

EMPIRICAL ANALYSIS OF THE INFLUENCE OF PSYCHIC STATES ON THE FORMATION OF CONSTRUCTIVE BEHAVIOR IN STUDENTS

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Annotation. This article focuses on the psychological analysis of certain negative behaviors in schoolchildren, causing them to stabilize the interpersonal relationship system using sublimation into behaviors specific to the nature of constructive stewardship, as well as the empirical study of psychological states with their own power of influence.

Keywords: behavior, constructive controllability, anxiety, aggression, inadequacy, frustration, rigidity, reinforcing stimulus, behavior sublimation.

Introduction

Sublimation of negative behavior in schoolchildren into the appearance of behavior with the characteristic of constructive manageability is characterized by the fact that it leads to stabilization of the interpersonal relationship system. In psychology, we observe that there are different approaches when thinking about the characteristics of constructive behavior.

In understanding the essence of aggressive behavior and emotional inability of students, its comparative analysis of age periods is reflected, in particular, in the manifestation of vices such as anxiety, aggression, continuous dominance of certain qualities of character, inability to tolerate other people's shortcomings, inadequacy of self-assessment, avoidance of interpersonal relationships, feeling guilty.

G.Q. In the opinion of Toladanova (2019), adolescence is complex, although despite its intense course, it ensures the further life perfection of the individual. In adolescence, character traits continue to form [7, 6-7]. The rapid harmonic reconstructions that occur in the body to other types of social activity make it extremely vulnerable and susceptible to negative influences of the environment, that is, the inhuman physiological, psychological maturity of this period is the cause of increased aggressive behavior in adolescents, as a result of which it is negatively characterized by a certain need, worldview, aspiration and changes in volitional qualities.

Literature review

The main theoretical approaches to the study of aggression in classical psychological research are: (a) etiological, (B) psychoanalytic, (v) frustrational, (d) behaviorist. Z from the manifestations of the etiological and psychoanalytic

approach. Freud (1959) and K. Lawrence (1967), aggression is a spontaneous reaction of action as an innate instinct, but justifies that a person can achieve a certain success through self-control [2, 13; 1, 13; 5, 30-34], the frustrating theory is to face failure caused by certain obstacles in achieving the goal (X.O. Maurer 1938, I. Dollard and N. Ye. Miller 1966 et al.), as a position of domination over other subjects (a. Bass 1961, N.D. Levitov 1967, N. Kaufman, 1965), human "vices" such as impulsivity, intensity of reactions, activity, and independence as temperament and character traits (A. Bass, 1961), that there are determinants that cause aggression to occur (F. Allan, 1964), "...not taking into account the reasons for the origin of aggression, characterizing it as an internal force, is an opportunity for a person to resist external forces", is a behavioral reaction characterized by the manifestation of power in harm or attempt at society (X. Delgado, 1963) [6, 6-13].

Behaviorist – the theory of social education, in which the significant aspect of external incentives to the emergence of aggressive behavior is strong, as well as the fact that under its influence "reinforcing stimuli" of aggression in the behavior of the individual arise (A. Bandura, R. Walters, 1959), on the surface of aggression as a result of motivation and activity (Heinz Heckhausen, 1963), called for aggression not to be assessed only by external behavior, including motivational factors in its definition (S. Feshbach, 1964 J. Kagan, 1969) [6, 6-7]. intense activism, viewed as a tendency to approach or move away from something through the presence of a desire for self-affirmation (Bender L., Faretra G., 1972), and it is appropriate that we include many self-affirming concepts.

L. Berkovits' cognitive theory (Berkovits L., 1962), focusing on the need to transform aggression into constructionism by forming new cognitive connections in suppressing aggressive actions, in which the individual has the opportunity to move aggression to other intellectual activities using mental actions [3, 25-111].

L.D. Stolyarenko proposes to consider aggression in a completely different way. "Aggression is one-sided, negative emotions that lead to auto-social behavior by reflecting reality, misunderstanding it, looking at it" [9, 49-53], he argues.

Researchers of the appearance of aggressive behavior in adolescents (a. Bandura, R. Walters, 1999; R. Beron, D. Richardson, 2001; M. Ratter, 1987; A.A. Rean, 1996; M. Richardson, 1984, et al. Bandura, D. Ross, 1963; R. Beron, D. Richardson, 2001; K. Butner, 1991; C.N. Enikolopov, 2002; V.S. Sobkin, 2001, etc.

In this regard, a. Bandura also considers the cause of aggression to be one of the manifestations of acquired morality in the process of socialization. The

teenager just begins to recognize himself. The process of feeling one's "I" begins. In the search for "I", a teenager, even when the most "balanced", is influenced by external factors that cause aggression [4, 22-27] in this regard, I.S.Conn cites "adolescent aggression is often a consequence of general anger and low self – esteem as a result of life failures and injustices experienced " [8, 240].

