

The Study Of Socio-Psychological Problem Of Loneliness

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Abstract. The problem of loneliness belongs to the object of study of sciences the expression of human development, such as sociology, philosophy, psychology, culturology, pedagogy, medicine and theology. Each of them analyzes the phenomenon of loneliness, proceeding from the research framework of his own science, and tries to enrich himself with a new-a new concepted aspect. Alternatively, it should be noted that the theoretical and practical development of this problem acquires relevance within the framework of Social Psychology, since the phenomenon of loneliness is directly related to the interpersonal relationship between people. The study of the concept of “socio-psychological loneliness” indicates the importance of fully revealing the meaning and essence of the term “loneliness”. This article is dedicated to the problem of loneliness. It reveals the etymology of the concepts of loneliness, solitude and alienation. The results of the survey are also analyzed.

Keywords: phenomenon of loneliness; positive loneliness; negative loneliness; solitude; isolation; communication.

1. Introduction

On a global scale, in accordance with the “Program of actions on the maintenance of mental health in 2013-2020” [10], systematic work is being carried out by specialists of the European Society for the maintenance of psychological health to clarify the characteristics of psychological stresses and emotional disorders that occur in humans. In particular, in educational institutions, special attention is paid to scientific research on the determination of internal sensations of a person and the psychophysiological, emotional and cognitive factors that provoke them, the formation of stability of a person in relation to psychological states, increasing the effectiveness of psychoprophylactic and psychocorrection methods of influence in this regard, determining the psychological characteristics of the occurrence of internal sensations in One of the urgent tasks facing psychologists is to thoroughly study the internal feelings of a person in the period of the worldwide pandemic of COVID-19, to study the scientific and theoretical foundations of revealing their causes, to apply them to the process of life [15].

The study, research and analysis of the psychology of youth in our republic from the point of view of the present day is in the education of a perfect person, which is the main goal of the civil society being restored in our country “... the principle of educating young people who are spiritually and mentally developed, think independently, have a strict life outlook” [7] is considered a priority. In the Law of the Republic of Uzbekistan “On state policy on youth” dated September 14, 2016 № 406 “on the maintenance of psychological health of young people; promotion of their spiritual, physical and moral perfection” [1], Decree of the President of the Republic of Uzbekistan “On the strategy of actions for further development of the Republic of Uzbekistan” on February 7, 2017 “on increasing socio-political activity of young people” [2], Resolution “On the establishment of the Republican Center for socio-psychological service for young people” on July 12, 2019 [3], “In the concept of development of the higher education system of the Republic of Uzbekistan until 2030” on October 29, 2020 “...training of highly qualified scientific and engineering personnel” [4], President of the Republic of Uzbekistan on December 25, 2020 Sh.Mirziyoev spoke at the forum of youth of Uzbekistan [5], on December 29, 2020, the President of the Republic of Uzbekistan Sh.Mirziyoev’s appeal to the Oliy Majlis, it is necessary to carry out the tasks related to “the fact that young people are a great power and their role and opinion are important in the development of the country” [6].

2. Significance Of The Study

The phenomenon of loneliness is a multifaceted situation in terms of content, it is felt in all its forms and manifestations, and is figuratively perceived by the human psyche - this manifests the complexity of the scientific understanding of this problem. The complexity of this research is expressed in the fact that different system of civilization have emerged historically formed socio-psychological manifestations of loneliness and their methods of perception. The term “loneliness” has a different interpretation. The complexity of describing it is that loneliness

does not have criterion boundaries, which is clearly expressed as a socio-psychological phenomenon, and is associated with psychological factors in the quality of individual reflection. In the psychological dictionary, we can read the following description: "Loneliness is an emotional state that is one of the factors of the psycheogen, manifested in an unusual situation when a person is isolated from others" [12, 248-249 p.]. We can see the comment in the most optimal way in Wikipedia: "Loneliness is the emotional state of a person as a socio- psychological phenomenon, associated with the absence of loved ones, with a positive relationship that arises as a result of the existing psychological causes of social isolation, or with the fear of losing them. In its composition there are two different – looking phenomena - positive (loneliness) and negative (isolation) loneliness" [16]. This definition makes it possible to consider the phenomenon of loneliness from the point of view of social psychology, to understand the causes and essence of the different occurrence of human emotional states, to distinguish the tradition of analyzing the phenomenon of loneliness in positive and negative manifestations. In addition, the definition given confesses that in addition to the term "loneliness", the term "solitude" and the term "isolation" should also be used. To further clarify the meaningful boundaries between these terms, we will focus your attention on their etymology.

The term "loneliness" in relation to the term "solitude" as a physical presence of a person has a ontological meaning in contrast. That is, "solitude" as a material form of social life means that a person is engaged in creativity as a result of his stay with him. When it comes to the interpretation of loneliness as a socio-psychological phenomenon, some researchers argue that "solitude" is a special inner emotional meaning-forgiveness, in contrast to the concepts of "loneliness" and "isolation", some researchers argue that these concepts are used as a synonym. About the fact that the concepts "loneliness", "solitude" and "isolation" are not mutually synonymous G.Trubnikova writes: "Isolation" depends on the physical, spatial and lasting location of a person in his relationship to social existence, it is an externally manifested phenomenon, but not an internal psychic forgiveness". U. Sadler and T. Djons said: "It is enough to see by eye to identify physical isolation, but to perceive loneliness, it is necessary to see it as a feeling". In our opinion, it is appropriate to use the phrase "isolation of a person from society, his family", when it comes to words about "isolation", but in the interpretation of the term "loneliness", it is inappropriate to say so. Social "isolation" with "loneliness" is not always synonymous. Feeling lonely can also occur as a result of being inside people. External social isolation does not mean loneliness, but can provide a basis for the emergence of this feeling or deepen its symptoms. Loneliness, unlike external isolation, manifests itself in combination with negative emotions, such as stress, dissatisfaction, suffering, crisis, reflecting a person's internal relations with society, with oneself. In other words, "loneliness" and "isolation" are not identically concepts [14].

