

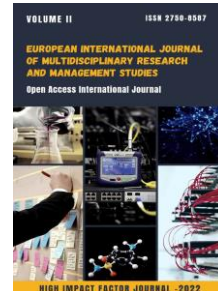
---

**EUROPEAN INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY  
RESEARCH AND MANAGEMENT STUDIES**

VOLUME03 ISSUE02

DOI: <https://doi.org/10.55640/eijmrms-03-02-22>

Pages: 117-121



---

**FACTORS AFFECTING THE FEELING OF LONELINESS AMONG STUDENTS****Zulaykho Saminjonova***The Student Of Applied Psychology Direction, Faculty Of Pedagogy And Psychology, Ferghana State University, Uzbekistan*

---

**ABOUT ARTICLE**

**Key words:** loneliness, inner world of the person, daily life, isolation, solitude, alienation, negativity, positivity, self-awareness, self-determination.

**Received:** 10.02.2023**Accepted:** 15.02.2023**Published:** 20.02.2023

**Abstract:** Loneliness is a complex and usually unpleasant emotional response to isolation. Loneliness typically includes anxious feelings about a lack of connection or communication with other beings, both in the present and extending into the future. In this article is explained the causes of loneliness are varied and include social, mental, emotional and physical factors. The purpose of the article was in statistical data analysis to identify significant differences in the degree of experience of loneliness in students' group and its structure. The obtained data were processed using methods of mathematical statistics and multivariate analysis.

---

**INTRODUCTION**

The problem of loneliness is actualized in the environment student youth in the context of transformations of key indicators socio-psychological interaction. During the formation student group young people resolve the distribution problem social roles, on which their circles may depend at the stage of study at the university communication, the quality of interaction with groupmates, and therefore degree, nature of such a universal state as loneliness. Another relevant factor of the issue under study is the most a multimedia form of communication popular with young people, which is characterized by an increase in the number of contacts during mass communication and a reduction in the share of comfortable, emotive interaction, which leads to isolation and loneliness. If several years ago when the technocratic level of communication was developing, its destructive socio-psychological consequences were not assessed either by the state or society, then the development of a system of measures to neutralize these consequences can now help smooth out the problem of loneliness in the

next decade. An emerging circumstance that affects the level of development of loneliness can be considered the emerging new ideology of the profit of thinking, affirming such value concepts as egocentrism, individualism and careerism. In addition, students, as the youngest, most active part of society, are aimed at the establishment of self-identity, the development of self-awareness, self-determination, which also strengthens the tendency for loneliness to manifest in this age group of the population. It is noteworthy that it is precisely in the context of the formation of the ego position of a young person that loneliness is an intensively flowing and widespread given. In the context of the psycho-ontogenetic features of student activity, the study of the problem of socio-psychological loneliness gives rise to a stereotype that young people are not aware of the phenomenological complexity of this phenomenon. The need for a theoretical understanding of this problem and the development of practical recommendations is intensified by the inability of young people to independently find a way out of the situation of loneliness. The situation of socio-psychological loneliness among students is an obstacle to social stability, productive interpersonal interaction, and in general, the harmonious development of society. The problem of loneliness acts as an object of study for a number of human sciences, such as sociology, philosophy, psychology, cultural studies, pedagogy and even medicine and theology. Each of them considers loneliness from the standpoint of its specificity, enriching it with new conceptual aspects. At the same time, the study of this phenomenon can be a promising and timely scientific direction in the framework of social psychology. The relevance of addressing this problem is caused by the need to resolve a number of contradictions that have accumulated in the theory and methodology of social psychology.

## **LITERATURE REVIEW**

Loneliness as a specific experience of an individual is studied with psychological point of view in the works of R.Weiss, C. Horney, D. Meyers, Z.Freud, C.Jung and others. Based on the analysis of empirical data, the phenomenon of loneliness is described in the works of D. Russell, C. Rogers, J.Young and others. Through the prism of social processes, loneliness is comprehended by K. Bowman, E. Durkheim, R. Merton, A. Maslow, D. Rismen, A. D. Elyakov, A. Camus, J. Lipovecki, E. Fromm. Questions related to the study of student loneliness are considered in the studies of W. Weiss, K. Solano, J.Young, R. Friedman, and Yu.D. Babaev, S. Grof, E. Kleinenberg. In most of the works of these authors, the problem of loneliness is outlined in the context of the lack of necessary social skills in young people. In the framework of the neo-Freudian model, the question of loneliness is being studied by G. Zilburg, F.Fromm-Reichman, Harry S. Sullivan, F. Fromm; from the point of view of the sociological model - K. Bowman, D. Riesman, R. Slater. The cognitive model is represented by Liticia E. Ashes and W. Sadler.

Robert S. Weiss is a strong believer in the interactionist model. The private model is considered by V. Derleg and S. Margulis. From the point of view of the existential model, the question is being studied by K. Mustakas and B. Miyuskovich. The humanistic model is close to A. Maslow, S. N. Soloviev, N. A. Berdyaev, E. N. Trubetskoy, I. A. Ilyin. A system-wide model was reviewed by J. Flanders. C. Rogers, D. Bernstein, and E. Roy studied the phenomenon of loneliness from the point of view of the phenomenological model.

