

PSYCHOCORRECTIVE ANALYSIS OF CONFLICT SITUATIONS DURING ADOLESCENCE IN INTERPERSONAL RELATIONS

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ANNOTATION

The article summarizes information on the psychological characteristics of conflicts in interpersonal relationships during adolescence. The covered information can be enriched with theoretical information in the fields of psychology, psychodiagnostics and psychocorrection.

KEY WORDS: Adolescent, conflict situations, psychocorrection, destructive, constructive conflicts.

INTRODUCTION

In social life, in interpersonal relations, it is inevitable that there will be some individual conflicts and mutual disagreements. Therefore, sometimes scientists openly admit that conflicts or conflicts can have not only negative, but also positive aspects. For example, G. Andreeva writes about the constructive consequences of some conflicts. In his opinion, sometimes a dispute between two people makes them draw a correct conclusion in the future, and encourages them not to repeat such actions, to be proactive, and to be vigilant. Or, at first glance, interpersonal conflict based on reprimand causes a person to constantly work on himself and correct his behavior. Such disputes are called constructive due to their consequences. The result of a destructive conflict is often negative, it causes conflicts between individuals, the nerves of the conflict participants are tense and general weakness is observed, as a result of which various diseases may occur. In families, due to destructive conflicts, disagreements between husband and wife, mother-in-law and daughter-in-law may escalate, and as a result, the family may break up.

Conflict or conflict as a social psychological phenomenon can be defined as follows.

A conflict, dispute or conflict is the result of a clash of conflicting opinions, views and positions in the mind of some individual person, or in the process of interpersonal communication, within a group or at the time of inter-group communication and influence on a problem, issue or views. is a socio-psychological phenomenon that indicates a relationship full of negative emotions.

There are many factors and reasons that cause conflict situations, but they can be divided into 5 main groups:

1. Informational factors: incorrect, unclear facts, rumors that reach partners in the wrong way in the process of communication; Doubts, incompletely clarified information that is intentionally or unknowingly transmitted almost confidentially, lack of trust in the source of information, rules, beliefs, challenges, legal norms, etc. that cause disputes and disagreements related to certain events, events can also be a factor of interpersonal or intergroup conflict. .

2. Factors related to the functioning of certain systems at the level of society: problems related to ownership, social status disputes, disputes regarding actions and reports in the direction of authority, various social norms, traditions, standards, contradictions in security issues, incentives and punishments, housing, property disputes. , conflicts observed in the processes of distribution of resources, goods, services and benefits;

3. Factors related to values (principles that we recognize or reject): collective, group or personal beliefs, values that we do not believe and believe in and their behavior, ideological, cultural, religious, ethical, political, professional values and needs. possible conflicts;

4. Attitude factor: such factors directly result from the person's recognition of satisfaction or dissatisfaction with interactions and communication. In interpersonal relationships, personal conflicts arise when the behavior of another person or people does not match the expectations of one person, and their resolution can take different forms in different situations. Conflicts in personal communication can be resolved in different forms depending on the person's life experience, level of education, and professional skills;

5. Behavioral factors: interests, interests, a group of factors that appear as a means of protection when a situation that contradicts one's self-esteem or poses a threat, such as selfishness, injustice, irresponsibility or indifference, carelessness of the other party caused by Disputants see and feel the negative attitude toward them in such a situation, so resentment arises and this conflict ends.

Conflicts can also arise due to subjective mistakes of people in relationships, and from this point of view, the following types of conflicts are distinguished:

Internal conflicts related to the person himself are usually not directly studied by social psychology, such conflicts are the subject of general, pedagogical and pathopsychology, which is mainly the conflict of different feelings, desires and motives in the heart of a person, the emergence of conflicting opinions. occurs due to Such a conflict is known only to the person, and sometimes he is helped by a psychoanalyst or pathopsychologist when he does not realize that what he has done is the result of his own internal conflicts.

Conflicts between a person and a group usually indicate that a person's views and behavior contradict the norms and morals of the group to which he belongs or work, and the individual's expectations do not match the group's requirements and standards. Based on this, we devoted our research work to the psychocorrective analysis of conflict situations in interpersonal relationships during adolescence.