From modern Russian researcher G. M. Tixonov analyzes the concepts of the pair "loneliness-solitude" in a phenomenological way, in the polar context. The term "loneliness" means humiliated, abandoned, separated from each other, communicative weakness, that is, it is a sign of subjective experiences in conditions that are excluded from society. The term "solitude" as a subjective feeling emphasizes that a person moves away from other people in the style of the object. D. A. Mateev called the concepts of the two pairs "isolation-loneliness" and "solitude-loneliness" as antinomies, that is, the conflict and dependence between the two cases considered correct. The scientist wrote that "isolation" is a forced disconnection from the blockade around the subject, a physical alienation from others. If "isolation" is an obligation that manifests itself from the outside, then "loneliness" is an inner sobriety. And "solitude" is a temporary disruption of the resulting communication and it determines the success of the individual in the realization of certain goals in the quality of a part of society. Loneliness is a violation of constant communication, the painful disconnection of a person from the environment, the realization that he does not look like his own world. G.I.Kolesnikova calls "loneliness" a painful condition that is far from existential essence [11], that is, the scientist described the concept of loneliness in a semantic way.

The demonstrator of the school of psychoanalytic F. Fromm-Reichman links the concepts of "loneliness" and "solitude" to the characteristic qualities of a person. In his opinion, "loneliness" is a passing mental direction in the norm, it is the desire of an individual to voluntarily feel or be denied, manifested by the temptation of greatness, to preserve the feeling of personal powerfulness [8].

Another close to the concept of "loneliness" is the concept of "alienation", which is included in the range of spiritual orientations of the individual, such as the acceptance of values, norms in society by specialists, and is regarded as the limitation of freedom in the inner spiritual world of the individual [17]. Researchers distinguish two traditions in the analysis of the phenomenon of loneliness; that is, one of them is loneliness in the negative direction, the other in the positive direction. Clarifying the issue of the impact of a sense of loneliness on the way of life of a person allows to analyze loneliness in an antinomial way, which, on the one hand, as a destructive stage of the individual, on the other hand, manifests itself in the stage of self-awareness in the quality of creativity. And the diversity in views is evidenced by the fact that now the phenomenon of loneliness and its psychosocial consequences have not been sufficiently studied.

E. N.Zavorotnix refers to socio-psychological loneliness as a subspecies disorder that causes various positive and negative emotions. The author points out the defining criteria for Loneliness. They are: the subjective assessment of the power of manifestation of the feeling of socio-psychological loneliness; the degree of recognition of loneliness by the individual; the emotional manifestation of loneliness. The researcher also distinguishes the types of socio-psychological sense of loneliness, namely: inattentive loneliness - the person does not pay attention to the loneliness subsistence; inattentive loneliness – through which the person achieves success in his life; destructive loneliness - tries to restore human loneliness livelihood [13].

Golman interprets the typology of the structure of the concept of “loneliness” as follows: 1) mandatory physical or social isolation of the category of socially significant people; 2) conscious boundary of External Relations for the purpose of spiritual improvement; 3) lack of satisfaction, lack of understanding of the need in communication, the feeling of exhausting coexistence of spiritual and spiritual isolation [9].

Thus, “loneliness” is the limitation of communication by a person for the purpose of conscious self-improvement, which we call “creative loneliness”.

3. The purpose and objectives of the study

The purpose of the study is to develop a sense of loneliness as a socio-psychological phenomenon and, on this basis, to demonstrate its place in the development of Social Psychology Science.

Objectives of the study are:

- to reveal the rationalistic aspect of the socio-psychological structure about the meaning and essence of the concept of loneliness;
- to identify the causes and specific features of the manifestation of Social Psychological loneliness in the students’ imagination;
- to reveal the typology of perception of students’ loneliness subsistence;
- to determine the significance of the phenomenon of loneliness in human activities.

The first and the third years students of Fergana State University took part in obtaining empirical data. Their age limit was 17-25 years old, totally 226 respondents.

The subject of the study was the expression of a sense of socio-psychological loneliness in the student-youth imagination.

4. Data Analysis and Interpretation

We used the questionnaire “Expression of a sense of loneliness mechanism” (by M.B.Yuldasheva) to study the manifestations of a sense of socio-psychological loneliness in the students’ imagination. This method helped to identify the reasons for the occurrence of a sense of socio-psychological loneliness in the students group. Below is a link to the analytical results obtained on each question of the questionnaire.

The first question is “Do you feel lonely?” as such, the results found their expression in the diagram in Figure 1.

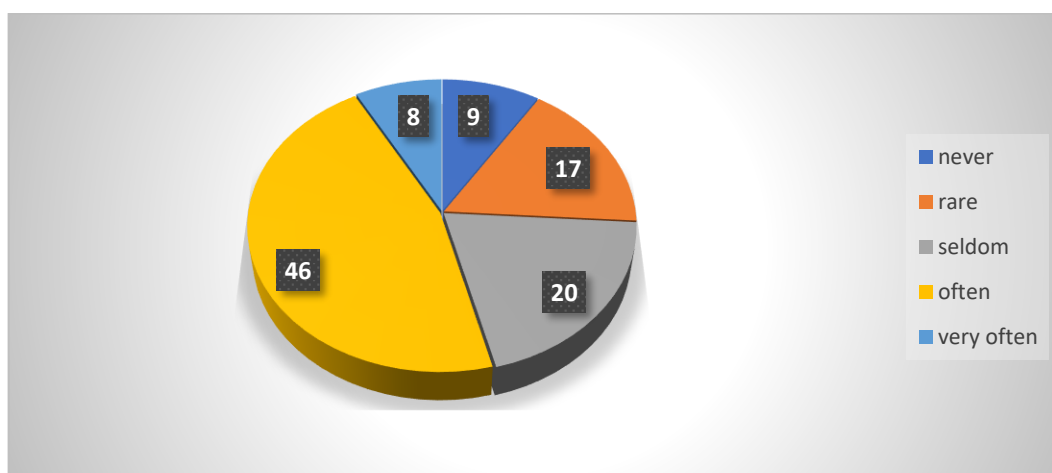


Figure 1. Indicator of feeling lonely

As can be seen from the diagram on the results obtained, never 9 %, in very rare cases 17 %, in seldom 20 %, often 46 %, very often (every day) 8% the student feels loneliness. This indicates that this problem is sufficiently present within the framework of the students group. The night of loneliness is felt by all respondents to this or that level. The result obtained was based on the relevance of the research.

