

THE STATE OF STUDYING THE PROBLEM OF DESTRUCTIVE BEHAVIOR IN ADOLESCENCE

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Abstract

The article describes the level of study of characteristics of adolescence. The views of the ancient Eastern thinkers, as well as the opinions of several scientists in the West are thoroughly analyzed. Changes in physiological processes have been taken as the basis of destructive behavior in adolescents.

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The standards and criteria accepted in the society regarding human behavior were formed in the process of social development and became one of the factors of social development. These norms and criteria are necessary not only for social stability, but also for the mental stability and development of the individual himself. Our scholars have long paid special attention to issues of formation of moral, spiritual and cultural behavior in society, deviation from the level of these requirements.

Article 75 of the Family Code of the Republic of Uzbekistan entitled "Implementation of Parental Rights" states that "Parental rights cannot be exercised contrary to the interests of children. Ensuring the interests of children should be the basis of parental care.

Also, the views of parents on the problem of the child's attitude towards the child, especially the children of the teenage age, constitute a whole pedagogical and psychological system. At this point, it should be clarified that there are negative situations in the upbringing of children in the family, problems related to the psychology of adolescents. The importance of this problem has been studied by many influential psychological theories, including psychoanalysis, behaviorism, and humanistic psychology, and they have focused on the emotional warm relationship of parents, as well as the fact that it is the source of child development. The nature of destructive behavior in humans is considered one of the problems that have not been well studied in the science of psychology. This problem was formed in the middle of the 20th century.

Destructive behavior is behavior that is contrary to the forms of social behavior accepted in society, directed at denying any alternative opinions. Destructive behavior can cause not only certain social problems in a person, but also problems in his physical health.

Destructive behavior is manifested in 2 main types:

Delinquent type - orientation of behavior against the social and legal norms accepted in the society (domestic family disputes, traffic accidents, rudeness...)

The deviant type is the manifestation of behavior that is contrary to the moral standards accepted in society (alcoholism, suicide, drug addiction, etc.), lack of affection.

Although all manifestations of destructive behavior occur as certain protective reactions of a person, they can be associated with disorders in the nervous system. Destructive behavior can be caused by negative emotional experiences in childhood, lack of love and affection from parents as a result of emotional coldness towards the child, and genetic factors.

Researcher K. E. Igoshev said that children and adolescents, especially adolescents and adolescents, are the cause of the emergence of impulsivity and excitability. Impulsive behavior represents an affective state that is primarily caused by specific affective experiences (events with a strong psychological impact). This condition is characterized by short-term and intensifying emotional feelings.

Destructive behavior is common to all people, but in some people this behavior is so strong that it determines their position and behavior in society. The Viennese psychologist Z. Freud and his students consider the most important basis for evaluating adolescence is the unconscious desire to define one's position, which arises as a target of some kind of initial inclination given to a person from time immemorial. This desire is supposed to be selfishness, disregard for other people, appearance, inability to come to terms with the environment, even leads to conflicts. Russian psychologists stressed that Z. Freud's theory is completely unfounded and justified the fact that the teenager is characterized by the discrepancy between opportunity and demand, the tendency to show off and the manifestation of interest in one's inner world.

According to Freud, one cannot ignore the destructive power in a person, if the Thanatos power is not directed outward, the individual can destroy himself. Catharsis-expressive actions that are not associated with destructive force-destroying actions may be inhibited.

E.V. Zmanovskaya cites 3 types of behavioral deviations: antisocial (delinquent), asocial (amoral), autodestructive (self-destructive).

Sidorov N.R. deviant behavior is defined as a stable destructive behavior aimed at regularly disrupting interpersonal relationships of an individual. Psychologist A.I. Dolgova, who studied juvenile delinquency, said that before committing a crime, a teenager's behavior undergoes sharp deviations from the norm. The author distinguished two types of normative deviations typical for adolescents with deviant behavior:

- violent and selfish teenagers want to show themselves as strong, responsive and ready to help their peers. But the conclusion of this category of teenagers about the truth is the conclusion of a criminal. In their character, elements such as selfishness, tyranny, belief in physical strength, favoring non-traditional groups prevail. Deviating from auto-destructive medical and psychological norms, it includes behaviors that threaten the integrity and development of a person: suicidal behavior, addiction to food, addiction to pharmacological substances, fanatical addiction, pursuit of life-threatening activities (extreme sports).

