



STUDY OF THE FORMATION OF CRIME MOTIVATION IN ADOLESCENTS AS A PROBLEM OF PSYCHOLOGICAL RESEARCH

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Abstract

This article discusses the psychological characteristics of adolescents and their scientific and practical basis for maladaptation and the formation of criminal motives on this basis.

Keywords: adolescents, motivation, maladaptation, reflection, integration, flexibility, self-acceptance, acceptance of others, emotional comfort, internality, striving for superiority.

Аннотация

В статье рассматриваются психологические особенности подростков и их научное и практическое обоснование дезадаптации и формирования на этой основе преступных мотивов.

Ключевые слова: подростки, мотивация, дезадаптация, рефлексия, интеграция, гибкость, самопринятие, принятие других, эмоциональный комфорт, внутренность, стремление к превосходству.

Relevance of the topic

Due to the rapid development of science and technology at the international level and the consequent radical change in social development, the individual's ability to think about reality and its laws, the emergence of concepts, judgments and conclusions in the minds of young people. At the stage of development, research is being conducted on a variety of issues related to the lives, lifestyles, education and employment of young people. According to the US National Commission on



Children, "In many cases, children are taken from families and brought up as criminals for trivial and unnecessary reasons, and half of all crimes in Germany are committed by minors." It is also unfortunate that children fall into the ranks of organized criminal groups involved in drug trafficking, or fall into the hands of those who trade in human organs. "In some countries, minors are fighting in the ranks of militants with guns in their hands." This study serves as a theoretical basis for the psychological analysis of the factors influencing the formation of criminal motives in adolescents and the identification of mechanisms for determining the necessary psychoprophylactic measures, as well as the study of behavioral issues.

Today, the inevitability of relying on completely different psychological and pedagogical approaches in defining a specific category of "difficult to raise" adolescents is obvious. At the same time, it should be noted that there is a growing need for educators to adequately understand the individual characteristics of this category of students and to correct their behavior. In addition, the resolution of the President of the Republic of Uzbekistan on the state program "Year of harmoniously developed generation" states that "creating the necessary conditions and opportunities ..."

Well-known psychologists M. N. Proxorenko and L. G. Saveleva, N.V. The method of systematic analysis of professional activity proposed by Samoukinas allows to carry out a step-by-step study of specific tasks of the subject of psycho-correctional activity, the goals of which are considered as "separate", "specific" activity or action from the point of view of activity. . This allows the structure of the pedagogical activity to take into account the characteristics of the labor process and the activities carried out in the mental and psychophysiological processes, which are provided by special professionally important qualities, which are the basis for expressing the goals of psychological action. At the same time, the need to analyze the stages of professional labor, in which the main essence and complexity of this activity is concentrated and often depends on the final result of labor. This stage is carried out using a separate recognition, ie in the process of establishing an object that requires psychological study on the basis of comparison, taking into account the morphological structure of the process of labor activity (eg technological process algorithm), the means of its implementation and the accuracy and correctness of labor tasks. Among the analyzed literature, the model of teacher professional competence developed by AK Markova as an example of a professional profile of pedagogical activity is of



special importance. AK Markova offers to accept the skills of mastering the psychological principles of pedagogical activity on the basis of professional competence. Hence, A.K. The model of professional activity proposed by Markova includes:

- The labor process and its psychological consequences;
- efficiency and inefficiency, specificity in different conditions;

Professional competence means a professional activity of a teacher in which a sufficiently high level of pedagogical activity, pedagogical treatment is carried out. This creates a pedagogical personality that is reflected in achieving good results in the education and upbringing of students. At the same time, the professional competence of the educator can be assessed by the balance of his professional knowledge and skills, on the other hand, his professional position and psychological qualities. Indeed, as the well-known psychologist AK Markova rightly points out, in the pedagogical profession the role of procedural indicators, that is, the means of influence and the environment that lead to the achievement of one or another result, is great. Pedagogical professionalism manifests itself differently in the context of his professional activity. It is important for the educator to comply with the requirements of the profession in different conditions of professional activity, on the one hand, and on the other - to follow the logic of professional development, to maintain internal psychological stability in any case.

A.K. The professiogram proposed by Markova fully reflects the structure of the professional activity of the teacher. It mainly reveals the scope of pedagogical and psychological possibilities, which represent the interaction between the object of education and the subject. According to this professiogram, a dynamic approach to the professional competence of the teacher serves to ensure the dynamics of growth of pedagogical skills. Another aspect of this approach is the existence of acmeological approaches to the psychological analysis of pedagogical professional activity. The professional competence of the specialist in this area is accepted as the unit of analysis.

The author of the acmeographic approach is N.V. According to Samoukina, the use of acmeo-gram as a method of fully systematic expression of the professional competence of the educator not only allows to distinguish any of its components, but also to identify some of them that hinder productive activity. The balance of an individual with a evolving, changing microenvironment (personality homeostasis) requires a periodic change in self-esteem (how I was, how I am,