The second question is “What is the reason and why you feel lonely, do you think?” the result of our question was reflected in the diagram in Figure 2.

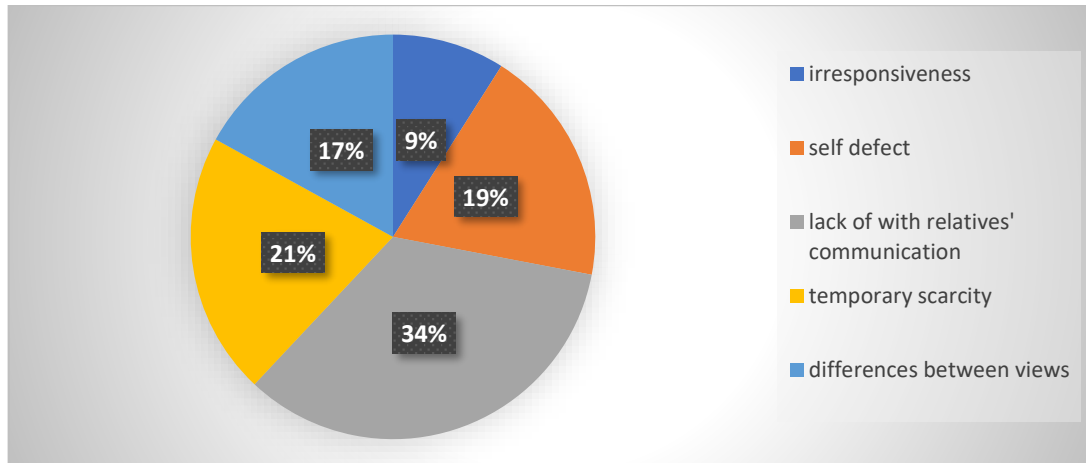


Figure 2. Causes of feeling lonely

Most of the respondents noted that communication with close people was not enough, and this figure was equal to 34%. It was also shown that time was limited and fatigue as the main cause. Students study a lot, so they often feel physical exhaustion and their time is limited. For this reason, they are unable to harmonize the learning process with the communication of the individual. The presence of personal shortcomings disturbs the student 19%. As a result, students tend to enter into relationships with individuals and even feel fear when entering into communication. In their imagination, the unwillingness to come into being of a state of emotional inadmissibility by others provokes loneliness. The discrepancy between worldviews is that 17% of students worry and tend to be lonely in them. Unwillingness to communicate personally was observed in 9% of respondents. From the answers given above, personal shortcomings, insufficient communication with close people, as well as the fact that time is limited and the cause of fatigue, indicate 74% of the total result, that is, in general it means more than half of all respondents. It should be said that for each person, physical-emotional communication is important.

The third question of our questionnaire was put as follows: “Where do you spend your time to overcome the feeling of loneliness?” According to the results obtained, in order to cope with the feeling of loneliness, students often go in for sports and go out for walks – 19,4%. This means that students are concerned about their own health and adhere to a healthy lifestyle. It was determined that students often go to cafes-27,2%, to shops - 24,3%. Playing sports is a common occupation of overcoming a sense of loneliness of 36, 9%, as well as for walks - 45,6%. Going to the cinema rarely has an indicator-46,6%. At present, the launch of the show of as many new films as possible on television does not leave young people in need of watching films in cinemas. 51,5% of students go to museums on an exodus, and 43,7% - to theater performances, in very rare cases. This is evidenced by the fact that the aspiration of students to enlightenment is at a low level. They do not see the need to go to museums, theater performances, considering that there is an opportunity to find all the information on the internet. On the other hand, the issue of getting tickets for theater-concert performances is a problem for students who are not yet mature on the economic side.

The fourth question is “How did you manage to overcome the feeling of loneliness at home?” it was in view and we got the following results. (Figure 3)

