

## METHODS OF OVERCOMING INTERNAL CONFLICTS BETWEEN TEENAGERS

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The issues of formation of personality during adolescence, of changes in the psyche of students during adolescence, the features of adolescence, family relations, child education, the idea of conflict, the signs conflict, psychological aspects of parent and children conflict, its causes and ways to overcome them, the role of the community, school, and family in resolving conflicts between teenager have been researched in this article.

**Keywords:** Teenager, psyche, family, parents, conflict, community, school.

### INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

In recent years in Uzbekistan radical reforms has been carrying out in all spheres of the country, including social, economic, political, cultural and in sport, and the priorities and challenges are studying for the future. In particular, creation of a healthy environment in the family, which is an important part of our society, remains one of the urgent tasks of today. In this regard, the President of the country Sh.M.Mirziyoev paid special attention to the issue that "... it is difficult to find answers to many complex questions in social life without studying family issues in today's rapidly changing, controversial period."<sup>1</sup>

Indeed, the upbringing of children is the most important and sacred duty of the family. Family upbringing is understood as the educational influence of parents and of other family members in order to form the social qualities they want. The predominance of love in the family is a feature of all nations. The family is both a place for children to live and a source of education.

Adolescence is a period of transition from childhood to adolescence, which in turn, differs from other periods by its relatively sharp and complex transition. This period corresponds to the period of study of children in grades 5-8 and ranges from 11-12 years old to 14-15 years old. Adolescence also is named as "transition period", "difficult period", "crisis period" in some special literature".<sup>2</sup>

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<sup>1</sup> Mirziyoev Sh.M. The consent of our people is the highest assessment of our activities. Tashkent: Uzbekistan, 2018.-P.464.

<sup>2</sup> Shoumarov G.B. Family psychology. Tashkent: Sharq, 2008.-P.63

During adolescence, socially important personal qualities of character traits are formed. Sustainable forms of communication and behavior make up ways of emotional responses to people, events and situations. At the same time, this period is characterized by a change in self-awareness and childish worldview, the manifestation of the "I", his own self-opportunities and abilities, inadequate self-esteem. Prevention of the formation of self-doubt in children at this age, the timely correction of the identified deficiency is a key requirement in the formation of activity in children. This situation requires teaching children to properly analyze the internal

conflicts that occur in children and to resolve them as much as possible. It is very important to achieve a balance between the requirements put before the personality of adolescent and his or her inner capabilities.

The negative consequences of interpersonal conflicts are widely covered in foreign and domestic psychological and pedagogical literature.

In particular, according to the American psychologist R. Kulen, it is stated that during adolescence there are three main social and ethical principles which consist of reaching to emancipation (getting rid of the influence of adults) and independence, be serious at choosing the way of life and specialty, mastering the necessary social and ethical norms.

Also, the Viennese psychologist Z. Freud and his students consider that unconscious aspiration is the most important basis in assessment of adolescence in determining one's position which occurs as a sign of some primordial inclination. It was believed that this aspiration leads to selfishness, disregard for other people, inability to cooperate with the environment, and even conflict, and that the needs and inclinations of unconsciousness determine a person's activity.

Russian psychologists have argued that Freud's theory is completely unfounded, justified that the discrepancy between opportunity and demand in adolescence is characterized by a tendency to express oneself and a manifestation of access to one's inner world.<sup>3</sup>

Conflict is a conflict of opposing forces, a lack of mutual agreement between two or more parties, a conflict of interest. There are several signs of conflict, which are as follows:

- crisis;
- misunderstanding;
- unexpected event;
- tension;
- discomfort;

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<sup>3</sup>G'oziev E. Psychology. Tashkent: Teacher, 1994. – P.136

- internal or external anxiety;
- fear that is difficult to overcome.

Today, we have witnessed that the interpersonal conflicts between adolescents in the educational process, their characteristics, and the nature of the factors that cause conflict are diverse. In the practice of school psychologists, the constructive solution of interpersonal conflict situations which is typical of adolescence and the prevention of its negative complications can be overcome only through certain forms of psychological correctional methods, i.e. psychologic correctional intervention.

Research has been conducted on study the activities of the community council, family and school administration in solving conflicts between adolescents. In order to conduct the research, a social psychological survey was developed, and on the basis of this survey, research was conducted with the neighborhood council, family and school administration.

The methods of interview, oral questioning, observation, questionnaire, mathematical and statistical analysis used in the process of research during studying of internal conflicts among adolescents.

The research was conducted in three stages in order to determine the causes of internal conflicts between adolescents and ways to resolve them.

The results of the first stage of the survey conducted among the members of the citizens' council of Khalkabad neighborhood of Jizzakh city on the topic "The role of the neighborhood council in solving disputes between adolescents" are presented in Table 1.

