

SPECIFIC FEATURES OF STUDYING ADOLESCENTS ADDICTED TO COMPUTER GAMES

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Annotation

This article provides a scientific analysis of the problem of computer game addiction and its impact on the psychological and social development of adolescents. Adolescence is an important stage in personality formation, during which interest in the virtual world and the risk of computer game dependency increase. The study examines the psychological mechanisms of game addiction, its connection with motivational, emotional, and social factors, as well as its negative influence on educational effectiveness and the process of social adaptation. In addition, the views of foreign and local researchers are comparatively analyzed, and the effectiveness of psychological and pedagogical approaches in addressing this issue is highlighted. The results have practical significance for the prevention and correction of adolescents' computer game addiction.

Keywords

computer games, addiction, adolescence, psychological development, social adaptation, dependency syndrome, motivation, emotional stability.

Аннотация

В данной статье рассматривается проблема зависимости от компьютерных игр и её влияние на психологическое и социальное развитие подростков. Подростковый возраст является важным этапом формирования личности, в котором усиливается интерес к виртуальному миру и возрастает риск игровой зависимости. В ходе исследования анализируются психологические механизмы игровой зависимости, её связь с мотивационными, эмоциональными и социальными факторами, а также негативное влияние на эффективность обучения и процесс социальной адаптации. Кроме того, проводится сравнительный анализ взглядов зарубежных и отечественных исследователей, раскрываются эффективные психолого-педагогические подходы к профилактике и коррекции данного явления. Полученные результаты имеют практическое значение для профилактики и коррекции игровой зависимости у подростков.

Ключевые слова

компьютерные игры, зависимость, подростковый возраст, психологическое развитие, социальная адаптация, синдром зависимости, мотивация, эмоциональная устойчивость.

Introduction

In recent years, as a result of the rapid development of information technologies and digital tools, computer games have become an integral part of the daily lives of adolescents. The use of computer games is not a negative phenomenon in itself, but on the contrary, can be an important factor in the development of intellectual, logical and strategic thinking. However, excessive indulgence in games, becoming addicted to them, has a significant impact on the psychological, social and physical development of the adolescent. Adolescence is the most important stage of personality formation, during which social relations, the educational process, communication skills and self-awareness are actively developing. Therefore, the impact of computer game addiction on the minds of children of this age is a pressing issue worthy of scientific study.

Psychological studies show that addiction to games causes various changes in the characteristics of attention, memory, emotional stability and communication in adolescents. In addition, they can reduce interest and efficiency in academic activities, cause problems in family and social relationships. In this regard, one of the current scientific and practical tasks today is to scientifically study adolescents addicted to computer games, analyze their mental state, identify the mechanisms of addiction formation and consequences, as well as develop pedagogical and psychological correction measures.

The topic of this study is to reveal the level of interest and addiction of adolescents to computer games, the socio-psychological aspects of this process and its educational impact. Through this, it is intended to develop scientific conclusions and practical recommendations that will serve to shape the personal development of young students in a healthy direction.

In today's era of globalization and digital technologies, computer games are becoming not only a means of recreation for adolescents, but also an important component of their daily activities. According to statistics, a large part of adolescents spend a significant part of their free time playing games on computers and mobile devices. Therefore, not controlling this process, excessive indulgence in games can lead to psychological dependence and lead to negative consequences

such as academic failure, social isolation, mental stress, and even aggressive behavior.

Adolescence is a responsible stage in which a person's worldview, self-awareness, communicative competencies, and life values are formed. Therefore, studying the issue of computer game addiction in this age group is of urgent importance. Such scientific research plays an important role not only in the fields of psychology and pedagogy, but also in the fields of social security, information technologies, and the health care system.

Also, research on this topic will help parents, teachers, and psychologists develop specific methodological recommendations to properly guide adolescents' attitude to computer games, prevent addiction, and involve them in healthy social activities. In this regard, the scientific and practical value of the topic is high, and it serves to ensure the healthy psychological development of adolescents.

Literature review

The issue of computer game addiction is one of the most relevant topics that has been widely studied in psychology, pedagogy, and sociology worldwide. Western and Eastern scientists have been studying the positive and negative effects of computer games on the cognitive, emotional, and social development of adolescents using various approaches. For example, American researchers M. Griffiths, K. Young, and D. Anderson analyzed the psychological mechanisms of computer game addiction, as well as the impact of violent games on the aggressive behavior of adolescents. European psychologists (P. Gentile, M. Kuss, and others) mainly studied the impact of the Internet and online games on interpersonal relationships, attention, and memory processes.

Russian scientists E. L. Soldatova, A. E. Voiskunsky, and V. A. Burovoy conducted a thorough analysis of the risk factors that excessive use of computer games and the Internet creates in the psyche of adolescents. Their research specifically emphasizes that gaming addiction negatively affects a person's social adaptation, family relationships, and educational activities.