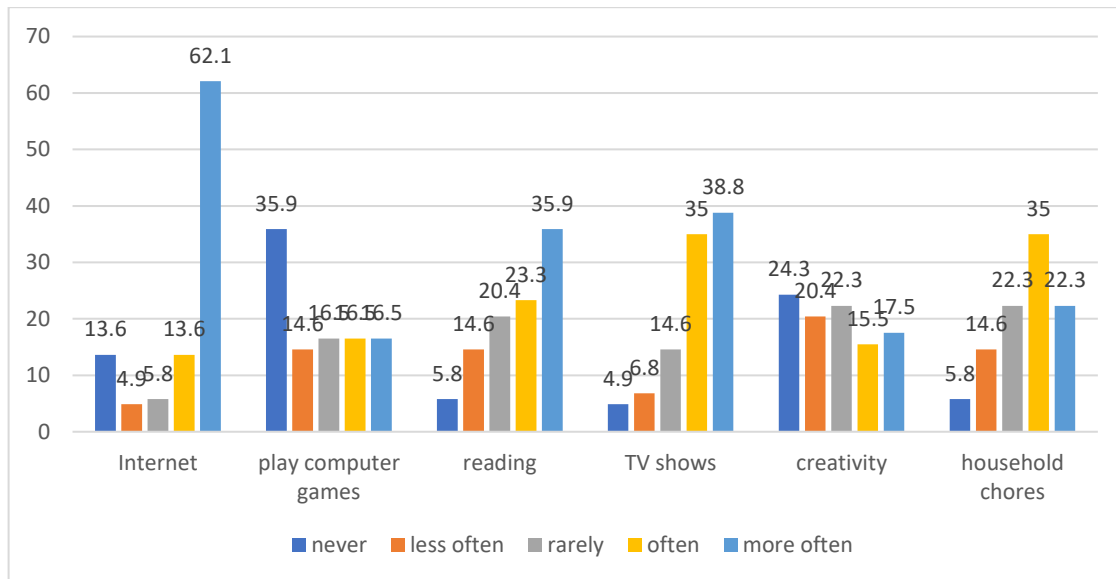


Figure 3. Home remedies to overcome a sense of loneliness

A common way to overcome loneliness in home conditions is the Internet, which means that 62,1% of students have often been identified in their options. And this shows that in modern society the Internet does not cause any problems, now it has all the personal Internet traffic. There are options to find the information you want on the internet, to distract from everyday problems and to establish new Internet connections, as well as these tools will reduce the sense of loneliness for a while. In addition, 38,8% engage in creativity, 35,9% of the reading of the book while the student is often carried out (every day). The reason for the fact that the indicator of creativity is relatively low is that not all students are oriented to creativity, for this it is required that a person has special abilities. In order to distract from the feeling of loneliness, 35% of the students are often engaged in homework, creativity and TV shows, and 23.3% are engaged in book reading. In rare cases, students-young people would be engaged in household chores and TV viewing (22,3 %) and reading (20,4%). Never when students do not play computer games (35,9 %). In general, it is reasonable to conclude that the Internet is the most common method of reducing the feeling of loneliness. In addition, it is worthwhile to say that the most frequent appeal of students to the reading of the book is the result of spiritual and educational work carried out in our state on “Five important initiatives”.

The fifth question is “Will your circle of communication satisfy you?” the response of the respondents was expressed in the diagram.

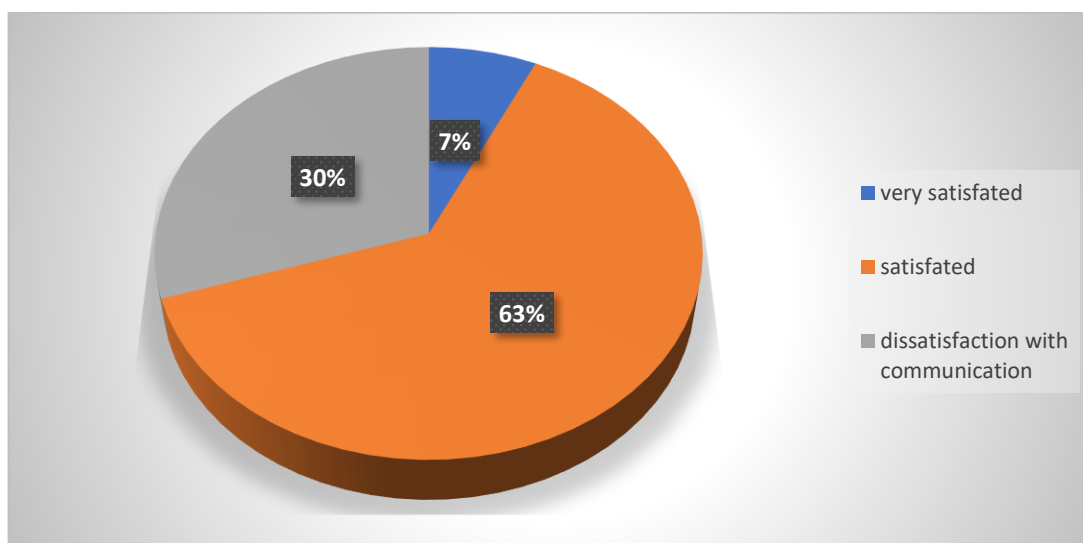


Figure 4. Circle of communication

The main part of the students, that is, 63% noted that the circle of communication satisfied them. In this regard, we can say that the problem of loneliness in the student's imagination depends not only on the amount of communication, but also on the quality. It is possible to communicate with a large number of people, who know their free time can spend together, but even in a similar situation it is a natural phenomenon to make oneself spiritually alone. The above result shows that students control their circle of communication. The sense of dissatisfaction with communication is experienced by 30% of students. In this question, the option "I never communicate will be enough" was not specified by the respondents. From this it can be seen that the students' group is in the framework of constant communication, and sometimes they also engage in communication on commitment.

The sixth question is, in order to determine the attitude to the feeling of loneliness, "Which of the given points will please you?" (Figure 5)

