



## “YOSH TADQIQOTCHI” ilmiy elektron jurnali

Vebsayt: <http://2ndsun.uz/index.php/yt>

### THE PSYCHOLOGY OF ADOLESCENT CONFLICTS IN SOCIETY

**Mamayusupova Iroda Khamidovna<sup>1</sup>, Khudayberganov Oybek<sup>2</sup>**

*Teacher of Kokand State Pedagogical Institute<sup>1</sup>*

*Student of Kokand State Pedagogical Institute<sup>2</sup>*

#### INFO:

Qabul qilindi: 01.02.2022  
Ko'rib chiqildi: 02.02.2022  
Chop etildi: 02.02.2022

*Keywords:* Social development, typical conflicts, social maturity, emotional arousal, impulsivity, socialization, socialization, autonomy

#### ABSTRACT

The article is devoted to the problem of identifying key socio-psychological aspects of conflict situations involving adolescents. It is also noted by the author that today's teenagers need to explain the concept of conflict, the course of its development and consequences; all possible ways to resolve and prevent conflicts, gain experience in rational behavior in them, which play a significant role in the socialization of adolescents. Moreover, the subtleties of socialization of individuals this age are also mentioned.

Copyright © 2021. This work is licensed under a Creative Commons Attribution 4.0 International License.

Researchers recognize the fact of the transitional nature of adolescence - from childhood to adulthood, which is very acute due to the emergence of a number of contradictory trends in social development and adaptation to the new role of the individual in society. These aspects produce typical age-related conflicts and their refraction in the adolescent's self-consciousness. In general, adolescence is interpreted by specialists of psychology and pedagogy as the period of the end of childhood and the beginning of the formation of the individual's personal "I". In addition, from the point of view of biology

and physiology, this is the period of completion of physical maturation. Sorokina G.A. and Safonova M.V. in their work note that at the beginning of adolescence, a situation develops that contributes to the emergence of contradictions, provided that the attitude of adults towards a teenager as a child is preserved. This attitude, on the one hand, contradicts the tasks of upbringing and slows down the development of social adulthood of a teenager, on the other hand, it does not correspond to the teenager's ideas about the degree of his own adulthood and his claims to new rights. It is this contradiction that is the source of most conflicts and difficulties in the relationship of a teenager with adults, peers, parents. Conflicts occupy an essential place in everyday life, since they are an important determinant of human activity and are in the field of research by psychologists. In psychology, conflict is understood as a collision of oppositely directed, incompatible tendencies in the consciousness of a single individual, in interpersonal relationships of individuals or groups of people associated with acute negative emotional experiences. Conflicts are studied within the framework of general psychological parameters of interpersonal conflicts. Summarizing research in the field of modern adolescent psychology, we can say that conflict is a systemic complex personality property, including a complex of mental properties, namely:

- inadequate (overestimated or underestimated) self-assessment of their capabilities and abilities, which goes against the assessments of others, which causes conflict;
- the desire to dominate in situations where it is possible and impossible;
- static thinking, views, beliefs, unwillingness to perceive facts that differ from subjective opinion;
- excessive adherence to principles and straightforwardness in statements and judgments, the desire to say what is, in the opinion of the individual, the truth, leveling objectivity;
- a certain set of emotional qualities of a teenager: anxiety, aggressiveness, stubbornness, irritability.

Representatives of the situational approach to conflicts give their own interpretation of the definition of conflict. The conflict of a teenager presupposes a certain level of mental tension. It can be different for different subjects, which is associated with the level of psychological stability of a person. The conflict of a teenager's personality is determined by the following set of factors:

- psychological: temperament, level of aggressiveness, emotional state (anxiety), etc.;
- socio-psychological: social attitudes and values, attitude to the opponent, orientation in interaction, competence in communication, intelligence, the main trends of behavior;
- social factors: living and working conditions, relaxation opportunities, social environment, general level of culture, opportunities to meet needs, etc.

Proper management of the conflict resolution process or its prevention by adults or by the teenager himself contributes to improving the effectiveness of communication. In the conditions of educational institutions, an important factor in overcoming the negative manifestations of conflict among adolescents is the teacher's understanding of the student's personality, which contributes to the harmonious development of subjects of communication and interaction. Conflict among adolescents is characterized by a number of features associated with a lack of life experience and a low level of self-criticism, inability to adequately assess life circumstances, increased emotional excitability, impulsivity, motor and verbal activity, an acute sense of dependence, a desire to acquire a certain status in the reference group, negativism, unbalance of arousal and inhibition.