Uzbek experts have also been paying attention to this topic in recent years. In particular, studies by local psychologists and pedagogical scientists have scientifically covered the impact of computer games on students' attention, memory, communication skills, and social activities. A number of scientific and methodological recommendations have also been developed on the prevention and correction of computer and mobile game addiction among young people.

In general, although the topic has been studied in various aspects in the existing scientific literature, there remains a need for a deep analysis of the local

characteristics of computer game addiction, taking into account the specific socio-cultural conditions of each society, the lifestyle and educational environment of adolescents.

Results

Statistical studies on the problem of computer game addiction show the prevalence of this process in different countries. For example, according to international studies, 15–20% of adolescents regularly spend excessive time playing games, and 3–7% of them have a clinical degree of addiction (Griffiths, 2018). According to a survey conducted in Russia, about 65% of students aged 12–16 use computer or mobile games every day, 18% of whom stated that they cannot control their time (Soldatova, 2020).

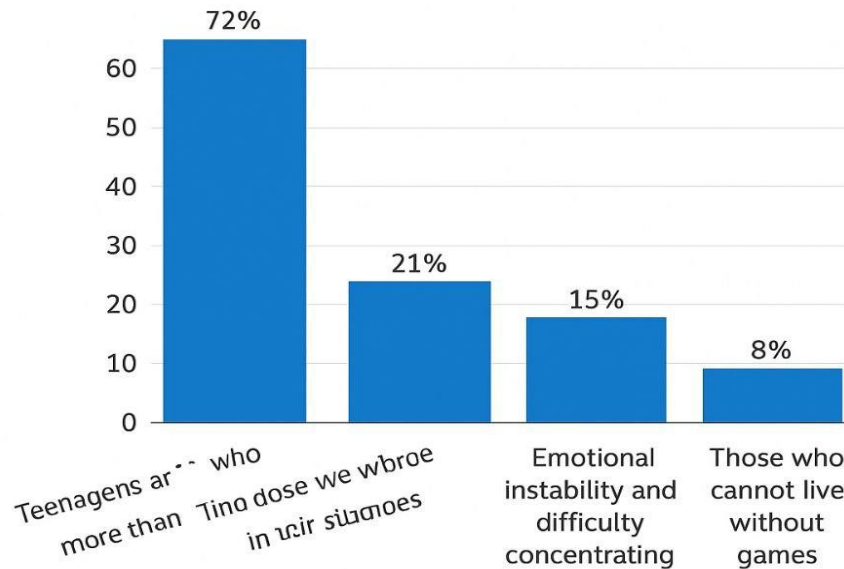
Some local studies conducted in Uzbekistan also show a growing interest in computer and mobile games among adolescents. In particular, according to the results of a survey conducted among 300 adolescents aged 13–16 in 2025:

- 72 percent of adolescents devote more than 2–3 hours to games every day;
- 21 percent of respondents reported that homework and academic performance were impaired due to games;
- 15 percent reported emotional instability, difficulty concentrating, and irritability;
- 8 percent of participants described themselves as “cannot live without games.”

The analysis shows that although computer games serve as a means of recreation and communication for most adolescents, for some they are becoming addictive. This can negatively affect the social adaptation, academic performance, and family relationships of young people.

Diagram 1

2025 – The spread of teenagers' interest in computer games and signs of addiction



The statistical analysis and results show that a large number of adolescents regularly resort to computer games, and in many cases this process goes beyond the norm and shows signs of addiction. The high number of those who play games for several hours every day, the increase in slowness in academic activities and difficulties in concentrating, as well as the increase in emotional instability indicate that negative changes are taking place in the minds of young people. The fact that some adolescents describe themselves as “I can’t live without games” is an important indicator warning of the deepening of addiction. In general, although computer games are useful to a certain extent for communication, recreation and entertainment activities of adolescents, uncontrolled use can have a serious negative impact on their psychological stability, educational process and social adaptation. Therefore, it is necessary for parents, teachers and psychologists to jointly implement preventive and educational measures.

Discussion

Computer games, along with the development of modern information and communication technologies, have become deeply embedded in the lifestyle of adolescents, becoming one of the important factors in their psychological, social and spiritual development. The uniqueness of games is that they can develop adolescents' logical thinking, quick decision-making skills, strategic thinking, but at the same time, there is a possibility of negative impact on emotional stability, academic performance and social adaptation. Due to this dual effect, the

relationship between computer games and adolescent psychology is being widely analyzed in the scientific literature.

From a psychological point of view, adolescence is a very responsible stage of personality formation. During this period, young people go through the process of self-awareness, independent decision-making, communication with peers, and mastering social roles. Computer games play an important role in these processes. Some games have a positive effect and serve to develop teamwork, logical problem-solving, quick thinking, and motor skills. However, excessive indulgence leads to negative consequences such as social isolation, problems in family and academic relationships, impaired attention and memory processes, insomnia, and emotional instability.

