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USING ARTIFICIAL INTELLIGENCE TO ANALYZE EMPIRICAL RESEARCH ON PERSONALITY AND SITUATIONAL ASPECTS OF ANXIETY

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Abstract. This article is aimed at studying the features of the manifestation of feelings of anxiety in adolescents on different fronts. Social objective conditions and events of the social environment are influenced by the consciousness of a teenager, disobeying his will, and determine the content of his consciousness, worldview, formation as a person and behavior. The formation of personality traits will largely depend not only on the genealogical characteristics of the human organism, but above all on the social environment in which it comes into contact. In the educational system as a whole, the problem of psychological diagnostics of the younger generation in relation to the preparation for the process of future educational and professional activities and certain difficulties arising in it is one of the main problems facing each current educational institution. This in turn involves psychological research in an urgent direction in the context of globalization, and a wide variety of negative in the younger generation involved in these processes.

Key words: personal anxiety, situational anxiety, feelings of duty and responsibility, emotional discomfort, neurotic reaction.

Аннотация. Данная статья направлена на изучение особенностей проявления чувства тревоги у подростков на разных фронтах. Социальные объективные условия и явления социальной среды оказывают неповиновительное влияние на сознание, волю подростка и определяют содержание его сознания, мировоззрения, становления как личности и поведения. Формирование черт личности будет во многом зависеть не только от породных особенностей человеческого организма, но прежде всего от социальной среды, с которой он контактирует. В системе образования в целом проблема психологической диагностики вопроса подрастающего поколения, связанная с подготовкой к процессу будущей учебно-профессиональной деятельности и возникающими в ней определенными трудностями, является одной из основных проблем, стоящих перед каждым современным образовательным учреждением. Это, в свою очередь, включает в себя текущие психологические исследования в контексте глобализации, и в молодом поколении, участвующем в этих процессах, существуют различные СА
Ключевые слова: личная тревога, ситуативная тревога, чувство долга и ответственности, эмоциональный дискомфорт, невротическая реакция

Introduction. Anxiety is one of the emotional states that has a strong influence on the normative course of psychic processes in an individual. In many cases, due to anxiety, the volitional sphere is weakened, a person cannot find the strength to make any decisions, control the situation. Especially during adolescence, which is one of the complex periods of human ontogenesis, anxiety restricts personality opportunities, preventing a person from finding a place in interpersonal relationships. This can result in a depressed state in adolescents. Sometimes, a strong level of anxiety also causes suicidal actions. Many sources often confuse concepts such as “anxiety” and “anxiety”. However, they differ from each other. Anxiety is an episodic appearance of anxiety and excitement. Anxiety stands out as an emotional state as a stable trait, personality trait, or temperament. The problem of anxiety is one of the pressing problems of modern psychology [1].

Xavotirlanish – bu ichki psixik holatidagi xavotirni his tension in making; bad feelings, subjective feeling of waiting for risks; feeling emotional dyscomfort; neurotic reaction (emotional reaction with increased activity of the autonomic nervous system); negative emotions: a complex of fear, jaxl and sadness (some also include interest in it); anxiety temporary condition is expressed by the terms “anxiety”, “anxiety state”, “situational anxiety”, “reactive anxiety”, which are caused by a certain situation; anxiety as a process of Affective phenomena, alternating anxiety according to its origin and development. In general terms, anxiety-causing causes and mechanisms are seen by most researchers in their internal disputes of the individual, seeing that their disadvantage is caused by the expectation of some kind of bad risk.

Material and metods. Contradictions consist in the elimination of a much higher level of psychic progress, types of activities of a much more complex form and a number of new psychological characteristics of the individual by their content. After that, the psyche moves to a higher stage of development. It is from this point of view that it is appropriate to look at adolescence more clearly. It is considered a turning point in a child's life when he finishes elementary school and moves to high school. The activity of adolescents, which is formed and colored by a new social nature, serves as the basis, conditions and means of its psychological as well as the content of the individual. One of the reasons for the acceleration of their psychological processes in adolescents during this period is certainly explained by the fact that their physiological state coincides with the activation period. During this period, they have increased control over parts of the cerebral cortex under the bark, parts under the STEM and under the stem constantly move together. In some cases, it remains to control the activity of the subcutaneous part of the bark. Contrary to its negative prejudices, anxiety performs a variety of important tasks in human behavior: as a response to danger, it provides an opportunity to avoid colliding with it, plays a protective-adaptive role in self-control. The slow-level anxiety reaction is considered normal and adaptive as risk-aversion. But strong and stagnant anxiety in situations in which there is no risk, being considered dissipative, prevents the normative course of physical, social and intellectual functions of a person. Due to this, a comprehensive study of the problem of manifestation of anxiety in adolescence is considered one of the pressing issues. Learning about this problem understanding the personality of a teenager helps to find ways to prevent the crisis situations that occur in him in Ham, helping the teenager to find his opportunities in educational activities.

