR RUHIY SALOMATLIGIGA TA'SIRI**

**Annotatsiya.** Ushbu maqola raqamli davrda ijtimoiy media va sun'iy intellektning yoshlar ruhiy salomatligiga ta'sirini o'rganishga bag'ishlangan. Zamonaviy yoshlar hayotida onlayn muhit va sun'iy intellekt algoritmlari muhim rol o'ynaydi, ular o'zini baholash, kayfiyat, ijtimoiy solishtirish va emotsional barqarorlikni shakllantirishga ta'sir qiladi. Maqolada ijtimoiy media va AI platformalarining ruhiy holatga ijobiy va salbiy ta'siri, stress, depressiya va yolg'izlik hissi bilan bog'liqligi tahlil qilinadi. Shuningdek, raqamli savodxonlik va onlayn muhitda ruhiy salomatlikni qo'llab-quvvatlash strategiyalari ham ko'rib chiqiladi. Tadqiqot natijalari shuni ko'rsatadiki, ijtimoiy media va sun'iy intellekt yoshlarning kreativ va tanqidiy fikrlashini rag'batlantirishi mumkin, ammo me'yoriy nazorat va psixologik qo'llab-quvvatlashni talab qiladi. Ushbu ish pedagoglar, psixologlar va ota-onalar uchun yoshlarni raqamli davr sharoitida sog'lom rivojlantirish va ruhiy salomatlikni saqlash bo'yicha amaliy tavsiyalarni taqdim etadi.

**Kalit so'zlar:** ijtimoiy media, sun'iy intellekt, ruhiy salomatlik, yoshlar psixologiyasi, raqamli savodxonlik, stress, depressiya.

**Аннотация.** Статья посвящена изучению влияния социальных медиа и искусственного интеллекта на психическое здоровье молодежи в цифровую эпоху. В современной жизни молодых людей онлайн-среда и алгоритмы ИИ играют ключевую роль, влияя на самооценку, настроение, социальное сравнение и эмоциональную устойчивость. В статье анализируется как положительное, так и отрицательное влияние социальных сетей и AI-платформ на психическое состояние, связь с уровнем стресса, депрессии и чувством одиночества. Также рассматриваются стратегии цифровой грамотности и поддержки психического здоровья в онлайн-среде. Результаты исследования показывают, что социальные медиа и искусственный интеллект могут стимулировать креативное и критическое мышление молодежи, однако требуют нормативного контроля и психологической поддержки. Работа предоставляет педагогам, психологам и родителям практические рекомендации для формирования здорового развития молодежи и сохранения психического здоровья в условиях цифровой среды.

**Ключевые слова:** социальные медиа, искусственный интеллект, психическое здоровье, психология молодежи, цифровая грамотность, стресс, депрессия.

**Abstract.** This article examines the impact of social media and artificial intelligence on youth mental health in the digital age. In contemporary youth life, online environments and AI algorithms play a significant role, affecting self-esteem, mood, social comparison, and emotional resilience. The study analyzes both positive and negative effects of social media and AI platforms on mental well-being, highlighting associations with stress, depression, and feelings of loneliness. Digital literacy and strategies to support mental health in online settings are also discussed. Research findings indicate that social media and AI can enhance creative and critical thinking in young people, yet require appropriate regulation and psychological guidance. This work provides educators, psychologists, and parents with practical recommendations for fostering healthy development and maintaining mental health of youth in the digital era.

**Key words:** social media, artificial intelligence, mental health, youth psychology, digital literacy, stress, depression.

**Kirish.** So'nggi yillarda raqamli texnologiyalar va sun'iy intellekt (SI) hayotimizning deyarli barcha sohalariga chuqur kirib bordi, jumladan ta'lim, ish faoliyati, ijtimoiy aloqalar va shaxsiy rivojlanishga. Yoshlar ayniqsa onlayn muhitga bog'liq bo'lib, ijtimoiy media platformalari va

Nutq texnikasining ta'lim samaradorligiga ta'siri tarbiyaviy jihatdan ham namoyon bo'ladi. O'qituvchining madaniyatli, muloyim va hurmatga asoslangan nutqi o'quvchilarda ijobiy psixologik muhitni shakllantiradi. Bu esa o'quvchilarning o'z fikrini erkin bayon etishiga, xatodan qo'rqmasdan faol qatnashishiga sharoit yaratadi. Aksincha, qo'pol yoki noaniq nutq o'quvchilarda ishonchsizlik va darsga bo'lgan salbiy munosabatni keltirib chiqarishi mumkin. Shu bois nutq texnikasi o'qituvchining pedagogik odobi va muloqot madaniyati bilan chambarchas bog'liqdir.

