

The background of the cover is a vibrant, abstract composition. It features a central, slightly tilted image of the Earth, showing the Americas in shades of green and yellow against a deep blue ocean. Surrounding the globe are dynamic, swirling patterns of bright yellow and orange, resembling energy or light trails. In the upper left, there are faint, glowing points connected by thin lines, suggesting a network or a molecular structure. The overall effect is one of high energy and global connectivity.

**ВЕСТНИК
ИНТЕГРАТИВНОЙ
ПСИХОЛОГИИ**

ВЕСТНИК ИНТЕГРАТИВНОЙ ПСИХОЛОГИИ

Выпуск 40

2026

ЖУРНАЛ ДЛЯ ПСИХОЛОГОВ

Основан в 2002 г.

Главный редактор

Козлов В.В.

Заместитель главного редактора

Баратов Ш.Р.

Мазилев В.А.

УЧРЕДИТЕЛИ ЖУРНАЛА:

МЕЖДУНАРОДНАЯ АКАДЕМИЯ
ПСИХОЛОГИЧЕСКИХ НАУК

МЕЖДУНАРОДНЫЙ ИНСТИТУТ
ИНТЕГРАТИВНОЙ ПСИХОЛОГИИ

АССОЦИАЦИЯ
ТРАНСПЕРСОНАЛЬНОЙ
ПСИХОЛОГИИ
И ПСИХОТЕРАПИИ

Редакционная коллегия

Карпов А.В. Шоумаров

Г.Б. Усманова М.Н.

Редакционный совет

Бубеев Ю.А.

Кашапов С.М. Ключева Н.В.

Поваренков Ю.П. Семенов В.Е.

Субботина Л.Ю. Собирова Д.А.

Останов Ш.Ш.

Технические редакторы

Усманова М.Н.

Останов Ш.Ш.

Вестник интегративной психологии // Журнал для психологов.

Вып. 40. /Под ред. В.В.Козлова. –Ярославль: МАПН, 2026. – 512 с.

Адрес редакции

150057, г. Ярославль, проезд Матросова, д.9 оф.206

тел. (4852) 218914, 478666

сот. +79159911278

E-Mail: kozlov@zi-kozlov.ru

ISBN 978-5-9527-02-16-5

инструментами формирования патриотических установок. Использование современных методов, включая психологические тренинги и информационные технологии, позволяет повысить уровень эмоциональной устойчивости и профессиональной идентичности сотрудников. Вместе с тем выявлены факторы, препятствующие развитию патриотизма, среди которых — негативное влияние информационной среды, недостаточная системность воспитательных мероприятий и слабая мотивация. Это требует разработки комплексных программ, направленных на укрепление ценностных ориентиров и повышение эффективности воспитательной работы.

Список литературы.

1. Выготский Л.С. *Психология развития человека*. — Москва: Смысл, 2005.
2. Леонтьев А.Н. *Деятельность. Сознание. Личность*. — Москва: Политиздат, 1975.
3. Рубинштейн С.Л. *Основы общей психологии*. — Санкт-Петербург: Питер, 2002.
4. Маслоу А. *Мотивация и личность*. — Санкт-Петербург: Евразия, 1999.
5. Роджерс К. *Становление личности*. — Москва: Прогресс, 1994.
6. Гилфорд Дж. *Природа человеческого интеллекта*. — Москва, 1980.
7. Торранс Э.П. *Креативность и её развитие*. — Москва, 1990.

STATISTICAL ANALYSIS OF THE INCIDENCE OF NEUROTIC CONDITIONS IN SCHOOL-AGE CHILDREN

**Melibayeva Ruzakhon Nasirovna,
Bekmirov Tolib Rashidovich**
Tashkent State Medical University

Abstract. *This article analyzes the psychological factors that lead to neurotic states in school-age children. The factors of anxiety, aggression, the method frustration, and rigidity that cause neurotic states are analyzed psychologically, with the results obtained based on of H. Eysenck's "Assessment of Mental State", correlations and dependencies.*

Key words: *neurosis, anxiety, aggression, frustration, rigidity, crisis period, psychological stability, school period.*

Аннотация. *В данной статье анализируются психологические факторы, приводящие к возникновению невротических состояний у детей школьного возраста. Психологически рассматриваются такие факторы, вызывающие невротические состояния, как тревожность, агрессия, фрустрация и ригидность. Результаты исследования получены на основе методики Г. Айзенка «Оценка психического состояния», выявлены корреляции и взаимосвязи.*

Ключевые слова: *невроз, тревожность, агрессия, фрустрация, ригидность, кризисный период, психологическая устойчивость, школьный период.*

Introduction.

