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## THE PSYCHOLOGICAL PECULIARITIES OF TEENAGE CONFLICT IN THE PROCESS OF EDUCATION AND UPBRINGING

**Abstract:** Conflict psychology is a social science study category. Modern pedagogy has the same algorithmic approach to educational disputes. As a result, the methodologies required for conflict analysis focus only on conflict resolution. The psychologist N.V. Grishina points out, the theory that conflict in the learning process can be used to develop educational functions suggests that conflicts in education occur naturally. However, it is based on the importance of using conflict prediction techniques in conflict prevention. Through this scientific article, the authors emphasize the psycho diagnostics correction and psycho prophylaxis of conflict.

**Key words:** Conflict, conflict subjects, conflict objects, conflict prevention, constructive, destructive, bifurcation, sublimation, sexual motivation, sexual impulses, conflict determination, conflict stages.

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### Introduction

Adolescence is an important stage in human development. During this period of great psychological changes occur, there are positive, lasting positive traits in the education and upbringing process necessary for the child's further development in certain social situations. Currently, there are complex mechanisms for the formation and development of adolescents, their specificities, regularities, opportunities, behavioral motivations [1, p.46].

In our view, the main reasons for the need to increase attention to the problem of adolescents are: 1) the changing culture, art and literature, socio-economic conditions as a result of the development of science and technology; 2) increased awareness of adolescents through increased media coverage; 3) sufficient awareness of boys and girls about world events, laws of nature and society; 4) the intensification of their physical and mental

development; 5) the need for a special approach to ideological-political, patriotic and international education in working with adolescents; 6) Deep penetration of the problems of transparency, social justice and democracy into the social life; 7) wide opportunities for students to acquire independent knowledge, creative thinking, self-management, understanding, evaluation and control.

The transition from adolescence to adulthood occurs during adolescence. Adolescents experience a drastic change in their mental activity with a dramatic change in their mental processes. Consequently, there are fundamental changes in interpersonal relationships, adolescents and teachers interactions, and adults and adolescents. Because of the personal prejudice of the teenager, he tries to reason with the adult, the teacher, in spite of his displeasure. His self-esteem, his attitude towards things and events, goes far beyond rationality and he does not like to explain certain details. Cesarean becomes an integral part of

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everyday behavior. These changes in adolescent behavior can leave an inexperienced teacher or parent anxious, nervous, and change their attitude toward adolescents. As a result, there are disagreements, misunderstandings.

### Methods.

Some educators speak enthusiastically about the adolescent crisis, criticize some of the defects, and seek to find their socio-psychological roots. In fact, they have a methodological flaw in their approach to adolescents. So what is the driving force behind the teen's psychic growth? The driving force behind adolescents' mental development is the manifestation of a system of contradictions between the new needs that arouse their work and their ability to meet them.

A. Maliovanov divides adolescents into four groups: 1) adolescents who act according to positive rules they understand; 2) adolescents whose moral values are consistent with their conduct; 3) adolescents whose behavior is characterized by their knowledge of moral norms; 4) adolescents who do not understand the connection between everyday behavior and the moral requirements they know.

The development of self-awareness in adolescents begins with an understanding of their own behavior and ends with knowledge of their moral qualities, character, possibilities and abilities. When adolescents reach a new level of self-awareness, they choose a specific moral pattern. The reader compares his / her behavior with the behavior of the person who sets an example and understands his/her positive or negative aspects. As a result, it creates another important aspect of self-education. In adolescence, the most important trait of psychology is the emergence of feelings of adulthood. Adult feelings are reflected in the social and moral field, mental activity, curiosity, attitude, entertainment, and external forms of behavior. According to D.Elkonin and T.Dragunov, studying the features of adolescence, the desire of boys and girls to interact with their friends at this age is clearly reflected in their peers' community.