**Table 1: Results of a study of the activities of the neighborhood council in solution of conflicts between adolescents**

№	Questions	Responses of neighborhood actives (20)	
		%	number
1.	What should the neighborhood council do when conflicts arise between teenagers?		
	a) The neighborhood council shall study the question	15,0	3
	b) the neighborhood council does not pay attention to the issue	-	-
	c) the issue is not discussed in the neighborhood	-	-
	d) the neighborhood shall examine the issue and shall take measures to solve the conflict	35,0	7
	e) solves the problem in cooperation with the family in such a situation	50,0	10
2.	What does a educator-psychologist of neighborhood do in solving conflicts between adolescents?		
	a) shall examine the dispute and shall give the required advice	10,0	2
	b) shall study the conflict and shall work with parents	20,0	4
	c) shall take various measures to prevent conflict		
	d) shall notify the relevant authorities	20,0	4
	e) shall examines the conflict and shall solves it with the parents, the neighborhood	-	-
		50,0	10
3.	How do you assess the work of the neighborhood council in solving internal conflicts between teenagers?		
	a) The mahalla council works well in solving disputes	40,0	8
	b) the activity of the mahalla council in solving disputes is weak		
	c) poor performance of the neighborhood council in solving disputes	25,0	5
	d) members of the neighborhood council do not pay attention to settlement of disputes	-	-
	e) currently is inactive, in such case community supervisors work most of all	10,0	2
		25,0	5

In our opinion is that in solving disputes between adolescents it would be expedient for members of the neighborhood council to work with the family to solve this issue.

In the second question of this survey the following opinions were chosen, 10% of community council activists shall study the conflict and shall give the relevant advice, 20% of them work with parents to study the conflict, 20% of them take various measures to prevent conflict, 50% of activists shall study the conflict and it would be eliminated together with parents and neighborhood. In our opinion, the educator-psychologist of neighborhood will explore the conflict and will work with parents and neighborhood activists to solve the issue, which in turn, will help to make the partnership between the family and the neighborhood more effective. In the third question of the survey neighborhood activists expressed the following opinion, 40% of neighborhood activists rated the work of neighborhood council on conflict solution as positive, 25% rated the activity of the neighborhood council as weak, 10% of activists said that the members of neighborhood council do not pay attention to this issue.

In the second stage, the results of a survey conducted between 20 family members living in Khalkabad neighborhood of Jizzakh city on the subject "The role of the family in solving conflicts between adolescents" are given in below Table 2.

**Table 2: Results of a study of the role of the family in solving conflicts between adolescents**

№	Questions	Responses of families(20)	
		%	number
1.	Parental reaction toward conflict among adolescents		
	a) Parents take the issue seriously and study it	25.0	5
	b) parents do not pay attention to the issue	-	-
	c) The issue is discussed at the parent's council at the school	15.0	3
	d) Parents will study the matter in neighborhood and will take action to solve the conflict	25.0	5
	e) examine the situation in depth and will pay big attention to the issue of upbringing of the child	35.0	7
2.	What includes the cooperation of parents with a psychologist in solving conflicts between adolescents?		
	a) examines the dispute and gives the needed advice	25.0	5
	b) studies the conflict and work with parents	25.0	5
	c) takes various measures between parents in order to prevent conflict	15.0	3
	d) notifies the relevant authorities	-	-
	e) Maintains regular contact with parents to prevent conflict	35.0	7
3.	How do you assess the cooperation of family members in solving conflicts in adolescents?		
	a) The cooperation of family members in solving conflicts is good	40.0	8
	b) weak cooperation of family members in conflict solution		
	c) poor cooperation of family members in conflict solution	15.0	3
	d) family members do not pay attention to conflict solution	10.0	2
	e) Family members do not always cooperate in solving conflicts	10.0	2
		20.0	5

When we examined the role of the family in solving conflicts between adolescents (Table 2), we obtained the following results. In response to the question of the survey "Parents' attitude to conflicts between teenagers" 25% of family members chose the answer that parents take this issue seriously and study it, 15% are discussed in the parent council at school. 25% of family members chose the answer "Parents in the neighborhood will study this issue and take measures

to solve the conflict”, and 35% responded that “They will study the situation in depth and pay serious attention to the upbringing of their children”. In our opinion, it is good for the family to study this issue in depth and to pay big attention to the upbringing of the child, because upbringing should start from the family.

As per the second question of the survey, 25% of family members chose the answer that the psychologist will study the conflict, give the necessary advice, and will study the conflict and work with parents. 15% of family members chose the answer that the psychologist conducts various activities between the parents in order to prevent the conflict, and 35% ones chose the answer that the psychologist is in constant communication with the parents in order to prevent the conflict. In analyzing the responses to the survey questions, in our opinion, regular communication with parents in solving conflicts between adolescents in collaboration with a psychologist can give good results.