In adolescence, the number of complex pedagogical situations increases, which increase the conflict

of a teenager, while it should be noted that communication difficulties arise not only in children, but also in adults. Often adults are unprepared to expand the rights of adolescents due to the persistence of inertia to "take care". In this case, children remain dependent on their parents and their inability to act independently and make decisions. Teenagers often conflict with each other due to the different statuses they occupy in interpersonal relationships. These are, as a rule, protracted, long-term conflicts, the causes of which are hidden from teachers and parents, and, consequently, they are difficult to solve. Some of the conflicts that are observed are the result of contradictions that arise between high self-esteem and the real position of a teenager in a peer group that does not correspond to it. A person with the maturity level of a teenager in conflict expresses an "external locus of control", blaming other people or some circumstances. A teenager does not believe in his own strength in solving a conflict situation, taking a passive behavioral position and feeling asthenic emotions, but at the same time strives to achieve a subjective and personal result to show himself, to feel self-confidence. Thus, the key psychological aspects of conflict behavior of adolescents are selfishness, stubbornness, the desire to "support the company", contradictions of common and personal interests, disagreement with the opinions of others, difficulties in communicating with teachers and parents. These aspects produce objective reasons for conflicts in a complex system of relationships. Therefore, it can be assumed that communication, educational, work and any other activity in itself can become a source of intrapersonal conflict if the goals and objectives of this activity are characterized by a pronounced subjective significance. It is failure in this type of activity that most often causes intrapersonal conflicts, which can be solved by teaching teenagers the skills of constructive, tolerant communication.

The neurobiological processes that determine adolescence and influence risk-taking are complex, and the role they play becomes a key factor in adolescent behavior. These processes need to be understood in the context of psychological development and social influences. B. Bradford Brown presented an overview of psychosocial development and risk-taking by adolescents.

Brown started with the basic psychosocial tasks that teenagers should perform. Simply put, there are four key tasks:

1. stand out — develop individuality and strive for autonomy,
2. fit in — find convenient connections and get recognition from peers,
3. meet the requirements — develop competence and find ways to achieve
4. hold on — commit to specific goals, activities, and beliefs.

The development of autonomy is closely related to the formation of identity and is also usually conceptualized primarily as a psychological or interpersonal process. Some researchers, Brown explained, have suggested that there is a universal process by which people develop healthy autonomy (Kagitcibasi, 2005). If people develop a high sense of free will (taking responsibility for their own actions) while maintaining close ties with significant adults, they are likely to develop a healthy "autonomous, relationship-related" self, which is likely to lead to a relatively low risk. When this process goes awry, the result is often an increased risk. Other researchers have shown that young people who develop autonomy either too early or too late in their development often have worse results than those who develop it at the same time as their peers (Dishion et al., 2000; Dornbush et al., 1990; Feldman and Wood, 1994). The ability to participate effectively in social relationships is very important both for the development of identity and for gaining recognition from the desired peer groups. In short, an analysis

of the psychosocial aspects of adolescent development and an understanding of adolescent reasoning have further expanded the picture of how and why adolescents take risks. Most of the main work of adolescence, including personality development, competence formation and getting recognition from peers, requires a certain degree of risk. These tasks also help explain why adolescents' views on risky behavior may differ greatly from those of adults — a point that can serve as a useful guide for those who develop ideas and develop measures aimed at discouraging young people from taking risks. At the same time, adolescents make risk-related decisions in a completely different way than adults. That is, they are not only set up for different goals than adults, but also think differently, moving from a verbatim analysis of the trade-offs between risk and reward to intuitive ideas about the essence of risky decisions. Experience, context, and culture shape perceptions of the essence and search for values that play a central role in making healthy decisions.

In a broad sense, socialization is understood as the process by which young people are helped to acquire the skills necessary for competent and successful functioning as members of their social group or culture. Adolescents are becoming able to plan, make decisions and think about the future; they also face new psychosocial problems related to issues of identity, autonomy, intimacy and sexuality. As we will describe below, this leads to major changes in how much time teenagers spend with their parents and peers, as well as in the quality and type of their relationships. Changing conditions of socialization of adolescents “How adolescents spend their time”, the study of “How and with whom adolescents spend their time” gives an important insight into the possibilities of socialization and development contexts faced by young people. As teenagers get older, they spend less free time with their parents, but they slightly increase (especially girls) the amount of time they spend talking to their parents (although this is more for mothers than for fathers; Larson et al., 1996). They also spend more time alone in their bedrooms and with friends (Larson et al., 1996, 2001). Socialization throughout life Changes in the relationship of adolescents with peers Changes in the relationship with parents in adolescence are accompanied by changes in the relationship of adolescents with peers, which indicates the increasing importance of peers as a context for the socialization of adolescents.