According to V.A.Krutetsky, N.S. Lukin, I.V. Strahov, who studied the relationship between adolescents' feelings of friendship and friendship, their relationship can be divided into three forms: friendship, friendship and friendship. Psychologically describe each high emotion and describe their development, stating that the rate of formation and stability of high human emotions are slightly different between boys and girls. In this connection, the teenager's own philosophy, policy, happiness and love formula are created. His ability to think logically makes him engage in a world of mental operations, concepts and formulas. This leads to the formation of an adolescent egocentrism - the idea that the universe and its laws should be obeyed. That is why children get into an argument with their parents during adolescence.

In our opinion, even though the teenager may not make a definite decision, she really enjoys the need to express a conflict. Still, adolescence is a time of conflict, as mentioned above. Some scientists call it the "crisis" period. For example, one of the factors that hinder the "feeling of greatness" is their material dependence on their parents. In other words, this age can also be called the age of "arousal", because it is neither adult nor child. All of this causes mental hobbies during adolescence. The image of the individual, his behavior, his position in society is called the "I" image, and his adequacy and closeness to reality are the criteria for human perfection.

The social psychological significance of the image of "I" is that it is an important factor in the upbringing and education of the person. It is important to note that the external environment surrounding that person also plays a major role in the positive or negative image of "I". The teenager looks at others and even imagines that he "sees himself in the mirror". This process is called reflexion in psychology. Its essence is to form and revive the image of one self through the images of people who are like him. Reflection "I" is a process that affects the consciousness of the owner of the image. Self-image and self-awareness of a person have age and sexual identity. This will further improve your socialization process [2, p.4].

Indeed, a number of authors (I.Con, F.Rice, G.Kraig, L.Vigotsky, L. Bozhovich and others) relate the family environment and parenting education with their children during adolescence have significant effects. Adolescents in need of parental care, who have never taken into account their own ideas and opinions, and have never been able to solve their problems on their own, are less likely to develop self-esteem, friendship with people and the positive image of "I".

Many authors (I.S.Kon, 1992, L.S Vigotsky, D.B. Elkonin, B. Zazzo, 2001, E.K. Vasileva 1990, F. Rice 2003, G. Kraig, 2000, etc.) One of the main features of adolescence is that it rebuilds relationships with important individuals and adults. A number of studies have shown that the need for freedom from adult control and independence also has a significant impact on the formation of interpersonal relationships in adolescents. An analysis of the ontogeny of disruptive behavior suggests that adolescence is the age of most stress in terms of interpersonal conflicts. The high level of vulnerability to adolescent conflicts is often determined by the characteristics and importance of adolescence in personality development. The problem of adolescence is addressed to some extent in almost all areas of psychology, each of which offers its own conceptual model of adolescence [3, p.32]. L.S.Vigotsky draws on the notion of developmental crisis in identifying and evaluating adolescents' characteristics, emphasizing that the need for crisis periods is driven

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by the logic of the development process, and therefore the negative symptomatology of adolescence is objective.

At the same time, according to L.S.Vigotsky, the essence of crisis periods is not only negative; a great deal of positive work is done with negative symptoms at this age. For us, it is important to focus on the positive potential of the crisis period. In addition, the analysis of L.S.Vigotsky's works allows us to suggest that symptomatic, characteristic of crisis periods, is often nothing more than an external manifestation of positive internal processes. This, in turn, influences the formation of positive personality structures by controlling the dynamics of negative symptoms.

R. Benedict sees the adolescent crisis as having different behavioral patterns for adults and children. In his view, the causes of conflicts in adolescence are the underdeveloped forms of child behavior. In general, we can say that important information has been collected within the bisexual approach to the study of adolescent behavior, which is not enough, as there is no constructive answer to the question: what to do about adolescent conflict. Freud calls the adolescence a period of "crises and riots".

