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STUDY OF THE FOUNDATIONS OF NEGATIVE PSYCHOLOGICAL CHANGES EMERGING IN ADOLESCENT BEHAVIOR ACROSS DIFFERENT THEORIES

Narziyeva Shakhnoza Rustamjon qizi
Lecturer, Asia International University

Abstract

This article examines the psychodynamic theory that originated from Sigmund Freud's psychoanalytic theories and encompasses various theoretical approaches based on his ideas, including the views of Anna Freud, Erik Erikson, and Carl Jung. The paper discusses the psychodynamic perspective on the emergence of deviant behavior and explores theories derived from the fundamental principles of Freud's psychodynamic approach. As a result, the terms psychoanalytic and psychodynamic are often used interchangeably. Nevertheless, there is an important distinction between them: the term psychoanalytic refers exclusively to theories developed by Freud, whereas the term psychodynamic includes Freud's theories as well as concepts based on his ideas, such as Erik Erikson's psychosocial theory of human development and Carl Jung's theory of archetypes. The article also analyzes the role of unconscious processes, internal conflicts, personality structures, and defense mechanisms in the formation of negative psychological changes and deviant behavior among adolescents.

Keywords: psychodynamics, psychoanalysis, Id, Ego, Superego, emotions, internal standards, drive, projection, identification.

Introduction

Psychodynamic theory is essentially a collection of psychological theories that emphasize the importance of unconscious behavior and other internal forces in human functioning, particularly unconscious motivations. This approach argues that childhood experiences form the foundation of adult personality and interpersonal relationships. Psychodynamic theory emerged from Sigmund Freud's psychoanalytic theories and includes various theoretical perspectives developed by Anna Freud, Erik Erikson, Carl Jung, and other scholars.

Psychodynamic theory is based on the assumption that people are often motivated by unconscious forces and that adult personality traits and relationships are largely the result of childhood experiences. Originating from Freud's psychoanalytic framework, psychodynamic theory encompasses the works of Carl Jung, Alfred Adler, Erik Erikson, and other theorists. It also incorporates newer approaches, such as Object Relations Theory.

Between the late 1890s and the 1930s, Sigmund Freud developed numerous psychological theories based on his observations of patients during therapeutic practice. He sought to provide a scientific foundation for psychoanalytic therapy, and through his publications, his ideas gained widespread recognition. In 1909, Freud traveled to the United States with colleagues and delivered lectures on psychoanalysis, helping to disseminate his theories. Over the following years, regular meetings were organized to discuss psychoanalytic theories and practices. Freud significantly influenced prominent psychological thinkers, including Carl Jung and Alfred Adler, and his influence continues to be felt today.

Freud was the first to introduce the concept of psychodynamics. He observed that many of his patients exhibited psychological symptoms without any identifiable biological cause. Despite their conscious efforts, these individuals were unable to control or eliminate their symptoms. Freud argued that since these symptoms could not be consciously prevented, they must originate from unconscious processes. Thus, symptoms were understood as manifestations of unconscious forces acting in opposition to conscious will, a phenomenon he termed psychodynamics.

Psychodynamic theory was developed to encompass all theories derived from Freud's fundamental principles. Consequently, the terms psychoanalytic and psychodynamic are often used interchangeably. However, an important distinction exists:

- ✓ The term **psychoanalytic** refers only to theories developed by Freud;
- ✓ The term **psychodynamic** includes Freud's theories and subsequent developments based on his ideas;
- ✓ Erik Erikson's psychosocial theory of human development;
- ✓ Carl Jung's concept of archetypes.

In reality, psychodynamic theory encompasses such a broad range of perspectives that it is often described as an approach or perspective rather than a single theory.

From a psychodynamic perspective, although rooted in Freud's psychoanalysis, later theorists paid less attention to certain Freudian concepts such as:

- ✓ **Id**
- ✓ **Ego**
- ✓ **Superego**

Instead, contemporary psychodynamic approaches focus on a broader set of principles derived from and extending Freud's original theories.

Additional Theoretical Perspectives on Adolescent Deviant Behavior

Contemporary psychological research emphasizes that adolescent behavioral deviations cannot be explained solely through psychoanalytic and psychodynamic approaches. Modern scholars argue that biological, cognitive, social, and environmental factors interact in complex ways to influence adolescent development. Therefore, understanding negative psychological changes in adolescence requires a multidisciplinary perspective.