Shuningdek, pedagogik jarayonda nutq texnikasi bilimlarni tizimli va mantiqiy yetkazish imkonini beradi. O'qituvchi fikrni izchil bayon etib, tushunchalar o'rtasidagi bog'liqlikni aniq ko'rsata olsa, o'quvchilarda yaxlit tasavvur shakllanadi. Bu esa bilimlarning mustahkamlanishiga va ularni amaliyotda qo'llash ko'nikmasining rivojlanishiga olib keladi. Nutq texnikasi rivojlangan o'qituvchi murakkab mavzularni ham sodda va tushunarli shaklda izohlab bera oladi, bu esa ta'lim samaradorligini sezilarli darajada oshiradi. Xulosa qilib aytganda, pedagogik jarayonda nutq texnikasi ta'lim samaradorligini belgilovchi asosiy omillardan biridir. O'qituvchining nutqiy mahorati o'quvchilarning bilimni o'zlashtirish darajasi, darsga bo'lgan qiziqishi va umumiy ta'lim natijalariga bevosita ta'sir ko'rsatadi. Shu sababli pedagoglarning nutq texnikasini doimiy ravishda rivojlantirib borish ta'lim sifatini oshirishning muhim sharti hisoblanadi. Pedagogik jarayonda nutq texnikasining ta'lim samaradorligiga ta'siri chuqur psixologik va didaktik asoslarga ega bo'lib, u ta'lim jarayonining barcha bosqichlarida o'z ifodasini topadi. O'qituvchining nutqi orqali bilimlar yetkaziladi, munosabatlar shakllanadi va tarbiyaviy ta'sir amalga oshiriladi. Shu sababli nutq texnikasi pedagog faoliyatining ajralmas tarkibiy qismi sifatida qaraladi. O'qituvchining ovoz imkoniyatlaridan to'g'ri foydalanishi, nutq sur'atini dars mazmuniga mos ravishda boshqarishi va so'zlarni aniq talaffuz qilishi o'quvchilarning eshitish va idrok etish jarayonini yengillashtiradi hamda bilimlarni ongli o'zlashtirishga yordam beradi.

Pedagogik jarayonda nutq texnikasi o'quvchilarning diqqatini jamlash va uni uzoq vaqt davomida saqlab turishda muhim ahamiyat kasb etadi. Ifodali va jonli nutq darsni qiziqarli jarayonga aylantiradi, o'quvchilarda mavzuga nisbatan ijobiy munosabatni shakllantiradi. O'qituvchining intonatsiya va urg'ulardan o'rinli foydalanishi muhim tushunchalar va asosiy g'oyalarni ajratib ko'rsatishga xizmat qiladi. Natijada o'quvchilar dars mazmunini yaxshiroq tushunadilar va eslab qoladilar. Bu holat ta'lim samaradorligining oshishida muhim omil hisoblanadi.

Nutq texnikasining samarali bo'lishi pedagogik muloqot sifatini ham belgilaydi. O'qituvchining ochiq, muloyim va ishonchli nutqi o'quvchilar bilan o'zaro hurmatga asoslangan munosabatni shakllantiradi. Bunday muhitda o'quvchilar savol berishdan, fikr bildirishdan tortinmaydilar, bu esa dars jarayonida faol ishtirokni ta'minlaydi. O'quvchilarning nutqiy faolligi oshgani sari ularning tafakkuri rivojlanadi, bilimlarni mustaqil o'zlashtirish ko'nikmalari shakllanadi. Shu jihatdan nutq texnikasi faqat o'qituvchi nutqiga emas, balki o'quvchilarning ham nutqiy rivojiga ijobiy ta'sir ko'rsatadi.