LITERATURE REVIEW

From early childhood, a person is faced with various conflicts in a way that he does not want. If we remember our childhood, we will realize that we were very worried about simple things, we indulged in our feelings and fought for the protection of our interests. All of these are common conflicts and disagreements that occur in everyday life.

At this point, a number of scientific researches have been conducted by psychologists on the study of conflicts that arise in interpersonal relationships. Including Ansupov A. Ya; A.I. Shipilov; Bould K; Chase S; Vasilyuk E; Hassan B.I.; Darendorf R; Zimmel G; Merlin VS; Weber M and Shoumarov G'.B from the national psychologists of our Republic; Ghaziev E.G'; Karimova V.M., Umarov B.M. we can cite the scientific research of our scientists as an example. Questionnaire "Evaluation of the method of response to conflict situations" by K. N. Thomas. In my scientific research, the questionnaire "Relation to conflict situations" modified by Prof. E.G. Goziev, and psychocorrective training sessions were used. Sh. Buhler, who called adolescence the period of puberty, revealed the biological essence of this period in his work. Puberty is a period of biological growth in which sexual maturity ends but physical development continues. He calls the stage before puberty the studentship of a person, and the end of this period is called adolescence. S. Buhler divides the puberty period into two: mental and physical periods. External and internal stimuli that influence the behavior of a teenager destroy his self-satisfaction and calmness and encourage him to search for the opposite sex. Biological maturity makes him inquisitive, and his "I" has a desire to meet "He". That is, S. Buhler tries to distinguish mental puberty from body. According to him, physical maturity corresponds to the period of adolescence of 14-16 years for boys and 13-15 years for girls.

THEORY AND METHODOLOGY

A person needs a lot of energy to actively move in accordance with the requirements of our complex, rapidly changing era. This is especially important for adolescents who are at a specific stage of ontogenetic development and are experiencing various crisis situations. Adolescence mainly includes children aged 11-15 years, i.e. 6-9 graders. The process of raising young and old teenagers is difficult. During this period, teenagers have their own personal thoughts. They have an expanded understanding of their own value. New sensations, thoughts, inclinations, experiences that appear in connection with sexual maturation become fresh in the adolescent's mind. Adolescent family members; may get into a conflict situation with parents, brothers or sisters. This is directly influenced by work, school, and peers.

Adolescence is always considered a critical period as a period of transition from childhood to adulthood. This adolescent crisis is quite different from the minor adolescent period. It is the most serious and the longest period. During this period, the child's previous relationships with the environment and himself are broken and restored, and the stage of the adolescent's stepping into an independent life is formed. Starting life is not a sudden event, but a long-lasting process, and its biological, psychological and social aspects have their own driving forces, their own rhythm and pace of development.

In connection with the high, but inconsistent rates of physiological and psychological development of adolescents, there is an insufficient social maturation process, which cannot always satisfy these needs. Therefore, the denial of needs is often observed in adolescence and is expressed more strongly than in younger periods, and it is very difficult to overcome it due to the lack of compatibility in the mental and social development of the adolescent. In this difficult period, the goal of the adolescent's consciousness and experiences remains a strong biological need, such as sexual desire, and a number of unpleasant experiences arise in connection with it, and the emotional sphere changes. Intellectual abilities rise to a new level, worldview expands, new interest and interests appear.

A teenager notices the changes that are happening in him, but he does not realize and understand them all. There is a need to expand the circle of life relationships by comparing oneself with peers in an organic communication with peers. The opinion of peers becomes more important than the opinion of parents and teachers. With the onset of maturity, the social status of a teenager, according to the brochure, does not change - he remains a student and is under the care of his parents. Therefore, many of his demands (claims) lead to insurmountable difficulties, conflict or conflict with real reality. This is where the psychosocial cause of the adolescent crisis appears.

