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PSYCHODIAGNOSTICS OF DESTRUCTIVE BEHAVIOR IN ADOLESCENTS

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Abstract. This article develops recommendations for practicing psychologists on studying aspects of psychotherapy for destructive behavior in adolescents.

Key words: deviant behavior, cultural context, adolescents, destructive behavior, psychotherapy.

Introduction. The fundamental socioeconomic and political reforms being carried out in our republic to build a developed, rule-of-law, democratic state and a free civil society, as well as the large-scale work being carried out, are a clear expression of concern for young people, who are the masters of our tomorrow and our future. The fate and future of every society and the people living within it are undoubtedly closely linked to the education of youth, who are considered the leading force of states. In our country, significant efforts are being made to strengthen the intellectual and creative potential of young people and increase their involvement in the reforms being carried out in the country. Indeed, raising literate, goal-oriented, and energetic youth, equipped with modern knowledge and skills, capable of taking responsibility for the worthy future of the country, is one of the most important tasks of today.

Through psychological research and psychocorrection of destructive behavior in adolescents, it is possible to prevent their involvement in various groups and movements, as well as conflicts that can arise in the family and at school due to destructive behavior, suicide, and other crimes. In foreign countries and the former Soviet Union, a number of specialists in the field have conducted research on the socio-psychological factors that contribute to the emergence of such vices as crime, drug addiction, and alcoholism among young people, as well as their prevention, and the development of anti-manipulative, assertive behavior in individuals. Among these are E. Berne, D. Carnegie, E. Shostrom, A. Maslow, P. M. Granovskaya, F. V. Bassin, V. N. Myasishchev, K. E. Igoshev, L. M. Zubin, A. Buryak, E. N. Volkov, E. V. Zaika, and B. T. Kondrashenko. A number of scientists, such as Melnikova, have attempted to examine the socio-psychological problems arising from the activities of destructive groups. Russian scholars V.R. Sheynov, V.V. Shapar, I.Vagin, N.N. Kozlov, S.G. Kara-Murza, and Uzbek psychologists such as Mustafayeva argue that consciousness, behavior, and the content of an individual's activity are determined by their environment. They believe that consciousness, behavior, and personality are controlled by their activities in the micro- and macroenvironment, and that unhealthy social environments generate various deviations in an individual's consciousness and behavior.

Behavioral imagination is part of the general imagination of an individual. Imagination is a system of phenomena associated with an individual's cognition of the surrounding world and their personal experience. A lack of knowledge of a particular object or phenomenon indicates a lack of imagination. Behaviorism is a concept that is combined with the concept of "spirituality" and embodies inner spiritual experiences, mental abilities, and perceptions of society, the nation, and, specifically, the individual. Behavioral perceptions are a network of social representations that are not fixed, fixed cognitive objects, but are in constant development, movement, and progress. Its initial stage is the stage of perception, during which information reflected directly in consciousness

is absorbed, sorted according to its meaningfulness and relevance to the individual. This is followed by the second stage—the stage of associative connections—when new messages in the mind are compared with old ones, and associative and behavioral connections are learned. A common feature of the second stage, described above, is generalization.

The subsequent stages are more concerned with the realm of thinking and understanding, in which each piece of information or message is differentiated based on its significance for the individual and, on this basis, determines the direction of the individual's behavior in the form of certain attitudes.

Conclusion. This relates to the adolescent's need for self-determination and purpose in life. Deprivation of these aspirations and needs can lead to a crisis, considered within the normal framework of developmental psychology, and in some cases, to psychological behavioral manifestations related to psychiatry.

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