SOCIO-PSYCHOLOGICAL CHARACTERISTICS OF CONFLICT EMERGENCE AMONG HIGH SCHOOL STUDENTS

Egamov Egamberdi Azimjon ugli

Lecturer in the Department of Psychology

Fergana State University

Abstract

This article highlights the socio-psychological features of the emergence of conflicts among high school students and approaches to finding solutions to conflicts. Differences in the behavior of girls and boys in conflict situations stem from both psychological and social factors. It systematically covers the psychological reactions of girls in conflict situations and the reasons for this.

Keywords: Conflict, position, character, goal, situation, oxytocin.

Introduction

The study of psychological knowledge by a person is important because people's erudition implies not only possession of a set of knowledge related to the essence of objective phenomena occurring in the external world, but also occupying a worthy place in life, being aware of all the secrets of rational organization of activities with the effective use of one's internal capabilities and potential, knowing and effectively using methods and means of influencing oneself and others.

The comprehensive development of the individual also depends to a certain extent on the educational process, its organization, methods, and means of implementation. The optimal basis for successful education and knowledge acquisition is the harmonious formation of educational, intellectual skills and

abilities in a person with such indicators as self-awareness, self-assessment, and knowledge.

Internal conflict (conflict) in high school students is a psychological state arising as a result of a clash of opposing desires, feelings, or values in the inner world of a person. Such conflicts arise as a result of the process of self-awareness in the student period, becoming a mature specialist in one's profession in the future, their place in society, and academic pressures. The first cause of internal conflict is clearly manifested in the example of self-awareness and identification. In foreign studies, various reasons for the emergence of internal conflicts during student life have been studied. In particular, in Erikson's theory of psychosocial development, the period of student life is called the "Identification and Role Confusion" stage. During this period, students encounter various experiences to identify their personalities. If the identification process is not successful, internal conflicts arise According to Albert Bandaura's theory of self-confidence, "Students' confidence in their abilities is an important factor in overcoming internal conflicts." Relying on one's own strength, not on external factors, reduces stress and internal resistance.

The word "conflict" is interpreted negatively by many researchers in psychology. However, the conflict has a necessary character, since the search for a positive solution and the analysis of the causes of its emergence, in a broad sense, includes intellectual actions related to the elimination of contradictions arising between people. According to T.F. Bazilievich, since the student group consists of young people, it is necessary to take into account their age characteristics when studying their specific conflict behavior. Because during this period, a person is prone to conflicts. Therefore, when determining the psychological characteristics of the manifestation of conflict behavior in the personality of students, it is advisable, first of all, to take into account their age characteristics, individual psychological characteristics, and the possibilities of mental maturity. That is, it is the most important stage of reacting to conflicts and various situations.

Successful resolution of the consequences of dispute resolution requires their comprehensive study. This is achieved through a high level of development of the team and a warm socio-psychological environment. Concepts about the initial conflict arose in the 19th-20th centuries, and the main conflict and the steps taken to find solutions to it occupied a significant place at the end of the last century.

Today, in psychology and social psychology, the theoretical foundations of conflict are highlighted in the works of V.O. Ageev (1990), A.A. Bodalev (1983), V.I. Zhuravlev (1983), N.N. Obozov (1979), I.A. Kon (1997), Ya.A. Ansupov, A.I. Shipilov (2000), F.M. Borodkin (1989), A.K. Zaysev (1992, 1993), A.G. Zdravomislov (1995) and others. Conflict (from the Latin word "conflict") consists of conflicts between goals, interests, positions, opinions, views, and opposing directions in the interaction of people. At the heart of any dispute lies, in some sense, the conflict and contradictions between goals and interests. Before covering the nature of the conflict in the team, we must take into account its two characteristic aspects. The first is a conflict, and the second is a conflict situation. Based on the analysis of many literature sources, we consider it important to take into account the following formula that distinguishes a conflict situation from a conflict situation:

Nizo + Muammo + Nizoli vaziyat + Nizo ishtirokchilari + Insident.