According to Erik Erikson's psychosocial theory, adolescence represents the critical stage of **Identity versus Role Confusion**. During this period, young individuals strive to establish a coherent sense of self while simultaneously adapting to social expectations. Failure to successfully resolve this developmental crisis may result in identity confusion, low self-esteem, emotional instability, and susceptibility to deviant behavior. Adolescents who experience difficulties in forming a stable identity may become vulnerable to peer pressure, antisocial activities, substance abuse, and other forms of maladaptive behavior.

Albert Bandura's Social Learning Theory provides another important explanation for the emergence of deviant behavior. Bandura argued that behavior is learned through observation, imitation, and reinforcement. Adolescents are highly influenced by parents, peers, teachers, and media figures. Exposure to aggressive, antisocial, or risky models can encourage the adoption of similar behavioral patterns. Through observational learning, adolescents may internalize negative attitudes and behaviors, especially when such actions appear to be rewarded or socially accepted.

From a cognitive perspective, negative psychological changes in adolescence may also be associated with distorted thinking patterns. Cognitive theorists suggest that irrational beliefs, negative self-evaluations, and maladaptive cognitive schemas contribute to emotional and behavioral problems. Adolescents who perceive themselves as inadequate, rejected, or unsuccessful

often experience heightened levels of anxiety, depression, and frustration. These emotional difficulties may increase the likelihood of engaging in delinquent or self-destructive behaviors.

Attachment Theory, originally developed by John Bowlby and later expanded by Mary Ainsworth, highlights the significance of early parent-child relationships. Secure attachment promotes emotional regulation, social competence, and psychological resilience. In contrast, insecure attachment may contribute to feelings of insecurity, mistrust, emotional instability, and difficulties in interpersonal relationships. Numerous studies have demonstrated that adolescents with insecure attachment patterns are at greater risk of behavioral disorders, aggression, and various forms of social maladjustment.

Furthermore, ecological systems theory proposed by Urie Bronfenbrenner emphasizes that adolescent behavior is influenced by multiple environmental systems. Family relationships, school climate, peer groups, community conditions, cultural values, and digital environments all play crucial roles in shaping psychological development. Negative influences within any of these systems may increase the probability of maladaptive behavior and psychological distress.

Recent studies have also focused on the impact of digital technologies and social media on adolescent mental health. Excessive social media use, cyberbullying, online harassment, and unrealistic social comparisons have been linked to increased levels of anxiety, depression, loneliness, and decreased self-esteem among adolescents. While digital technologies provide opportunities for communication and learning, they may also expose young people to psychological risks that affect their emotional well-being and behavioral functioning.

Neuroscientific research further suggests that adolescence is characterized by significant brain development. The prefrontal cortex, which is responsible for decision-making, impulse control, and risk assessment, continues to mature throughout adolescence. At the same time, emotional and reward-processing systems develop more rapidly. This developmental imbalance may contribute to impulsive behavior, sensation-seeking tendencies, and increased vulnerability to risky activities.

Consequently, contemporary theories emphasize that adolescent deviant behavior results from the interaction of psychological, biological, and social factors rather than from a single cause. Effective prevention and intervention strategies should therefore focus on strengthening family support, promoting positive peer relationships, enhancing emotional intelligence, developing healthy coping mechanisms, and fostering supportive educational environments. Such comprehensive approaches can reduce the likelihood of negative psychological changes and facilitate healthy adolescent development.

Additional Conclusion

In conclusion, the analysis of various psychological theories demonstrates that negative psychological changes and deviant behavior in adolescence are multifaceted phenomena influenced by unconscious conflicts, developmental crises, social learning processes, cognitive distortions, attachment experiences, and environmental conditions. While psychodynamic theory provides valuable insights into the role of unconscious motivations and internal conflicts, modern approaches offer broader explanations that incorporate social, cognitive, biological, and ecological factors. Therefore, understanding adolescent behavior requires an integrative perspective that considers both individual psychological characteristics and the broader social context in which development occurs. Such an approach contributes to more effective prevention, diagnosis, and intervention programs aimed at promoting adolescents' psychological well-being and social adaptation.

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