According to the World Health Organization (WHO), in recent years, one in eight people in the world has been living with a psychological disorder, and over the past 65 years, we can see that the incidence of neurosis has increased 24 times. In developed countries, 10-20% of the population has been diagnosed with neurosis, and this number is increasing every year. One of the causes of neurosis is anxiety disorders, according to 2019 data, 301 million people suffer from anxiety disorders, of which 58 million are children and adolescents, and 280 million from depression, of which 23 million are adolescents and children [1]. Continuous monitoring

of psychological health among the population and the development of measures related to mental health, as well as the intensification and implementation of scientific research are of particular importance.

The issue of the child's mental development is the main problem of youth and pedagogical psychology. The correct solution of this problem is of great importance both for the development of youth and pedagogical psychology as a science and for the upbringing of the younger generation in the spirit of the times. This article studies and analyzes from a psychological perspective the indicators of psychological factors that cause neurosis in school-age children.

Methodology.

In analyzing the mental state of school-age children, H. Eysenck's "Methodology for assessing the mental state" was chosen. This methodology is one of the personality questionnaires developed as a method of self-assessment of mental states [2]. Eysenck's questionnaires were created on the basis of the author's development of a new typological approach to the study of personality. This used both the theoretical approaches of K. Jung, R. Woodworth, I.P. Pavlov, E. Krechmer and other famous psychologists, psychiatrists and physiologists, as well as the data of G. Eysenck's own extensive experimental studies. H. Eysenck's personality questionnaires have sufficiently high validity and reliability coefficients and are widely used in practical psychodiagnostics.

The Self-Assessment Questionnaire for Mental Conditions provides information on the following scales:

- frustration;
- aggression;
- rigidity;
- anxiety.

The questionnaire consists of 40 statements, with response options of "appropriate", "not very appropriate", and "not appropriate". In this case, the statements are combined into 4 scales: anxiety, frustration, aggression, and rigidity.

The results are processed by calculating all the sums on each scale. The result obtained indicates the severity of the four conditions identified.

Results.

The levels of anxiety, frustration, aggression, and rigidity in children were studied using the Eysenck method, and it was found that rigidity (32.3%) and aggression (25.7%) were higher than other indicators (Fig. 1).

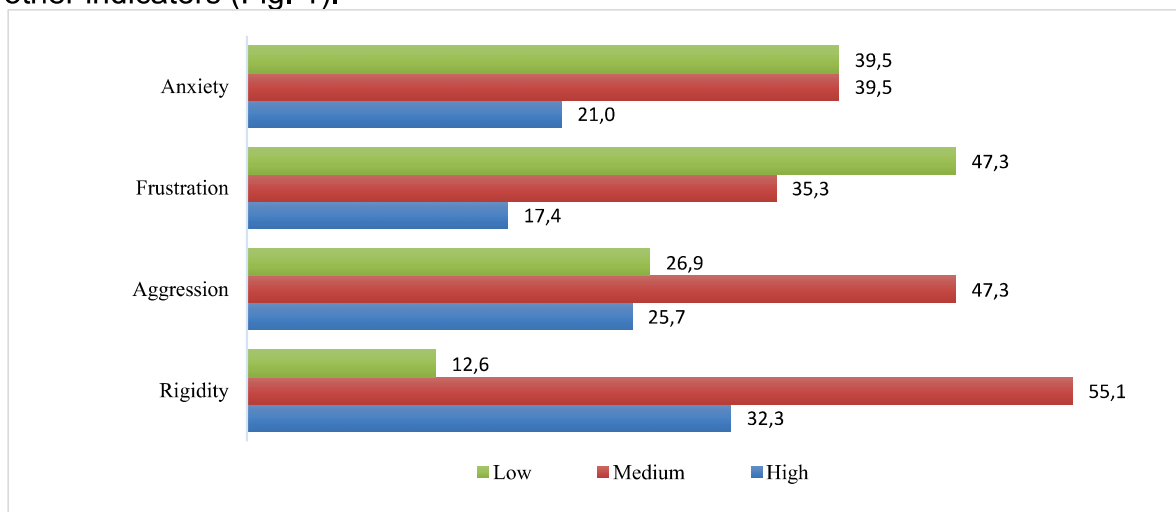


Figure 1. Results of the "Mental State Assessment" methodology.