Literature analysis. The concept of anxiety, like any other concept, does not have a single clear and generally accepted definition. There are many opinions and explanations regarding the definition of this term. In the dictionary of psychology, written under Davidovs edit, the term anxiety is opened: “anxiety is an individual psychological trait that manifests itself in a person’s tendency to frequent and intense anxiety, as well as in a low level. R.S. According to nemova’s definition, anxiety is the characteristic of a person falling into a state of constant or situationally

manifested, increased anxiety, experiencing fear and anxiety in certain social situations [2, 123-b.]. It is known to us that there will be a lot of difficulties in raising children in adolescence than schoolchildren of younger and older age. Because, the process of a small child becoming a big person is very difficult. This process is associated with a serious change in the forms of adolescent psychology of relationships with people, as well as with a change in life circumstances. During this period, adolescents' own personal thoughts appear. In them, the concept of self-worth expands. The forces that characterize the psychic progress of adolescents according to the definition of scientific psychology are the emergence and elimination of dialectical contradictions between the possibilities of satisfying these extents with the extents born by their activities [3, 25-b.].

Analysis and results. Methodologically, the practical study of anxiety presents researchers with somewhat complexities, such as the study of psychological sensations. Because these characteristics depend on a person's beliefs, emotions, temperament, individual character traits, factors such as the fact that people do not want to reveal the factors that exist in them, refusing to express an open opinion on the questions of the methodology create some kind of difficulties for researchers. Taking on these challenges, we also tried to identify different manifestations of adolescent anxiety feelings in the study. In the course of the study, in addition to the psychological aspect of the degree of anxiety in adolescents, we also drew our attention to their individual and socio-psychological characteristics. In our study, to study the manifestation of feelings of anxiety in adolescents, initially Ch.D.We used the methodology "determination of anxiety levels" [4, 343-b.] developed by Spielberger. In this, we found an answer to our questions about whether anxiety in adolescents is more pronounced in person-related jabs or not in situation-related jabs by calculating their results using the methodology carried out in them through this methodology. From preliminary statistical analysis, it turned out that the manifestation of a sense of anxiety in adolescents is recorded in the form of personality and situational jabkhas as follows.

Table 1

Results of anxiety methodology obtained in adolescent age testers (mean value)

Testing group	N	Scales	boy	girl
5-sinf	1 2	Personality anxiety	42	41
	1 2	Situational anxiety	44	43
6-sinf	1 2	Personality anxiety	40	39
	1 2	Situational anxiety	39	37
7-sinf	1 2	Personality anxiety	43	44
	1	Situational anxiety	41	43

	2			
8-sinf	1 2	Personality anxiety	38	41
	1 2	Situational anxiety	40	39
9-sinf	1 2	Personality anxiety	40	40
	1 2	Situational anxiety	39	41

In the table above, we found that anxiety related to the individual in the testers and anxiety related to the situation almost no major difference was observed in the testers in grade 5.6.7.8.9, ogil and girls. In comparison to other classes, it was found that the indicators of both fronts of anxiety in students in Grades 5-7 were relatively higher, i.e., personality in Grade 5 boy scores was 42, situational scores were 44, while girl scores were 41, situational scores were 43. As a reason, it is clear to all of us that in early adolescence, the physical and psychic development of children is greatly accelerated, interest in various things in life, craving for novelty increases, the character of the child, the spiritual world is formed, a moment when conflicts escalate, and during this period they also have a moment of fundamental change in school life, that is, While in 7th grade testers, personality was 43 on Boy Boles, while situational was 41, in Girl Boles, personality was 44, and situational was 43. In adolescents aged 13, anxiety patterns have a higher indicator compared to all other ages. This is due to the fact that during this period, situations such as skepticism, resentment, feelings of guilt are prioritized in them serve to a certain extent to increase anxiety xiss because anxiety is exacerbated by the accumulation of several XIs. In addition we thought it appropriate to comment on the fact that a teenager coincides with the most intense period of the “transition crisis”, judging by his dissatisfaction with himself, criticism of himself, comparison with those around him. It is well known to us that airiness in a person can turn bora-bora into a stable emotional discomfort and, in its place, lead a person to his interpersonal relations to his socialization in the sphere of communication, which can lead to failure. To this end, we conducted a methodology for studying personality or situational anxiety, which determines the main sources and levels of anxiety in the testers. We as the second methodology of our research work A.We tried to determine the level of Phillips’ school anxiety through a diagnostic methodology. This methodology consists of 58 questions that the tester answers by answering the questions asked based on his point of view (xa, no). The purpose of the methodology is to study the level and nature of school-related anxiety in children of primary and secondary school age. When processing the results of the methodology, in fact, it is carried out in the same way as in other methodologies. From preliminary statistical analysis, it turned out that when our teen-age testers selected as objects were grouped on a class scale and manifested a feeling of anxiety between them, specific aspects were noted as follows when analyzing students of grades 5 and 6 under the tafovuti Mann-Whitney U criterion among groups.

