

**SOCIAL-PSYCHOLOGICAL CHARACTERISTICS OF THE LEVEL OF TECHNOLOGICAL DEPENDENCE AND PROCRASTINATION IN STUDENTS**

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**Abstract.** This scientific article analyzes the socio-psychological characteristics of technological dependence and the level of procrastination in students. The rapid development of modern information and communication technologies, along with creating new opportunities in the lives of young people, is also causing the emergence of some psychological and social problems. In particular, excessive use of mobile devices, the Internet and social networks can negatively affect the effectiveness of students' academic activities, time management skills and a sense of personal responsibility. The article describes the relationship between technological dependence and procrastination, the social and psychological factors affecting the manifestation of these phenomena, and the possibilities of reducing them.

**Keywords:** technological addiction, procrastination, academic performance, motivation, self-control, time management, social media.

**ENTRANCE**

In the 21<sup>st</sup> century, digital technologies have become an integral part of human life. The Internet, smartphones, social networks and various digital platforms have significantly expanded the possibilities for learning, information exchange and communication. Especially during the student period, the use of technological tools is not only an important component of the educational process, but also an integral element of everyday life. However, excessive and uncontrolled use of technologies can also lead to some negative consequences. One such problem is technological dependence, which significantly affects a person's time allocation, social relationships and academic activities.

In recent years, there has been an increasing trend among students of postponing academic assignments, postponing important tasks, and delaying important decisions. In psychology, this phenomenon is called procrastination. Procrastination is not just a phenomenon associated with poor time management, but also a complex psychological process closely related to motivation, emotional state, self-control, and social environment. Increased procrastination in students can lead to decreased academic performance, increased stress levels, and limited opportunities for professional development. Today, the connection between technological dependence and procrastination is recognized as one of the most relevant areas of psychological research. Because along with the expansion of the digital environment, the number of distractions for students is also increasing. Spending too much time on social networks, excessive involvement in online games, or spending too much time on virtual communication often leads to procrastination of academic tasks. As a result, technological dependence and procrastination can manifest themselves as mutually reinforcing factors. The study of this problem from a socio-psychological perspective is of particular importance. Because the student's attitude to technology and the way he organizes his educational activities are determined not only by his individual characteristics, but also by the family environment, peer influence, the organization of the educational process, and the level of digital culture in society. Therefore, a comprehensive analysis of the phenomena of technological dependence and procrastination, identification of the mechanisms of their occurrence, and development of preventive measures are one of the important tasks of modern psychology.

Student life is one of the most important stages of personal development. During this period, young people not only acquire professional knowledge and skills, but also form important competencies such as preparing for independent life, feeling responsible, and managing their

own activities. However, in a modern information society, there are some factors that prevent students from effectively implementing these processes. One of these factors is technological dependence, and the other is procrastination. These two phenomena are currently manifested as an urgent socio-psychological problem in the higher education system.

Technological addiction is defined as a person's strong need to use digital devices, the Internet, social media, or other technological tools excessively. In this case, a person has difficulty controlling the time spent using technology. Among students, technological addiction often manifests itself in the form of continuous use of smartphones, excessive activity on social networks, addiction to online games, or aimless viewing of Internet content. Although this condition initially appears as a simple habit, over time it can negatively affect academic performance, communication quality, and psychological well-being. Procrastination refers to the state of postponing or postponing tasks that need to be completed for various reasons. Among students, this phenomenon is especially common in processes related to coursework, independent assignments, exam preparation, and academic activities. Procrastination is often equated with laziness, but from a psychological point of view, they are not the same concepts. In a case of procrastination, the student understands the task that needs to be completed, understands its importance, but delays starting or completing the work due to various internal or external factors.

Self-regulation theory is important in explaining the relationship between technological addiction and procrastination. According to this theory, a person achieves his goals to the extent that he is able to control his behavior and activities. If a student cannot effectively plan his time or control his attention, he is more susceptible to various distractions. Modern technologies are one of the most powerful sources of such distractions. Notifications on the phone, news on social networks, and entertainment content can distract a student from academic tasks. The social aspects of this problem also deserve special attention. Today, constant online activity is becoming a social norm among young people. Many students spend a lot of time on social networks in order to communicate with their peers, keep up with the news, or maintain their position in a group. As a result, the time allocated to the virtual environment increases at the expense of important tasks in real life. This leads to delayed completion of academic assignments and increased procrastination.