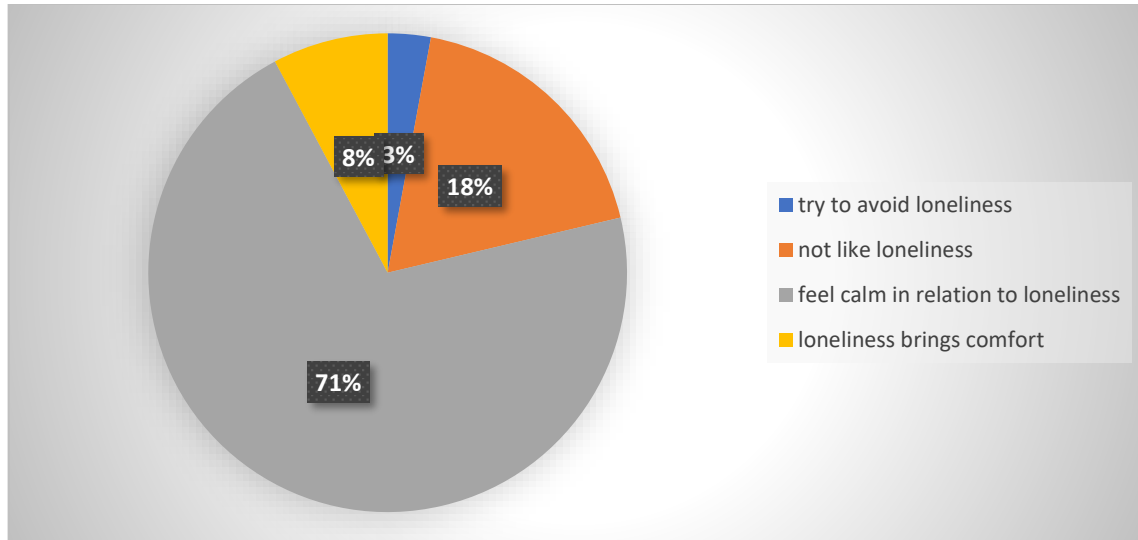


Figure 5. Attitude to the feeling of loneliness

As can be seen from the results, 71% of the respondents feel calm in relation to loneliness, they believe that loneliness from the point of view of the situation contributes to the deepening of thoughts. And this is evidenced by the fact that the sense of loneliness does not frighten the students, that they have a stable psyche, and the moments of need for solitude in human life are natural. If 18% of respondents do not like loneliness, then 3% try to avoid it. While loneliness brings comfort to the body for 8% of respondents. In conclusion, it is inappropriate to put a strict limit on the attitude of students towards loneliness. They perceive the sense of loneliness as a state of dependence on various life situations, and their relationship to it is also formed on this basis.

"How much time do you spend on social networks in one day?" the expression of the answers to our seventh question was presented in the diagram below. (Figure 6)

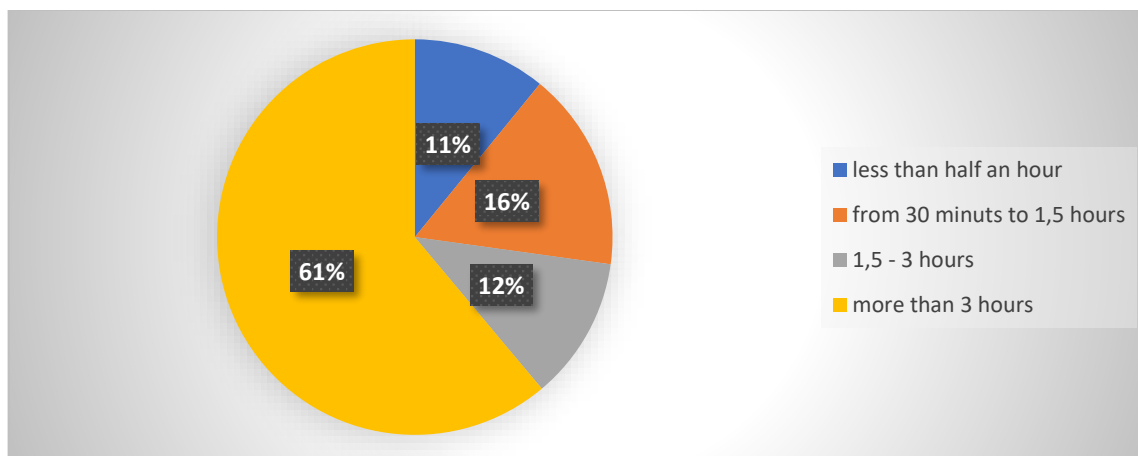


Figure 6. Which is allocated for communication through social networks time display

61 % of students were told to devote more than 3 hours to social network. This is evidenced by the significant role of Internet communication in the modern world. Communication through social network is much more convenient now, universal and co-operative. We can not meet with people who want to communicate by ourselves, it is natural that this is an object of self-interest and a sub-cause. And the Internet simplifies communication, interaction occurs at a quick opportunity. The remaining answer options are approximately the same. As long as 12% of respondents communicate through social networks less than half an hour. It is possible to know from this that in our society there are still people who prefer live communication, and they appreciate naturalness in relation to virtuality. Also in this question, both indicators were determined by the sex difference. (Figure 7)

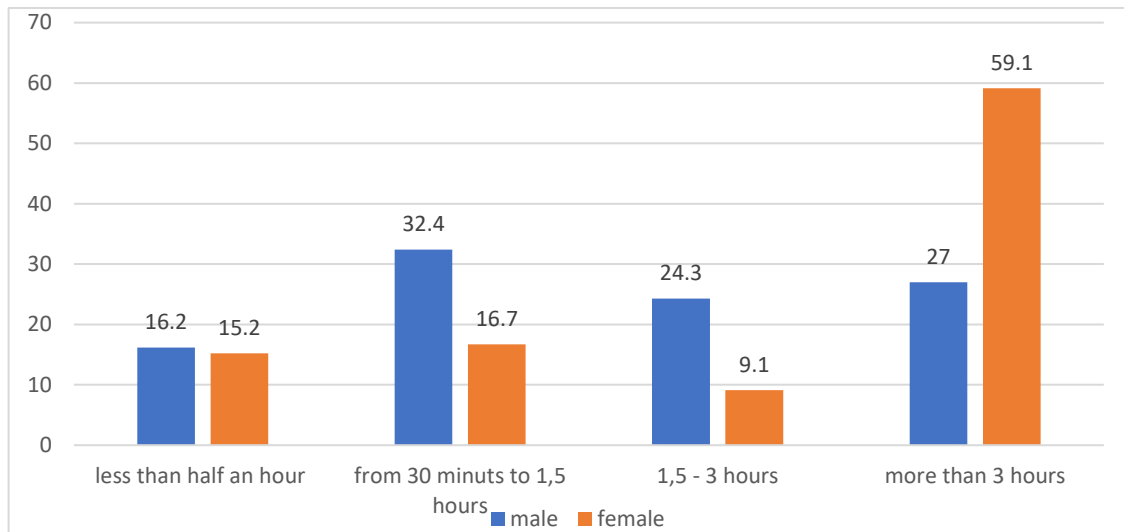


Figure 7. The indicator of the time allocated for communication by means of social network on the sex difference

59,1% of student-girls spend “more than 3 hours” on social network. In the student-boys, the same figure is equal to 27%. So in comparison with girls, guys prefer virtual communication less often, it is more convenient for them to form relationships by meeting face to face in real life and solve problems. 32,4 % of students spend up to one and a half hours on Internet communication.

