DELINQUENT BEHAVIOR DIAGNOSIS IN ADOLESCENTS

Dilrabo Murodillayevna Muminova
Lecturer, Department of Psychology
Namangan State University
e-mail: dilrabomuminova2018@gmail.com

ABSTRACT

In order to study the relationship between delinquent behavior and aggression in adolescents, this article uses the methodology of A. Bass-A. Darki, which is devoted to the study of aggression. widely used to diagnose emotions.

Keywords: Determinant, anxiety, emotional, affect, anger, addictive, negativism, authority, verbal aggression, cycloid type.

INTRODUCTION

Adolescents prone to delinquent behavior include children who are intellectually and socially well-developed. For them, anti-social morality emerges as a means of self-expression, self-expression, and adulthood.

A practicing psychologist will inevitably encounter the need for this type of diagnosis to reveal the causes and nature of moral disorders in adolescents, and then to seek a valid methodological tool.

There are many customized psychodiagnostic techniques that define a highly differentiated approach in diagnosing the individual determinant of deviant behavior.

The original version of the Socio-Psychological Adaptation Scale (IPM) was discovered in 1954 by F.K. Rodgers and R. Diamond. The survey was conducted to examine the emotional and behavioral disruptions of "difficult-to-raise children" in public schools (Murzenko V. A 1977), as an indicator of school adaptation or non-adaptation from primary to secondary education, to study the difficulties of transition to lim (Prikhojan AM 1984), to study the peculiarities of the formation of self-awareness in adolescents in the process of adaptation to complex forms of education in a specialized school (Snegireva T. V 1978), to study the individual characteristics of adaptation to the conditions of special and higher education institutions (Osnitsky A. K 1992) were tested in different groups of students. [3]

"The Socio-Psychological Adaptation Scale (IPM) as a measuring tool is not only a measure of school adaptation, but also a measure of student self-motivation and self-assessment, his perceptions of himself, his ability to differentiate between complex ages and re-examinations in complex situations, have a much higher differentiating ability. " However, it should be noted that the indicators obtained using different local variants of the methodology are not sufficiently standardized and there is not a strong correlation between the judgments in the survey and the scales to which they are compared. This encourages us to do more to edit the survey and adapt it to local conditions.

The process of using the methodology shows that it is mainly intended for teenagers and adolescents. But it can also be effective when working with younger teens.

The model of human social environment and self-relationship that forms the basis of the methodology stems from the concept of the individual as a self-developing subject capable of being responsible for his or her own behavior. The scale consists of 101 judgments, 37 of which correspond to the criteria of socio-psychological compatibility of the individual (these criteria correspond to the criteria of personal maturity, including the ability to know their worth and respect others, openness to real practice of activities and relationships) understanding their own problems and trying to solve them). The next 37 judgments relate to the criteria of incompatibility (inability to accept oneself and others as they are, the presence of 'barriers' to thinking about personal experience, avoidance of problems, fragility of mental processes, etc.). The remaining 27 neutral judgments form part of the false scale.

The anxiety scale developed by A. M Prikhojan (1987) is based on the principle of "Social-situational anxiety scale", which determines the main sources and levels of anxiety in Yondash (1973). [4]

The methodology was developed by a practicing psychologist for psychoprophylactic purposes, in which a group of "anxious" students, i.e. those who did not even consult a psychologist, had no complaints from teachers and parents, but had certain personal conflicts behind external acceptability, the subjective perception of petty failures in serious areas of activity and communication as a result of deficiencies in the development of 'self-assessment' can be used to identify hidden learners.

The main part. Psychodiagnostic methods are characterized by the positive aspects of interpersonal diagnosis of interpersonal relationships, questionnaires, and multifactorial questionnaires. These methods differ from the original version developed by T. Leary (1969) in the interpretation based on comparison with the results of other psychodiagnostic studies. In addition, L. N Sobchik adapted the verbal material of the methodology tested in the study of interpersonal relationships in sports teams, production teams, student teams, and other small groups. However, the practice of applying the methodology has shown that some of the judgments of the survey are not perfectly structured. This encourages additional steps to be taken to edit and adapt the methodology. A more convenient and fast way to record and calculate results has also been developed. [4]

One form of delinquency in adolescence is the most common form of violent behavior. The concepts of "fighting", "anger", "aggression", "cruelty" are usually used against them.

Determining the true psychological causes of aggression in growing children is the primary task of the practicing psychologist. After all, in order to determine the means of its prevention and correction, it is necessary to study the emotional-volitional, value-normative sphere of the adolescent's personality. It is these areas that lead to the emergence of aggressive forms of behavior in complex situations.

In everyday life, the term aggression is used to mean "malicious activity." But destructive behavior itself does not have "bad intentions", what makes it "bad intentions" is the motive of the activity, that is, why and for what purpose the activity is carried out. External practical actions can be very similar, but can occur for completely different motives.

In this regard, two main types of aggression can be distinguished: the first - motivational aggression (in which the implementation of aggressive actions is important), the second - instrumental aggression (in which aggressive actions are important as a means to an end).

Because individual destructive tendencies are manifested in motivational aggression, practical psychologists should be interested in this type of aggressive behavior. By diagnosing the level of destructive tendencies, it is possible to predict the occurrence of overt motivational aggression. One of the diagnostic tools that makes this possible is the Bass-Darki survey.