If we look at the classic study of adolescence, we can see that there are various theories, hypotheses and fundamental research. One of the bright psychological concepts of adolescence is the cultural-historical theory created by L.S. Vygotsky (1930) at the beginning of the 20th century, in which the symptomatology of this age, stable and historical changes in adolescent psychology, and scientific concepts related to its phenomena are interpreted. L.S. Vygotsky considered the mutual issue of education and development. In doing so, he created the following situation. Difficult forms in the student's mental life are formed in the process of communication, which means that communication forms development in a relatively systematic form - teaching, creates new mental information, and improves higher mental function. Education plays an important role in the formation of the psyche, and its forms change during development.

The scientist shows that not all education is effective. Which is effective only if it can advance and follow its progress. This idea of L.S. Vygotsky, who takes into account the development of education not only in the process of independent activity, the field of actual development, where the student himself enters, but also the field of close development of cooperation with adults, is of great importance for teachers who strive to improve the intellectual development of the student today.

EXPERIMENTAL RESEARCH

The principle of building one's personal life with awareness, etc. In his opinion, the essence of the crisis that occurs in 11-15-year-olds is the birth of a feeling of getting rid of the school-like attitude of adults. Another characteristic of 11-15-year-olds is the emergence of a "crisis of disconnection" and a sense of loneliness in the environment of their peers and society. This situation is caused by historical conditions and factors.

Sh. Buhler, who called adolescence the period of puberty, revealed the biological essence of this period in his work. Puberty is a period of biological growth in which sexual maturity ends but physical development continues. He calls the stage before puberty the studentship of a person, and the end of this period is called adolescence. S. Buhler divides the puberty period into two: mental and physical periods. External and internal stimuli that influence the behavior of a teenager destroy his self-satisfaction and calmness and encourage him to search for the opposite sex. Biological maturity makes him inquisitive, and his "I" has a desire to meet "He". That is, S. Buhler tries to distinguish mental puberty from body. According to him, physical maturity corresponds to the period of adolescence of 14-16 years for boys and 13-15 years for girls. Of course, such distinctions take into account the influence of urban and rural areas, different countries, and even climate. The lower limit of puberty should be 10-11 years, the upper limit should be 18 years. Negative characteristics of this period include physical and mental exhaustion, restlessness, irritability, high sensitivity and excitability. Dissatisfaction of teenagers with themselves causes them to be dissatisfied with those around them, and it combines with different aspirations and leads to the formation of various negative thoughts. That is, "slow melancholy" and "aggressive defense" are formed in teenagers. As one of the positive features of this period, he gives an example of the perceived beauty, the feeling of love. So, Sh. Buhler's scientific efforts are aimed at showing that the puberty age is in harmony with organic maturation and mental development. G. Getser, relying on Sh. Buhler's researches, emphasizes that the negative stage of puberty turns into a positive stage in the period of 13-16 years of adolescence, when one indulges in thoughts, feels longing for a close friend, and tries to "work for a friend". V. Stern, one of the followers of E. Shpranger, considers adolescence as one of the main stages of personality formation. V. Shtern tries to explain the saying "If you show your friend, don't tell who you are" meaning "Tell me about the most precious experience of your life, I will tell you who you are." Because the personality of a teenager is formed under the influence of experiences that make up the content of a teenager's life. and valuable experiences help to divide his personality into types. Thus, V. Stern distinguishes six types:

- a) all the aspirations of the theoretical type-person are focused on understanding existence;
- b) the aesthetic type is alien to the understanding of objective existence for such a person, and it has an individual choice;
- c) the efforts of an economic type of person are more focused on profit (result);
- g) the content of social type-life is love, kindness and living for others;
- d) aspiration for office, influencing and commanding are typical for political types;
- y) religious types try to mix any event with the essence of life and the world.

According to V. Stern, the transition period is not only an ideal and the direction of aspirations, feelings and thoughts, but also a specific figure (image) of actions. He calls it a situation between the games of a student and the responsible activity of an adult, and calls it "serious games". It is argued that serious games allow adolescents to set goals, express their reactions to different interests and overcome their ambivalence in comparative analysis, and strengthen their will.