When analyzing the age of the children participating in the study, the anxiety scale ($H=48.684$; $p<0.000$) showed that 10-year-olds had the lowest (117.27) and 16-year-olds had the highest (209.45) results (Table 1).

Indica tors	7 years old (n=2)	8 years old (n=6)	9 years old (n=26)	10 years old (n=44)	11 years old (n=16)	12 years old (n=12)	13 years old (n=14)	14 years old (n=34)	15 years old (n=44)	16 years old (n=96)	17 years old (n=40)	Statisti-cal value	
												H	p
Anxiety	202,50	138,83	135,88	117,27	162,25	173,67	161,50	127,38	145,14	208,10	209,45	48,684	0,000**
Frustration	125,50	104,83	171,12	173,77	209,63	157,33	164,36	135,03	152,09	179,94	185,25	26,932	0,003*
Aggression	219,50	101,50	121,19	106,00	171,13	195,00	229,93	185,32	170,05	176,60	214,70	59,017	0,000**
Rigidity	237,50	107,83	123,42	144,64	176,88	131,17	206,79	142,62	177,18	182,98	207,00	39,822	0,000**

Table 1. Age-related differences in children's scores on scales.

The frustration index ($H=26.932$; $p<0.05$) was highest in 11-year-olds and lowest in 8-year-olds. The aggression index ($H=59.017$; $p<0.000$) was highest in 13-year-olds (229.93) and lowest in 8-year-olds (101.50). This index is low in all primary school-age children except 7-year-olds, and it can be seen that the results increase with age. The rigidity index ($H=39.822$; $p<0.000$) was highest in 7-year-olds and lowest in 8-year-olds.

Indicators	Anxiety	Frustration	Aggression	Rigidity
Anxiety	1	0,782(**)	0,254(**)	0,499(**)
Frustration		1	0,782(**)	0,413(**)
Aggression			1	0,563(**)
Rigidity				1

Table 2. Age-related differences in children's scores on scales.

The results obtained according to the Eysenck method were examined for their correlation in each indicator. There was a correlation between the anxiety scale and the frustration ($r=0.782$; $p<0.000$), aggression ($r=0.254$; $p<0.000$), and rigidity ($r=0.499$; $p<0.000$) scales (Table 2). There is a correlation between the indicators of anxiety ($r=0.782$; $p<0.000$), aggression ($r=0.782$; $p<0.000$), rigidity ($r=0.413$; $p<0.000$) on the frustration scale, and between the indicators of anxiety ($r=0.254$; $p<0.000$), frustration ($r=0.782$; $p<0.000$), rigidity ($r=0.563$; $p<0.000$) on the aggression scale. Therefore, based on the correlation law of all indicators, it is appropriate to use exercises aimed at correcting these indicators in age-related crisis situations.

Discussion.

The results of the methodology (Table 1) show that the level of anxiety in primary school children is lower than in adolescents. However, the high result in 7-year-old children is also associated, we assume, with the children's first school attendance and adaptation. Also, if at primary school age, adaptation to school, the presence of a clear daily routine, and constant supervision and care of parents significantly reduced their anxiety index, it can be said that during adolescence and adolescence, it is precisely this constant supervision, adaptation to physiological changes in the body, and increased emotional relationships with the opposite sex that caused a sharp increase in their anxiety index. The aggression indicator, as we have assumed above, is associated with the beginning of the first school period at the age of 7, the transition from play to study, and adaptation to a new environment and routine, while at the age of 13 it can be characterized as the beginning of the most difficult "crisis period" of adolescence [3,6]. The age difference in this aggression scale may be associated not only with the physiological development of children, but also with their psychological adaptation, changes in relationships, and the great steps they are taking to form as individuals. In this situation, it should be noted that the external influence on their aggressive behavior will have a serious impact on their mental state in the future. For this reason, it is advisable for parents to take into account age characteristics when raising children and choose the most optimal form of relationships.