Teenagers are grouped into larger peer groups, including cliques. In early and middle adolescence, young people also begin to join the crowd or free groups based on reputation, based on the perception of views, interests and behavior (Collins & Steinberg, 2006). Like cliques (small groups of people of the same age, the same sex and peers with similar socio-economic status, who are based on friendship and joint activities), the general reputation of crowd members helps to find teenagers in the social hierarchy, guiding them to different paths and friendships and allowing them to “try on” different identities (Brown & Larson, 2009). Although teenagers may not spend much time with other crowd members, crowd membership is important for friendship and identity formation. Thus, friendships, groups and crowds are becoming increasingly important contexts for the socialization of adolescents. Changes in indicators of socialization in adolescence There is a significant continuity from childhood to adolescence in behavior, values and attitudes that adults consider important for mature, competent functioning and which are used to measure successful socialization. But there are also some changes in accents. For example, adolescence is widely regarded as a developmental period reflecting preparation for adult roles and responsibilities. Consequently, it is becoming important to prepare young people to become independent and take care of themselves, and the development of autonomy is becoming increasingly

important.

A brief study reviewed in this section shows that the amount of time teenagers spend with their parents in general or in certain activities and the quality of relationships between parents and children decrease in adolescence, which leads to more limited opportunities for parental socialization and less susceptibility to parental influence than at an earlier age. Accordingly, friendships become closer and more intimate, and cliques and crowds become important sources of influence.

Finally, research often focuses on risky behaviors that increase in adolescence, but in recent years, more attention has also been paid to positive indicators of socialization, such as ethnic identity and civic engagement.

### References

1. Ikromovna, T. O. (2021). The development of mental processes in preschool children.
2. Khamidovna, M. I. (2021). Different ways of Resolving and Managing Conflicts. *Middle European Scientific Bulletin*, 17, 204-207.
3. Khamidovna, M. I. (2021). Organizational and socio-psychological mechanisms for making managerial decisions in conflict situations between adolescents.
4. Mamayusupova, I. K. (2020). ON THE PSYCHOLOGICAL CRITERIA AND FACTORS OF ORIGIN OF CONFLICTS THAT ARISE BETWEEN YOUNG PEOPLE. *Theoretical & Applied Science*, (2), 630-633.
5. Nodirovna, H. M. (2020). Issues of Professional Training of Teachers for Preschool Education Institutions. *Journal of Critical Reviews*, 7(6), 1127-1129.
6. Khushnazarova, M. N. (2020). WAYS TO USE INNOVATIVE METHODS TO INCREASE THE PROFESSIONAL ACTIVITY OF FUTURE TEACHERS AND EDUCATORS. *Scientific Bulletin of Namangan State University*, 2(4), 535-543.
7. Холматова, З. А. (2013). Роль педагогического опыта и социального генеза в анализе мотивов культуры общения и поведения молодежи. *Молодой ученый*, (11), 672-674.
8. Xolmatova, Z. A. (2021). METHODS OF ORGANIZATION OF PROJECT ACTIVITIES IN FUTURE TEACHERS ON THE BASIS OF TUTORING SKILLS. *European Journal of Life Safety and Stability (2660-9630)*, 7, 103-106.
9. Zikrillaev, N. F., Saitov, E. B., Tursunov, O. B., Khusanov, A. J., & Kurbonaliev, K. K. (2021). Features Of Self-Oscillatory Processes In A Strongly Compensated Silicon With Nanoclusters Of Impurity Atoms. *European Journal of Molecular & Clinical Medicine*, 8(1), 935-939.
10. Khusanov, A. J. (2021). Study of Electrical and Photoelectric Phenomena in Structures Based on Manganese Silicon Contact with Manganese High Silicon Membrane. *Middle European Scientific Bulletin*, 18, 5-7.
11. Bakirovna, Q. E. (2021). Theoretical And Methodological Basis Of Overcoming Contradictions In Modern Musical And Educational Practice. *Eurasian Journal of Learning and Academic Teaching*, 1(1), 117-120.
12. Kobilova, E., Sobirova, O., & Najmiddinov, F. (2021). The importance of music education in the formation of musical culture and spirituality. *ACADEMICIA: AN INTERNATIONAL MULTIDISCIPLINARY RESEARCH JOURNAL*, 11(1), 698-703.