

**PSYCHOLOGY OF NEGATIVE BEHAVIORS FOUND IN
ADOLESCENT EDUCATION**

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Annotation

This article reflects on shortcomings in the psychic growth of a teenage personality, emptiness of will, weakness of feeling, lack of necessary needs and interests, imbalances between the aspiration of a teenager and his existing possibility.

Keywords: adolescence, behavior, will, upbringing, character, emotion, control.

Regardless of the number of attempts made by the teachers ' Team, difficult-to-educate teenagers are also found in the educational process. In the current period, a method of working with such students on a one-on-one basis has been created, ways to prevent and correct defects in character, unhealthy behavior have been developed on a scientific basis. Studies have shown that in addition to the social reasons for the origin of difficult, capricious, behavioral negative children, there are also pedagogical and psychological reasons. The reasons and motivations for the appearance of inappropriate behavior in students are different. Defects in the biological growth of a teenager, deficits in the sensory organs, higher nerve activity, which negatively affects reading, and the upbringing of defects in temperament cause difficulties. Deficits in the psychic growth of the adolescent personality, chunonchi, weak development of intelligence, emptiness of will, weakness of feeling, lack of necessary needs and interests, imbalance between the adolescent's aspiration and the existing possibility, etc. will drive the behavior out of track. The qualities of a teenager also cause negative slurs, such as defects in their composition, lack of moral feelings, improper communication with a teacher, class teams, family members, lack of work, improper distribution of free time, etc.

Its shortcomings in Knowledge, Educational Activities, inability to widely use the methods of mental activity, interruptions in the acquisition of the most important knowledge, skills and qualifications; shortcomings in school activities include defects in teaching, errors in educational measures and measures. Defects in the influence of the extracurricular environment, chroniclers, lack of pedagogical-psychological knowledge in the family, family conflicts, divorce,

the transfer of parents to alcohol and sexual life, the influence of juvenile equinoxes, cultural-educational production communities and public-surrounded deficiencies also contribute to the growth of difficult adolescents. In the study of upbringing difficulties, such methods as filmography, legal writ, persuasion, encouragement, subjugation, intimidation, "creating an artificially difficult state" are used. Usually the use of literary works such as novella, event, story, adventure, ocherk has good effect in the study of the causes of adolescent behavior.

An excerpt from a work belonging to adolescents with difficult upbringing by a teacher, class leader or internal affairs staff is read, and then it is observed how arousal or irritation appears in them. According to the rule of experience, the read passage is obliged to reflect the adventures of adolescents, wonders and wonders. If the method cannot show its positive result, it is advisable to use other means. When conducting an experiment, special attention should be paid to the psychological pause, fluent tone, pace and rhythm of reading when reading the text. The effect of the text increases if these rules are followed, the external expression of certain experiences in a teenager is quickly seen. Of particular importance is the choice of texts corresponding to the nature of adolescents, attention to their size and content. The upbringing of the selected texts must necessarily correspond to the specific and age characteristics, internal capabilities of difficult adolescents. Another way to study traits in adolescents with difficult upbringing is to get acquainted with their mental experiences by conducting a separate conversation. In the course of the conversation, extensive information is collected on good and bad behavior, behavior. It is necessary to evaluate the various risks that are carried out in this process, to interpret them.

When assessing behavior, the guilt placed on a teenager is either recognized or completely denied. However, the conversations conducted should have such a subtle impact on the psychic world of a teenager that the result is a remorse, a feeling of ingratitude in him. It is forbidden to treat touching adolescent personality. All the time during the conversation, it is imperative to have a warm psychological climate, friendly attitude, comfortable microenvironment. Only then can the available opportunities be used more efficiently and efficiently. Through a conversation with teenagers, their future plans, aspirations, aspirations, fitness for physical and mental labor are revealed. We can distinguish adolescents with difficult upbringing according to a number of characteristics: some adolescents, knowing their mistakes, violate laws and rules, do inappropriate things.

Often they do not admit that they are sinful, they criticize some shortcomings in school. But they do not want to recognize achievements. They are very fond of approving their personal thoughts to other people and fulfilling their demands unconditionally by others. Such children will be betgachopar, stubborn-natured, merciless, "violent". Those who do not have an independent opinion gather their peers around themselves and together are encouraged to break order. Also, difficult adolescents with another category of upbringing understand the good and the bad, but break the rule by standing on the "back wing" due to the fact that they do not have an independent belief, a stable high feeling. Their behavior depends on random reality, the power of influence and the nature of the situation. They quickly succumb to propaganda, believe in all things, realize which path they got into, but do not bother to go against the idea of the "campaign". Often the Outlaws repent of their deeds and convince members of the class community, but completely forget the promises they made after a certain opportunity has passed. Adolescents with difficult upbringing of the third category fall into the path of transgression, disorganization due to personality addiction. They do not return from any wrongdoing in order to meet their personal demands and needs, always dreaming of doing good to people, but putting their personal interests above social benefit.

They fulfill their desires by Forbidden means, then suffer regrets for their deeds, are crushed spiritually. But they quickly forget about these experiences, their personal needs prevail over any high feelings, desires. Contrary to morality, behavior is manifested in a way of feeling sorry. Capricious teenagers belong to the fourth group, who are sad that they cannot find their place in the class team. Such students will be ginakhon, arazchi, so live with condolences as if they are being humiliated in the class community. The main reason for the emergence of such a state is the predominance of pursuit, miles and pursuit of prestige rather than personal opportunities. They want to win the respect of the team members. They are often treated with tundiness, their kindness to something is not clearly visible. Depressed mood, disappointment, insecurity in one's own capacity, mental capacity are characteristics inherent in them. When they do not strive hard to break laws and regulations, they cause difficulties in the process of education and upbringing. In conclusion, in order to turn the behavior of adolescents with difficult upbringing in a positive direction, it is necessary to compose in them such high feelings as responsibility, pride, responsibility, trust. To do this, it is important to give them assignments, taking into account their age, strength, abilities and interests. It is possible to reduce their negative character as a result

of entrusting them with the task of managing a small team, a sports section, a living corner. Their negative attitude towards reading is gradually lost by involving them in the circles they are interested in. In order to re-educate difficult adolescent students, attention should be paid to eliminating biological defects, deficiencies in psychic maturation, defects in upbringing, deficiencies in cognitive activity, deficiencies in school education and upbringing, and defects in the extracurricular environment.

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