An analysis of the work of analytical psychologists will reveal the importance of the circumstances in our study. The tendency to adolescence conflicts cannot be avoided, as psychoanalysts believe, when a person's attempt to integrate new sexual impulses leads to a decline in internal disturbances, personality disorders, and social adaptation. To minimize the negative effects of sexual impulses on social taboos, adolescents' use psychological protective mechanisms (suppression, projection, identification, rationalization, and sublimation) that violate adolescents' perceptions, which is one of the factors in interpersonal conflicts. The degree of conflict in adolescents is influenced by individual differences in sexual maturity, the power of sexual motivation and related disorders [4, p.46].

It is also worth noting that adolescence psychology is indispensable in this psychoanalytic orientation, as it poses such an important problem as genesis of communication. According to G.Sullivan mental development means that a child has to go through a series of stages determined by the development of interpersonal needs. The individual behavioral dynamics are defined by two trends: avoiding loneliness and abandoning interpersonal relationships that create anxiety. In this regard, various forms of adolescent conflict behavior are associated with impairments in the gradual development of interpersonal needs. Sullivan sees the root causes of these disorders in social situations that lead to personality disorders.

Thus, psychoanalytic orientation emphasizes the role of developmental traits in sexual motivation, protective mechanisms, and interpersonal

relationships in the genesis of adolescent conflict behavior [5, p.56].

K. Levin comes from his field theory in the interpretation of phenomena of adolescence. This allowed him to distinguish a specific "cognitive imbalance" that is associated with the change in group identity associated with the transition from the children's community to the adult community as a key feature of this age. The adult community, according to Levin, presents itself as an unfamiliar area of life for the teenager as an area with no cognitive structure, in which the teenager cannot distinguish clear, differentiated areas.

In this regard, he sees the causes of adolescent behavior as lack of clarity: the teenager does not know if he or she is doing the right thing in an unfamiliar environment. This lack of self-esteem is exacerbated when an adult unknowingly raises a child. A recent thesis on the negative consequences of lack of understanding of adolescents' standard of living is very important in our view. According to him, we can confirm that the desire for adolescents to live without conflict and to limit them to interpersonal conflicts within their environment and at the level of "adolescent-adult" is psychologically unjustified and pedagogically dangerous. According to E.A.Klimov, by defining a conflict-free pedagogical environment, we exclude adolescents from feeling, predicting, knowing, and understanding comprehension and orientation of different options of emotional and practical response to events [6, p.54].

At the same time, neither Levin nor his followers (Eisenberg, Coleman) are able to solve the major problem of interpersonal conflicts in adolescents - the problem of identity and positive change at the intergroup level. By defining development as a complexity of field structure, it does not explain what qualitative complexity is, but treats it as a simple multiplication of existing structural elements.

The intellectual aspect of adolescent development has been thoroughly reviewed by J.Piaget and his followers. According to J.Piaget, this age is characterized by the fact that the teenager has the ability to perform formal operations without relying on the specific properties of the object, which is manifested in the tendency of adolescents to make theories and hypotheses.

By developing Piaget's ideas about adolescents' social behavior, L.Kolberg focuses on the genesis of moral consciousness, believing that the genesis of moral consciousness is not simply the result of external behavioral rules, but also the process of changing societal norms and rules. is the product of its formation.

As Kolberg points out, only 10% of children are at the end of adolescence. Kolberg sees the underlying causes of child social behavior disorders in the absence of moral consciousness. Theories of formation of social forms of behavior in adolescents

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have defined the framework of concepts that describe this period of individual ontogeny and the specificity of interpersonal conflicts of this age [7, p.38].

### Results and discussions.

Indeed, it should be noted that over time, a number of works have been created, and their authors have tried to integrate the various meaningful representations discussed above. Thus, in Nigeria there appeared ontological divergent theories that did not contradict each other but that they were complementary to each other. Recalling the complex combination of different and different factors that determine the emergence, dynamics, and resolution of interpersonal conflicts, we have to recognize that such an approach is necessary, not just to allow for different aspects of interpersonal conflict. Without attempting to make a final assessment of the theories of adolescent conflict theories, it can be argued that the positive potential of interpersonal conflict, as revealed by the cultural and historical concept, can be widely used.