Pedagogik jarayonda nutq texnikasi tarbiyaviy samaradorlikni oshirishda ham muhim o'rin tutadi. O'qituvchining so'z orqali beradigan bahosi, rag'batlantiruvchi yoki tanqidiy fikrlari o'quvchining o'ziga bo'lgan ishonchi va o'qishga bo'lgan munosabatiga bevosita ta'sir etadi. Madaniyatli va odobli nutq o'quvchilarda nutqiy etika, hurmat va muomala madaniyatini shakllantiradi. Bu esa ta'lim jarayonining nafaqat bilim berish, balki tarbiyaviy maqsadlariga ham xizmat qiladi.

Umuman olganda, pedagogik jarayonda nutq texnikasi ta'lim samaradorligini ta'minlovchi muhim pedagogik shartlardan biridir. O'qituvchining nutqiy mahorati darsning mazmunli, tushunarli va ta'sirchan bo'lishini belgilaydi. Nutq texnikasi rivojlangan pedagog o'quvchilarni bilim olishga unday oladi, ularning qiziqishini oshiradi va ta'lim jarayonining yuqori natijalarga erishishini ta'minlaydi. Shu bois nutq texnikasini takomillashtirish pedagoglarning kasbiy rivojlanishida ustuvor yo'nalishlardan biri bo'lib qolaveradi. Pedagogik jarayonda nutq texnikasining ta'lim samaradorligiga ta'siri o'qituvchining kasbiy mahorati va shaxsiy ta'sirchanligini namoyon etuvchi asosiy omillardan biri sifatida qaraladi. Ta'lim jarayonida bilim faqatgina axborot sifatida emas, balki o'qituvchining so'zi, ohangi va muloqot madaniyati orqali o'quvchi ongiga singdiriladi. Shu jihatdan nutq texnikasi o'qituvchining darsni qanday tashkil etishi, mavzuni qanday ochib berishi va o'quvchilarni qanday

ruhantira olishini belgilaydi. To‘g‘ri va ifodali nutq o‘quvchilarda ishonch uyg‘otadi, bu esa bilimlarni qabul qilish jarayonini yengillashtiradi.

Pedagogik jarayonda nutq texnikasi o‘quvchilarning idrok va tafakkur jarayonlariga bevosita ta‘sir ko‘rsatadi. O‘qituvchining nutqi mantiqiy va izchil bo‘lsa, o‘quvchilar tushunchalar o‘rtasidagi bog‘liqlikni oson anglaydilar. Nutq sur‘atining o‘rtacha va vaziyatga mos bo‘lishi o‘quvchilarning eshitish orqali qabul qilish qobiliyatini oshiradi. O‘rinli pauzalar esa o‘quvchilarga eshitilgan axborotni tahlil qilish va xulosa chiqarish imkonini beradi. Bunday nutqiy tashkil etilgan dars o‘quvchilarning bilimni mustahkam o‘zlashtirishiga xizmat qiladi.

Nutq texnikasining ta‘lim samaradorligiga ta‘siri darsda psixologik qulay muhit yaratishda ham namoyon bo‘ladi. O‘qituvchining xotirjam, muloyim va ishonchli nutqi o‘quvchilarda xavfsizlik va qo‘llab-quvvatlanish hissini uyg‘otadi. Natijada o‘quvchilar o‘z fikrini erkin bayon etishga, savollar berishga va muhokamalarda faol qatnashishga moyil bo‘ladilar. Bu holat ta‘lim jarayonining interfaol tus olishiga va o‘quvchilarning bilish faolligi oshishiga olib keladi.

Shuningdek, pedagogik jarayonda nutq texnikasi ta‘limning tarbiyaviy samaradorligini ham oshiradi. O‘qituvchining nutqida namoyon bo‘ladigan hurmat, sabr-toqat va odob o‘quvchilar uchun namuna bo‘lib xizmat qiladi. So‘z orqali berilgan rag‘batlantirish o‘quvchining o‘ziga bo‘lgan ishonchini mustahkamlaydi, ehtiyotkor va o‘rinli tanqid esa uning o‘z ustida ishlashiga undaydi. Shu tarzda nutq texnikasi o‘quvchi shaxsining har tomonlama rivojlanishiga ijobiy ta‘sir ko‘rsatadi.