Many scientific studies conducted by researchers have noted that technological dependence has a negative impact on motivational processes. Students tend to choose activities that provide short-term pleasure and satisfaction. For example, while reading a scientific article or working on a complex task requires a certain level of intellectual effort, watching short videos on social networks provides quick and easy emotional satisfaction. As a result, the human brain begins to avoid complex tasks and prefer simple and enjoyable activities. This is manifested as one of the psychological mechanisms of procrastination. Motivation plays an important role among the factors affecting the level of technological dependence and procrastination in students. Students with high intrinsic motivation for academic activities are more likely to complete assignments on time. On the contrary, students with low interest in studying or with unclear goals have difficulty effectively distributing their time. In such a situation, technological tools provide them with the opportunity to temporarily distract themselves from tasks, and as a result, the habit of procrastination is strengthened.

Emotional state also plays an important role in these processes. Stress, anxiety, self-doubt, and fear of failure can reduce a student's willingness to complete tasks. Some students turn to the Internet or social networks to escape the negative emotions that arise during the process of completing complex tasks. While this provides short-term psychological relief, in the long run it leads to further delay in completing the task and increased stress. The negative consequences of technological dependence and procrastination are not limited to academic activities. These conditions also affect the psychological well-being, social relationships, and personal development of the student. As a result of ineffective use of time, decreased academic performance, decreased self-confidence, and uncertainty about future plans can occur. In

addition, it is possible that the increase in virtual communication will lead to the weakening of real social connections. An integrated approach is important in reducing this problem. First of all, it is necessary to develop time management skills in students. Making daily and weekly plans, prioritizing tasks, and setting clear goals can help reduce procrastination. At the same time, it is also important to control the time spent on digital technologies. For example, using programs that limit the time spent on smartphones and social networks or temporarily turning off notifications while studying can be effective. Psychological training and counseling are also important tools in reducing technological dependence and procrastination among students. Such programs can help students develop self-control, stress management, motivation, and goal-setting skills. Strengthening the activities of psychological services in higher education institutions is also expected to yield positive results in this direction.

Technological dependence and procrastination are closely related socio-psychological phenomena in the modern student environment. Individual characteristics, motivational factors, emotional state, and social environment play an important role in their formation. In-depth study of these factors and development of scientifically based preventive measures will serve to increase the academic activity of students, ensure their psychological well-being, and form a culture of effective use of digital technologies. In this regard, this problem is of urgent scientific and practical importance not only for the science of psychology, but also for the modern education system.

#### **LITERATURE ANALYSIS AND METHODOLOGY**

The problem of technological dependence and procrastination among students has become one of the most relevant research areas in psychology, pedagogy, and sociology in recent years. As a result of the deep penetration of digital technologies into everyday life, new trends are emerging in the educational activities, social relationships, and psychological state of young people. Therefore, this problem is being studied by local and foreign researchers from various perspectives.

Among Uzbek researchers, N.Artikbayeva analyzes the impact of Internet use on the socialization of young people, emphasizing that, along with the communicative capabilities of the Internet, its excessive use also leads to some negative social consequences. The author shows that the Internet environment has a significant impact on the lifestyle of young people and the impact of virtual communication on real social relationships. Also, the study conducted by N.Suvonova studied the relationship between Internet addiction and emotional intelligence. The results of the study show that excessive Internet addiction can negatively affect the emotional state and social adaptation processes of adolescents and young people. The author highlighted the aspects of Internet addiction related to aggression, introversion, and emotional instability.

Among scientists from the CIS countries, A.E.Voyskunsky is one of the scientists who has deeply studied the phenomenon of Internet addiction from a psychological point of view. He interprets Internet addiction as a new psychological phenomenon that is emerging in the modern information environment and analyzes its impact on the motivational, cognitive and communicative spheres of the individual. The scientist notes that Internet addiction has a negative impact on the mechanisms of organizing individual activity and self-control. Another Russian researcher, Y.P.Ilin, characterizes procrastination as a complex psychological phenomenon associated with the motivational and volitional characteristics of the individual. In his opinion, systematic postponement of tasks is often explained by lack of self-confidence, fear of failure and insufficient internal motivation. The scientist emphasizes that procrastination is one of the factors that reduce the effectiveness of academic activities.

In world-wide research, the work of P.Steel is of particular importance. He interprets procrastination as a problem related to self-management, arguing that the factors of motivation, time perception and reward expectation play an important role in the formation of this phenomenon. Steel's theoretical model is one of the most widely used approaches to explaining procrastination today. T.Pychyl also studied the problem of academic procrastination from the

perspective of emotional management. In his opinion, students often postpone assignments not because of lack of time, but in order to avoid negative emotions associated with the assignment. Therefore, procrastination should be considered not only as a problem of time management, but also as a psychological process related to emotional regulation.