Group disparity of the manifestation of feelings of anxiety in adolescent students (Mann Whitney).

Table 2

Scales	Groups		U	P
	Class 5 N=24	Class 6 N=24		
General anxiety at school	24.3	24.8	284.5	0.941
Experiencing social stress	23.7	25.2	269.5	0.695
Disappointment with the need to succeed	22.6	26.3	244.5	0.360
Fear of self-expression	22.1	26.8	232.5	0.231
Fear of the state of knowledge test	20.8	28.1	200.0	0.057*
Fear not to justify the hopes of others	22.5	26.4	242.0	0.314
Low physiological stress resistance	24.4	24.5	286.0	0.965
Relationship problems and fears with teachers	25.1	23.8	273.0	0.745

Note: * - $p \leq 0.05$; * * – $p \leq 0.01$; * * * - $p \leq 0.001$.

Significant differences based on the U-criterion (p=0.05; 0.01; 0.001) were observed when comparative analysis of indicators was grouped between Class 5 and Class 6 by type of anxiety. In the case of "fear of the state of knowledge test" (mean colors: 20.8 and 28.1), differences in confidence levels were found (U=200.0; $p \leq 0.05$). No differences in confidence levels were observed between the remaining scales of the "Diagnostic level of anxiety" methodology. According to the data cited above, in students of adolescent age in Grades 5 and 6, the difference in the "fear of the state of knowledge test" scale was determined and received school proficiency in students of Grade 6 according to this difference, the increase in anxiety is distinguished by an increase in the feeling of negative attitudes and anxiety in (especially public) situations of testing The reason for this can be explained by the fact that they lack attitudes in mastering science and a sense of self-confidence. Next, the manifestation of a feeling of anxiety between them by grouping our teen – age testers on the scale of grades 7-9 when analyzing 3 group Students on the Kruskal – Wallis H criterion of repentance between groups, specific aspects were noted as follows. Group disparity of the manifestation of feelings of anxiety in adolescents (according to the Kruskal-Wallis H.).

Scales	Groups			H	P
	Class 7 N=24	Class 8 N=24	Class 9 N=24		
General anxiety at school	44.2	35.2	30.0	5.858	0.053*
Experiencing social stress	29.4	38.2	41.7	4.650	0.098*
Disappointment with the need to succeed	34.2	38.7	36.4	0.579	0.749
Fear of self-expression	39.0	37.4	33.0	1.148	0.563
Fear of the state of knowledge test	36.9	37.6	34.9	0.240	0.887
Fear not to justify the hopes of others	39.6	35.6	34.2	0.947	0.623
Low physiological stress resistance	38.7	34.0	36.6	0.656	0.720
Relationship problems and fears with teachers	38.5	32.6	38.3	1.358	0.507

Note: *=p≤0.05, ** = p≤0.01 * * =p≤0.001

According to preliminary results of the testers obtained in the 7,8,9 class in the study, different aspects were observed between the types of anxiety on two scales according to their differences between classes. In the case of "General school anxiety" (mean colors: 44.2, 35.2, and 30.2), differences in confidence levels were found (H=5.858; p≤0.05). In terms of "experiencing social stress" (mean colors: 29.4, 38.2, and 41.7), differences in confidence levels were found (H=4.650; p≤0.05). No differences in confidence levels were observed between the remaining scales of the "Diagnostic level of anxiety" methodology. According to the data cited above, students in grades 7.8 and 9 are 13-year-old adolescents, according to this difference, by determining the difference in the "general anxiety at school" scale in students in Grades 7 and 9. The results of the research of scientists are considered to be the point of change in the psychological and physiological state of the adolescent age in question,at which time the level of their feelings of anxiety,stress, emotional instability increased. The general emotional state of attitudes that are associated with different forms of children's involvement in school life it can in turn be interpreted as general concerns in school. Differences in "experiencing social stress" were also found in students in all three grades, and in them this difference is clearly reflected in students at the age of a teenager studying in the 9th grade.

Conclusions. The recording of the above indicators in their testers can be explained by the low level of anxiety, the high chances that they will be able to enter into certain interpersonal relationships, establish communication and self-expression. The recording of such results is a sign that their parents have always been spiritually supportive, looking at their capabilities and abilities with confidence, always giving them the opportunity to act independently. The use of such types of

upbringing by parents sets the stage for adolescents to increase confidence in their own strength, not to be afraid of difficulties in acquiring new heights, to further improve their "I" by confirming their personality and become lush. Even because they have a low level of anxiety, they are able to control themselves in various new and difficult situations, maintain a mental balance and move forward with confidence. Because they also have a strong motivation to strive for success, being able to overcome their anxiety and emotional tension. They also have the ability to self-evaluate and are high in being able to understand and manifest their "I", their capabilities and abilities.

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