



PSYCHOCORRECTION AND PSYCHOPROPHYLAXIS OF DEVIATIONS, TAKING INTO ACCOUNT THE PECULIARITIES OF PROTECTIVE AND COPING BEHAVIOR OF ADOLESCENTS

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Article history:	Abstract:
Received: 11 th February 2022 Accepted: 11 th March 2022 Published: 28 th April 2022	The article raises the problem of an approach to the study and psychocorrection of deviant behavior from the standpoint of effectiveness-inefficiency of protective and coping behavior. The urgency of the raised problem is due to a number of circumstances: a steady increase in crime in general and juvenile delinquency in particular, difficulties in choosing methods of education and influencing adolescents who exhibit behavioral deviations. The protective and coping behavior of minors is considered as one of the levels of socio-psychological adaptation, the essential role of the system of psychological protection and coping in the formation of deviant behavior is emphasized. The question is raised about the expediency of carrying out effective measures for the prevention and prevention of juvenile delinquency, psychocorrection based on the diagnosis of the functioning of the protective coping system, the specifics of the available coping resources in order to form productive coping strategies, reduce the protective activity of adolescents.
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INTRODUCTION:

When studying deviant behavior, the features of personality development that lead to maladaptation and violation of self-actualization, a variety of situational reactions, individual-style characteristics of behavior, adaptability to the real environment, the nature and direction of responsibility, the presence of accentuated traits, etc. are most often considered.

The genesis of deviant behavior may be due to defects in upbringing, pedagogical neglect, individual factors (underdevelopment of higher senses, hypertrophy of age-related reactions, mental and nervous disorders, pathological lies, low self-control, etc.) [6].

METHODS:

But within the framework of the consideration of the factors determining deviant behavior, an insufficiently serious role is still assigned to the study of the structure of one of the main components of responding to complex, psychologically loaded situations - the system of psychological protection and coping, the inefficiency of which generates deviations in behavior, including deviations from legal norms.

The psychodynamic approach calls the constant conflict between unconscious drives and social restrictions the

main source of deviant behavior. The harmonious development of personality presupposes the presence of optimal protective mechanisms aimed at balancing the spheres of the conscious and unconscious. That is, we are talking about balancing the personality with itself.

A. Adler [2], revealing the theory of complexes and compensation, sees the reason for deviations in behavior in violation of the adequacy of the interaction of the individual and the environment. The inability to establish adequate contact with the environment leads to deviations.

Based on the research data and assumptions made by A. Freud, Yu.M. Antonyan, V.D. Mendelevich, A.R. Ratinov and G.H. Efremova, as well as on our own research, we believe that deviant behavior is associated with the lack of adequacy of perception of the real world, the lack of a formed and harmonious system of overcoming behavior. By the system of psychological protection and coping, we mean a system that includes a complex of psychological defenses, coping strategies and personal resources. The insufficiency of the system of psychological defenses and coping is expressed, as a rule, in an imbalance towards the predominance of



maladaptive coping strategies and increased activation of psychological defense mechanisms.

The effect of psychological defenses, in addition to relieving affective tension, with their excess tension, affects the perception of information, expressed in a distortion of reality, which allows you to resist public opinion, reduce control over your own actions.

Different forms of criminal behavior correspond mainly to their own specific ways of self-justification, a certain repertoire set of protective mechanisms. Psychological protection acts as a reorganizer of conscious and unconscious components of the value structure of the personality, its influence on the value system is contradictory and inconsistent. The criminal's personality can generally condemn the violation of social norms, but the punishment for his own crime is considered unfair.

A decrease in social control, leading to self-justification of illegal actions committed, to internal relief from responsibility and to compensatory displacement of unfavorable information, occurs not only in the case of activation of psychological protection. Behavioral deviations arise as a consequence of the deformation of the entire coping system, in which there is an imbalance in the direction of excessive recourse to low-level defense mechanisms, to non-constructive coping strategies caused by defects in the resource capabilities of the individual. Such deformations, the lack of skills of social and problem-solving behavior, are characteristic of adolescence, which, by virtue of its specificity and complexity, become a potential basis for the formation of deviant behavior.

The conditions of the adolescent age period are characterized by increased psychological stress, the possibilities of adaptive reserves are seriously tested, require the restructuring of behavioral stereotypes that satisfy adaptation at earlier stages of development.

The conditions that worsen adaptation are an increase in adolescent anxiety, contradictory self-images, insufficient maturity of the personal structure, doubts about the motives and principles that previously guided the teenager. These conditions lead to increased psychoemotional tension, to negative experiences, to increased stress. By resorting to protective mechanisms, it is possible either to completely displace negative experiences, or to justify oneself and one's actions with shifting responsibility to others.

As an easier way, teenagers choose defensive overcoming of difficulties at the expense of turning to effective ways of coping.