Since the 90s of the XX century in Russia scientific works devoted to understanding the phenomenon of loneliness appear. Of interest are the works of A. A. Artamonova, S. A. Vetrova, T. I. Golman, O. B. Dolginova, S. V. Kurtiyan, D. A. Mateeva, E. V. Neumovoy, A. V. Nechaev, J. V. Puzanova, V. A. Sakutina, S. G. Trubnikova, G. R. Shagivaleeva, L. A. Pyankova, E. N. Zavorotny and others.

The research problem is that loneliness as a subject interdisciplinary analysis is examined in the context of various scientific paradigms. Since the essential features of loneliness are considered by scientists in ontological, existential, psychological, social and other aspects, a lot of conceptual definitions of loneliness are presented in the scientific literature. Interpreted as a social phenomenon loneliness has a psychologically determined essence. Existing contradictions weaken holistic understanding phenomenology of loneliness within the framework of only sociology or psychology. At the same time, its study from the point of view of social psychology is possible on the basis for creating a specific concept (models), revealing signs of a measured phenomenon in a specific (student) environment.

## **RESEARCH METHODS**

We conducted empirical research to study the factors of loneliness in students. The purpose of the research is to develop the phenomenology of socio-psychological loneliness. In accordance with the goal, the objectives of the study are:

1. To clarify the content and specifics of the definition of socio-psychological loneliness in the framework of the study of this concept in student environment.
2. To consider the causes of socio-psychological loneliness in the student community.
3. To identify the typology of socio-psychological loneliness in the student community.
4. To develop a methodology for the study of socio-psychological loneliness in the student community.

The methodological basis of the study is to use the phenomenological approach in the framework of social psychology. During studies of socio-psychological loneliness used: methods of theoretical research are analysis and synthesis, empirical methods are polling methods, which include in-depth

interviews, questionnaires, and testing. An in-depth interview and focus group were conducted, a questionnaire consisting of 25 questions was developed, and a technique was used to diagnose the subjective feeling of loneliness of D. Russell and M. Fergusson. Mathematical and statistical methods include data processing.

The empirical basis of the research was: empirical material obtained by the author during a student survey, students at Ferghana State University, the first-year students of Pedagogy direction aged 18 to 28 years. In total, there were 60 respondents.

## **CONCLUSION**

Our research helped us to draw the following conclusions:

1. Loneliness is multidimensional in content, a phenomenon inherent in all social systems that has existential, social, and personality determinants. This allows us to consider loneliness in an antinomic: destructive and creative sense.
2. Socio-psychological loneliness is a complex phenomenon that reflects the characteristics of interpersonal interaction in small groups, and is accompanied by positive and negative experiences in subject of communication.
3. A model for the interaction of student youth in a small group has been identified, includes 6 circles of communication: family, loved one, classmates, friends outside the group, work colleagues, strangers' people.
4. The factors of the socio-psychological loneliness of young people are deficient in emotional bonds; lack of identification of awareness among members of the group of themselves as "we", and others as "they"; lack of comprehension of common norms acceptable to all members of the group and values, rules of conduct; lack of time mutual existence of people. Component System Violation interpersonal communication (communicative, behavioral and emotional) in the student environment leads to the development of a mediated style of interaction between young people, which is perceived by them as a way overcoming socio-psychological loneliness. Indirect communication is considered as the main cause of occurrence socio-psychological loneliness among students.
5. The typology of socio-psychological loneliness includes four types of loneliness: unconscious avoidance of interpersonal contacts, personal development, emotional and communicative isolation, emotional alienation. 11-14% of respondents belong to type I of socio-psychological loneliness - unconscious avoidance of interpersonal contacts, type II - personal development - 54-

61% of respondents, type III - emotional and communicative isolation - 57-66% of respondents, to IV type - emotional estrangement - 13-21% of respondents. The types of socio-psychological loneliness of students depend on their value orientations and modality of experiences.

## REFERENCES

1. Bogaerts, S. Feeling of subjective emotional loneliness: an exploration of attachment / S. Bogaerts, S. Vanheule, M. Desmet // *Social behavior and personality*. - 2006. - N 34. - P. 797-812.
2. Cacioppo J.T., Hawkley L.C. Loneliness // M.R. Leary, R.H. Hoyle (eds). *Handbook of individual differences in social behavior*. N.Y.: Guilford, 2009. P. 227–239.
3. Long C.R., Averill J.R. Solitude: An exploration of benefits of being alone //
4. *Journal for the Theory of Social Behavior*. 2003. 33. 1. 21–44.
5. Rokach A. Loneliness then and now: Reflections on social and emotional alienation in everyday life // *Current Psychology: Developmental, Learning, Personality, Social*. 2004. 23. 1. 23–40.
6. Yuldashev, F., Yuldasheva, M., & Djalolova, M. (2022). SOCIO-PSYCHOLOGICAL DETERMINANTS OF FEELING STUDENTS' LONELINESS (case of Uzbekistan). *INTERNATIONAL JOURNAL OF EARLY CHILDHOOD SPECIAL EDUCATION*, 10116-10122.
7. Юлдашева, М. Б. (2019). Изучение проблемы одиночества современной молодежи. *Вестник науки и образования*, (24-3 (78)), 66-68.
8. Yuldasheva, M. B., Toshboltaeva, N., Pulatova, G. M., Mamajonova, S. K., & Karimjanova, Y. U. (2021). Semantic Analysis of Feeling Loneliness among Students. *Annals of the Romanian Society for Cell Biology*, 14552-14558.
9. Yuldasheva, M. B., & Ergashova, Z. (2021). Socio-psychological support adolescents with accentuations of character and aggressiveness. *International Journal on Integrated Education*, 4(2), 363-366.