The Bass-Darki methodology allows the identification of the characteristics of the motivational field being tested and the forms of aggressive behavior that are specific to this person. A. Bass and A. Darki distinguish several forms of reactions with aggressive and hostile content. In order to study the relationship between delinquent behavior and aggression in adolescents, we also used A.Bass-A.Darky's methodology for the study of aggression, as this method is the most widely used in psychological research, diagnostic practice, is one of the classic methods and can provide complete information on adolescent aggression. A.Bass-A.Darki's method is widely used by foreign and local psychologists to diagnose a person's emotional aspects that are aggression and negative emotions.

The methodology consists of 75 comments, the answers of the respondents are developed using a special key, and based on the key, information is obtained on eight indicators. These indicators include:
1. Physical aggression is the act of physically abusing another person.
2. Indirect aggression - aggression that is carried out not directly, but in other ways (from the outside, from behind).
3. Irritability - the expression of negative emotions (rudeness, quick temper), even for a trivial excuse or reason.
4. Negative attitudes (oppositionism) - behavior that is usually directed at an authority or leadership, which can range from passive resistance to the required laws and habits to active struggle.
5. Grief is jealousy and hatred of others, resentment, anger and "blaming the whole world" for insignificant frustrations.
6. Suspicion - distrust and caution about the people around them, who think that those around them are deliberately hurting them.
7. Verbal aggression - verbal expression of negative feelings (shouting, arguing, threatening, cursing).
8. Feelings of guilt - the subject's thoughts about his own badness, harm to others, as well as the pangs of conscience.
During the methodology, the subjects were instructed to read the following comments carefully and put a "+" sign in front of the comment that suits you, and a "-" sign in front of the comment that you think is wrong. Try to answer the questions honestly without thinking too much. "
Depending on the key to the methodology, some questions will be answered "yes" and some will be answered "no" and will be given one point for an answer.

A.Bass-A.Darky's "Study of aggression" method
Analysis of the results obtained on

Scales	Group 1	Group 2
Physical aggression	20%	18%
Indirect aggression	12%	11%
Irritability	14%	12%
Negative relationship	13%	16%
Annoyance	12%	10%
Suspicion	8%	12%
Verbal aggression	14%	15%
Feelings of guilt	7%	6%

The diagrammatic representation of the data obtained is shown in Figure 1.
In our study, as we studied the effects of aggression on delinquent behavior during adolescence, we analyzed data primarily on physical aggression, indirect aggression, and verbal aggression.

Diagram: Adolescent aggression
The arithmetic mean on the "physical aggression" scale was 20% and 18%, indicating that adolescents relied more on physical strength. They also believe that one of the most important ways to resolve a situation is to fight.
It is known that when we looked at the group of subjects, it was found that indirect aggression was higher in group 1 students and significantly lower in group 2 students. It is a form of aggression in them that we can see that aggression against these external influences takes place not directly, but in secret. The next scale of the methodology is an important indicator of irritability in subjects. According to him, it is 14% in group 1 adolescents and 12% in group 2 adolescents which is common to have such character for teenagers at this age. Anger is also evident in processes such as willingness to respond negatively to even the smallest impact (curiosity, rudeness). This is especially true when you consider the psychological characteristics of adolescence.

Negative attitudes are defined by oppositional attitudes, from weak resistance to established traditions and laws to active resistance. From the essence of the scale, it can be seen that the adolescent personality is characterized by the ability to constantly respond with internal resistance to various obstacles set by society, parents and adults. According to him, it is lower in group 1 adolescents - 13% and in group 2 adolescents - 16%. This can be explained by the fact that they get rid of the influence of adults and gain independence. The results of the study show that anxiety is significantly reduced in the group of subjects. In particular, it is characterized by the fact that at first teenagers are offended by the behavior of adults, but later it becomes a habit. Suspicion ranges from distrust and prudence towards people to belief that harm is planned or will be caused by people. Adolescents, on the other hand, display not only self-doubt but also self-doubt and distrust of others. The results show that suspicion is age-related, increasing by 8% in group 1 adolescents and 12% in group 2 adolescents. The next scale of the methodology is characterized by a significant increase in verbal aggression, which manifests itself in a specific place in the group of subjects. It is also characterized by 14% in group 1 adolescents and 15% in group 2 adolescents. In particular, the appearance of indicators in this way is determined by the fact that they depend on the environment in which they develop, the relationships of others, the system of requirements set by society. During adolescence, a person is constantly expected to break the law, either unexpectedly or unexpectedly. This, in turn, is determined by the fact that the feeling of impressions, embarrassment, arrogance from what he has done, in a sense, is insignificant. It should be noted that the guilt is higher in adolescents of group 1 - 7%, while in adolescents of group 2 - 6%. This, in turn, has become a habit for them to violate various norms of behavior in society, for which they do not feel guilty.

CONCLUSION

The results of the method are aimed at the empirical study of the formation of delinquent behavior during adolescence, to reveal the essence of preventive and corrective measures. Adolescents are prone to delinquent behaviors, including aggression, anxiety, and emotional stress, and emotional states are the leading cause of delinquency in adolescence.
In conclusion, the methodology for studying aggression is one of the classic methods for determining the level of aggression in adolescents.

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