



Psychological Features Of Parent-Child Relationships And Their Impact On The Socialization Of Adolescents With Behavior Deviations

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ABSTRACT

This article discusses the relationship between inappropriate behavior of adolescents and child-parent relationships in their socialization.

Keywords:

family, deviation, deviant behavior, microsocial relations, bad behavior, deviation, deviation, moral education, spiritual maturity.

Studying the psychological characteristics of parent-child relationships in the socialization of adolescents and measures to prevent behavioral deviations among adolescents require, first of all, eliminating the conditions and causes that cause behavioral deviations. Given the urgency of the issue, today, a number of scientifically and practically based measures are being developed worldwide, including in our republic, to prevent behavioral deviations among adolescents.

Our President Shavkat Mirziyoyev's statement, "It is known that the upbringing of the younger generation has always been important and relevant. However, in the 21st century in which we live, this issue is truly becoming a matter of life and death. "The more perfect the upbringing, the happier the people will live," say wise men. And for the upbringing to be perfect, it is absolutely impossible to allow a gap in this issue" [1], is an indication of the special attention

that is paid to the upbringing of youth in our country, especially to the social protection of the family, motherhood and childhood. The great thinker Ibn Sina says: "If bad behavior becomes a habit, it causes the client to break down. For example, anger strongly inflames, sadness strongly depresses, disappointment weakens the emotional energy and makes the client prone to phlegm. As a result of moderation in behavior, both the breath and the body become healthy" [2]. Ibn Sina interprets many problems of morality on the basis of the emotional manifestation of a person's mental state and spiritual qualities.

Deviant behavior is one of the types of behavior that deviates from the norm, associated with the violation of social norms and rules of behavior characteristic of microsocial relationships (family, school relationships) and small social groups. We can also call this behavior "undisciplined". Examples of vivid

manifestations of deviant behavior include demonstrativeness, aggression, truancy and truancy, alcoholism and drug addiction among children and adolescents and related antisocial behaviors, immoral behavior of a sexual nature, and suicide attempts.

Teenagers who deviate from the rules and norms of behavior accepted in society are called "difficult teenagers" or "difficult teenagers." "Difficult upbringing" refers to resistance to pedagogical influence. Difficult upbringing, the failure of the child to follow the accepted norms and rules, is studied in science through the phenomenon of deviation. Deviation is one of the aspects of the phenomenon of variability inherent in both humans and the world around them. In the social sphere, variability is associated with activity and is expressed in behavior that reflects the interaction of a person with others. As we mentioned earlier, behavior deviates from the norm. The normal behavior of a teenager is reflected in his socialization, development, and interaction with the microsociety that supports his needs. If those around him pay attention to one or another characteristic of the teenager in a timely manner, his behavior will always be normal. The idea arises that such deviant behavior is a consequence of society's failure to take into account the characteristics of the child's personality. Apparently, deviant behavior is one of the manifestations of social maladaptation. When talking about the maladaptation of children and adolescents, it is necessary to identify the categories of children who are involved in this process:

- 1) school-age children who do not attend school;
- 2) orphans;
- 3) social orphans. They do not eat properly, are subjected to physical, mental, and sexual abuse;
- 4) children who use drugs and toxins;
- 5) sexually undisciplined children;
- 6) children who have committed illegal acts.

According to official data, their number is growing twice as fast as that of adults.

In this era, which is inextricably linked with the information revolution, the convergence of values, and the integration of financial markets, various ideological and spiritual threats are

occurring, aimed at destabilizing the spiritual and moral world of people. In such a situation, the issue of moral education and spiritual maturity of a person becomes particularly relevant. As is known, the role of family education in the spiritual maturity of a person is incomparable. The family's educational influence on children is very wide and significant. However, recently, families have been facing a number of problems in raising children and bringing them up. Negative relationships between parents and children can lead to behavioral deviations and psychosomatic diseases in children.[3]

The situation of one of the parents of adolescents with behavioral deviations and developmental defects resorting to alcohol also has a negative impact on children raised in the family, causing them to enter the street of alcoholism. Therefore, it is observed that the situation of "one of the parents having behavior that contradicts the norms of society and morality" leads to the emergence of behavioral deviations and impaired upbringing in children and adolescents.

Family upbringing plays an important role in the spiritual development of a person. The family has great potential in the formation of primary life skills, high moral and spiritual qualities such as love for the Motherland, loyalty to parents and those around them, and in psychological and practical preparation for life and social activities. Problems and shortcomings in raising children in the family and their development have a negative impact on the behavior of children and their formation as individuals. Weak spiritual and moral development and specific personality traits (variability, excitability, instability, emotionality, subordination, timidity, etc.) cause the emergence of deviant behavior in children and adolescents.

Spiritual and moral perfection of a person helps to overcome various conflict situations that arise in social life. Another factor influencing the emergence of deviant behavior, behavioral deviations and educational disorders in adolescents is the lack of knowledge of parents about raising children. When preventively influencing children, it is important to

remember that taking into account the process of the formation of a teenager as a person, his individual characteristics, character traits and psychology will give good results. It is extremely important to know and take into account their age and psychological characteristics in raising children. It is also necessary to form in them self-confidence, motivation to improve their behavior as follows:

- teach children to evaluate their own behavior;
- trust in their child;
- encourage their achievements in fulfilling the tasks set for them in the family;
- determine the optimal strategy of upbringing;
- give children the opportunity to choose independent activities (study, play, work, hobbies and interests);
- "Consultation with family centers, practicing psychologists, community citizens and doctors.[4]

In some families, the lack of adequate conditions for children and adolescents and the restriction of their activities lead to infantilism (feeling helpless, in need of help), a weakening of the ability to get out of problem situations, etc.

When studying the causes of behavioral deviations and educational disorders in adolescents, it is necessary to distinguish between their subjective and objective manifestations.

The subjective causes of educational disorders include the interests and needs of the adolescent, his worldview and spiritual world, goals and directions, values, legal awareness, life plans, lifestyle and motives (life direction, goals and views).

The subjective conditions include the demographic and socio-psychological characteristics of the population, in particular, ethnopsychological aspects, character, temperament, age, and gender.

Objective causes include unhealthy social environment, conditions, economic and political instability, socio-psychological environment in small social groups, and interpersonal relationships with people.

Objective conditions for educational disorders include organizational and technical errors in society, shortcomings in the management

system, inadequate laws and regulations, and others.

Also, determining the causes of educational disorders requires, first of all, studying the characteristics of the social environment in which they occur. Because if we consider educational disorders in general, we can observe that they are not the result of subjective behavior inherent in an individual, but rather the result of subjective and objective processes, conditions, and relationships. From this perspective, it is necessary to clarify the issue of the influence of social processes on individual behavior.

The presence of an unhealthy psychological environment in families, poor family relationships, family divorces, the absence of one of the parents, the shortcomings in family upbringing, and the lack of educational influence of the family affect the emergence of criminal behavior in children and adolescents. Therefore, the next condition for correcting maladaptive behavior in adolescents (weakening or complete loss of adaptation to social conditions) is the timely detection of changes in the adolescent's psyche and the provision of medical, psychological and pedagogical assistance. It is observed that in the emergence of educational disorders in adolescents, material deprivation often serves not as a cause, but as an incentive and condition for the emergence of behavioral deviations.

Therefore, it can be said that the factor of economic deprivation does not appear as the main cause in the emergence of educational disorders in adolescents. It only serves as a condition.

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