Active efforts of teenagers are primarily directed at personal well-being, avoiding failures, and self-affirmation. Therefore, the choice of coping strategies

by teenagers often turns out to be ineffective, not taking into account objective reality. Either it is a focus on reducing emotional stress by avoiding, ignoring problems, accepting circumstances or compensating with alcohol, unjustified optimism, aggressiveness, self-blame. For example, choosing an effective "problem analysis" strategy requires a sufficient level of thinking, which does not develop by itself, but is formed in the process of mastering knowledge, that is, in the process of successful schooling. School failure, lack of school problem solving skills, characteristic of difficult teenagers, extends to the coping system. Emotional strategies in such adolescents, most often, are realized in the form of experiencing protest, indignation, emotional discharge (reacting feelings caused by the experience); inadequate optimism. And among behavioral strategies, active avoidance, distraction, compensation, isolation (retreat) are predominant. Constructive activity, active cooperation, search for social support (appeal), as effective coping strategies can be chosen only by adolescents with a positive Self-concept, an internal orientation. Since, due to age characteristics, the Self-concept is unstable, and the level of control is reduced, the implementation of an adequate assessment of the problem situation, the choice of an adequate coping strategy, the definition of the type and amount of necessary social support by a teenager is difficult.

Teenagers still turn to the strategy of seeking social and psychological support, because they are guided by the desire to be listened to, to meet assistance and understanding, but the inability to maintain empathic communication with the environment becomes an obstacle in accepting support [9].

The pre-dispositional basis of the dysfunctions of coping strategies is a reduced resistance to experiencing situations that place increased demands on the individual, a distorted idea of a criminal situation in which the importance of some elements is exaggerated and the role of others is reduced, the situation itself is more often perceived as a fatal combination of circumstances.

One of the universal motives of criminal behavior in the vast majority of cases is the motive of self-justification. Deviants, even recognizing the fact of the crime committed, resort to exculpatory reasoning through psychological defense, which minimize guilt.

We can say that deviant behavior is evidence of immaturity, poor performance and general insufficiency of the system of psychological defenses and coping. Deformations of the system prevent effective coping with stress, conflict resolution. Defects of personal resources, reflected in a decrease in social adaptation,



the level of frustration tolerance, a decrease in criticality and responsibility, instability of the Ego, disharmonious personal profile, initiate deviations in behavior and consolidate conflict, non-constructive patterns of behavior, significantly reducing further opportunities for personal development and effective coping with stressful life situations.

On this basis, psychoprophylactic and psychocorrective measures aimed at improving the effectiveness of the functioning of the protective coping system of the adolescent's personality acquire an important role in the prevention and intervention of deviant behavior.

Taking into account the peculiarities of the protective coping system of adolescents, it is possible to determine the main directions of work on the formation and development of active problem-coping behavioral strategies that contribute to the prevention and correction of adolescent deviations. The basis of such work should be the relationship of a teenager's personal resources (adequate self-esteem, developed Self-concept, low level of anxiety, etc.) and readiness for social interaction (orientation to the help of others, communication skills and other factors of human adaptation) - on the one hand, as well as effective behavioral skills (success in overcoming a difficult life situation) - on the other [10].

RESULTS AND DISCUSSION:

Widespread and quite successful forms of psychocorrection and psychoprophylaxis of deviations are:

- individual conversation (psychological counseling),
- group correction and game methods,
- trainings and auto-trainings.

One of the productive and emergency forms of emotional state correction is also distant support and assistance to a teenager - telephone psychological counseling. Currently, the effectiveness of such work is being tested with deviant adolescents in the Temporary detention Centers of Rostov-on-Don and Shakhty, as well as in the Azov educational colony.

There are three main directions in the formation of socially active cooperative behavior of adolescents [8].

1. Formation of emotional coping strategies.

Adolescence is characterized by marked emotional instability, sharp mood swings, rapid transitions from exaltation to subdepressive states. Violent affective reactions, especially often arising in response to comments about the "shortcomings" of a teenager's appearance or when trying to "infringe" on his independence, sometimes, from the point of view of adults, seem inadequate. These reactions of adolescents manifest themselves in experiences of

varying strength and quality, and these are mainly negative emotions: irritation, resentment, suffering or emotional withdrawal [10]. In this regard, the tasks of psychocorrection of emotional coping are:

- training in understanding and recognition of emotional properties, research of the emotional sphere,
- training in characteristic ways of emotional response,
- control, self-control and correction of negative emotional states that harm social interaction and mental health in general.

On this basis, the image of the "I" of a teenager develops, an adequate self-esteem is formed, the ability to understand oneself and other people. Teenagers master the skills of self-control, introspection, self-help, psychological and social support.

When forming strategies for emotional coping, it is important to teach teenagers to talk about their feelings instead of just shutting down or showing aggression, affective reaction.

Verbal ways of expressing your feelings can be offered in the form of some statements, for example: "It makes me sad when I argue with my friends, maybe you too." "I get offended when I hear rudeness in my address," etc. [1].

