

# Pedagogical And Psychological Foundations Of Non-Violent Management Of Children's Screen And Media Dependence In The Digital Era

Irsaliyeva Gulrux Saparboyevna

1st-year Master's student, Pedagogy (TGFU) program, Tashkent

**Received:** 30 September 2025; **Accepted:** 23 October 2025; **Published:** 28 November 2025

**Abstract:** Modern children grow up in the conditions of rapid digitalization, which leads to an increase in the amount of time spent in front of screens. At the same time, the risks of developing screen and media dependence are intensifying, affecting the child's emotional, cognitive, and social development. The article examines the pedagogical and psychological foundations of non-violent regulation of children's digital activity, based on dialogue, cooperation, and emotional support. The work analyzes research by Uzbek, Russian, and international scholars, as well as recommendations of international organizations aimed at creating a healthy digital environment. Special attention is given to the role of families and educators in preventing dependence, fostering self-regulation, and promoting conscious gadget use. The results confirm that gentle methods of regulating screen time contribute to the formation of a sustainable digital culture and support the harmonious development of the child.

**Keywords:** Media dependence, digitalization, digital education, screen activity, self-regulation, emotional development, gentle parenting methods.

**Introduction:** The development of digital technologies has significantly transformed the daily lives of children. The President of the Republic of Uzbekistan, Sh. M. Mirziyoyev, has repeatedly emphasized the need for careful attention to the upbringing of the younger generation in the context of digitalization, noting that the country's future depends on shaping a harmoniously developed personality capable of using modern technologies responsibly [1, p. 4].

The increase in the time children spend in front of screens has led to the emergence of a new pedagogical issue—screen and media dependency. Research indicates a connection between prolonged gadget use and a decrease in learning motivation, as well as disruptions in attention and the emotional state of a child [2, p. 33].

The amount of time a child spends in front of a screen continues to grow each year. New forms of media dependency are emerging, influencing attention, emotional well-being, motivation, and behavior.

Parents and educators face the need to find effective yet gentle methods of regulating children's digital activity. Therefore, the study of non-violent approaches has become one of the key tasks of modern pedagogy and child psychology and is highly relevant today.

The purpose of this article is to analyze the pedagogical and psychological foundations of non-violent management of children's screen and media dependency, as well as to identify practical conditions that contribute to the formation of a healthy digital environment.

Studies show that excessive use of digital devices leads to a decline in learning motivation and emotional stability [2, p. 33]. Based on this analysis, it can be concluded that the development of gentle regulatory methods is a necessary condition for raising a child in the digital age.

## METHODOLOGY

The methodological basis of the study consists of an

analysis of scientific literature by Uzbek, Russian, and international authors addressing issues of developmental psychology, child media dependency, and digital pedagogy. The study also employed a comparative analysis of pedagogical approaches to regulating screen time, which made it possible to identify common and distinctive features of existing models of interaction with children in a digital environment.

In addition, the research takes into account recommendations from international organizations, including WHO and UNICEF, which emphasize the importance of digital safety and proper guidance for children in their use of technology. Special attention is given to studies that explore the potential of gentle educational methods based on dialogue, cooperation, and the development of self-control, allowing these methods to be viewed as an alternative to punishment in the process of managing a child's digital activity.

## RESULTS

1. Factors Contributing to Media Dependency in Children. Research indicates that the development of dependency in children is primarily associated with a lack of emotional contact, high academic load, anxiety, and the absence of alternative activities [3]. Uzbek researchers also highlight the problem of low digital literacy among parents, which complicates effective monitoring of gadget use [4, p. 72].

2. Pedagogical Foundations of Non-Violent Regulation. The system of gentle management of screen time is built on several key approaches. First, an important element is explaining the rules and adopting them jointly, as children are more likely to follow norms they understand and consciously accept [5, p. 18]. Second, instead of abrupt prohibition, gradual time limits are applied, reducing resistance and stress. Individualized approaches that consider the child's age, personality, and emotional state are also crucial. Additionally, adults provide appealing alternatives such as sports, creative activities, or shared family experiences, which help balance digital and real-world engagement [6, p. 41].

Special attention is given to the fact that non-violent methods require adult participation in the child's digital life, not just control. This is supported by research from international psychologists describing the "parent-child co-engagement" model, where interaction and support prove more effective than prohibitions [7]. Data analysis shows that such a gentle management model ensures more stable and long-term results compared to punishments and strict restrictions.

3. Psychological Mechanisms for Preventing Dependency. A key factor is the development of self-

regulation and mindfulness in the child. Psychologists note that children with emotional self-control skills are significantly less likely to use gadgets as a means of "escaping reality" [8, p. 59].

Strengthening the emotional bond between parent and child, regular conversations about feelings, and shared activities all reduce the risk of dependency. Practice shows that when parents do not simply forbid gadget use but help the child understand the reasons behind their screen engagement, conflict levels decrease, and willingness to cooperate increases.

## DISCUSSION

The literature analysis indicates that the issue of media dependency is complex and requires an interdisciplinary approach. Pedagogical measures should be combined with psychological support and the development of the child's emotional intelligence.

Moreover, studies by Uzbek educators highlight the cultural specificity of family relationships, where the high authority of parents can lead to excessive restrictions [9, p. 27]. This creates a risk of secret gadget use and undermines trust within the family.

Russian and international literature emphasizes the importance of creating a healthy digital environment at school, where teachers also model responsible technology use [10, p. 115].

Based on this analysis, it can be concluded that non-violent management of screen activity is the most effective approach, as it fosters the child's internal motivation to adhere to digital discipline.

## CONCLUSION

The digital age requires a new perspective on child-rearing and interaction with children. Screen dependency cannot be resolved through simple prohibitions. The most effective strategies are non-violent management methods based on trust, dialogue, and the development of mindfulness.

Teachers and parents should act as partners to the child in the digital environment, helping them develop self-control skills and use technology responsibly. Under such conditions, a harmonious personality is formed, capable of interacting safely and effectively with the digital world.

## REFERENCES

1. Mirziyoyev Sh. M. The Strategy of New Uzbekistan. – Tashkent: Uzbekistan, 2021. – 458 p.
2. Abdullaeva N. Child Psychology. – Tashkent: Fan, 2019. – 210 p.
3. Kholmurodov B. Foundations of Digital Pedagogy. – Tashkent: Istiqlol, 2022.

4. Rahimova G. Family and Digital Upbringing: Problems and Solutions. – Tashkent: Iqtisod-Moliya, 2023.
5. Asmolov A. G. Developmental Psychology: A Cultural-Historical Approach. – Moscow: Smysl, 2018.
6. Babaeva Yu. D., Soldatova G. U. Digital Socialization of Children // Psychological Journal. – 2020.
7. Polivanova K. N. Children in the Digital World. – Moscow: HSE, 2019.
8. Bezrukikh M. M. The Impact of Screen Time on Child Development // Voprosy Psikhologii. – 2021.
9. Livingstone S. Children and the Internet. – Polity Press, 2019.
10. Twenge J. iGen: Why Today's Super-Connected Kids Are Growing Up Less Happy. – New York: Atria, 2017.
11. Strasburger V. Children, Adolescents & Media. – SAGE, 2022.
12. WHO. Guidelines on Physical Activity, Sedentary Behaviour and Sleep for Children. – 2021.
13. UNICEF. Digital Literacy for Children. – 2020.
14. Kabali H. Pediatric Screen Exposure Study // Pediatrics. – 2018.
15. Christakis D. Interactive Media and Child Development // JAMA Pediatrics. – 2020.