Therefore, the emotional component of an aggressive state is also of particular importance, requiring its orientation towards constructivism. Here anger, the emotional lability, comes first. Most often, a person experiences a strong feeling of anger at all stages of an aggressive state – preparation for aggression, in the process of its implementation and assessment of its results, in particular, the affect state is also manifested in the form of anger.

In our opinion, certain behavior in adolescent behavior requires the formation of constructive behavior by taking a special look not only at the age period, but also at their individual psychological characteristics in the prevention and elimination of stereotypical features.

It is observed that aggressive behavior of most adolescents is formed as a result of inability to establish effective interpersonal relationships and warm human relationships, gaining expression in the system of interpersonal relationships.

Methodology

At each stage of personality socialization, constructive behavior is one of the most important conditions for formation. However, the peculiarity in the adolescent psyche, difficulties in adopting social norms, the fact that he does not equally experience the development of ontogenetic development, individuality inherent in personality traits cause certain difficulties in the formation of constructive behavior. Therefore, experimental work was carried out in accordance with the analyzes covered in the initial theoretical chapter of the study. The main forms of behavior that are an obstacle to it in the coverage of Constructivism inherent in adolescent behavior and the specificity of psychic states were taken into account and comprehensively covered in the experimental test of our study. For this, G.Yu.Aizenk's "psychic status test " method was used.

The results of the study were analyzed in terms of the point of specificity of the periods of early adolescence (11-13 years) and adulthood (14-15 years) in different age stages. As an object of research, mental states characteristic of both categories of educational institutions were taken into account. Students of general secondary education and specialized secondary schools were selected and studied the interaction of the educational environment in educational institutions on a constructive behavioral scale. In the field of psychology, it is impossible to evaluate without the help of the mutual continuity of its structural aspects, States and processes inherent in

the characteristics of the human psyche. G. When the essence of the scales for assessing psychic States in the eisenk test is analyzed, it is observed that they reflect attitudes related to motivation and the emotional sphere.

Anxiety is an individual psychic trait that expresses a person's tendency to partially and intensively experience their reactions to certain external influences, as well as its manifestation at the lower limit. Here the course of anxiety is expressed in terms of (a) abnormalities; (B) the perception of danger from Olin; (C) the manifestation of a related emotional dyscomfortous appearance that has such a vision.

Frustration is a psychic condition in which the satisfaction of desires and needs causes disappointments, which manifests itself in a person as nausea, anger, irritability, depression and other negative experiences.

Aggression is an increase in psychological activity, the desire for leadership through the use of force, insult, negativity in conflict relationships with other people.

Rigidity by changing the activity of the subject, certain difficulties in tabulation are understood. Plasticity, on the other hand, means that rigidity is considered an inverse personality trait and, as a result of the influence of Education, turns certain behavioral manifestations into a positive direction.

Results

Based on the essence of these scales in the formation of constructive behavior in adolescents, we focused on the practical study of psychological states with the power of influence, taking into account the importance of psychic changes. In the formation of a teenage personality, the results of a practical study of the manifestation of psychic states are analyzed below. The experimental process is organized taking into account the characteristics of the objects of research. This has made relevant the need to take into account the importance of psychic States in the formation of constructive behavior in adolescents, which can also be determined in the context of explicit and implicit approaches.

The priority of the indicators of this scale has been proven during studies in which the teaching of educational subjects, despite the high level of personal responsibility in students, presents certain difficulties in adapting to this educational environment.

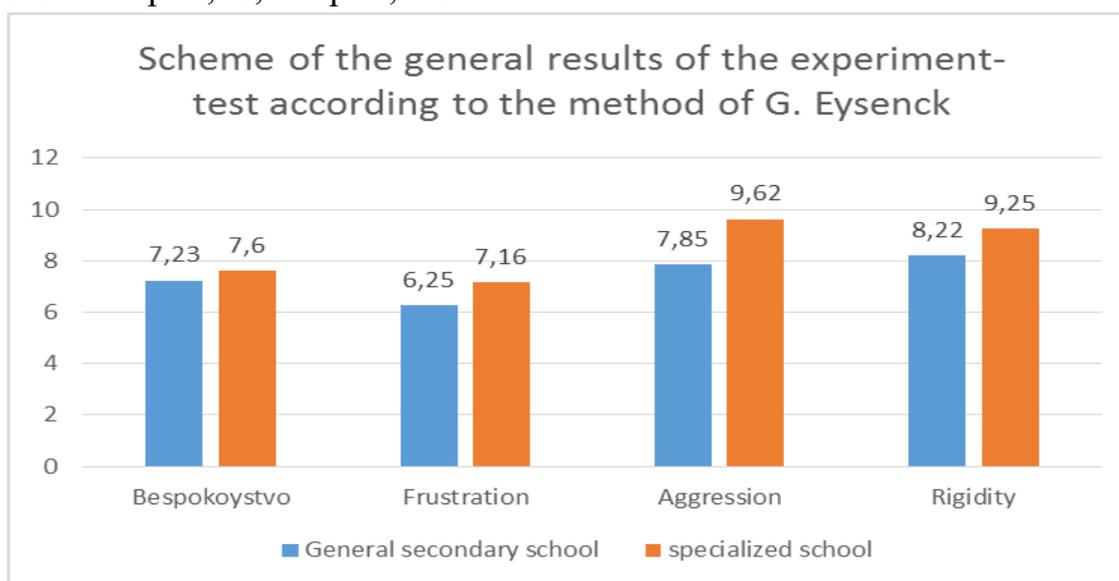
Relying on the analysis of mental states in students on the study classes of the effect on behavior, all of them gave the opportunity to draw a general conclusion from private indicators. In this study, psychical cases of students of two categories of schools, namely general secondary education school (UO'M) and specialized public common school (IDUM), were studied and the following results were obtained (Table 1).