It is also equally important to bring teenagers to understand that all people have reactions to certain situations: "Sometimes people get scared and this is normal," "If something doesn't work, it can be annoying."

To monitor negative emotions and correct them, adolescents can be taught self-control methods, as well as use special psychological techniques [3]. Thus, the "Integrating Anchor" technique uses stimulus anchors to "dissolve" an undesirable reaction. It can be fear, panic, aggression or any other maladaptive feeling. The "swipe" technique is successfully used to control and eliminate phobias and other types of unwanted emotional reactions that are triggered by external stimuli. Negative perception and experience of the situation can also be changed by creating a resource "Self-Image" with a positive experience and more adaptive behavior.

Projective pictorial methods have also proven themselves well, contributing to the liberation from negative experiences, the expression of these experiences in drawings, their subsequent observation and understanding [7].

2. The formation of intellectual coping strategies involves specific work of adolescents with information: switching thoughts to others, searching for additional information, analyzing the consequences of the situation, relativity in assessments, as well as giving a



new constructive meaning and meaning to an unpleasant situation [11].

To cope with a difficult situation, the following conditions must be met.

1. Be fully aware of the difficulties encountered.
2. Know the ways to effectively cope with this type of situation.

3. Be able to apply them in practice in a timely manner. In this regard, cognitive work with thoughts involves:

- the creation of several options for choosing behavioral reactions in adolescents, because the previous experience turned out to be inadequate;
- work in sensory memory systems;
- change of stressful and post-stressful behavior parameters "from the inside".

Since the formation of intellectual coping strategies requires a sufficient level of development of thinking and reflection, the correctional work of this unit can be quite difficult for difficult adolescents. Nevertheless, this cannot be a reason for replacing or rejecting "difficult" cognitive psychocorrection techniques with more convenient ones for a teenager. On the contrary, such methods will contribute to the development of the cognitive sphere, which will have a positive impact not only on the system of problem-coping, on school performance, but also on the motivational value side of the personality of adolescents.

In the formation and correction of intellectual coping strategies, methods of cognitive psychocorrection have proven themselves well, such as "Identifying and challenging irrational beliefs", "Technique for verifying the validity of automatic thoughts", "Study of threatening consequences (What if?)", etc., which are carried out both individually and in group form [11].

3. Formation of effective behavioral strategies. This block successfully uses a wide range of behavioral (behavioral) psychocorrection methods that have a clear focus and are designed to change specific forms of behavior. An important element of these methods is the systematic manipulation of external influences in order to reinforce or suppress certain forms of behavior. Accordingly, the most important prerequisite for conducting behavioral psychocorrection is a careful analysis of the factors influencing the behavior of a particular teenager [11].

Behavioral psychocorrection methods allow adolescents to learn how to manage the situation and consolidate desirable behaviors by eliminating undesirable ones. In addition, they contribute to the formation and development of social interaction skills: active cooperation, search for social support (switching), formation of communication skills, etc.

Since an individual is involved in a very close relationship with another person, it is important for him to determine exactly what kind of messages are being transmitted to him in order to react correctly, choose an adequate and constructive behavior strategy. A number of methods contribute to the development of this skill. This is, for example, the method of "Changing personal history". This technique allows teenagers to quickly learn to evaluate and re-evaluate adaptive behavioral resources and integrate them into certain situations where and when they are needed [5]. Thanks to this technique, a teenager gets the opportunity to change past experiences in his mind in such a way that he has new resources and a new attitude to what happened.

In the modern practice of psychocorrection, another method is well known - reframing, a process by which adolescents receive new perspectives that allow them to perceive certain problematic situations differently than before and turn them into positive and adaptive resources for learning [4]. This effect is achieved due to the contact of the teenager with his inner part of the personality, which generates or blocks a certain behavior, while extracting secondary benefits from this behavior. The essence of reformation is to dilute positive intention and behavior in order to find more acceptable ways to implement positive intention.

The "Methodology of step-by-step changes" is also quite productive [3]. According to this technique, the main changes in behavior are achieved as a result of the movement of the process, carefully graduated by a series of steps, each of which is so insignificant that it almost does not differ from the previous one.

Another of the most widely used methods is the "Method of positive and negative reinforcement", which uses the principle of memorization and reproduction by the subject of specific behaviors that are accompanied by pleasant consequences, at the same time, systematically disapproved behaviors cease to be repeated [11].

But, perhaps, the most well-known and widely used are the methods of training and self-training, teaching new ways to overcome difficult situations and consolidating the skills of using active problem-coping behavioral strategies by a teenager.

CONCLUSION:

Modern psychocorrection and psychotherapy uses the widest arsenal of methods and techniques of various directions and schools. All of them, one way or another, have proven themselves to work with a variety of problems as adequate and productive. However, the most important thing that determines the success of not only psychocorrective work, but also any contact of a



psychologist is a sincere interest and participation in the fate of a teenager, mutual cooperation, motivation and interest.

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