In addition, the indicator between the age difference of students and the time spent on social network was also determined. (Figure 8)

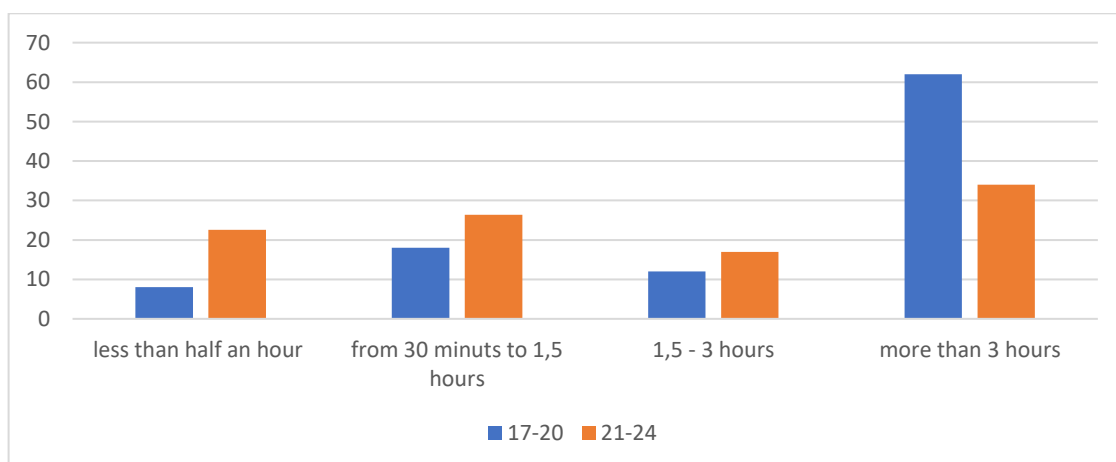


Figure 8. Indicator on the age difference of the time allocated for communication through social network

Students aged 17-20 years spend more time in social networks than students aged 21-24. To communicate in the social network “more than 3 hours”, while 62% of students aged 17-20 years spend. And in students aged 21-24 years, this figure is equal to 34 %. This result shows that students’ growth in ontogenesis, an indirect relationship

begins to be valued as they grow older. There is also a time limit for students between the ages of 21-24 because the major part of them also carry out their work activities together with study; and the student-girls are engaged in their own peculiarities in family life (household chores, upbringing of children, etc.)

Our eighth question is “Which social network and messengers do you use?” in appearance, the results were analyzed and represented in the diagram in Figure 9.

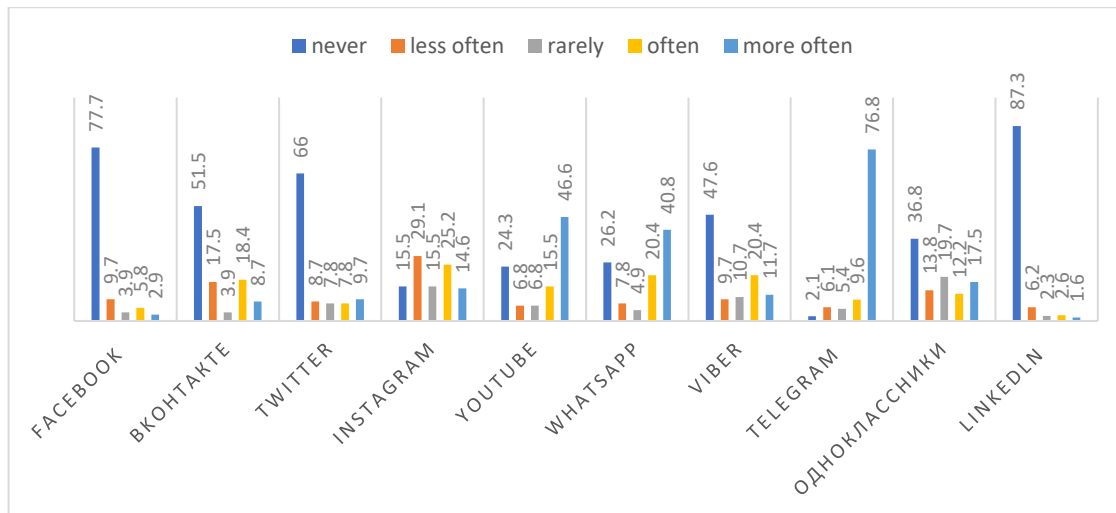


Figure 9. Social networks and messengers that students use

As can be seen from the analysis of the results, within the framework of student youth, the messenger “Telegram” is popular, through which communication is carried out every day and pushes the figure to 76,8%. In the same place 46,6% of students ingested YouTube and 40,8% of students have chosen WhatsApp Messenger. Telegram messenger is also in the first place in the world. During the Covid – 19 pandemic, social networks and messengers remained the main means of communication. As a result of the quarantine restrictions, all, including students and young people, made communication through these means. Social network such as Facebook, Odnoklassniki, Twitter have reduced their popularity slightly now. Facebook, of course, is the largest social network in the world, and students use this network, of course, when communicating with foreign friends. The social network Odnoklassniki is mainly used by representatives of the older generation, because it is convenient to communicate with classmates, cadets, former graduates, as well as their acquaintances. Twitter is a system that allows users to send small text messages. 66 % of students never use this system because their correspondence denies a brief appearance and must have a conversation-style continuity. This means that Telegram messenger is in the framework of the need of modern students, and the remaining social network serve as a complement. Another interesting fact we can identify is that there is a high interest in the network YouTube. Among the messengers, the convenience of the service WhatsApp has also been taken into account.

