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PSYCHOLOGICAL-PEDAGOGICAL ANALYSIS OF ADOLESCENT BEHAVIOR AND ITS FACTORS

Abstract: In this article, the fact that human behavior is one of the life normal criteria defined in society, the psychological analysis of the problem related to its deviation, violation, age stage features, difficulties, behavioral changes in adolescence, deviant behavior in youth Physiological causes of character forms, characteristics of adolescence and the complexity of the transitional period are analyzed.

Key words: Behavior, characteristics of the age stage, adolescence, behavioral deviation, age period, sex difference, deviant behavior, characteristics of adolescence, complex physiological cause.

O'SMIR XULQ-ATVORIDAGI AGRESSIVLIK VA UNING OMILLARINI PSIXOLOGIK-PEDAGOGIK TAHLILI

Annotatsiya: Mazkur maqolada inson xulq-atvorining jamiyatda belgilangan hayotiy normal mezonlardan biri ekanligi, undagi og'ishi, buzilishi bilan bog'liq muammoni psixologik tahlili, yosh bosqichi xususiyatlar, qiyinchiliklar, o'smirlik davrida xulqiy o'gishlar, yosh davrda deviant xulq-atvor shakllari, o'smirlik davrining xususiyatlari hamda o'tish davrining murakkabligi fiziologik sabablar tahlil etilgan.

Kalit so'zlar: Xulq-atvor, yosh bosqichi xususiyatlari, o'smirlik davri, xulqiy o'gish, yosh davri, jinsiy farq, deviant xulq-atvor, o'smirlik davrining xususiyatlari, murakkabligi fiziologik sabab.

ПСИХОЛОГО-ПЕДАГОГИЧЕСКИЙ АНАЛИЗ ПОВЕДЕНИЯ ПОДРОСТКОВ И ЕГО ФАКТОРОВ

Аннотация: В данной статье рассматривается тот факт, что поведение человека является одним из критериев нормальности жизни, определенных в обществе, проводится психологический анализ проблемы, связанной с его отклонением, нарушением, возрастными особенностями, трудностями, поведенческими изменениями в подростковом возрасте, девиантным поведением в юношестве. Анализируются физиологические причины формирования характера, особенности подросткового возраста и сложность переходного периода.

Ключевые слова: Поведение, особенности возрастного этапа, подростковый возраст, отклонения поведения, возрастной период, половые различия, девиантное поведение, особенности подросткового возраста, комплексная физиологическая причина.

One of the priorities of reforms in the field of education in Uzbekistan is to raise the quality of personnel training to the level of world requirements. In fact, only mentally and morally perfect, mentally fresh, physically strong people can walk the path of independence and development. As the President of the Republic of Uzbekistan Sh.M. Mirziyoev noted: "Issues of education and upbringing, science, health care, culture and art, sports development, our youth's in-depth knowledge, foreign languages and ensuring thorough mastery of modern information and communication technologies remains our constant priority".[1]

Humanity has been interested in the issue of human behavior and psychological characteristics since ancient times. Many scientists who have conducted research in this field have discovered its extremely complex aspects by researching the study of all phenomena related to the formation of a person from birth. In fact, the science of psychology studies the problem of deviation and

violation of human behavior from the life normal criteria established in the society. Each age stage of personality formation is characterized by characteristics, difficulties and priorities. Adolescence is no exception. This is one of the most difficult periods in the development of a young person. The peculiarity of raising teenagers is that young people who strive for active independence, who value the authority of their peers more than their parents, begin to rebel against all the rules they know.

So why do behavioral changes occur during adolescence? Why do deviant behaviors appear at this young age? To find answers to these questions, it is important to first know the characteristics of adolescence. Note that the complexity of the transition period depends on physiological reasons. Puberty and the formation of secondary sexual characteristics occur during this period. Every child is different, so puberty happens at different times.

The relevance of the gender problem in the context of socialization is that an important direction in the multifaceted process of socialization of a person is the development of value-normative directions that differ depending on gender in the process of acquiring social experience. Now let's talk about each concept separately. Gender identity is a person's internal perception of himself as a representative of a certain gender, that is, a man, a woman or a representative of another category and culture, which is related to social and cultural stereotypes about the behavior and qualities of representatives of this gender.

Gender identity disorder is a disorder in which a person constantly feels uncomfortable with his gender and has a strong desire to change his gender. Gender identity is not necessarily the same as biological sex. Nowadays, it is common to distinguish between gender identity and gender expression - depending on the culture, the manifestation of certain qualities that are read as masculine, feminine and androgynous, although conformity to certain gender stereotypes is considered as another type of gender identity. There are also published literature.

Many societies have a set of gender categories that can be the basis for forming a person's social identity in relation to other members of society. One of the founders of gender identity theory was sexologist John William Money. Gender studies now have a prominent place in education and community projects around the world.