Today's teenagers have some physical, mental and political advantages over their predecessors. Sexual maturity, socialization process, mental growth are manifested earlier in them. Complex processes such as psychological renewal, physiological changes, and social adaptation take place in each age period.

Teenagers try to act like adults. They tend to demonstrate their abilities and capabilities to some extent to their peers and mentors. This situation can be observed by the school teacher during the daily lesson.

By studying the psychological features characteristic of adolescence, we can understand the ways of formation, development and maturation of the adolescent personality and the direct influence and importance of the biological and social factors affecting it. During this period, the teenager is in a difficult situation where he is stuck with a happy student, but has not yet found his place in the life of an adult.

In adolescence, the emergence of an aggressive attitude towards adults, symptoms of unpleasant behavior such as negativism are not only signs that appear due to direct sexual development, but also indirectly affect them through the means of social conditions in which the teenager lives: his peers, his position in the community, are character traits that arise due to relationships with adults, school and family status. In adolescence, the leading activities are reading, socializing, and socializing. The main task of adolescent communication is to define and master the basic norms of friendship and companionship. The main feature of adolescent communication is that it is subject to a complete code of friendship.

Adolescents have a great need for the confidence of adults. The most convenient conditions for adults to influence and educate teenagers is to engage in a common cocktail. If younger students are satisfied with the roles of helpers, teenagers, especially teenage students, are satisfied with the fact that they are working on an equal footing with adults, and can take their place when necessary.

As a result of the biological and physical changes that occur in a teenager, a fundamental turning point occurs in his mental world. Height growth is uneven: female students grow 5-7 cm, male students grow 5-10 cm. Growth in height occurs due to the lengthening of the first femoral bones and the enlargement of the spine. As a result of changes in the oral cavity and throat, the tone of the voice also changes. It happens more in boys than in girls. The voice of the male pupils becomes more restrained, raspy. Although during this period, the muscles grow and strengthen rapidly, but still the growth rate of the bones of the legs and arms lags behind. In teenagers, this feature causes them to behave excessively, to take big steps.

The chest also develops slowly compared to the height of the body. As a result, some teenagers' shoulders and chest become narrow, which in turn leads to lack of oxygen and shortness of breath. Lack of oxygen impairs mental activity.

A teenager tries to solve complex life problems without correctly evaluating his abilities and strength, but because of his superficial thinking ability, he allows a number of shortcomings in his daily life. But he prefers to argue with adults than to admit his mistake. He does not like people who criticize him, every criticism seems to be a sign of disdain for him, a deliberate act. As a result, negative changes occur in the adolescent's mental activity. He tries to act independently, arbitrarily, does not pay attention to the advice of adults. Some teenagers begin to learn various habits to show that they have joined the ranks of adults. Parents and pedagogues should work together with teenagers, find their satisfaction and correct their behavior in time.

P.I.Leventuev, D.B.Elkonin, T.V.Dragunov, who interpreted the characteristics of adolescence, said that at this age, the desire of boys and girls to have relationships with their peers, their interest in the life of their peer group is clearly manifested. Physical growth and sexualization of adolescents causes drastic changes in their psyche. Increase in academic subjects, information. the expansion of the data network shapes their thinking.

The fundamentals of science that teenage students learn are focused on developing their abstract thinking. One of the features of their mental activity is the development of abstract thinking. Looking for the influence of school education and independent learning activities, analytical-synthetic activity begins to develop rapidly in a teenager.

Another of the most important characteristics of a teenager is the rapid development of independent thinking and critical thinking. This means that a new period has begun in the mental activity of a teenager. The criticality of the mind sometimes creates a "misunderstanding" between the teacher and the student. The criticality of the mind is one of the main characteristics of a teenager, and they tend to find mistakes and shortcomings in the opinions of others, textbooks, try to stand up for themselves and strongly object to certain opinions.

Independence of thinking is of great importance for a person. The teacher should support this quality in various ways during the course of the lesson and outside of the lesson, even under any difficult conditions, and create an opportunity for its development.

It is necessary to pay constant attention to the behavior of teenagers, to strictly and continuously guide their behavior, to be able to do all this in such a way that the student does not feel the constant guardianship of adults even in small matters. Adolescents respect demanding but fair teachers who take into account their new positions in life, do not consider them "small".