The ninth question of our questionnaire is “What do social network attract you?”. (Figure 10)

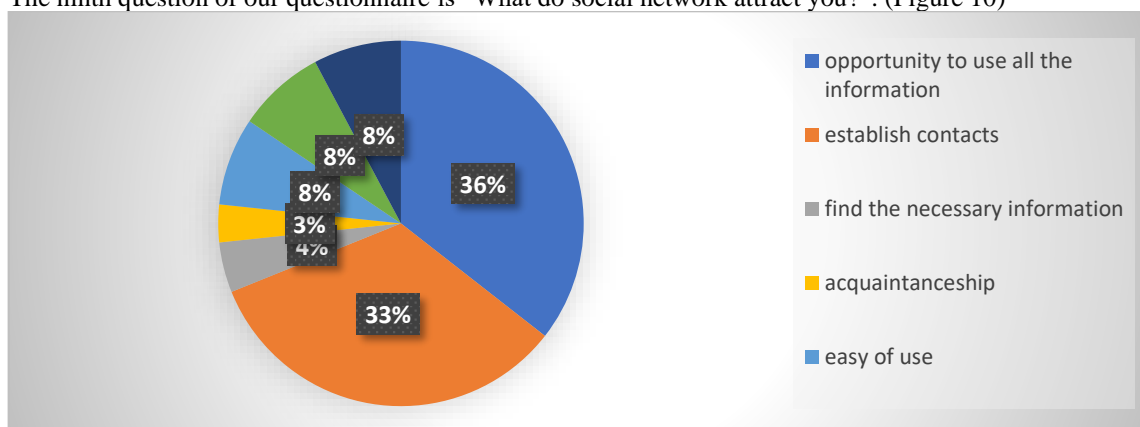


Figure10. The reasons why students use social network

36 % of students are attracted by the availability of the opportunity to use all the information in social network. Respondents listen to training sessions over the Internet, watch videos, participate in regional and international conferences, forums, competitions, especially in conditions of pandemic; become a participant in games with

knowledge of books, articles and even interactive opportunities to obtain scientific and theoretical information. Communication has also been improved with the possibility and convenience of faster implementation. Establishing world-wide communications through Skype has also become easier. In the modern world, it uses all the Internet, because it simplifies the process of interaction and communication. Social networks are established in such a way that people of all ages through it will have the ability to quickly master the technique of their use. Many interfaces of services are open-ended. The response options, such as easy of use, a quick way to retrieve data, as well as becoming a habit were equal to the same indicator. Only 4% of respondents said that in order to find the necessary information and acquaintanceship, social network give the opportunity to save time. Of course, it should not be denied that in this place the positive functions of social network is also considerable.

The tenth question is “How much time do you devote to communication?” it was in view and the following responses analysis was developed. (Figure 11)

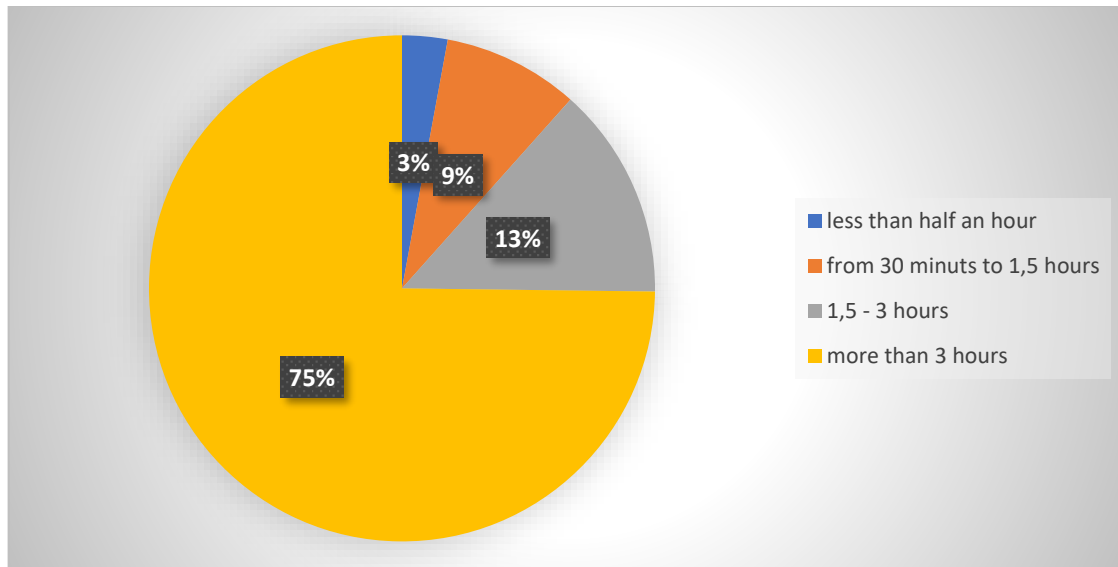


Figure 11. The time that students spend on communication

75 percent of students said that they spend more than 3 hours a day on communication. Less than half an hour communication entrants accounted for 3%, 9% from half an hour to half an hour and 1,5-3 hours 13% of respondents. This means that communication in the form of dialogue has not lost its relevance so far.