Table 1.

General secondary education schools and IDUM students G.General experimental test results on the aizenk methodology

Scales		Educational institutions	X	σ	Student t-criterion
Anxiety	School of general Secondary Education (n=22)		7,23	4,37	0,917
	IDUM (n=22)		7,60	3,77	
Frustration	School of general secondary education		6,25	3,86	-2,468**
	IDUM		7,16	3,64	
Aggression	School of general secondary education		7,85	3,90	-4,708***
	IDUM		9,62	3,66	
Rigidity	School of general secondary education		8,22	3,51	-2,943**
	IDUM		9,25	3,44	

Note: **p<0,01;*** p<0,001



Discussion

In the initial analysis of the resulting psychological diagnostic results, the following statistical values were allocated, reflecting the importance of differences in the indicators of general secondary education schools and IDUM frustration, aggression and rigidity.

On the anxiety scale, however, the indicators between General secondary education school and IDUM students were observed to be close to each other.

The dynamic student performance on the frustration scale reflected the lower and more advanced levels in UO'M students (6.25 points) and IDUM students (7.16 points). The differences in values representing frustration in students, even with the same rank, became significant $p < 0.01$. This level of frustration indicates that the testers have the determination not to lose themselves in cases of failure in educational activities, not to be afraid of difficulties and to fulfill their desires. The average for students on the aggression scale was limited to 7.85 in UO'M students and 9.62 in IDUM students, while the reliability of the differences represented a $p < 0.001$. In fact, students of both educational institutions found their expression in the manifestation of aggressiveness in the interaction with a "teenager-teenager", the organization of activities related to the educational process, the "teacher-teenager" relationship, conflicts related to these age-specific experiences. For us, the above practical indicators served to highlight the priority of forms of aggression in the formation of constructive behavior of students.

Changes in psychic States, in particular, associated with frustration and aggression, cause a teenager's thoughts to diffuse, inability to move attention, imbalance of views to reality, inability to change behavior. Student scores on the rigidity scale were ranked mid-level in UO'M students (8.22 points) and in IDUM students (9.25 points). The differences between student rigidity results were rated $p < 0.01$ in significance. The observation of rigidity in students in some cases testifies to the peculiarity of not being able to think correctly, predisposition to mental disorders, inability to see one's own mistakes and shortcomings, inability to do unfeasible things, depressed mood, capriciousness to strive to prioritize one's "I" in a relationship.

Since the middle and tumor levels of indicators of psychic States in schoolchildren are prioritized, they are accompanied by the formation of certain barriers to the manifestation of Constructivism in behavior and behavior. From the results obtained, it is seen that in the conditions of behavioral formations, the effect of psychic States cannot be called in the same dynamics at all educational stages. Changes in psychic States, in particular, associated with frustration and aggression, lead to a disorganization of the thoughts of a teenager, inability to move attention, imbalance of views on reality, inability to change behavior.

The priority of the mediocrity and growth of psychic States in schoolchildren presents certain barriers to their manifestation of constructiveness in behavior and behavior.

Another stage of the results of this analysis made it possible to distinguish between aspects that reflect high emotional lability - anxiety, frustration, aggression and rigidity-on the psychic States of students. The results obtained during the study are characterized by the development, implementation of activities within the

framework of the correctional program intended for the formation of constructive behavior in schoolchildren and determining its effectiveness.

Recommendations

Aggression (physical, verbal) and rigidity in the formation of constructive behavior in schoolchildren, the fact that due to the Integrative manifestation of frustrating qualities in behavior, the importance of corrective-adaptive influence on the "I" structure of an individual is evidenced by the fact that it requires psychologists and educators to develop and apply preventive and psychocorrectional means of influence characteristic.

Conclusion

In place of the conclusion, it is worth noting that as a negative factor in the formation of constructive behavior in schoolchildren, the increased property of personality-specific psychic states, that is, the rigidity level with a certain dominance, which is an obstacle to anxiety, frustration, aggression and change of character, leads to a decrease in the development of interpersonal relations and

Since there is evidence of the importance of a corrective-adaptive effect on the structure of the individual "I" due to the Integrative manifestation of aggression (physical, verbal) and rigidity, frustrating qualities in the formation of constructive behavior in schoolchildren, it requires psychologists and educators to develop and maintain preventive and psychocorrectional means of influence inherent in them in their practical activities.

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