

Opening New Horizons in the Lives of Students in the "Hickey" Category through Literary Education

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Annotation:

This article examines the phenomenon of "Hickey" students in secondary education, emphasizing their behavioral traits such as lack of purpose, irresponsibility, internet addiction, and social isolation. It delves into the underlying causes of these issues and their impact on students' academic performance and social development. Furthermore, the study highlights the role of literary arts in addressing these challenges by fostering critical thinking, empathy, and creativity. The article also provides practical strategies for educators to help such students reintegrate into social life, develop a sense of responsibility, and achieve their full potential.

Keywords: hickey category, social withdrawal, Internet addiction, aimlessness, socialization.

Introduction

The modern education system is undergoing many changes. It is a pity that the conditions created in our society do not reach the consciousness of some young people. Today, students in secondary schools are creating inconveniences in the educational process and making the work of teachers more difficult. Such students are irresponsible, aimless, and addicted to the Internet. Unfortunately, the number of such students is increasing day by day. This process is not only leading to the decline of the education system, but also to the student's own destruction of his own future. Students in this category have withdrawn from active life, they are not interested in science, life, and changes in the environment. Such children live an inactive life, without socialization. The main reason for this is the negative influence of the family, the external environment, society, and social networks. Children in this category do not fall into the above categories of excellent or low achievers, and due

to the large number of their listed shortcomings, it is necessary to name them under one name. Since such children and adolescents withdraw from active life, it is appropriate to call them “hickeys”.[1] In the previous article, we included such students in the “hickey” category, and this term generally caused dissatisfaction among scientists. There are opposing opinions that there are no such students in Uzbekistan. Based on this opinion, it would be appropriate to provide information from the dissertations of researchers who have worked in this field in order to prove our opinion on a scientific basis.

LITERATURE REVIEW AND RESEARCH METHODOLOGY

In his dissertation, “Hikikomori (Social Withdrawal) in Japan: Media and Scholarly Studies and the Multiple Explanations of the Phenomenon,” Doroto Krisinski, a graduate student in East Asian Studies at the University of Pittsburgh, examines the origins and causes of this phenomenon in detail, “and provides information about the category of hikikomori and hikki. These are: There is no word for hikikomori in Japanese dictionaries, but there is such a word. Hikikomori means “to be confined” and “to close off,” “to lock oneself in” (shirizōite). Researcher Isobe notes that the word hikikomori means “simply approved by society and walks freely on its own.” He also explains the name of the problem used in psychiatry. “Social Withdrawal” (Shakaiteki Hikikomori). The root cause of the problem cannot be mental illness.” Another researcher, Tatsushi Ogino, defines hikikomori as “people who generally withdraw from social life.”

Researcher Doroto Krisinski has studied a vast amount of literature and research, including 52 scientific articles and 22 research papers, according to his dissertation.

“From the 22 studies I studied and found, I have divided hikikomori into four categories,”[2] says Doroto Krisinski. These are:

- a) Social hiccups
- b) School hiccups
- c) Family hiccups
- d) Individual hiccups

		Reasons	Number
A	Hickeys in society	1. Weakness in relationships 2. Insecurity 3. Busyness, 4. Consistency 5. Shame, 6. Pressure, 7. Life without well-being 8. Lack of motivation	8
B	Hickeys at school	1. Bullying 2. Pressure 3. Failure in exams, 4. School refusal 5. General.	5
C	Family hiccups	1. Parental gender pressure 2. Educational pressure 3. Relationship 4. Communication 5. Father absence 6. Childrearing verbal abuse	8

		7.Uneducated mother, unemployed mother	
D	Individual hickeys	8.General 1. Disease	1

In this study, the scientist states that he does not support the idea that hikikomori should isolate themselves from society and stay at home for 6 months, but at the same time, he bases the origin of the hikikomori category on the resistance in the inner world of a person as the main factor, that is, it arises from internal resistance to discomfort or unpleasant situations in society, school or family. He emphasizes that this category, namely hikikomori, is neither a mental illness nor its syndrome, but rather a resistance.