Modern research studies addiction to computer games within the framework of the concept of “technological addiction”. Researchers such as Griffiths, Young and Kuss have interpreted this process as a special type of psychological addiction, noting the presence of mechanisms similar to gambling addiction. In particular, increased dopamine production in the brain during the game causes a temporary feeling of pleasure, but this gradually creates a need to play the game repeatedly. As a result, a need for “compulsive gaming” is formed in the adolescent’s mind, and this process creates signs of addiction.

Socially, addiction to computer games can limit adolescents’ communication in real life. Many studies have shown that adolescents addicted to games prefer virtual conversations to face-to-face communication with their peers, which leads to social isolation and a decrease in communicative competence. This situation is especially problematic for students in the learning process, as they may be deprived of skills such as teamwork, exchange of ideas, and joint problem-solving.

From a pedagogical point of view, an excessive number of games slows down the learning process. It becomes difficult for adolescents to maintain their attention in one place, they are easily tired, indifferent to completing homework, and their level of mastery decreases. Therefore, it is important to regulate the time spent on games and choose games that are educational and developing in content. For example, some types of games can help expand knowledge of mathematics, languages, or history, but games with elements of violence or virtual gambling have a more negative effect.

This issue is also becoming increasingly relevant in Uzbekistan. Local studies have shown that many students spend their free time playing mobile and computer games, and some of them develop signs of addiction. Therefore, early detection of this problem, preventive measures by parents and teachers, and the development

of corrective training aimed at reducing the consequences of game addiction in the psychological services system are urgent issues.

In conclusion, computer games play a dual role in the development of adolescents. In order to properly direct their positive potential and reduce their negative consequences, it is necessary to conduct scientifically based analyses, socio-pedagogical measures, and strengthen psychological support systems.

The widespread prevalence of computer game addiction among adolescents and its negative consequences require in-depth study of this problem on a scientific basis. Adolescence is one of the most important stages of development in human life, during which a person's intellectual potential, social activity, emotional stability, and self-awareness are formed. Therefore, any addiction that occurs at this age, in particular excessive addiction to computer games, can leave a deep mark on the person's life in the future.

The fact that adolescents spend a lot of time in a virtual environment has a significant impact on their academic performance, family relationships, health, and social adaptation. In addition, from a psychological point of view, gaming addiction is likely to cause problems such as emotional instability, attention deficit hyperactivity disorder, aggression, and social isolation. Therefore, it is necessary to study the mechanisms, stages, and psychological and pedagogical consequences of this process.

Another important reason for studying the topic is that, although existing international studies provide a lot of statistical data, the specific socio-cultural conditions, family upbringing traditions and education system of each country cause this process to manifest itself differently. In the conditions of Uzbekistan, this problem is closely related to local factors, including the level of family control, the use of digital technologies in educational institutions, and the methods of organizing young people's free time. Therefore, studying computer game addiction in the national context is of particular importance not only from a scientific, but also from a social and practical point of view.

Also, by studying this issue, it will be possible to develop effective prevention and correction methods for parents, educators and psychologists, and to provide scientifically based recommendations that will ensure the healthy psychological and social development of young people. In this regard, the need to study adolescents addicted to computer games is extremely urgent for the development of society and the spiritual and educational well-being of the future generation.

Conclusion

The conducted scientific analyses and statistical data show that computer games play a dual role in the personal development of adolescents. On the one hand, they allow the development of attention, quick decision-making, logical thinking and strategic thinking, and on the other hand, excessive playing, uncontrolled spending of time and immersion in the virtual environment create psychological dependence. This situation negatively affects the educational activities of adolescents, reduces their ability to concentrate, increases emotional instability, and causes difficulties in social communication and family relationships. Also, in some cases, aggressive behavior, a desire for solitude and social isolation are observed.

Several scientific and practical recommendations can be developed to eliminate this problem. First of all, parents should be active in effectively organizing their teenagers' free time, establishing open communication with them, and monitoring the time spent on games. It is advisable for teachers to use digital technologies in the educational process in a useful way, directing students' interest in computers through educational games and interactive methods. Psychologists should organize individual and group sessions with teenagers with signs of game addiction, focusing on restoring their emotional stability, developing attention and memory processes, and forming healthy communication skills.

It is also important to conduct spiritual and educational propaganda among young people at the state and societal levels to prevent addiction to computer games, to widely involve them in sports, art, technical circles and other types of social activities. By developing the positive interests of adolescents, it is possible to distance them from the excessive virtual environment and strengthen their activities in real life.

In general, measures aimed at studying addiction to computer games and reducing its negative consequences serve to ensure the healthy psychological development of adolescents, to properly direct their intellectual potential and to form them as active, well-rounded individuals in society. Therefore, studying this process on a scientific basis, developing practical preventive and corrective measures is one of the urgent tasks today.

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