In this tenth question, we also identified gender differences and differences as well as age limits. (Figures12-13)

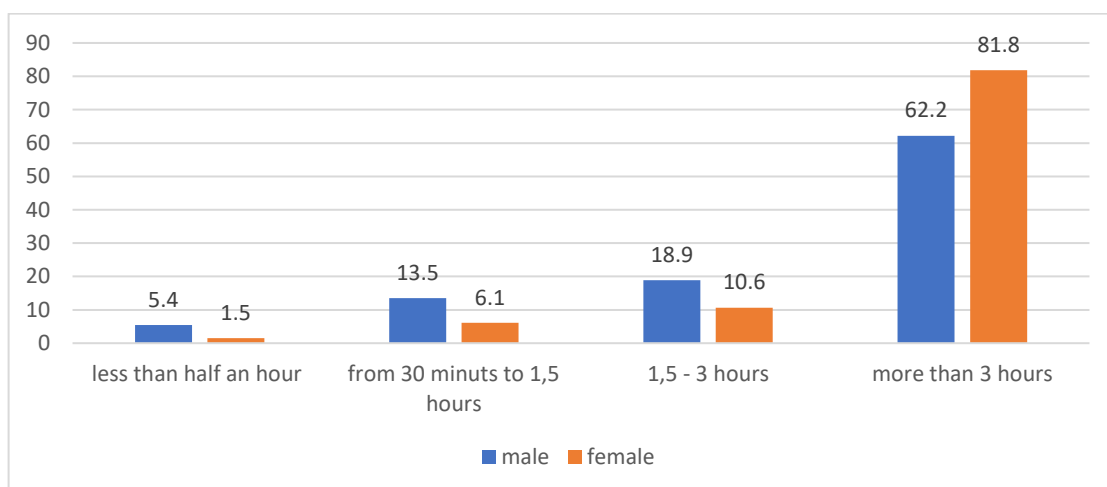


Figure 12. The time that students spend on communication on sexual discrimination

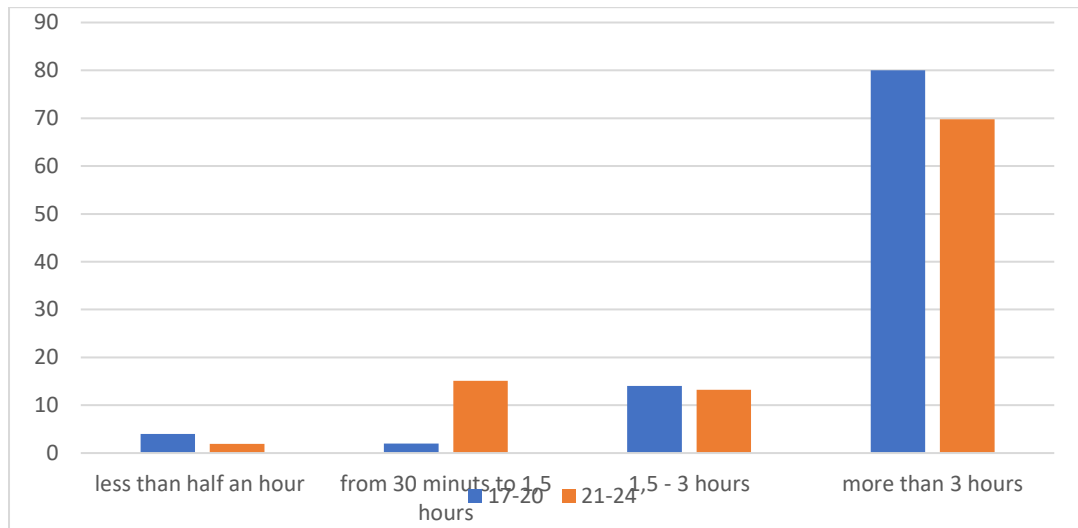


Figure 13. The time that students spend on communication in terms of age difference

More than 3 hours of communication were spent 81,8% of students and 62,2% of students; and 80% of 17-20 students and 70% of 21-24 students. Although the difference between them is not so great, it should be said that women are more sociable than men and 17-20-year-olds.

5. Results

The results obtained from the questionnaire indicate that in the students' imagination of "socio-psychological loneliness" is perceived and evaluated in a real way. Through of research, we have seen a clear expression of loneliness in the students imagination. Based on the results of the study and the general conclusions formed on them, it was possible to distinguish between social and personal determinants of the sense of socio-psychological loneliness from the point of view of the phenomenological approach:

Table 1

Social determinants of a sense of loneliness	Personal determinants of a sense of loneliness
Incomplete family	Phobias
The weakening of communicative communication	High level of emotionality
The problem of family roles identification	High level of reflexion
The process of adaptation	Deficiency complex
Deviant behavioural	Frustration
Gender problems	Psychic deviation
Less self-conception	Sexual maturity

Within the framework of the phenomenological approach, one can conclude that the combination of the above-mentioned determinants leads to the forgiveness of a sense of loneliness. Each component given in the table can serve as a separate research basis. It turns out that the study of the phenomenon of loneliness is a wide and unlimited phenomenon.

6. Conclusion

As a result of the research "Manifestation of a sense of socio-psychological loneliness in students", the following conclusions were drawn:

1. Loneliness is a multidimensional phenomenon inherent in all social systems of society, reflecting existential, phenomenological, personal and social aspects. The complexity of its analysis is determined by the binary lability of this phenomenon. That is, both the individual and the social shell of human existence, full of contradictions, are caused by the reflex of the phenomenon of loneliness. The diversity of ideas and opinions in this regard indicates that the research on this phenomenon is in a narrow circle, it can not be overestimated. In the interpretation of the phenomenon of loneliness, there are traditions in two directions: positive and negative. Therefore, the discussion of the phenomenon of loneliness consists in the conflict and dependence between two situations, which are considered antinomic, that is, correct, in the nature of creativity and mischief.

2. The main criteria for the knowledge of the methodology, the principle of Retest in ensuring reliability, and in validating the rules of empirical validation served in the activities of adaptation of the questionnaire to the National Environment. Although this process evokes an idea of completion in one aspect, but the fact that the reliability and internal compliance coefficients are lower by some factors indicates that there is a need to continue the process of adaptation of the questionnaire.

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