Our study also explored the role of family members in conflict resolution in adolescents. On this issue, 40% of family members said that family cooperation was well established in conflict solution, 20% of them said that family members do not always pay attention to conflict resolution, and the remaining 10-15% of them said that family cooperation in conflict solution is bad and weak. In our view, special attention should be paid to the cooperation of family members in solving conflicts in adolescents, because the equal participation of all family members in family upbringing can lead to effective results depending on the characteristics of adolescence.

In the third stage, the results of a survey of teachers of secondary school No. 25 of Jizzakh city DPE on the topic "The role of school administration in solving conflicts among adolescents" are given in below Table 3.

**Table 3: Results of a study of school administration performance in adolescent conflict solution**

№	Questions	Responses of teachers(20)	
		%	number
1.	What does the school administration do about conflicts between teenagers?		
	a) The school administration studies the matter	35.0	7
	b) the school does not pay attention to the issue	-	-
	c) the issue is not discussed in the school council	15	3
	d) The school council survey the matter and take action to solve the dispute	35.0	7
	e) entrusts the solution of the problem to parents and avoids conflicts	15.0	3
2.	What does a school psychologist do in solving conflicts between adolescents?		
	a) examine the dispute and gives the necessary advice	45.0	9
	b) study the conflict and work with parents	15.0	3
	c) take various measures to prevent conflict	15.0	3
	d) notify the relevant authorities	-	-
	e) psychologists become aware of it after a conflict arises and then work with parents	25.0	5

3.	How do you assess the performance of school administration in solving internal conflicts between adolescents?		
	a) The school council works well in solving disputes	35.0	7
	b) the school administration is weak in solving disputes	15.0	3
	c) poor performance of school administration in conflict solution	-	-
	d) the school teaching staff does not pay attention to conflict solution	10.0	2
	e) if the work of school psychologists is deepened and salaries are increased in conflict prevention and resolution it will give good results	40.0	8

A survey was conducted in study examining of the performance of school administration in resolving conflicts among adolescents (Table 3). The following answers were chosen in response to the question "What does the school administration do about conflicts between teenagers?", 35% of school community members chose the answer that the school administration will study the issue and the school council studies the issue and will take measures to solve the conflict. 15% of school team members chose the answer option that the issue will not be discussed in the school council and the solution of the problem will be left to the parents, avoiding conflicts.

The role of self-governing bodies in solving conflicts among adolescents is enormous. It is necessary to strengthen cooperation with the family, taking into account the age characteristics of adolescents.

In our opinion, in solving conflicts between adolescents, the school community should strengthen cooperation with the family, taking into account the age characteristics of adolescents, as the implementation of the neighborhood -school-family concept is important.

In response to the question "What does a school psychologist do in solving adolescent conflicts?" 45% of school staff members answered that they study the conflict and give necessary advice, 25% of them selected the answer that they work with parents after the conflict, and 15% of them said study the conflict then work with parents and take various measures to prevent conflict.

In response to the question "How do you assess the work of school administration in solving internal conflicts between adolescents?" 35% of school community members positively assessed the work of the school council in conflict resolution, 40% of community members noted that school psychologist should pay more attention to the work of school psychologist in solution and prevention the conflict, and to increase his/her salary, 15 % of respondents expressed a negative opinion about the activities of the school administration in conflict resolution, and 10% of them acknowledged the negligence of the school teaching staff in conflict resolution.

As a result of the research on the issue of conflict settlement in adolescents, we can say that the role of the school pedagogical team in finding a solution to this problem is important. At



the same time, in the process of harmonious upbringing of adolescents, it is important to implement the tasks set out in the concept of family- neighborhood -school.

Based on the results of the study, the following conclusions can be drawn:

1. The neighborhood council should study this issue and solve it in cooperation with the family;
2. The neighborhood pedagogue-psychologist should study the conflict and work with parents to solve the problem together with the members of the neighborhood council;
3. Parents should pay close attention to the upbringing of adolescents, taking into account their psychological characteristics;
4. Strengthen parental collaboration with community and school psychologists;
5. Pay attention to the pedagogical staff of the school to solve this problem;
6. Increase the responsibility of psychologists in upbringing of adolescents and increase the focus on their activities.

Based on the results and conclusions of the study, we have developed the following recommendations:

- Strengthening the control by teachers, educators, parents and the public on the school territory, on the streets;
- Teach and control the child how to use their free time effectively;
- Efficient and rational use of socially useful types of work;
- Participation in clubs, taking into account the interests of the child;
- Do not miss any lesson if there are children with difficult upbringing;
- Various activities at school: on different events, in the company of his/her peers, among his peers, give him a turn to speak, to ensure that he is active there;
- Try to use incentive methods. If required, add half a point, one point to the marks received, emphasize their achievements in the classroom, in the school;
- If a child enters a chaotic, undisciplined group, immediately separate him from that group, and then attach the same difficult child to disciplined students who study to "good" and "excellent" grades;
- neighborhood, family and school cooperation should be more strengthened;
- It is expedient to carry out preventive measures in the neighborhoods

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