From this, it can be seen that the conflict unites the conflict situation and a number of other important elements associated with it. When it is necessary to analyze and resolve conflicts in the pedagogical team, it is necessary to clearly assess the place of each element in the conflict. In the emergence and prevention of conflicts, it is advisable to pay special attention to the formula presented above. The psychological environment arises and manifests itself in the communication carried out in satisfying group interests, resolving interpersonal and group conflicts. Therefore, these relations have a differential character, as they are sometimes embodied in the form of friendship, cooperation, competition or rivalry, cooperation or shame, rudeness or conscious discipline. Based on the

analysis of psychological literature, it can be said that the interaction of students in most cases is carried out through four main methods of influence: belief, imitation, influence, coercion.

In our study, in order to determine the behavior of high school students in conflict situations, we chose E.P. Ilin's methodology "Assessment of Personality Behavior in Conflict Situations." According to this, 50 boys and 48 girls from Secondary School No. 28 in Fergana city were involved in the methodology.

1- Table Average value of the degree of conflict involvement in boys and girls (n=98)

Gender	n	Average value (M)	Standard weight (σ)
Boys	50.	32.4	5.6
Girls	48.	35.1	5.1

2- Table

Indicator	Value
t-empirik	2.51.
freedom level (df)	96.
t-critical (p ≤ 0.05)	1.98
significance level	p < 0.05.
significance of the difference	**significant**

According to the results of E.P. Ilyin's methodology "Assessment of Personality Behavior in Conflict Situations," a statistically significant difference in the level of conflict susceptibility was revealed between boys (m=32.4) and girls (m=35.1). The t-empirical value calculated according to Student's t-criterion (t=2.51) is greater than the t ə value (t = 1.98) and is significant at $p < 0.05$. This indicates that the level of conflict susceptibility in girls is higher than in boys.

Table 3 "Conflict susceptibility and gender indicator" specificity"

Variables	r.	p.
Gender ✓ Disagreement	0.24	< 0.05

Table 4 "Personal correlation coefficients between conflict susceptibility and gender"

Gender	n	m	std.	std.
Boys	50.	32.40	5.60	0.79
Girls	48.	35.10	5.10	0.74

A total of 98 respondents participated in the study, of which 50 were boys and 48 were girls. The obtained data indicate the presence of a difference between the groups.

The most important aspect in the table is that the average indicator of girls ($m = $35.10) is significantly higher than that of boys ($M = $32.40). This means that girls are characterized by their inability to control their behavior and succumb to emotions in conflict situations.

Differences in the behavior of girls and boys in conflict situations are attributed to both psychological and social factors. Girls' susceptibility or sensitivity to conflicts can be explained by several key aspects:

1. Empathy and Emotional Intelligence

According to psychological research, the ability to empathize (understand and feel the feelings of others) develops earlier and stronger in girls.
 *Quick perception of emotions: Girls perceive the changes in the interlocutor's facial expression, voice timbre, and body language more subtly than boys.
 * Result: In a conflict situation, they feel not only their own pain, but also the pain of the opposing side. This leads to taking the situation close to the heart and experiencing emotional distress.

2. Methods of Socialization and Upbringing

There are still gender stereotypes in raising children in society:

 * The image of a "well-mannered girl": Girls are taught to be gentle from a young age, to agree, not to cause a quarrel, and to maintain relationships.

 * Orientation towards relationships: Social connections and friendship are very important values for girls. Conflict means the risk of communication breaking. Therefore, any disagreement causes them strong anxiety.

3. Biological Reaction to Stress

During conflict, hormonal changes occur in the body:

 * Oxytocin effect: The oxytocin hormone (binding hormone) plays an important role in a woman's body. During a dispute, the strategy of "fighting or fleeing" (fight or flight) is more effective than "tending and befriending" (tend and befriend).

 * Ichki kechinmalar: Öğil bolalar agressiyani tashqariga chiqarishga (baqirish, jismoniy harakat) moyil bo'lsa, qizlar nizoni ichga yutishadi va uni uzoq vaqt davomida qayta-qayta o'ylashadi (ruminatsiya).

4. Conflict Resolution Method

 * Boys: They often struggle for hierarchy and dominance. For them, conflict is a testing ground. After the dispute ends, it is easier for them to quickly forget everything and play together again.

 * Qiz bolalar: Ular uchun nizo shaxsiy xarakter kasb etadi. When a disagreement occurs, the girl accepts it as "our relationship has cracked," and this affects her self-confidence.

