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DIAGNOSIS OF ADOLESCENTS' UNDERSTANDING OF MORAL AND LEGAL FORMS

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Annotation: This article provides a brief overview of the causes of destructive behavior among young people, their changes and methods of working with them.

Keywords: deviant behavior, adolescents, deviant behavior, conversation, interview

Before making a diagnosis, a psychologist must have knowledge of the ethical and legal norms that are part of the general theory of social norms. Moral and ethical norms are the rules of behavior adopted by society for interaction, which are manifested in the form of life habits among the majority of the population. Spiritual-ethical norms are an example of what people should say and act on each specific reality.

Value Direction Questionnaire (I.G.Senin's Methodology) It is known that many experts use certain life goals and values as a criterion in diagnosing personality orientation. The reason is that the system of values determines the main content of a person's orientation and determines his attitude to the world, people, himself, the content of motives for life, worldview. Values can be divided into two types: 1) target values and 2) intermediate values.

Values that are directed toward specific life goals are called target values. In other words, each person is characterized by having their own common life ideas, their own leading life goals. This theoretical view of values was first put forward by M. Rokich and later with the full support of all experts. Diagnosis of Conflicting Behavior.

The reasons for deviant behavior of adolescents can be disagreement with parents, teachers and classmates, as well as various other contradictions. The psychologist who begins to make the diagnosis must be well versed in the theory of conflict and contentious behavior. The word —conflict is derived from Latin and —conflictus means "conflict". It is a conflict of views, opinions, characters, patterns, which are absolutely contradictory. In order to achieve a positive goal, it is necessary to radically change the conflict approach.

People clash to defend their ideas, principles, characters, aspirations. Conflicts are interpersonal, interpersonal. An interactive is a disagreement between two or more individuals. Such a conflict is evident in the disruption or complete cessation of even normal treatment. If the interaction is repeated even after the conflict, then in many cases people will not see each other at all. Sometimes such situations cause people to compromise. In human conflict, people have different views, desires, and worldviews.

Often, the dialogue of quarreling people is followed by mutual accusations, insults, hitting each other on the ground. Internal conflict is the result of conflicting opinions, interests, internal content, and conflicting worldviews. Considering the individual-mental characteristics of the person, it can be said that the inner at the heart of the conflict lies a sense of self-dissatisfaction. Such disagreements lead to their sharp clash in social reality. Analysis of conflicts shows that they can be divided into: competition, adaptation, cooperation, agreement, avoidance.

One-on-one interviews, questionnaires, and tests to analyze the causes and consequences of adolescent conflict behavior are appropriate. In doing so, he establishes a positive emotional connection with him and explains the goals and objectives of the task to be performed. Conversation allows information about the adolescent as a method of psychological research. Conversation may be conducted on the basis of pre-prepared questions or may be of an involuntary nature.

At the same time, the researcher should not ask questions that the child does not like during the interview, which are relevant to the child, his family or peers. The

interview will determine the characteristics of the child's personality, his physical and mental condition, his ability to work.

Socio-cultural level, education, interests, needs, thinking skills of the examiner are determined. In some cases, the interview is conducted for psychoprophylactic and psychotherapeutic purposes, which eliminates the fear, anxiety, insecurity of the child. During the lesson, each student receives the information provided by the teacher based on specific internal mental processes.

Thus, the educator needs to gain important information about the child's life in relation to the task set by the research during the interview.

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