The analyzed scientific sources show that technological dependence and procrastination are complex socio-psychological phenomena that are interconnected. In their formation, motivation, emotional state, level of self-control, social environment and culture of using digital technologies play an important role. However, a comprehensive study of this problem, specifically on the example of young students, is still relevant. This study aimed to identify the socio-psychological characteristics of the level of technological dependence and procrastination in students. The study used a quantitative research approach. This approach allows assessing the psychological state of respondents based on specific indicators and statistically analyzing the relationship between variables.

The object of the study was selected students studying in higher education institutions. The subject of the study was the level of manifestation of technological dependence and procrastination and their interrelationships. As a result, the methodological approach used creates the necessary scientific basis for a comprehensive study of the characteristics of the manifestation of technological dependence and procrastination in students, identifying the interrelationships between them, and developing practical recommendations aimed at reducing this problem.

## RESULTS

The results showed that the use of technological tools has become an important component of everyday life for the majority of respondents. In particular, it was found that the use of smartphones and social networks occupies a leading place in organizing students' free time. As a result of the analysis, moderate and high levels of technological dependence were observed in a certain part of the students. Such students were characterized by spending more time on the Internet and social networks than planned, having difficulty limiting the use of technological tools, and being frequently distracted during their studies. At the same time, it was observed that respondents with a low level of technological tools had relatively high rates of completing academic tasks on time.

The results of the assessment of the level of procrastination also showed that a certain part of the students has a tendency to postpone tasks. Some respondents noted that they leave important academic tasks until the last minute, have difficulty starting planned work, and procrastination increases as the academic load increases. In particular, it was found that the level of procrastination is relatively high in tasks related to coursework, independent study assignments, and exam preparation. Also, the study observed that both technological dependence and procrastination indicators were relatively low among students with high motivation and self-control skills. On the contrary, respondents with poorly developed time management skills showed a higher level of these two indicators. The results showed that the way students use digital technologies has a significant impact on their academic performance and psychological state. At the same time, it is not the use of technological tools themselves, but the lack of control and purposefulness of their use that has emerged as one of the most important factors contributing to the increase in procrastination levels.

## DISCUSSIONS

These results are consistent with the theoretical views put forward in modern psychological research. In particular, according to the theory of self-control, as a person's ability to control his own activities decreases, the likelihood of succumbing to the influence of various distracting factors increases. The results of this study also confirm that excessive use of technological means distracts students from academic activities and, as a result, leads to an increase in the incidence of procrastination. Technological dependence is not only a phenomenon related to time consumption. It also affects the motivational sphere, emotional state and social relationships of

students. In particular, the habit of staying on social networks for a long time can in some cases reduce students' attention to their educational goals. This leads to the postponement of academic tasks and a decrease in the sense of responsibility.

Individual psychological factors play a significant role in the formation of technological dependence and procrastination. These problems are relatively rare in students who are highly motivated, have clear goals, and can effectively manage their time. This situation indicates that it is not enough to introduce technological restrictions alone to reduce procrastination, but it is also necessary to form personal development and self-management skills. The results obtained also confirm the need to strengthen preventive and corrective work in educational institutions. In particular, organizing training programs for students on time management, goal setting, stress management, and digital hygiene can have a positive effect. In addition, it is important to develop psychological services and increase students' digital culture. It was shown that an increase in the level of technological dependence in students can contribute to an increase in procrastination.

### CONCLUSION

The study was devoted to the study of the socio-psychological characteristics of the level of technological dependence and procrastination in students. The results of the study showed that, despite the important role of modern digital technologies in the educational process and daily life of students, their excessive and uncontrolled use can lead to some negative psychological consequences. It has been found that not only individual psychological factors, but also the social environment play an important role in the formation of procrastination. The student's family environment, relationships with peers, the organization of the educational process and the level of digital culture directly affect the way he uses technology and his academic performance. Therefore, it is necessary to assess this problem not only at the level of personal behavior, but also as a socio-psychological phenomenon. It was found that it is advisable to strengthen preventive and corrective work aimed at reducing technological dependence and procrastination. In particular, psychological training aimed at developing time management, self-control, goal setting and motivation in students can yield effective results. In addition, it is important to conduct advocacy and consulting work aimed at forming a culture of rational use of digital technologies in higher education institutions.

In general, technological addiction and procrastination are common and interrelated socio-psychological phenomena in today's student environment. Their scientific study and development of practical recommendations are important in terms of increasing students' academic engagement, ensuring their psychological well-being, and contributing to their future professional success.

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