Regarding the problem of deviant aggressive teenagers, such a discussion angle has a special meaning. Gender-role identity is one of the main structures of self-awareness and plays a decisive role in the process of socialization (V.V. Stolin, A.S. Kocharyan). Difficulties in understanding and feeling the position of the "I" in relation to sexual norms are a subtle indicator in the field of mental health, adjustment and socialization, and cause various forms of deviant behavior.

Adolescent aggression and deviant behavior have long been one of the serious and intractable problems at thematic and epistemological levels. During the development of human civilization, any society tried to introduce legal regulation of aggression and violence. But all attempts to arm people with methods of combating these phenomena have failed. On the contrary, the number of deviant teenagers who commit aggressive acts has increased recently.

Such socially dangerous manifestations, usually associated with the concepts of "aggression" and "aggression", have long been the cause of debate among researchers of this phenomenon, and its prevention and correction are still serious and remains one of the unsolved problems. Yu. According to I. B. Boyko, R. Baron, D. Richardson, A. Guggenbühl, S. N. Enikalopov, T. P. Korolenko, T. A. Donskikh, L. M. Semenyuk, I. A. Furmanov, the topic of adolescent aggression has been a closed topic for a long time and is widely studied in psychology and pedagogy. not studied.

Recent studies have shown that aggressive manifestations in adolescents, in most cases associated with deviations in personality development, are often caused by a complex interaction of many factors rather than a single cause. . In this regard, in the genesis of deviant behavior, researchers analyze correlation

patterns of phenotypic, individual and personal factors. In the early stages of personality development, the role of individual and phenotypic factors dominates, but in the later stages, starting from adolescence, the levels of behavior regulation, in which the psychological characteristics of the individual play one of the most important roles, come into force. Recently, a lot of attention has been paid to the problem of gender differences.

Research in various scientific fields and directions shows that it is impossible to understand the life of human society without recognizing the existence of stereotypes of masculinity and femininity, which reflect the differences in the psyche of men and women. When studying the problems of personality development and formation in psychology, the factor of sexual demorphism was neglected for a long time, but according to B. G. Ananiev, it should be attributed to the permanent features of the ontogenetic evolution of the personality. Social psychology has long refused to recognize gender as an important feature of human interaction in society.

At the same time, deviant adolescent aggression appears to differ between boys and girls. This gives us the opportunity to consider the aggressiveness of deviant adolescents as their individual characteristics, a type of developmental opportunities for students of this age: from conflict with clear difficulties in the behavior of deviant antisocial adolescents to a number of intermediate periods. This may indicate that the adolescent crisis can be carried out without any special difficulties in education, that the difficulties are not determined by internal processes, in particular, they are not directly and indirectly related to puberty.

Difficulties arise, on the one hand, due to the individual characteristics of the person formed at the beginning of adolescence, and on the other hand, the unique situation in the development of each child.

It is very important to identify the factors and conditions that can prevent and correct the aggressiveness, socialization and criminality of the adolescent during

adolescence, because it helps to find the educational system that will pass this period using developmental trends.

It is known that deviant, antisocial and criminal behavior of men is different from that of women. The analysis of literary sources shows that gender differences affect the formation, course and manifestation of aggression. It has long been recognized that homicide and other forms of violence against women and young girls are relatively high. They began to commit "manly" crimes such as theft and robbery. The traditional idea is that differences in male and female aggression are only biologically determined.

But recently, the role of socio-cultural factors in their study has begun to be recognized, as it is known that gender-role definitions, lifestyle and psychological characteristics of men and women are directly related. The study of the biopsychological characteristics of gender, the influence of cultural traditions and stereotypes on the behavior and consciousness of the male and female parts of society is carried out in a science called gender studies.

It is said that the introduction of the concept of "gender" into the social sciences in the 1970s significantly enriched the theoretical base in the West and led to effective changes in psychological research and psychotherapeutic practice. The gender approach in psychology is a new, rapidly developing direction, and its important achievement can be considered that gender issues are not limited to the family or the position of men and women in society, but are related to all areas of human life.

After analyzing the usual schemes of psychological research, scientists identified factors that hinder the acquisition of objective knowledge: these are the initial theoretical assumptions of researchers based on gender bias. Facts noted include ignoring the similarities or differences between men and women, and observer and experimenter errors related to prejudices and stereotypes about men and women.

In conclusion, the practical implementation of programs aimed at preventing the "production" of aggressiveness and crime should be closely related to family education and school education. The gender approach provides an opportunity to use the scheme of analysis and correction mechanisms based on gender, individual psychological differences formed as a result of biological and social influences, which is necessary in preventive and rehabilitation work with adolescents. The relevance of studying the problem of adolescent aggression is destructive aggression neuropsychiatric arising from the increasingly widespread indications that diseases are a major adverse factor.

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