Considering that frustration in children is a mental state that disrupts the ability to solve problems and achieve goals, 11-year-old children are mainly at an important point in determining their interests and life goals, most children graduate from grade 4 at the age of 11 and are on the verge of moving to a higher grade, and as the workload increases, they may experience a struggle of motives in the correct formulation of their goals [4]. After all, since frustration arises due to difficulties encountered on the way to achieving a goal that are objectively insurmountable or subjectively seem so, it is possible to cite adaptation conditions and changes in relationships as a frustrating factor. The low rate of frustration in adolescence and at the age of 8 can be explained by the ability of children of this age to correctly assess the situation and the formation of stability in their character. We know that a good mood is transient and mainly evokes negative emotions. That is, considering the possibility of frustration - an aggressive state, apathy, a depressive state, a feeling of sadness, lack of self-confidence, powerlessness, despair, and other forms, instability in these indicators during a crisis can be considered natural [5].

The rigidity index was found to be highest in 7-year-olds and lowest in 8-year-olds. We know that rigidity is characterized by a firm adherence to one's own point of view, disregard for the feelings of others, as well as determination and unwillingness to change one's views, and this indicator is lower in younger schoolchildren, and as they get older, it can be observed that the higher the indicator. The highest result recorded in 7-year-olds, as we assumed above, is related to their adaptation, since children of younger school age, after adapting to school and the new routine, follow in the footsteps of their parents. As they reach adolescence and adolescence, the status of parents and teachers decreases slightly, while the status of their friends increases. They also have their own heroes and ideals, and curiosity develops mainly due to these heroes. This, in turn, can be attributed to the instability of their rigidity index.

Therefore, high levels of anxiety lead to frustration, aggression, and rigidity in children, and children with high anxiety are also more likely to have frustration, aggression, and rigidity. This result suggests that when solving problems in a child, it is necessary to work with his anxiety and phobias before working with his aggressive behavior.

Numerous studies have emphasized that emotions in an individual influence behavioral balance. It should be acknowledged that anxiety can lead to emotional imbalance in children, which, in turn, may contribute to the development of frustration, aggressive behavior, and rigidity. The maternal response to children, as a factor of the social environment, plays a crucial role in shaping behavioral patterns through emotional influence. Anxiety arises in children as a result of disobedience or failure to comply with maternal commands, which manifests as fear or apprehension toward the mother's aggressive behavior.

Every child perceives their parents as role models within the family. The reactions demonstrated by mothers tend to be replicated by children throughout their lives. Such behavioral repetitions are not only directed toward their own parents but may also serve as a model for their future parenting approaches when they establish their own families. Even if a child has suffered from their parents' disciplinary methods, communication styles, or behavioral patterns, they may unconsciously internalize these deficiencies and reproduce them throughout their lifetime. Therefore, instead of aggressive behavior, it is essential to nurture children with love and care, replace strictness with mutual understanding and empathy, substitute constant criticism with encouragement and motivation, and demonstrate active attention to their talents and interests rather than neglecting their potential.

Aggression and rigidity in a child's behavior can be observed as factors contributing to conflicts between mother and child. Thus, increased levels of anxiety in children negatively impact the family environment, leading to the emergence of aggression and rigidity in their behavior. This process serves as a fundamental basis for evaluating "mother-child" relationships and family conflicts.

In conclusion, it is important to highlight that the maternal behavioral model is perceived and internalized by the child, shaping their responses within this relationship. The findings of this study indicate that among neurotic mothers and children experiencing developmental crises, heightened levels of anxiety, aggression, rigidity, and frustration are prevalent. Anxiety emerges as the primary factor in the formation of these behavioral patterns, disrupting emotional balance and manifesting in aggression, frustration, and rigidity within relationships.

Conclusion.

Based on the analysis of the above methodologies and the results of primary statistics, it can be seen that the chosen research method is suitable for the purpose. At the same time, the study shows that psychological changes in school-age children are mainly higher in children during the crisis period, which indicates the need to strengthen psychological measures.

In conclusion, it is necessary to pay serious attention to the importance of age crises in personal development, as well as to eliminate anxiety in family relationships. Considering that anxiety is associated with frustration, aggression, and rigidity in children, it is advisable to develop and conduct a plan of corrective exercises aimed at improving the relationship between mothers and their children and eliminating anxiety in children.