how I want to be), as well as self-assessment in comparison with other people around me. Adolescent self-determination is associated with the formation of a social position in relation to other people and things, a subjective perception of oneself as an independent member of society, and is required by a certain degree of reflection development. Personality reflection is one of the possible options for a teenager to know himself, his inner world. He seeks to imagine what other people think, analyzing his own behavior, his own personal qualities, that is, trying to understand what it is like to interact with other people. As a result of this analysis, the teenager gets to know his "I" for a while. Specific indicators of self-awareness during adolescence include well-known psychologist L.S. Highlighted by Vygotsky - the integration of his image, moving it from the outside to the inside, and so on. At this age, the process of looking at oneself from the "outside" to the "objective" is replaced by a subjective, dynamic position from the "inside". In general, self-government will involve adequate perceptions of the object itself, opportunities for self-awareness. The development of self-awareness, like any complex new mental structure, goes through a series of steps that replace each other. In this context, the beginning of the formation of a new level of self-awareness in adolescence can be described as the development and deepening of integrative qualities. Personality reflection plays an important role in this. In particular, one of the main mechanisms of adolescence's self-knowledge, his inner world, is the reflection of personality, which is understood as an activity of personal self-knowledge, a separate act of research. The depth and intensity of reflection depends on many social factors (social origin and environment, level of education), individual-typological (intraversion-extraversion) and biographical (family upbringing conditions, relationships with peers), the relationship between which has not yet been sufficiently studied. The development of personality reflection is reflected in the characteristics of the concept of "I" in early adolescence. MN Prokhorenko's theoretical research expresses such concepts as low-level self-knowledge "I and another person", high-level "I and I".

It is known that the process of working with maladaptive adolescents is directly related to the study and research of personality traits that to some extent affect the educational effectiveness of each adolescent. After all, the main participants in the educational process in educational institutions are students and teachers. Today, educational institutions are the most dynamic aspect of the ever-changing system of continuing education. In a meaningful and organizational sense, it is an

opportunity to shape the individual educational direction of the student, which includes the necessary-necessary and at the same time conditionally-necessary knowledge and skills.

The parameters considered on the basis of the methodology of socio-psychological resilience allow to assess both the degree of maladaptation in adolescents, as well as his "self-image" characteristics. A correlation analysis was performed to determine the degree of compliance of these indicators (Table 1). Table 1 Indicators of correlation of results obtained by the methodology of social psychological flexibility

Criteria	Flexibility	Self-acceptance	Self-acceptance	Emotional comfort	Internality	Striving for superiority
Flexibility	1	0,688*	0,509*	0,648**	0,640**	0,526**
Self-acceptance	0,688**	1	0,198	0,738**	0,617*	0,558**
Accepting others	0,509*	0,198	1	0,608*	0,037	-0,053
Emotional comfort	0,648**	0,618*	0,608**	1	0,629	-0,029
Internality	0,640*	0,513	0,037	0,629	1	0,253
Striving for supremacy	0,526*	0,558*	0,053	0,029	0,253	1

$p < 0,005$; * $p < 0,001$ **

Thus, according to the results of certain general analysis, there was a high correlation between the criteria of flexibility in the study of empirically studied adolescents as "self-acceptance" (0.688), "emotional comfort" (0.648) and "international" (0.640). However, the correlation between the criteria of "acceptance of others" (0.053), "internationalism" (0.037), and "self-acceptance" (0.198) was slightly weaker.

A high correlation correlation was also observed between criteria such as "emotional comfort" (0.738), "internality" (0.617) and aspiration for superiority (0.558) relative to the "self-acceptance" criterion. At the same time, the weakest correlation indicators were expressed among the criteria "Acceptance of others and striving for superiority" (-0.053), "Emotional comfort and striving for superiority". It has been confirmed that the main reason for this is that the



increase in “acceptance of others” in maladaptive adolescents is due to a decrease in their emotionality and aspiration for superiority.

Table 2 Indicators of correlation of results obtained by the methodology of social psychological flexibility. (Girls)

Criteria	Flexibility	Self-acceptance	Accepting others	Emotional comfort	Internality	Striving for superiority
Flexibility	1	0,668**	0,047	0,599*	0,657**	0,198
Self-acceptance	0,668**	1	0,225	0,617**	0,314	0,113
Accepting others	-0,047	0,225	1	0,140	0,636**	-0,123
Emotional comfort	0,599*	0,559*	0,140	1	-0,097	0,627**
Internality	0,657**	0,314	0,636**	0,097	1	0,124
Striving for supremacy	0,198	0,113	0,123	0,127**	0,211	1

$p < 0,005^*$; $p < 0,001^{**}$

The study was able to study the factors influencing the socio-psychological adaptation of maladaptive adolescents, as well as the gender characteristics between the general indicators. In particular, the correlation indicators of the results obtained on the basis of the socio-psychological resilience questionnaire to study the impact of gender differences were analyzed in groups of boys and girls (Tables 2.2 and 2.3).

The high intensity of correlation relations in girls was observed in the following:

- "emotional comfort" with "adaptation" (0.599), "internality" (0.657);
- "emotional comfort" with "self-acceptance" (0.617), - "self-acceptance" with "flexibility" (0.668) (0.668).

Also, the criterion of "striving for superiority" did not have a significant correlation with other indicators of the social psychological resilience survey and did not affect the adaptation of girls.

Comparison of the results of the analysis showed a high correlation correlation with other criteria of "adaptability" in adolescents ("self-acceptance" (0.665), "emotional comfort" (0.599), "internality" (0.657). High correlation also "internality" and "striving for superiority" (0.620), etc. (Table 2.3).

Empirical data from the Dembo-Rubinstein method revealed that 34% of adolescent boys and 26% of girls had an adequate (normal) level of self-esteem. A review of the gender front found that inadequate self-esteem was 1.7 times higher in adolescent boys than in girls.



Based on the above, it can be concluded that in all maladaptive adolescents, reflex activity is not sufficiently developed. After all, today's teenager is required to increase the level of self-acceptance at the expense of personality traits, successful communication, universal qualities and appearance. In addition, the technology of correction of "I image" and the system of management of deviant behavior in maladaptive adolescents provide psychological and pedagogical support to the success of educational subjects. In this process, we believe that the circumstances surrounding the determination of the level of psychological competence of each educator should be thoroughly studied and analyzed.

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