In conclusion, it should be noted that girls' susceptibility to conflicts indicates not their weakness, but a high level of responsibility and emotional richness in their relationships. For them, peace and mutual understanding are the main conditions

of security. The above information is based on general psychological laws and can change depending on personal upbringing and environment.

References

1. Ibaydullayeva U.R. Socio-Psychological Features of Conflicts Between Parents and Children. Doctor of Philosophy (PhD) in Psychology. - T.: 2022. - 5 p. 2. Kadirova A.T.

2. Formation of social ideas about family conflicts in adolescents. Candidate of Psychological Sciences diss. - T.: 2007. - 24 p. 3.

3. Akramova F.A. Socio-psychological foundations of forming a healthy psychological environment in the family. Educational and Methodological Manual. - T.: 2014. - 185 p.

4. Ibaydullayeva U.R. Disputes among adolescents and their resolution. Innovations in Science and Education: Problems and Prospects.// Jizzakh Branch of the Mirzo Ulugbek National University of Uzbekistan. // I scientific-practical conference of professors-teachers and students /// Jizzakh: 2020. - 37-39 p.

5. Akramova F. A. The divorce factors of families and psychological service to the family //International Scientific Journal ISJ Theoretical & Applied Science Philadelphia, USA. – 2020. – T. 81. – №. 01.

6. Akramova, F. A. "The divorce factors of families and psychological service to the family." International Scientific Journal ISJ Theoretical & Applied Science Philadelphia, USA 81.01 (2020).

7. Akramova, F. A. (2020). The divorce factors of families and psychological service to the family. International Scientific Journal ISJ Theoretical & Applied Science Philadelphia, USA, 81(01).

8. Orzukulova C. Theoretical significance of factors determining mental health //Science and innovation. – 2023. – T. 2. – №. B11. – C. 62-68.

9. Orzukulova, Ch. "Theoretical significance of factors determining mental health." Science and innovation 2.B11 (2023): 62-68.

10. Orzukulova, C. (2023). Theoretical significance of factors determining mental health. Science and innovation, 2(B11), 62-68.

11. Khayotjonovna D. N. Studying ethnic stereotypes and psychological standards in preparing girls for a family //EduVision: Journal of Innovations in Pedagogy and Educational Advancements. – 2025. – Т. 1. – №. 3. – С. 831-837.

12. Akmalovna A. F. Oilada sog 'lom psixologik muhit yaratish–dolzarb muammo sifatida //Fan va ta'lim yangiliklari. – С. 23.

13. Akramova F. et al. Life cycle of Bilharziella polonica (Trematoda, Schistosomatidae) parasite of semi-aquatic birds in Uzbekistan //Biosystems Diversity. – 2022. – Т. 30. – №. 2. – С. 137-142.

14. Akramova F. et al. Schistosomatidae from the trematode fauna of aquatic and semi-aquatic birds in Uzbekistan //Biosystems Diversity. – 2023. – Т. 31. – №. 1. – С. 3-9.

15. Akramova F. et al. Diversity.

16. Хосият Азаматовна Тиллашайхова Изучение Индивидуально-Типологических Особенностей Личностных Менеджера// Research Journal of Trauma and Disability Studies. 2023/1/20. 33-39 с.

17. Кадирова Х. А., Кадирова Н. А. Формирование национального взгляда у будущих учителей (на основе народного фольклора) //Вестник науки и образования. – 2020. – №. 5-2 (83). – С. 42-45.

18. Кадирова, Хуршида Абдихалиловна, and Надира Абдихалиловна Кадирова. "Формирование национального взгляда у будущих учителей (на основе народного фольклора)." Вестник науки и образования 5-2 (83) (2020): 42-45.

19. Кадирова, Х. А., & Кадирова, Н. А. (2020). Формирование национального взгляда у будущих учителей (на основе народного фольклора). Вестник науки и образования, (5-2 (83)), 42-45.

20. Sultonova X., Davlatov D. Green architecture: ways to use natural resources wisely //SYNAPSES: Insights across the disciplines. – 2025. – Т. 2. – №. 3. – С. 261-272.

21. ХА Тиллашайхова Социально-психологическое благополучие личности в современном мире// Journal of Universal Science Research. 2023. 270-275-с.