In the dissertation work, he provided information about the existence of Hickeys in society and the presence of this information in the media and the BBC. At the same time, he covered the dissertation work with the causes and solutions to this problem and the opinions of scientists. It is clear that we can also call apathetic, irresponsible, aimless, and Internet-dependent students as hickeys in the educational process.

The real purpose of this research work is not to explain this term or prove whether it is right or wrong, but the real purpose is to eliminate serious defects such as irresponsibility, apathy, aimlessness, and Internet addiction in students, and to educate each young generation as a person necessary for society in the future. In the upper class of high school, there are students who have low attendance throughout the year, do not attend classes, and do not do any work. It is a process that is clearly visible to each of us that the class teacher, in order to take responsibility for the difficulty of working with these students, is “getting rid” of them by transferring them to vocational schools. I do not mean to blame anyone, but rather to work effectively with these students, to help them set the right path in life, which I consider the main task of us as educators. To do this, first of all, it is necessary to establish friendly relations with this category of students and ask their opinion during the lesson. Asking about the student’s general condition, health, family situation, who they do in their free time, what they do, their friends, and having a private conversation with them is not a very difficult process, but it can lead to the resolution of misunderstandings and conflicts between the teacher and the student.

ANALYSIS AND RESULTS

In the process of literary education, it is necessary to work with texts that can have an emotional impact on the student, to quote from works of literature. At the beginning, of course, it is advisable that these stories or quotes be short. Because students in the hickey category are addicted to the Internet and prefer social networks to reading books. The main reason for this is that the neural network in which Internet users are located, while observing the videos that users have seen or opened, draws conclusions about themselves and recommends videos and videos that correspond to that conclusion. That is, the neural network accelerates the process of dopamine production by recommending suitable content to the user. It ensures that they are increasingly interested and excited to watch. The release of dopamine into the blood in such a large amount affects a person like a drug. It teaches itself, and it wants to go online again and again. Because real life is much calmer, such events and riots do not happen so often, and real life begins to seem colorless, boring, gray to the reader. Therefore, it is possible to influence this category of readers with quotes, stories and artistic texts that have a strong impact. Working with a sample text: An excerpt from Isajon Sultan's "The Eternal Wanderer" that evokes the idea of living with purpose in life and has an artistic impact:

“When I changed myself to find my purpose in life, I began to understand every decision, every step and look at it differently. Most people, looking at life, set some goals, but they read these goals only

from their dreams, and in practice there is no change. A person who has found his way looks deeper into life, analyzes it to achieve the goal. The purpose in life, in fact, moves a person every day with self-confidence. "What might the meaning of life be for others? For me, life is a struggle to understand myself and achieve my goals."

"If you forget your purpose every day and start living only for a living, then you lose the true meaning of life. Every person has a purpose in life, but some people do not know where to start this purpose. For me, the purpose is not just to live in pursuit of one's own interests, but to realize one's responsibility to society and oneself and strive to realize one's dreams. Every person has a great responsibility to change oneself and the world around them. The purpose is the meaning of life, without it, there is no step, and the path remains empty." This passage in the work "The Eternal Wanderer" strongly artistically depicts the ideas of purposeful living in life, self-awareness and a sense of responsibility. Isajon Sultan calls for a deep understanding of one's inner struggle, transformation and duty to society on the path to achieving one's goal. In his work, he emphasizes the social and personal responsibility of each person towards the purpose of their life.

CONCLUSION AND SUGGESTIONS

The role of literary education in the socialization of students in the Hickey category is not only because of its theoretical and practical significance, but also because it plays an important role in educating students as healthier individuals. Through literary works, students develop skills such as understanding their own lives, expressing their feelings, setting goals and being responsible, and also prepare for integration into social life.

In the future, in order to carry out more systematic and consistent work in this area, we plan to work using interesting methodologies, interactive games and various methods, taking into account that repetitive approaches in lessons lead to a loss of interest in students.

During the lesson:

1. Asking for critical thinking. Working with students individually, creating a basis for students to express their independent opinions when working with a group.
2. Assign tasks to work on the text to analyze its content based on a literary text, develop a level of purposefulness and responsibility, and form creative skills.

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