Adolescents have different interests. If these interests are properly nurtured, they can have a significant impact on the development of adolescents' abilities and inclinations. The student's knowledge deepens, he begins to study subjects, he develops a great interest in some educational subjects, art, and some kind of sports. A teenager is many things; interested in sports, tourism, cinema, art hobby, collecting stamps and ancient coins, collecting plants and insects.

Adolescents feel the need for self-discipline, this can be explained by the growth of their awareness, their desire to be like adults, now they have some self-discipline tools such as self-assurance, self-command, self-control. They especially try to cultivate physical and will aspects. Adolescents left to their own devices do not always follow

the right path of self-discipline, relying on very simple, student-like activities (for example, they bring a lighted match close to their hand to test their courage and endurance, or lie down on the snow without a coat to warm themselves up).

In adolescence, students' sense of duty and responsibility has grown sufficiently, students are able to take actions to achieve a certain goal that they have consciously chosen. In adolescence, unlike other age periods, the cognitive process also changes. His perception perceives not only the external aspects of things and events in reality, but their more complex aspects. They try to know the essence of things, analyze things and events, compare them with each other. He clearly perceives important similarities and differences, and this helps to cultivate good observational qualities in them. A teenager's memory changes significantly. Logical memory replaces the mechanical memory of junior school age. If the teacher pays attention to the youth period, it is necessary to find ways to successfully memorize poems or texts in the teenager, it is necessary to teach the ways of learning in connection with each other. They disrespect them. It affects teenagers hard.

Understanding that the student has grown up. It is gratifying to have a serious relationship with them and entrust him with responsible work. Cultivating the will of a teenager plays a big role in his self-education. The need for this appears in adolescence. Adolescents can make certain demands on themselves, they are able to look critically at themselves. They strive to cultivate the qualities that they consider ideal. However, it is later in adulthood that one truly seeks self-discipline. Studying and other activities of a teenager cannot be carried out without determination. Knowing how to finish what you start and insisting on it helps to develop persistence. Consistency requires strong thinking, internal discipline.

In conclusion, while studying the psychophysiological development of adolescence and its specific characteristics, we were convinced that this period is considered an important period in the adolescent age. Adolescents are active in educational activities based on their psychological development characteristics and on the basis of their interests. Their motives for activity are more social and psychological factors. Sudden psychophysiological changes during this period may lead to their desire to show their "I", to show themselves in every field, and to misjudge their capabilities, which may lead to the consequences of various behavior disorders.

CONCLUSION

The conducted theoretical-scientific analyzes showed the scarcity and at the same time relevance of the works devoted to the theoretical research of the problems within the subject, in particular, the perceptions of aggressiveness, conflict flexibility and attitudes towards conflict situations in adolescence. When researching the views of many advanced psychologists in the world on aggressiveness, conflict flexibility and attitude towards conflict situations in adolescents, it is repeatedly emphasized that this process is an important research area to be studied for the socialization and development of a person.

At the same time, psychological scientists are also focusing their attention on elucidating and researching some features of this problem. The analysis of a number of studies and scientific observations in this regard made it possible to draw the following conclusions:

1. In general, in history and today, there are various controversial opinions regarding the adolescent's attitude towards conflict situations, and these views have been scientifically polished for centuries in various sources, in the works of Eastern and Western thinkers, in the scientific works of representatives of advanced psychology. At the same time, the attitude towards conflict situations has become an object and subject of constant research that has attracted the attention of scientists as an important factor of self-development and adequate assessment of one's own abilities.

2. The study of theoretical and scientific sources aimed at studying the development of attitude towards conflict situations in adolescent students as a socio-psychological problem allows to make more detailed observations about the factors that serve the social development of teenagers. This possibility creates the ground for a more in-depth study of the complex structure of a person's psychological reserves.

3. It has been specially recognized by scientists that the variety of perceptions of the attitude towards conflict situations in adolescence is directly related to the effects of social relations surrounding them and individual characteristics.

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