Xulosa qilib aytganda, pedagogik jarayonda nutq texnikasi ta‘lim samaradorligini ta‘minlovchi muhim pedagogik omil hisoblanadi. O‘qituvchining nutqiy mahorati dars mazmunini chuqur anglash, o‘quvchilarning faolligini oshirish va ta‘lim-tarbiya jarayonida yuqori natijalarga erishishda hal qiluvchi ahamiyat kasb etadi. Shu sababli pedagoglar nutq texnikasini doimiy ravishda takomillashtirib borishlari ta‘lim sifatini oshirishning muhim sharti bo‘lib qoladi.

**Xulosa.** Xulosa qilib aytganda, pedagogik jarayonda nutq texnikasi ta‘lim samaradorligini belgilovchi muhim omillardan biridir. O‘qituvchining nutqiy mahorati o‘quvchilarning bilimlarni chuqur va ongli o‘zlashtirishiga xizmat qiladi. Shu sababli bo‘lajak o‘qituvchilarni tayyorlash jarayonida nutq texnikasini rivojlantirishga alohida e‘tibor qaratish zarur. Xulosa qilib aytganda, pedagogik jarayonda nutq texnikasi ta‘lim samaradorligini oshiruvchi yetakchi omillardan biri hisoblanadi. O‘qituvchining ravon, aniq va ifodali nutqi o‘quvchilarning bilimni ongli o‘zlashtirishiga, dars jarayonida faol ishtirok etishiga hamda mustaqil fikrlash ko‘nikmalarining rivojlanishiga xizmat qiladi. Nutq texnikasi orqali o‘qituvchi nafaqat bilim beradi, balki o‘quvchi shaxsiga tarbiyaviy ta‘sir ko‘rsatadi, ijobiy psixologik muhitni shakllantiradi va o‘zaro muloqotni mustahkamlaydi. Shu bois bo‘lajak va amaldagi pedagoglarning nutq texnikasini doimiy ravishda rivojlantirib borish ta‘lim sifatini yuksaltirish, pedagogik mahoratni oshirish va zamonaviy ta‘lim talablariga mos, raqobatbardosh o‘qituvchi shaxsini shakllantirishning muhim sharti hisoblanadi. Xulosa o‘rnida shuni ta‘kidlash joizki, pedagogik jarayonda nutq texnikasi o‘qituvchining kasbiy faoliyatini belgilovchi asosiy mezonlardan biri hisoblanadi. O‘qituvchining so‘zlash uslubi, ovoz ohangi, nutqning mantiqiyiligi va ifodaliligi ta‘lim mazmunining o‘quvchi ongiga qay darajada samarali yetib borishini belgilaydi. Nutq texnikasi mukammal shakllangan pedagog dars jarayonini mazmunli, tushunarli va qiziqarli tashkil eta oladi, bu esa o‘quvchilarning bilimlarni puxta o‘zlashtirishiga xizmat qiladi.

Shuningdek, nutq texnikasi ta‘lim jarayonida pedagogik muloqot va tarbiyaviy ta‘sirning asosiy vositasi bo‘lib xizmat qiladi. O‘qituvchining madaniyatli va ta‘sirchan nutqi o‘quvchilarda hurmat, ishonch va ijobiy munosabatni shakllantiradi. Bunday muhitda o‘quvchilar erkin fikr bildiradilar, darsda faol ishtirok etadilar va o‘rganilayotgan mavzuga qiziqishlari ortadi. Natijada ta‘lim jarayoni faqat bilim berish bilan cheklanmay, o‘quvchi shaxsini har tomonlama rivojlantirishga xizmat qiladi.

Umuman olganda, bo‘lajak o‘qituvchilarda nutq texnikasini rivojlantirish va pedagogik jarayonda undan samarali foydalanish ta‘lim sifatini oshirishning muhim sharti hisoblanadi. Nutqiy mahoratga ega bo‘lgan pedagog zamonaviy ta‘lim talablariga javob bera oladigan, o‘quvchi bilan samarali muloqot o‘rnata oladigan va jamiyatda o‘z o‘rniga ega bo‘lgan barkamol avlodni tarbiyalashga qodir mutaxassis sifatida shakllanadi.

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