

PRACTICAL STUDY OF THE PSYCHOLOGICAL CHARACTERISTICS OF ADOLESCENTS WITH DEVIANT BEHAVIOR

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ANNOTATION

This article provides for the fact that today a teenager is required to increase the level of self-acceptance at the expense of personality traits, successful communication, universal qualities and appearance, in addition, the technology and system of managing deviant behavior in adolescents with difficult "I represent" correction is intended to provide psychological and pedagogical accompaniment to the success of educational subjects.

Keywords: low level, teenager, educator, competence, upbringing, family. Parent, referent, conduct

It is known that the process of working with adolescents with difficult upbringing is directly related to the study and research of personality traits that affect the educational effectiveness of each teenager to one degree or another. After all, the main participants in the educational process in educational institutions are students and teachers. Today, educational institutions are the most dynamic aspect of the changing system of continuing education. In a meaningful and organizational sense, it is considered the possibility of shaping the individual educational direction of the student, which includes probable-necessary, and at the same time conditional-necessary knowledge and qualifications. The difficulty of upbringing is analyzed on the basis of the following criteria:

- low self-acceptance rate;
- low level of acceptance of others,
- manifestation of emotionality, which can vary in nature;
- dependence on others, i.e. externalism;
- striving for superiority. When processing the results of the socio-psychological flexibility survey, data was obtained confirming the presence of signs of disadaptation among students of secondary schools. Decreased activity rates were observed in almost all adolescents in the study. The study of the features of "I represent" in adolescents with difficult upbringing made it possible to draw up a generalized psychological portrait of this category of readers.

The selection criteria included: - lower the deadaptation index in the socio-psychological flexibility survey by 68 points; - "Who Am I?" lack of a third reference group by methodology (M.N.Ovchinnikova); - "who am I?" a low level of reflexive activity under the methodology - "who am I?" the lack of a sense of self-acceptance and special personality according to the methodology. Adolescents assess themselves adequately in their current state, perceive themselves as individuals, are able to realize themselves as the owners of positive, socially acceptable characteristics, in a certain sense are satisfied with themselves. And at the same time, they do not always achieve an adequate assessment of the results of their activities, comparing themselves with others.

They cannot look critically at their capabilities, often overestimating their capabilities, especially since this thing is clearly visible in the attitude towards reading. For many of them, the inadequate and non-standard of requirements for oneself are characteristic. The data obtained as a result of our study of the above characteristics of schoolchildren also confirmed the data of other researchers. As a result of analyzing the characteristics of socio-psychological positions in adolescents with difficult upbringing and their forecasting of their own futures, we also identified an imbalance between the current position and future life prospects.

Adolescents do not see that this situation can change even in the future, noting that they are currently incapable of anything of their own, and seek to avoid such situations as refusal to read from possible failures related to reading (under the pretext that it is not necessary), unwillingness to work, transition to deviant forms of behavior. Adolescents prioritize autonomy in relationships with their parents. Parents, on the other hand, seek to harmonize personal and social maturity with adolescents. They do not believe them, considering adolescents to be unsuccessful, inadequate and capricious, but at the same time try to limit them from difficulties and control their behavior.

Adolescents believe that parents often deny them instead of accepting them. Seeking independence, manifested primarily in forms of behavior, a modern student of the school feels the need for support from his parents internally, while his absence is considered a stressor that promotes personality anxiety in a teenager. Consequently, the results of the survey conducted in adolescents who are the object of our study provide an opportunity to note the following trends in the development of family interaction with parents. First of all, feeling an indifferent attitude towards himself by his parents, adolescents acquire the experience of indifferent and formal interaction in the family. This leads to a lack of self-confidence and annoyance about building their own happy family life in the future. The imbalance of educational influence on the part of parents recorded by adolescents leads to the fact that a high level of anxiety in them, non-self-confidence, does not exist in the feeling of environmental permanence. This is likely to lead to insufficient formation of a sense of responsibility in adolescents, as despite being granted independence (high autonomy, low levels of directivity), adolescents do not feel strict and iron discipline rules in sufficient moderation, in turn not accepting even post-violation objections sufficiently. All this leads to the formation of an external khayotiy pose, which is manifested in the shift of responsibility for what is happening to others. Hence, as a factor affecting the family lifestyle, the inclusion includes a wide range of socio-economic and socio-psychological fronts that provoke the development of personality of the child. A special place among them is occupied by the personality characteristics of the parents, their masters and the direction of values. The system of visions, views and beliefs in the parent is reflected in their educational activities (on the example of the scale of knowledge and the level of expectations, the specificity and beliefs of views, the characteristics of the child's development and perceptions of the factors that determine it) and their behavior. This has a significant effect on the formation of one or another of these characteristics in a teenage personality.

Such views, visions and expectations of parents play an important role in communication with adolescents. Assessment for student sociology is dramatically different from assessment in the family. Too many teenagers react negatively to educational institutions, educational activities, as well as the masses of teachers. A study of the characteristics and levels of psychical

developments of schoolchildren - adolescents with difficult upbringing has shown that most desadaptation-prone adolescents are characterized by low memory productivity, predominance of mechanical recall, predominance of concrete and functional levels of generalization, insufficient development of abstract thinking. In addition, cases of low level of workability, rapid fatigue are also characteristic of adolescents of such a Category.

These factors are one of the reasons for the insufficient formation of training skills and qualifications. Constant difficulties in studying, frequent falling into a failed situation lead to a decrease in positive motivation for studying and the inability to receive educational activities in these students. Of course sufficient psychological competence is required to overcome such circumstances. Based on the above, it can be said as a conclusion that in all adolescents with difficult upbringing, insufficient development of reflexive activity is clearly noticeable. After all, today's teenager is required to increase the level of self-acceptance at the expense of personality traits, successful communication, universal qualities and appearance. In addition, the technology of correction" I represent " and the deviant behavior management system in adolescents with difficult upbringing provide psychological-pedagogical accompaniment to the success of educational subjects. In this process, we think that cases related to determining the levels of psychological competence of each educator should be studied and analyzed in depth.

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