According to the direction of destructiveness, E.V. Zmanovskaya introduces the following classification.

antisocial (actively destructive)

prosocial (relatively destructive, in a sense antisocial adapted to social norms)

asocial (passive destructive)

passive auto destructive

self-destructive (active auto destructive).

Some researchers emphasize the connection between destructiveness and creativity. For example, V.N.

Druzhinin distinguishes 2 types of destructiveness:

1. Creative behavior, creating a new environment.
2. Destructive - maladaptive behavior that destroys the surrounding environment creativity and destructiveness have in common that a person becomes alienated from nature and the surrounding social environment. B. Karlof emphasizes that there is a creative element in every creative act and distinguishes two types of destructive behavior: adaptive, creative related to the existing possibilities of a person, creative - destructive.

The famous American scientist E. Fromm dealt with the problem of destructive behavior. In his works "Escape from Freedom", "Anatomy of Human Destructiveness", he paid special attention to the social and cultural determinants of this problem. Polish psychologist Yu. According to Kozeletsky, every person is subject to "transgression" - a person's desire to achieve more results without being satisfied with the results of the indicators he has now. Y. Kozeletsky distinguishes constructive, creative transgression - creativity and destructive transgression aimed at the loss of previous ones.

According to the Russian psychologist A.A. Rean: the breakdown of the family structure affects the teenager not by itself, but in combination with other factors, in particular, the level of general and pedagogical education of parents, family interactions, scientifically substantiated the content of communication. [29.270 b]

According to D. I. Feldstein, deviant teenagers are socially sluggish, aggressive, curious, rude, tend to shed "tears", and many of them are deceitful and irresponsible. According to the research of I.A. Semikasheva, the participants of such a group have characteristics similar to parents and respect not individual people, but the group they belong to. Such teenagers do not feel responsible for their character and act like everyone else in the public.

It is also caused by the parents' high demands on their child, their dreams of making him a "prodigy and a person who occupies very high heights." Concealing the feeling of enmity, the teenager shows his displeasure, frustration, and spiritual alienation from adults. He begins to look for friends outside and often joins a group of drinkers and smokers. The feeling of development (emancipation) is a teenager's struggle for his freedom and independence. He wants to be released from adult control as soon as possible. The more he is controlled, the more freedom he craves. This is due to the stubbornness of the teenager. In mentally healthy adolescents, stubbornness will pass with time. If adults demand extreme brutality and unconditional obedience, then teenagers show extreme character. The most alarming thing is that the behavior of teenagers in such cases ends with running away from home and becoming a nanny. The feeling of rejection is the feeling of denial of participation in games, eating, housework, social activities. In this reality, parents refuse to communicate with some of their peers. In order to protect their child from drinking and smoking peers, parents are forced to move to another school and another area, as a result, the teenager accuses his parents of separating him from his peers and complains about them. In the analysis of individual behavior, it is necessary to study the norms of social behavior. In psychology, ustanovka is understood as a state of psychophysiological readiness to perceive, evaluate and perform certain actions related to an individual. In the manifestation of destructive behavior, negative assumptions are formed as a result of negative attitudes of the person towards the majority of those around him. S.P. Ivanov and V.V. In Boyko's studies, the following types of destructive devices are distinguished.

Hidden carelessness in his thoughts and actions towards others.

Open arrogance towards others

Based negative thoughts about people.

Having a negative opinion about the people who caused it based on the circumstances that arose in certain social situations.

Making unfounded generalizations about one's partners based on negative factors.

Having a negative experience in the process of relationships with others.

A. Kleyberg and A. Ellis introduced the concept of "irrational assumptions" in the formation of destructive behaviors. Irrational assumptions, according to them, arise as a result of disturbances in the cognitive spheres of a person. Romanov V.V. In criminology, he introduced the concept of anti-social institution. This concept is defined as the state of an individual's internal readiness to act aggressively.

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