Undoubtedly, the adolescence was a crisis. The most important content of development in crisis times is the emergence of new structures. Accordingly, constructive work with adolescents' disputes should be enhanced by considering the new structures that emerged during that period. Not only does this approach lead to the search for and development of interpersonal conflict resolution techniques, but it also provides an opportunity to view interpersonal conflict as a moment of personal development.

Thus, based on a brief analysis of the basic concepts of adolescence, it is possible to identify the main areas of study of interpersonal conflicts in adolescent environments:

- Social (macro- and micro-social conditions of interpersonal conflicts in adolescence);
- Personality (the study of adolescent personality traits as a factor in interpersonal conflicts);
- Joint activities of adolescents (identifying the characteristics of joint activities that create conditions for interpersonal conflicts);
- Motivational (study of adolescent motivational field characteristics as a condition for conflict);
- Behavior (study of the influence of various factors on the formation of adolescent types of behavior).

The social aspect involves an analysis of macro- and micro-social conditions that can lead to interpersonal conflicts or increase the likelihood of their occurrence. Without delving into the analysis of macro-social factors that are important in the context of adolescent conflicts, we should note that severe social, economic, demographic, environmental conditions require the development of negative trends at the micro-social level, leading to the development of alienation, anxiety, and spiritual decline in children comes. This is a fundamental change in the social

conditions of childhood in modern conditions. In this regard, the inherent contradictions inherent in adolescence are greatly exacerbated and exacerbated in modern conditions [8, p.98].

Conflict forms of adolescent behavior are caused by various social factors. Among them, we can point out out-of-school referral groups and associations where aggression and aggression are often seen as proof of independence and independence. Deformation in the family also has a significant impact on the formation of controversial forms of behavior. Data from contemporary psychological studies show that family education features strongly influence the level and nature of adolescents' conflicts.

According to our data, 68.35 percent of adolescents who are prone to violent behavior are children of families whose family communication system is deformed and lacking psychological protection. Another important factor that influences adolescent behavior is the media [9, p.34]. In this regard, we summarize the results of our research on the traits of adolescent and aggressive behavior in adolescents. Teachers of secondary schools were asked to describe interpersonal conflicts among adolescents who had witnessed a specially designed scheme reflecting the structure and dynamics of interpersonal conflict. 83 (%) testers found that adolescents between the ages of 13 and 14 used slang from foreign-produced feature films during the stages of conflict behavior.

The search for opportunities to explore the nature and character of adolescent behavior in a teenager encourages us to turn to an analysis of the content, character, structure, and dynamics of the relationship in which the adolescent actually participates [10, p.65]. This allows us to distinguish between two different areas: The first is that adolescents have relationships in their age groups, and the second is relationships with adults. The first area of study is the context of our research - the study of the factors, conditions, dynamics, and consequences of interpersonal conflicts in the adolescent environment. The second study is prevention and overcoming interpersonal conflicts in adolescent groups.

### Conclusion.

Classroom characteristics also play a special role in the development of interpersonal conflicts in adolescents. The level of development of the classroom group is often determined by the rapid influences of adolescents by their nature which are not typical of school. Interpersonal conflicts may also be caused, first and foremost, by the inclination of high-ranking members of the class to their own goals and values to an external referral group that opposes this group. Informal associations (groups) of adolescents formed and operated out of school, as a rule, during

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the adolescence are such external referral groups. Interpersonal conflicts arising as a result of normative conflicts. Their emergence is related to the phenomenon of group pressure on a minority, many of whom are reluctant to accept the norms and values promoted by these majority. The latter case provides

a unique context for the work of a school psychologist in the context of interpersonal conflicts in adolescents: if one member of the group is openly opposed to one or another group of rules, this may lead to the integration of other elements in the struggle to maintain group traditions and rules.

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