References.

1. UNICEF. Adolescents' mental health and psychosocial well-being in schools [Electronic resource]. — URL: <https://www.unicef.org/uzbekistan/en/reports/adolescents-mental-health-and-psychosocial-well-being-schools>
2. (accessed: 29.04.2026).
3. Барканова О. В. Методики диагностики эмоциональной сферы. — Красноярск: Литера-принт, 2009.
4. Melibayeva R. N., Khashimova M. K., Narmetova Y. K., Komilova M. O., Bekmirov T. R. Psychological mechanisms of development students' creative thinking // International Journal of Scientific & Technology Research. — 2020. — Vol. 9, No. 3. — P. 1566–1572.
5. Askarova N. A., Bekmirov T. R., Nurbaeva H. B., Muminova N. B., Amangeldiev A. B. Personal characteristics in children's psychology as an object of research // The Bioscan. — 2024. — Vol. 19 (Special Issue 1). — P. 620–625. — DOI: [https://doi.org/10.63001/tbs.2024.v19.i02.S.I\(1\).pp620-625](https://doi.org/10.63001/tbs.2024.v19.i02.S.I(1).pp620-625)
6. Bekmirov T. R. Psychological features of adaptation and integration of children with developmental disorders. — 2020.
7. Melibayeva R. N., Khashimova M. K., Narmetova Y. K., Komilova M. O., Bekmirov T. R. Psychological mechanisms of development students' creative thinking // International Journal of Scientific and Technology Research. — 2020. — Vol. 9, No. 3. — P. 6059–6064.

- 151 **Karshieva Yanglish Abduvalievna**
Psychological aspects of yassawi's teaching
- 156 **Козлова Д. Е., Грушко Н.В.**
Взаимосвязь агрессии с копинг-стратегиями и показателями алекситимии у студенческой молодежи
- 160 **Крутолевич А.Н., Бредихина О.О.**
Анализ межличностных отношений студентов сферы информационных технологий и студентов смежных направлений
- 164 **Кудратуллаева Р.**
Рефлексивная культура как профессионально-личностное образование
- 168 **Курбонова Саида Миралимджановна**
Копинг-стратегии личности: теоретические подходы и их роль в психологической адаптации
- 174 **Лукмонов Акмал Субхонович**
Психосоматические корреляции депрессивных расстройств и патологий сердечно-сосудистой системы: комплексный биопсихосоциальный подход
- 179 **Mardiyeva Shaxnoza Amirovna**
Methodological approaches to the study of the process of academic procrastination in students, the basis for conducting empirical research
- 183 **Матякубова Гульноза Муминовна**
Психологические детерминанты формирования гражданской идентичности у учащихся старших классов
- 191 **Махаматова Д.О.**
Проявление эмоционального интеллекта у юношей и девушек подросткового возраста с ограниченными физическими возможностями, занимающихся спортом
- 196 **Машарипов Хушнуд Мирзобоевич**
Социально-психологические детерминанты формирования патриотизма у сотрудников правоохранительных органов
- 200 **Melibayeva Ruzakhon Nasirovna, Bekmirov Tolib Rashidovich**
Statistical analysis of the incidence of neurotic conditions in school-age children
- 205 **Мехмет Кескин**
Психологические аспекты эмоциональной устойчивости молодежи в цифровом обществе
- 207 **Мирзаева Мухайё Рузиевна**
Психологические факторы формирования супервизорских компетенций будущих преподавателей английского языка в процессе профессиональной подготовки
- 211 **Мирошниченко Мария Владимировна**
Метафоры пространства в нейрографике интервенция при тревожно-фобических расстройствах
- 215 **Морозова М.В.**
Топос виртуального мира: пользователь в поисках своей идентичности (к постановке вопроса)
- 218 **Муминджонова Ферузахон Хабибулло кизи**
Теоретические основы изучения социальных представлений молодёжи о цифровом пространстве
- 223 **Мухамедов Феруз Тўлқинжонович**
Педагогико-психологические детерминанты развития социально-когнитивной компетентности у студентов музыкального образования
- 227 **Мухамедова Д.Г.**
Социально-психологические особенности управленческой деятельности женщин-руководителей в системе высшего образования
- 233 **Надь С.Ю.**